2025 - 2026 ANNUAL REPORT

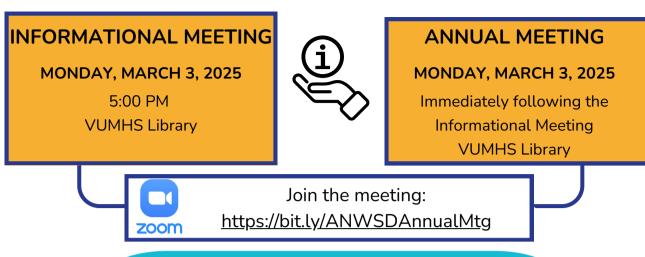
and 2024 - 2025 Annual Report Card



Addison Northwest SCHOOL DISTRICT



www.anwsd.org



Legal voters who attend via Zoom may not act upon Articles from the floor but may participate for informational purposes only.

TOWN MEETING DAY

Tuesday, March 4, 2025

Where to Vote:

Addison	Addison Community Center	r 7AM - 7PM
Ferrisburgh	Ferrisburgh Town Office	7AM - 7PM
Panton	Panton Town Hall	7AM - 7PM
Vergennes	Vergennes Fire Station	9AM - 7PM
Waltham	Waltham Town Hall	10AM - 7PM



How to Register to Vote:

Registration is available during all normal business hours of your town/city clerk's office on days preceding the election and during polling hours on Election Day. Or you may also register online - https://olvr.vermont.gov/

Early & Absentee Voting:

Ballots will be available for early and absentee voting beginning February 12. You can request a ballot by phone, email, or in person at your town office. Requests must be submitted by 5PM or by the close of the town clerk's office on the day before the election.

All ballots must be returned to the town clerk's office before the close of the office on the day before the election, or to the polling place before 7PM on the day of the election, in order to be counted.

(Ballots will be commingled and counted on Wednesday, March 5 at the ANWSD Office.)

WHAT'S INSIDE

District Overview	Page
Glossary of Acronyms & Terms	
Messages	6
Staff Directory	11
School Reports	15
Departmental Reports	20
Achievements & Highlights	30
ANWSD Demographics	
FY26 Proposed Budget Information	
Warnings	38
FY26 Calculations	43
FY26 Proposed Expenditures	
FY26 Proposed Revenue	
Three Prior Year Comparisons	
Homestead Tax Rate Calculation	
Treasurer's Report	55
Audit Management Letter	



ANWSD Vision Statement

We envision a kind, collaborative, and creative community for all that nurtures a diverse and accessible learning environment. Students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever-changing world.

ANWSD Board Statement Reaffirming its Commitment to Safe, Civil, and Anti-Racist Schools

The Superintendent and Directors of the Addison Northwest School District wish to reassure the members of our educational community in these uncertain times. We remain committed to maintaining safe and welcoming schools regardless of race, gender, disability, national origin, documentation, religion, sexual orientation, political orientation, or family income. In addition to compliance with the law, we also have a moral and ethical duty to protect all who pass through the doors of our schools and to provide our students with an equitable education.

The Board emphatically endorses and supports a learning environment and shared community void of hate, bias, bigotry, and racism. We condemn white supremacy and unequivocally believe that Black lives matter. We charge the members of the ANWSD community with creating a safe, civil, and kind learning environment. Everyone -- parents, students, staff, board members, community members -- must take seriously the need to speak openly against hate of all kinds. We will recognize, respond to, and redress bias and inequities in our systems, policies, and practices. We will create and sustain an equitable learning environment in which we treat one another with respect and dignity. We can each lead through example, and with this statement the ANWSD Board hereby reaffirms its commitment to providing an equitable, just, and inclusive learning environment for all students.

December 14, 2020, Board adopted

GLOSSARY OF ACRONYMS & TERMS

АСР	Addison Consortium Program	FCS	Ferrisburgh Central School
ANWSD	Addison Northwest School District	РАНСС	Patricia A. Hannaford Career Center
AOE	Agency of Education	VUES	Vergennes Union Elementary School
CSAC	Counseling Service of Addison County	VUMHS	Vergennes Union Middle & High School

Act 173	An act relating to enhancing the effectiveness, availability and equity of services provided to students who require additional support.	
Board of Education	Activities of the elected body that has been created according to state law and vested with responsibilities for educational activities in a given administrative unit.	
Capital Spending	Long-term fund for planned facility needs, warned as a separate Article on the ballot.	
CIP - Continuous Improvement Plan	The process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention.	
CLA – Common Level of Appraisal	A method used by the state in an attempt to tax properties based on fair market value since towns can go many years between re-appraisals.	
Collaborative Teaching(Co- Teaching)	A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom.	
Debt Service	The amount of funds required to cover the repayment of the interest and principal of a debt (loan, bond, lease, etc.)	
E-Rate	The universal service Schools and Libraries Program provides discounts of up to 90 percent to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access.	
EEE - Essential Early Education	Children, ages three through five years old, who qualify for Essential Early Education receive special education and related services, provided by their school district, to meet their individual needs.	
ELA	English Language Arts	
EQS – Education Quality Standards	The purpose of these rules is to ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality and enable them to achieve or exceed the standards approved by the State Board of Education.	
ESSER	Elementary and Secondary School Emergency Relief Programs - to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.	
EST – Educational Support Team	Written plan documenting a student's learning or behavioral challenges and ways teachers can help the student to be successful in classes. This plan is developed by the Educational Support Team based on input from teachers who have worked with the student. Input from other service providers and parents, and test results may also be used in developing an EST Plan.	
Education Fund	Vermont pays for education through the state's education fund. There are four primary sources of money that comprise the fund: revenue transfer from the general fund, general purpose taxes, nonresidential property taxes, and homestead property taxes. Source: VSBA, Making Sense of Vermont's Education Funding System	
Education Spending	Defined as all of the money that a school district has determined is necessary to spend in the school year, less any offsetting revenueTotal district budget less 'non-tax revenues' such as federal and state grants as well as locally-generated revenues such as tuition and interest	

Fiscal Services	Activities concerned with the fiscal operations of the school district. Includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, investments and funds management.	
FY – Fiscal Year	The school district operates, budgets and accounts for revenue and expenses on a 12-month fiscal year, which begins July 1st and ends the following June 30th.	
General Fund	The main operating fund of the school district.	
IDEA – Individuals with Disabilities Education Act	A law that guarantees educational rights to all students with disabilities and makes it illegal for school districts to refuse to educate a student based on his or her disability.	
IEP – Individualized Education Plan	A document describing an educational program designed to meet a student's individual needs. An IEP includes a description of a student's strengths, challenges, and needs, services that will be provided, accommodations necessary to allow the student to learn, and specific goals based on a student's needs. Every student who is eligible for special education must have an IEP.	
Long Term Average Daily Membership	A two-year weighted average of Average Daily Membership.Average Daily Membership is a count of resident and state-placed students who receive an elementary (including EEE and PreK) or secondary education (7-12) at public expenseResident students are counted during the period from the 11th to the 30th day of the current school year, while state-placed students are counted for the school year prior to the current census period.	
MTSS - Multi-Tier System of Supports	A tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. Tier 1 = Core classroom instruction Tier 2 = Targeted small group instruction Tier 3 = Intensive individual intervention	
PBGR - Proficiency-Based Graduation Requirements	A set of content knowledge and skills connected to state standards that, when supplemented with any additional locally developed requirements, have been determined to qualify a student for earning a high school diploma.	
PBIS - Positive Behavior Interventions and Supports	A proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.	
PLP – Personalized Learning Plan	Establishes individual student goals based on academic and career objectives and personal interests; sequences content and skill development to achieve those goals and ensure that a student can graduate college and career-ready; and is updated based on information about student performance in a variety of learning experiences - including assessments - that indicate progress towards goals.	
Property Yield	The estimated amount districts have to spend per pupil to have an equalized tax rate of \$1.00 while generating enough money for the State's Education Fund.	
Revenue	Refers to receipts from all taxes, fees, licenses, and permits as established in current law, and any other sources of income including federal funding.	
SEL	Social Emotional Learning - the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.	
SLP – Speech-Language Pathologist	A professional who diagnoses and treats communication and swallowing disorders.	
STEM	Science, Technology, Engineering and Mathematics	
UDL	Universal Design for Learning – a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.	
VSBIT	Vermont School Boards Insurance Trust	
VTCAP	Vermont Comprehensive Assessment Program is to assess students in grades 3 through 9 in English Language Arts (ELA) and Math and students in grades 5, 8, and 11 in Science. The ELA and mathematics assessments measure the Common Core State Standards (CSSS) for English and mathematics, respectively. The science assessment measures the Next Generation Science Standards (NGSS).	

MESSAGE FROM THE SCHOOL BOARD

Dear Members of the Addison Northwest School District community,

The Addison Northwest School District vision includes the belief that it is important to "cultivate resilience in an everchanging world." The ANWSD Board sincerely thanks administrators, teachers, and staff who work diligently to create excellent educational opportunities for all of our students. We also thank our students and their families for your continued resilience and kindness to one another.

The overarching ANWSD Board priority goal is to continue to maintain and nurture excellent educational programs for our students at a cost acceptable to our taxpayers while at the same time working toward long-term structural stability. We welcomed one new first-time member to the Board in 2024 - Carole McBride (Addison). Overall, our focus this year has been to improve student academic achievement, ensure all students feel connected and reach their full potential, to support middle school transition, and continue our maintenance and upkeep of our valuable facilities.



Accomplishments

Personally, I would like to take the opportunity to thank our Student Representatives on the Board: Grey Fearon and Quincy Sabick. The VSBA's Guide to Student Voice in Education Governance states "In the big picture, we all benefit by having young people engaged in the institutions of a democratic society" (pg. 3). If you see Grey and Quincy, please thank them for their service. I would also like to thank Kristina MacKulin (Ferrisburgh) for her service to this Board by representing us on the Patricia A Hannaford's Career Center Board, as well as Dan Rossignol, who represents our entire District at-large.

Over the year, the Board achieved a number of accomplishments. Our Community Engagement Committee, led this year by Erica Andrus (Ferrisburgh), continued work on the Portrait of a Graduate project to articulate an image of the overall educational experience we desire for our students. Please see the Portrait of Graduate website to learn more about this important goal setting project: <u>https://www.anwsd.org/portrait-of-a-graduate</u> The CEC also held forums for community members to learn more and engage with the budget building process.

The Facilities Committee, led by Amy Kittredge (Addison), further developed the District's Facilities Stewardship Plan as well as supporting the District's ongoing safety policies and practices. Over the last year, we have completed significant and much needed renovations to bathrooms in the High School, Middle School and Vergennes Elementary school. We also completed much needed HVAC and roofing projects at VUES. They completed an MOU with the Town of Ferrisburgh for better understanding of shared resources. We are especially grateful to see the completion of a new bridge in the VUES outdoor classroom that is a great benefit to students and community members. Thanks to this committee, we have a good plan to repair and replace significant portions of the VUMHS building roof that have outlived their lifespan.

The Policy Committee, led by Chris Kayhart (Ferrisburgh), continued its ongoing review of current policies. The Board is committed to reviewing every single policy at least once every five years to ensure that our policies are updated to meet the District's needs, Vermont and Federal law. The Committee created, and the Board approved, one new policy and revised five current policies. In addition, the Committee continues to monitor required reporting and procedures to align with the goals of the board's strategic plan and policies.

The Finance Committee, led by Mark Koenig (Vergennes), ensured that ANWSD's fiduciary responsibility to the electorate was fulfilled. The Finance Committee reviews the bills and directors' orders monthly for sound accounting practices. The Committee also worked throughout the budgeting process to learn about budget drivers and District needs to make recommendations on capital expenditures and budgeting for the overall health of the District's finances.

I'm grateful to each Board member for their sustained effort at meetings, in public settings, and within committees to advance the interests of this District for the benefit of our current and future students. Thank you, Board members.

Budget and Australian Votes

This proposed budget makes strategic investments to support professional learning for our staff and faculty, and supports efforts to meet student social and emotional needs. The proposed FY26 of \$27,653,000 is a 1.48% increase from the FY25 budget, which is far below the Cost of Living Increase. This will result in an estimated \$15,153 per equalized pupil, which is a 0.14% increase of last year. This per pupil expenditure is well below the state imposed threshold which would result in tax penalties to the District. Salaries and benefits, especially healthcare, transportation costs are the main cost drivers. However, our expected average homestead tax rate will be \$1.7418, which is on average a -9.19% **decrease** from the current rates. Let me be clear: we expect every District town and the City to see a tax decrease. As always, we remain committed to ensuring our buildings are maintained in good condition. Article #7 asks voters to approve placing FY24 surplus funds in the amount of \$750,696 into the capital improvement funds to address items on the District's Facilities Stewardship Plan. The remainder of that surplus (\$800,000) will be used as revenue to lower tax rates across the District.

We remain committed to working closely with all ANWSD stakeholders to chart a course toward the best possible education for our students. We still face many challenges, but there is much to admire in this District. I am exceedingly grateful that this District and its people are a tight-knit, caring community willing to support one another in times of need. Please join us at future board meetings and community engagement events, and visit our website for additional information.

On a personal note, this will be my last message as Board Chair, as I am not seeking reelection after 10 years on school boards. I am honored that you have trusted me in this role for the last five years. I wish the District continued success.

Respectfully submitted on behalf of the ANWSD Board of Directors, John Stroup, Board Chair



Left to Right: Chris Kayhart, Kristina MacKulin, Mimi Clark, Chrystal Little, Mark Koenig, John Stroup, Nikki Bearor, Michael Kane, Erica Andrus, Student Reps Grey Fearon and Quincy Sabick. (Missing from photo: Amy Kittredge, Carole McBride, Martha DeGraaf)

ANWSD BOARD OF DIRECTORS & DISTRICT OFFICERS

The Addison Northwest School District Board includes 12 School Directors elected to represent our five communities: Addison, Ferrisburgh, Panton, Vergennes, and Waltham

The Board provides fiscal oversight, policy development, and other resources to enable teachers, administrators, and staff members to prepare students to meet standards set by the state and federal agencies.

The School Board meets on the second and third Monday of each month. Meetings start at 6:00 p.m. A complete schedule can be found on the School Board page of the ANWSD website.

Board Member	Position	Term Expires	Town	Email	District	Officers
John Stroup	Chair	2025	Vergennes	jstroup@anwsd.org	David Tatlock	Moderator
Chris Kayhart	Vice Chair	2026	Ferrisburgh	ckayhart@anwsd.org	Margaret Carrera-Bly	District Clerk
Kristina MacKulin	Clerk	2027	Ferrisburgh	kmackulin@anwsd.org	Greg Burdick	Treasurer
Erica Andrus	Member	2027	Ferrisburgh	eandrus@anwsd.org		
Nicole Bearor	Member	2025	Ferrisburgh	nbearor@anwsd.org		
Mimi Clark	Member	2025	Waltham	mclark@anwsd.org		
Martha DeGraaf	Member	2026	Panton	mdegraaf@anwsd.org		
Michael Kane	Member	2025	Vergennes	mkane@anwd.org		
Amy Kittredge	Member	2026	Addison	akittredge@anwsd.org		
Mark Koenig	Member	2027	Vergennes	mkoenig@anwsd.org		
Chrystal Little	Member	2026	Vergennes	clittle@anwsd.org		
Carole McBride	Member	2027	Addison	cmcbride@anwsd.org		
Grey Fearon	Student Repr	esentative			A SAN	
Quincy Sabick	Student Repr	esentative				1. 1. 1. 1. 1.

 February Is School Board Appreciation Month

 Thank you

 School Board

 Board

 Members

 For your tireless work on

 behalf of our students and

 communities!



MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

Dear Community Members,

It is an honor to present the Addison Northwest School District's Annual Report for 2025. Serving as your Superintendent is a privilege, and I am continually inspired by the collective efforts of our board, administration, teachers, staff, and community in fostering exceptional educational opportunities for our students.

This report highlights our proposed FY26 budget and the initiatives it supports, reflecting our unwavering commitment to ensuring all students have the tools and opportunities needed to thrive. Together, we have built a budget that balances fiscal responsibility with our educational goals, keeping students at the heart of every decision.



Highlights of the Proposed FY26 Budget

- Budget Priorities:
 - Maintaining course offerings across academics, arts, athletics, and world languages.
 - Supporting targeted interventions and professional development to enhance student outcomes.
 - Investing in social-emotional learning programs.
 - Promoting inclusivity and equity across all grades.
- Fiscal Responsibility:
 - The proposed expenditure budget of \$27,653,000 represents a modest 1.48% increase from FY25, keeping per-pupil spending below the state's excess spending threshold and reducing taxes across our five-town community.

We continue to see the positive impact of our innovative Pre-Kindergarten through Grade 12 programs, all designed to support our vision of fostering a kind, collaborative, and creative community of critical thinkers and productive citizens. This Annual Report highlights many wonderful examples of these learning experiences. I hope you'll take the time to explore and appreciate each school and department report.

The enduring dedication of our community is the cornerstone of our success. On March 4, 2025, we ask for your vote on the proposed FY26 budget. In addition, your approval of the \$750,696 allocation from the FY24 surplus to our Capital Improvement Fund will support addressing the needs identified in our Facilities Stewardship Plan.

I deeply value your trust and partnership in shaping the future of our schools. Together, we are preparing students not just to succeed academically but to lead with compassion, creativity, and resilience in an ever-changing world.



With appreciation,

Sheila M. Soule, M.A. Ed. Superintendent of Schools

ANWSD ADMINISTRATION



SHEILA SOULE Superintendent of Schools



ELIZABETH JENNINGS Director of Finance & Operations



GABRIEL HAMILTON Director of Learning



DR. LAURA NUGENT Director of Student Support Services



Ferrisburgh CENTRAL SCHOOL

56 Little Chicago Road Ferrisburgh, VT 05456 802-877-3463



RAE DONOVAN Principal



Vergennes Union

ELEMENTARY SCHOOL 43 East Street Vergennes, VT 05491 802-877-3761





MATTHEW DEBLOISBETH BANNISTERPrincipalAssistant Principal



Vergennes Union MIDDLE / HIGH SCHOOL

50 Monkton Road Vergennes, VT 05491 802-877-2938



COLDEN GOLANN MS Principal



JODY CHAMBERLIN HS Principal

ANWSD STAFF DIRECTORY

ANWSD - Central Office		
Rachel Cornellier	Administrative Assistant to Student Services	
Jody Delisle	Grants Administrator	
Gabriel Hamilton	Director of Learning	
Jacqueline Hayes	HR Benefits Administrator	
Stephanie Hurlburt	Accounting Supervisor	
Elizabeth Jennings	Director of Finance and Operations	
Glory Martin	Executive Administrative Assistant to Superintendent	
Dr. Laura Nugent	Director of Student Support Services	
Vicky Rao	Accounts Payable/Payroll Specialist	
Sheila Soule	Superintendent of Schools	
Melissa Strong	Data Manager	
Timothy White	Technology Systems Administrator	



ANWSD - District Wide Staff

Technology Support Specialist/Web Manager
School Psychologist
Assistant Director of Buildings, Grounds, & Safety
Technology Support Specialist
Director of After School & Summer Programs
School Psychologist
Director of Buildings, Grounds, & Safety

After School Program/Child Care			
Ashley Bourgeois	Cougar Care Site Coordinator		
Kristin DeGraaf	Admin. Assistant to After School Programs/VUES Fusion Coordinator		
Sara Driscoll	VUMHS Fusion Site Coordinator		
Allison Eddy	Preschool After Care Director		
Asia Kruse	Director of After School & Summer Programs		

Child Care Staff	
Sierra Bertrand	McKenna Graves
Olivia Brooks	Diane Jones
Meredith Cameron	Paula Kilburn
Cheyanne Carr	Hannah Larrow
Collin Clair	Clarinda McAllister
Olivia Correia	Ava Mullin
Riley Cunningham	Reese Paquette
Madeline DeGraaf	Jacqueline Russett
Gunnar DeGraaf	Audrey Scribner
Sara Donnelly	Patricia Vincent
Amanda Graves	Alexis Whitney
Madison Graves	

ANWSD - Early Education Program

Kimberly Bennett	Speech Language Pathologist
Dianne Bingham	Paraeducator
Sara Donnelly	Paraeducator
Allison Eddy	Paraeducator
Laurie Eglintine	Paraeducator
Jennifer Gernander	Teacher - EEE Special Educator
Alison Matot	Teacher - Preschool
Angela Paquette	Paraeducator
Hannah Preston	Paraeducator
Susan Rakowski	Speech Language Pathologist



Ferrisburgh Central School			
Erin Ackerman	Library Media Specialist	Lydia Kenney	Teacher
Anthony Barrett	Head Custodian	Hannah Lucarelli	Speech Language Pathologist
Randi Barry	Teacher	Garrett McMillan	Special Educator
Gavin Bicknell	School Nutrition Manager	Mary Neffinger	Paraeducator
Jamie Bunde	School Nurse	Jocelyn Noble	Teacher - Music / Paraeducator
Chanyiah Coyle	Paraeducator	Hannah Nowak	Teacher
Riley Cunningham	School Nutrition Assistant	Kaci Pierce	Teacher
Troy Daudelin	Custodian	Kathleen Pudvar	Teacher
Abigail Dayton	School Counselor	Ethan Rice	Paraeducator
Rae Donovan	Principal	Megan Rogers	Teacher
Kaitlyn Flynn	Principal's Confidential Admin. Assistant	Rachel Stein	Teacher
Emily Gagnon	Teacher	Molly Struhammer	Teacher - Math Interventionist
Margo Grace	Special Educator	Nicole Therrien	Paraeducator
Madison Graves	Paraeducator	Stacy Valcourt	Special Educator
Michelle Houghton	Teacher - Literacy Interventionist	Tricia Van Vliet	Teacher
Alicia Jerome	Paraeducator	Carter Visicaro	Teacher - Art / Paraeducator
Morgan Kathan	Teacher - Physical Ed.		

Vergennes Union	Elementary School		
April Ambrose	Teacher	Amy Foley	Library Media Specialist
Sean Balon	Paraeducator	Randall Gaboriault	Custodian
Beth Bearor	Assistant Principal	Lissa Gebo	School Nutrition Assistant
Samara Bissonette	Teacher	Melissa Haggett	Teacher
Lorri Blais	School Nutrition Assistant	Samantha Hill	Paraeducator
Elizabeth Brisson	Special Educator	Matthew Hotte	Head Custodian
Josh Brooks	Teacher	Emily Intemann	Teacher
Millie-Jean Castillo	Paraeducator	Melissa Jarmel	Paraeducator
Laura Cavazos	Teacher	Susan Jerome	Custodian
Rachel Connor	Paraeducator	Samantha Kepes	Teacher
Jennifer Coyle	Paraeducator	Ellie Kiel	Teacher
Josh Cummings	Special Educator	Melanie King	Teacher - Math Interventionist
Matthew DeBlois	Principal	Jennifer Kingsley	Teacher
Michelle Eckels	Paraeducator	Joaninha Kitoko	School Nutrition Assistant
Elisabeth Estey	School Nutrition Manager	Wanda Loven	Paraeducator
Allison Fallon	Teacher	Megan Marsh	Teacher - Literacy Interventionist
Jennifer Fetters	Speech Language Pathologist	Pattie Martin	Paraeducator

Vergennes Union	Elementary School continued		
Susanna Mason	Teacher - English Language Learner	Jackie Russett	Paraeducator
Priscilla May	Teacher - Art	Alyssa Saunders	Teacher
Colleen Metzler	Teacher	Mavis Shepard	Paraeducator
Holly Mugford	Teacher - Music	Angela Shugart	Principal's Confidential Admin. Asst.
Melanie Mulliss	Teacher - Literacy Interventionist	Anna Smith	Teacher - Health
Alyshia Murphy	School Counselor	Shelby Sullivan	School Nurse
Robyn Newton	Teacher - Physical Ed.	Amy Tewksbury	Special Educator
Sarah Oemcke	School Social Worker	Patricia Vincent	Paraeducator
Nicole Paquette	Teacher	Sarah Warner	Special Educator
Heather Racine	Teacher - Math Interventionist	Lisa Whitley	Paraeducator
Lisa Razo	Speech Language Pathologist	Cherise Woods	Paraeducator
Katheryn Reardon	Teacher	Gwen Zwickel	Teacher - Literacy Interventionist





Vergennes Union	Middle School		
Mindi Armell	Paraeducator	Andy Kepes	Teacher - MS Scienc
Ralph Bernardini	Teacher - MS Math	Megan Matas	Paraeducator
Sara Driscoll	Paraeducator	Chris Melnyk	Teacher - MS Humanities
Judy Elson	Teacher - MS Science	Melissa Muzzy	Teacher - MS Science
Anthony Francescutti	Teacher MS Math	Sean Nary	Teacher - MS Math
Louise Gallagher	Paraeducator	Elizabeth Payeur	Teacher - MS English Lang. Arts
Peter Garrecht	Special Educator	Stacy Raphael	Teacher- MS English Lang. Arts
Christine Gingras	Teacher - STEM/Tech Integration	Matthew Samuels	Teacher - MS Social Studies
Colden Golann	MS Principal	Jay Stetzel	School Counselor
Nan Guilmette	Teacher - MS Social Studies	Wendy Watson	Speech Language Pathologist
Steven Haney	Special Educator	Elizabeth Whalen	Teacher - MS Humanities
Laura Husk	Special Educator	April Wortmann	School Counselor

Vergennes Union I	High School		
Ryan Adreon	Paraeducator	Charles Kornman	Teacher - Social Studies
Rae Bangs	Special Educator	Tricia Leone	Paraeducator
Jody Chamberlin	HS Principal	Allison Mahoney	Teacher - Language Arts
Tori Cleiland	Special Educator	Susan Oliveira	School Counselor
Rebecca Coffey	Teacher - Social Studies	Danielle Ploof	Teacher - Science
Sarah Cook	Teacher - Physical Ed.	Gabe Schechter	Teacher - Math
Susan Dunne	Paraeducator	Karl Steen	Teacher - Language Arts
Rebecca Edelman	School Counselor	Glenn Story	Teacher - Drivers Ed.
Brent Francis	Teacher - Science	Michael Thomas	Teacher - Language Arts
David Grabin	Teacher - Social Studies	Sarah Thompson	Teacher - Science
Carlie Guinane	Teacher - Art	Chris Wyckoff	Teacher - Language Arts
Lynn Kayhart	Teacher - Math		

Vergennes Union Mi	ddle/High School shared staff		
Steph Ansley	Paraeducator - Beacon Program	Anna Macijeski	Teacher - Art
Alexandria Benfatti	Athletic Trainer/Assistant Athletic Dir.	Peter Maneen	Director of Student Activities
Patrick Bessette	Custodian	Parker Mann	Teacher - Instrumental
Sarah Bicknell	Principal's Confidential Admin. Asst.	Anissa Martin	Behavior Interventionist - Beacon Program
Timothy Blanshard	Custodian	Michael Merrrigan	Custodian
Jeremy Brooks	Special Educator - SAILS Program	Cailin O'Hara	Teacher - Choral
Mark Brouillard	Head Custodian	Meghan Olsen	Special Educator
Jamie Bryant	School Nutrition Assistant	Heather Paquin	Special Educator - Beacon Program
Jerry Bushey	Custodian	Irena Pavlin	Teacher - Math
Michelle Chamberlain	Student Attendance/Office Assistant	Emily Rossier	Social Emotional Learning Coordinator
Karyn Choromanski	Teacher - Physical Education & Health	Clement Simpson	Paraeducator - Beacon Program
Erica Curtis	Chef/Co-Manager of School Nutrition	Debbi Smith	Admin. Asst Facilities & Operations
Rebecca Ebel	Special Educator	Scott Stearns	Custodian
Gerald Grant	Custodian	Kyle Vickers	Teacher - Physical Education & Health
Kevin Hayes	Athletic Groundskeeper	Anne Vincent	Secretary/Registrar - Guidance Office
Carmen Jochum	Co-Manager of School Nutrition	Melissa Wellikoff	Dean of Student Engagement
Janet Kepes	Teacher - World Language (German)	Jaime Wells	Lead Nurse
Kristine Kirkaldy	Teacher - World Language (Spanish)	Cheyenne West	School Nutrition Assistant
Angela Kunkel	Library Media Specialist		As
John Langer	Custodian		R
Lisa Lawrence	School Nutrition Assistant		
Zosha Livingstone-Peters	School Nurse	-	

Rae Donovan, Principal



Ferrisburgh CENTRAL SCHOOL

FCS currently serves 135 students from PreK to 5th grade, with two classes for each grade except for 2nd, 4th and 5th grades. Our PreK program offers expanded aftercare services and a Fusion component, which provides essential support to our community's families.



Points of Pride:

We continue to offer engaging opportunities for our students to gain skills and broaden their perspective by integrating into our wider community. During the first week of school, we went to Kingsland Bay to kick off our theme of Words in the Wild (WITW). Every Early Release Day, our students go on expeditions in mixed age groups (with their big/little buddies) as part of this WITW theme to Rokeby Museum, Mt Philo, Allendale Farm and the Bixby library and focus on considering diverse experiences, exploring how communities discover solutions and communicating effectively with others. For the third year, our students visit the Willowell Outdoor Education program twice a year and our kindergarteners spend every Friday outside to engage in nature-based learning experiences. We also held our annual Hike for Hunger at Basin Harbor, enjoying our third consecutive year of warm and sunny weather.

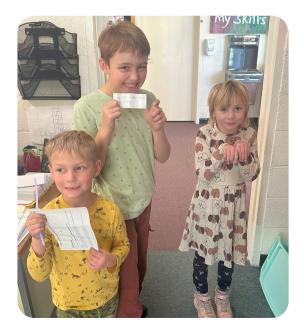
Updates on Program:

At FCS, we teach and celebrate transferable skills-Personal Development (Grow), Community Connection (Connect), Innovative Thinking (Discover), and Effective Communication (Communicate)-which are incorporated into our curriculum. These skills guide our students as they develop, support one another, and contribute to school-wide celebrations. Our student leadership team regularly meets to brainstorm ways to enhance our school. All students attend weekly classes in library, health, art, music, and physical education. Every other week, all students have a class facilitated by our new guidance counselor, Abby Dayton, on how to build and show social and emotional skills. Our garden and composting program is continuing to flourish under the direction of Liz Rudnicki, a parent and new staff member, with the support of FCS families.

Future Planning:

Each week, the entire school comes together for All School Morning Meetings to celebrate birthdays, reinforce skills, play games, and share successes. Every Early Release Day starts with a Community Morning, where we invite families to join their children for activities that promote skill-building and community connection. We know that some families cannot attend these mornings, so this year we have monthly family Tech FAST (Tech Free After School Tuesdays) where we provide hands-on activities for families, such as Glow Bowling and Gift Giving Crafts. We will continue to work on ways to provide opportunities for families to engage with our school outside of school hours.

Our Parent Teacher Organization continues to support us in multifaceted ways; they are currently planning for an artist in residence to provide a community-based art opportunity for students later this year. We are committed to continuing to strengthen our family and community connections and to expand the ways our students benefit from the rich environmental and cultural aspects of Ferrisburgh.



Matthew DeBlois, Principal



Vergennes Union ELEMENTARY SCHOOL

Vergennes Union Elementary School is a K - 5th grade school serving 245 students from four towns - Addison, Panton, Vergennes, and Waltham. VUES is a special place with diverse opportunities for students, families, and the community. In the coming year we are excited to continue to focus on literacy, math, and social emotional wellbeing. We look to get outside more, look after our chickens, continue to grow our mentoring program, cultivate our community's collective wisdom and skills, learn more about nature through Four Winds, continue offering enrichment activities through our Fusion afterschool program, and much more.



Points of Pride:

The construction work on the building has made the interior and exterior of the building much nicer as a learning center. We appreciate the community, Board, and Facilities Committee efforts and attention to ensuring a safe and comfortable learning environment.

Our UVM Outstanding ANWSD Elementary Teacher of the Year was Samantha Kepes. Samantha is a committed educator who thrives in multiple roles, seeking to expand her subject knowledge through professional learning to strengthen pedagogical practice. She is excited about learning and student growth, who keeps and shares great data. She seeks out new learning everywhere she can, learns flexibly, and willingly tries new practices. She acquires knowledge in best practices and does not hesitate to reach out to other teachers to gain advice or ask questions to support practice. She strives to continually improve for the benefit of the students.

We continue to host a number of visitors to the school for numerous reasons. This year, many educational professionals came to see how we implement structured literacy, action-based learning and how we integrate a variety of different learning opportunities for our students via scheduling, balanced programming, and professional learning, including collaborative meetings and support.

Updates on Program:

We have a few new employees this year. We welcomed Ellie Kiel - second grade teacher; Josh Cummings - special education teacher; Sam Hill - paraeducator; Jen Coyle paraeducator; Priscilla May - Art Teacher.

We were able to augment our Action Based Learning and stretch it to first grade as a universal practice. Our work to hone our systems of support includes more frequent collaborative conversations among teachers using our various forms of formative data to support growth for all students through our MTSS.

Future Planning:

We continue to determine the best ways to provide social emotional learning, support and integration in the school day. We will be continuing our implementation of Second Step as our Social Emotional Curriculum. Our Morning Meeting planning and implementation of PBIS or elements of Responsive Classroom continue to develop.



Colden Golann, MS Principal



Vergennes Union MIDDLE SCHOOL







Dear ANWSD Community,

I am proud to say that VUMS is now a 6th, 7th, and 8th grade middle school! This fall saw the long-awaited move of 6th grade to the middle school and I am pleased to report that it has gone really well. This process began years ago, long before I joined ANWSD, and has gone through many iterations that lead to this year. Last year in particular, staff from across the District joined together to lead a robust transition process that included community meetings, student retreats, visits, and lots of planning. This process provided many opportunities for all stakeholders to join the work and feel a part of this process. It was such a treat to be part of that team and to see the impact it had as our 6th and 7th grade students, and our 6th grade teachers came into VUMS smoothly and comfortably.

When I was hired in ANWSD, it was stated to me that this effort will "be successful only if the whole community gets involved." Well I'm pleased to report that was the case and I want to offer a huge thank you to everyone that was part of the transition process over the past few years.

In partnership with adding a grade level, this year saw our second iteration of many of the changes that were made last year to improve the student experience at VUMS. These included adopting a multi-grade house model, coteaching English and Social Studies in one class called Humanities, and instituting our Wednesday alternative schedule to allow students time to access topics that are not traditionally taught in school. As is typical, the second year is smoother than the first as we were able to come in more prepared to make sure students are getting the benefits of these programming shifts. We are continuing to iterate with our new community members to make sure that our kids have the best middle school experience possible. I always enjoy writing these reports as it makes me sit back for a minute and reflect on all the work, the opportunities, and the growth that has happened this year. There are so many highlights and notable moments that I can't possibly list them all here. Just take a walk through our hallway and you'll see evidence of students learning about neuroscience and labeling their own brains; posters that promote kindness and particularly call awareness to hate speech; as I write this students are practicing for a play in 6th grade Humanities.

In the classrooms, students are delivering spoken word 'Where I'm From' poems, participating in a culture festival to end a unit, receiving individualized instruction based on their specific needs, learning about the rock cycle, probability, multi step equations, and so much more.

Outside of the classroom this year, students participated in many successful sports seasons and presented the first all middle school production of "Beetlejuice Jr". We also visited The Media Factory in Burlington, local farms, the Middlebury College Art Museum, the American's in the Holocaust Exhibit, and our robotics team qualified for the state championship!

All in all, I am so proud to be part of this school and this community and to be able to report that we have achieved great success in our effort to bring 6th grade in to complete Vergennes Union Middle School. We have lots more to do, and look forward to continuing to realize our vision for a responsive, engaging, and student focused middle school!

Until Next Time,

Colden







Vergennes Union HIGH SCHOOL

As we reflect on the past year, our school community has much to celebrate. Our students and staff have demonstrated remarkable achievements, and we are excited about the progress we've made together. This report highlights our points of pride, updates on key programs, and our plans for the future.

Points of Pride

Our students have continued to excel and lead across a variety of disciplines, showcasing their dedication, creativity, and commitment to both personal and community growth. This year, *The Current*, our new student-written and led newspaper, made its debut. The publication reflects the diversity of thought within our student body, offering a platform where students can freely express their perspectives. The second edition is eagerly anticipated in March, demonstrating strong engagement and interest in journalism among our students.

One of the most joyful events was the "Pie the Principal" activity during the Social Justice Fest, where students purchased raffle tickets for a chance to pie the VUMHS principals. This light-hearted event, filled with laughter, has become a memorable tradition that strengthens our community spirit.

Our bi-annual trip to Bochum, Germany continues to be a highlight, fostering cultural exchange and global understanding. This longstanding tradition provides students with enriching experiences that deepen their appreciation for international connections. Additionally, our inaugural Education First trip to Italy offered 42 participants the opportunity to explore the rich history and culture of Italy.

The Arts flourished with a vibrant production of "Mamma Mia!" and participation in various musical festivals, reflecting the depth of talent within our student body. On the athletic front, several students broke school records, demonstrating their dedication and hard work. Our Math Team also continues to grow, fostering a culture of problem-solving and collaboration among students.

The Full Send group made a significant impact at the Rowland Conference, leading a workshop that emphasized the importance of student voice in education. Our FFA program continues to excel, with the Parliamentary Procedures Team qualifying for Nationals, showcasing the strength of our agricultural education. Both the National Honor Society (NHS) and the German NHS have seen increased membership, underscoring our commitment to academic excellence and service. The Green Team's sustainability efforts have made a tangible impact, with enough plastic collected to create a bench and plans for another are underway. These initiatives reflect our students' dedication to environmental stewardship. Fundraisers organized by each grade level have supported events like Prom, Winter Ball, Homecoming, and Graduation, ensuring these milestones are memorable and inclusive for all students.

Our students' achievements across various areas of school life demonstrate the vibrancy and strength of our community. While it's impossible to capture every accomplishment in this report, we celebrate the incredible contributions our students are making in academics, arts, athletics, and community service. Their efforts reflect the spirit of our school, and we are proud of the diverse talents and passions they bring to our community.

Updates on Program

This year, we have been preparing for a significant schedule change set to take effect in the 2025-2026 school year, transitioning to year-long classes for Math, English, and World Languages in 9th and 10th grade. This shift is the result of a comprehensive and collaborative effort involving staff, administration, and students. While the process has not been without its challenges, it has reinforced our community and deepened our understanding of compromise, active listening, and placing the diverse needs of our students at the forefront. The change will provide students with more consistent exposure to content, creating a richer and more immersive learning experience that fosters deeper engagement and stronger mastery of the subjects.



Our staff has worked diligently to implement Universal Design for Learning (UDL), transforming our classrooms into more inclusive environments where all students can thrive. This approach ensures that every learner has multiple pathways to access, engage with, and express their understanding of the material. Alongside UDL, our advisory and proficiency committees are focused on enhancing student experience through initiatives like CREW, Compass, and Personalized Learning Plans (PLPs). These efforts are designed to provide individualized support and empower students to take ownership of their learning journey.

We have also made significant progress in using data to refine and improve our educational practices. Updates in EduClimber, along with a deeper integration of Panorama and FastBridge, have enhanced our ability to track student progress in real-time and respond with targeted interventions. Moving forward, we are developing a comprehensive protocol for reviewing all data types to ensure that both staff and students have a clear, actionable understanding of strengths and areas for growth. This datadriven approach supports our mission to create an adaptive learning environment that responds proactively to the needs of our students.

Future Planning

Looking ahead, we are committed to further integrating student voice into our decision-making processes. While Task Forces have already made meaningful strides in enhancing school events like Homecoming and Pep Rallies, our focus now shifts to expanding these efforts with more assemblies and student-driven initiatives. Establishing regular student voice opportunities and broadening the scope of our advisory programs are critical next steps. These actions are designed to foster a deeper sense of belonging and engagement, an area we've identified as a key opportunity for growth based on feedback from Panorama.

Our professional development plans have made great strides this year and will continue to center on using data effectively in Literacy, Math, and Social Emotional Learning. We are focused on enhancing the ways data informs our instruction and supports student success. As we further develop protocols for data review, our goal is to equip staff with the tools and knowledge needed to make informed decisions that will benefit our entire school community and accelerate our progress.

While we are proud of the progress made this year, we recognize there is always more work to do. We are excited about the opportunities ahead and the continued growth of our school. Thank you for your ongoing support as we work to create a nurturing, inclusive, and inspiring environment for all students.



AFTERSCHOOL PROGRAMS

Points of Pride:

- The ANWSD Afterschool Program continues to provide consistent, high-quality childcare at our three licensed locations: Vergennes Union Elementary School (Thunder Care), Ferrisburgh Central School (Cougar Care), and Pre-K (Extended Care). Childcare services are offered throughout the school year, including after school hours, early release days, February and April vacations, and for seven weeks during the summer.
- The ANWSD Fusion Afterschool Program remains dedicated to expanding research-based enrichment opportunities for all students. With funding from the Nita M. Lowey 21st Century Community Learning Grant and ESSER Grant Funding, we continue to deliver enrichment programming and extended school day opportunities that address the social and emotional needs of students. Our focus is on providing diverse, age-appropriate enrichment classes throughout the year and during summer programming at all locations.
- Seven ANWSD students had the incredible opportunity to compete in the 50th Anniversary National History Day (NHD) Competition at the University of Maryland. These students, in grades 7-11, joined over 3,000 competitors from across the United States, U.S. territories, Department of Defense Schools, and international locations. They presented their historical research projects to a panel of judges after earning 1st or 2nd place in the Vermont Historical Society's Vermont History Day Contest held at the University of Vermont's Davis Center.
- In collaboration with Fusion Key Partners—including the City of Vergennes, Community School Grant, and ESSER Grant and Bolton Valley Resort, 75 students (grades K-12) participated in Bolton Valley's Ski and Ride Afterschool Program, enriching their physical and social skills.
- During the summer of 2024, ANWSD served approximately 300 students (Pre-K through grade 12) through a combination of childcare services, Fusion enrichment programs, and expanded summer learning opportunities. Free transportation and meals were provided to all participating students, ensuring accessibility for families.



Asia Kruse, Director



- Fusion enrichment classes offered a wide range of engaging activities, including Community Service, Vermont History Day, Spelling Bee, Vermont Young Playwrights, Math, Winter Explorers with LCMM, Scat & Track, Tae Kwon Do, Soccer, Ice Skating, Hockey, Journalism, Cooking, Science, STEM+, Art, Spill the Tea, Yarn Club, Safe Sitters, Gardening, Keyboarding, and many more.
- Our summer care program provided families with a safe, affordable, and welcoming environment where students could develop skills and build meaningful connections with peers and mentors. Students enjoyed access to the City of Vergennes pool and other recreational amenities, fostering both fun and personal growth.

Updates on Program:

- The ANWSD Fusion Afterschool Program at Vergennes Union Elementary School is excited to announce that we have received grant funding from the State Afterschool Grant to continue delivering high-quality enrichment programs. This three-year grant totals \$450,000.
- The ANWSD Childcare Program successfully submitted its application for the newly revamped STARS Program, further solidifying our commitment to excellence in childcare services.
- We are thrilled to see our afterschool and childcare programs thriving, with a continued increase in enrollment.
- Looking ahead, we are eagerly planning another successful February and April Vacation Camp, as well as our Summer Program, to serve the ANWSD community.

ATHLETICS

Winter 2023/24

Our **Indoor Track** team spent the winter at UVM competing against much larger schools as there are only two divisions in indoor track. However, our team shined and earned two individual state titles while taking home 3rd place honors as a team on the boys side. Calder Rakowski was the VT State Champion in the 1000m run with the 4x800m relay team (Riley Gagnon, Cal Gramling, Grey Fearon, Calder Rakowski) continued their dominance in the event and was not only the the D2 team, but was only one second off the D1 record!





Our **Cheerleading** team was small in numbers, but big in spirit this winter. With only five members on the team at the end of the season and numerous changes due to illness and injury, the team put on a show in the State Championship meet held once again at Vergennes. The future is bright with this team as there were over fifty participants in the resurgent youth cheerleading program.

The **Wrestling** team continued their dominance on the mat during the season with two Vermont State Champions, Isaac Preston (junior) & Jamison Couture (senior). Both Isaac & Jamison also collected their 100th career victory this season, tremendous accomplishments. While the team will lose two talented wrestlers (Tyerell Lavoie & Couture), the return of a number of wrestlers along with an outstanding 8th grade class that also boasted two undefeated state champions. Watchout for this team as the future has the potential to be something special!





Our Basketball programs both had outstanding seasons and both earned home playoff games in the first round of the state tournament. While both teams won their first round games, both fell in tough games vs. tough teams in the 2nd round. Unfortunately, both programs will lose talented seniors, but our younger athletes earned some valuable experience and both programs are set-up for success. Top individual honors (as voted on by opposing coaches) went to Oakley Francis (Lake Division 1st Team & Lake Division Player of the Year), Devin Brisson (Lake Division 2nd Team) and Head Coach Eric LeBeau (Lake Division Coach of the Year) and Ashtin Stearns (Lake Division 1st Team & Vermont D3 Dream Dozen). The Boys Varsity team took home Lake Division Champions and their program has some of the largest numbers in the state and is one of the very few schools our size that field three full teams (varsity, JVA, JVB) at the high school level. With solid and improving middle school participation combined with almost 200 elementary basketball players, Vergennes continues to cement its legacy as a basketball town!



Peter Maneen, Director

Spring 2024

As the school year comes to an end, you might as well go out with a bang! This spring the **Track & Field** team continued to send runners to the top of the podium with Calder Rakowski (800m) leading the way to another state championship. It's also important to recognize that the amazing boys 4x800m relay team won yet another state championship with Calder Rakowski, Cal Gramling, Grey Fearon & Riley Gagnon finishing off an unprecedented streak of state championships.



Also making a splash to end the year was our cooperative **Boys Lacrosse** team that won the first ever boys lacrosse state championship school history! Former teacher and administrator, Ed Cook, led the MAV lacrosse team to the top of D3 this year with many Vergennes athletes playing prominent roles to get the elusive championship. With many players returning next year, we look forward to seeing the team making another deep run.





Fall 2024





The **MAV Girls Lacrosse** team finished off another strong season with a 13-3 record and earned the #3 seed in the state tournament. Although the tournament didn't go as well as the team would have liked, it was another strong season for one of the premier teams in the state. Unfortunately, we say goodbye to longtime coaches Marykate Kelley & Sarah Cook who will be moving on to watch their own children play more after giving up their time for other athletes. We wish them well and thank them for their commitment to Vergennes athletics.



The **Baseball & Softball** teams played a very tough schedule with many challenging higher division teams over the season and had many highs and lows. While the regular season didn't produce the number of wins these teams would have liked, the athletes played hard and never gave up. The baseball team was able to travel to Oxbow and pull off an impressive upset win with Adian Fuller hitting the "walk-off" grand slam! Both programs have some impressive younger players coming up, so be on the lookout for quick turnarounds.

This fall, we had 399 students register for at least one of our athletic offerings. In addition to those sports offered in our own district (soccer, cross country, rowing and golf) through our collaboration with Mt. Abe and Rice, our students were also given the opportunity to participate in football, field hockey and volleyball This equates to an astounding 30 teams across the district this fall. In order to support those 30 teams, we had 35 paid and/or volunteer coaches. Looking at those numbers, I sure would call that a successful fall!



Our **Bass Fishing** team had both a middle and a high school team and entered two boats into the Vermont State Tournament. Many schools select their best anglers to compete for the entire day hunting for that championship trophy, but coach McGuire's goal was to get as many kids as possible on the water that day. Coach McGuire broke his team up into two shifts allowing 8 students to participate. This decision to focus on the athlete rather than the trophy was deliberate. As Coach McGuire says, "fishing is a lifelong sport, we're not interested in trophies, we're interested in getting kids "hooked" on the sport." With 28 participants between the two teams, I think it's safe to say that Coach McGuire's philosophy of focusing on getting kids "hooked" on the sport is working. Our **Cross Country** teams (middle & high school) fielded an amazing 30 combined participants this fall! While cross country is certainly the sport that flies under the radar, these athletes have the perseverance and dedication that is to be admired. I know I don't have the mental toughness to will myself to run miles each and every day all to build up to one final race with over 300 of the same intense competitors. The toughness it takes to push yourself day after day is one of the traits athletics builds within our athletes to prepare them to be hardworking and dependable adults when they leave our school.



Another one of our recent sport offerings is the great game of **Golf**. With the support of the Basin Harbor Club and our two outstanding coaches (Will Benton & Lisa Casey), we are able to introduce the game to students and open the door to yet another activity students can continue to enjoy throughout their lives. Golf is a game of patience and calculation and for those that have played, you know it's also a game of frustration. Learning how to handle yourself on the course and thinking ahead to lay out your approach helps prepare our athletes to handle the difficulties that life is sure to throw their way.



The middle and high school **Rowing** teams once again took to the waters of Lake Champlain this fall. Coaches Dennis West & Aidan Gardner taught our students how to work together and in unison to propel their boats to top finishes in Vermont. With Vergennes being one of the few schools that recognizes rowing as an official varsity sport, we are grateful for our collaboration with the Lake Champlain Maritime Museum for giving 42 students the opportunity to participate in a fall sport. As a member of the rowing team, participants learn teamwork, perseverance and leadership traits that will help them be successful in the world. Our school and community are proud to support these students in their endeavors and we wish them luck this November when they head to Massachusetts to compete in the New England Championships.



One of the few downfalls of a small school is the inability to field a large variety of sports teams. To remove this barrier and expand the range of sports offered, our students are able to travel to Bristol to participate in **Football** and **Field Hockey** or South Burlington to play **Volleyball**. These students may have to commute each day for practice, but that sacrifice was well worth the opportunity to participate in the sport they love. The grace of volleyball, the tenacity of field hockey and the intensity of football are what our students would miss if it were not for the host schools that welcome them in. Thank you to Mt. Abe & Rice for your continued generosity.





Our **Soccer** teams took the pitch, on one of the nicest fields in all of Vermont and showed what it takes to not back down from a challenge. While the win column might not have been as robust as the teams would have liked, it's important to recognize that wins and losses are not always appropriate statistics to rate a successful season. I would like to share a few numbers with you to help shine a light on the challenges these students face each season. Looking at our neighboring schools, Middlebury & Mt. Abe, you hear scuttle about how our Commodore teams "lag" behind. If you just look at the results of the games, it might be easy to agree that our teams are not up to snuff. However, if you take a deep dive into the challenge set forth for the teams, you'll gain much admiration for our teams and athletes.

Starting with **Girls Soccer**, here is the strength of schedule for each school using the VPA tournament division alignments...

- Mt. Abe (14 Games)- four games vs. lower division teams, nine games vs. same division teams and one game vs. a higher division team.
- Middlebury (14 Games)- three games vs. lower division teams, ten games vs. same division teams and one game vs. a higher division team.
- Vergennes (14 Games)- one game vs. a lower division team, two games vs. same division teams and eleven games vs. higher division teams.

For **Boys Soccer**, here is the strength of schedule...

- Mt. Abe (14 Games)- two games vs. lower division teams, ten games vs. same division teams and 2 games vs. higher division teams.
- Middlebury (14 Games)- two games vs. lower division teams, eleven teams vs. same division teams and one game vs. a higher division team.
- Vergennes (14 Games)- zero games vs. a lower division team, two games vs. teams in our same division and twelve games vs. higher division teams.

When you look at these numbers, it's very easy to see why our teams and athletes deserve respect for putting themselves out there to tackle one of the toughest schedules that any school faces. As you can imagine, these numbers are very similar for our basketball teams as well. For our rival schools to face the same strength of schedule as Vergennes soccer & basketball, they would have to play a Metro Division schedule consisting of CVU, Burlington, South Burlington, Essex, Mt. Mansfield & Colchester.



If you were able to make it to any of the sporting events this fall you witnessed first hand the grit, determination and sportsmanship of our players as well as some amazing plays, comeback races, and big catches. In playoff years, or years when trophies are won, it's easy to celebrate our athletes, but as we close out the fall season without any state titles, I encourage all of you to look beyond stats and focus on all the positive aspects and life skills our students gain simply by being involved with sports. Our students learn commitment, focus, dedication, comradery, leadership skills, cooperation, compromise, time management and so much more! Sure, wins are great and we would love another banner on the wall, but no child kicked a ball for the first time or raced their buddy for the first time in preschool with the ultimate goal of some day winning a state championship. They played because these things brought them joy and allowed them the opportunity to spend quality time with their friends and family. As we move into the winter sports season, I encourage everyone to remember the successes of this past season and I encourage you all to continue to do what you can to support our students as they participate in the sports they love.

My point with all this? It's easy to judge success by wins & loses, but it's also a very shortsighted way to go about it. When you consider the fact that we had over 400 students participating this fall with numbers growing across the board, the number of coaches and volunteers who are giving up their time for our kids and the challenges these athletes are facing head on, that's success. When these students put on their uniforms with Vergennes across their chest and display the traits that hold our school & community in such regard, that's success. When you consider that our facilities and equipment are considered some of the best across the state and rival those much larger schools with much more money, that's success.





EARLY EDUCATION

Marcie Tierney, PK Director

At ANWSD Preschool, we offer mixed-age sessions for children ages 3 to 5, available Monday-Friday. Families can choose between a morning session from 8:15-11:00 a.m., or an afternoon session from 12:00-2:30 p.m., or a more full day option from 8:15 a.m. - 1:15 p.m. with a total of 30 spots available.

For those needing full-day care, we provide an afterschool enrichment child care option from 1:15-4:30 p.m., Monday through Friday with 15 spots available.

We also offer Early Childhood Special Education (ECSE) services to support children with developmental delays in areas such as communication, social-emotional skills, and motor or cognitive development. Educational support services (EST) are provided to children in this age group who demonstrate a 25% delay in the areas of speech and language. These services can be provided within our program, or as outreach anywhere within our District bounds. Our special educator provides consultation to partner programs serving children who live within our District no matter where their childcare or preschool is located.



Points of Pride:

The ANWSD Early Education Program is a licensed early childhood program with the State of Vermont, located within the Ferrisburgh Central School. We hold 5 stars with the Step Ahead Recognition Program and are a Vermont prequalified pre-kindergarten program. We are very lucky to have highly qualified educators who make a strong team for our young ANWSD students. This year, we operate one full-time preschool classroom with 12 students and one part-time classroom with two sessions of students, one morning and one afternoon. We provide intensive support to students with special needs. We currently have three staff members supporting students 1-on-1 in our preschool setting. We provide outreach among the District's early education community as well. Our extended day care program provides a fuller day experience for students and families after preschool hours.

Updates on Program:

This year, due to our high level of students needing intensive support in attendance, we adjusted preschool programming. Our part-time classroom serves two groups of students four days a week for ten hours. Our full-time preschool program operates five days a week for a total of 23 hours. We do our best to serve a balance of students with identified special needs and peer models. Our extended day care program operates five days a week as well, until 4:30pm. Additional enrichment activities are offered to children during this time such as Taekwon Do, Yoga, Music Together, etc. On average, 12 students attend our extended day program.

Future Planning:

- We plan to hold our annual Child Developmental Screening days in March 2025. Our Fall 2025 enrollment will follow the screening.
- We continue to look at our programming in order to serve as many children as possible and plan that next year we will return to two full time preschool classrooms.
- We will renew our STARS application for the newly revamped STARS program in April 2025.

OFFICE OF LEARNING

Gabe Hamilton, Director of Learning Melissa Strong, Data Manager



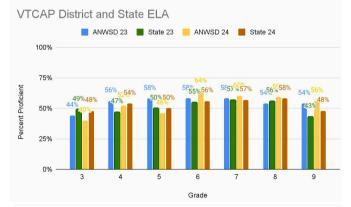
Points of Pride:

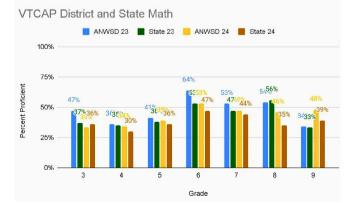
The 2023-24 school year began with an inspiring keynote from jamele adams, Diversity Equity and Inclusion Director for the Scituate Public Schools in Massachusetts. jamele is well known for his work engaging issues of diversity, equity and inclusion. Through his L.I.T. platform and model; love, inclusion and trust serve as the basis for human connection while addressing h8 and bias. jamele subscribes to the mantra "ALWAYS WE, never me." While here, jamele also led workshops for educators and the community, and met separately with Full Send, the high school social justice group. Since then members of Full Send have had the opportunity to visit jamele in Massachusetts to learn more about social justice work in schools. His message and themes resonated with students and educators as you can see from the images and keynote-inspired artwork below.



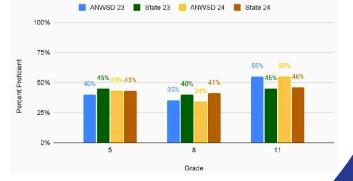
Updates on Program:

Academics: We are in the second year of using the new Vermont Comprehensive Assessment Program (VTCAP). This data is used as one of several measures of student performance. While we, once again, outperformed the state in many areas and grade levels, there is still much work to do so as to increase the percentage of students meeting proficiency, particularly in historically marginalized subgroups like those that are economically disadvantaged.



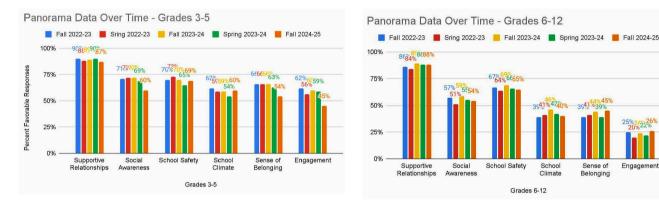


VTCAP District and State Science



We also continue to use local screener assessments in Math and ELA in grades K-11 to give a more timely and comprehensive picture of student learning. Our FAST screeners give us immediate student data three times a year, allowing us to target areas of need in our system and for individual students. Similar to the VTCAP, we consistently perform at or near national averages, but also continue to have achievement gaps for historically marginalized students. Targeting these inequities continues to be a focus of our systems work and professional learning.

Social Emotional Learning: Panorama screeners help us to gather information from students, staff, and families about school climate, safety, engagement, and sense of belonging. The student data below shows areas of strength in some areas, like supportive relationships and school safety, while other areas like engagement and school climate have room for growth.



Future Planning:

We will continue to review assessment data and use feedback from students, educators, families, and community members to drive our work and align professional learning and systems to the vision of ANWSD. The formation of a Comprehensive Equity Assessment Committee made up of students, staff, and community members is one way we intend to gain insight into the issues and orient our work toward solutions.

"We envision a kind, collaborative, and creative community for all that nurtures a diverse and accessible learning environment. Students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever-changing world."







OPERATIONS & MAINTENANCE

Gary Wright, Director Buildings, Grounds & Safety

VERGENNES UNION HIGH SCHOOL - Completed

- New bathrooms completed in both the C & D Wings
- Reconfigured the Middle School Wing to accommodate incoming 6th graders
- Trail System completed
- Meeting with contractors & engineers to start new roofing project this summer



VERGENNES UNION ELEMENTARY SCHOOL - Completed

- New windows installed
- Resided front and west side of the building and general preventative maintenance
- Two bathrooms renovated
- Updated HVAC System installed three new air handling units.
- New roof installed on the gym/cafeteria
- New vault constructed to accommodate proper egress out of the boiler room
- Upgraded main water system to include pressure water regulator system
- Upgraded the old water main in the old part of the building
- Two classrooms received new carpet and flooring as well as renovated bathroom
- New roof installed on backside of B Wing
- Reapplied playground fiber after construction completed

FERRISBURGH CENTRAL SCHOOL - Work Completed

- Upgraded Repeater installed to allow for more consistent radio communication throughout the district
- Reapplied playground fiber
- Swing Set replacement











SCHOOL NUTRITION SERVICES

The ANWSD School Nutrition Service started FY 2024 with a bang! In August we were awarded a Healthy Meals Incentive grant in the amount of \$128,000.00. The goals and intent of this grant are to provide funding for school nutrition programs to improve the quality & function of school kitchens and expand school meals. Our grant focused on increasing scratch cooking, diversifying menu options, and offering our dedicated staff advanced professional training opportunities.



Staff training in FY 2024 was intense. For fun, and to expand our knowledge base, we started the year with a deep dive into Cheesemaking and dairy production at Shelburne Farms. We then worked in partnership with the nationally known Chef, Dan Guisti, founder of Brigaid, to embark on a year-long assessment and staff training plan in each of our school kitchens. Over the course of the year, each school had a day long assessment visit with Chef Guisti followed by three days of on-site Chef training in the Spring. Brigaid chefs worked with our school nutrition teams on recipe development and culinary skills and did taste tests of new recipes with students. We will continue these, and other projects aimed at elevating our work so that our students are well nourished every day with high quality, well prepared, diverse school meals.



As a result of the Universal School Meals law in Vermont, our schools have all been able to restructure our funding model so that we can take advantage of more Federal funding for School Nutrition, reducing the burden on State funds. All of ANWSD schools are now Community Eligibility Schools (CEP), which shifts our funding structure and allows us to count all students as Free students without the requirement of individual student program applications for free/reduced meals. This has the added benefit of freeing up administrative and staff time for more important work related to improving school meals and engaging students.

The student participation numbers for **breakfast** and **lunch** at all ANWSD school continued to increase in FY 24 serving over 45% of students breakfast and over 70% of student lunch. This is the true measure of our success.

Our commitment to local purchasing is strong and supported by a Vermont's Local Food Incentive grant. Our District was one of only eight in Vermont to receive this grant. We purchased over 15% of our total food budget from local sources in FY24 including local beef, chicken, maple syrup, eggs, cheese, produce, and pizza. We are proud to be able to put money back into our local economy and especially to support Addison County farms and producers.

The greatest challenges faced by our programs continue to be staffing, supply chain disruptions, and inflation. Our solutions have been to invest in staff training to build skills, expertise and pride in our work. We create efficiencies where we can and work hard to reduce waste. We all remain committed to our mission:

to feed students well so the only thing they are hungry for is knowledge.









Kathy Alexander, Director

STUDENT SUPPORT SERVICES

Points of Pride:

<u>Student-Led Newspaper</u>: The Beacon program has launched an exciting initiative, "Peakin' at Beacon," a student-led newspaper. This project empowers students with significant disabilities to investigate and report on events and happenings within their learning environment. It highlights student voice, creativity, and engagement while fostering critical skills.

<u>Demonstrated</u> <u>Compliance</u>: Our department has successfully achieved compliance in cyclic monitoring with the Vermont Agency of Education. This accomplishment reflects our commitment to upholding state standards and ensuring quality services for our students.

Updates on Program:

In addition to the Beacon program, we have launched the Wellness and Learning Center (WLC) at Ferrisburgh Central School. The WLC provides targeted support for students with social-emotional challenges, helping them successfully access and engage in their classrooms. Due to the program's growing success, we plan to replicate it at Vergennes Union Elementary School this school year, further expanding our efforts to create inclusive and supportive learning environments where all students can thrive.

Dr. Laura Nugent, Director

Future Planning:

We are developing a progressive training program for paraeducators to support their professional growth in the upcoming academic year. This initiative will provide staff with meaningful choices and a robust curriculum, empowering them to excel in their vital roles. As part of this program, we are collaborating with the Counseling Service of Addison County (CSAC) to offer specialized learning opportunities. Additionally, we are introducing a staff book group that will begin by reading Flexible and Focused by Adel C. Najdowski, fostering discussion and shared learning among participants.

<u>Improving Systems</u>: Our Special Education Leadership Team is committed to enhancing essential services to better support our students and their families. This includes strengthening the Extended School Year (ESY) program offered during the summer and improving the transition process for students moving from grade to grade, PreK-12. We are also focused on fostering better communication with parents, ensuring they have clear, timely, and consistent updates about their child's progress and available supports. These improvements aim to ensure continuity, success, and a stronger partnership between families and schools throughout every stage of a student's education.



TECHNOLOGY

Tim White, Systems Administrator

Points of Pride:

- Uptimes remain very high & stable.
- No significant malware incidents.
- Strong/growing awareness among end users regarding phishing attempts.
- Improved wireless coverage in all buildings with no known "dead spots".
- Updated 10 Gbps fiber connection between HS and VES- paid for with eRate funds.
- Enhanced abilities to repair out-of-warranty Chromebooks instead of simply replacing them.

Updates on Program:

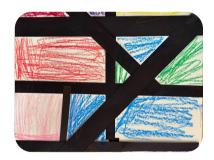
- 13 new wide-screen interactive whiteboards installed.
- 100 new Dell Chromebooks deployed to 6th and 9th graders.
- 2 servers decommissioned, probably permanently, saving energy, reducing complexity & will ultimately save thousands of dollars in licensing fees.
- ±60 desktop computers must be replaced, as they are running Windows 10, cannot be upgraded to Windows 11, and support for Windows 10 ends in October, 2025.

Future Planning:

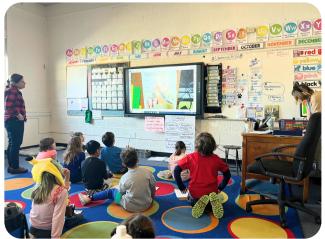
As budget allows, we will continue to deploy interactive whiteboards to MS and FCS.

Because we make good use of the Google Education Workspace, we can very likely transition many of our Windows laptop users to higher-performance Chromebooks (higher performance than the student Chromebooks, lower cost than Windows laptops).









ACHIEVEMENTS & HIGHLIGHTS

OUTSTANDING TEACHERS OF THE YEAR

Every year, the College of Education and Social Services (CESS) at the University of Vermont, together with Vermont supervisory unions and school districts, the Vermont Agency of Education, and the Vermont NEA, join to honor the accomplishments of our state's outstanding educators. On November 7, 2024, our own elementary and secondary level teachers were celebrated.



Karyn Choromanski VUMHS Physical Education & Health

For the 2024-25 school year, we are proud to highlight the exceptional work of Karyn Choromanski, an outstanding educator at Vergennes Union Middle High School. Karyn is continually dedicated to improving her own learning, not just for personal growth but to ensure that her students have access to the best opportunities and the latest research.

Karyn is deeply committed to equity, ensuring that educational opportunities in our school are accessible and fair for all students and members of the educational community. Karyn's enthusiasm, joy, and commitment are felt every day in the halls, classrooms, and crew sessions, making her an invaluable asset to our school.



Samantha Kepes VUES 3rd Grade Teacher

Vergennes Union Elementary School, Addison Northwest School District Samantha is a committed educator who thrives in multiple roles, seeking to expand her subject knowledge through professional learning to strengthen pedagogical practice. She is excited about learning and student growth, who keeps and shares great data. She seeks out new learning everywhere she can, learns flexibly, and willingly tries new practices. She acquires knowledge in best practices and does not hesitate to reach out to other teachers to gain advice or ask questions to support practice. She strives to continually improve for the benefit of the students.

HONORABLE MENTIONS



Jamie Bunde, our FCS school nurse, plays a crucial role in supporting the health and wellbeing of our students. With unwavering dedication, Jamie goes far beyond her nursing duties, ensuring that every child receives the care and attention they need. Whether managing daily health concerns, coordinating with families on medical needs, or providing guidance on wellness, Jamie is always proactive in ensuring students feel supported. Her holistic approach to care extends to helping families navigate health challenges and connecting them with necessary resources. Jamie's commitment and compassion are felt throughout the school, making her a truly indispensable part of our community.

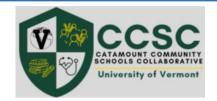


Gina Normand, our CSAC (Counseling Services of Addison County) clinician, has been an invaluable member of the FCS team, consistently going above and beyond to support both our students and their families. With her compassionate approach and deep commitment to her work, Gina provides essential mental health support to students, helping them navigate challenges and develop the skills they need to succeed. She works closely with families, offering guidance and connecting them to resources, ensuring they have the support they need. Gina's dedication to fostering a safe, nurturing environment for all students enhances our school community, and her contributions make a lasting impact on both individuals and families at FCS.



No recognition of our winter athletics would be complete without taking the time to recognize our wonderful coaches and volunteers. To say this was a crazy winter would be a huge understatement. With amazing turnouts in the youth levels (187 basketball, 58 youth cheerleaders, 34 youth wrestlers), this requires a number of volunteers to keep the team numbers as low as possible. Creating all those teams also requires many more games and events, this winter Vergennes hosted over 100 basketball games/wrestling meets/cheer/dance state championships, it was awesome! Everyone wants to come to Vergennes and play due to our wonderful facilities! I would like to extend a very big thank you to all our coaches, officials, volunteers, Alex Benfatti (athletic trainer), Kevin Hayes (athletic department staff) and especially our maintenance crew who kept our facilities in top shape throughout this winter.

As an original VT Act 67 Community School and member of the Vermont Community Schools Research-Practice Partnership, we are pleased to announce that \$1,500 was awarded to **Vergennes Union Elementary School** to support various initiatives and programs that foster youth voice and leadership within your schools and communities!



Boys' & Girls' State are programs sponsored by the American Legion and the American Legion Auxiliary respectively and are designed to recognize student leadership and achievement. The students selected had an opportunity to build those leadership skills at a convention during the summer.



Boys State Left to right: Reese Paquette, Spencer Gebo, Grey Fearon, Brody McGuire



Girls State: Left to right: Megan Mentzer, Jing Williams, Tryphene Miguel, Sophia Johnson

Boys Nation

At Boys' State Grey Fearon was selected as one of two Vermont delegates to attend Boys Nation. He traveled to DC for a week in July to participate in an incredible program of government instruction, including a visit to the White House to hear Kamala Harris speak and a visit to Capitol Hill to meet with Senators Sanders and Welch.



Musical Achievements in the Arts

Our arts program continues to flourish, as exemplified by Meghan Mentzer's recent accomplishments. Meghan was the Senior Soloist at the Vermont Youth Orchestra's Orchestrapalooza concert on December 15th and has been selected as the featured soloist for the prestigious New England Music Festival. Scoring among the highest in all of New England, Meghan will perform at the festival in Middletown, Connecticut, on March 14th. Her success highlights the exceptional talent within our student body and the strong support for the arts at our school. Let's cheer on Meghan as she continues to inspire us with her musical talents!



HOBY Ambassadors: Left to right: Phoebe Raphael and Calvin Almeida

Congratulations to this year's HOBY Ambassadors 23-24

Every year, each high school in the United States may choose at least one sophomore to represent them at their state's Hugh O'Brien Youth Leadership (HOBY) Conference. Students were nominated and selected for this honor based on their demonstrated and potential leadership skills and traits. This year's seminar was held at Vermont Technical College Randolph Campus.

2025 DAR Good Citizen Award - Spencer Gebo

Each year a Vergennes Union High School senior is chosen for the DAR (Daughters of the American Revolution) Good Citizen's Award by faculty members nominating three seniors and then the senior class elects one of those three as their Good Citizen. This award is sponsored by the local Daughters of the American Revolution, Seth Warner-Rhoda Farrand Chapter and is intended to encourage and reward the qualities of good citizenship. The DAR Good Citizen's Award recognizes a student that possesses the qualities of dependability, service, leadership, and patriotism to an outstanding degree. This student can apply for a scholarship as well. We are proud to announce that the 2024 DAR Good Citizen is Spencer Gebo.



Students who were accepted into the Governor's Institutes of Vermont Summer 2024:

Eva Borah Amelia Giroux Chance Koenig Phoebe Raphael Lily Root Maddie Stroup Megan Willis



United States Senate Youth Program (USSYP)

Grey Fearon has also been selected as one of Vermont's delegates for the 2025 United States Senate Youth Program (USSYP). This prestigious program offers an all-expenses-paid week in Washington, D.C., where students meet with national leaders and gain firsthand experience in the federal government. In addition to the educational trip, Grey will receive a \$10,000 scholarship funded by the Hearst Foundation. This selection underscores Grey's impressive leadership skills and dedication to civic engagement. We are incredibly proud of his achievements and look forward to seeing the impact he will make.



Vermont Presidential Scholars

We are thrilled to announce that two of our outstanding students, Grey Fearon and Jing Williams, have been named Vermont Presidential Scholars for 2025. This prestigious recognition highlights their exceptional academic achievements and commitment to leadership within our school and community. As Vermont Presidential Scholars, they will be invited to apply for the national Presidential Scholars award, with the opportunity to represent our state on a broader scale. Congratulations to Grey and Jing on this remarkable accomplishment!

Underclass Recognition—June 2024

These juniors have been recognized for their academic excellence, leadership, and service to our community with the following awards from colleges around our region.

Clarkson University Leadership Award Jing Williams

Clarkson University Achievement Award Ethan Croke

The Sage Colleges - Student Sage Scholarship

Mary Beth Cosgrove Luke Davis Kira Emmons Lily Root Jing Williams

St. Michael's College Book Award for Scholarship & Service Torrey Hanna University of Rochester - George Eastman Young Leaders Award and Scholarship Grey Fearon

University of Rochester - Frederick Douglass and Susan B. Anthony Award in Humanities & Social Sciences Elsa Michaels

University of Rochester – Xerox Award for Innovation and Information Technology Axel de Boer

The Alfred University Scholars Award Katelyn Laberge

The Endicott College Book Award Rory Couture

ANWSD DEMOGRAPHICS

PROFILE ON THE COMMUNITY

Population by Town: Estimates for 2013 - 2023

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Addison	1360	1365	1361	1348	1341	1337	1322	1355	1348	1353	1349
Ferrisburgh	2767	2779	2794	2740	2721	2715	2690	2645	2639	2653	2664
Panton	669	675	682	680	688	699	707	646	660	665	664
Vergennes	2588	2594	2631	2599	2558	2601	2583	2553	2559	2566	2566
Waltham	477	477	441	435	463	467	463	448	445	449	447

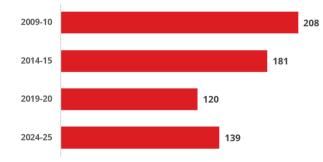
https://www.healthvermont.gov/stats/vital-records-population-data/vermont-population-estimates

ENROLLMENTS & ENROLLMENT HISTORY

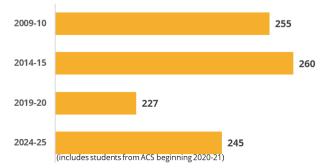
	ADDISON NORTHWEST SCHOOL DISTRICT ENROLLMENT																
	10/01/2024																
	Pre K	к	1	2	3	4	5	PK-5 Ttl	6	7	8	9	10	11	12	6-12 Ttl	PK-12 Ttl
PRE K	35	35															
FCS		33	26	17	29	20	14	139									
VUES		34	34	47	50	47	33	245									
VUMHS	VUMHS								60	65	68	62	57	64	73	449	
ANWSD	35	67	60	64	79	67	47	419								449	868

(Enrollment figures are as of October 1st of given year. PreK is not included in history totals

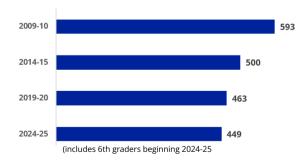
FCS Enrollment History



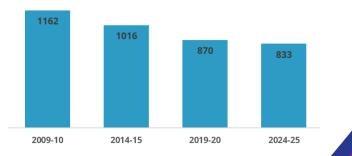
VUES Enrollment History



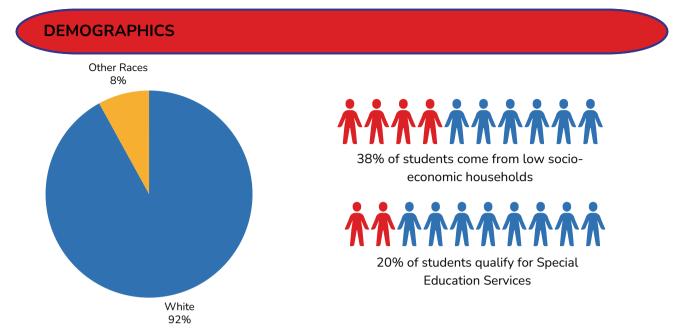
VUMHS Enrollment History



ANWSD K-12 Enrollment History



Page 35



Class Size Information GRADE K - 8

Grade Cluster	Instructional Area	Minimum Average per Grade Cluster	Optimal Average per Grade Cluster	Maximum per Grade Cluster	Current Average Enrollment (as of Oct 1, 2024)		
					FCS	VUES	
K-2	All	15	16	18	15	16	
3-5	All	18	20	22	16	18	
					VUMS		
6-8	Core	18	22	25	21		

*EQS- Classes in grades K-3, when taken together, shall average fewer than twenty students per teacher. In grades four through twelve, when taken together, classes shall average fewer than twenty-five students per teacher.

Instructional Area	2024-25	Minimum Avg.	Optimum Avg.	Max Avg.	State Board Max Rule 2120.8.2
Content Area Courses (with the exception of those below)	12	18	22	25	Subject to interpretation
World Language	19	18	22	25	Not specified
Band/Chorus	34	22	30	n/a	Not specified
PE/ Health	11	18	22	25	Not specified
Art	8	18	22	25	Not specified
Music	3	18	22	25	Not specified
Course Type		Minimum Average per Course			
New Course	n/a	10	15	25	Not specified
Advanced Course	10	8	15	25	Not specified
Terminal Course	11	8	15	25	Not specified

ANNOUNCED TUITION

Vermont Agency of Education School Finance

2024-2025 School Year

The 2024-2025 Average Announced Tuition of Union Elementary Schools is \$18,346.00 The 2024-2025 Average Announced Tuition of Union 7th-12th Grade Schools is \$19,774.00

Average Announced Tuition

16 V.S.A. § 823. Elementary tuition

(a) Tuition for elementary students shall be paid by the district in which the student is a resident. The district shall pay the full tuition charged its students attending a public elementary school. If a payment made to a public elementary school is three percent more or less than the calculated net cost per elementary pupil in the receiving school district for the year of attendance, the district shall be reimbursed, credited, or refunded pursuant to section 836 of this title. Notwithstanding the provisions of this subsection or of subsection 825(b) of this title, the boards of both the receiving and sending districts may enter into tuition agreements with terms differing from the provisions of those subsections, provided that the receiving district must offer identical terms to all sending districts, and further provided that the statutory provisions apply to any sending district that declines the offered terms.

(b) Unless the electorate of a school district authorizes payment of a higher amount at an annual or special meeting warned for the purpose, the tuition paid to an approved independent elementary school or an independent school meeting education quality standards shall not exceed the least of:

the average announced tuition of Vermont union elementary schools for the year of attendance;
 the tuition charged by the approved independent school for the year of attendance; or

(3) the average per-pupil tuition the district pays for its other resident elementary students in the year in which the student is enrolled in the approved independent school.

16 V.S.A. § 824. High school tuition

(a) Tuition for high school students shall be paid by the school district in which the student is a resident.

(b) Except as otherwise provided for technical students, the district shall pay the full tuition charged its students attending a public high school in Vermont or an adjoining state or a public or approved independent school in Vermont functioning as an approved area career technical center, or an independent school meeting education quality standards; provided:

(1) If a payment made to a public high school or an independent school meeting education quality standards is three percent more or less than the calculated net cost per secondary pupil in the receiving school district or independent school for the year of attendance then the district or school shall be reimbursed, credited, or refunded pursuant to section 836 of this title.

(2) Notwithstanding the provisions of this subsection or of subsection 825(b) of this title, the board of the receiving public school district, public or approved independent school functioning as an area career technical center, or independent school meeting education quality standards may enter into tuition agreements with the boards of sending districts that have terms differing from the provisions of those subsections, provided that the receiving district or school must offer identical terms to all sending districts, and further provided that the statutory provisions apply to any sending district that declines the offered terms.

(c) The district shall pay an amount not to exceed the average announced tuition of Vermont union high schools for the year of attendance for its students enrolled in an approved independent school not functioning as a Vermont area career technical center, or any higher amount approved by the electorate at an annual or special meeting warned for that purpose.

Wednesday, February 7, 2024

Vermont Agency of Education

Page 1 of 17

	Elementary (K - 5)	Secondary (6 - 12)	State Average
2025 - 26	\$20,450	\$23,545	
2024 - 25	\$20,493	\$22,504	Elementary - \$18,346 Secondary - \$19,774
2023 - 24	\$15,586	\$18,228	Elementary - \$16,759 Secondary - \$18,266
2022 - 23	\$16,019	\$18,514	Elementary - \$16,020 Secondary - \$17,278
2021 - 22	\$17,266	\$18,514	Elementary - \$15,513 Secondary - \$16,842

FY26 PROPOSED BUDGET INFORMATION

WARNINGS

WARNING

ADDISON NORTHWEST SCHOOL DISTRICT

ANNUAL MEETING

MARCH 3, 2025

The legal voters of the Addison Northwest School District, consisting of the towns of **Addison, Ferrisburgh, Panton, Vergennes, and Waltham,** are hereby notified and warned to meet at the Vergennes Union Middle/High School in Vergennes, VT on Monday, March 3, 2025 directly following the informational meeting scheduled at 5:00 p.m. to learn about the 2025-26 budget and transact any of the following business.

Article 1: To elect the following officers: a) Moderator b) Clerk c) Treasurer

Article 2: To authorize stipends to be paid district officers including the directors, clerk and treasurer.

- **Article 3:** To authorize the Board of Directors, under 16 VSA 562 (9), to borrow money by issuance of bonds or notes not in excess of anticipated revenue for the school year.
- Article 4: To authorize the Board of Directors to electronically distribute the annual report.
- Article 5: To hear and act upon the reports of the Addison Northwest School District Officers.

PUBLIC INFORMATION HEARING

MARCH 3, 2025

The legal voters of the Addison Northwest School District are hereby notified and warned to meet at the Vergennes Union Middle/High School in Vergennes, VT on Monday, March 3, 2025 at 5 p.m. for a Public Information meeting to discuss Australian Ballot articles warned for vote on Tuesday, March 4, 2025.

Dated this <u>23rd</u> day of <u>January</u>, 2025.

Margaret Carrera-Bly

Margaret Carara-Bly, District Clerk Addison Northwest School District

13:49 EST) John Stro

John Stroup, Chair of Board of Directors Addison Northwest School District

WARNING

ADDISON NORTHWEST SCHOOL DISTRICT

MARCH 4, 2025

The legal voters of the Addison Northwest School District, consisting of the towns of **Addison, Ferrisburgh, Panton**, **Vergennes, and Waltham**, are hereby notified and warned to meet at the following polling places on March 4, 2025 to vote by Australian ballot on the following articles of business:

<u>Municipality</u>	Polling Hours	<u>Location</u>
Addison	7:00 A.M 7:00 P.M.	Addison Town Clerk's Office
Ferrisburgh	7:00 A.M 7:00 P.M.	Ferrisburgh Town Office
Panton	7:00 A.M 7:00 P.M.	Panton Town Hall
Vergennes	9:00 A.M 7:00 P.M.	Vergennes Fire Station
Waltham	10:00 A.M 7:00 P.M.	Waltham Town Hall

- Article 6: Shall the voters of the Addison Northwest School District approve the school board to expend \$27,653,000 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 \$15,152.76 per pupil. This projected spending per pupil is 0.14% higher than spending for the current year.
- Article 7:Shall the voters of the Addison Northwest School District authorize the assignment of \$750,696pursuant to the provisions of 24 V.S.A. §2804, from the fiscal year 2024 fund balance to the ANWSDCapital Improvement Fund, established by the electorate on March 7, 2017?

Dated this <u>23rd</u> day of <u>January</u>, 2025.

Margaret Carrera-Bly

Margaret Carara-Bly, District Clerk Addison Northwest School District

John Strou 13:49 EST) (Jan 23, 2025

John Stroup, Chair of Board of Directors Addison Northwest School District

2024 ANNUAL MEETING MINUTES

Board Approved: 3/11/24

ANWSD Board of Directors Annual Meeting Monday, February 26, 2024 6:00 PM Vergennes Union Middle & High School Library

Recorded by Media Factory

Board: John Stroup, Chris Kayhart, Kristina MacKulin, Nikki Bearor, Erica Andrus, Mark Koenig, Michael Kane, Mimi Clark, Chrystal Little

Administration: Sheila Soule, Superintendent; Elizabeth Jennings, Director of Finance & Operations Guests: (see attached list) Via Zoom: (see attached list)

CALL TO ORDER:

Moderator David Tatlock called the meeting to order at 6:00 P.M.

ADDITIONS OR DELETIONS TO THE AGENDA: None

Article 1: To elect the following officers: a) Moderator b) Clerk c)Treasurer

Motion by John Stroup. Second by Chris Kayhart.

John Stroup nominated David Tatlock for moderator, Maggie Carrera-Bly for Clerk and Greg Burdick for treasurer. All in favor. Motion passes.

Article 2: To authorize stipends to be paid district officers including the directors, clerk, and treasurer. Motion by Tim Buskey. Second by John Stroup.

Discussion of current rates. Board Chair \$1750; Board member \$1250; Treasurer \$5500; Clerk \$500; Moderator \$150. John Stroup shared that the Board did not compare stipends to other area districts this year but did last year and these stipends are generally in line with peer Districts.

All in favor. Motion passes.

Article 3: To authorize the Board of Directors, under 16 VSA 562 (9), to borrow money by issuance of bonds or notes not in excess of anticipated revenue for the school year.

Motion by Kristina MacKulin. Second by Mark Koenig.

John Stroup indicated that wording of Article 3 might be confusing and explained what it meant. All in favor. Motion passes.

Article 4: To authorize the Board of Directors to electronically distribute the annual report.

Motion by Chris Kayhart. Second by Mark Koenig.

Discussion about whether the annual report would only be accessible electronically. The report is available electronically, plus printed copies are available upon request.

All in favor. Motion passes.

Article 5: To hear and act upon the reports of the Addison Northwest School District Officers.

Motion by Tim Buskey. Second by Mark Koenig.

Tim Buskey indicated that the minutes from 2023 were incorrect regarding a question he asked about a surplus last year. Tim asked for those minutes to be corrected. Tim Buskey asked for clarification on who the officers are. Tim Buskey then asked where the 2023 fund balance accounting is located in the annual report and where in the report what the ANWSD capital improvement fund is.

Discussion ensued.

Motion by Katie Quinn. Second by Mark Koenig.

All but 1 in favor, 1 dissent. Motion passes.

Article 6: Shall the voters of the Addison Northwest School District approve the Board of School Directors to expend
 \$28,232,077.99 which is the amount the school board has deemed necessary for the ensuing fiscal year?
 This article will be voted on by Australian ballot on Town Meeting Day.

Article 7: Shall the voters of the Addison Northwest School District authorize the assignment of **\$1,202,107.61** pursuant to the provisions of 24 V.S.A §2804, from the fiscal year 2023 fund balance to the ANWSD Capital Improvement Fund, established by the electorate on March 7, 2017? This article will be voted on by Australian ballot on town Meeting Day.

ADJOURNMENT with recess until March 5, 2024, to vote by Australian ballot.

Submitted by	/			
Margaret Ca District Clerk				
Article 6:	Budget: \$28,232,077.99 In favor: 1012 Opposed: 1282	Blank/Voided: 17	FAILED	
Article 7:	Capital Improvements Fund: In favor: 1142	\$1,202,107.61		
	Opposed: 1138	Blank/Voided: 28	PASSED	
	TOTAL VOTES CAST: 23	311 (budget)	2308 (capital fund)	
Board of Dire Addison Ferrisburg Vergenne	Carole McBride h (2) Erica Andrus, Kristina M	1acKulin		
	March 26, 2024 Budget: \$27,507,737 In favor: 727 Opposed:	745 FAILED		_
REVOTE Article 6:	April 30, 2024 Budget: \$27,250,000 In favor: 1346 Opposed	: 932 PASSED		-

FY26 BUDGET PROCESS, TIMELINE & HIGHLIGHTS

FY26 BUDGET PROCESS AND TIMELINE

June/ August 2024

• Board discusses long term planning and state level financial projections

September 2024

- Future of Education Committee Update
- Board Reviews Budget Timeline

October 2024

- Class Size Report (D16) and Preliminary Staffing Guidelines shared (Oct 14, 2024)
- Preliminary Budget Information and Budget Development Guidelines shared (Oct 21, 2024)
- Special Education Service Plan due

November 2024

- Budget Presentation #1 (November 18, 2024)
- Administration receives budget feedback from ANWSD Board

December 2024

- Dec 1 Letter from State
- Budget Presentation #2 & #3 (December 9 & 16, 2024)

January 2025

- Budget Presentation #4 (January 13, 2025)
- Budget Presentation #5 (January 22, 2025) adopt
- Budget Presentation #6 (January 27, 2025) adopt

March 3, 2025

- ANWSD Informational Meeting at 5 PM
- ANWSD Annual Meeting immediately following Informational Meeting

March 4, 2025

• Town Meeting and vote by Australian ballot



Educational Priorities

- Preserves comprehensive course offerings, including advanced academics, World Languages, the Arts, and Athletics.
- Invests in teacher professional development to enhance instruction and student outcomes.
- Supports targeted interventions to close achievement gap.
- Fosters social-emotional learning through behavioral programming.
- Promotes inclusivity and equitable opportunities for all students.

Budget Drivers

- Salary increases by 5%
- Health insurance increases by 11.9%
- Worker's Comp increases by 8%
- Tech Center Tuition increases by 8%

Fiscal Goals

- Expenditure Budget below Cost of Living Adjustment (COLA)
- Stay below the Excess Spending Threshold
- Apply Surplus to Reduce Taxes





TAX CALCULATIONS

FY 2026

Expenditures	\$27,653,000	1.48% increase over FY25
Surplus Applied	\$800,000	
Revenue	\$3,736,250	-6.39% from FY25
Pupil Cost Per Long-Term Average ADM	\$15,152.76	0.14% increase over FY25 *note excess spending threshold = \$15,926
Homestead Tax Rate (average)	\$1.7418	-9.19%

Town	Comparable Homestead Tax Rate (FY25)	FY26 Proposed Homestead Tax Rate (FY26)*	Change	Change per \$100K of Assessed Value*
Addison	\$2.0865	\$1.9011	(\$0.19) / -8.89%	-\$190.00
Ferrisburgh	\$2.0793	\$2.0239	(\$0.06) / -2.67%	-\$60.00
Panton	\$1.2461	\$1.1982	(\$0.05) / -3.84%	-\$50.00
Vergennes	\$2.1328	\$1.9551	(\$0.18) / -8.33%	-\$180.00
Waltham	\$2.0458	\$1.9830	(\$0.06) / 3.07%	-\$60.00

*ESTIMATED - For illustrative purposes only

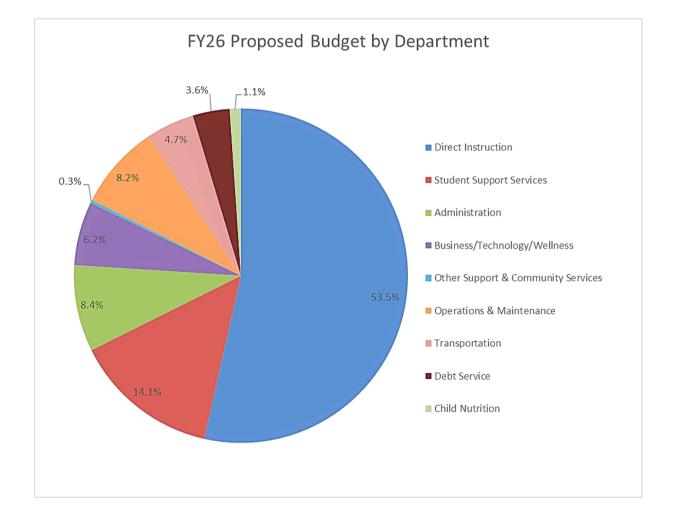


FY26 BUDGET PROPOSED EXPENDITURES

	2023/2024			2/2024		001/2025		005 /2026	Difference	
		-		23/2024		2024/2025 2025/2026		Difference		
		Actuals	Bu	dgeted		Budgeted		Proposed		
Account Number / Description	4)	Audited)								
1101 Direct Instruction-Regular Education	\$	7,074,522	\$	7,603,610	\$	7,520,971	\$	8,023,318	\$	502,346
1102 Direct Instruction-Art	\$	3,871	\$	4,193	\$	4,193	Ś	3,988	\$	(205
1105 Direct Instruction-Language Arts	\$	1,474	\$	2,176	\$	2,207	\$	1,518	\$	(689
1106 Direct Instruction-World Language	\$	375	\$, 917	\$	917	\$	386	\$	(531
1107 Direct Instruction-Health Education	\$	18	\$	839	\$	839	\$	19	\$	(820
1108 Direct Instruction-Physical Education	\$	8,590	\$	17,338	\$	17,928	\$	8,848	\$	(9,080
1111 Direct Instruction-Math	\$	1,570	\$	7,312	\$	7,312	\$	1,617	\$	(5,694
1112 Direct Instruction-Music	\$	21,191	\$	23,072	\$	23,397	\$	21,827	\$	(1,570
1113 Direct Instruction-Science	\$	7,042	\$	7,149	\$	7,149	\$	7,253	\$	104
1115 Direct Instruction-Social Studies	\$	228	\$	3,669	\$	3,669	\$	235	\$	(3,434
1116 Direct Instruction-STEM Program	\$	1,068	\$	2,306	\$	2,306	\$	1,100	\$	(1,206
1119 Direct Instruction-English Language Learner	\$	87,160	\$	81,076	\$	96,361	\$	135,619	\$	39,258
1121 Direct Instruction-Driver's Education	\$	39,263	\$	16,488	\$	8,879	\$	5,060	\$	(3,819
1124 Direct Instruction-Walden Project	\$	9,374	\$	21,008	\$	-	\$	-	\$	-
1125 Direct Instruction-Integrated Technology	\$	242	\$	1,819	\$	1,819	\$	249	\$	(1,569
1165 Direct Instruction-Middle School	\$		\$	8,967	\$	8,979	\$	-13	\$	(8,979
1201 Direct Instruction Special Education	\$	4,261,224	\$	4,395,102	\$	5,081,329	\$	4,671,499	\$	(409,829
1301 Vocational/Technical Education	\$	1,263,059	\$	1,263,051	\$	1,419,345	\$	1,428,261	\$	8,916
1401 Athletics	\$	416,398	\$	435,021	\$	463,735	\$	465,212	\$	1,477
1501 Co-Curricular Activities	\$	35,570	\$	39,909	\$	34,326	\$	25,460	\$	(8,866
2110 Attendance/Social Work Services	\$	2,011	\$	-	Ş	154,470	ŝ	163,236	\$	8,766
2120 Guidance Services	\$	728,600	s s	704,138	ş Ş	649,093	s S	794,966	\$	145,874
2131 Health Services	\$	184,247	\$	256,409	s	234,304	\$	237,377	\$	3,072
2140 Psychological Services	\$	78,321	\$	183,927	\$	164,741	\$	225,654	\$	60,912
2151 Speech Pathology/Audiology Services	\$	468,628	\$	438,473	\$	655,184	\$	679,883	\$	24,699
2160 Occupational Therapy Services	\$	49,570	\$	45,357	\$	48,001	\$	51,057	\$	3,056
2170 Physcial Therapy Services	\$	21,915	\$	29,177	ŝ	30,899	\$	22,572	\$	(8,326
	\$	4,029	\$	- 23,177	\$	-	\$	4,150	\$	4,150
2180 Visually Impaired Services 2190 Other Support Services-Students	\$	605,496	\$	674,764	\$	780,046	\$	1,144,359	\$	364,313
	\$		\$	176,035	ş Ş		s s		\$	
2212 Instruction/Curriculum Development	\$	169,820	\$	176,033	\$	178,275	\$	186,140 19,218	\$ \$	7,865
2219 Other Improvement of Instruction Services	\$	24,062		And a second	\$	24,911		and a second	\$	(5,694
2220 Library/Media Services		307,368	\$	300,733	ş Ş	327,286	\$ \$	371,697		44,412
2290 Other Support Services - Instructional	\$ \$	3,954	\$ \$	-	ş Ş	8,407	s s	5,070	\$ \$	(3,337
2311 Board of Education Services		98,980		104,171	10004	108,013	1	126,476		18,463
2313 Board Treasurer Services	\$	5,977 49,100	\$	4,761	\$	5,975	\$	6,168	\$	192
2314 Audit Services	\$	en de contra de la c	\$	42,250	\$	45,250	\$	50,573	\$	5,323
2315 Legal Services	\$	9,469	\$	23,724	\$	23,724	\$	13,753	\$	(9,970
2317 Negotiations	\$	-	\$	2,100	\$	2,100	\$	-	\$	(2,100
2320 Executive Administration/Superintendent	\$	364,065	\$	333,050	\$	389,992	\$	408,409	\$	18,417
2410 Office of the Principal Services	\$	1,107,558	\$	1,141,604	\$	1,198,473	\$	1,252,484	\$	54,010
2490 Other Support Services - School Admin	\$	263,395	\$	235,881	\$	283,747	\$	321,316	\$	37,569
2495 Administration of Grants	\$	82,313	\$	55,706	\$	128,108	\$	133,946	\$	5,838
2510 Fiscal Services	\$	552,343	\$	608,818	\$	751,394	\$	589,034	\$	(162,360
2560 Communications Technology	\$	-	\$	-	\$	-7	\$	44,963	\$	44,963
2570 Human Resources	\$	17,626	\$	-	\$	-	\$	106,179	\$	106,179
2580 Administrative Technology Services	\$	735,400	\$	750,980	\$	905,704	\$	920,302	\$	14,599
2590 Other Support Services-Central Services	\$	48,997	\$	48,898	\$	51,116	\$	48,572	\$	(2,545
2610 Operation & Maintenance of Plant Services	\$ \$	2,117,297	\$	2,468,783	\$	2,386,820	\$	2,199,946	\$ \$	(186,874

Addison Northwest School District 2025/2026 Budget Proposed Expenditures

2711 Student Transportation Resident	\$ 904,716	\$ 1,197,572	\$ 1,174,777	\$ 1,077,711	\$ (97,066)
2712 Student Transportation Non-Resident	\$ 32,793	\$ 13,578	\$ 88,636	\$ 40,448	\$ (48,188)
2713 Transportation-Technical Education	\$ 42,240	\$ 50,806	\$ 44,140	\$ 46,126	\$ 1,986
2715 Transportation Field Trips-Education Related	\$ 31,158	\$ 22,094	\$ 24,304	\$ 38,429	\$ 14,125
2716 Student Transportation Extra/CoCurricular	\$ 73,061	\$ 63,864	\$ 66,144	\$ 90,595	\$ 24,452
2901 Other Support Services	\$ 20,859	\$ 3,533	\$ 250,287	\$ 81,893	\$ (168,394)
3300 Community Service Operations	\$ 32,909	\$ 40,647	\$ 	\$ -	\$
4600 Site Improvements	\$ 6,000	\$ -	\$ -	\$ -	\$ -
5020 Debt Service-Capital Construction	\$ 1,027,167	\$ 1,027,167	\$ 1,009,074	\$ 990,528	\$ (18,546)
5390 Fund Transfers-Outgoing	\$ 359,712	\$ 247,301	\$ 282,170	\$ 296,279	\$ 14,109
1001 Total General Operating Fund	\$ 23,934,305	\$ 25,312,768	\$ 27,250,000	\$ 27,653,000	\$ 403,000



FY26 BUDGET PROPOSED REVENUE

2025	120	26 Budge	at D	ronosed	Roy	(ADUA				
2025	, 20	20 Duuge	561	Toposed	nev	renue				
		2023/2024		2023/2024		2024/2025	0-	2025/2026	Г	Difference
		Actuals		Budgeted		Budgeted		Proposed		merence
		(Audited)				8				
Account Number / Description		(Audited)								
1301 Tuition - Students	\$	-	\$	-	\$	-	ŝ		\$	-
1510 Interest Income	\$	88,880	\$	2,725	\$	48,651	\$	68,765	\$	20,114
1908 Miscellaneous Other Revenue - Rebates	\$	-	\$	-	\$	-	\$	-	\$	-
1911 Parental Fees	Ś	3,040	Ś		\$	-	Ś	-	\$	-
1921 Other Revenues - Rental	\$	5,788	\$	1,102	\$	4,500	\$	5,788	\$	1,288
1922 Contributions from Private Sources	ŝ	-	\$	-	\$	-	Ś	-	\$	-
1941 Services to Other VT LEA's	\$	116,554	\$	131,250	\$	17,490	\$	18,990	\$	1,500
1990 Miscellaneous Local Income	\$	32,380	\$	1,525	\$	2,700	\$		\$	(2,700
1991 Background Check Income	\$		\$	1,294	\$	1,300	\$	1,300	\$	
1992 Student Activity Reimbursement	\$	-	\$	3,441	\$		\$		\$	-
1993 Erate Reimbursement	Ś	31,600	\$	6,106	\$	11,100	Ś	11,100	\$	-
3115 Un-Enrolled Tech Center Students	\$	2,284	\$	3,745	\$	2,500	\$	2,500	\$	1
3150 State Transportation Aid	s	267,699	\$	272,105	\$	281,105	\$	285,321	\$	4,216
3161 ELL Categorical Grant	\$	-	\$	-	\$	50,000	\$	50,000	\$	-
3201 SPED Mainstream Block Grant	\$	-	\$	-	\$	-	\$	-	\$	-
3202 SPED Expenditures Reimbursement	\$	-	\$	-	\$	-	\$	-	\$	-
3203 SPED Extraordinary Reimbursement	\$	553,729	\$	712,345	\$	1,087,052	s	861,410	\$	(225,642
3204 Essential Early Education Grant	\$	83,383	\$	83,383	\$	101,736	\$	107,415	\$	5,679
3205 State Placed Reimbursement	\$	75,074	\$	-	\$	53,060	\$	53,060	\$	-
3220 Special Education Census Block Grant	\$	2,168,894	\$	2,168,894	\$	2,155,182	\$	2,146,317	\$	(8,865
3282 Driver's Education Reimbursement	\$	7,211	\$	8,864	\$	9,307	\$	9,307	\$	-
3308 Vocational Transportation Reimbursement	\$	31,835	\$	31,835	\$	32,820	\$	33,609	\$	788
3370 High School Completion	\$	6,368	\$	10,908	\$	6,000	\$	6,368	\$	368
3790 Other Restricted State Grants	\$	-	\$	-	\$	-	\$	-	\$	-
4700 Indirect Revenue	\$	135,763	\$	75,973	\$	86,000	\$	75,000	\$	(11,000
5290 Fund Transfers - Incoming	\$	-	\$	1 <u>-</u>	\$		\$	-	\$	-
5720 VSBIT Refunds	\$	638	\$	-	\$	-	\$	-	\$	-
5400 Adjustment of Prior Year Revenue	\$	16,076	\$	-	\$	-	\$	-	\$	-
Total Non-Education Spending Revenues	\$	3,627,195	\$	3,515,496	\$	3,950,503	\$	3,736,250	\$	(214,253
3110 General State Support Grant	\$	21,075,502	\$	21,075,502	\$	22,749,047	\$	22,658,166	\$	(90,881
3114 On Behalf Tech Center Payment	\$	512,803	\$	512,803	\$	509,607	\$	458,584	\$	(51,023
Total Education Spending Revenues	\$	21,588,305	\$	21,588,305	\$	23,258,654	\$	23,116,750	\$	(141,904
Surplus/(Deficit) Applied to Education Funding	\$	-	\$	208,967	\$	40,843	\$	800,000	\$	759,15
GRAND TOTAL	\$	25,215,500	\$	25,312,768	\$	27,250,000	\$	27,653,000	\$	403,00

SPECIAL REVENUE FUNDS FY24

	Combining Schedule of Revenues, Expen	ditures and Cha	anges In Fun	d Balances	
	For All Special Revenue, Capital Project, Ag				
	For the Year Ende				
		Beginning	Total	Total	Ending Fund
Fund #	Fund Description	Fund Balance	Revenue	Expenditures	Balance
2005	BEST Grant	\$-	\$ 1,239	\$ 1,239	\$ -
2006	Act 230 Grant	\$ -	\$ 4,260	\$ 4,260	\$ -
2024	Secondary School Transformation STEAM	\$ -	\$ 12,253	\$ 12,253	\$ -
2101	IDEA-B Grant	\$ -	\$ 307,966	\$ 307,966	\$ -
2102	IDEA-B Preschool Grant	\$ -	\$ 7,975	\$ 7,975	\$ -
2106	Title I A Grant	\$ -	\$ 297,343	\$ 297,343	\$ -
2122	Title IV Grant	\$ -	\$ 44,965	\$ 44,965	\$ -
2124	21st Century Grant	\$ -	\$ 127,022	\$ 127,022	\$ -
2125	Title II A Grant	\$ -	\$ 85,736	\$ 85,736	\$ -
2137	ESSER II LEA Grant (COVID)	\$ -	\$ 60,342	\$ 60,342	\$ -
2139	ESSER III ARP (COVID)	\$ -	\$ 845,802	\$ 845,802	\$ -
2148	ARPA Indoor Air Quality (COVID)	\$-	\$ 54,263	\$ 54,263	\$ -
2149	ESSER III Act 67 Community Schools (COVID)	\$ -	\$ 329,458	\$ 329,458	\$ -
2153	ESSER Afters chool ARP (COVID)	\$ -	\$ 29,478	\$ 29,478	\$ -
2160	ARP ESSER CS EL S Litera cy/Math (COVID)	\$ -	\$ 40,986	\$ 40,986	\$ -
2201	21st Century Expansion Grant	\$ -	\$ 216,426	\$ 216,426	\$ -
2351	Medicaid	\$ 226,250	\$ 180,351	\$ 185,801	\$ 220,799
2353	MAC EPSDT Grant	\$ 155,100	\$ 81,781	\$ 56,855	\$ 180,027
2356	Nellie Mae Foundation Grant VUHS	\$ 6,500	\$ -	\$ -	\$ 6,500
2599	School Wide Program	\$ -	\$ 179,686	\$ 179,686	\$ -
2601	Readiness - Thundercare (COVID)	\$ -	\$ 83,080	\$ 17,207	\$ 65,872
			\$ 27,945	· ·	14
2603	Readiness - Early Education (COVID)				
2604	Readiness - School Age FCS (COVID)	\$ -	\$ 27,014	\$ 10,624	\$ 16,390
2605	Student Testing Fund VUHS	\$ 2,779	\$ 5,646	\$ 5,222	\$ 3,203
2606	World Language Fund VUHS	\$ 576	\$ -	\$ -	\$ 576
2607	JUUL Settlement	\$ -	\$ 8,518	\$ -	\$ 8,518
2608	Ropes Repair Fund VUHS	\$ 1,511	\$ -	\$ 1,511	\$ -
2609	Child Nutrition Program	\$ 57,882	\$1,120,213	\$1,117,168	\$ 60,926
2610	Craft Fair Fund	\$ 3	\$ -	\$ -	\$ 3
2611	Athletics Fund	\$ 21,455	\$ 22,846	\$ 23,680	\$ 20,621
2616	Elementary Fusion Program	\$ 192	\$ 2,170	\$ 2,362	\$ -
2617	Middle School Fusion Program	\$-	\$ 480	\$ 480	\$ -
2619	VSBIT Grants	\$-	\$ 9,490	\$ 9,490	\$ -
2620	VSBIT Insurance Claims	\$ -	\$ 15,353	\$ 15,353	\$ -
2630	Scholastic Library VUES	\$-	\$ 6,924	\$ 5,924	\$ 1,000
2631	Music Fund VUES	\$ 1,548	\$ 2,488	\$ 1,450	\$ 2,586
2641	Rowland Grant CF	\$ 34,596	\$-	\$-	\$ 34,596
2642	Rowland Grant CF 2	\$ 5,981	\$ -	\$ 4,451	\$ 1,530
2643	Rowland Grant Honoring Diversity	\$ 753	\$ -	\$ -	\$ 753

2645	VEHI Path Program	\$ 4,299	\$ 5,123	\$ 8,211	\$ 1,211
2646	Four Winds Schoolyard Habitat FCS	\$ 500	\$-	\$-	\$ 500
2647	S125/DCAP Forfeitures	\$ 1,501	\$-	\$-	\$ 1,501
2654	Rise VT Amplify Grant AWE	\$ 12	\$-	\$-	\$ 12
2657	Library Fund FCS	\$ 163	\$ 2,527	\$ 2,527	\$ 163
2658	Band Fund VUES	\$ 400	\$-	\$-	\$ 400
2662	Band/Music Fund FCS	\$ 88	\$-	\$-	\$ 88
2664	Health Insurance Reserve Fund	\$ 202,043	\$ 2,808	\$-	\$ 204,851
2665	Education Stabilization Reserve Fund	\$ 482,210	\$ 123,656	\$-	\$ 605,866
2670	Vermont Arts Council	\$ 71	\$-	\$-	\$ 71
2671	Rowland Fellowship Grant	\$ 18,201	\$ -	\$ 5,975	\$ 12,225
2673	Equity Mini Grant VSBA, VSA, VPA	\$ 1,258	\$-	\$-	\$ 1,258
2674	Vermont Teacher of the Year Grant	\$-	\$ 752	\$ 752	\$.
2676	Vermont Children's Trust Foundation	\$-	\$ 15,000	\$ 3,252	\$ 11,748
2677	USDA Action for Healthy Kids Grant	\$-	\$ 19,693	\$ 19,693	\$.
2678	Scholarships - Staff	\$-	\$ 1,500	\$ 1,500	\$ -
2679	First In Vermont Grant	\$-	\$ 500	\$-	\$ 500
2680	Exxon Mobil Educational Alliance STEM FCS	\$-	\$ 500	\$-	\$ 500
2681	Music Grant NY Life Blackbaud Giving VUES	\$-	\$ 10,000	\$ 1,208	\$ 8,792
2801	Student Activity Funds	\$ 108,949	\$ 110,659	\$ 108,440	\$ 111,168
3001	Capital Improvement Fund - ANWSD	\$ 2,155,670	\$ 523,107	\$ 583,706	\$2,095,071
3004	Capital Improvement Fund - VUES	\$ 13,370	\$-	\$ 13,370	\$ -
3005	Capital Improvement Fund - VUMHS	\$ 208,977	\$-	\$ 190,479	\$ 18,498
6010	Childcare Program	\$ 233,024	\$ 461,137	\$ 370,536	\$ 323,625
8001	Scholarship VUHS Avery	\$ 58,941	\$ 6,432	\$ 4,166	\$ 61,208
8002	Scholarship Fund FCS	\$ 6,256	\$ 2	\$-	\$ 6,258
8003	Scholarship VUHS Dudley	\$ 33,353	\$ 9	\$-	\$ 33,362
8004	Scholarship VUHS Benjamin	\$ 882	\$ 0	\$ 50	\$ 832
8005	Scholarship VUHS Berry	\$ 62,784	\$ 8,672	\$ 5,000	\$ 66,455
8006	Scholarship VUHS Barberis	\$ 12,705	\$ 13	\$-	\$ 12,717
8007	Scholarship VUHS Tucker	\$ 29,669	\$ 6	\$ 2,000	\$ 27,675
	Totals:	\$ 4,150,451	\$5,531,595	\$5,433,115	\$4,248,931

Description of	f Major Funds:
2101	Federal Formula Grant for Individuals with Disabilities Education Act Part B. This grant allows the school district to provide free, appropriate, education to all students with disabilities.
2106	Elementary and Secondary Education Act of 1965 Title I Part A is a Federal formula grant awarded to school districts to help improve the teaching and learning of students at risk of failure, to meet the state academic standards. The grant is a part of the Consolidated Federal Program Grants.
2124	Federal Grant that supports our district Afterschool Programming. It is a Community Learning Center Grant.
2139	Elementary and Secondary School Emergency Relief Funding granted to school districts to pay direct expenses related to the pandemic.
2149	Community Schools Funding granted to school districts for community engagement and involvement activities post pandemic.
2201	Federal Grant to expand the district Afterschool Programming. Also a Community Learning Center Grant.
2351	Medicaid Reimbursements that can be used by the district for early intervention services to all students. It is designed to align with meeting district action plan goals. Funding comes from Medicaid Claims through the State of Vermont.
2353	Medicaid Administrative Claims Reimbursements that can be used by the district for Health, Wellness, Nursing, Counseling services to all students. Funding comes from Medicaid Claims through the State of Vermont.
2599	This Fund tracks the School Wide Program portion of the Consolidated Federal Program Grants. This Fund is approved by the State of Vermont to allow funds from varied revenue sources to assist with all the goals of any Consolidated Federal Program Grant strategies.
2609	District Cooperative Food Service Program in partnership with Mt. Abraham Unified School District. Funding comes from a combination of participant payments, General Operating contributions, State Funds, and Federal Funds.
2664-2665	Health Care and Education Stabilization funds set aside in Reserve accounts with voter approval for use in fiscal years where unanticipated costs rise above the current budget.
2801	Student Activity Funds are Agency Funds established by student-led fundraising activities to benefit students directly through extracurricular activities.
3001-3005	Capital Reserve Funds set aside with voter approval for use in facilities improvement or capital projects.
6010	Afterschool Childcare Program. Funding comes from a combination of participant payments and State Funds.
8001-8007	These Scholarship Funds are Permanent Funds established to award scholarships to students for higher education.

FUNDING BALANCE ANALYSIS

General Fund

• Per accounting guidelines and our Fund Balance Policy we designate the type of funds that make up our total Fund Balance. As of June 30, 2024, the General Fund has a Positive Fund Balance comprised of the following:

Nonspendable (Prepaids)	\$ 49,677
Restricted	\$0
Committed	\$0
Assigned (Health Reserve)	\$0
Assigned (Education Reserve)	\$ 487,640
Assigned (Capital Reserve)	\$1,202,108
Assigned (FY24 Budget)	\$ 40,842
Unassigned	\$1,557,970
Total Fund Balance	\$3,338,237

• The unassigned fund balance is the amount that must be determined to apply to designated reserves as approved by voters or applied to the FY26 budget as revenue to reduce education spending.

Child Nutrition - In FY25, this program continues to operate through the Food Service Cooperative agreement with Mt. Abraham Unified School District. FY24 resulted in a positive Fund Balance of \$60,926 of which \$21,465 is Nonspendable (Inventory) and the remaining \$39,461 Restricted. Restricted Fund Balance in an Enterprise or Special Revenue fund such as this can be carried forward to FY25 to offset future budget shortfalls.

Capital Project Funds – These funds are reserves set aside specifically for property improvements or repairs. To allocate funds from any given year to these reserves, the board must approve during the budget process and then warn an article for voters to authorize. Last year, \$1,202,108 was voter approved from FY23 surplus to add to these reserves. This amount is included above under the General Fund as Assigned Capital Reserve and was deposited in FY25. To use the funds from reserves, administration must propose the use and intended project to the board, and they may approve at a duly warned board meeting.

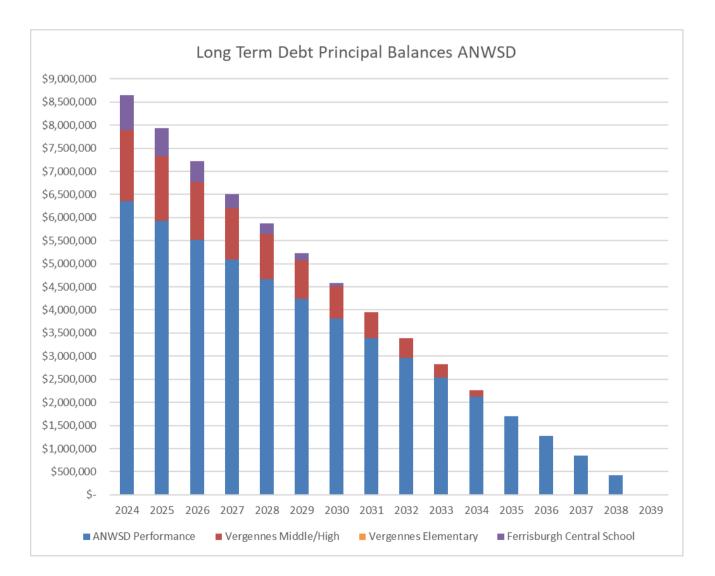
	FCS	VUES	VUMHS	ANWSD
Capital Improvement Fund	\$ 0	\$ 0	\$ 18,498	\$2,095,071

Health Insurance Reserve Fund – Voters approved this fund to establish and allocate up to an amount not to exceed \$200,000. According to the approved warning, funds can be allocated to this reserve account based on unspent budget funds specifically for Health Insurance Premiums or HRA/HSA account usage. In FY24, there was over \$261,000 unspent in such accounts, however due to the approved cap on this reserve, the district cannot add any more funds to the account. Funds reserved in this account can be spent on Health Insurance Premiums or HRA/HSA usage that exceeds any given year's budget for such, with the approval of the board at a duly warned board meeting.

Education Stabilization Reserve Fund – Voters approved this fund to establish and allocate funds not to exceed 4% of the current operating budget. \$487,640 from FY23 surplus is included above under General Fund as Assigned Education Reserve and was deposited in FY25. This fund is designed to pay for future budget shortfalls for items unforeseen in any given year's budget process. To utilize funds from this reserve, the administration must track unbudgeted items and propose funding them to the board, at the close of each fiscal year. The board has the authority to approve the usage at a duly warned board meeting. During FY24 Management identified no unbudgeted expenditures, therefore there was no board approved use of this fund.

Principal Long-Term Debt Service as of June 30, 2024:

Ferrisburgh Central School	Two current Bond Notes with Principal Balances of \$525,000 and \$228,000. These notes mature in November 2030, and November 2027, respectively.
Vergennes Elementary School	No Current Loans or Bond Notes.
Vergennes Union Middle/High School	One current Bond Note with a Principal Balance of \$1,540,000. This note matures November 2034.
Addison Northwest School District	One Performance Contract Bond Note with a Principal Balance of \$6,358,333. This note matures November 2038.



FY26 CALCULATIONS FOR PROPOSED BUDGET

Our Total Local Education Spending amount of \$23,116,750 is the first and only figure used in calculating our union tax rate that we have control over. The other components in the formula are estimates supplied by the State of Vermont.

All figures used in calculations are subject to changes by the State Legislature

Forecasted FY26 Homestead Yield Post State Adjustment	\$ 8,553.00
Forecasted FY26 Income Yield	\$12,260.00
Forecasted FY26 Non-Homestead Rate Post State Adjustment	\$ 1.791
Projected FY26 Education Spending Threshold	\$15,926.00
Estimated FY26 Long Term Weighted ADM:	1,525.58

Expenditure Budget Proposed FY26	\$27,653,000.00
Minus - Local Revenue (Not including On Behalf Tech Center payment)	\$3,736,250.00
Minus - Surplus Funds to Reduce Education Spending	\$800,000.00
Equals - Balance to Fund with Education Spending	\$23,116,750.00
Divided By – Long Term Weighted Average Daily Membership (ADM)	1525.58
Equals – Long Term Weighted ADM per Pupil (increase of 0.14%)	\$15,152.76
Projected Threshold for Education Spending	\$15,926.00
Amount (Below) or Above Projected Threshold	(\$773.24)
Spending Per Pupil Divided by Homestead Tax Yield Post Statewide Average CLA (72.36%)	\$ 8,553.00
Equals – Estimated Union Tax Rate Without Discount	\$1.7716
Equals – Estimated Union Tax Rate With Discount	\$1.7496
Equals – Estimated Average Post ANWSD Town CLA (Decrease) in cents or (-9.19%)	(\$0.1763)

The estimated union tax rate is divided by each town's Common Level of Appraisal (CLA) post adjustment by the Statewide CLA Average as set by the Vermont Department of Taxes to determine each town's tax rate. The school district is not responsible for these calculations.

The Forecasted Homestead Tax Yield for this estimate is based on the original forecast given by the State of Vermont.

THREE PRIOR YEARS COMPARISONS

	Three Prior Years Comparisons - Format as Provided by AOE					ESTIMATES ONLY	
		USD FY25 was the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY23 & FY24. LTWADM are the new counts to use	U 054 Addison County	Property dollar equivalent yield 8,553 12,260	<-See bottom note	Homestead tax rate per \$8,553 of spending per pupil 1.00 Income dollar equivalent yield per 2.0% of household	
Expenditu 1.	res	listrict budget (including special programs and full technical center	FY2023 \$22,327,585	FY2024 \$25,312,768	FY2025 \$27,250,000	FY2026 \$27,653,000	1
2. pilos 3.	Sum of separately warned ar	ticles passed at union district meeting Adopted or warned union district budget plus articles	\$22,327,585	\$25,312,768	- \$27,250,000	- \$27,653,000	3
l plus) plus	Obligation to a Regional Tech Prior year deficit repayment of	hnical Center School District if any of deficit			-	+ -	2
5. 7. 3.		Total Union Expenditures in union budget) - informational data 1 (frincluded in union expenditure budget) - informational dat	\$22,327,585	\$25,312,768	\$27,250,000	\$27,653,000	6 7 8
Revenues		ants, donations, tuitions, surplus, federal, etc.) Total offsetting union revenues	\$3,795,216 \$3,795,216	\$3,724,463 \$3,724,463	\$3,991,345 \$3,991,345	\$4,536,250 \$4,536,250	9 10
		Education Spending	\$18,532,369	\$21,588,305	\$23,258,655	\$23,116,750	11
	Addison Northwest USD pup	ils	914.61	907.12	1,537.04	1,525.58	12
. minus . minus	Less net eligible construction co		\$20,262.59 na	\$23,798.73	\$15,132.11	\$15,152.76 \$649	13 14 15
minus minus	Less amount of deficit if deficit i	cess of \$66,446 for an individual (per pupil) s SOLELY attributable to tuitions paid to public schools for grades new students who moved to the district after the budget was	Excess spending penalty suspended for FY23 - Sec. 5 of	Excess spending pena FY24 & FY25 - Sec. 8 (na based on \$67,638	16
minus minus	equalized pupils (per pupil)	lely attributable to new SpEd spending if district has 20 or fewer	Act 59, 2021.			na na	1
minus minus minus	Estimated costs of new student Total tuitions if tuitioning ALL K- announced tuition (per pupil) Less planning costs for merger	12 unless electorate has approved tuitions greater than average	-			na na na	18 19 20
minus minus	on or after July 1, 2015 (per pup	t for new members of Vermont State Teachers' Retirement System 	-			na	2
-	costs incurred when sampling t	initiality water oblicts, imprementing read remediation, or recessing.	threshold = \$19,997	threshold = \$22,204	threshold = \$23,193	na threshold = \$15,926	
plus	Excess spending threshold Excess Spending per Pupil ove Per pupil figure used for calcula	ting District Equalized Tax Rate	na + suspended thru FY29 \$20,263	na suspended thru FY29 \$23,799	na suspended thru FY29 \$15,132	\$15,926.00 - \$15,152.76	2 2
plus	Excess Spending per Pupil ove		na + suspended thru FY29	suspended thru FY29	suspended thru FY29		2 2
pika	Excess Spending per Pupil ove Per pupil figure used for calcula	ting District Equalized Tax Rate	na + suspended thru FY29 \$20,263 152.190% based on yeld \$13,314	suspended thru FY29 \$23,799 154.107%	suspended thru FY29 \$15,132 152.958%	\$15,152.76 177.163%	2
piks	Excess Spending per Pupil ove Per pupil figure used for calcula An Tax rate "cent discour	ting District Equalized Tax Rate Union spending adjustment (minimum of 100%) nticipated equalized union homestead tax rate to be prorated	na + suspended thru FY29 \$20,263 152,190% based on yeld\$13,314 \$1,5219	suspended thru FY29 \$23,799 154.107% based on yield \$15,443 \$1.5411	suspended thru FY29 \$15,132 152.958% based on \$9,785 \$1,5096	\$15,152.76 177.163% based on 38,553 \$1.7716	2 2 2 2 2 2
plus	Excess Spending per Pupil ove Per pupil figure used for calcula An Tax rate "cent discou Cent discou	ting District Equalized Tax Rate Union spending adjustment (minimum of 100%) nticipated equalized union homestead tax rate to be prorated [\$15,152.76 + (\$8,553 / \$1.00)] nt" (FY25-FY29) adjusted by statewide adjuster of 72.36%	ha + suspended thru FY29 \$20,263 152,190% based on yeld313,314 \$1.5219 based on 81.00 USD	suspended thru FY39 \$23,799 154,107% based on yeld \$15,443 \$1,5411 based on \$1.00	Euspended thru FY 29 \$15,132 152,958% based on 19,765 \$1,5096 based on \$1.00	\$15,152.76 177.163% based on 38,553 \$1.7716 based on \$1.00 \$0.022 \$1.7495	2 2 2 2 2 2 2 2 2
2	Excess Spending per Pupil ove Per pupil figure used for calcula An Tax rate "cent discou Cent discou	ting District Equalized Tax Rate Union spending adjustment (minimum of 100%) nticipated equalized union homestead tax rate to be prorated [\$15,152.76 + (\$8,553 / \$1.00)] nt" (FY25-FY29) adjusted by statewide adjuster of 72.36% Int adjusted anticipated district equalized homestead tax rate	ha suspended thru FY29 \$20,263 152,190% based on yeld \$13,314 \$1,5219 based on \$1.00	suspended thru FY29 \$23,799 154.107% based on yield \$15,443 \$1.5411	suspended thru FY29 \$15,132 152.958% based on \$9,785 \$1,5096	\$15,152.76 177.163% based on 38,553 \$1.7716 based on \$1.00 \$0.022 \$1.7495	2: 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
T001 T076 T149 T213	Excess Spending per Pupil ove Per pupil figure used for calcula Art Tax rate "cent discoul Cent discou Prorated homestead ur Addison Ferrisburgh Panton Vergennes Waltham	ting District Equalized Tax Rate Union spending adjustment (minimum of 100%) nticipated equalized union homestead tax rate to be prorated [\$15,152.76 + (\$8,553 / \$1.00)] nt" (FY25-FY29) adjusted by statewide adjuster of 72.36% Int adjusted anticipated district equalized homestead tax rate	+ suspended thru FY29 \$20,263 152,190% based on yeld \$13,314 \$1,5219 based on \$1.00 USD FY2023 1,5219 1,5219 1,5219 1,5219 1,5219 1,5219	suspended thu FY29 \$23,799 154,107% based on wed \$1543 \$1.5411 based on \$1.00 FY2024 1.5411 1.5411 1.5411	suspended thru FY 29 \$15,132 152,958% based on \$3,785 \$1,5096 <i>based on</i> \$1,00 FY2025 1,5096 1,5096 1,5096 1,5096	\$15,152.76 177.163% based on \$5,553 \$1.7716 based on \$1.00 \$0.022 \$1.7495 1.7495 1.7495 1.7495 1.7495 1.7495	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
T001 T076 T149 T213	Excess Spending per Pupil ove Per pupil figure used for calcula Ar Tax rate "cent discou Cent discou Prorated homestead ur Addison Ferrisburgh Parton Vergennes Waltham Anticipated inco	ting District Equalized Tax Rate Union spending adjustment (minimum of 100%) nticipated equalized union homestead tax rate to be prorated [\$15,152.76 + (\$8,553 / \$1.00)] nt" (FY25-FY29) adjusted by statewide adjuster of 72.36% Int adjusted anticipated district equalized homestead tax rate nion tax rates for members of Addison Northwest me cap percent to be prorated from Addison Northwest USD	ha suspended thru FY29 \$20,283 152,190% based on yeld \$13,314 \$1,5219 based on \$1.00 USD FY2023 1,5219 1,521	suspended thru FY29 \$23,799 154,107% based on yed \$15,43 \$1.5411 based on \$1.00 FY2024 1.5411 1.5411 1.5411 1.5411 1.5411	Euspended thru FV28 \$15,132 152,958% based on 19,785 \$1,5096 based on 19,785 FY2025 1,5096 1,5096 1,5096 1,5096 1,5096 1,5096	\$15,152.76 177.163% based on \$8,55 \$1.7716 based on \$1.00 \$0.022 \$1.7495 1.7495 1.7495 1.7495 1.7495 1.7495 1.7495 1.7495 1.7495 1.7495 2.47% based on 2.00%	2: 22 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

ACT 127 HOMESTEAD TAX RATE CALCULATION FY26

	18 Estimates Act 130 Equalized Homestead T ninary Budgets	ax Rate Calcula	tion, FY2018	Offic	ESTIMATES ON ial rates from Tax D Yields are not off Base amount not off	ept. icial
District: County:	Addison NW USD Addison		277773-19D	U054 S002		
1. 2. 3. 4. 5.	Union budgeted expenditures including any separate articles Obligation to a regional technical center school district if any Obligation to repay a deficit per 24 V.S.A. § 1523(b) Obligation to repay difference between allowable and announced t Total Expenditures	uition (lines 1 + 2 + 3 + 4)		27,653,000 - - -	27,653,000	1. 2. 3. 4. 5.
6.	Total offsetting revenues				4,536,250	6
7.	Education Spending	line 5 - line 6			23,116,750	7
			1 505 50	1		
	Long-term weighted membership Education spending per LTWM	line 7 / line 8	1,525.58	15,152.76]	8 9
11. 12.	Excess Spending Calculation Allowable P&I payments for excess spending exclusion Aggregated exclusions per long-term weighted ADM Per pupil figure to use for Excess Spending Per LTWADM spending threshold for FY2026	990,528.00 649.28 line 10//line 11	14,503.48]		10 11 12 13
	Per pupil spending above the threshold	line 12 - line 13		NA]	14
15.	Per pupil figure for calculating Union equalized tax rate	line 9 + line 14		15,152.76]	15
17. 18.	Property Tax Yield per \$1.00 of tax rate Equalized union tax rate Adjusted penny tax rate discount Adjusted equalized homestead rate for Addison NW USD to be prorat	15,152.76/8,553 (lines & ed	15)	8,553.00 1.7716 0.0221	1.7495	16 17
20.	Per pupil figure used for calculating District Household Income Percer	ntage	line 19	15,152.76]	20
21. 22.	Income Yield per 2.0% of household income	15,152.76 / 12,260 × 2.00%	(lines 20 & 21)	12,260 2.47%]	21 22 .
	Town Member equalized homestead tax rates for Addison NW USD		Prorating Percent for Members	Addison NW USD Rate	Equalized Homestead Rate for Members	
T001	Addison		100.00%	1.7495	1.7495	
T076 T149	Ferrisburgh Panton		100.00%	1.7495 1.7495	1.7495	
T213			100.00%	1.7495	1.7495	
T220	Waltham		100.00%	1.7495	1.7495	
T004	Addison		Member ETR 1.7495	- Adjusted CLA 92.03%	Town Actual Rate	
	Addison Ferrisburgh		1.7495	86.44%	2.0239	
T149			1.7495	146.01%	1.1982	
T213			1.7495	89.48%	1.9552	
T220	Waltham		1.7495	88.23%	1.9829	

Addison Northwest School District					
Statement of Receipts and Disbursements					
Treasurer's Report					
July 1, 2023 through June 30, 2024					
Cash balance in General Checking account on July 1, 2023	\$ 2,236,692.33				
Add Receipts:					
July 2023 August 2023	\$ 571,673.84 \$ 1,144,599.74				
September 2023	\$ 2,788,583.52				
October 2023	\$ 2,830,355.07				
November 2023	\$ 4,127,896.05				
December 2023	\$ 5,621,999.04				
January 2024	\$ 1,371,185.22				
February 2024	\$ 316,212.12				
March 2024	\$ 2,901,371.54				
April 2024	\$ 3,184,927.86				
May 2024	\$ 1,180,105.15				
June 2024	\$ 3,251,200.46				
Line of Credit	\$ 1,100,000.00				
Total Receipts	\$30,390,109.61				
Total Cash Available	\$32,626,801.94				
Less Disbursements	\$30,187,683.21				
General Ledger Cash Balance June 30, 2024	\$ 2,439,118.73				
Outstanding Items	\$ 280,239.91				
Cash Balance per Bank as of June 30, 2024	\$ 2,719,358.64				

G 0

Signed by Greg Burdick, District Treasurer

1-30-25

Date

AUDIT MANAGEMENT LETTER



Proven Expertise & Integrity

November 13, 2024

Board of Directors Addison Northwest School District 11 Main Street, Suite B100 Vergennes, VT 05491

MANAGEMENT LETTER

In planning and performing our audit of the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Addison Northwest School District as of and for the year ended June 30, 2024, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control. We did so to determine our auditing procedures for the purpose of expressing an opinion on the financial statements, but not for expressing our opinion on the effectiveness of the Addison Northwest School District's internal control over financial reporting or compliance.

During our audit we became aware of one matter referred to as a "management letter comment" that offers an opportunity for strengthening internal control and improving operating efficiencies of the Addison Northwest School District. The following page summarizes our comment and suggestion on this matter.

This report is intended solely for the information and use of the Board of Directors, management, and others within the entity and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

This matter does not modify our opinion on the financial statements for the year ended June 30, 2024, where we expressed an unmodified opinion on our independent auditor's report dated December 12, 2024.

Addison Northwest School District | Page 2

Cash Receipting

While performing the audit for the above-mentioned fiscal year, we noted that deposits collected at the school are not brought to the central office to be taken to the bank in a timely manner. We recommend that deposits are taken to the bank on a frequent basis, but should not be held for more than one week before being deposited into the bank to ensure proper cash handling procedures.

We would like to thank Elizabeth, Jody and all of the staff at Addison Northwest School District for their cooperation throughout this audit process.

If there are any questions regarding this letter, please do not hesitate to call.

Very Best,

RHR Smith & Company

RHR Smith & Company, CPAs



Every Child Deserves an Education Support for Homeless Families

McKinney-Vento Act and Homelessness Support

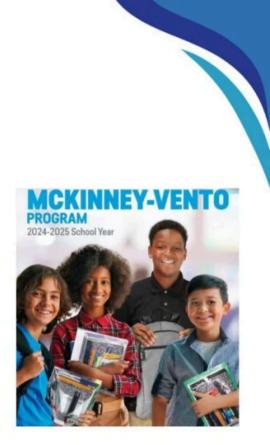
The McKinney-Vento Act ensures that children and youth experiencing homelessness have equal access to the same free, appropriate public education as other children and youth.

The Addison Northwest School District (ANWSD) has a designated Homelessness Liaison to support families and ensure their rights are protected under the McKinney-Vento Act.

How to Contact Your Homelessness Liaison: Laura Nugent 802-877-3332 ext.2113 Inugent@anwsd.org

11 Main Street, Vergennes, VT 05491

Your education is our priority. Let us help you stay on track.



FREE FOR APPROPRIATE STUDENTS PUBLIC WITH EDUCATION DISABILITIES:

REQUIREMENTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Services for Children with Disabilities Attention residents of Addison, Ferrisburgh, Panton, Vergennes, and Waltham:

Addison Northwest School District offers special education services to eligible children three through 21, and early intervention for children birth to age three.

Eligible students with disabilities are entitled to receive a free, appropriate, public education.

ANWSD may not be aware of all resident children and youth with a disability. If you know of a child who has a disability and is not in school, homeless, attending an independent school, enrolled in home study, or not otherwise being educated at public expense, please notify us by contacting your local school principal or by calling 802-877-3332 ext. 2113, or writing: Laura Nugent, Director of Student Support Services, ANWSD, 11 Main Street, Suite B100, Vergennes, VT 05491