

## TABLE OF CONTENTS

Warning .....	
FNESU Instructional Leadership Joint Report.....	
Early Education Report .....	
Technology Report.....	
Food Service .....	
LEAPS .....	
FNESU Grants .....	
ERUUSD Principals' Annual Reports .....	
Business Manager's Update .....	
Enosburgh-Richford UUSD FY23 General Fund Expenses .....	
FY22 Education Spending Per Pupil by Town .....	
FY23 General Fund Budget Charts .....	
Agency of Education Three Prior Years Comparison .....	
Franklin Northeast Supervisory Union FY23 General Fund Budget ....	

**WARNING**  
**ENOSBURGH-RICHFORD USD ANNUAL MEETING**  
**Tuesday, March 1, 2022**

The legal voters of the Enosburgh-Richford Unified Union School District, consisting of the Towns of Enosburgh and Richford, are hereby warned and notified to vote on the following articles by Australian ballot in the respective polling places and times hereinafter named on **Tuesday, March 1, 2022**.

ARTICLE 1. To elect a Moderator.

ARTICLE 2. To elect a Clerk.

ARTICLE 3. To elect a Treasurer.

ARTICLE 4. To elect one (1) school director for a three-year term, ending March 2025, who resides in the Town of Enosburgh.

To elect one (1) school director for a three-year term, ending March 2025, who resides in the Town of Richford.

ARTICLE 5. Shall the voters of the District approve the school board to expend \$20,174,531 which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$16,774 per equalized pupil. This projected spending per equalized pupil is 10.56% higher than spending for the current year.

ARTICLE 6. Shall the voters of the District authorize the Board of Directors to borrow money not in excess of anticipated revenue for the school year, pursuant to Title 16 V.S.A. 562(9)?

ARTICLE 7. Shall the voters of the District authorize the Board of Directors to hold any audited fund balance as of June 30, 2022 in a reserve fund to be expended under the control and direction of the Board of Directors for the purpose of operating the school?

**Polling Places and Times**

Enosburgh Residents – Emergency Services Building, polls open at 10:00am and close at 7:00pm.

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

Adopted and approved at a meeting of the Board duly noticed, called, and held for that purpose on January 11, 2022.

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Kevin Blaney, Chair

# ENOSBURGH-RICHFORD UNIFIED UNITED SCHOOL DISTRICT

## Joint Report of The Board of School Directors and Office of Superintendent of Schools

2021-2022

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**Dear Franklin Northeast Supervisory Union Community Members,**

It is our honor to submit this annual report as a joint effort by the Superintendent, the Director of Instruction and Learning, the Director of Student Services, and the Director for the Advancement of Educational Equity. Our ongoing collaboration has centered the priorities of the supervisory union on meeting the needs of all learners served within our eleven schools and six towns. Our collective work is centered on ensuring all of our schools have highly functioning systems that support the varied needs of all learners. We work intentionally and collaboratively with school leaders to create more equitable opportunities for all students and to identify and dismantle any barriers that exist for members within our school community. This annual report is intended to give FNESU stakeholders an opportunity to see how we are working to respond to the pandemic and to prioritize and accelerate academic and social emotional learning for all our students as we begin to shift into a phase of pandemic recovery in the months and years ahead.

### **Pandemic Response**

Our students, parents, teachers, support staff, nurses, and leaders are navigating a third school year that has been impacted by the coronavirus pandemic. There is no question that both academic and social emotional learning have been impacted by remote, hybrid, and fragmented periods of attendance for our students. We have seen increasing needs associated with the mental health challenges our students and other stakeholders are experiencing as a result of this pandemic. Schools have been working so hard to provide all students with the academic and social emotional learning opportunities they need in order to make up lost ground. The dilemma we are facing together is that we are still in the mode of having to respond in real time to the pandemic while we are simultaneously trying to accelerate learning for our students. Our schools are staffed with teachers, support staff, and leaders who do this incredibly hard work because they care deeply about the students in our FNESU schools. We see examples all the time of people going above and beyond to support students. We've seen examples of teachers giving up their preparation periods to cover classes for their colleagues, volunteer for recess and lunch duties, and plan for how to meet the varied needs of students who have all been present, or absent, for different parts of a unit, all while providing the love and support our students need. We've seen support staff members riding school buses, helping with food service, or custodial tasks, taking on shifting assignments every day because of our substitute shortage. We've seen nurses working late nights, weekends, and early mornings contact tracing and taking calls from scared, frustrated, and sometimes angry stakeholders all while trying to interpret changing guidance along the way. Leaders throughout FNESU have taken on many of the tasks described above in addition to managing the multitude of other pandemic responsibilities that have fallen onto their shoulders. As a community, it is important that we show some love and support to the school staff members who have gone above and beyond every day to keep our students safe and our schools open for in person learning for our students.

### **Student Enrollment and Demographics**

The Franklin Northeast Supervisory Union serves 1901 PK-12 students in the towns of: Bakersfield, Berkshire, Enosburg, Montgomery, Richford, and Sheldon. FNESU's demographic data represents the diverse population of students we serve. **Goals in FNESU are centered on ensuring high levels of learning for ALL students.**

## District Enrollment Data

### Enosburgh-Richford UUSD Enrollment as of October 1, 2021

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enosburg Elementary	20	25	32	37	39	36	39	30								258
Enosburg Falls Middle High									34	25	40	86	50	69	86	390
Richford Elementary	13	21	24	28	33	24	28	16								187
Richford Jr-Sr High School									30	28	23	60	41	48	41	271

### Enosburgh-Richford UUSD Enrollment as of October 1, 2020

Grade	PK-3	PK-4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enosburg Elementary	0	23	37	44	35	36	28	34								237
Enosburg Falls Middle High School									24	38	31	54	69	93	75	384
Richford Elementary	17	15	25	32	25	32	20	32								198
Richford Jr-Sr High School									25	25	35	40	54	40	16	235

## Student Demographic Data by the Numbers

(as of 12/16/21, 1901 total enrollment)

Free and Reduced Lunch

**1103**

Disabilities

**330**

Without High-Speed Internet

**150**

Migrant Farm Family

**<10**

Student Mobility

**269**

Housing Insecurity

**29**

English Learners

**24**

DCF custody

**14**

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

**126**

## Supervisory Union Comparison Data

School	% Eligible for Free & Reduced Lunch	% IEP Eligible
Bakersfield	43%	12%
Berkshire	48%	19%
Montgomery	50%	9%
Sheldon	41%	18%
Richford Elementary	98%	25%
Richford Jr-Sr High School	72%	23%
Enosburg Elementary	65%	21%
Enosburg Middle	49%	17%
Enosburg High School	49%	17%

### FNESU Vision, Mission, Values, and Goals

The FNESU board has been working over the course of the last year to develop a vision, mission, values, and goals that will serve to drive the work of the supervisory union, and our member schools. During the spring of 2022, the FNESU school board will be working to finalize and adopt the vision, mission, values, and goals of the supervisory union. At the time of this writing, the board has developed the following draft vision and mission.

#### Vision - (What is our purpose?)

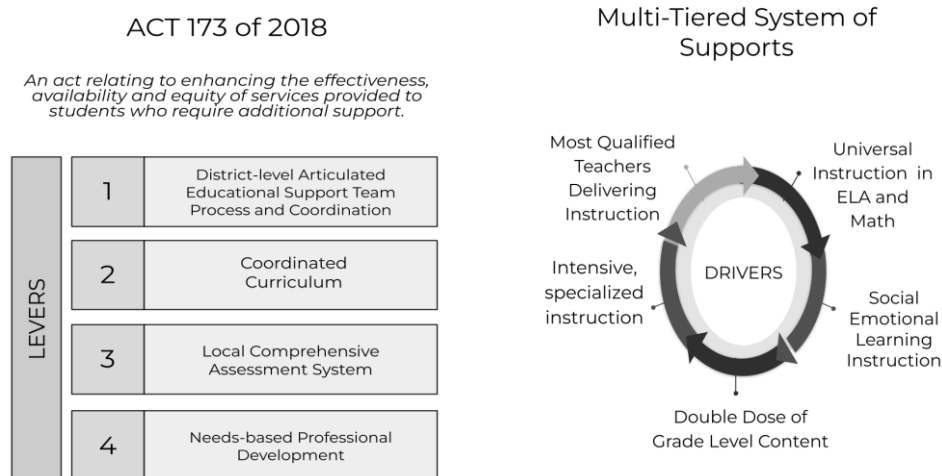
In FNESU we are working collaboratively with staff, students, and the community to achieve an equitable, responsive learning environment which prepares all students for lifelong success. FNESU is committed to being a community where students want to learn, families want to live, and educators and staff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

#### Mission- (How will we get there?)

Schools in the Franklin Northeast Supervisory Union provide equitable, inclusive, and personalized learning opportunities for all students. Educators facilitate learning by using assessment data to provide feedback to learners, personalize instruction and allow for self-paced opportunities to develop and demonstrate proficiency. Student wellness and achievement is our collective priority and responsibility.

**Goals** - The goals will be adopted in February and will be inclusive of academic, graduation, and social emotional learning proficiency indicators. Still to come in the board's work is a process for engaging our stakeholders around values/guiding beliefs and an organizational motto. The superintendent will work with the FNESU board to develop a goal progress monitoring plan and will engage stakeholders in a revision process for our long term strategic plan in order to turn our vision into a reality.

### System Level Work in Franklin Northeast - Act 173



Act 173 is a Vermont law that was passed in 2018 that requires schools to provide effective, accessible and equitable services to students who require additional support. One of the central priorities in Act 173 is developing a highly functioning Multi-Tiered System of Supports (MTSS) within each school. MTSS is a framework in which we use data to problem solve and make decisions to support students. Within the classroom setting, students receive a

double dose of instruction focused on the standard or skill they are not currently proficient in. This is in addition to the regular lesson and is for any student who may need more time and support to learn the standard or skill. Intensive specialized instruction is offered in addition to the first instruction and double dosing opportunities for those students who have not yet mastered below grade level standards. This is for students who have not responded to the universal instruction, double dosing or the interventions put in place. Students are identified for this level of instruction from the data teachers use to monitor student progress. The most qualified teachers deliver the instruction at this level. This is about matching the most skilled individuals with the specific needs of the students.

## Continuous Improvement Plan / Pandemic Response Plan

### Pandemic Response Plan - Investment Strategies



## Social Emotional Learning, Mental Health, and Wellness

FNESU is moving in a positive direction in regards to a systems approach to social emotional learning for all students. This year we have created Social Emotional Learning (SEL) Priority Standards and have taken the draft to all schools within our district for feedback and revision. The focus is to create a SEL systemic framework of Multi-Tiered Systems of Support across the supervisory union. Teachers in FNESU have been teaching the Zones of Regulation Program in our schools to start this SEL work. The District SEL Coordinator is working to create sustainable SEL priority standards, link the priority standards to a sustainable SEL program and identify a SEL Universal Screener available to all students to gauge SEL work going forward.

## Engagement

In FNESU, educational equity means academic success and belonging for each and every learner within our school community through the discovery and cultivation of the unique gifts, talents, and interests of each individual. FNESU is committed to improving systemic culture, conditions, and competencies across the district in order to better serve those situated farthest from access and opportunity. We strive to ensure that all members of the educational community receive this support to develop academic, social and emotional growth inclusive of race, class, ability, sex, gender identity and expression, sexual orientation, national origin, language, culture and creed.

Using ESSER grant funds, we have hired a new Director for the Advancement of Educational Equity. The position is designed to accelerate FNESU's advancement toward the goal of eliminating opportunity gaps, increasing cultural literacy, identifying and removing systemic barriers for students and families, and collaborating with educational leaders and community groups to advance a culture of belonging, dignity and justice in our system.

In FNESU, we recognize the importance of partnerships between schools and families to improve outcomes and ensure equity for all students. We have hired three new Family Engagement Coordinators, in addition to the school social worker already employed at Sheldon Elementary School, who are working in each of our schools to support student and family engagement through targeted family support and proactive attendance strategies.

## Academic Proficiency

During the 2018-2019 school year, our teachers met in content and grade level teams to identify priority standards. These are a subset of the learning standards that have been adopted by the Vermont State Board of Education. This is necessary because the standards documents are not viable. For example, there are 72 standards just for first grade literacy. Priority standards are not all that we teach, but they are the skills we will intervene with first in order to ensure proficiency for all students. Because of this focus, we have been able to navigate the pandemic with a clear picture of the essential learning. We have put our focus on strategies to accelerate student learning of the priority standards. This includes breaking the standards down into sub skills and identifying critical prerequisite skills that we can pre-teach to ensure students are ready to engage with new grade level learning.

Last year our students took the Smarter Balanced Assessments (SBAC) in literacy and math in grades 3-9. Our students in grades 5, 8, and 11 also took the Vermont Science Assessment (VTSA). As expected, after over a year of interrupted instruction, scores went down from pre-pandemic levels. Here are the results from spring, 2021:

<b>Grade</b>	<b>FNESU Percent Proficient and Above in Literacy</b>	<b>FNESU Percent Proficient and Above in Math</b>	<b>FNESU Percent Proficient and Above in Science</b>
<b>3</b>	34%	34%	
<b>4</b>	35%	34%	
<b>5</b>	40%	27%	25%
<b>6</b>	49%	25%	
<b>7</b>	46%	29%	
<b>8</b>	47%	31%	31%
<b>9</b>	44%	30%	21%

The Vermont Agency of Education provided the following context about this test administration in a press release on November 8, 2021: “The 2021 Smarter Balanced Assessment and Vermont Science Assessment were administered in Spring of 2021 under extraordinary pandemic conditions. The difficulty of administering these federally required assessments during the 2020-21 school year, coupled with lower and uneven participation rates caused by the challenges of remote and hybrid learning mean that Vermont’s 2021 Smarter Balanced and Vermont Science Assessment scores cannot be compared to prior year performance.

The factors influencing the validity of the results include, but are not limited to, lower than normal participation rates due to hybrid and remote learning practices, lack of participation by medically vulnerable and other students with special circumstances, and the general difficulty of administering standardized assessments during at best difficult pandemic conditions.”

In the same document, they provided this caution about interpreting the results: “Our 2021 assessment results highlight the enormous challenges and impacts of the COVID-19 pandemic on student learning,” said Heather Bouchey, Ph.D., Deputy Secretary of Education. “While individual student results are valuable for educators and families, our 2021 scores serve as a stark reminder of how extraordinary last school year was. The state’s aggregate numbers aren’t themselves useful for making decisions about curriculum or making immediate changes to instructional programs, but they demonstrate how much work we have still ahead of us, to focus on education recovery.”

“We strongly recommend against comparing these results to previous years,” said Wendy Geller, Ph.D., Director of the Data Management and Analysis Division at the Agency of Education. “Educators and families worked incredibly hard last year to minimize impacts to student learning and engagement. Despite their heroic efforts, it was not possible to conduct the Smarter Balanced and Vermont Science Assessments in the same way we had previously. The extraordinary circumstances lead to a range of factors that make this year’s results statistically invalid when compared to prior years.”

We have used all of our assessment data from the FNESU Local Comprehensive Assessment Plan to identify the academic priorities of early literacy in grades PK-2 and math in grades 3-12. We have made substantial investments in high quality, research-based instructional materials, and professional learning for teachers in these priority areas. This is a multi-year commitment, and will continue through the summer of 2024, funded by federal ESSER and American Rescue Plan money.

### **FNESU Staff Celebrations**

We are very proud of our dedicated team of educators who work tirelessly each and every day to design opportunities for all students to learn, grow, and explore. The FNESU faculty and staff work hard, believe in our students, and are committed to the important work of educating and supporting our youth. Many of our teachers, staff, and administrators stand out in the crowd. This spring, Richford Junior Senior High School special educator Virginia Rainville, Montgomery Elementary teacher Kristina Bowen, and Cold Hollow Career Center construction teacher Seth Hungerford will be recognized as FNESU’s UVM Outstanding Teacher recipients. In August, Enosburg Falls High School Director of Guidance, Larissa Urban, was recognized as FNESU’s Educator of the Year. Montgomery Elementary paraeducator Ligia C. was recognized as the FNESU Paraeducator of the Year and Dawn Reed, the Franklin Northeast Supervisory Union’s Food Service Director was honored with the FNESU Above and Beyond Staff of the Year award. Many of our leaders serve in leadership roles throughout the state. Beth

O'Brien, RJSHS Principal, is the president of the Vermont Principals Association and is on the Board of Directors of the Champlain Valley Educator Development Center. Morgan Daybell, FNESU Business Manager, serves as the Vice President of the Vermont Association of School Business Officials and is on the Vermont Municipal Employees Retirement System Board. Robin Gagne, Assistant Director of Student Services, is the education representative on the Local Interagency Team for mental health. Lynn Cota, FNESU Superintendent, serves as the Co-President of the Champlain Valley Superintendents Association and is on the Champlain Valley Educator Development Center Advisory Board. Many others also serve on committees and in leadership roles throughout the state.

### **Hope For the Future**

As challenging as the pandemic has been for our students, teachers, support staff and leaders, there are lessons to be learned from what we have experienced. Our task is to take those lessons and create opportunities for our students and our school communities. There is hope for the brighter days ahead.

“In the middle of every difficulty lies opportunity.” ~ Albert Einstein

Respectfully Submitted by,  
Lynn Cota, Superintendent  
Michelle Irish, Director for the Advancement of Educational Equity  
Michelle Theberge, Director of Student Services  
Jody Vaillancourt, Director of Instruction and Learning

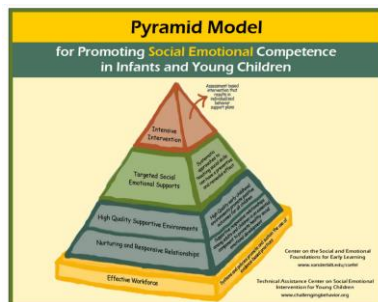
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## **Early Education Report**

Melissa Wood, Early Education Director

New to Franklin Northeast Supervisory Union, I would like to express how delighted I am to be here. I am grateful to be part of a supervisory union that is dedicated to enriching its early education program. Not only is early education my priority, but it has also come to the forefront of both state and federal initiatives. It is an exciting time in the world of early education, and so invigorating to be part of it all.

Franklin Northeast Supervisory Union's Early Education Program serves 162 children ages 3 through 5 across our six elementary schools - Montgomery, Richford, Berkshire, Enosburg, Bakersfield, and Sheldon. We have 22 children enrolled at 8 partner-sites to which we pay tuition through Act 166 funds. Additionally, we support children who meet eligibility transitioning from Part C (birth – 3 years) to Part B (3yrs - 21yrs) by offering school-based services.



This school year, our early education team has focused on the Pyramid Model, which falls under Early Multi-Tiered Systems of Support (MTSS). Through training and coaching, classroom teams are working to implement systems that support all learners and set each child up for success. While the training provides an overall look at the pyramid model and provides support for implementation, coaching allows each classroom to receive support specific to its needs. Coaching has started in one school this fall and will be expanding to all schools in early 2022.

We continue to use Teaching Strategies Gold to assess and document children's development in the following areas: social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, and the arts. We have just started using the eDECA, which is a tool used to support social emotional development, specifically looking at protective factors/resilience (self-regulation, initiative, and attachment). The eDECA provides data both at the classroom level and the individual child level and suggests strategies to strengthen resilience based on this.

### **Goals/Next Steps:**

As we have started the work this year, we will continue to create SU-wide alignment across all early education classrooms, while respecting the individual culture of each school. Alignment ranges from curriculum to program hour offerings, ensuring equity. We will continue to meet regularly as an early ed team and use data to inform decision making and next steps to ensure high quality early learning opportunities. In regard to professional



development, we are actively working to deepen the capacity of all of our team members and hope to expand the professional learning and collaboration opportunities.

In closing, I would like to take a moment to acknowledge and give special thanks to our early educators for their creativity, flexibility and for supporting our youngest learners in ever-changing times. Our children carry so much weight into school each day, and their teachers are present with open arms, ready to support them and engage them in rich learning opportunities. I would also like to thank all of you for the value you place in early education and to all of the families who send their child(ren) to our early education classrooms and providing their child(ren) with this opportunity.

Respectfully Submitted by,  
Melissa Wood

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**Technology Report**  
Dominic DeRosia, Technology Director

As we continue to navigate the challenges brought about by the pandemic, technology continues to play an important role in the education of our students. Franklin Northeast Supervisory Union (FNESU) schools strive to safely utilize technology as a means to enhance student learning and communication, both in school and remotely when needed.

FNESU schools offer 1:1 computing, where the majority of students are given their “own” device to use by their school. All of our schools are currently using Chromebooks as their main student device, with some iPads mixed in as well. The lower price of Chromebooks, along with the ease of maintenance and physical keyboard have made them a very attractive option. FNESU is far from alone in this thinking, as Chromebooks have become the most popular device in schools nationwide in recent years and the pandemic has made the demand for them even greater.

As students use computing devices, student safety continues to be a focus for our schools. In order to keep web content filtering and student activity monitoring possible, even when the students are not connected to our school networks, we are using a system called GoGuardian. This offers multiple levels of content filtering, activity monitoring and alerting for online activity on school owned Chromebooks.

While GoGuardian is a great tool and is immensely helpful in keeping students safe while online, no tool is perfect. It’s still important for teachers, students, and families to be educated in safe and appropriate use of technology and parents/guardians should always try to be aware of what their children are doing when they are online. The first link in the list below is a good resource for anyone looking for tips on internet safety.

Learning Management Systems (LMS) have also become increasingly important over the past couple of years. Along with helping to keep everything organized as students and teachers exchange assignments and completed work, they can be a great communication tool as well. The primary systems our schools are utilizing are Seesaw and Google Classroom. Seesaw is our primary LMS for younger students, while Google Classroom is generally used with older students.

Links for more information regarding some of the tools discussed above:

- <https://www.common sense media.org/privacy-and-internet-safety>
- <https://www.goguardian.com/>
- <https://web.seesaw.me/>
- [https://edu.google.com/intl/ALL\\_us/products/classroom/](https://edu.google.com/intl/ALL_us/products/classroom/)

Please feel free to contact me via email with any questions pertaining to technology in FNESU schools at [dominic.derosia@fnesu.org](mailto:dominic.derosia@fnesu.org) or by phone at 848-7661 x21.

Respectfully Submitted by,  
Dominic DeRosia

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## **Food Service**

Dawn Reed, Food Service Director

It has been another challenging year in Food Services. As many of you know, we run many different Food Programs in our schools. Due to COVID, the USDA had extended the use of the Summer Feeding Program (SFSP) until our first day of school in August. At that time, we shifted gears to run the Seamless Summer Option (SSO). From January 2021 until June 16, 2021, our students were not allowed to eat in the cafeteria due to the COVID guidelines. Many students were in school 4 days a week eating in their classrooms. Each Wednesday, the Food Service staff packaged up meals, and with a joint effort between Terricel Transit and our FNESU Support Staff we were able to deliver meals to families at their homes. After June 16, our summer programs started running and we transitioned to families picking up summer meals at the school. We were able to offer free meals to anyone 18 and under in all of our communities due to an Area Eligibility Waiver granted by the USDA. This was offered until we started school on August 25th when we had to return to the SSO program. Food Service staff were so happy to see the students return to our cafeterias in August.

During the 2021-2022 school year, our Supervisory Union received \$73,750 to participate in the Fresh Fruit and Veggie Program in our K-8 schools. This program is a great way to introduce Fresh Fruits and Veggies to our students as well as providing them a healthy snack each day.

In March, the Board voted to transition the Sheldon Elementary Food Service Program to our FNESU Food Service Program. This was a tough decision for everyone. We want to thank The Abbey Group for their many years of providing meals to our students.

Once again, I want to thank all the FNESU Food Service staff for their hard work and dedication. Without them, our Food Service Programs would not be as successful as they are today.

Respectfully Submitted by,  
Dawn Reed

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## **LEAPS**

(Learning and Enrichment Activities that build Positive relationships and Self-esteem)  
A 21<sup>st</sup> Century Community Learning Center (CCLC)  
Heather Moore, 21<sup>st</sup> CCLC Project Director

LEAPS has been connecting afterschool programming, supplemental instruction, and skill development with the local school system and community since 2004. The mission of LEAPS stands for Learning and Enrichment Activities that build Positive relationships and Self-Esteem. Our programs are designed to improve student achievement in math, science, reading/language arts, self-esteem, social skills, and to reduce high-risk behaviors and attitudes. LEAPS currently offers programming to all K-12 youth in FNESU thanks to a five-year 21st Century Community Learning Centers grant, ESSER funds, local support, and other small grants.

The LEAPS summer program served over 300 youth daily. Thanks to ESSER funds, the summer programs were free to all youth and every site was able to take at least one field trip per week. Most field trips took youth and camp counselors to state parks where everyone was able to hike, swim, fish, and play beach games. Several sites were also able to travel to local farms where they learned valuable farm-to-school skills. Another change to our summer program was combining all of our middle and high school students into two sites, instead of spreading them across six. This allowed counselors to provide more middle and high school specific opportunities and increased participation from older youth in our communities. Program opportunities included outdoor games, fishing, kayaking/canoeing, world culture studies, art, STEM challenges and more. As always, our programs were at capacity and youth and camp counselors all enjoyed themselves.

So far during the 2021-2022 school year, LEAPS staff have once again demonstrated a high level of creativity and ingenuity while serving approximately 250 youth daily across eight sites. Though a smaller number than previous years, we are excited that we have been building our program capacity every session this year. We hope to continue this trend in quarters three and four. All sites have been running in-person programming as well as online options and take-home kits. LEAPS take-home bags include at-home art and video cooking lessons for the whole family.

We are pleased to have renewed some of our popular programs such as Tae Kwon Do and gymnastics. Other popular programs include the school climate committee, American Sign Language, foreign languages, soccer clinics, circus & juggling, chess club, fitness clubs, art, engineering, and gaming club.



Youth enrolled in Enosburg Falls Middle & High School and Richford Junior Senior High School will have completed their third Vermont Youth Project survey in February. Survey results will be available to community leads in April. There will be a series of community presentations throughout the remainder of this school year to discuss survey results. LEAPS also received a \$5,000 grant for the Enosburg and Richford youth councils to fund youth-led projects. Last year the youth councils funded a chicken coop, outdoor ice rink, movie night, open mic night with a BBQ, and a beautification project. Please contact LEAPS Project Director, Heather Moore at [heather.moore@fnesu.org](mailto:heather.moore@fnesu.org) or visit the Vermont Youth Project of Enosburg and Richford Facebook page for more information on the project and how you and your family can be involved.

Our programs would not have been as successful without the continued and growing support of our Community Partners: Arvin A. Brown Library, Sheldon Public Library, Enosburgh Public Library, Montgomery Town Library, H F Brigham Library, RiseVT, Franklin County Caring Communities, The FGI Tobacco Prevention Coalition, the FGI Bookmobile, LJW Memorial Fund, Snyder's Academy of TKD, Hannaford, Montgomery Recreation Department, Enosburgh Recreation Department, VT Department of Fish/Wildlife, Bakersfield Historical Society, Vermont Department of Health, United Way, and the NOTCH Program. Thank you for all of your support.

Respectfully Submitted by,  
Heather Moore

### **FNESU Grants**

Heather Moore, FNESU Grants Coordinator

Every year FNESU central office staff write competitive grants to help support FNESU work to support our youth and their families. Often, FNESU central office staff also assist school-based staff to write grants for school-specific projects. Below is a list of grants received that were written (or co-written) by central office staff for use in the 2021-2022 school year thus far.

#### **Money received between July 2021 – December 2021 for use this fiscal year:**

<b><u>Vermont Agency of Agriculture - Farm-to-School (RES)</u></b>	<b><u>\$10,000</u></b>
<b><u>Equity Literacy Grant (FNESU)</u></b>	<b><u>\$50,000</u></b>
<b><u>United Way grant (RJSHS LEAPS)</u></b>	<b><u>\$13,000</u></b>
<b><u>UMATR Grant (ERUUSD Youth Grant)</u></b>	<b><u>\$5,000</u></b>
<b><u>Vermont Youth Project - Youth Council Grant (ERUUSD)</u></b>	<b><u>\$5,000</u></b>
<b><u>Total:</u></b>	<b><u>\$83,000</u></b>

Respectfully Submitted by,  
Heather Moore

## Enosburg Elementary School

Jennifer Hubbard, Principal

It is my honor to serve the Enosburg Elementary School students, staff, and community throughout the 2021/2022 school year. This historic year has challenged us individually and collectively, but at EES our strength is our ability to come together to problem solve, reflect, and plan for the future in order to move forward during these challenging times. Our incredible staff are extremely dedicated and collaborative when discussing student learning and the individual needs of each student. The EES staff is focused on their commitment to educating our students to be prepared for the real world that awaits them. The staff is grateful to the Enosburg Elementary parents and the community for being so understanding of the challenges we have faced with COVID-19. Our continued strong relationships with students, families and each other will guide us through this time.

### **Social-Emotional Learning, Wellness, and Mental Health**

**Celebrations:** At Enosburg Elementary School, we are aware of the importance of social emotional learning (SEL) to our students' academic success and overall well-being. This year we have implemented the Zones of Regulation program to help become more consistent in our approach to SEL. During inservice in August, the EES staff joined the rest of the district for a training on using Zones. The use of Zones of Regulation and the consistent language it provides has been a positive addition to our school. Our guidance counselor has adjusted her schedule so she can meet with more small groups and individual students to better meet the needs of our students around the impact of COVID and the unique challenges we have seen from this. She also works with whole classes during the week. Our wellness committee has also been very helpful in coming up with ideas to promote good health and celebrate the staff's well-being throughout the year. Shirley Lunna, our school nurse, has been working hard supporting students, parents and staff throughout the year dealing with COVID. She has been instrumental in keeping our community updated with the latest information on COVID. We are grateful for her expertise and positive attitude while managing her day to day nursing responsibilities and all that is required from the state with COVID.

**Goals/Next Steps:** We plan on continuing with the use of Zones of Regulation in order to emphasize the importance of social skills, emotional self-regulation skills and the ability to interact effectively with others. These lifelong skills are a priority in meeting our goals to help our students become well rounded and productive citizens in the future. We also are exploring ways to best help identify students in the elementary school who may be struggling in the area of SEL and develop a toolkit of strategies to help with this.

### **Engagement with Learning**

**Celebrations:** Equity and engaging learning opportunities is a focus at Enosburg Elementary School. We are actively involved with ensuring that we provide an equitable learning environment for all students in our school in order to improve learning outcomes for every student. We are fortunate to have received grant money to enhance engagement in our schools. We look forward to having input from our community to establish needs and ideas for supporting engagement in learning for our students.

We were fortunate to have Jenessa Swainbank join our staff as our Family Engagement Coordinator. Jenessa has been working with families to best meet their needs in any given situation. Communication with families is very important to the students' education and she has helped problem-solve when it is needed. She is also working on developing the EES School-Parent Compact. This is an agreement between parents and staff on how to best support students' academics throughout the year. It clarifies the role of each individual's responsibility to the students' education. Jenessa has also worked with students to help catch them up when they are out for an extended period of time.





**Goals/Next Steps:** Our next steps are to explore and implement strategies, resources, and training for our EES community to increase communication to families and student engagement as well as ensure equity for all learners in our school.



#### **Academic Proficiency**

**Celebrations:** We were very excited to start the 2021/2022 school year fully in-person. We started the year with several team building activities and establishing structures and routines for our students. This was time well spent so teachers could build positive relationships with their students. At this time of year, we can really see the benefit of the structures that were implemented early on in the year. The students are engaged in their learning and know the

classroom expectations. In September, we also did the Star 360 math and literacy assessment on students grades one through five. This gave us baseline data to help determine the amount of growth each student made when given the assessment before break. It also helps us determine the strengths and needs for each student at EES. We were pleased to see a majority of our students showed growth on the December Star assessment. It also gives us detailed information on areas that students need improvement. During Professional Learning Communities (PLC), teachers will look closely at this data and determine next steps to help students make academic gains.

This year we established a WIN (What I Need) time for both literacy and math. This time is an additional 30 minute block where students are broken into groups to work on skills that they need to improve on, or enrichment in literacy and math. Our classroom teachers, interventionist, special educators and paraeducators work with small groups of children at this time on skills that were identified through daily work, classroom observations, quick formative assessments and local assessment data. These groups are flexible and often change due to what the student needs at the time. Data is discussed at the weekly grade level PLC meetings.

We continue to move forward with our Educational Support Team (EST). Grade levels meet once every six (6) weeks to discuss students who are struggling and keep track of their growth over time. Detailed data is kept on each student who has an EST plan. Typically, the team decides who is the best fit to work with a particular student and what educational strategies will help the student grow academically. After a six (6) week period, if we don't see growth, we brainstorm other strategies that will help the student with the skill they are working on.



**Goals/Next Steps:** We will continue to build our Multi-Tiered System of Supports (MTSS) in order to help identify and intervene quickly with students in the areas they need growth in so every student can be successful. This includes academics as well as social emotional and behavioral needs. We are looking forward to building a toolkit of resources and strategies to help students achieve their goals and make growth.

Respectfully Submitted by,  
Jennifer Hubbard

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**Enosburg Falls Middle School**  
Rachel Reynolds, Principal

It is once again my great pleasure to serve the students and staff of Enosburg Falls Middle School and to share with you the hard work and dedication of the members of this school community. Below, you will find some data about our school, information about staff and students, and an update about what EFMS students and staff have been up to this year. Much of our work as a school is focused around our school's Continuous Improvement Plan, a 5-year plan that outlines goals we are working towards, as well as our COVID Recovery Plan, which has been used this year to help identify and target learning gaps in both academics and social/emotional skill development. A copy of this plan can be found on our school website, [ms.ehornets.org](https://ms.ehornets.org), under the "About Us" tab. Please feel free to contact EFMS by calling (802) 933-5354 or emailing me at [rachel.reynolds@fnesu.org](mailto:rachel.reynolds@fnesu.org) for more information.

## Social-Emotional Learning, Wellness, and Mental Health

**Celebrations:** EFMS continues to implement Restorative Practices in our school. This is work related to building student capacity to take ownership and responsibility for their actions and to repair harm where harm has been caused. It is also focused around building strong relationships and respect for all in the community. EFMS used grant money in previous school years to work with the Franklin-Grand Isle Restorative Justice Center to begin training all staff and teachers on Restorative Practices. This year, we continue to work with Restorative Practices and language in our classroom and have been changing disciplinary practices to include the restorative principles of repairing harm and conflict resolution to support students in repairing relationships with peers or adults.



In order to meet the varying needs of our student population, we also partner with Northwestern Counseling and Support Services (NCSS) to provide school-based clinicians two days a week for students. EFMS takes the social-emotional wellbeing of students very seriously. We recognize that when a student's basic needs are not being met or if they don't feel cared for or that they belong at school, they will struggle as a learner. Each year, we survey students to ensure all have a connection to an adult at school that cares about them and that they can go

to if they have a problem. If students don't identify anyone, we work intentionally to build those connections.

This year, we have seen an increase in students who need additional social-emotional learning (SEL) support and who are feeling anxious or stressed at school. Additionally, we've seen an increase in students engaging in behaviors that are classified as harassment or bullying (HHB). Both of these can be attributed to the time away from school due to the pandemic and students having less interaction with one another. At this age, social skills must be practiced and modeled regularly. In order to support this, our guidance class curriculum was adjusted to directly teach students about HHB and how to intervene when students see others being treated unkindly. The staff all received training on supporting challenging social-emotional learning needs from Joelle Van Lent, Psy. D, at the fall inservice, and have been implementing those practices into classrooms. All staff were also trained in the "Zones of Regulation" this fall and have begun to integrate some of the mindfulness and self regulation practices into classrooms as part of their daily routine. These include things like breathing to calm the body and mind, mindful movement to release energy or calm the body, reflection on actions, or community building to help students connect with one another. Schoolwide, we spent the fall offering students a daily mindful activity via zoom where each classroom would join and be led through a daily calming or reflection activity to help them be ready for the day. These included breathing exercises, movements or actions, and sometimes things like kindness challenges.



What we know of learners is that they cannot access our classroom content or instruction if they are emotionally dysregulated. We have found that intentionally building these social-emotional supports and instruction into our school day and classrooms has helped learners be ready to access the instruction.

**Goals/Next Steps:** We will continue to use grant money to access trainings and resources for student SEL needs in accordance with our CIP plan. In early December, EFMS met and collaborated with the FNESU SEL Coordinator to give input on SEL learning targets for the middle level and to begin to identify areas where those skills can be directly taught, assessed, and reported out to families.

We continue to check-in with and survey students regularly on their needs and to ensure all have an adult with whom they feel connected and supported by at school. We are hoping as we identify needs, we will be able to expand our practices to meet the specific needs that arise by offering interventions in SEL skills in addition to academics. We began this process with a small group through our School Psychologist this fall but hope to offer it to more students as we build our skills in this area.

## Engagement with Learning

**Celebrations:** Though the Pandemic has limited parent access to the building, we've continued to offer virtual meetings and conferences to families as needed this year. In addition, we changed the format of our fall Open House to an outdoor ice cream social so families could safely visit the school and meet and connect with teachers. It was well attended, and we received great feedback about it- we will continue this tradition in the coming years!

Teachers continue to use Google Classroom as a tool to communicate about daily activities. All teachers have made the parent view available so parents can see what students do daily in classes. Additionally, we use PowerSchool to communicate about student growth and progress towards Essential Learning Standards. Parents can check anytime to see how their child is doing.

**Goals/Next Steps:** EFMS has begun the process of improving our Parent/Family Engagement process this fall. We have done this by using feedback from the Agency of Education to create a Parent/Family Compact. In the new year, we will be connecting with families to get feedback on both policy and procedures to improve family engagement with the school and to find more ways to help families and the school connect.

### **Academic Proficiency**

**Celebrations:** EFMS is using its MTSS systems to identify learning gaps for students and target our instruction to both move learning forward and identify areas where students have gaps in learning and fill those gaps. In order to do this, we have used both classroom level assessment tools created by teachers and diagnostic tools such as the STAR math and reading assessments. These computer adaptive tools determine a child's understanding of grade-level concepts and adjust up or down based on how they are doing while answering the questions. The data we get helps teachers identify where students have strengths and learning needs and has allowed us to better target our WIN (What I Need) Intervention blocks on the areas where students have learning needs. The Star assessment was given in the fall and again before the holiday break and the data shows that the number of students below the grade level benchmark is decreasing as students learn and gain skills. I do believe it's important to note that the learning gaps this year are more significant than in years past due to the impact of the pandemic on learning. Students had an interrupted school year in 2020 with an emergency closure followed by learning in a hybrid model for the 2020-2021 school year last year where they were only in school two days a week for most of the year. Teachers had to backtrack instruction in the first quarter to teach important prerequisite skills that students would need to access their grade level content.



FNESU continues to implement Universal Design for Learning (UDL) principles and EFMS is no exception. Creating multiple modes of learning and many ways for students to access content follows the UDL principles and fits in with the work we were already doing as a school. I'm proud of the innovation and creativity around digital tools I've seen educators use in the middle school. This year we've been able

to return to more collaborative in-person learning models and hands-on activities that we know work well for students while also finding ways to use digital tools effectively. EFMS teachers are also ready with instructional tools and materials in the event we need to move to a fully remote model again. Our past experiences with these models have helped us hone our skills and focus on the most effective practices and essential standards. The UDL principles help us to increase educational equity by providing all students with the best first instruction possible and ensuring students with IEP plans never miss first instruction with their content area teachers.

We continue to implement "What I Need Time" (WIN time) into our schedule to target learning gaps and help students build skills.

**Goals/Next Steps:** Our focus for the next few years is to use our PLC structures to improve our use of student data to inform instruction and Social Emotional Learning needs. This is the continued work of improving our MTSS systems in the school so we are able to meet all learners where they are and help them grow and improve.

We continue each year to strive for greater educational equity for all learners by improving instructional and classroom practices. FNESU continues this work district-wide through DEI training as well as by offering all staff members continued UDL training at inservices to help them improve their first instruction and targeted interventions for our learners.

Respectfully Submitted by,  
Rachel Reynolds

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## **Enosburg Falls High School**

Joseph Donarum, Principal

Greetings parents, guardians, students, and all stakeholders in the greater Enosburg Falls High School community. Though we were delighted to be able to offer in-person instruction five days a week, we are still operating our high school every day under the recommended health and safety standards related to the COVID-19 pandemic. Given that most schools in Vermont found out in late August that due to increasing high numbers of positive cases, we would be back to having to wear masks, we began this 2021-22 academic year with some continuing challenges. Though these guidelines are very understandable and necessary to support school safety, we began this new school year feeling a bit disappointed and mourning the loss of what we had hoped would be a different and freer climate. As one can imagine, preparing, developing, and sustaining high quality, comprehensive, and meaningful academic and social emotional programming that meets the overall needs of our students and families within a still active pandemic period, has been both very challenging and yet rewarding at the same time. Prior to the start of school, EFHS administrators and faculty continued to work planfully and collaboratively to balance our need and interest to provide access to high-quality instruction with the additional importance of keeping our school safe and healthy. All persons on campus continued to be instructed in best-practice health and safety guidelines including the mandatory wearing of masks, maintaining the recommended physical distance as much as possible, side-by-side with instruction on how to access remote learning whenever necessary, and to strengthen student technological skills to support academic proficiency, especially if it was required that we must go fully remote or return to a hybrid model of learning as we did last year. All of these efforts have been aimed at providing opportunities for success through relationship building both within our school, as well as, within our local community. Assistant Principal, Tim Trevithick and I have been working collaboratively with the EFHS leadership team, our faculty, support staff, and the building and grounds personnel to follow through with our school's Continuous Improvement Plan that supports both academic excellence and social emotional proficiency, as well as, keeping our school-wide community safe, clean, healthy, and welcoming. As we entered a new academic year filled with promise and hope, I felt confident that our school will grow, prosper, and flourish. It has! Our teachers, support staff, and students have together built a foundation of success during this very atypical stressful and challenging time. All of us have grown in ways we may not have imagined prior to this pandemic. We have demonstrated that working together to support one another during a time of crisis is what has made us strong and successful and will keep us moving forward in the future. At the time of this writing, ninety-three EFHS seniors are on track to graduate in June 2022.



### **Social-Emotional Learning, Wellness, and Mental Health**

**Celebrations:** EFHS is aligned with FNESU district-wide efforts to continue to sustain a school-wide climate and culture that is physically and socially-emotionally safe, respectful, tolerant, equitable, sensitive to diversity, and very supportive of students, staff, parents, guardians, and caregivers. This is demonstrated by sustaining a strong restorative best practice approach to community building, on-going professional development, and commitment to adhering to educationally equitable standards and best practices. The EFHS School Counseling and Guidance Department offers both individual and group support with a combined focus on social-emotional wellness and academic success. Members of our administration and faculty are working together in the district-wide Whole Child, Whole School, Whole Community collaborative. This diverse committee brings together people who serve in different roles within our Supervisory Union to focus on best practices in child and adolescent health and wellness including nutrition, mental health, physical well-being, and youth safety.

In preparation for the start of school and throughout the year, EFHS Nurse Kelly Cota continued to take a strong lead in helping staff, students, and parents understand and adhere to the best written practices and guidelines pertaining to health and safety. All staff and students have been trained in best practices on how to maintain a healthy school environment and how to keep oneself and others safe. This includes the wearing of masks as they are designed to be worn and taking advantage of the wide scale vaccination efforts throughout our district.

Doug LaCross, Director of Building and Grounds, and the entire custodial staff have continued to work very hard to keep our entire campus clean, safe, healthy, and sanitary. In support of both recommended health and safety guidelines and student comfort, all restrooms on campus, with the exception of the two larger multi-use restrooms located in close proximity to our cafeteria and the gymnasium, are now single use. This allows for a heightened sense of privacy, as well as, health and safety, for all persons who use this building. EFHS strategically placed tents outside to increase capacity for fresh air, mask breaks, and social distancing during lunch time.



EFHS student athletes and school administrators have been working closely with professional consultant, Jon Kidde, and our District Director of Educational Equity, Dr. Michelle Irish, to explore ways to strengthen a healthy and vibrant school climate and culture. Jon Kidde has grounded our work together in restorative best practices. Student athletes from all EFHS teams have been represented in this very important effort.

EFHS continues to offer a gender, sexual identity, and orientation support group. GSA (Gender and Sexuality Alliance) focuses on celebration, education, and advocacy and is open to students of all gender identities, sexual orientations, and their allies.

EFHS is in the process of forming a Principal's Advisory Council. This group of students from the four grade levels will meet monthly with both the principal and assistant principal to address both academic and social-emotional issues centered around keeping Enosburg Falls High School a safe, vibrant, creative school and learning community where all persons feel welcome, appreciated, supported, and valued.



Under the guidance and supervision of SAP Counselor, Michelle Weed, The PEP Program (Peers Empowering Peers) meets weekly for the purpose of advocating for all EFHS students. This was once a large thriving cohort of students led mostly by former students who have since graduated. However, the current group is now engaged in outreach efforts to grow and strengthen student participation.

Under the guidance and supervision of our School Counselors in the Guidance Department, a cohort of EFHS students have taken a lead role in assisting with the outreach effort to FNESU district

8th graders who are considering attending EFHS in the fall. They have done a wonderful job in promoting our school as a "safe, tolerant, diverse, creative, and dynamic learning community."

Our high school student athletes who participate in the various boys and girls sports programs from fall season to spring, have representatives from each team who meet regularly with Athletic Director Anthony Sorrentino around strengthening a school-wide climate and culture of respect and tolerance. This will be a student group made up of student representatives from each grade who will bring the multi-layered diverse interests of the entire student body.

EFHS also has historically enjoyed a strong Student Government under the facilitation of Social Studies Teacher, Chad Paquette. We will be reconvening our Student Government soon.

EFHS enjoyed a very successful fall sports program. We are especially proud of the Varsity Boys Soccer Team who, having faced many challenges throughout the season, ended up winning the Vermont Division II State Championship Title.

### Engagement with Learning

**Celebrations:** Personalization is one of the most important aspects of creating equity in education as it requires our school to focus on the individual learning of each and every student. EFHS offers numerous opportunities for personalization within our existing courses, our curriculum, and through additional programs. Our course offerings take into account voiced student interests both core subject content and electives. Most of our courses are consciously designed to be semester-long in order for students to have more choice of classes they can access. We also offer additional learning opportunities in the form of ELOs (Extended Learning Opportunities). ELOs allow students to gain credit toward graduation through avenues EFHS does not provide within the school day. These can include work-study, career planning, apprenticeships, extracurricular activities, including sports, and the Governor's Institute of Vermont. EFHS students also have access to online learning opportunities through courses that are offered through VTVLC (Vermont Virtual Learning Center). It is the goal of our school to have every student work

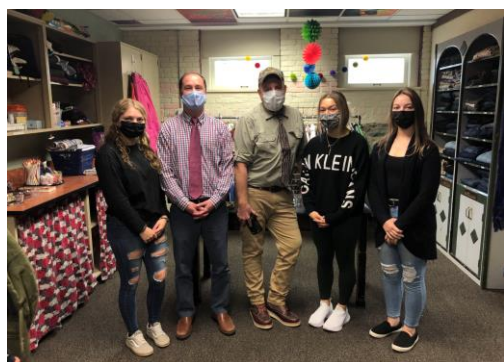


collaboratively with teachers, counselors, parents, guardians, and caregivers to develop an individualized personal learning plan that will follow every student from 9th grade up to and including graduation.

### **Academic Proficiency**

**Celebrations:** EFHS is strongly committed to providing myriad opportunities for students to acquire knowledge, gain understanding, and be able to perform and implement what has been learned. Learning and overall academic proficiency is attained through high-quality instruction and assessment. Throughout the school year, students have had access to both academic and social-emotional support from their teachers and counselors. In addition to the first instruction all students receive in the classroom setting, we have established both literacy and math labs to provide additional opportunities for students to become skilled and proficient. Students who demonstrate a need for additional academic and/or other support are referred to our weekly grade-level EST (Educational Support Teams) where students' individual needs are assessed and success plans are developed by their respective teachers, school counselors, and an administrator. Students who continue to struggle with a wide variety of challenges are then referred to our SST (Student Support Team) which also meets weekly where a collaborative plan is developed to support the overall success of these higher needs students. The social-emotional challenges brought about by the COVID-19 pandemic has made it clear that addressing the needs of the whole child is of utmost importance. These efforts are components of our larger multi-tiered system of support (MTSS) that is available to all of our students.

In October, 14 EFHS students were inducted into the National Honor Society. It is important to note that acceptance into this esteemed membership is based not only on high academic achievement, but also on overall school and community involvement, citizenship, and character. Senior-year student and upcoming graduate, Nathaniel Robtoy, was the recipient of this year's University of Vermont Green and Gold Scholarship Award. Additionally, senior Mei Elander, who is also a participant in our Early College Program, was this year's recipient of the Vermont Presidential Scholar Award. Ms. Elander also serves on the Vermont State Anti-Racism Student Network. Mei and her student colleagues throughout the State of Vermont have recently developed a recommended summer reading list of books devoted to anti-racism and anti-marginalization. Mei recently joined EFHS faculty members Tom Plog and Lan Ulrich in leading our EFHS staff in bi-weekly faculty meetings devoted to Educational Justice: Diversity, Equity, and Inclusion.



**Goals/Next Steps:** EFHS has been utilizing weekly Advisory and Academic Time (AT) to create opportunities for students and teachers to connect and develop important professional relationships. Academic Time is designed to provide capacity and space to either back-fill, re-teach, and/or extend learning opportunities on a more individualized basis for all EFHS students. EFHS is continuing to further develop, strengthen, and sustain a Multi-Tiered System of Support (MTSS) that is more consistently data-driven in order to monitor student progress more closely. Through both our MTSS and our Flexible Pathways Academy, we are continuing to refine a tracking/reporting system that captures

evidence of students' academic skills. The proficiency-based Mastery Transcript model some students choose to adopt and engage in is in addition to our already existing traditional reporting system. During the course of this year, EFHS leaders have been working closely with other FNESU leaders and an educational consultant to develop master schedules that more closely align with our priority to focus on educational equity for all students.

Respectfully Submitted by,  
Joseph Donarum

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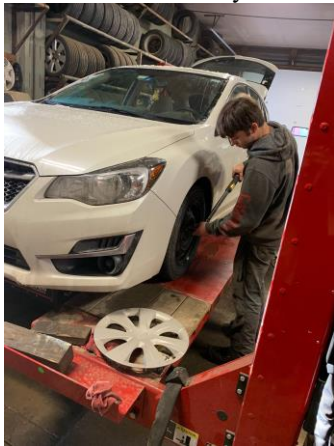
**Cold Hollow Career Center**  
Nathan Demar, Director

First, the students and staff want to thank you all for your support of Cold Hollow Career Center. We hope we can continue to show our appreciation by sending out graduates that are going to have a positive impact on the communities we serve. We are proud of our students, and we work tirelessly to ensure that they are ready to enter the "real" world ready to continue to learn and work. We continue to see more students deciding to get a jump start on their future by attending Cold Hollow Career Center as students are beginning to really examine all the opportunities for their future. Students are beginning to really take control of their educational opportunities. By

attending CHCC, students are earning college credits, preparing to attend a technical school, participating in on the job training as an apprenticeship or internship, or engaging in other learning that is helping them achieve their future goals. All students who attend CHCC are able to earn college credits, industry recognized certificates and/or engage in on the job training. With a strong mix of technical and academic training, CHCC has a simple mission. We get students to where they want to go.

### **Social-Emotional Learning, Wellness, and Mental Health**

**Celebrations:** I wish everyone could experience CHCC. Not just the relentless focus on employability skills that will help ensure students success after high school. Not just the content expertise that our program instructors bring to their classrooms, and not just the great team of support staff that help make sure our students have the academic and social-emotional skills to interact with the various content. I would like everyone to experience what it is like to be a part of CHCC. I would like everyone to see that in the morning students and staff come in early and gather around to talk, to share stories about a recent hunt, basketball games, or just something that is on their mind or might be bothering them. I would like everyone to see that this school carries itself like a place of employment for our students and that they all get treated like the young responsible adults they are becoming. I would like everyone to see that our students and staff truly care about each other and about the work that goes on in



this building. CHCC is truly a special place, a place where our staff really works hard at getting to know every student, in order to figure out how we can support them in becoming successful in reaching their goals. A place where we understand students will not be perfect and may make mistakes but a place where we will work through any adversity and continue to strive to help each and every student reach their potential.

### **Engagement with Learning**

**Celebrations:** Students who attend one of the 7 programs offered at CHCC (Automotive Technology, Business Leadership, Construction Technology, Digital Media, Forestry and Natural Resources, Medical Careers, or newly added Pre-Technical studies) are all getting an exceptionally well rounded experience. Students are earning additional college credits that are either offered within the program curriculum or available to our students through the Community College

of Vermont. Students earn valuable Industry Recognized Credentials, such as LNA-licensed nurses assistant, CDL- Commercial Driver's license, Vermont Department of Transportation state inspection certificate to name a few.

All students have the opportunity to participate and compete in our career and technical student organizations. These include SKILLS USA, FBLA and FFA. Students engage in state and national competitions as well as participate in leadership conferences and seminars.



As seniors, once students have met all program requirements, including the stamp of approval that they are employable, they are given the opportunity to engage in work based learning (co-op). Students work in the field with industry experts getting real life on the job training. We cannot thank our local employers enough for supporting the growth and education of our students.

Lastly, please keep an eye out in the local papers as each month we recognize students who have gone above and beyond, shown growth or just excelled in the area of our employability skills. To date, we have recognized over 30 students in the areas of: dependability, self direction, and effective communication. At CHCC, we pride ourselves on leading and teaching with common sense. We don't just hand out awards, our students work hard and earn what they have received. We believe this valuable lesson that hard work pays off is of utmost importance in today's world.



Again, we appreciate your support. We are dedicated to our students and hope that we are positively impacting their growth and well being so that when they graduate and become our neighbors, co-workers, and members of our community, they will be ready to positively impact their communities as well.

Please visit our website [chccvt.net](http://chccvt.net) or visit us on Facebook to see all the great things going on in and around CHCC. If you want to come by to see for yourself, give me a call 933-4003 ext 3002 to schedule your visit.

Respectfully Submitted by,  
Nathan Demar

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**Richford Elementary School**  
Kelli Dean, Principal

I would like to thank the Richford community for the opportunity to serve as your elementary school's principal. While this has proved to be another challenging year with the lingering impacts of COVID-19, there is also much joy and gratification in the work of being an educator. More than ever, it seems like this is a time to come together to create predictability and routine for our students. The staff at RES has worked hard to these ends and is an amazing group of educators to work with. Their dedication to the children of Richford is heartening. They worry when students are absent; they plan for engaging instruction; they work to serve the whole child - academically, emotionally, and socially. We work to continuously improve our instruction through ongoing professional development, collaborative work experiences, and reflection. These practices create more engaging instruction and learning opportunities for your students. Thank you to all the teachers and support staff at RES for their dedication to our school community. Collectively, this team makes a difference in the lives of children and families on a daily basis. To our families, thank you for your ongoing support and patience as we continue to navigate the uncharted territory that COVID-19 continues to present to us daily.

**Social-Emotional Learning, Wellness, and Mental Health**

**Celebrations:** Across FNESU and at Richford Elementary School, we understand how important it is to teach social-emotional learning skills to children. Doing so helps students prepare themselves to access their academics and provides them with the skills to help maintain overall health and well-being. Our staff includes a full-time counselor, a part-time counselor, a part-time school psychologist, and an extended behavior support team. These people work with students individually, in small groups, and with whole classes to teach children strategies for self-regulation and feeling identification. The Zones of Regulation is the schoolwide program we use as the basis of this instruction. In our second year of teaching it, the Zones of Regulation provides a common language for students and staff, creating consistency in how we prompt children when they are happy, sad, angry, frustrated, or exhibiting a host of other emotions.



We have two committees that have also been instrumental in supporting and celebrating students and staff this year. The Sunshine Committee has celebrated the staff's hard work with ongoing recognition and the Celebrations Committee plans regular schoolwide celebrations as students continuously earn recognition for following our schoolwide expectations. Finally, I would be remiss if I didn't acknowledge the hard work of our school nurse, Douglass Kane. Nurse Kane has worked tirelessly with families, students, and staff throughout this pandemic. Late into many evenings and frequently on weekends, she is connecting with families and the health department to problem-solve situations, find information, or seek clarification as we continue to work through the challenges COVID-19 presents. Thank you.

**Goals/Next Steps:** The staff at RES will continue to teach the language of the Zones of Regulation and will also begin implementing the Second Step curriculum, a program that further teaches social-emotional and community-building skills for children.

**Engagement with Learning**

**Celebrations:** In education, there are many terms or phrases that are commonly used, that over time, lose meaning. It is important to revisit these in order to provide definition to them as they frequently guide our teaching and learning. The terms "equity" and "highly engaging learning opportunities" are two such terms. While all students

have access to an effective education, how students access their education may differ from one child to another. We are continually assessing each student's needs and adjusting to provide children with the proper tools to be their best learners. By reflecting on our instructional practices, we also make decisions about the learning opportunities we provide to our students. Through reading, writing, hands-on activities, presenters, and movement, we work to create opportunities that engage students in learning in multiple different ways.



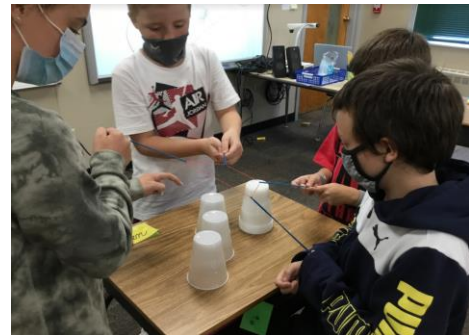
We had the good fortune to hire Melanie Gross this year as our Family Engagement Coordinator. Many Richford families know Melanie through her work at the NOTCH and with other area programs, and she has been a tremendous resource to them for many years. In her new role with Richford schools, she will be able to work even more closely with them and support the varied needs of our school families in a greater capacity.

On a limited basis, families have been allowed into school this year. We have welcomed those opportunities to meet with parents in person to discuss their children. This has been a bit of “normalcy” for all of us.

**Goals/Next Steps:** We are continually seeking ways to engage our families in creative ways as we are still limited to in-person events. Professional development for staff will continue to support ways to engage students through a variety of different means.

### **Academic Proficiency**

**Celebrations:** With all students starting together in-person this year five days a week, we were able to establish schoolwide and classroom routines and procedures from the first day of school. It felt good to have everyone in the building as one school community. Many families expressed concern this year about the impacts COVID-19 has had on their students' ability to attend school regularly, and thus their academic achievement. While this is a concern, we have developed structures that support students at their various levels of learning. Teachers at RES meet weekly in teams to look at data across grade levels. They use their analysis to plan instruction and assessments. This weekly cycle of planning, teaching, assessing, and reflecting guides instruction focused on priority standards and essential skills for each grade level. During our reading blocks, we provide a reteach or extension time for students during which teachers and interventionists provide intensive instruction on certain skills or extend learning for students who have mastered standards. Again, assessments drive the instruction students receive. However, academic assessments are one measure of student achievement. We also teach behavioral and social-emotional learning strategies and regularly examine how students are succeeding in these areas as well.



**Goals/Next Steps:** Staff will continue to use the teaming structure, or Professional Learning Communities, to develop targeted instruction and assessments for students. We will continue to shore up our MTSS, or Multi-Tiered Systems of Support, for students. These systems help to support students in all areas of growth - academic, behavioral, and social-emotional.

Respectfully Submitted by,  
Kelli Dean

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

*“Take it one step at a time and you will get where you are going.”*

The above quote by Elle Purrier St. Pierre is the RJSHS Theme for the 2021 - 2022 school year. Elle is a Richford High School alum and Vermont role model who inspired all of us at home this summer when she set a new Olympic

trials record with a time of 3 minutes and 53 seconds in her event and became the first Vermonter in history to make it to the Olympic track and field finals with a 10th place finish. Hosting the watch parties at RHS and seeing the gymnasium filled with people this summer was the highlight of the past few years. We are so proud of Elle's achievements, her hard work, her thoughtfulness for our community, and for setting the bar high! Therefore, we thought it would be fitting to ask her for a quote that summarizes her path to success in order to provide us focus for the year. Little did we know at the end of the summer that this school year would be even more challenging than the past couple of years. Focusing on the next step has made things a little less overwhelming and a little more doable, despite the fact that we are still in the middle of a pandemic, instead of "recovering" from it as we had anticipated. When a task seems insurmountable, sometimes taking the first step can be the most difficult; therefore, we have been continuing to work on developing skills in all students, so they can initiate a task, persist when they experience difficulty, and complete it independently. A summary of our Continuous Improvement Plan (CIP) can be found on our website, [rjshs.net](http://rjshs.net), under the Academics tab. Our progress with the plan has been slower than anticipated due to many of the COVID challenges and the reduced amount of time that students have been in school the past few years; however, I have no doubt that we will get where we are going if we continue to take it one step at a time.



### **Social-Emotional Learning, Wellness, and Mental Health**

**Celebrations:** Since psychologist Abraham Maslow published a paper in 1943 called A Theory of Human Motivation, it has become the cornerstone of educators' work with youth. Maslow revealed that people have five primary needs (e.g., food, shelter, love, physical and mental well-being...) that must be achieved before learning and self-actualization can occur. This theory has become known as Maslow's

Hierarchy of Needs. This emphasizes the importance of improving the mental health of our youth, which is more important than ever, because of the devastating blow it suffered as a result of the pandemic. Our middle school guidance counselor, Alysa Vallender, has taken the lead on our next steps of implementation with Restorative Practices by developing and modeling Circles for a variety of purposes (e.g. - connections, repairing harm...). We are also fortunate to be continuing our work with well known Vermont psychologist, Joelle Van Lent, who consults with us several times a year to embed trauma informed practices into our daily routines. Our primary focus for the year has been on emotional regulation, which is the ability to recognize your own mental health status and that of others. We have used elements of the Zones of Regulations curriculum to develop a common vocabulary throughout the grade levels.

**Goals/Next Steps:** The challenges of the past few years have made many of the societal problems that our families, communities, and schools have been struggling to overcome even more prevalent. If we want to achieve real change, we must work together. This work requires ongoing professional learning and changes to policies and practices. Our future goals in this area include identification of one's mental health status, developing a common vocabulary, the development of a toolbox of self-care strategies, and developing capacity in teachers to embed social emotional skills into the content of their current curriculum.

### **Engagement with Learning**

**Celebrations:** Increasing opportunities for students to engage in learning has been a top priority over the past couple of years. One change we have made is opening the building to allow students to access learning in a more flexible way. For example, we ran a supportive structured study hall for students during remote learning days last year. This year we have offered supported study halls during vacations for students to access help and to catch up on work. Many teachers have also increased opportunities for students to exercise voice and choice to demonstrate their learning, so in other words, students often have a menu of options from which to choose. We are exploring options for increasing project based learning (a teaching practice where students investigate real life questions/problems) in order to delve deeper into areas of interest within a given class or subject area. Students at the high school level have the option of proving proficiency of a graduation requirement in this manner.



Any school is only as strong as the teachers who provide the instruction. We are very fortunate here in Richford to have a quality teaching staff that has high standards for themselves and their students. This year, Jinny Rainville, one of our special educators, was recognized by Franklin Northeast Supervisory Union as the Secondary Teacher of the Year and as a UVM Outstanding Teacher. One of Jinny's greatest strengths is getting reluctant learners to



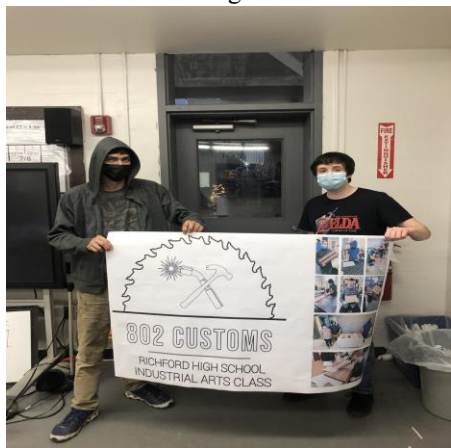
engage in school, so they are able to make remarkable progress. She is extremely dedicated to our students and school system and is well deserving of this recognition.

Last year we added a half day Pretech/Business and Manufacturing class taught by Tom Varnham where students can earn 4 credits. They started up a woodworking business and designed and marketed items to sell in the community. Last year, they sold hundreds of Adirondack chairs and this year they have made a variety of products that they sold at the Montgomery Craft Fair. They also take custom orders. Several students who have not liked school or who have not experienced success in the traditional school setting feel that this type of learning environment has given them an opportunity to engage with content in a way that works better for them. This class is an example of the steps we are taking to increase student engagement.

**Goals/Next Steps:** The data from our action research shows that inconsistent attendance and lack of stamina, both of which were negatively implicated by COVID, need to improve in order to increase academic proficiency. We were fortunate to have hired Melanie Gross, a familiar face to many, as our new Family Engagement Coordinator to help with this work. Melanie's background and professional relationships will be assets in this new role.

### **Academic Proficiency**

**Celebrations:** Historically, the main focus of school was academic learning, but due to the increasing number of unmet needs by our families and children, our services have become increasingly diversified. Therefore, we have focused on increasing our collective efficacy by using data to set common goals and instructional practices within each content area. The English Language Arts (ELA) Team is focusing instruction on Cornell Notes and the prerequisite skills, including summarization. The Humanities Team is building upon the work of the ELA Team by helping students identify the main idea and key details versus the supporting details. The Science Team is working to increase academic vocabulary and use evidence to support a claim by analyzing text features and creating their own data. The Math Team has a yearlong goal of improving mathematical fluency, which is the ability to solve mathematical problems quickly and accurately. The Unified Arts Team is working on goal setting with a focus on increasing stamina and following through on goals. Our data shows improvement in every area.



We continue to work on increasing the capacity of our teaching staff to design and implement instruction using Universal Design for Learning (UDL) and Multi Tier Systems of Support (MTSS). UDL is an approach to teaching and learning that increases equity of opportunity for all students. Engagement (to motivate and stimulate interest in learning), representation (presenting content in a variety of ways), and action and expression (allow students to show learning in a variety of ways) are the key elements of UDL. Similarly, MTSS provides a framework to individualize teaching and learning based upon data. The changes that we have made to the master schedule over the past few years have been instrumental to the implementation of this type of instruction. Further changes may be necessary as we refine and improve. We will continue analyzing student work in order to determine next steps for student learning in an effort to better ensure that students are meeting learning targets.

**Goals/Next Steps:** The Common Core State Standards (CCSS) defines rigor as a balance between fluency, conceptual understanding, and application. We are determined to achieve this balance! However, it is important to remember that test scores are only one measure of school success. We know that by focusing on rigor, relevance, and relationships, we can expect to achieve both excellence and equity. According to the CCSS, the ultimate goal of school is to create graduating seniors who are college and career ready.

Respectfully Submitted by,  
Beth O'Brien

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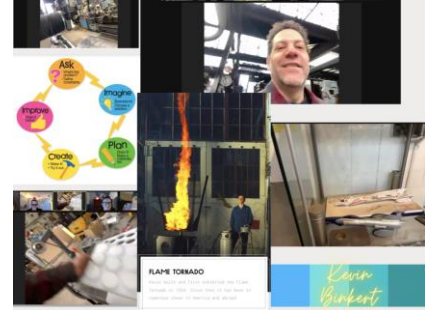
## **Flexible Pathways Academy**

Gabrielle Lumbr, Principal

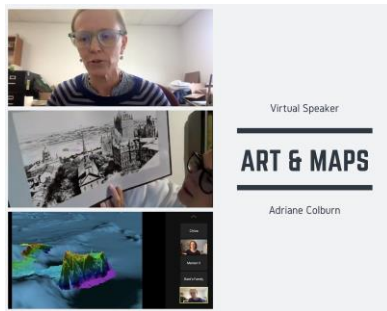
It has been my pleasure to build on the work we did last year in providing a virtual option for learners in our district. This year, we focused on providing more flexibility for families in a variety of different situations for all of our K-12 students. This includes fully virtual and hybrid options for learners. Our K-6 option provides live virtual classes and asynchronous work time in all the core subject areas. Additionally, we worked with EdOptions academy to provide online course options for middle school students. Finally, we are continuing the work we have been doing for several years at the high school to allow students a way to graduate high school based on skill proficiency rather than course completion. We worked to develop an advisory system this year for both social and academic support for students.

### **Academic Proficiency**

**Celebrations:** The FNESU Flexible Pathways Academy K-6 team have designed a schedule and curriculum that allow for direct instruction, community building, and collaboration. They continue to align this work with the district's focus on Universal Design for Learning and priority standards. They have been collecting evidence and data since the beginning of the year. They review this information regularly during professional learning community meeting time and use the data to design instruction and provide intervention.



In a virtual environment, “showing up” looks different. “Showing up” is the first and most important step in making academic progress. The second necessary element is a relationship with the teacher. When these two elements are present, students are able to make progress in a virtual setting. Ensuring these two elements are in place has been a time-consuming task. This year, we have increased advisory time at the K-6 level and continued individual advising as well as greater efforts in the orientation process for the 7-12 grade students.



The K-6 team has worked hard to develop an engaging and integrated program for all areas of academic growth. We have used outside resources to provide virtual guests this year which has been really great for the community. The Invention Convention is one example of a science and art integrated experience that culminated in an exhibition.

**Goals/Next Steps:** Our main goals and next steps are focused on building the personal learning plan system K-12 in order to better personalize and meet the needs of individual goals and needs. At the K-6 level, we are building the use of the PLP through goal setting. We are working to better use data in combination with students' interests and needs to drive those goals. We are working to develop the middle school option so that it provides an opportunity for learners to build the executive functioning skills they need for their transition to high school. Finally, at the high school, we are working with the Mastery Transcript Consortium to better document the work and the workflow of learners as they personalize their high school experiences. Building the orientation system and the advisory system for these students who may be either in-person, hybrid, or fully virtual is a focus of the high school program.

### **Engagement with Learning**

**Celebrations:** The Flexible Pathways Academy continued to make developing relationships with students and families a priority. This focus on relationships has allowed teachers to get to know students and work to provide a curriculum that is tailored to their needs, skills, and interests. We are always striving to create structures that allow for choice and ownership of learning and also align with the academic goals of the district.



**Goals/Next Steps:** Our next steps include improving our use of data to personalize instruction, developing a personal learning plan process that is authentic, and involving students in the development of curriculum and instruction. Teachers are now using Star 360 to gather data on a regular basis. The K-6 team is now engaging in regular community meetings and developing a student leadership team.



## Social Emotional Learning

**Celebrations:** At the Flexible Pathways Academy, we continue to be focused on ensuring that each learner is connected to a trusted adult. Health and wellness are a main concern for us, especially in a virtual environment. Teachers are regularly providing opportunities for students to socialize and connect through clubs and advisory structures.



All K-6 teachers have daily live meetings which serve as a way for students to connect with each other and a way for teachers to connect with students. The K-6 advisory structure provides a daily check-in for students. The middle and high school structures are seeing improved attendance and connections through advisory meetings and orientation procedures.

**Goals/Next Steps:** The advisory and orientation systems are central to ensuring Flexible Pathways Academy is providing a safe and healthy virtual option for learners who are not connected within the school building. Increasing the strength of these systems is a focus as we move forward.

Respectfully Submitted by,  
Gabrielle Marquette Lumbra

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If you would like to view any of our other FNESU towns' school reports, please visit our website at [www.fnesu.org](http://www.fnesu.org) under the 2022 Annual Reports Tab.

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## **Business Manager's Update**

Morgan Daybell, Business Manager

### **District Budget**

The proposed budget is up \$83,569, or less than 1% from last year. There are minor staffing adjustments throughout the budget. Additional increases are due to a rise in salaries and benefits, along with a greater Supervisory Union assessment, driven primarily by Food Service.

At this writing, Act 173 will be live on July 1, 2022. As part of that law, District-level expenses are not eligible for Special Education reimbursement. You will see several costs have moved from Special Education lines to direct instruction lines, a decline in State revenue, and a decrease in the Special Education assessment. In the short term, these changes mean a large decrease in Special Education revenue for many Districts and is one of the major drivers of the increase in Education Spending.

In 2020, the district's General Fund brought in \$1m more than it spent. \$507,525 of that surplus was returned to the General Fund, in effect buying down the FY22 tax rate by about 5 cents. In 2021, the district came in much closer to budget. That drop in surplus ("Other Revenue" in the budget that follows) is the second major driver increasing Education Spending.

### **Residential Tax Rates**

Four factors set the residential tax rate you see on your bill:

- **Education Spending** is the budget approved by voters, minus expected revenue (like grants and interest). *As Education Spending goes up, the tax rate goes up.* This is the only part of the formula controlled by local boards and voters.
- **Equalized Pupils** is a weighted count of the students in the district. *As Equalized Pupils go up, the tax rate falls.*
- The **Property Dollar Equivalent Yield** is the amount of money, per pupil, raised by one dollar on the tax rate. *As the yield goes up, the tax rate falls.* The yield presented is an estimate; the final number will be set by the Legislature.
- The **Common Level of Appraisal (CLA)** measures the difference between listed property values and market value. A CLA below 100% means that on average, properties are selling above their assessed value. Each town has its own CLA. *As CLA goes up, the tax rate falls.*

This year, a favorable projected yield amount is offsetting a large decline in the CLA for both towns.

**You may be eligible for a property tax credit.** Last year, 879 district property owners had their school taxes reduced and 121 renters received a renter rebate. Residents who own and occupy a Vermont homestead must file a Homestead Declaration and Property Tax Adjustment Claim (HS-122) with the Tax Department by April 15.

#### **Non-Residential Tax Rates**

Non-residential tax rates are set by the legislature and change based on the CLA. ***Local budget votes do not change this rate.***

#### **Audit**

RHR Smith audited the district for the fiscal year ending June 30, 2021. For a copy, visit [www.fnesu.org](http://www.fnesu.org) or call 802-848-7661.

Respectfully Submitted by,  
Morgan Daybell

Respectfully Submitted by,

#### ER UUSD Directors

Kevin Blaney, Chair (Richford)  
Polly Rico, Vice Chair (Enosburg)  
Amy Irish, Clerk (Enosburg)  
Rick Bartholomew (Enosburg)  
Mort Greenwood (Richford)  
Sara Hurtubise (Richford)

#### Administration

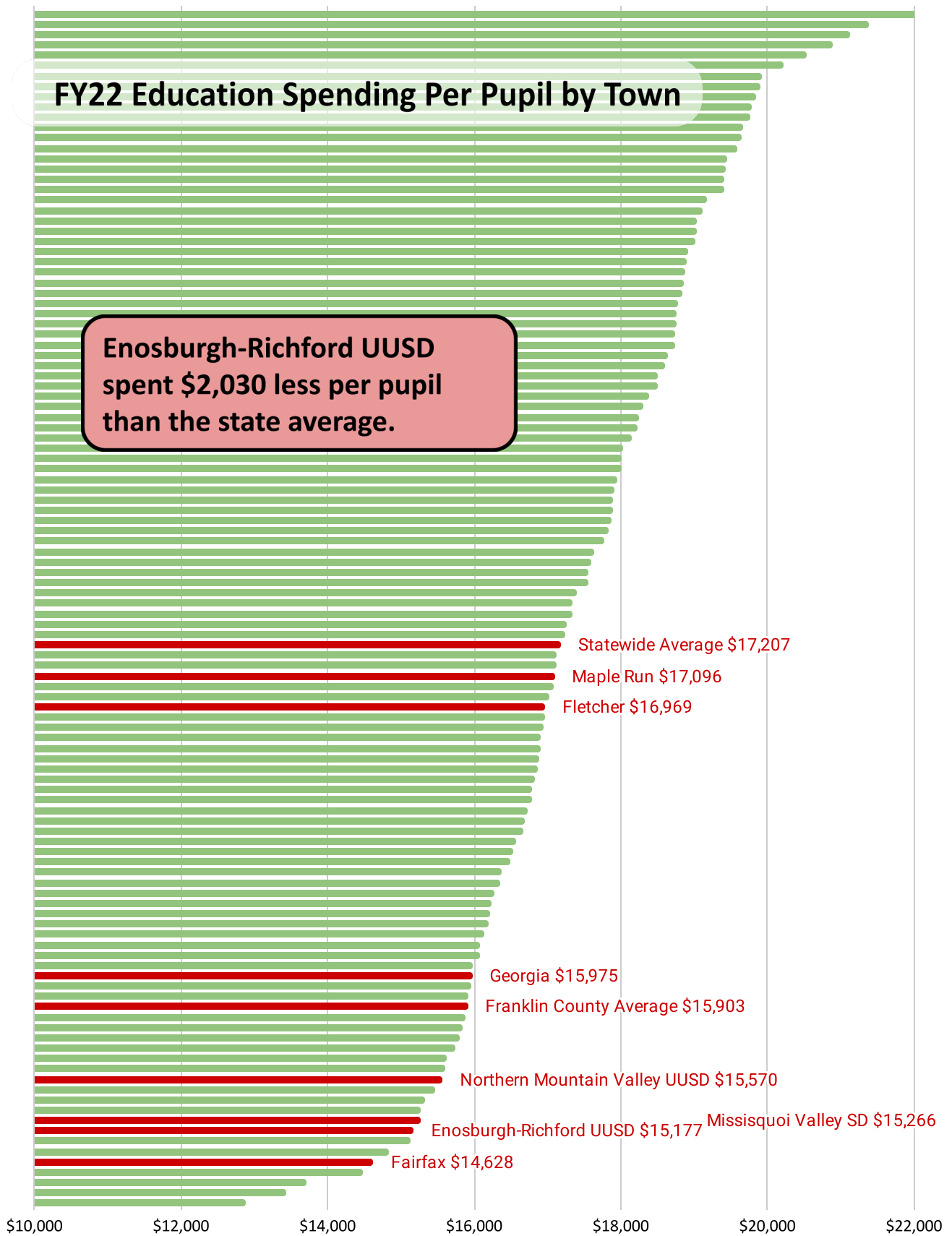
Lynn Cota, Superintendent  
Jody Vaillancourt, Director of Instruction & Learning  
Michelle Theberge, Director of Student Services  
Michelle Irish, Director for Advancement of Educational Equity  
Melissa Wood, Early Education Director  
Dominic DeRosia, Technology Director  
Dawn Reed, Food Service Director  
Heather Moore, 21st CCLC Project Director/Grants Coordinator  
Jennifer Hubbard, Enosburg Elementary School Principal  
Rachel Reynolds, Enosburg Falls Middle School Principal  
Joseph Donarum, Enosburg Falls High School Principal  
Nathan Demar, Cold Hollow Career Center Director  
Kelli Dean, Richford Elementary School Principal  
Beth O'Brien, Richford Jr.-Sr. High School Principal  
Gabrielle Lumbra, Flexible Pathways Academy Principal  
Morgan Daybell, Business Manager

Enosburgh-Richford UUSD FY23 General Fund Budget				FY23 Proposed	FY22-23 Change
	FY21 Actual	FY22 Budgeted	FY22 to Dec 31		
<b>GENERAL FUND EXPENSES</b>					
<b>PRE-KINDERGARTEN</b>					
<b>Regular Education</b>					
Direct Instruction	\$236,645	\$266,646	\$92,626	\$416,983	\$150,337
Training/Library/Technology	\$0	\$0	\$1,613	\$0	\$0
<b>Total Regular Education</b>	<b>\$236,645</b>	<b>\$266,646</b>	<b>\$94,239</b>	<b>\$416,983</b>	<b>\$150,337</b>
<b>Special Education</b>					
Direct Instruction	\$5,286	\$29,383	\$13,919	\$0	(\$29,383)
<b>Total Special Education</b>	<b>\$5,286</b>	<b>\$29,383</b>	<b>\$13,919</b>	<b>\$0</b>	<b>(\$29,383)</b>
<b>TOTAL PRE-KINDERGARTEN</b>	<b>\$241,931</b>	<b>\$296,029</b>	<b>\$108,158</b>	<b>\$416,983</b>	<b>\$120,954</b>
<b>ELEMENTARY</b>					
<b>Regular Education</b>					
Direct Instruction	\$2,835,766	\$2,975,044	\$983,634	\$3,740,233	\$765,189
Guidance/Health	\$258,639	\$343,922	\$107,979	\$269,672	(\$74,250)
Training/Library/Technology	\$177,771	\$224,237	\$86,201	\$202,569	(\$21,668)
School Administration	\$322,724	\$355,266	\$176,271	\$361,927	\$6,661
Buildings and Grounds	\$576,294	\$547,615	\$250,408	\$483,831	(\$63,784)
Transportation	\$16,903	\$27,500	\$0	\$12,500	(\$15,000)
<b>Total Regular Education</b>	<b>\$4,188,097</b>	<b>\$4,473,584</b>	<b>\$1,604,493</b>	<b>\$5,070,732</b>	<b>\$597,148</b>
<b>Summer School</b>	<b>\$380</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,000</b>	<b>\$4,000</b>
<b>Special Education</b>					
Direct Instruction	\$628,658	\$598,603	\$445,092	\$173,773	(\$424,830)
<b>Total Special Education</b>	<b>\$628,658</b>	<b>\$598,603</b>	<b>\$445,092</b>	<b>\$173,773</b>	<b>(\$424,830)</b>
<b>Athletics</b>	<b>\$1,885</b>	<b>\$5,214</b>	<b>\$1,829</b>	<b>\$16,000</b>	<b>\$10,786</b>
<b>Co-Curricular</b>	<b>\$0</b>	<b>\$904</b>	<b>\$0</b>	<b>\$8,000</b>	<b>\$7,096</b>
<b>TOTAL ELEMENTARY</b>	<b>\$4,819,020</b>	<b>\$5,078,305</b>	<b>\$2,051,414</b>	<b>\$5,272,505</b>	<b>\$597,148</b>
<b>SECONDARY</b>					
<b>Regular Education</b>					
Direct Instruction	\$4,174,300	\$4,792,979	\$1,545,309	\$5,665,749	\$872,770
Guidance/Health	\$811,812	\$821,025	\$341,282	\$782,358	(\$38,667)
Training/Library/Technology	\$660,549	\$690,003	\$291,637	\$673,722	(\$16,281)
School Administration	\$816,129	\$815,361	\$393,570	\$811,465	(\$3,896)
Buildings and Grounds	\$1,252,073	\$1,183,798	\$640,733	\$1,153,320	(\$30,478)
Transportation	\$38,722	\$93,000	\$30,213	\$95,000	\$2,000
Debt Service	\$486,374	\$384,169	\$449,230	\$451,673	\$67,504
<b>Total Regular Education</b>	<b>\$8,239,959</b>	<b>\$8,780,335</b>	<b>\$3,691,974</b>	<b>\$9,633,287</b>	<b>\$852,952</b>
<b>Summer School</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,000</b>	<b>\$4,000</b>
<b>Special Education</b>					
Direct Instruction	\$541,816	\$788,825	\$351,025	\$0	(\$788,825)
<b>Total Special Education</b>	<b>\$541,816</b>	<b>\$788,825</b>	<b>\$351,025</b>	<b>\$0</b>	<b>(\$788,825)</b>
<b>Athletics</b>	<b>\$217,955</b>	<b>\$237,585</b>	<b>\$112,040</b>	<b>\$252,723</b>	<b>\$15,138</b>
<b>Co-Curricular</b>	<b>\$22,793</b>	<b>\$30,242</b>	<b>\$450</b>	<b>\$24,000</b>	<b>(\$6,242)</b>
<b>Vocational/Technical Education</b>					

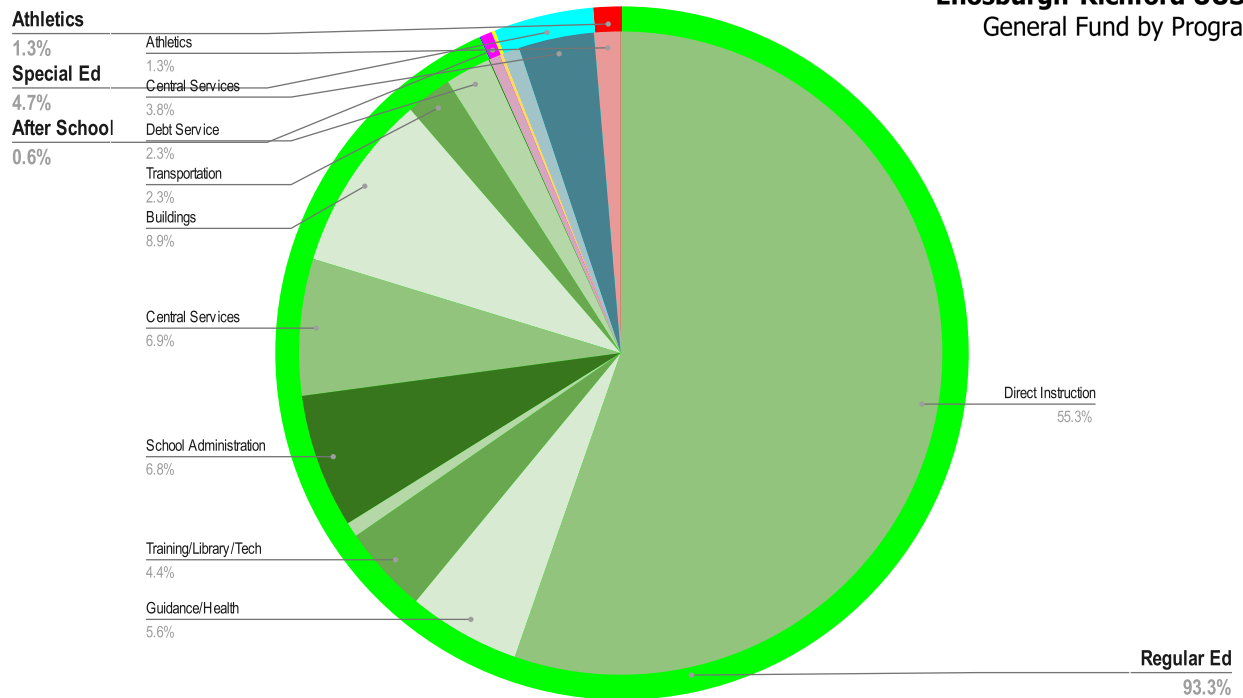
Enosburgh-Richford UUSD FY23 General Fund Budget					
	FY21 Actual	FY22 Budgeted	FY22 to Dec 31	FY23 Proposed	FY22-23 Change
Direct Instruction	\$679,943	\$765,639	\$326,644	\$746,436	(\$19,203)
Guidance/Health	\$81,302	\$83,803	\$28,638	\$85,262	\$1,459
Training/Library/Technology	\$2,438	\$10,000	\$0	\$10,000	\$0
School Administration	\$160,665	\$186,428	\$85,021	\$188,893	\$2,465
Buildings and Grounds	\$152,116	\$159,038	\$72,539	\$161,489	\$2,451
Transportation	\$19,227	\$37,000	\$5,297	\$35,000	(\$2,000)
<b>Total Vocational/Technical</b>	<b>\$1,095,691</b>	<b>\$1,241,908</b>	<b>\$518,139</b>	<b>\$1,227,080</b>	<b>(\$5,932)</b>
<b>TOTAL SECONDARY</b>	<b>\$10,118,214</b>	<b>\$11,078,895</b>	<b>\$4,673,628</b>	<b>\$11,141,090</b>	<b>\$852,952</b>
<b>POST-SECONDARY</b>					
<b>Regular Education</b>					
Direct Instruction	\$1,247	\$3,000	\$168	\$3,000	\$0
<b>Total Regular Education</b>	<b>\$1,247</b>	<b>\$3,000</b>	<b>\$168</b>	<b>\$3,000</b>	<b>\$0</b>
<b>TOTAL POST-SECONDARY</b>	<b>\$1,247</b>	<b>\$3,000</b>	<b>\$168</b>	<b>\$3,000</b>	<b>\$0</b>
<b>DISTRICT-WIDE</b>					
<b>Regular Education</b>					
Direct Instruction	\$557,000	\$771,451	\$24,215	\$592,000	(\$179,451)
Training/Library/Technology	\$0	\$2,000	\$0	\$2,000	\$0
General Administration	\$138,379	\$142,850	\$116,276	\$149,000	\$6,150
Central Services	\$950,102	\$1,145,730	\$706,361	\$1,384,080	\$238,350
Buildings and Grounds	\$1,870	\$3,500	\$8,106	\$3,500	\$0
Transportation	\$242,055	\$266,992	\$975	\$322,593	\$55,601
Debt Service	\$11,846	\$10,000	\$0	\$10,000	\$0
<b>Total Regular Education</b>	<b>\$1,901,252</b>	<b>\$2,342,523</b>	<b>\$855,933</b>	<b>\$2,463,173</b>	<b>\$120,650</b>
<b>After School</b>	<b>\$59,318</b>	<b>\$0</b>	<b>\$43,401</b>	<b>\$112,000</b>	<b>\$112,000</b>
<b>Special Education</b>					
Central Services	\$1,136,770	\$1,192,210	\$596,105	\$765,780	(\$426,430)
<b>Total Special Education</b>	<b>\$1,136,770</b>	<b>\$1,192,210</b>	<b>\$596,105</b>	<b>\$765,780</b>	<b>(\$426,430)</b>
<b>TOTAL DISTRICT-WIDE</b>	<b>\$3,097,340</b>	<b>\$3,534,733</b>	<b>\$1,495,439</b>	<b>\$3,340,953</b>	<b>(\$193,780)</b>
<b>TOTAL GENERAL FUND EXPENSES</b>	<b>\$18,277,752</b>	<b>\$19,990,962</b>	<b>\$8,328,807</b>	<b>\$20,174,531</b>	<b>\$183,569</b>
<b>GENERAL FUND REVENUE</b>					
Local Revenue	\$3,127,542	\$3,915,569	\$1,683,861	\$3,985,440	\$69,871
Other Restricted	\$239,789	\$219,000	\$15,000	\$45,000	(\$174,000)
State Revenue	\$1,721,475	\$1,161,570	\$705,764	\$389,040	(\$772,530)
Federal Revenue	\$70,990	\$65,000	\$35,986	\$79,100	\$14,100
Other Revenue	\$5,942	\$507,525	\$81,824	\$30,366	(\$477,159)
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$5,165,738</b>	<b>\$5,868,664</b>	<b>\$2,522,435</b>	<b>\$4,528,946</b>	<b>(\$1,339,718)</b>
<b>PROJECTED TAX RATE</b>					
Budgeted Expenditures		\$19,990,962		\$20,174,531	\$183,569
less Local and Grant Revenue		\$5,868,664		\$4,528,946	(\$1,339,718)
equals Education Spending		\$14,122,298		\$15,645,585	\$1,523,287
divided by Equalized Pupils		930.52		932.74	2.22
equals Per Pupil Education Spending		\$15,177		\$16,774	\$1,597
divided by Dollar Yield		\$11,385		\$12,937	\$1,552
equals Equalized residential school tax rate		\$1.3331		\$1.2966	(\$0.0365)
divided by Enosburgh CLA		97.31%		91.06%	-6.25%
<b>equals Enosburgh Residential Education Tax Rate</b>		<b>\$1.3700</b>		<b>\$1.4239</b>	<b>\$0.0539</b>
divided by Richford CLA		112.34%		104.14%	-8.20%
<b>equals Richford Residential Education Tax Rate</b>		<b>\$1.1867</b>		<b>\$1.2451</b>	<b>\$0.0584</b>

## FY22 Education Spending Per Pupil by Town

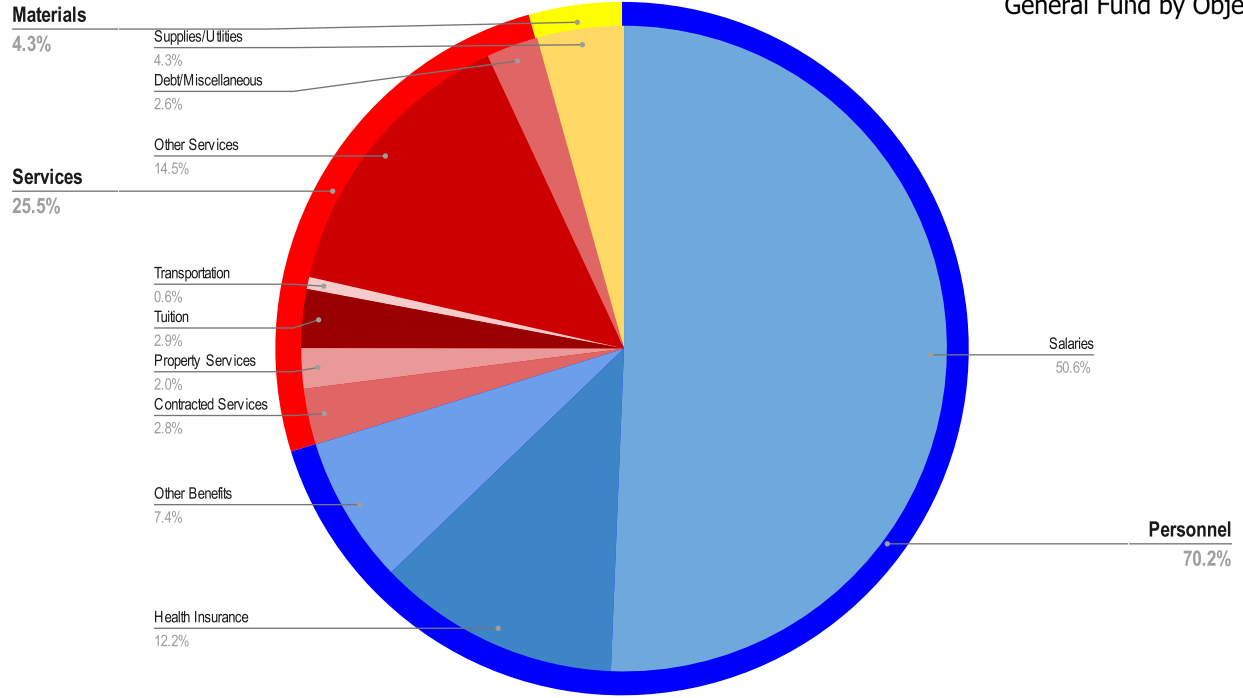
Enosburgh-Richford UUSD  
spent \$2,030 less per pupil  
than the state average.



**Enosburgh-Richford UUSD**  
General Fund by Program



**Enosburgh-Richford UUSD**  
General Fund by Object



- Following current statute, the Tax Commissioner recommended a property yield of \$13,846 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$16,705 for a base income percent of 2.0%, and a non-residential tax rate of 1.385. **THESE FIGURES USE THE ESTIMATED \$90,000,000 SURPLUS FROM THE EDUCATION FUND. I DO NOT EXPECT THAT SURPLUS WILL BE USED TO INCREASE THE YIELDS.** I would suggest using the figures provided without the surplus: \$12,937 for the property yield, \$15,484 for the income yield, and \$1.482 for the non-homestead tax rate.

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

- The base income percentage cap is 2.0%.

Franklin Northeast Supervisory Union FY23 General Fund Budget	FY21 Actual	FY22 Proposed	FY22 to Dec 31	FY23 Proposed	FY22-23 Change
<b>GENERAL FUND EXPENSES</b>					
<b>Regular Education</b>					
Direct Instruction	\$0	\$0	\$1,878	\$0	\$0
Improvement of Instruction	\$92,487	\$155,384	\$79,372	\$166,444	\$11,060
General Administration	\$669,987	\$860,144	\$224,855	\$454,249	(\$405,895)
School Administration	\$0	\$84,224	\$26,787	\$63,949	(\$20,275)
Central Services	\$427,598	\$458,165	\$385,177	\$841,837	\$383,672
Operation of Plant	\$29,886	\$24,000	\$15,344	\$125,857	\$101,857
Student Transportation	\$1,199,791	\$1,220,597	\$712,012	\$1,330,000	\$109,403
<b>Total Regular Education</b>	<b>\$2,419,749</b>	<b>\$2,802,514</b>	<b>\$1,445,425</b>	<b>\$2,982,336</b>	<b>\$179,822</b>
<b>Food Service</b>					
Food Service Operations	\$1,663,711	\$1,471,988	\$681,699	\$1,782,462	\$310,474
<b>Total Food Service</b>	<b>\$1,663,711</b>	<b>\$1,471,988</b>	<b>\$681,699</b>	<b>\$1,782,462</b>	<b>\$310,474</b>
<b>Special Education</b>					
Direct Instruction	\$3,716,640	\$4,199,629	\$1,266,509	\$3,772,987	(\$426,642)
Student Support	\$860,573	\$971,424	\$236,006	\$426,914	(\$544,510)
Improvement of Instruction	\$173,166	\$189,413	\$41,787	\$159,308	(\$30,105)
General Administration	\$267,782	\$278,518	\$138,125	\$286,712	\$8,194
Student Transportation	\$129,820	\$235,000	\$61,185	\$213,700	(\$21,300)
<b>Total Special Education</b>	<b>\$5,147,981</b>	<b>\$5,873,984</b>	<b>\$1,743,612</b>	<b>\$4,859,621</b>	<b>(\$1,014,363)</b>
<b>English Language Learners</b>					
Direct Instruction	\$39,682	\$13,011	\$7,338	\$61,176	\$48,165
<b>Total ELL</b>	<b>\$39,682</b>	<b>\$13,011</b>	<b>\$7,338</b>	<b>\$61,176</b>	<b>\$48,165</b>
<b>21st Century/Local</b>					
Direct Instruction	\$73,413	\$0	\$13,084	\$205,701	\$205,701
Administration	\$37,121	\$0	\$97,883	\$96,299	\$96,299
Transportation	\$0	\$0	\$24,241	\$0	\$0
<b>Total 21st Century/Local</b>	<b>\$110,534</b>	<b>\$0</b>	<b>\$135,208</b>	<b>\$302,000</b>	<b>\$302,000</b>
<b>Bill Back/Local</b>					
Direct Instruction	\$140,387	\$0	\$45,410	\$132,732	\$132,732
Student Support	\$0	\$0	\$18,710	\$51,361	\$51,361
Improvement of Instruction	\$0	\$0	\$24,297	\$74,113	\$74,113
<b>Total Bill Back/Local</b>	<b>\$140,387</b>	<b>\$0</b>	<b>\$88,417</b>	<b>\$258,206</b>	<b>\$258,206</b>
<b>TOTAL GENERAL FUND EXPENSES</b>	<b>\$9,522,044</b>	<b>\$10,161,497</b>	<b>\$4,101,699</b>	<b>\$10,245,801</b>	<b>\$84,304</b>



Franklin Northeast Supervisory Union FY23 General Fund Budget	FY21 Actual	FY22 Proposed	FY22 to Dec 31	FY23 Proposed	FY22-23 Change
<b>GENERAL FUND REVENUE</b>					
<b>Regular Education</b>					
Local Revenue	\$5,638	\$5,000	\$2,480	<b>\$7,000</b>	\$2,000
Transportation Assessment	\$595,791	\$640,597		<b>\$774,000</b>	\$133,403
Central Office Assessment	\$1,218,494	\$1,559,928	\$1,291,256	<b>\$1,631,512</b>	\$71,584
Other Revenue	\$33,943	\$30,000		<b>\$75,000</b>	\$45,000
State Revenue	\$526,956	\$580,000	\$53,253	<b>\$556,000</b>	<b>(\$24,000)</b>
<b>Total Regular Education</b>	<b>\$2,380,822</b>	<b>\$2,815,525</b>	<b>\$1,346,989</b>	<b>\$3,043,512</b>	<b>\$227,987</b>
<b>Food Service</b>					
Local Revenue	\$17,229	\$0	\$17,143	<b>\$25,000</b>	\$25,000
Food Service Assessment	\$391,851	\$381,988		<b>\$714,382</b>	\$332,394
State Revenue	\$35,620	\$0	\$0	<b>\$0</b>	\$0
Federal Revenue	\$1,599,828	\$1,090,000	\$410,554	<b>\$1,043,080</b>	<b>(\$46,920)</b>
<b>Total Food Service</b>	<b>\$2,044,528</b>	<b>\$1,471,988</b>	<b>\$427,697</b>	<b>\$1,782,462</b>	<b>\$310,474</b>
<b>Special Education</b>					
SPED Assessment	\$1,926,728	\$2,022,984	\$1,010,344	<b>\$1,297,924</b>	<b>(\$725,060)</b>
Other Revenue	<b>(\$32,161)</b>	\$0	\$0	<b>\$0</b>	
State Revenue	\$2,670,493	\$3,155,000	\$1,905,832	<b>\$3,561,697</b>	\$406,697
Federal Revenue	\$696,278	\$696,000	\$0	<b>\$0</b>	<b>(\$696,000)</b>
<b>Total Special Education</b>	<b>\$5,261,338</b>	<b>\$5,873,984</b>	<b>\$2,916,176</b>	<b>\$4,859,621</b>	<b>(\$1,014,363)</b>
<b>21st Century/Local Revenue</b>	<b>\$110,534</b>	<b>\$0</b>	<b>\$109,355</b>	<b>\$302,000</b>	<b>\$302,000</b>
<b>Bill Back/Local Revenue</b>	<b>\$140,387</b>	<b>\$0</b>	<b>\$65,669</b>	<b>\$258,206</b>	<b>\$258,206</b>
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$9,937,609</b>	<b>\$10,161,497</b>	<b>\$4,865,886</b>	<b>\$10,245,801</b>	<b>\$84,304</b>