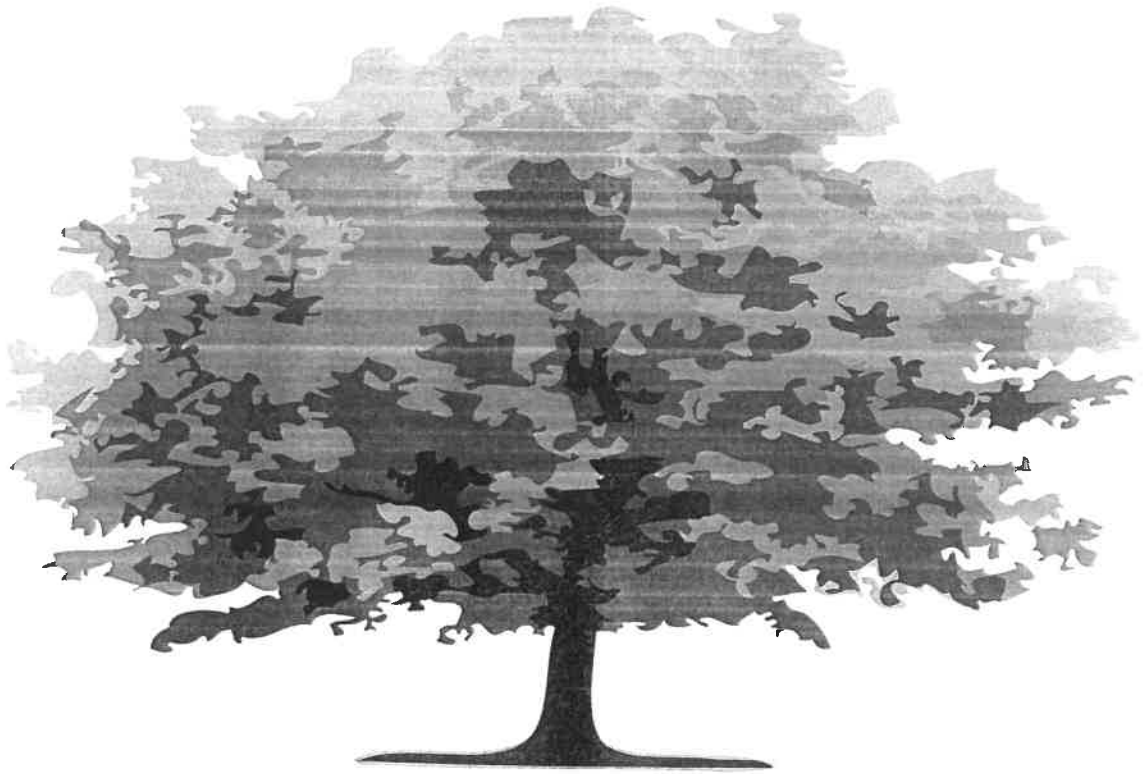


# **TOWN OF BERKSHIRE**



**2021  
ANNUAL REPORT**

**RESIDENTIAL  
PROPERTY OWNERS**

**FILE FORM: HS 122**  
(HOMESTEAD DECLARATION)

BEFORE APRIL 15, 2022.

IF THIS FORM IS NOT FILED  
YOU WILL BE CHARGED AT THE NON-RESIDENTIAL  
RATE ON YOUR PROPERTY TAX BILL

&

**FILE FORM: HI 144**

(HOUSEHOLD INCOME)

BEFORE APRIL 15, 2022

TO GET THE PROPERTY TAX ADJUSTMENT ON  
YOUR PROPERTY TAX BILL

**WE HAVE A FEW OF THESE FORMS  
AT THE TOWN CLERK'S OFFICE**

AUDITORS'  
ANNUAL REPORT

TOWN OF  
BERKSHIRE  
VERMONT  
FOR THE YEAR ENDED  
DECEMBER 31, 2021

PLEASE BRING THIS REPORT TO THE FOLLOWING MEETINGS

**Berkshire Town Annual Informational Meeting  
Berkshire Elementary School  
Monday, February 28, 2022 @  
&**

**Northern Mountain Valley Unified Union School District  
Annual informational Meeting February 23, 2022 (Zoom)**

**VOTE AT THE BERKSHIRE TOWN OFFICE  
TUESDAY, MARCH 01, 2022 AT 10:00 A.M. TO 7:00 P.M.**

*The Town of Berkshire would like to thank the Upper Missisquoi and Trout Rivers Wild & Scenic Committee for the help with a grant to replace a damaged culvert on the Marvin Road. The culvert did not allow the water to run freely causing erosion, because of the Wild & Scenic Grant the town was able to replace the culvert, clean the area, stone line and seed to prevent any future erosion.*



**Civil Ordinance Town of Berkshire**  
**Regulating Outdoor Storage of Junk and Junk Vehicles**

**Adopted by the Select Board on October 3, 2008**

This is a summary of the Ordinance, a complete copy can be obtained at the Town Clerk's Office.

**DEFINITIONS:**

Junk: means old or discarded waste, trash, garbage, scrap metals etc.

Junkyard: three (3) or more junk vehicles which are visible from any portion of a public highway.

Junk motor vehicle: means a discarded, dismantled, wrecked, scrapped or ruined motor vehicle or parts etc., that remain unregistered for a period of thirty (30) days from the date of discovery.

**REQUIREMENTS:**

It shall be unlawful to place, discard, or abandon junk or two (2) or more junk motor vehicles in a place where any such item is visible from the traveled way of a highway or town road, or visible to an abutting landowner from that portion of the abutter's land used on a regular basis. Any such item so placed, discarded, or abandoned is hereby declared to be a public nuisance.

**ENFORCEMENT AND PENALTIES:**

Any person who violates a provision of this civil ordinance may be subject to a civil penalty of \$250.00 per violation per day for each day that such violation continues.

The town Select board shall be the designated enforcement officer(s). Said designee(s) shall issue tickets and may be the appearing officer at any hearing.

**Drive Thru**

**Rabies Clinic**

**March 19, 2022**

**11 am to 12 pm**

**Berkshire Elementary**

**School parking lot**

**Please remain in your vehicle**

**Staff from Stowe Veterinary Clinic**

**will assist you.**

**Masks Required**

## **DOG LICENSE**

**Dog License are due Friday, April 01, 2022.  
A 50% penalty fee added thereafter. No advance  
notice is sent. It is the responsibility of the owner to  
register his or her dog.**

**LICENSE FEES INCLUDE \$5.00 STATE FEE**

**Females \$13.00      Spayed Females \$9.00**

**Males \$13.00      Neutered Males \$9.00**

**Dogs six months of age and up to one year of age must have a  
current rabies certificate. Dogs one year of age up to two years  
of age must have rabies certificate dated in the last twelve (12)  
months. Dogs two years of age must have rabies certificate in  
the last three years.**

## **DOG LICENSE ACCOUNT 2021**

**218 Dogs were registered in 2021**

**BERKSHIRE HAS A DOG ORDINANCE WHICH STATES  
ALL DOGS MUST BE CONTAINED BY SOME TYPE OF LEASH**



The VT Spay Neuter Incentive Program aka "VSNIP", under the oversight of the VT Economic Services Department, is administered by VT Volunteer Services for Animals Humane Society (VWSA). VSNIP helps financially challenged Vermont residents spay/neuter cats and dogs for \$27.00. The balance is paid by fellow Vermonters when dogs are licensed by an added \$4.00 fee. This is the major funding for this important program. Funds are determined by the number of dogs licensed in your town office, which is required by law when a dog is six months of age. A current rabies vaccination is required to register, and a rabies vaccination can be administered after 12 weeks of age for both cats and dogs.

Prostrate and mammary cancer is more likely to occur in unsterilized cats and dogs. It's not pretty and they're likely to die. Animals live longer and happier when they're spayed and neutered, are less likely to fight for territory, and mark what they claim to be "theirs"!

**Licensing a dog:** 1) helps identify your dog if lost, 2) provides proof your dog is protected from rabies in the event your dog is bitten by a rabid animal, but would still need immediate medical attention, 3) if your dog bites an animal or person – which could result in quarantine or possible euthanasia to test for infection, and 4) helps pay for VSNIP, addressing the population situation in Vermont.

Farms with cats should especially be aware that one rabid cat or dog can affect an entire population of animals on the premise. The answer is neutering through VSNIP which includes a rabies vaccination and the first of the two part distemper series.

Look for Rabies Clinics in March across the state. You can call your veterinarian and ask the cost of a rabies vaccination only, or call your nearest Tractor Supply Store for their Monthly Rabies Clinic schedule. Rabies IS in Vermont and it IS deadly.

To receive a VSNIP application, send a 9" S.A.S.E to: VSNIP, PO Box 104, Bridgewater, VT 05034. Indicate if it's for a cat, dog or both. For more information, call 802-672-5302.

Please visit our website: [www.VWSAHS.org](http://www.VWSAHS.org) VWSA will be hosting Rabies Clinics in March. Call for dates and locations.

**The animals thank you in advance! *Together We Truly Do Make A Difference!!***

Sue Skaskiw, VWSA Humane Society Director / VSNIP Administrator

## **NOTES OF INTEREST**

**EVERYONE PLEASE PUT YOUR 911 NUMBER  
WHERE IT MAY BE SEEN FROM THE ROAD**

**Real Estate and Personal Property Taxes are Due October 07, 2022  
At 5:00pm. We do not accept postmarks!!!!!!**

**Taxes received after this date will be subject to delinquent fees and  
interest. Please Mail Early To Arrive In The Clerk's Office On Or  
Before The Due Date. Partial payments may be made on property  
taxes before the tax notices are mailed out. Payments may be made  
on current taxes any time until the due date. We will give you a  
receipt for any payments made. No discount or interest given for  
early payments.**

## **OFFICE HOURS**

**MONDAY thru THURSDAY 8 A.M. to 4 P.M.  
CLOSED FROM 12:00-1:00 FOR LUNCH  
CLOSED ON FRIDAYS**

## **ADDRESS**

**Berkshire Town Clerk's Office  
4454 Watertower Rd, Enosburg Falls, Vt 05450  
Phone (802)933-2335 Fax (802)933-5913  
Email: [townclerk@berkshirevt.com](mailto:townclerk@berkshirevt.com)**

## **VITAL STATISTICS FOR BERKSHIRE**

<b>Births:</b>	<b>Males 15</b>	<b>Females 7</b>
<b>Deaths:</b>	<b>Males 4</b>	<b>Females 4</b>
<b>Marriages:</b>	<b>14</b>	

## AMERICAN RESCUE PLAN ACT (ARPA)

The Town of Berkshire received ARPA funds in the amount of \$262,008.66.

The Selectboard is looking for community input on the best ways to use these funds. There are certain categories in which these funds can be used so the board is asking residents to visit the ARPA website at <https://home.treasury.gov> › **policy-issues** › **coronavirus**

or VLCT at <https://www.vlct.org> › **american-rescue-plan-information** for a list of ways in which the funds can be used and send the board your ideas.

The Selectboard has a few ideas that include digitizing land records, recreational trails for the town forest, assisting the water department.

The Selectboard is also looking for an individual to oversee the ARPA projects and file the required reports. This position will be compensated using the ARPA funds. Anyone interested should contact the Berkshire Town Clerk's Office for more information.

## TOWN OFFICERS

Loren Doe	Moderator	
Emily Fecteau	Town Clerk/Treasurer	Term Expires 2023
Todd Kinney	Selectperson	Term Expires 2022
Andy Smith	Selectperson	Term Expires 2022
Anthony Lussier	Selectperson	Term Expires 2023
Tony Archambault	Selectperson	Term Expires 2023
Vincent Hickey	Selectperson	Term Expires 2024
Virginia Messier	Lister	Term Expires 2023
Rachel Roy	Lister	Term Expires 2022
Carol Hickey	Auditor	Term Expires 2023
Linda Sweetser	Auditor	Term Expires 2024
Virginia Messier	Auditor	Term Expires 2022
	Delinquent Tax Collector	Term Expires 2024
Vincent Hickey	Solid Waste Representative	
Anthony Lussier	Health Officer	
Vincent Hickey	Inspector of Wood Shingles & Lumber	
Vincent Hickey	Service Organization of the Selectperson	
Anthony Lussier	Energy Coordinator	
Claude Charron	Road Commissioner	
Tony Archambault	Fire Warden	
Phil Pelkey	Deputy Fire Warden	
Kris Lantz	Tree Warden	
Emily Grims	CUD Board	
District Representatives	CUD Board	
	Lisa Hango	
	Paul Martin	
State Senators	Corey Parent	
	Randy Brock	

## **JUSTICE OF THE PEACE**

Vincent Hickey Carol Hickey Meghan St. Pierre Paul Hatch  
Jeannette Trayah-Messier Jeanne Norris Marilyn "Lyn" Lauffer

## **FENCE VIEWERS**

Claude Charron Orlyn Thompson William Chates

## **ZONING ADMINISTRATOR**

Ann Lavery

## **DEVELOPMENT REVIEW BOARD**

Carl Ruprecht, Chairperson Claude Charron Margo Sherwood  
Jason Jutras Russell Ford Jason Doe Dustin Broe Kris Lantz

## **PLANNING BOARD**

Russell Ford Claude Charron Jay Tremblay  
James Lariviere Margo Sherwood Chairperson  
Kristine Koch Walter Elander Joshua Grims

## **TOWN OFFICERS' BOND**

VLCT Insurance Agency

Emily Fecteau	Town Clerk	\$50,000
Emily Fecteau	Treasurer	\$50,000
Virginia Messier	Asst Town Clerk	\$2,000
Virginia Messier	Del. Tax Collector	\$2,000
Tony Archambault	Selectperson	\$1,000
Vincent Hickey	Selectperson	\$1,000
Anthony Lussier	Selectperson	\$1,000
Todd Kinney	Selectperson	\$1,000
Andy Smith	Selectperson	\$1,000
Danny Kennison	Road Foreman	\$1,000

## WARNING 2022 ANNUAL TOWN MEETING

The legally qualified Voters of the Town of Berkshire are hereby warned and notified to vote the following Articles by **Australian Ballot at the Berkshire Town Clerk's Office Tuesday, March 01, 2022** at which time the polls will open at 10:00 AM in the forenoon and will close at 7:00 PM in the afternoon.

- Article 1: (A) A Town Moderator for the ensuing year.  
(B) A Selectperson for a term of three years.  
(C) A Selectperson for a term of two years.  
(D) An Auditor for a term of three years.  
(E) An Auditor for the remainder of a three year term (2023).  
(F) A Lister for a term of three years.

Article 2: Shall the Town of Berkshire approve the proposed 2022 budget in the amount of \$ 1,064,698.83 to defray the expenses of the Town for the ensuing year to cover any present indebtedness of the Town and other loans, State and County taxes and other ordinary expenses with amount of \$ 660,224.98 to be raised by taxes?

Article 3: Shall the voters authorize the Selectboard to appoint a town clerk as provided in 17 V.S.A. § 2651e?

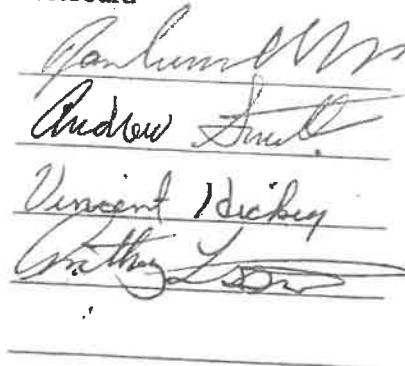
Article 4: Shall the voters authorize the Selectboard to appoint a town treasurer as provided in 17 V.S.A. § 2651f?

Dated : January 17, 2022

Attest: Town Clerk



Selectboard



Four signatures of Selectboard members are present, each on a line. The signatures are: 1. A cursive signature, likely "Dan Lunn". 2. A cursive signature, likely "Andrew Smith". 3. A cursive signature, likely "Vincent Dickey". 4. A cursive signature, likely "Anthony L...".

## TOWN ASSETS

Checkbook Balance December 31, 2021	\$ 223,970.53
Delinquent Taxes	<u>\$ 34,222.20</u>
Total Assets:	\$ 258,192.73

## LIABILITIES & FUND BALANCE

### Liabilities

Taxes Owed to School	\$ 60,000.00
Highway Reserve	\$ 35,264.09
Land Record Reserve	\$ 14,894.62
Culvert Reserve	\$ 6,682.17
Crushing Reserve	\$ 7,500.00
Planning Reserve	<u>\$ 1,178.00</u>
Total Liabilities	\$ 125,518.88
Available Cash Forward	\$ 125,518.88

## COMPARATIVE BALANCE SHEET

12/31/2021

### CURRENT ASSETS

	12/31/2020	12/31/2021
Delinquent Taxes	\$ 68,615.11	\$ 34,222.20
Checking Account	<u>\$ 192,434.44</u>	<u>\$ 223,970.53</u>
	\$ 261,049.55	\$ 258,192.73

### CURRENT LIABILITIES

	2020	2021
Total Assets	\$ 261,049.55	\$ 223,970.53
Current Liabilities	<u>\$ 144,887.06</u>	<u>\$ 125,518.88</u>
	\$ 116,162.49	\$ 132,673.85

## Taxes Billed 2021

	Grand List	Tax Rate	Taxes Raised
Municipal Grand List	\$1,317,098.95	0.0792	\$104,314.49
Highway Grand List	\$1,317,098.95	0.442	\$582,157.66
Local Agreement	\$1,317,098.95	0.0041	\$5,400.00
Homestead Education	\$868,747.16	1.3501	\$1,172,895.56
Non Residential Education	\$445,986.78	1.5819	\$705,506.49
		<b>Total Tax</b>	<b>\$2,570,616.95</b>

### Taxes as Billed

Taxes Collected as of October 01, 2021	\$2,566,077.54
Net delinquent for October 01, 2021	\$105,682.85
Taxes Collected After October 1, 2021	\$71,932.55
Total Delinquent December 31, 2021	\$34,222.20

2021 Taxes	\$2,566,077.54
School Taxes Paid by Town	\$1,530,914.22
State Paid School Tax	<u>\$348,896.01</u>
	\$686,267.31



**Town Report Budget 2021**

	A	B	C	D
1		<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2022 Budget</b>
2	<b>Tax Revenue</b>			
3	Current Taxes	\$686,267.31	\$562,946.42	\$660,224.98
4	Unreserved Fund Balance	\$116,162.49	\$0.00	\$132,673.85
5	Delinquent Taxes Collected	\$0.00	\$140,145.07	\$0.00
6	Interest on Delinquent Taxes	\$6,000.00	\$11,193.03	\$6,000.00
7	School Tax Reimbursement	\$0.00	\$40,981.09	\$0.00
8	Hold Harmless	\$100,000.00	\$112,790.00	\$113,000.00
9	<b>Total Tax Revenue</b>	<b>\$908,429.80</b>	<b>\$868,055.61</b>	<b>\$911,898.83</b>
10				
11	<b>Zoning Fees</b>			
12	Zoning Permits	\$1,300.00	\$2,255.00	\$1,800.00
13	Compliance Permits	\$1,000.00	\$1,532.00	\$1,000.00
14	Variances/Subdivisions	\$1,000.00	\$1,092.00	\$1,000.00
15	Highway Permits	\$450.00	\$425.00	\$450.00
16	Driveway Permits	\$100.00	\$156.00	\$100.00
17	<b>Total Zoning Fees</b>	<b>\$3,850.00</b>	<b>\$5,460.00</b>	<b>\$4,350.00</b>
18				
19	<b>Other Revenue</b>			
20	Recording Fees	\$14,000.00	\$20,315.78	\$16,000.00
21	Dog Licenses	\$1,000.00	\$960.00	\$1,000.00
22	Liquor Licenses	\$185.00	\$370.00	\$350.00
23	State Reappraisal Funds	\$7,000.00	\$7,096.50	\$7,000.00
24	Interest on Statements	\$2,000.00	\$2,007.13	\$2,000.00
25	Town Report Reimburse	\$500.00	\$693.00	\$600.00
26	Land Use Change Tax	\$0.00	\$2,015.00	\$0.00
27	Civil Fines	\$150.00	\$0.00	\$0.00
28	Miscellaneous	\$500.00	\$2,100.71	\$500.00
29	<b>Total Other Revenue</b>	<b>\$25,335.00</b>	<b>\$35,558.12</b>	<b>\$27,450.00</b>
30				
31	<b>TOTAL REVENUES</b>	<b>\$937,614.80</b>	<b>\$909,073.73</b>	<b>\$943,698.83</b>
32				
33	<b>Highway Revenue</b>			
34	Highway State Aide	\$120,000.00	\$123,335.89	\$121,000.00
35	Navistar Refund	\$0.00	\$2,461.07	\$0.00
36	Highway Supplement	\$0.00	\$3,412.59	\$0.00
37	Wild & Scenic Grant	\$0.00	\$3,880.56	\$0.00
38	<b>Total Highway Revenue</b>	<b>\$120,000.00</b>	<b>\$133,090.11</b>	<b>\$121,000.00</b>
39				
40	<b>TOTAL ALL REVENUE</b>	<b>\$1,057,614.80</b>	<b>\$1,042,163.84</b>	<b>\$1,064,698.83</b>
41				
42				
43				
44				
45				
46				

# Town Report Budget 2021

	A	B	C	D
		2021 Budget	2021 Actual	2022 Budget
47				
48	<b>Office Payroll</b>			
49	Town Clerk			
50	Town Treasurer	\$26,083.17	\$26,083.14	\$27,387.30
51	Assistant	\$14,934.25	\$14,934.08	\$15,680.78
52	Lister	\$21,500.00	\$20,804.32	\$25,000.00
53	Auditor	\$10,000.00	\$10,408.50	\$12,000.00
54	Selectperson	\$600.00	\$208.00	\$600.00
55	Health Officer	\$5,000.00	\$5,000.00	\$6,000.00
56	BCA	\$800.00	\$800.00	\$500.00
57	Planning/Zoning	\$400.00	\$0.00	\$400.00
58	Custodian	\$1,500.00	\$1,290.00	\$1,500.00
59	Zoning Administrator	\$1,500.00	\$1,500.00	\$1,700.00
60	General Share Fica/Medi	\$5,000.00	\$4,238.00	\$5,000.00
61	Retirement	\$8,000.00	\$8,092.33	\$8,200.00
62	Health Insurance	\$2,300.00	\$2,102.16	\$2,300.00
63	<b>Total Office Payroll</b>	\$19,114.56	\$19,114.56	\$17,785.92
64		<b>\$116,731.98</b>	<b>\$114,575.09</b>	<b>\$124,054.00</b>
65	<b>Office Expenses</b>			
66	Postage			
67	Advertising	\$2,200.00	\$1,731.66	\$2,500.00
68	Copier	\$750.00	\$710.46	\$900.00
69	Computer Expense	\$2,250.00	\$2,199.96	\$2,250.00
70	Office Supplies	\$4,000.00	\$3,946.63	\$4,000.00
71	Lister Supplies	\$2,000.00	\$1,954.83	\$2,000.00
72	Trainins/Seminars	\$500.00	\$381.11	\$500.00
73	NEMRC Support	\$1,000.00	\$658.55	\$1,000.00
74	Mileage	\$6,000.00	\$6,196.25	\$6,500.00
75	Office Telephone	\$500.00	\$161.50	\$500.00
76	Office Heat	\$2,000.00	\$2,039.44	\$2,100.00
77	Office Electricity	\$3,000.00	\$2,710.50	\$3,000.00
78	Lawn Mowing	\$1,500.00	\$1,144.89	\$1,500.00
79	Microfilming	\$2,500.00	\$1,136.00	\$2,500.00
80	Office Maintenance	\$2,000.00	\$115.00	\$1,000.00
81	Tax Mapping	\$4,000.00	\$4,005.72	\$4,000.00
82	<b>Total Office Expense</b>	Moved from special projects		\$1,000.00
83		<b>\$34,200.00</b>	<b>\$29,092.50</b>	<b>\$35,250.00</b>
84	<b>General Expenses</b>			
85	Street Lights			
86	Franklin County Tax	\$7,600.00	\$7,434.33	\$7,600.00
87	VT League of Cities & Towns	\$10,500.00	\$10,176.24	\$10,866.16
88	NW Regional Planning	\$3,175.00	\$3,175.00	\$3,035.00
89	Legal Fees	\$1,929.00	\$1,929.00	\$1,733.00
90	Berkshire Fire Department	\$5,000.00	\$0.00	\$5,000.00
91	Enosburg Ambulance	\$27,000.00	\$27,000.00	\$27,000.00
92	Dispatch Fee	\$42,828.69	\$42,828.69	\$43,971.89
		<b>\$20,532.00</b>	<b>\$20,532.00</b>	<b>\$20,532.00</b>

**Town Report Budget 2021**

	A	B	C	D
93		<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2022 Budget</b>
94	Election Expenses	\$1,000.00	\$220.00	\$1,800.00
95	Town Report Expense	\$1,600.00	\$1,713.12	\$1,800.00
96	Dog Expense	\$3,500.00	\$3,119.72	\$3,500.00
97	Property/Casualty Insurance	\$48,000.00	\$38,463.00	\$31,000.00
98	Northwest Solid Waste	\$1,728.00	\$1,728.00	\$1,701.70
99	Planning/Zoning Expense	\$1,000.00	\$425.98	\$1,000.00
100	Reappraisal	\$7,000.00	\$7,096.50	\$7,000.00
101	Interest Line of Credit	\$3,000.00	\$1,078.06	\$2,000.00
102	Unemployment fund	\$1,000.00	\$393.10	\$800.00
103	Miscellaneous	\$1,000.00	\$159.72	\$1,000.00
104	<b>Total General Expenses</b>	<b>\$187,392.69</b>	<b>\$167,472.46</b>	<b>\$171,339.75</b>
105				
106	<b>Voted Appropriations</b>			
107	Franklin County Home Health	\$3,553.00	\$3,553.00	\$3,553.00
108	Northwest Counseling	\$1,800.00	\$1,800.00	\$1,800.00
109	St Albans Family Center	\$1,200.00	\$1,200.00	\$1,200.00
110	Age Well	\$1,100.00	\$1,100.00	\$1,500.00
111	Franklin County Ind Development	\$250.00	\$250.00	\$250.00
112	Green Mtn Transit Agency	\$1,319.00	\$1,319.00	\$1,319.00
113	VT Ctr Independent Living	\$180.00	\$180.00	\$180.00
114	Franklin County Aniaml Rescue	\$500.00	\$500.00	\$500.00
115	Voice Against Violence	\$1,200.00	\$1,200.00	\$1,200.00
116	Richford Summer Camp	\$2,900.00	\$2,900.00	\$2,900.00
117	Northwest unit Investigations	\$1,000.00	\$1,000.00	\$1,000.00
118	Berkshire Recreation Committee	\$2,000.00	\$2,000.00	\$2,000.00
119	Care Partners Adult Daycare	\$100.00	\$100.00	\$100.00
120	VT Fire Protection (VACD)	\$100.00	\$100.00	\$100.00
121	Green Up	\$100.00	\$100.00	\$100.00
122	<b>Total Voted Appropriations</b>	<b>\$17,302.00</b>	<b>\$17,302.00</b>	<b>\$17,702.00</b>
123				
124	<b>Total Office &amp; General</b>	<b>\$355,626.67</b>	<b>\$328,442.05</b>	<b>\$348,345.75</b>
125				
126	<b>Highway Payroll</b>			
127	Highway Payroll	\$180,000.00	\$177,897.73	\$189,000.00
128	General Share Fica/Medi	\$14,000.00	\$13,095.50	\$15,000.00
129	Retirement	\$9,000.00	\$8,406.04	\$9,800.00
130	Health Insurance	\$38,229.12	\$38,229.12	\$35,571.84
131	<b>Total Highway Payroll</b>	<b>\$241,229.12</b>	<b>\$237,628.39</b>	<b>\$249,371.84</b>
132				
133	<b>Highway Utilities</b>			
134	Highway Telephone	\$1,300.00	\$1,093.86	\$1,300.00
135	Highway Heat	\$3,500.00	\$2,578.46	\$3,500.00
136	Highway Electricity	\$1,500.00	\$1,351.61	\$1,500.00
137	Highway Garbage Removal	\$1,500.00	\$1,250.00	\$1,500.00
138	<b>Total Highway Utilities</b>	<b>\$7,800.00</b>	<b>\$6,273.93</b>	<b>\$7,800.00</b>

Town Report Budget 2021

	A	B	C	D
139				
140		<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2022 Budget</b>
141	<b>Highway Outside Services</b>			
142	Hired Equipment			
143	Rented Equipment	\$3,000.00	\$0.00	\$3,000.00
144	Stripping	\$5,000.00	\$0.00	\$5,000.00
145	Crushing	\$2,000.00	\$0.00	\$2,000.00
146	Paving/Resurfacing	\$7,500.00	\$7,500.00	\$7,500.00
147	<b>Total Outside Services</b>	<b>\$150,000.00</b>	<b>\$151,571.52</b>	<b>\$150,000.00</b>
148		<b>\$167,500.00</b>	<b>\$159,071.52</b>	<b>\$167,500.00</b>
149	<b>Special Projects</b>			
150	New Garage Reserve	\$35,000.00	\$35,000.00	\$35,000.00
151	Wild & Scenic Grant	\$0.00	\$1,907.09	\$0.00
152	Municipal Roads Permit MRGP	\$2,000.00	\$1,350.00	\$2,000.00
153	Garage Septic/Water	\$2,000.00	\$1,031.07	\$0.00
154	Tax Mapping	\$1,000.00	\$900.00	\$0.00
155	Local Hazard Mitigation Update	\$0.00	\$0.00	\$3,500.00
156	Digitize Land Records	\$0.00	\$0.00	\$3,000.00
157	<b>Total Special Projects</b>	<b>\$40,000.00</b>	<b>\$40,188.16</b>	<b>\$43,500.00</b>
158				
159	<b>Highway Maintenance</b>			
160	Garage Maintenance/Supplies	\$9,000.00	\$9,019.37	\$10,000.00
161	Truck 3 (2017)	\$6,000.00	\$2,644.69	\$10,000.00
162	Truck 1 (2007 & 2022)	\$10,000.00	\$7,397.31	\$4,000.00
163	Truck 2 (2012)	\$10,000.00	\$15,770.12	\$10,000.00
164	Loader (2015)	\$1,500.00	\$389.04	\$1,500.00
165	Mower/Tractor/Equipment	\$3,000.00	\$2,468.46	\$3,000.00
166	Sifter (1990)	\$2,000.00	\$120.37	\$1,000.00
167	Excavator K11 (1999)	\$1,500.00	\$1,573.15	\$2,500.00
168	Plows & Sanders	\$8,000.00	\$4,792.64	\$8,000.00
169	Trailers	\$1,000.00	\$0.00	\$1,000.00
170	Chipper (1984)	\$500.00	\$0.00	\$500.00
171	Grader (2013)	\$4,000.00	\$903.40	\$5,000.00
172	Minor Equipment	\$2,000.00	\$0.00	\$2,500.00
173	General Vehicle Supplies	\$6,000.00	\$5,287.36	\$6,000.00
174	Diesel	\$40,000.00	\$29,280.16	\$40,000.00
175	Gasoline	\$2,000.00	\$2,241.33	\$2,500.00
176	Radio Costs	\$500.00	\$260.56	\$500.00
177	Equipment Fund	\$40,000.00	\$40,000.00	\$40,000.00
178	<b>Total Maintenance</b>	<b>\$147,000.00</b>	<b>\$122,147.96</b>	<b>\$148,000.00</b>
179				
180	<b>Highway Materials</b>			
181	Salt	\$30,000.00	\$25,002.00	\$30,000.00
182	Chloride	\$25,000.00	\$23,206.80	\$25,000.00
183	Highway Materials	\$5,000.00	\$3,321.54	\$5,000.00
184	Culverts	\$10,000.00	\$10,000.00	\$10,000.00

**Town Report Budget 2021**

	A	B	C	D
185		<b>2021 Budget</b>	<b>2021 Atctual</b>	<b>2022 Budget</b>
186	Road Signs	\$2,000.00	\$908.00	\$2,000.00
187	Guard Rails	\$1,000.00	\$0.00	\$1,000.00
188	<b>Total Materials</b>	<b>\$73,000.00</b>	<b>\$62,438.34</b>	<b>\$73,000.00</b>
189				
190	<b>Total Highway</b>	<b>\$676,529.12</b>	<b>\$627,748.30</b>	<b>\$689,171.84</b>
191				
192	<b>Debt Services</b>			
193	Truck Payment/Interest (2017)	\$25,459.01	\$25,426.35	\$0.00
194	Truck Payment/Interest(2022)	\$0.00	\$0.00	\$27,181.24
195	<b>Total Debt Services</b>	<b>\$25,459.01</b>	<b>\$25,426.35</b>	<b>\$27,181.24</b>
196				
197	<b>TOTAL HIGHWAY/DEBT</b>	<b>\$701,988.13</b>	<b>\$653,174.65</b>	<b>\$716,353.08</b>
198				
199	<b>TOTAL ALL EXPENSES</b>	<b>\$1,057,614.80</b>	<b>\$981,616.70</b>	<b>\$1,064,698.83</b>

# General Ledger Long Term Debt

12/31/2021

Truck 2017	Interest Rate 2%	Maturity	4/7/2021
	Balance January 01, 2021		\$ 24,000.00
	Principal Payment		\$ 24,000.00
	Balance December 31, 2021		<u>\$0.00</u>

Truck 2022	Interest Rate 1.59%	Maturity	4/24/2024
	Balance December 31, 2021		\$79,000.00

## Restricted Funds

Reappraisal CD's	Balance	December 31, 2021	\$ 89,969.35
Equipment CD	Balance	December 31, 2021	\$ 5,020.07
New Garage CD	Balance	December 31, 2021	\$ 188,406.65
Hilton Marcy CD	Balance	December 31, 2021	\$ 39,755.10

## Cemeteries

Collected from Florence E Gibson Estate  
\$ 140.64

East Berkshire Cemetery Assoc.	\$70.32
Berkshire Ctr. Cemetery Assoc.	\$70.32

## **TREASURER REPORT**

### **General**

Current Taxes	\$562,946.42
Zoning Fees	\$5,460.00
Other Revenue	\$35,558.12
Interest Delinquent Taxes	\$11,193.03
Delinquent Taxes	\$140,145.07
School Tax Refund	\$40,981.09
Hold Harmless	\$112,790.00
<b>Total</b>	<b>\$909,073.73</b>

### **Highway**

State Aide to Roads	\$123,335.89
Navistar refund	\$2,461.07
Wild & Scenic Grant	\$3,880.56
Highway Supplement	\$3,412.59
<b>Total</b>	<b>\$133,090.11</b>

<b>Grand Total</b>	<b>\$1,042,163.84</b>
--------------------	-----------------------

## SELECTBOARD REPORT

Salaries	\$263,163.77
FICA	\$21,187.83
Office Expense	\$29,092.50
General Expense	\$167,472.46
Health Insurance	\$57,343.68
Retirement	\$10,508.20
Appropriations	\$17,302.00
Highway Utilities	\$6,273.93
Highway Outside Services	\$159,071.52
Highway Maintenance	\$122,147.96
Highway Materials	\$62,438.34
Truck 2017 Payment/Interest	\$25,426.35
Special Projects	<u>\$40,188.16</u>
<b>Grand Total</b>	<b>\$981,616.70</b>



# Statement of Delinquent Taxes

January 1, 2021 to December 31, 2021

YEAR	TAX Balance	Collections	Abated	Balance
2017	\$1,197.41	\$1,197.41		\$0.00
2018	\$3,158.65	\$3,158.65		\$0.00
2019	\$18,381.60	\$18,381.60		\$0.00
2020	\$45,871.31	\$45,400.42		\$470.90
2021	\$105,682.85	\$71,931.55		\$33,751.30
	<b>\$174,291.82</b>	<b>\$140,069.63</b>		<b>\$34,222.20</b>

## 2020

Donna Bailey

## 2021

Bessette Anthony  
 Carr Roger  
 Cavanaugh Ronald  
 Conger III Robert  
 Donna Bailey  
 Ferland Mike & Stacey  
 Greenwood Paul  
 Hardy Jonas & Luke  
 Lontine Shannon  
 Laughlin Corey  
 Myott Dean  
 Nichols Leonard  
 Randall Mike & Abby  
 Rondeau Keith  
 Russell Kevin  
 Schurger Jon & Susan  
 Williams Paul Trust

Delinquent	\$68,138.08
Current Late	\$71,931.55
<b>Total</b>	<b>\$140,069.63</b>

Interest Received as of December 31, 2021  
 Interest Due as of December 31, 2021

\$12,115.76  
 \$917.27

# BERKSHIRE VOLUNTEER FIRE DEPARTMENT

## REVENUE 2021

1/1/2021	Balance on Hand	\$ 185,293.36
<b>Income 2021</b>		
Town of Berkshire	\$27,000.00	
Marcy Estate	\$617.27	
Interest	\$158.66	
Loiselle Redemption	\$300.85	
Donations	\$197.50	
	<u>\$28,274.28</u>	\$ 28,274.28
		<u>\$ 213,567.64</u>
<b>Expenses 2021</b>		
Office	\$155.00	
Electric	\$975.04	
Telephone	\$1,037.08	
Heat	\$3,160.11	
Due/Licenses	\$346.00	
Equipment	\$6,695.28	
Radios	\$6,001.50	
Truck Repairs	\$4,682.33	
Building Repairs	\$9,118.36	
Misc.	<u>\$196.59</u>	
	<u>\$32,367.29</u>	\$ 32,367.29
12/31/2021	Balance on Hand	\$ 181,200.36

To anyone interested in joining the Fire Department, we meet on the 1<sup>st</sup> and 3<sup>rd</sup> Tuesday at 7:00pm at the fire station.

To report a fire: Dial **911**, be prepared to give the dispatcher **your name, location and telephone number** where you can be reached for call back information if necessary. Do not assume that the Fire Department will automatically know where you are located, for this reason we suggest that property owners give thought to what information is necessary so emergency services can arrive as quickly as possible when the need arises. Additional information that is helpful: town road names and numbers, highway route numbers, local land marks or the name of neighbors who are well known in the community.

### **OFFICERS**

Tony Archambault-Chief  
Taylor Laplant-Captain  
Andy Smith-Treasurer

Jamie Archambault-Asst. Chief  
Chris Smith-Captain

### **FIREFIGHTERS**

Robert Archambault  
Joey Judd  
Josh Randall  
Dean Randall

David Kennison  
Jason Jutras  
Brad St Pierre  
Jamie St Pierre

Claude Charron  
Garrett Chapman  
Eric Benware

# *Town of Berkshire, Vermont*

## DEVELOPMENT REVIEW BOARD

ZONING OFFICE

4454 WATER TOWER ROAD

Berkshire, Vermont 05450

Ann E. Lavery, Zoning Administrator

### 2021

## *ZONING REPORT*

2021 was a busy and **very productive** year for Zoning in Berkshire. I am pleased to report that 61 (sixty-one) Applications were processed. The breakdown follows, but the highlight of 2021 was that 9 (nine) new Single Family homes were permitted and one replacement home.

- Ten (10) Building Permits were granted for new homes.
- Ten (10) Permits were approved for Accessory Use Structures. (porches, additions, etc.)
- Twenty-six (26) Certificates of Compliance were issued.
- One Boundary Line Adjustment was approved.
- Six (6) Subdivision Requests were considered. Five were approved, and one request was withdrawn by the applicant.
- One Conditional Use Application was approved.
- One new Business Sign was approved. One NEW business opened in East Berkshire, welcome to Barn Owl Bistro and Goods.
- One Demolition Permit was granted.
- Five Findings of Facts were issued and recorded.

It is true pleasure to report that the Development Review Board now has a full staff with eight members. Newest members are Kris Lantz and Dustin Broe. Many thanks to them for being willing to serve.

As always it is a pleasure to work with the residents of Berkshire. 2022 is off to a busy start so I'm looking forward to another productive year. If at any time you need assistance please contact me. Regular office hours are Mondays from 9-Noon, or anytime by request.

Respectfully Submitted,

  
Ann E. Lavery

## A MESSEAGE FROM THE AUDITORS

The auditors have examined the records and accounts of the Town of Berkshire. In our opinion the financial statements referred to in the Town Report, presents fairly, in all materials respects, the financial position of the Town of Berkshire as of December 31, 2021 and the results of its operation for the year then ended.

Carol Hickey  
Linda Sweetser



## Upper Missisquoi and Trout Rivers (UMATR) Wild & Scenic Committee

2839 VT Route 105 East Berkshire, VT 05447  
Tel: (802) 393.0076 E-mail: [info@vtwsr.org](mailto:info@vtwsr.org) Website: [www.umatrwildandscenic.org](http://www.umatrwildandscenic.org)

Dear Residents of Berkshire,

The Upper Missisquoi and Trout Rivers (UMATR) Wild & Scenic Committee strives to protect, enhance, and encourage enjoyment of our beautiful rivers. Designated as Wild and Scenic in 2014, 46.1 miles of the Upper Missisquoi and Trout Rivers in Westfield, Troy, North Troy, Richford, Berkshire, Enosburgh, Enosburg Falls, and Montgomery are protected. Our Committee is made up of appointed representatives from each of these 8 municipalities, as well as our great partners.

While continuing to adapt to what may be our new normal, UMATR is proud to report on the great things we accomplished during 2021. We were able to adjust or to safely hold many of our regular events, and we were able to support 15 great projects in our towns and region with \$61,864.04 in grant funds. In Berkshire, \$3,880.55 of those funds were granted for a culvert replacement on Marvin Rd to improve the water quality of our rivers. We are so pleased to partner with our towns to simultaneously improve necessary infrastructure while also protecting or improving our rivers. We look forward to seeing the projects that our towns will complete with our Town Infrastructure grants in 2022.

In addition to grant funding, we hosted a variety of community events during this year. For our Wild & Scenic Solstice event, we created a region-wide, self-guided online tour map - a resource that is still available on our website ([vtwsr.org/explore](http://vtwsr.org/explore)). For the event, we also had activity stations set up in some of our Wild and Scenic towns, where community members could participate in experiences like Bugworks, Intro to Canoeing, Let's Go Fishing, and games and crafts! We want to thank all those who participated in this unique event, and we look forward to providing more events like this in the upcoming year.

We also got folks out on and along our rivers last year: at our annual snowshoe events, led by our County foresters; two of our great annual paddling events; two river clean-up events; and several guided canoe and kayak lessons and tours. In Berkshire, we got many people out exploring and enjoying the river during 2021 - 15 during our annual Paddle and Picnic, more than 90 during the Missisquoi River Paddle-Pedal, and 11 youths during our "Summer Days on the River". We love enabling people to explore the river, and to learn how to navigate it safely and respectfully. We had 13 people join us for a river-clean up; this wonderful group removed 4 bags of trash and 30 (!) tires from just over a mile of river in Berkshire. We are excited to bring more community events to our rivers in 2022 and hope to see you out there!

Respectfully submitted by your representatives to the W&S Committee: Carol Hickey & Russ Ford, and our Executive Director, Lindsey Wight. Please contact us with any questions or comments.



# NORTHWEST REGIONAL PLANNING COMMISSION

## Town Report, 2021 - Berkshire

Northwest Regional Planning Commission (NRPC) is a multi-purpose governmental organization created by the municipalities of Franklin and Grand Isle Counties. NRPC implements a variety of projects and programs tailored to local, regional and statewide needs. All municipalities in the region are entitled to equal voting representation by two locally appointed members to the Board of Commissioners.

### 2021 BERKSHIRE TOWN PROJECTS

- Provided technical assistance in local planning and zoning efforts.
- Compiled updates for the Local Emergency Management Plan which helps the town be prepared for disasters.
- Consulted with local officials, identified projects and provided technical assistance for Municipal Roads Grants-in-Aid construction projects.
- Consulted with local officials, evaluated infrastructure projects and reviewed grant funding sources for projects that address water quality concerns.
- Assisted with applying for Village Center Designations for the villages of East Berkshire & West Berkshire.
- Administrative Services support for the Northwest Communications Union District, in which Berkshire is a member.
- Provided business assistance to 1 farm business in Berkshire.
- American Rescue Plan Act: Working with VLCT and State agencies to determine eligible use of community funds.

This year the Commission will assist our member municipalities with maximizing state and local COVID recovery funds, Municipal Roads General Permit compliance, water quality project implementation, local energy and climate planning, emergency preparedness, brownfields redevelopment and other needed services. NRPC will help promote the Missisquoi and Lamoille Valley Rail Trails, support local farm and food businesses through its Healthy Roots Collaborative, assist the Northwest Communications Union District in expanding broadband access in the region, and initiate a three-year housing development campaign. The Commission has no regulatory or taxing authority; however, each year we do request a per capita assessment in support of local and regional activities and to provide matching funds for state and federal programs.

Your continued support for local and regional planning is greatly appreciated. NRPC is your resource - please call on us for assistance with planning, zoning, transportation, mapping or other needs.

**Berkshire Town Regional Commissioners** - Claude Charron & Vincent Hickey

**Transportation Advisory Committee** - Anthony Lussier

### NRPC Projects & Programs

Municipal plan and bylaw updates, technical assistance for local permitting

Brownfields site assessments, clean-ups and redevelopment plans

Transportation planning, coordination and project development

Bike and pedestrian planning and project management

Emergency preparedness, disaster recovery and resilience

Energy conservation, renewable energy plans and projects

Watershed planning and stormwater project management

Regional plans for growth and development

Geographic Information System maps and data

Downtown and village revitalization and community development

Grant writing and administration

### Associated Projects & Programs Managed by NRPC

Healthy Roots Collaborative

Northern Vermont Economic Development District

Missisquoi Valley Rail Trail

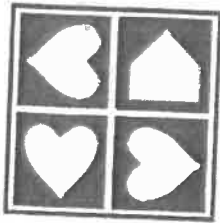
Northwest Vermont Regional Foundation, Inc.

**Address:** 75 Fairfield Street,  
St. Albans, VT 05478

**Phone:** (802) 524-5958

**Fax:** (802) 527-2948

**Website:** [www.nrpcvt.com](http://www.nrpcvt.com)



## **Franklin County Home Health Agency, Inc.**

### **Information Sheet**

### **FY 2021**

#### **What is Franklin County Home Health Agency?**

Franklin County Home Health Agency is a 501(c) 3 non-profit corporation that has proudly provided residents Franklin County with high quality, comprehensive home health, hospice, long term care and wellness services since 1969.

#### **What is the Agency's Mission and Purpose?**

We provide high quality health care services in home and community settings. We are committed to excellence. We meet the needs of our clients in a professional manner that promotes health, independence, comfort, dignity and quality of life.

#### **What is the Agency's service area?**

The Agency serves all 15 towns in Franklin County through our two offices – one in St. Albans and one in Enosburg Falls. We serve people of all ages.

#### **How many patients did the Agency serve in 2021?**

The Agency made a total of 60,137 visits to 1,864 Franklin County residents.

We made the following number of visits to the residents Franklin County:

37,596	Home Care Services
18,500	Long Term Care Services
4,041	Hospice Services

#### **How many people does the Agency employ?**

The Agency currently has a staff of 130 Registered Nurses, Licensed Practical Nurses, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Medical Social Workers, Licensed Nursing Assistants, Care Attendants, Homemakers, and Office Support Staff.

#### **What are the Agency's Programs and Services?**

Home Care: We provide medically necessary home health services to people of all ages. Examples include individuals who need wound care, a person newly diagnosed with diabetes needing insulin administration and instruction, or a mother and newborn newly discharged from the hospital.

Home Telemonitoring Program: We use state of the art technology to remotely monitor our patients' weight, blood pressure, heart rate and oxygen status to help improve their health condition and avoid hospitalization.



Hospice: We care for people with serious illness for whom the prognosis is less than six months of life. The focus of this care is on achieving comfort and quality of life.

Palliative Care: This program balances advanced medical technology with the wishes of each individual client by focusing on psychological, physical, social and spiritual needs by providing a strong support system to help the client and family cope during the serious illness. This program understands that maintaining quality of life is an important aspect of care.

Long Term Care: We help disabled and older members of our community with personal care, housekeeping, meal preparation, errands and shopping to allow them to stay independent in their own home.

Maternal Child Health Program and Childbirth Education Program: We help to prepare pregnant women for a healthy pregnancy, labor and delivery, breastfeeding and new infant care.

In addition, we offer infusion therapy, foot clinics, grief and bereavement services and wellness services to our community. Majority of additional services were postponed due to COVID-19.

### **How are services paid for?**

As a Medicare certified Agency, we receive reimbursement from Medicare, Medicaid, and other third-party insurances. In 2021 we received 88% percent of our revenue from Medicare and Medicaid.

We are committed to providing medically necessary home care services to all those in need regardless of their ability to pay. Without individual town appropriations and donor gifts, our ability to provide care could be adversely impacted.

### **Why does the Agency need money from towns?**

The Agency depends on the money received from towns to subsidize the cost of care provided to patients who are uninsured or underinsured. Last year the Agency provided more than \$1,217,407.43 in free and subsidized care, this was a significant increase due to the pandemic.

### **Where can you call for more information about Franklin County Home Health Agency, Inc.?**

For more information about the Agency or the services we provide please call (802) 527-7531 or visit our website at [www.fchha.org](http://www.fchha.org).



## Berkshire FY21 Annual Report

### Who We Are

GMT is the public transportation provider for the northwest and central regions of Vermont, offering a variety of services to the communities in which we serve. GMT is proud to offer traditional public transportation services like commuter, deviated fixed routes and demand response shuttles, while providing individualized services such as shopping and health care shuttles, Medicaid, Elderly and Disabled services to both urban and rural communities.

### Our Services

#### Elderly/Disabled/Medicaid Individual Service

GMT, in partnership with Champlain Valley Agency on Aging and CIDER, provides ongoing individual medical and non-medical transportation service to those who qualify for Medicaid, Elderly and Disabled funds and/ or both. GMT offers the scheduling and payment of rides provided through volunteer drivers, special shuttle, bus and/or cab service. GMT also provides transportation for critical care such as radiation and dialysis treatments regardless of age or disability. Individual service offers access to:

- Medical appointments
- Meal site programs
- Senior Center/Adult Day Care
- Substance Abuse Treatment
- Prescription and Shopping
- Mental Health and Human Services
- Radiation and Dialysis Treatment
- Physical Therapy

GMT provided 67 rides to residents of Berkshire

#### General Public Transportation Service

GMT provides the Franklin Grand Isle region with traditional public transportation service through deviated fixed route, commuter routes, weekly shopping shuttle and direct regional connections to Chittenden County. These services directly support regional economic development, individual savings and environmental stewardship. Current routes for the region include:

- St. Albans LINK Express
- St. Albans Shuttle
- Alburgh-Georgia Commuter
- Richford-St. Albans Commuter
- Price Chopper Shopping Shuttle

#### GMT Volunteer Driver Program

In addition to shuttle vehicles, GMT uses an extensive network of Volunteer Drivers to provide coordinated and caring rides throughout our rural service area. Volunteer Drivers are essential in providing cost effective and community driven services, and are the foundation of our special services. Drivers are reimbursed for the miles they drive and provide services under the management of GMT.

### Thank You

Thank you to Berkshire taxpayers and officials for your continued financial support of GMT's public transportation service and for your commitment to efficient transportation solutions.

101 Queen City Park Road, Burlington, VT 05401 | T: 802-864-2282 F: 802-864-5564  
6088 VT Route 12, Berlin, VT 05602 | T: 802-223-7287 F: 802-223-6236  
375 Lake Road, Suite 5, St. Albans, VT 05478 | T: 802-527-2181 F: 802-527-5302

Telephone: 802-524-5993

**STATE OF VERMONT  
DEPARTMENT OF PUBLIC SAFETY  
VERMONT STATE POLICE**

FAX: 802-527-1150



**St. Albans Field Station  
140 Fisher Pond Rd  
St. Albans, VT 05478**

January 3rd, 2022

On behalf of the Vermont State Police, St. Albans Barracks, we are providing our 2021 Annual Report. This report will provide you information reference current staffing issues and detail the specialty services provided by the Troopers assigned to the St. Albans Barracks.

**Mission Statement**

The mission of the Vermont State Police is to individually and collectively serve and protect by providing the highest quality of professional law enforcement services. The mission of the Troopers assigned to the St Albans Barracks is to protect the citizens of Franklin and Grand Isle Counties. By working together, we can educate, empower and foster trust within our community. We will strive to reduce crime and enforce the laws of our roadways through criminal investigations and aggressive motor vehicle enforcement.

**Specialty Services Provided by Troopers assigned to the St Albans Barracks**

In addition to their field primary responsibilities, many of the troopers assigned to the St Albans Barracks are members of special response teams that provide expert response capabilities in a variety of areas to address critical needs throughout Vermont.

The breakdown of these responses is as follows:

- 1 Trooper – Drug Recognition Expert (DRE)
- 4 Troopers – on the Tactical Services Unit (TSU)
- 4 Troopers – on the Critical Action Team (CAT)
- 2 Troopers – on the Search and Rescue Team (SAR)
- 2 Troopers – on the Bomb Squad (EOD)
- 3 Troopers - on the CLAN lab team
- 1 Trooper – on the Crash Reconstruction Team (CRT)

**"Your Safety Is Our Business"**

**Annual Crime Statistics for the St. Albans Barracks:**

**Total Cases: 5503**  
**Total Arrests: 258**  
**Total Tickets Issued: 262**  
**Total Warnings Issued: 326**  
**Fatal Accidents: 8**  
**Total Burglaries Investigated: 29**  
**Total DUI's: 49**

**Local Community Report: Berkshire**

**Total Cases: 159**  
**Total Arrests: 10**  
**Total DUI's: 1**  
**Total Accidents – Property Damage: 3**  
**Total Accidents – Injury: 2**  
**Total Vandalisms: 0**  
**Total Alarms: 5**  
**Total Burglaries: 2**  
**Total Tickets: 6**  
**Total Warnings: 21**

**We will continue to make our communities safer through enforcement, directed patrols, outreach and community programs. It is our privilege to serve the citizens of this community. Together, we will get through these challenging times.**

**Respectfully,**



**Lieutenant Jerry Partin  
Station commander**



# FRANKLIN COUNTY SHERIFF

*Roger Langevin*  
Sheriff

*Lieutenant Chad Miles*  
Field Force Commander

*Sergeant James Lynch*  
SRO Supervisor

387 Lake Road  
P.O. Box 367  
St. Albans, Vermont 05478  
(802) 524-2121 – Office  
(802) 524-7947 – Fax

*Captain John Grismore*  
Operations Director

*Lieutenant Paul Morits*  
Support Services Commander

*Cindy Larned*  
Office Manager

Here is the Franklin County Sheriff's Office report for Franklin County 2021. 2021 has been challenging for every organization including the Sheriff's Office. This past year, the Sheriff's Office had to deal with not just COVID related issues but also challenges associated with hiring additional deputies. We are committed to continue to grow our ranks in 2022 while providing professional police services to Franklin County.

## 2021 incident data

Town	Total Incidents	Total Tickets	Total Arrest
Bakersfield	6	3	0
Berkshire	30	16	2
Enosburg	989	491	48
Fairfax	1326	762	42
Fairfield	17	12	2
Fletcher	3	0	0
Franklin	44	11	3
Georgia	491	315	27
Highgate	11	1	2
Montgomery	2	0	0
Richford	729	288	47
St Albans City	120	56	9
St Albans Town	3240	1742	198

## 2021 Local Health Annual Report

Twelve Local Health District Offices around the state provide health services and promote wellness for all Vermonters. Additional information about your local health office and related programs can be found at <https://www.healthvermont.gov/local>.

### COVID-19

It has been almost two years since the COVID-19 pandemic began, and in response, our families, schools, businesses, first responders, and countless other groups have worked to better protect the health of our communities. Together we ensured towns had access to the vaccine, testing, and other services needed to make more informed decisions about their health. As of December 1, 2021, approximately

- 494,000 Vermonters received at least one dose of COVID-19 vaccine.
- 546,055 people have been tested and a total of 2,570,835 tests completed.
- Many COVID-19 resources are now provided in over 20 different languages.
- Up-to-date information, including town-level data can be found on the Health Department's website: <https://www.healthvermont.gov/covid-19/current-activity>.

### Public Health Programs

In addition to COVID-19 response efforts, Local Health offices continue to provide health services and programs to Vermont communities, including but not limited to

- In collaboration with Town Health Officers and other local partners, we help Vermonters better understand the relationship between their environment and their health at a time when more of us are spending time at home with our families. Find information about environmental health and lead, asbestos, toxic chemicals, child safety, food safety, climate change, drinking water, and more at <https://www.healthvermont.gov/environment>.
- The WIC nutrition program continues to provide primarily remote access to services with phone appointments. In 2021, an average of approximately 11,300 infants, children, and pregnant, postpartum, and breastfeeding people were served by WIC in Vermont each month.
- As of November 23, 2021, 193,000 flu vaccine doses have been administered. Protecting people from influenza continues to be particularly important as the flu may complicate recovery from COVID-19.

Thank you to everyone involved in supporting these efforts. We look forward to what 2022 brings, to seeing you in the community, and encourage you to stay in touch with us.

# Voices Against Violence

Annual Report 2020/2021



To Our Beloved Community,

Despite the difficulties of living and working through a pandemic through this past year, Voices continued to provide services to survivors in ways that worked for them in the moment. From financial resources to housing to advocacy with systems, we were able to meet the growing needs. Our community stepped up and we are so appreciative. We were able to move from remote access to providing services in person and were finally able to move into our new accessible office space. Our social and racial justice work continues to be more intensified in response to the world around us and will be forever centered in our work to end gender based violence. In Peace,

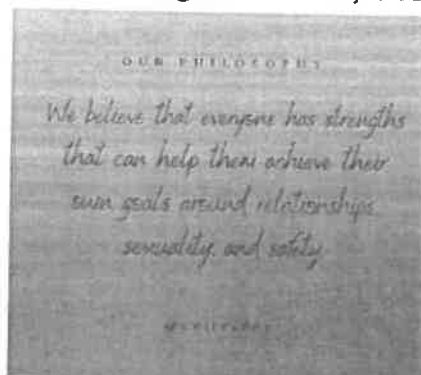
*Kris*

## HIGHLIGHTS AND COMMUNITY IMPACT

- Expanded resources for people seeking services with the addition of our Chat Line; expanded social media options; virtual advocacy and self care support groups,
- Voices is one of two domestic and sexual assault programs in the state partnering with the VT Network in a project with the goal of enhancing access to and opportunities for increasing connection, healing and resilience and improving community responses for children, youth, and parents/caregivers who have experienced domestic violence including at the intersections of incarceration and addiction. The project aims to improve responses to families through advocacy, mental health and SUD treatment connections, referrals, and collaborations and includes healing resources, expressive art techniques and the Lullaby Project where parents/caretakers write lullabies for their children.
- We were finally able to finish the expansion of Laurie's House and complete the work needed to make it a more welcoming and safe place to stay. We increased the number of bedrooms by moving many of the staff to newly acquired office space that will be our new drop in center. In a time when the need for safe emergency housing is on the rise, it became essential to create greater capacity.

## Mission

Voices Against Violence works toward the elimination of domestic violence, sexual assault and stalking through direct service, prevention and social change.



## VOICES STAFF

Katie Montagne—Legal Services  
Olivia Gansu—Outreach and Education  
Hannah Hudson—Family Services  
Shannon McMahon—Advocacy Services Coordinator  
Kris Lukens—Director  
Sonia Nova Gonzalez—Transitional Housing Coordinator

Amanda Hilliker—Housing Advocate  
Maya Viens—Program Advocate/Outreach Educator  
Martha Snyder—All About Kids Coordinator  
Hannah McMahon—AAK Monitor  
Jessica Emch—After Hour Hotline Advocate

**Working Together to End Domestic and Sexual Violence in our Community**

## PROGRAMS

Voices provides a variety of services that strive to meet the needs of all people experiencing stalking, sexual assault, dating violence and domestic violence. We provide emotional support, information/referral and advocacy in the following areas:

**Housing and economic advocacy (shelter and transitional) • Children/Youth Services • Civil and Criminal Legal • Medical and Hospital**

We also provide **Community Outreach • Education and Training • Systems Advocacy • Social Justice Engagement • and supervised visitation and exchange through All About Kids.**

## BY THE NUMBERS

- ⌘ Served 440 unduplicated victims/survivors and 36 children directly
- ⌘ 1845 hotline calls, chats and e mails received
- ⌘ 436 contacts on behalf of a person experiencing domestic or sexual violence (children and adults)
- ⌘ 2224 instances of advocacy (legal, hospital, housing, social service, financial, employment)
- ⌘ 4020 Instances of support, safety planning, crisis intervention
- ⌘ 74 people (49 women and 25 children) were provided safety and support in Laurie's House and other emergency housing such as motels for a total of 4903 bed nights
- ⌘ Received 72 calls for shelter which we were unable to accommodate due to full capacity
- ⌘ Served 6 adults and 6 children in Transitional Housing with supports

### All About Kids

- ⌘ Served 46 families including 64 children
- ⌘ 418 visits including exchanges

**THANK YOU** to our many friends, donors and partners for their continued support and commitment to ending domestic violence and sexual harm in our community. We are so fortunate to be in community with you!

**Voices Against Violence**  
P.O. Box 72  
St. Albans, VT 05478  
802.524.8538 Office  
802.524.6575 Hotline  
voices@cvoeo.org

*"I wanted to thank you, because at first I wasn't sure if I was strong enough. And from day one.... you were the kindness, most helpful, supportive stranger I could've crossed paths with....so open for me to talk to. But at first I wanted to go back. But more than that I wanted to be the mom that could give my child the life you've built for yours. So I fought. You know... thank you, for helping me get back to the mama my little deserves. And giving me reasons and strength to keep fighting. Even if u never even knew u had."*  
...Survivor

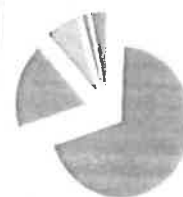
## FINANCIAL

### Program Services



- Housing/Economic Supports
- Supervised Visitation
- Advocacy/Support
- Children/Youth
- Education/Prevention
- Administration

### Revenue Streams



- Federal
- State
- Misc. Grants
- Town Donations
- Fundraising/Donations

**All About Kids**  
95 S. Main St.  
P.O. Box 1092  
St. Albans, VT 05478  
802.370.2851  
allaboutkids@cvoeo.org





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**WARNING**  
**NORTHERN MOUNTAIN VALLEY USD ANNUAL MEETING**  
**Tuesday, March 1, 2022**

The legal voters of the Northern Mountain Valley Unified Union School District, consisting of the Towns of Bakersfield, Berkshire, Montgomery, and Sheldon, are hereby warned and notified to vote on the following articles by Australian ballot in the respective polling places and times hereinafter named on **Tuesday, March 1, 2022.**

ARTICLE 1. To elect a Moderator.

ARTICLE 2. To elect a Clerk.

ARTICLE 3. To elect one (1) school director for a three-year term, ending March 2025, who resides in the Town of Bakersfield.

To elect one (1) school director for the remaining year of a three-year term, ending March 2023, who resides in the Town of Bakersfield.

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

ARTICLE 4. Shall the voters of the District approve the school board to expend \$18,210,889, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$16,370 per equalized pupil. This projected spending per equalized pupil is 4.90% higher than spending for the current year.

ARTICLE 5. Shall the voters authorize the Board of School Directors to deposit \$605,000 of surplus funds from the 2020-2021 school year into the capital reserve fund?

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

**Polling Places and Times**

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

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

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

Sheldon Residents – Sheldon Town Office, polls open at 7:00am and close at 7:00pm.

Adopted and approved at a special meeting of the Board of School Directors duly noticed, called, and held for that purpose on January 12, 2022.

/s/ Mary Niles, Chair

**NORTHERN MOUNTAIN VALLEY UNIFIED UNION  
SCHOOL DISTRICT**

**JOINT REPORT OF SCHOOL DIRECTORS  
AND  
OFFICE OF SUPERINTENDENT OF SCHOOLS**

**2021-2022**

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

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

**Pandemic Response**

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

every day to keep our students safe and our schools open for in person learning for our students.

#### Student Enrollment and Demographics

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

#### District Enrollment Data

##### Enrollment as of October 1, 2021

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	Total
Bakersfield	5	8	11	12	15	15	12	13	21	13	11	136
Berkshire	10	7	25	14	13	17	21	26	18	22	16	189
Montgomery	10	10	12	7	14	17	12	14	11	17	14	138
Sheldon	12	23	40	28	30	34	33	27	33	29	24	313

##### NMV High School Enrollments as of October 1, 2020

	9	10	11	12	Total
Enosburg Falls Middle and High School	50	24	34	37	145
BFA St. Albans	16	14	20	16	66
Richford Jr-Sr High School	13	8	15	9	45
North Country Union High School	2	2	2	3	9
St. Johnsbury Academy	3	1	0	1	5
American School	1	1	0	2	4
Rice Memorial	1	1	1	1	4
Lamoille UHS	1	1	1	0	3
Colchester High School	0	2	1	0	3
Mount Mansfield Union High School	0	1	0	1	2
Stanstead College	0	1	0	1	2
BFA Fairfax	0	0	1	1	2
Missisquoi Valley Union High School	0	0	1	0	1
Essex High School	0	1	0	0	1
The Governors Academy	0	0	1	0	1
United World College	0	0	1	0	1

##### Enrollment as of October 1, 2020

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	Total
Bakersfield	6	7	13	14	15	10	14	21	12	11	17	140
Berkshire	0	10	17	18	15	22	25	18	21	17	25	188
Montgomery	4	9	7	15	12	14	12	9	18	12	11	123
Sheldon	1	14	26	29	30	34	29	34	29	27	31	284

## Student Demographic Data by the Numbers

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

Free and Reduced Lunch	Disabilities	Without High-Speed Internet	Migrant Farm Family
<b>1103</b>	<b>330</b>	<b>150</b>	<b>&lt;10</b>

Student Mobility	Housing Insecurity	English Learners	DCF custody
<b>269</b>	<b>29</b>	<b>24</b>	<b>14</b>

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

**126**

### Supervisory Union Comparison Data

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

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

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

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

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

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

Schools in the Franklin Northeast Supervisory Union provide equitable, inclusive, and personalized learning opportunities for all students. Educators facilitate learning by using assessment data to provide feedback to learners, personalize instruction and allow for self-

paced opportunities to develop and demonstrate proficiency. Student wellness and achievement is our collective priority and responsibility.

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

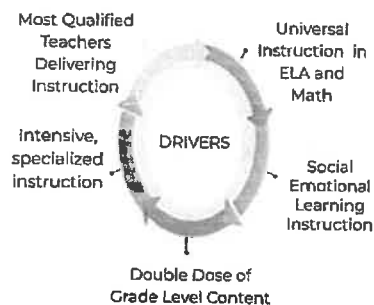
### System Level Work in Franklin Northeast - Act 173

#### ACT 173 of 2018

*An act relating to enhancing the effectiveness, availability and equity of services provided to students who require additional support.*

LEVERS	1	District-level Articulated Educational Support Team Process and Coordination
	2	Coordinated Curriculum
	3	Local Comprehensive Assessment System
	4	Needs-based Professional Development

#### Multi-Tiered System of Supports



Act 173 is a Vermont law that was passed in 2018 that requires schools to provide effective, accessible and equitable services to students who require additional support. One of the central priorities in Act 173 is developing a highly functioning Multi-Tiered System of Supports (MTSS) within each school. MTSS is a framework in which we use data to problem solve and make decisions to support students. Within the classroom setting, students receive a double dose of instruction focused on the standard or skill they are not currently proficient in. This is in addition to the regular lesson and is for any student who may need more time and support to learn the standard or skill. Intensive specialized instruction is offered in addition to the first instruction and double dosing opportunities for those students who have not yet mastered below grade level standards. This is for students who have not responded to the universal instruction, double dosing or the interventions put in place. Students are identified for this level of instruction from the data teachers use to monitor student progress. The most qualified teachers deliver the instruction at this level. This is about matching the most skilled individuals with the specific needs of the students.

## Continuous Improvement Plan / Pandemic Response Plan

### Pandemic Response Plan - Investment Strategies



SEL/Mental  
Health &  
Wellbeing



Engagement with  
Learning, Family  
Engagement with  
School, and Truancy  
Prevention



Academic  
Proficiency

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

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

#### **Engagement**

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

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

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



### **Academic Proficiency**

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

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

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

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

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

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

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

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

#### **FNESU Staff Celebrations**

We are very proud of our dedicated team of educators who work tirelessly each and every day to design opportunities for all students to learn, grow, and explore. The FNESU faculty and staff work hard, believe in our students, and are committed to the important work of educating and supporting our youth. Many of our teachers, staff, and administrators stand out in the crowd. This spring, Richford Junior Senior High School special educator Virginia Rainville, Montgomery Elementary teacher Kristina Bowen, and Cold Hollow Career Center construction teacher Seth Hungerford will be recognized as FNESU's UVM Outstanding Teacher recipients. In August, Enosburg Falls High School Director of Guidance, Larissa Urban, was recognized as FNESU's Educator of the Year. Montgomery Elementary paraeducator Ligia C. was recognized as the FNESU Paraeducator of the Year and Dawn Reed, the Franklin Northeast Supervisory Union's Food Service Director was honored with the FNESU Above and Beyond Staff of the Year award. Many of our leaders serve in leadership roles throughout the state. Beth O'Brien, RJSHS Principal, is the president of the Vermont Principals Association and is on the Board of Directors of the Champlain Valley Educator Development Center. Morgan Daybell, FNESU Business Manager, serves as the Vice President of the Vermont Association of School Business Officials and is on the Vermont Municipal Employees Retirement System Board. Robin Gagne, Assistant Director of Student Services, is the education representative on the Local Interagency Team for mental health. Lynn Cota, FNESU Superintendent, serves as the Co-President of the Champlain Valley Superintendents Association and is on the Champlain Valley Educator Development Center Advisory Board. Many others also serve on committees and in leadership roles throughout the state.

#### **Hope For the Future**

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

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

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

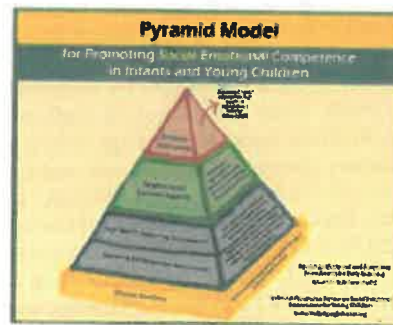
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## **Early Education Report**

**Melissa Wood, Early Education Director**

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

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



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

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

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

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

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

Respectfully Submitted by,  
Melissa Wood

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**Technology Report**  
Dominic DeRosia, Technology Director

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

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

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

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

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

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

- <https://www.common sense media.org/privacy-and-internet-safety>
- <https://www.goguardian.com/>

- <https://web.seesaw.me/>
- [https://edu.google.com/intl/ALL\\_us/products/classroom/](https://edu.google.com/intl/ALL_us/products/classroom/)

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

Respectfully Submitted by,  
Dominic DeRosia

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**Food Service**  
Dawn Reed, Food Service Director

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

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

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

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

Respectfully Submitted by,  
Dawn Reed

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

A 21<sup>st</sup> Century Community Learning Center (CCLC)  
Heather Moore, 21<sup>st</sup> CCLC Project Director

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

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

So far during the 2021-2022 school year, LEAPS staff have once again demonstrated a high level of creativity and ingenuity while serving approximately 250 youth daily across eight sites. Though a smaller number than previous years, we are excited that we have been building our program capacity every session this year. We hope to continue this trend in quarters three and four. All sites have been running in-person programming as well as online options and take-home kits. LEAPS take-home bags include at-home art and video cooking lessons for the whole family. We are pleased to have renewed some of our popular programs such as Tae Kwon Do and gymnastics. Other popular programs include the school climate committee, American Sign Language, foreign languages, soccer clinics, circus & juggling, chess club, fitness clubs, art, engineering, and gaming club.



Youth enrolled in Enosburg Falls Middle & High School and Richford Junior Senior High School will have completed their third Vermont Youth Project survey in February. Survey



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



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

Respectfully Submitted by,  
Heather Moore

### **FNESU Grants**

Heather Moore, FNESU Grants Coordinator

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

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

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

Respectfully Submitted by,  
Heather Moore

## Northern Mountain Valley UUSD Principal Reports

### Berkshire Elementary School

Leonard Badeau, Principal

Berkshire Elementary School continues to strive to be a school that provides equitable experiences that nurture the development of the "whole child". Our community's motto continues to be "give every child what they need when they need it." This mentality requires a comprehensive and systematic approach to education that involves all community stakeholders to collaborate in a manner that enables all of us to share our collective expertise and resources to help every student succeed. Although last year and this year presented challenges for all of us, our community pulled together to provide an enriching and meaningful experience for all of our learners.



**Social-Emotional Learning, Wellness, and Mental Health Celebrations:** We at Berkshire believe in educating the "whole child", which includes growing students' academic skills, as well as their social emotional skills so that they are ready - and available to learn, and also ready to work through whatever challenges our 21st Century world may present to them inside and beyond our school's walls.

This year we have focused on supporting students Social-Emotional learning, Wellness, and Mental Health in many ways. Every teacher has attended the Responsive Classroom training to enhance their ability to create a safe, kind, and positive learning environment for all students. We continue to partner with professional mental health service agencies such as NCSS and Partners in Restorative Change (PiRC) to provide highly skilled staff that can effectively support students in the development of Social-Emotional skills, as well as, to provide professional development for our staff to improve our capacity to support students in their development of social-emotional skills through the implementation of Restorative Practices and explicit instruction. Restorative Practices professional development and implementation increases staff, student, and community connectedness and belonging. We have also implemented Zones of Regulation school wide to provide students with concrete language and understanding of their emotions and to build students' skills to identify their feelings, create a plan to address those feelings, and enact that plan to resolve conflict or concern, so that they can repair relationships and/or return to learning.



**Goals/Next Steps:** Moving forward we hope to continue to build upon these steps. We added an NCSS School Based Consultant three years ago to provide a highly skilled member of our staff that has the expertise and knowledge in how to support and develop social emotional skills in our students. We will continue to develop our ability to implement and support Restorative Practices through our multi-year collaboration with the Partners in Restorative



Change and will continue to seek out opportunities for professional development for all of our staff to create safe, kind, and positive places of learning.

#### **Engagement with Learning**

**Celebrations:** At Berkshire, we recognize that students need to be highly engaged in their learning in order to learn deeply, and we have taken multiple steps to increase engagement in our school. We continue to utilize PBIS strategies to positively reinforce the desired academic and social behaviors necessary to maximize learning and minimize interruptions to learn. This year, individual classes have earned things such as Pajama Day and outdoor celebrations for continuously meeting expectations. Throughout the day teachers utilize brain breaks to stimulate students and keep the day fun and engaging. We are also exploring how to invest in more engaging books, programs, and materials to make school be a place so exciting that students can't wait to get to school. This year our school district hired a Family Engagement Coordinator who will collaborate with families and schools to support students and families who are struggling to attend school consistently.



**Goals/Next Steps:** We will continue to implement the above strategies as well as explore how to best invest future funding to provide highly engaging materials and programs to our students. We will continue to partner with our Family Engagement Coordinator to develop and implement plans to help students who are struggling to engage with and attend school.

#### **Academic Proficiency**

**Celebrations:** One key component to the success of all our students is to achieve Academic Proficiency for every student. Our school has taken many proactive and effective steps towards that goal. We have invested in professional development to improve our ability to deliver high quality first instruction through our continued work and consultation with Sandy Stanhope, the Vermont Mathematics Initiative, and the All Learners Initiative which has collectively enhanced our staff's capacity to plan and deliver high quality mathematics instruction across all grade levels. We have continued to dedicate 90 to 120 minutes of Mathematics and Literacy instruction for all students. To further respond to and mitigate students lagging in progress, we have dedicated intervention learning time for all students to receive a double dose of learning, as well as targeted and intensive interventions to help students not only keep up but catch up in their learning. Lastly, we have created more professional collaboration and support time for all teachers to design effective, differentiated, and engaging learning. This year we invested faculty meetings and other professional development time to increase our staff's understanding of Professional Learning Communities and collaborative teams to further enhance our staff's ability to collaborate and problem solve to address learning gaps and to accelerate students who are proficient or beyond. The collaborative teams have focused on the 4 Essential Questions: What do we want to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?



We have successfully enacted multiple steps to provide high quality staffing to support students to achieve Academic Proficiency. Our new middle school structure also allows us to have a dedicated Literacy Interventionist and a Mathematics Interventionist for our middle school grades (5th, 6th, 7th, and 8th). Lastly, to help our less seasoned staff become more proficient in planning and designing instruction, we have created professional collaboration time for those newer teachers to meet and work with grade level content experts, and we are piloting a professional learning plan where our newer teachers are able to observe and learn from exemplary teachers in our school, or schools throughout our SU.



learning that helps ensure that all students are engaged in effective Tier 1 learning opportunities. This includes preserving our 90-120 daily minutes of Math and ELA instruction, ensuring that all students have equitable access to effective and targeted Tier 2 supports both during and beyond the school day, as well as, increasing opportunities for professional learning and common planning time for teachers and academic interventionists to design and implement research based high quality instruction. Our school will continue to strive to find ways to develop our new teachers, as well as deepen the capacity of our veteran staff, and we hope to expand the professional collaboration time and professional learning plans next year to all of our staff.

Respectfully Submitted by,  
Leonard Badeau

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### **Bakersfield Elementary Middle School** Rhoda McLure, Principal

It has once again been an honor and privilege to serve the Bakersfield community and staff this school year. While this year has again proven to be challenging, I am continually amazed at the resilience and dedication of the community of Bakersfield and the staff here at BEMS. It has been wonderful to watch as people have come together to problem solve the ever-changing landscape that has been our reality this school year. In the midst of it all there has been learning and growth, and even a little fun! Below you will find snippets of the work we have been doing here at BEMS as it relates to our Continuous Improvement and Pandemic Response Plans, as well as our commitment here at BEMS to ensure that ALL students learn and grow through connection and care.



#### **Social-Emotional Learning (SEL), Wellness, and Mental Health**

**Celebrations:** This year we have continued to focus on the connections between our PBIS system and our Restorative Practices (RP) approach as a school. This work contributes to a strong MTSS (Multi-Tiered/layered System of Supports) and is the backbone of who we are and all we do at BEMS. As a part of this work, we have partnered with the Holistic Restorative

**School's Project: Partners in Restorative Change.** This will be a three year project that will help us pull our initiatives for Social-Emotional Learning (SEL), wellness, behavior, equity, and mental health together into a comprehensive system that meets the needs of all our students.



Also, as a part of our work this year, all of our teachers have had initial training in using Zones of Regulation in their classrooms to help teach students about their own emotions and how to regulate them. This work is a continuation of the work started last year in K-3. We also have continued to strengthen our Behavior Team and Student Support Center in order to have clear systems in place for how students move in and out of the layers of support they may need. We have been privileged as well to add Amber Collins to our team, one day a week, this year. Amber is a school psychologist, and she has helped us with testing, and has been able to work with some of our students. She has been a wonderful addition in helping us with this work.

**Goals/Next Steps:** As a part of our Continuous Improvement and Pandemic Response Plans here at BEMS, we will continue to push the work of creating an inclusive environment that attends to the wellbeing of all our students. We will continue to engage in professional development around our PBIS and RP systems, trauma and the effects of adverse childhood experiences, as well as the social emotional regulation of all our students. Part of our work with Partners in Restorative Change is to look at data from an asset and needs assessment. We will be looking at that data in January, and this data will help us continue to develop goals that will define this work more clearly. Our aim is to create a safe community where all students feel that they are connected and belong, and where their social-emotional needs are met.



#### **Engagement with Learning**

**Celebrations:** We have been incredibly fortunate this year to have Amy Gervais join our staff as our Family Engagement Coordinator. Amy has been working with families in our community to best meet their needs in a variety of ways.

Communication with families is an important part of a student's education and Amy has helped problem-solve when it has been needed in order to help us work together as a team.

We have also been blessed here at BEMS to have Hollie Curtis working as our Student Support Center Coordinator. She not only helps to process behavioral situations with students, but she is also a liaison between home and school. This year Hollie has taken on the role of Parent and Family Engagement Liaison as well. She will work on developing the BEMS School-Parent Compact. This is an agreement between parents and staff on how to best support all students' academics and communicate with families throughout the year. It clarifies the role of each individual's responsibility to the students' education.



At Bakersfield Elementary Middle School, we also have continued to focus on equity, and engaging learning opportunities for all our students. We have two teachers representing BEMS on FNESU's Educational Equity committee as Equity Building Advocates, and all staff continue to receive training. I have also been involved



with a cohort of leaders from around the state working with Katie Novak on inclusive education. We continue at BEMS to be actively involved with ensuring that we provide an equitable learning environment for all students in our school in order to improve learning outcomes and build a place of belonging and community.

**Goals/Next Steps:** We will continue to work to ensure that all families are connected to the school in a variety of positive ways. We will work to put a system in place for parent and community involvement, as evidenced by yearly school-family-community feedback and parents, community members, and students' participation in school events and teams, such as PTCO, Needs Assessment Teams, and hiring teams. We will work to create a community where all feel welcome.



### **Academic Proficiency**

**Celebrations:** BEMS has continued to work hard at increasing engaging and meaningful academic experiences for students at every grade level over the last few years. This year while continuing to work hard in grade-level district teams at SU inservice opportunities and in school teams to align instruction, design assessment tools that assess skills and growth, and to focus on building foundational skills of reading and mathematics (using the Lucy Calkins Units of Study and Bridges Math), we have focused in on our Professional Learning Communities (PLC) structure. We designated PLC leaders who were trained over the summer, and then worked with all of our teachers during our initial inservice. All teachers also attended a training in October on PLCs. This work has helped us to focus on the key questions of: What do we want students to know and be able to do? How do we know when they've learned it? What do we do when they don't? and What do we do if they've already learned it? These questions help us focus our work with students and help us create

meaningful goals around teaching and learning. As a part of this work, teachers at BEMS have continued to incorporate UDL (Universal Design for Learning), growth mindset, and our Multi-Tiered/layered System of Support (MTSS) for all students. Part of this work includes not only focusing on improving first instruction for all students, but also making sure that we have systems in place (such as our WIN - What I Need time, and a strong EST - Educational Support Team) to ensure multiple layers of instruction are happening to meet each student's needs and fill in gaps in learning when needed.

**Goals/Next Steps:** Our continued focus for the next few years, as a part of our Continuous Improvement and Pandemic Response Plans, is to strengthen and use our PLC structures to improve our use of student data to inform academic instruction and Social Emotional Learning needs. This is the continued work of improving our MTSS systems in the school so we are able to meet all learners where they are in order to help them learn and grow.

We at BEMS continue to strive for greater educational equity for all learners by improving instructional and classroom practices. FNESU continues this work district-wide through Educational Equity training as well as by offering all staff members continued UDL and MTSS training at



inservices to help them improve their first instruction and targeted interventions for our learners.

Respectfully Submitted by,  
Rhoda McLure

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**Montgomery Elementary School**  
Sandy Alexander, Principal

Is COVID the new normal? Not unless we allow it to be! We are not yet back to the normal we had hoped for, so the best alternative is to recognize the “silver linings” as we forge ahead through the year. As the saying goes, when life gives you lemons, make lemonade. With that being said, we entered into the school year being in-person and five days per week, as opposed



to the hybrid model of the year before, which is a step in the right direction. In addition, students are now able to eat in the cafeteria and socialize at recess in mixed groups, which is definitely a welcomed improvement. Basically, students are happy to be learning at school with their friends and would prefer not to shift into remote learning if at all possible. Next on my wish list is to get families back in the building and having spectators in for basketball is the first step in that direction. On another positive note, Montgomery Elementary is the home to two award winning staff members, with Kristina Bowen being recognized as FNESU Elementary Educator of the Year, and Ligia C. as FNESU Paraeducator of the Year. We are extremely proud of them both, especially given the challenges that

the year posed for them. Congratulations to Kristina and Ligia!

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

**Celebrations:** Social Emotional Learning (SEL) has come to the forefront, as we have seen an increase in student need for explicit social and emotional education. Research shows that SEL has a positive impact on many things, including academic performance, healthy relationships, and mental wellness. As part of our Pandemic Response Plan, all schools in FNESU have adopted the Zones of Regulation program. The Zones framework and curriculum is designed to help students gain skills to identify and self-regulate their feelings, emotions, and behaviors. Using this program schoolwide provides a consistent language for everyone so that it is more easily understood. All staff underwent training in the Zones of Regulation during our Inservice time in August, and our new Guidance Counselor Courtney Skar is integrating the curriculum into weekly classroom lessons. In addition to the Zones of Regulation, we recognize that students have continued to work hard, and we know how important it is for students to socialize and have fun as part of their school experience. It was great to hear that the Jay Peak Foundations Program was back in full swing for the 21-22 season, and the excitement was evident when practically all of our 4th through 8th grade students signed up to take part in the mountain experience. We are so fortunate to have this opportunity!



**Goals/Next Steps:** Our goals in the area of SEL and our Pandemic Response Plan include a continuation with our longtime favorite, The Responsive Classroom Approach, which is an evidence-based approach that integrates academic and social-emotional skills to create a safe environment where students can learn and thrive. Due to a higher teacher turnover within the last year, we will be providing staff with professional development in this area to be sure everyone is implementing this program with fidelity. In addition, we hope to increase our Guidance position to full time, as it is clear that there is more of a need in this area than ever before. We also plan to provide more opportunities for socializing and coming together as a school community. We all need it!



#### **Engagement with Learning**

**Celebrations:** A team of staff members came together in the spring to identify current needs at Montgomery Elementary and create a plan. MES continues to focus on high expectations in the area of academics and behavior, but we also recognize that students and families have been dealing with a lot of unprecedented change and stress throughout the COVID months. We realize that it is important to provide activities to break up some of the monotony that everyone is experiencing, and we are thankful that our Montgomery PTO has stepped in to help us in this effort. Not only has the PTO been open to providing miscellaneous materials that teachers have requested for the classroom, but they have also provided fun treats such as Banana Boat Sundaes before the Winter Break, and also staff

appreciation opportunities that include breakfasts, goodies, and meals on conference nights. One of the most unique experiences was a week-long "Artist in Residence" opportunity called Junk2Funk, where each class was able to work with the artist throughout the week to create a rhythmic/musical piece, which included an end of week performance by all. Thank you to the PTO and Amanda Starr Photography for bringing this unique opportunity to MES.

**Goals/Next Steps:** A continuing goal from our Pandemic Response Plan is to increase student engagement and participation in academic learning, as well as SEL. Our plan is to increase time spent on SEL activities and also increase student choice in how topics are addressed in an effort to provide meaningful and engaging academic experiences. Students need to feel safe and happy in their environment in order for them to fully engage in their academic learning and reach their potential. With that said, we have a continued focus on equity, and looking through the lens with equity in mind will help us to ensure that we are tending to the needs of ALL students.



#### **Academic Proficiency**

**Celebrations:** Over the past year it has been extremely important to fine tune our instruction and also how we monitor the progress of students to identify students who are not yet proficient, in an effort to provide them with the support that they need. In the classroom, teachers focus on teaching what we call "Priority Standards", and student progress is monitored in several ways. As part of our Multi-Tiered System of Support (MTSS), students receive a first dose of instruction in the classroom, and if necessary, a second dose in the classroom during a specific "reteach" time. At this point, students who are not yet proficient are eligible to receive further instruction, either individually or in small groups. This Tier III

instruction is provided by our skilled interventionists, Lara Morales and Brittany Cook, who are both experts in their content areas of Reading and Math.

**Goals/Next Steps:** The most important goal in the area of Academic Achievement is to always strive for improvement. We will continue to hold the expectations high and meet our students where they are at, so that they all have the opportunity to reach their highest potential. Teachers will continue to work collaboratively in their Professional Learning Communities in an effort to provide the highest quality instruction to our students. In addition, we will work to fine tune Multi-Tiered Systems of Support so that all students have the opportunity to grow and succeed.

It has been my pleasure to serve as principal of such an amazing school, and I would like to thank our dedicated staff, supportive community, and resilient students for their continued hard work, understanding, and patience as we continue to move forward through difficult times. Remember to point out the silver linings along the way!

Respectfully Submitted by,  
Sandy Alexander

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**Sheldon Elementary School**  
Christie Martin, Principal

Once again, I would like to thank the Sheldon and greater NMV community for the support and the privilege of serving the Sheldon Elementary School students and staff this school year. While this year has been more challenging than we expected, we continue to work together to be the best we can be for Sheldon learners.



gym flooring has allowed us to complete our asbestos abatement plan.

I hope you have been able to see the repairs and renovations, the bulk of the work being outside, your support for the building bond has produced. With new siding, windows, and exterior doors, the beautiful Sheldon campus stays just where it should: outdoors! The remodeled front entry provides for a more secure initial access and the ADA compliant bathrooms and locker rooms allow for a more welcoming and inclusive building. Lastly, the work on the lobby and



Our work with FNESU brings our staff together with our Bakersfield, Berkshire, and Montgomery colleagues to focus our efforts in the following broad areas.

**Social-Emotional Learning (SEL), Wellness, and Mental Health**

**Celebrations:** I hope you have heard your learner refer to their emotions using some newly adopted language from our introduction of the Zones of Regulation. All FNESU educators



participated in training designed to introduce common language for recognizing emotions as they come and naming them in a way to allow for a next step. While all emotions are expected, some help students engage in learning, and some require a pause. Ask your students about why the green zone is a good place to be for academic learning and what kinds of tools they can use to make red, yellow, and blue zones shorter parts of their school day.



Additionally, we have continued to focus on our PBIS system, an integral part of a strong MTSS (Multi-Tiered Systems of Support) designed to provide a framework for supporting students. As a part of this work, we have again been recognized for maintaining and sustaining the PBIS framework during the 2020-2021 school year by the Vermont Agency of Education and VT PBIS. This work continues to grow and encompass all our initiatives around Social Emotional Learning, wellness, behavior, equity, and mental health by linking BEARS expectations as a model of who we strive to be in support and encouragement of our students.

**Goals/Next Steps.** We continue to fine-tune our ability to respond swiftly to student social-emotional needs and provide the types of support our learners need to feel safe, cared for and connected. We will continue to engage in professional development around our PBIS and SEL systems, create a school-wide system to report out on BEARS expectations and design more consistent responses to all levels of behavior.

#### **Engagement with Learning and Academic Proficiency**

**Celebrations:** The work our staff does as a Professional Learning Community happens as a whole staff, in content area groupings, and in grade level teams. Staff meet weekly to look at grade level data to make instructional decisions that will impact learners immediately. Our intervention systems allow for more targeted in class support and more intensive out of class work. As we continue to grapple with the changes we have seen in our learners over the last 2 years, our systems flex and respond to who we see right now and how we can design instruction to maximize growth.



We have many resources to draw from just beyond our own building. Recent partnerships with the Sheldon Historical Society, the 4-H Agri-Stem project, Efficiency Vermont STEM units, and the Friends of Lake Champlain Watershed "Winds, Waves, and Variables" instructors offer Sheldon students curriculum and experiences they would not have been able to have without these important connections. Coupling these resources with our work to expand on the skill and expertise in our own building through targeted and purposeful professional learning in the areas of developmental reading and language, math best practices, and designing lessons in all areas to meet the diverse needs of our learners, Sheldon educators are tuned in to engagement and progress as essential.

In an effort to promote reading at home, this year we began "Tucked in Tuesday," a link published at 7:15 on Tuesday evening featuring a Sheldon staff member reading a bedtime story. Some of our favorite stories are shared each Tuesday night. Check out our Facebook page to listen with us! Also, in partnership with the Sheldon Municipal Library, the Sheldon



Forest is the home to seasonal Story Walks. The first installment was widely popular and debuted during the PTO's Annual Trunk or Treat event.



**Goals/Next Steps:** As a part of our Continuous Improvement and Pandemic Response Plan, Sheldon staff will revise and refine the work of our MTSS in the area of responding to the misunderstandings, misconceptions, gaps, and behaviors that get in the way of academic engagement and progress. We continue to explore more opportunities to connect learning to our community with the remodeling and repurposing of the Nature Center, the proximity of the Sheldon Forest, and look forward to more partnerships with community resources and experts to share their learning and resources with us. We continue to seek out the tools, resources, and practices that will maximize student engagement and growth.

To that end, FNESU will provide both support and guidance as we revise our Continuous Improvement Plan to address improving the outcomes for all students, including students who may have historically made slow progress. We will continue to address student needs as determined by the analysis of the data we collect. As part of that work, we will look at developing a parent survey and use those results as well as other information we collect from parents and the community, to help guide our work. Thank you in advance for all your feedback. If you would like to be further involved in the development and ongoing implementation of our Continuous Improvement Plan, please contact us. Your support is instrumental in your child's school success.



I am honored to lead the work of Sheldon Elementary School and serve your children. Thank you for all your support again this past year.

Respectfully Submitted by,  
Christie M. Martin

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**Flexible Pathways Academy**  
Gabrielle Lumbra, Principal

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

### Academic Proficiency

**Celebrations:** The FNESU Flexible Pathways Academy K-6 team have designed a schedule and curriculum that allow for direct instruction, community building, and collaboration. They continue to align this work with the district's focus on Universal Design for Learning and



priority standards. They have been collecting evidence and data since the beginning of the year. They review this information regularly during professional learning community meeting time and use the data to design instruction and provide intervention.

In a virtual environment, "showing up" looks different. "Showing up" is the first and most important step in making academic progress. The second necessary element is a relationship with the

teacher. When these two elements are present, students are able to make progress in a virtual setting. Ensuring these two elements are in place has been a time-consuming task. This year, we have increased advisory time at the K-6 level and continued individual advising as well as greater efforts in the orientation process for the 7-12 grade students.

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



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



### Engagement with Learning

**Celebrations:** The Flexible Pathways Academy continued to make developing relationships with students and families a priority. This focus on relationships has allowed teachers to get to know students and work to provide a

curriculum that is tailored to their needs, skills, and interests. We are always striving to create structures that allow for choice and ownership of learning and also align with the academic goals of the district.

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

#### **Social Emotional Learning**

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



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

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

Respectfully Submitted by,  
Gabrielle Marquette Lumbr

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If you would like to view any ERUUSD school reports, including high schools your children may attend (Richford Jr-Sr High School, Enosburg Falls High School, and Cold Hollow Career Center), please visit our website at [www.fnesu.org](http://www.fnesu.org) under the 2022 Annual Reports Tab.

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### **Business Manager's Update** Morgan Daybell, Business Manager

#### **District Budget**

The proposed budget is up \$428,019, or 2.4%, from last year. Proposed staffing increases include bringing the Montgomery Elementary guidance counselor position up to full-time, and the addition of a pre-K teacher and paraeducator in Sheldon Elementary. Additional increases are due to a rise in salaries and benefits, along with a greater Supervisory Union assessment, driven primarily by Food Service.

At this writing, Act 173 will be live on July 1, 2022. As part of that law, District-level expenses are not eligible for Special Education reimbursement. You will see several costs have moved from Special Education lines to direct instruction lines, a decline in State revenue, and a

decrease in the Special Education assessment. In the short term, these changes mean a large decrease in Special Education revenue for many Districts.

The District ended FY21 with a surplus of \$1.2 million, mostly due to fewer than anticipated high school students. The Board is asking that \$605,000 go toward reducing FY23 tax rates, with the balance going to a capital reserve fund to support upkeep and upgrades of school buildings.

#### **Residential Tax Rates**

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

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

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

**You may be eligible for a property tax credit.** Last year, 1,487 district property owners had their school taxes reduced and at least 32 renters received a renter rebate. Residents who own and occupy a Vermont homestead must file a Homestead Declaration and Property Tax Adjustment Claim (HS-122) with the Tax Department by April 15.

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

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

#### **Audit**

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

Respectfully Submitted by,  
Morgan Daybell

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Respectfully Submitted,

NMV UUSD School Directors

Mary Niles, Chair (Montgomery)  
Emily Norris, Vice Chair (Sheldon)  
Erin Paquette, Clerk (Bakersfield)  
Arlene O'Rourke (Bakersfield)  
John Dziedzic (Berkshire)  
Katherine Barnard (Montgomery)  
Lisa Hango (Berkshire)  
Miranda Johnson (Sheldon)

Administration

Lynn Cota, Superintendent  
Jody Vaillancourt, Director of Instruction & Learning  
Michelle Theberge, Director of Student Services  
Michelle Irish, Director Advancement Educational Equity  
Melissa Wood, Early Education Director  
Dominic DeRosia, Technology Director  
Dawn Reed, Food Service Director  
Heather Moore, LEAPS Project Director/Grants  
Leonard Badeau, Berkshire Principal  
Rhoda McLure, Bakersfield Principal  
Sandy Alexander, Montgomery Principal  
Christie Martin, Sheldon Principal  
Gabrielle Lumbra, Flexible Pathways Academy Principal  
Morgan Daybell, Business Manager



**Northern Mountain Valley UUSD  
FY23 General Fund Budget**

	<b>FY21 Actual</b>	<b>FY22 Approved</b>	<b>FY22 to Dec 31</b>	<b>FY23 Proposed</b>	<b>FY22-23 Change</b>
<b>GENERAL FUND EXPENSES</b>					
<b>PRE-KINDERGARTEN</b>					
<b>Regular Education</b>					
Direct Instruction	\$169,560	\$310,835	\$112,709	\$510,761	\$199,926
Pre-K Tuition	\$30,219	\$38,500	\$30,502	\$41,000	\$2,500
<b>Total Regular Education</b>	<b>\$199,779</b>	<b>\$349,335</b>	<b>\$143,211</b>	<b>\$551,761</b>	<b>\$202,426</b>
<b>Special Education</b>					
Direct Instruction	\$23,319	\$24,821	\$10,795	\$0	(\$24,821)
<b>Total Special Education</b>	<b>\$23,319</b>	<b>\$24,821</b>	<b>\$10,795</b>	<b>\$0</b>	<b>(\$24,821)</b>
<b>TOTAL PRE-KINDERGARTEN</b>	<b>\$223,098</b>	<b>\$374,156</b>	<b>\$154,006</b>	<b>\$551,761</b>	<b>\$177,605</b>
<b>K-12</b>					
<b>Regular Education</b>					
Secondary Tuition	\$4,301,691	\$5,183,200	\$2,181,033	\$5,109,842	(\$73,358)
Direct Instruction	\$5,440,590	\$5,892,877	\$1,943,981	\$6,872,126	\$979,249
Guidance/Health	\$545,874	\$611,897	\$209,450	\$686,541	\$74,644
Training/Library/Technology	\$315,938	\$480,005	\$165,539	\$416,173	(\$63,832)
District Administration	\$75,915	\$79,145	\$54,868	\$83,234	\$4,089
School Administration	\$754,062	\$777,076	\$369,240	\$798,781	\$21,705
Central Services	\$660,243	\$796,186	\$584,896	\$961,864	\$165,678
Buildings and Grounds	\$1,024,188	\$1,005,140	\$488,649	\$964,964	(\$40,176)
Student Transportation	\$359,781	\$405,605	\$18,426	\$456,229	\$50,624
Debt Service	\$482,456	\$539,837	\$462,048	\$528,240	(\$11,597)
<b>Total Regular Education</b>	<b>\$13,960,738</b>	<b>\$15,770,968</b>	<b>\$6,478,130</b>	<b>\$16,877,994</b>	<b>\$1,107,026</b>
<b>Summer School</b>	<b>\$1,083</b>	<b>\$0</b>		<b>\$11,000</b>	<b>\$11,000</b>
<b>After-School</b>	<b>\$51,215</b>	<b>\$160,741</b>	<b>\$55,485</b>	<b>\$190,000</b>	<b>\$29,259</b>
<b>Special Education</b>					
Direct Instruction	\$539,834	\$612,677	\$355,138	\$0	(\$612,677)
Central Services	\$789,958	\$828,478	\$414,239	\$532,144	(\$296,334)
<b>Total Special Education</b>	<b>\$1,329,792</b>	<b>\$1,441,155</b>	<b>\$769,377</b>	<b>\$532,144</b>	<b>(\$809,011)</b>
<b>Athletics</b>	<b>\$19,413</b>	<b>\$30,314</b>	<b>\$16,070</b>	<b>\$32,000</b>	<b>\$1,686</b>
<b>Co-Curricular</b>	<b>\$3,911</b>	<b>\$5,546</b>	<b>\$0</b>	<b>\$16,000</b>	<b>\$10,454</b>
<b>TOTAL K-12</b>	<b>\$15,366,152</b>	<b>\$17,408,724</b>	<b>\$7,319,062</b>	<b>\$17,659,138</b>	<b>\$250,414</b>
<b>TOTAL GENERAL FUND EXPENSES</b>	<b>\$15,589,250</b>	<b>\$17,782,880</b>	<b>\$7,473,068</b>	<b>\$18,210,899</b>	<b>\$428,019</b>

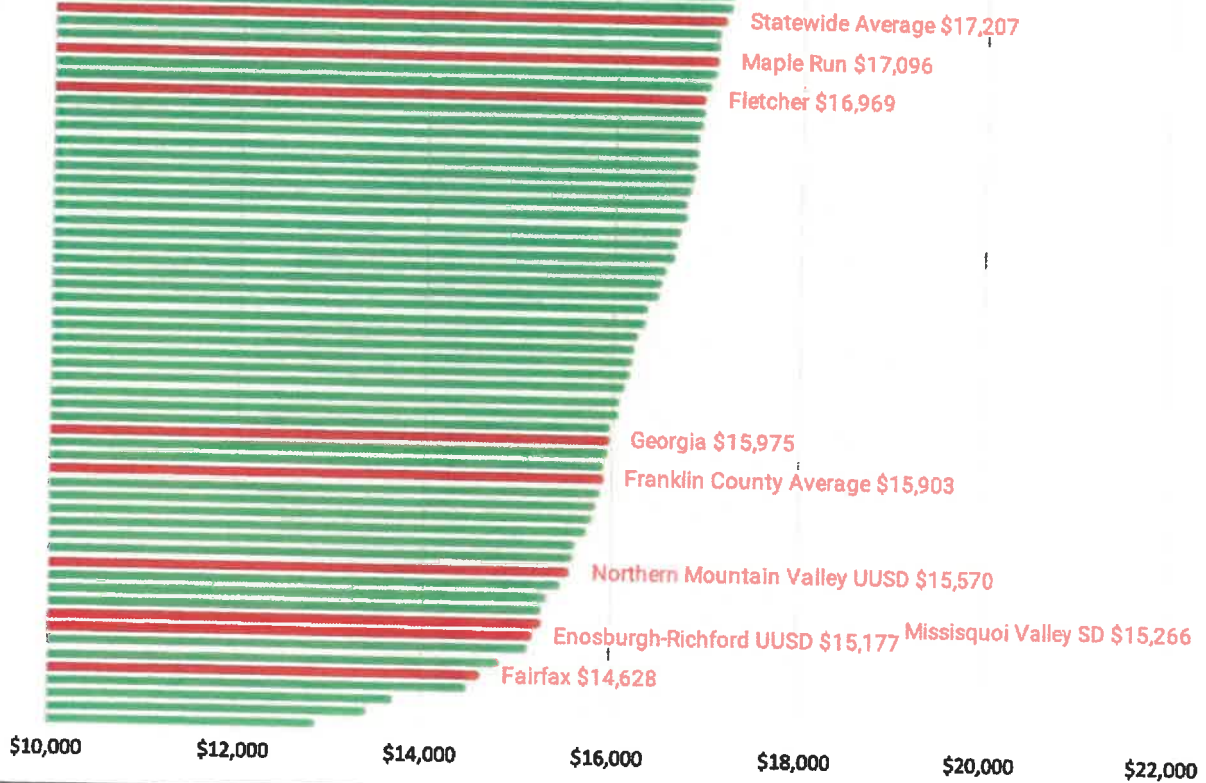
**Northern Mountain Valley UUSD  
FY23 General Fund Budget**

	<b>FY21 Actual</b>	<b>FY22 Approved</b>	<b>FY22 to Dec 31</b>	<b>FY23 Proposed</b>	<b>FY22-23 Change</b>
<b>GENERAL FUND REVENUE</b>					
Local Revenue	\$30,612	\$24,000	\$10,079	\$25,000	\$1,000
Other Restricted	\$110,747	\$150,000	\$0	\$0	(\$150,000)
State Revenue	\$479,596	\$517,800	\$253,298	\$213,275	(\$304,525)
Other Revenue	\$68,592	\$0	\$139,888	\$0	\$0
Use of Fund Balance	\$482,488	\$403,786	\$0	\$605,000	\$201,214
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$1,172,035</b>	<b>\$1,095,586</b>	<b>\$403,265</b>	<b>\$843,275</b>	<b>(\$252,311)</b>

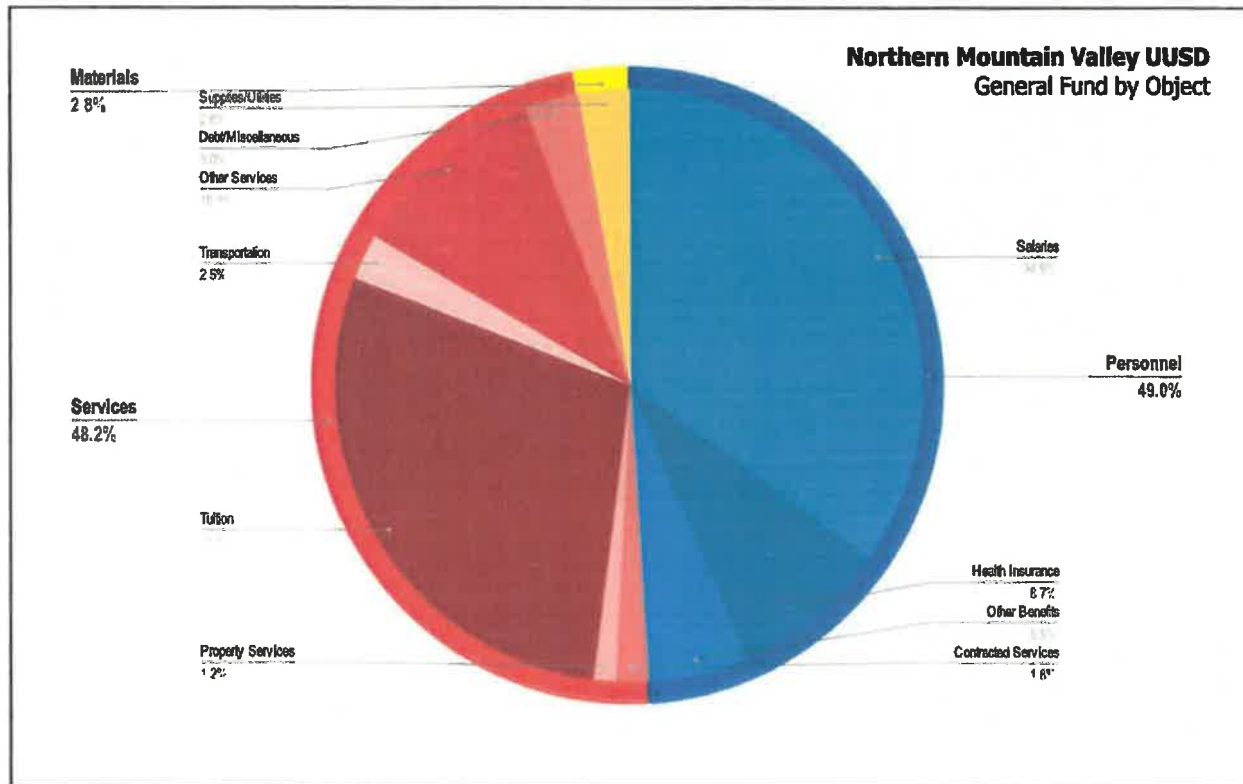
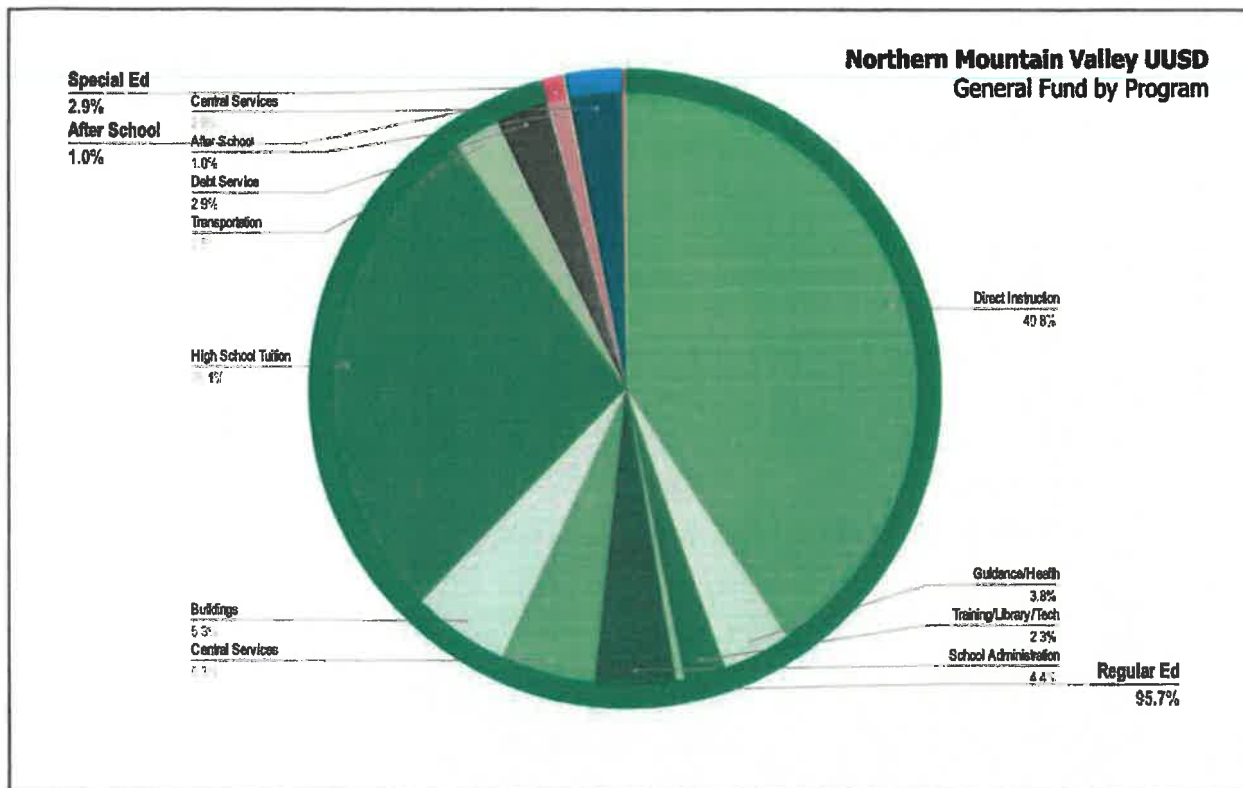
<b>PROJECTED TAX RATES</b>				
Budgeted Expenditures	\$17,782,880		\$18,210,899	\$428,019
less Local and Grant Revenue	\$1,095,586		\$843,275	(\$252,311)
equals Education Spending	\$16,687,294		\$17,367,624	\$680,330
divided by Equalized Pupils	1069.31		1060.92	(8.39)
equals Per Pupil Education Spending	\$15,606		\$16,370	\$765
divided by Dollar Yield	\$11,385		\$12,937	\$1,552
equals Equalized Residential School Tax Rate	\$1.3707		\$1.2654	(\$0.1053)
divided by Bakersfield CLA	93.03%		88.77%	-4.26%
equals Bakersfield Residential Education Tax Rate	\$1.4734		\$1.4255	(\$0.0479)
divided by Berkshire CLA	102.30%		95.17%	-7.13%
equals Berkshire Residential Education Tax Rate	\$1.3399		\$1.3296	(\$0.0103)
divided by Montgomery CLA	101.36%		95.04%	-6.32%
equals Montgomery Residential Education Tax Rate	\$1.3523		\$1.3314	(\$0.0209)
divided by Sheldon CLA	94.20%		91.85%	-2.35%
equals Sheldon Residential Education Tax Rate	\$1.4551		\$1.3777	(\$0.0774)

## FY22 Education Spending Per Pupil by Town

**Northern Mountain Valley  
spent \$1,637 less per pupil  
than the state average.**







District: <b>Northern Mountain Valley USD</b> SU: <b>Franklin Northeast</b>		U085 Franklin County		Property dollar equivalent year:	12.937	← See bottom note	Homestead tax rate per \$12,937 of spending per equalized pupil	1.00
					15.484		Income dollar equivalent year: 2.0%	
<b>Expenditures</b>		<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>			
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$16,295,883	\$16,834,820	\$17,782,880	\$18,210,899			1.
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-	-			2.
3.	Adopted or warned union district budget plus articles	\$16,295,883	\$16,834,820	\$17,782,880	\$18,210,899			3.
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-			4.
5.	plus Prior year deficit repayment of deficit	-	-	-	-			5.
6.	<b>Total Union Budget</b>	<b>\$16,295,883</b>	<b>\$16,834,820</b>	<b>\$17,782,880</b>	<b>\$18,210,899</b>			6.
7.	S.U. assessment (included in union budget) - informational data	-	-	-	-			7.
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-			8.
<b>Revenues</b>								
9.	Union revenues (categorical grants, donations, tuition, surplus, federal, etc.)	\$1,299,551	\$968,937	\$1,134,061	\$843,275			9.
10.	<b>Total offsetting union revenues</b>	<b>\$1,299,551</b>	<b>\$968,937</b>	<b>\$1,134,061</b>	<b>\$843,275</b>			10.
11.	<b>Education Spending</b>	<b>\$14,997,332</b>	<b>\$15,865,883</b>	<b>\$16,648,819</b>	<b>\$17,367,624</b>			11.
12.	Northern Mountain Valley USD equalized pupils	1,060.85	1,062.00	1,069.31	1,064.34			12.
13.	<b>Education Spending per Equalized Pupil</b>	<b>\$14,135.76</b>	<b>\$14,939.63</b>	<b>\$15,569.68</b>	<b>\$16,317.74</b>			13.
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	\$458.20	\$406.88	\$395.43	\$387.74			14.
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per equip)	-	\$4.57	\$2.44	\$2.44			15.
16.	minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per equip)	-	-	-	-			16.
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per equip)	-	-	-	-			17.
18.	minus Estimated costs of new students after census period (per equip)	-	-	-	-			18.
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per equip)	-	-	-	-			19.
20.	minus Less planning costs for merger of small schools (per equip)	-	-	-	-			20.
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per equip)	-	-	-	-			21.
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-			22.
23.	Excess spending threshold	threshold = \$11,311	threshold = \$18,768	threshold = \$18,799	threshold = \$19,987			23.
24.	plus Excess Spending per Equalized Pupil over threshold (if any)	\$18,311.00	-	\$18,789.00	\$19,997.00			24.
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$14,136	\$14,940	\$15,570	\$16,317.74			25.
26.	<b>Union spending adjustment (minimum of 100%)</b>	<b>\$12,765%</b>	<b>135,840%</b>	<b>137,578%</b>	<b>128,137%</b>			26.
27.	Anticipated equalized union homestead tax rate to be prorated [\$16,317.74 ÷ (\$12,837 ÷ \$1.00)]	\$1.3278 based on \$1.00	\$1.3584 based on \$1.00	\$1.3758 based on \$1.00	\$1.2613 based on \$1.00			27.
<b>Prorated homestead union tax rates for members of Northern Mountain Valley USD</b>		<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY22 Po</b>		
T007	Bakersfield	1.3276	1.3584	1.3758	1.2613	1.2613		
T018	Berkshire	1.3276	1.3584	1.3758	1.2613	1.2613		
T128	Montgomery	1.3276	1.3584	1.3758	1.2613	1.2613		
T187	Sheldon	1.3276	1.3584	1.3758	1.2613	1.2613		
28.	Anticipated income cap percent to be prorated from Northern Mountain Valley USD [(\$16,317.74 ÷ \$15,484) × 2.00%]	2.16%	2.21%	2.26%	2.11%	2.11%		28.
<b>Prorated union income cap percentage for members of Northern Mountain Valley USD</b>		<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY22 Po</b>		
T007	Bakersfield	2.16%	2.21%	2.26%	2.11%	2.11%		
T018	Berkshire	2.16%	2.21%	2.26%	2.11%	2.11%		
T128	Montgomery	2.16%	2.21%	2.26%	2.11%	2.11%		
T187	Sheldon	2.16%	2.21%	2.26%	2.11%	2.11%		

- Following current statute, the Tax Commissioner recommended a property yield of \$13,846 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$18,705 for a base income percent of 2.0%, and a non-residential tax rate of \$1.385. **THESE FIGURES USE THE ESTIMATED \$90,000,000 SURPLUS FROM THE EDUCATION FUND. I DO NOT EXPECT THAT SURPLUS WILL BE USED TO INCREASE THE YIELDS.** I would suggest using the figures provided without the surplus: \$12,837 for the property yield, \$15,484 for the income yield, and \$1.482 for the non-homestead tax rate.

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

- The base income percentage cap is 2.0%.

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



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

