

**RESIDENTIAL
PROPERTY OWNERS**

FILE FORM: HS 122

(HOMESTEAD DECLARATION)

BEFORE APRIL 15, 2021.

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, 2021

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, 2020

Berkshire Voters

Town and School vote will take place at the Berkshire Town Clerk's Office
from 10am to 7pm on March 02, 2021

Absentee Ballots available

Please call, email or stop by the Berkshire Town Clerk's Office
to request an absentee ballot.

**Drive Thru
Rabies Clinic**

March 20, 2021

11:00 am to 12:00 pm

Berkshire Town Garage

Please remain in your vehicle

**And the staff from Stowe Veterinary
Clinic will assist you**

MASKS ARE REQUIRED

DOG LICENSE

**Dog License are due Thursday, April 01, 2021.
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 2020

200 Dogs were registered in 2020

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

BACKYARD BURNING RULES

PROHIBITED

- Garbage
- Tires
- Rubber
- Plastic
- Waste Oil
- Asphalt Materials
- Asbestos
- Pressure-treated Wood
- Plywood

WHY NOT BURN?

Burning trash and debris is illegal and releases many harmful pollutants including:

Dioxin – causes cancer, birth defects, and enters the food chain.

HCB – Persistent toxin that enters the food chain and is a probable carcinogen.

Formaldehyde – causes burning in eyes and throat, nausea, and difficult breathing.

Hydrogen Chloride Gas – causes fluid buildup in the lungs and possible ulceration of the respiratory tract.

Particulates – causes respiratory infection.

Carbon Monoxide – Prevents oxygen from being absorbed by the heart and lungs.

OKAY

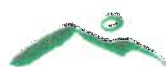
- Natural Wood– timber, logs, boles, trunks, branches, limbs, stumps, untreated lumber
- Clean Wood Pallets
- Leaves
- Brush



QUESTIONS?

Please call your local fire warden prior to burning for a permit. Feel free to contact the Vermont DEC Air Quality and Climate Division at (802) 828-1288 with any questions or concerns.

Recycle, Reuse, Respect



VERMONT

Vermont Department of Environmental Conservation

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 01, 2021
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**

VITAL STATISTICS FOR BERKSHIRE

Births:	Males 7	Females 4
Deaths:	Males 8	Females 6
Marriages:	13	

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	2021
Vincent Hickey	Selectperson	Term Expires	2021
Virginia Messier	Lister	Term Expires	2023
Rachel Roy	Lister	Term Expires	2022
	Auditor	Term Expires	2023
Carol Hickey	Auditor	Term Expires	2021
Linda Sweetser	Auditor	Term Expires	2022
Virginia Messier	Delinquent Tax Collector	Term Expires	2021
Douglas Weld	Town Agent		
Troy Masse	Town Grand Juror		
Charen Fegard	Solid Waste Representative		
Vincent Hickey	Health Officer		
Anthony Lussier	Inspector of Wood Shingles & Lumber		
Vincent Hickey	Service Organization of the Selectperson		
Vincent Hickey	Energy Coordinator		
Anthony Lussier	Road Commissioner		
Claude Charron	Fire Warden		
Tony Archambault	Deputy Fire Warden		
District Representatives	Charen Fegard		
	Lisa Hango		
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

PLANNING BOARD

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

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 2021 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 02, 2021** 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.
(G) A Delinquent Tax Collector for a term of three year term.

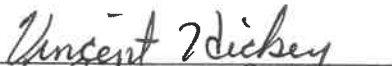

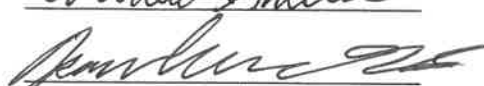


Article 2: Shall the Town of Berkshire approve the
proposed 2021 budget in the amount of \$ 1,057,614.80
to defray the expenses of the Town for the ensuing year
to cover any present indebtedness of the Town and other
loans, State and County taxes and other ordinary expenses
with amount of \$ 686,267.31 to be raised by taxes?

Dated : January 18, 2021

Attest: Town Clerk



Selectboard

TOWN ASSETS

Checkbook Balance December 31, 2020	\$ 192,434.44
Delinquent Taxes	<u>\$ 68,615.11</u>
Total Assets:	\$ 261,049.55

LIABILITIES & FUND BALANCE

Liabilities

Taxes Owed to School	\$ 60,000.00
Highway Reserve	\$ 31,851.50
Land Record Reserve	\$ 8,958.79
Office Painting Reserve	\$ 3,200.00
Hilton Marcy Reserve	\$ 39,698.77
Planning Reserve	<u>\$ 1,178.00</u>
Total Liabilities	\$ 144,887.06
Available Cash Forward	\$ 116,162.49

COMPARATIVE BALANCE SHEET

12/31/2020

CURRENT ASSETS

	12/31/2019	12/31/2020
Delinquent Taxes	\$ 53,624.91	\$ 68,615.11
Checking Account	<u>\$ 171,544.48</u>	<u>\$ 192,434.44</u>
	\$ 225,169.39	\$ 261,049.55

CURRENT LIABILITIES

	2019	2020
Total Assets	\$ 225,169.39	\$ 261,049.55
Current Liabilities	<u>\$ 174,316.62</u>	<u>\$ 144,887.06</u>
	\$ 50,852.77	\$ 116,162.49

Taxes Billed 2020

	Grand List	Tax Rate	Taxes Raised
Municipal Grand List	\$1,306,193.16	0.135	\$176,336.06
Highway Grand List	\$1,306,193.16	0.4215	\$550,560.73
Local Agreement	\$1,306,193.16	0.0047	\$6,138.97
Homestead Education	\$828,881.00	1.3508	\$1,119,652.40
Non Residential Education	\$475,735.14	1.6189	\$770,167.59
	Total Tax		\$2,622,855.74

Taxes as Billed

Taxes Collected as of October 02, 2020	\$2,428,379.39
Net delinquent for October 02, 2020	\$150,121.47
Taxes Collected After October 2, 2020	\$104,244.98
Total Delinquent December 31, 2020	\$68,615.11

2020 Taxes	\$2,428,379.39
School Taxes Paid by Town	\$1,558,583.77
State Paid School Tax	<u>\$333,719.32</u>
	\$536,076.30

Town Report Budget 2020

	A	B	C	D
1		2020 Budget	2020 Actual	2021 Budget
2	Taxes Revenue			
3	Current taxes	\$726,936.23	\$536,076.30	\$686,267.31
4	Unreserved Fund Balance	\$50,852.77		\$116,162.49
5	Delinquent Taxes collected	\$0.00	\$135,139.17	\$0.00
6	Int. on Delinquent Taxes	\$7,000.00	\$5,340.48	\$6,000.00
7	School Tax Reimbursement	\$0.00	\$36,765.61	\$0.00
8	Hold Harmless	\$95,000.00	\$ 102,741.00	\$100,000.00
9	Total Tax Revenue	\$879,789.00	\$816,062.56	\$908,429.80
10				
11				
12	Zoning Fees			
13	Zoning Permits	\$1,300.00	\$1,514.00	\$1,300.00
14	Occupancy/Compliance Permits	\$1,000.00	\$1,408.00	\$1,000.00
15	Variances/Subdivision	\$1,000.00	\$1,330.00	\$1,000.00
16	Conditional Use	\$0.00	\$140.00	\$0.00
17	Highway Permits	\$450.00	\$425.00	\$450.00
18	Driveway Permits	\$100.00	\$117.00	\$100.00
19	Total Zoning Fees	\$3,850.00	\$4,934.00	\$3,850.00
20				
21	Other Revenue			
22	Recording Fees	\$14,000.00	\$16,130.24	\$14,000.00
23	Dog Licenses	\$1,000.00	\$885.00	\$1,000.00
24	Liquor Licenses	\$185.00	\$185.00	\$185.00
25	State Reappraisal Funds	\$7,000.00	\$7,087.00	\$7,000.00
26	Interest on Statements	\$1,000.00	\$2,876.31	\$2,000.00
27	Town Report Reimburse	\$450.00	\$664.27	\$500.00
28	Land Use Change Tax	\$0.00	\$1,852.00	\$0.00
29	Civil Fines	\$100.00	\$384.50	\$150.00
30	Miscellaneous	\$500.00	\$1,191.22	\$500.00
31	Total Other Revenue	\$24,235.00	\$31,255.54	\$25,335.00
32				
33	Total REVENUES	\$907,874.00	\$852,252.10	\$937,614.80
34				
35	Other Revenue			
36	St. Aid-Roads	\$119,000.00	\$122,831.32	\$120,000.00
37	Hardwood Hill Better Rd Grant	\$0.00	\$6,477.12	\$0.00
38	Municipal Roads Grant	\$0.00	\$7,232.02	\$0.00
39	Wild & Scenic Grant	\$0.00	\$4,959.00	\$0.00
40	Paving Grant, State of VT	\$0.00	\$72,589.30	\$0.00
41	Total Other Revenue	\$119,000.00	\$214,088.76	\$120,000.00
42				
43	Total All Funds	\$1,026,874.00	\$1,066,340.86	\$1,057,614.80
44				

Town Report Budget 2020

	A	B	C	D
45		2020 Budget	2020 Actual	2021 Budget
46	Office Payroll			
47	Town Clerk Pay	\$25,447.00	\$25,447.00	\$26,083.17
48	Town Treasurer Pay	\$14,570.00	\$14,569.82	\$14,934.25
49	Assistant Pay	\$20,500.00	\$20,430.18	\$21,500.00
50	Lister Pay	\$15,000.00	\$7,898.50	\$10,000.00
51	Auditors Pay	\$600.00	\$104.00	\$600.00
52	Selectperson Pay	\$5,000.00	\$5,000.00	\$5,000.00
53	Health Officer Pay	\$800.00	\$800.00	\$800.00
54	BCA Pay	\$400.00	\$0.00	\$400.00
55	Planning & Zoning	\$1,300.00	\$1,665.00	\$1,500.00
56	Custodian Pay	\$1,500.00	\$1,462.50	\$1,500.00
57	Zoning Administrator	\$5,000.00	\$4,287.00	\$5,000.00
58	General Share FICA/MEDI	\$8,000.00	\$7,495.44	\$8,000.00
59	Retirement	\$2,100.00	\$2,050.96	\$2,300.00
60	Health Insurance	\$18,662.40	\$18,662.40	\$19,114.56
61	Total Office Payroll	\$118,879.40	\$109,872.80	\$116,731.98
62				
63	Office Expenses			
64	Postage	\$2,250.00	\$2,299.86	\$2,200.00
65	Advertising	\$750.00	\$804.50	\$750.00
66	Copier	\$2,500.00	\$2,199.96	\$2,250.00
67	Computer Expense	\$3,000.00	\$1,933.71	\$4,000.00
68	Office Supplies	\$2,000.00	\$1,769.35	\$2,000.00
69	Listers Supplies	\$500.00	\$332.27	\$500.00
70	Training/Seminars	\$2,000.00	\$611.50	\$1,000.00
71	Nemrc Support	\$6,000.00	\$5,797.50	\$6,000.00
72	Mileage	\$800.00	\$115.50	\$500.00
73	Office Telephone	\$2,000.00	\$1,688.08	\$2,000.00
74	Office Heat	\$3,000.00	\$2,947.88	\$3,000.00
75	Office Electricity	\$1,500.00	\$1,129.87	\$1,500.00
76	Lawn Mowing	\$2,500.00	\$1,136.00	\$2,500.00
77	Microfilming	\$2,000.00	\$240.90	\$2,000.00
78	Office Maintenance	\$4,500.00	\$4,458.75	\$4,000.00
79	Total Office Expense	\$35,300.00	\$27,465.63	\$34,200.00
80				
81	General Expenses			
82	Street Lights	\$7,500.00	\$7,566.21	\$7,600.00
83	Franklin County Tax	\$11,000.00	\$11,136.52	\$10,500.00
84	Vt. League of Cities & Towns	\$3,175.00	\$3,175.00	\$3,175.00
85	NW Regional Planning	\$1,929.00	\$1,929.00	\$1,929.00
86	Legal Fees	\$5,000.00	\$0.00	\$5,000.00
87	Fire Department	\$27,000.00	\$27,000.00	\$27,000.00
88	Ambulance Enosburg	\$41,987.79	\$41,987.79	\$42,828.69
89	Dispatch Fee	\$20,532.00	\$20,532.00	\$20,532.00
90	Elections Expenses	\$1,500.00	\$1,576.62	\$1,000.00
91	Town Report Expense	\$1,500.00	\$1,612.09	\$1,600.00
92	Dog Expense	\$3,500.00	\$3,234.66	\$3,500.00
93	Property/Casualty Insurance	\$45,457.00	\$46,448.00	\$48,000.00
94	Northwest Solid Waste	\$1,728.00	\$1,728.00	\$1,728.00
95	Planning Expense	\$1,000.00	\$35.00	\$1,000.00

Town Report Budget 2020

	A	B	C	D
96		2020 Budget	2020 Actual	2021 Budget
97	Reappraisal	\$7,000.00	\$7,087.00	\$7,000.00
98	Interest Line of Credit	\$3,000.00	\$3,885.11	\$3,000.00
99	Unemployment Fund	\$1,200.00	\$547.07	\$1,000.00
100	Miscellaneous	\$1,000.00	\$646.85	\$1,000.00
101	Total General Expenses	\$185,008.79	\$180,126.92	\$187,392.69
102				
103	Total General & Office Expense	\$339,188.19	\$317,465.35	\$338,324.67
104	Voted Appropriations			
105	Franklin County Home Health	\$3,553.00	\$3,553.00	\$3,553.00
106	Northwest Counseling	\$1,800.00	\$1,800.00	\$1,800.00
107	St. Albans Family Center	\$1,200.00	\$1,200.00	\$1,200.00
108	Age Well (formerly CVAA)	\$1,100.00	\$1,100.00	\$1,100.00
109	Franklin County Ind. Develop. Corp	\$250.00	\$250.00	\$250.00
110	Green Mountain Transit Agency	\$1,319.00	\$1,319.00	\$1,319.00
111	Vt Ctr for Independent Living	\$180.00	\$180.00	\$180.00
112	Franklin County Animal Rescue	\$500.00	\$500.00	\$500.00
113	Voice Against Violence	\$1,000.00	\$1,000.00	\$1,200.00
114	Richford Summer Camp	\$2,900.00	\$2,900.00	\$2,900.00
115	Northwest Unit Investigation	\$1,000.00	\$1,000.00	\$1,000.00
116	Berkshire Recreation Committee	\$2,000.00	\$2,000.00	\$2,000.00
117	Care Partners Adult Daycare	\$100.00	\$100.00	\$100.00
118	VT Rural Fire Protection Force	\$100.00	\$100.00	\$100.00
119	Green Up	\$100.00	\$100.00	\$100.00
120	Total Voted Appropriations	\$17,102.00	\$17,102.00	\$17,302.00
121				
122	Total Office & General	\$356,290.19	\$334,567.35	\$355,626.67
123				
124	Highway Payroll	Budget 2019	Actual 2019	Budget 2020
125	Highway Pay	\$180,000.00	\$163,084.61	\$180,000.00
126	Highway FICA/Medi	\$14,000.00	\$12,013.63	\$14,000.00
127	Retirement	\$9,000.00	\$8,355.62	\$9,000.00
128	Health Insurance	\$37,324.80	\$37,334.80	\$38,229.12
129	Total Highway Payroll	\$240,324.80	\$220,788.66	\$241,229.12
130				
131	Highway Utilities			
132	Highway Telephone	\$1,300.00	\$923.40	\$1,300.00
133	Highway Heat	\$3,500.00	\$3,115.47	\$3,500.00
134	Highway Electricity	\$1,500.00	\$1,462.59	\$1,500.00
135	Highway Garbage Removal	\$1,500.00	\$1,096.00	\$1,500.00
136	Total Highway Utilities	\$7,800.00	\$6,597.46	\$7,800.00
137				
138	Highway Outside Services			
139	Hired Equipment	\$5,000.00	\$0.00	\$3,000.00
140	Rented Equipment	\$10,000.00	\$8,000.00	\$5,000.00
141	Stripping	\$2,000.00	\$0.00	\$2,000.00
142	Crushing	\$7,500.00	\$7,067.07	\$7,500.00
143	Paving Grant	\$0.00	\$72,589.30	\$0.00
144	Paving/Resurfacing	\$125,000.00	\$125,711.56	\$150,000.00
145	Total Highway Outside Services	\$149,500.00	\$213,367.93	\$167,500.00

Town Report Budget 2020

	A	B	C	D
146	Special Projects	2020 Budget	2020 Actual	2021 Budget
147	Tax Mapping	\$1,000.00	\$800.00	\$1,000.00
148	Garage Septic/Water	\$10,000.00	\$10,000.00	\$2,000.00
149	New Garage Reserve	\$25,000.00	\$25,000.00	\$35,000.00
150	Wild & Scenic Project	\$0.00	\$1,200.00	\$0.00
151	Municipal General Roads Permit	\$2,000.00	\$1,590.00	\$2,000.00
152	Total Special Projects	\$38,000.00	\$38,590.00	\$40,000.00
153				
154	Maintenance			
155	Garage Maintenance/Supplies	\$8,500.00	\$9,062.29	\$9,000.00
156	Truck 3 (2017)	\$6,000.00	\$5,425.96	\$6,000.00
157	Truck 1 (2007)	\$15,000.00	\$4,277.28	\$10,000.00
158	Truck 2 (2012)	\$8,500.00	\$16,972.74	\$10,000.00
159	Loader (2015)	\$1,500.00	\$2,224.28	\$1,500.00
160	Mower/ Tractor /Equipment	\$1,000.00	\$3,390.83	\$3,000.00
161	Sifter (1990)	\$2,000.00	\$0.00	\$2,000.00
162	Excavator K11	\$0.00	\$582.58	\$1,500.00
163	Plows & Sanders	\$8,000.00	\$6,011.18	\$8,000.00
164	Trailer	\$1,000.00	\$189.95	\$1,000.00
165	Chipper (1984)	\$500.00	\$0.00	\$500.00
166	Grader (2013)	\$4,000.00	\$7,029.78	\$4,000.00
167	Minor Equipment	\$2,000.00	\$1,532.85	\$2,000.00
168	General Vehicle Supplies	\$6,000.00	\$5,329.45	\$6,000.00
169	Diesel	\$40,000.00	\$23,009.69	\$40,000.00
170	Gasoline	\$2,000.00	\$1,142.78	\$2,000.00
171	Radio Repair & Testing	\$500.00	\$221.00	\$500.00
172	Equipment Fund	\$30,000.00	\$30,000.00	\$40,000.00
173	Total Maintenance	\$136,500.00	\$116,402.64	\$147,000.00
174				
175	Materials			
176	Salt	\$30,000.00	\$26,753.46	\$30,000.00
177	Chloride	\$25,000.00	\$23,676.86	\$25,000.00
178	Highway Materials	\$5,000.00	\$4,073.57	\$5,000.00
179	Culverts	\$10,000.00	\$8,014.00	\$10,000.00
180	Road Signs	\$2,000.00	\$1,803.93	\$2,000.00
181	Guard Rails	\$1,000.00	\$0.00	\$1,000.00
182	Total Materials	\$73,000.00	\$64,321.82	\$73,000.00
183				
184	Total Highway	\$645,124.80	\$660,068.51	\$676,529.12
185				
186	Debt Services			
187	Truck Payment/Interest (2017)	\$25,459.01	\$25,459.01	\$25,459.01
188	Total Debt Services	\$25,459.01	\$25,459.01	\$25,459.01
189				
190	Total Expenditures debt/highway	\$670,583.81	\$685,527.52	\$701,988.13
191	=====	=====	=====	=====
192	TOTAL ALL FUNDS	\$1,026,874.00	\$1,020,094.87	\$1,057,614.80

General Ledger Long Term Debt

12/31/2020

Truck 2017	Interest Rate 2%	Maturity	4/7/2021
	Balance January 01, 2020	\$	48,000.00
	Principal Payment	\$	<u>24,000.00</u>
	Balance December 31, 2020	\$	24,000.00

Restricted Funds

Reappraisal CD's	Balance	December 31, 2020	\$	82,586.64
Equipment CD	Balance	December 31, 2020	\$	75,394.94
New Garage CD	Balance	December 31, 2020	\$	151,271.94

Cemeteries

Collected from Florence E Gibson Estate

\$ 189.36

East Berkshire Cemetery Assoc. \$94.68

Berkshire Ctr. Cemetery Assoc. \$94.68

TREASURER REPORT

General

Current Taxes	\$536,076.30
Zoning Fees	\$4,934.00
Other Revenue	\$31,255.54
Interest Delinquent Taxes	\$5,340.48
Delinquent Taxes	\$135,139.17
School Tax Refund	\$36,765.61
Hold Harmless	\$102,741.00
Total	\$852,252.10

Highway

State Aide to Roads	\$122,831.32
Municipal Roads Grant	\$7,232.02
Wild & Scenic Grant	\$4,959.00
Paving Grant	\$72,589.30
Hardwood Hill Grant	\$6,477.12
Total	\$214,088.76

Grand Total	\$1,066,340.86
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SELECTBOARD REPORT

Salaries	\$244,758.61
FICA	\$19,509.07
Office Expense	\$27,465.63
General Expense	\$180,126.92
Health Insurance	\$55,987.20
Retirement	\$10,406.58
Appropriations	\$17,102.00
Highway Utilities	\$6,597.46
Highway Outside Services	\$213,367.93
Highway Maintenance	\$116,402.64
Highway Materials	\$64,321.82
Truck 2017 Payment/Interest	\$25,459.01
Special Projects	<u>\$38,590.00</u>
Grand Total	\$1,020,094.87

Statement of Delinquent Taxes

January 1, 2020 to December 31, 2020

YEAR	TAX Balance	Collections	Abated	Balance
2017	\$1,973.35	\$775.94		\$1,197.41
2018	\$6,122.95	\$2,963.34		\$3,159.61
2019	\$45,527.86	\$27,146.26		\$18,381.60
2020	\$150,121.47	\$104,244.98		\$45,876.49
	\$203,745.63	\$135,130.52		\$68,615.11

2017

Aldrich Rodney
Nichols Leonard

2018

Aldrich Rodney
Bessette Anthony
Donna Ryan & Bailey
Lahue Bryan & Jessie
Nichols Leonard

2019

Aldrich Rodney
Bessette Anthony
Byam Arnold & Louise
Davenport James
Desmarais Richard
Donna Bailey & Ryan
Greenwood Paul
Hardy Jonas
Lahue Bryan & Jessica
Myott Dean
Nichols Leonard

2020

Aldrich Rodney
Bessette Anthony
Byam Louise
Carr Roger
Conger Robert III
Davenport James
Dipallina Thelma

Donna Bailey
Greenwood Paul
Hardy Jonas
Lahue Bryan & Jessica
Lontine Shannon
Martin Ronald
Myott Dean
Nicholas Leonard
Novad/Jopt
Paquette Tira
Ranall Mike & Abby
Rondeau Keith
Schurger Jon & Susan
William Paul Trustee

SUMMARY

Taxes Received for Collection

Delinquent	\$30,885.54
Current Late	\$104,244.98
Total	\$135,130.52

Interest

Interest Received as of December 31, 2020	\$5,476.46
Interest Due as of December 31, 2020	\$5,830.55

BERKSHIRE VOLUNTEER FIRE DEPARTMENT

REVENUE 2020

January 1, 2020 Balance on Hand **\$164,393.35**

Income 2020

Town of Berkshire \$27,000.00

Marcy Estate \$683.93

Interest \$740.74

Donations \$480.43

Total: **\$28,905.10** **\$28,905.10**

Total: **\$193,298.45**

Office \$94.60

Electric \$960.96

Telephone \$965.72

Heat \$3,171.07

Equipment \$916.51

Dues & Licenses \$630.00

Truck Repairs \$3,693.42

Misc. \$593.36

Repairs \$1,548.24

\$12,573.88 Total: \$12,573.88

December 31, 2020 Balance on Hand **\$180,724.57**

To anyone interested in joining the Fire Department, we meet on the 1st and 3rd Tuesdays at 7:00 pm at the Fire Station. We do have some new faces and are looking for more.

To report a fire: Dial 911. Be prepared to give the dispatcher **your name, location and a 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 police, fire departments, and ambulances 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.

Respectfully submitted: Berkshire Volunteer Fire Department

OFFICERS

Tony Archambault-Chief	Jamie Archambault-Asst. Chief
Taylor Laplant-Captain	Andy Smith-Treasurer
Chris Smith-Captain	

FIREFIGHTERS

Robert Archambault	Eric Benware	David Kennison
Joey Judd	Dustin Broe	Jason Jutras
Josh Randall	Brad St.Pierre	Claude Charron
Dean Randall	Chris Dudley	James Noel
Adam LeClair	Nathan Moore	

Town of Berkshire Vermont

DEVELOPMENT REVIEW BOARD

ZONING OFFICE
4454 WATER TOWER ROAD
Berkshire, Vermont 05450
Ann E. Lavery, Zoning Administrator

2020

Fifty-four (54) requests were processed by the Zoning Office in 2020.

Applications for three new businesses in Berkshire were approved. There is going to be a Bakery / Café in "The Old Pond Store", a Retail / Internet Car Sales Business in West Berkshire, and an Air BnB.

The remaining 51 applications were broken down into the following categories:

- + Four New Single Family Dwellings
- + One Replacement Single Family Dwelling
- + Fourteen Additions or Accessory Use Structures
- + Five Agricultural Structures
- + Eighteen Certificates of Compliance
- + Seven Subdivisions and/or Boundary Line Adjustments
- + One Conditional Use
- + One Variance

Dustin Broe was recently appointed to the Development Review Board.

The DRB welcomes Dustin! Current members of the DRB are: Carl Ruprecht; Chair, Dustin Broe, Claude Charron, Jason Doe, Russell Ford, Jason Jutras, and Margo Sherwood.

The DRB is still seeking new members...Are you interested ? The Board meets the second Thursday of every month at 7PM.

It is enjoyable working with the residents of Berkshire. Hopefully 2021 will be another productive year. If at anytime you need assistance please contact me. Regular office hours are Mondays from 9-Noon, or anytime by request.

Respectfully Submitted,

Ann E. Lavery



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. This 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, the area was also cleaned, stoned lined and seeded to prevent any future erosion.

Before



After





Upper Missisquoi and Trout Rivers Wild & Scenic Committee

2839 VT Route 105 East Berkshire, VT 05447

Tel: (802) 393.0076 E-mail: info@vtwsr.com Website: www.vtwsr.org

Dear Residents of Berkshire,

The Upper Missisquoi and Trout Rivers (UMATR) Wild and 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.

Despite the oddities that we all collectively faced this year, UMATR is proud to report on our 2020 accomplishments: we pivoted several of our regular events to be socially-distanced and COVID-safe, and we were able to support 12 great projects in our towns and region with \$77,767 in grant funds. In Berkshire, \$9,541 of those funds supported a culvert replacement on Marvin Rd, and Phase 1 assessments of the potentially hazardous dam remains at the Sampsonville rapids. We are pleased to be continuing both our River Community Grants and our Town Infrastructure Grants programs for 2021; more information may be found at www.umatrwildandscenic.org.

Getting area youths out experiencing the river is important to UMATR; although we did not feel comfortable offering our week-long River Explorers trip, we were able to offer several daytrips on different stretches of the rivers. Six of these trips occurred in and around Berkshire, exposing 32 local youths to kayaking fun on the river. In September, two volunteers removed five tires (one from a tractor!) and a bag of trash from the river between the town line and Route 118. Pre-pandemic, we were able to hold our Snowshoe Along the River: Franklin County Forester Nancy Patch led 9 folks on a guided hike to the beautiful vista at the Doe Campsite off Gummerus Rd – our thanks to the generous landowners for permission to access this riverside campsite from a new direction! Learn more about UMATR events and projects by visiting our website, signing up for our mailing list, and following us on social media.

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



NORTHWEST REGIONAL PLANNING COMMISSION

Town Report, 2020 - 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.

2020 BERKSHIRE TOWN PROJECTS

- Provided technical assistance in planning and zoning.
- 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.
- In coordination with the Planning Commission, drafted amendments and assisted with adoption of the 2020 Berkshire Town Plan. The 2020 Town Plan incorporates an Enhanced Energy Element that is compliant with the requirements by the Vermont Department of Public Service standards.
- Provided administrative support for the Northwest Communications Union District, in which Berkshire is a member.
- Consulted with local officials and evaluated infrastructure projects that address water quality concerns and could be constructed with grant funds.
- COVID-19: Provided technical assistance for the Town with the Local Government Expense Reimbursement Program as well as Continuity of Operations planning.

This year the Commission will assist our member municipalities with response to the COVID-19 pandemic, Municipal Roads General Permit compliance, water quality project implementation, local energy planning, emergency preparedness, brownfields redevelopment and other needed services. NRPC will implement improvements to the Missisquoi Valley Rail Trail and increase marketing efforts, support local farm and food businesses through its Healthy Roots Collaborative and assist the new Northwest Communications Union District in expanding broadband access in the region. 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.

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.

Berkshire Town Regional Commissioners - Claude Charron & Vincent Hickey

Transportation Advisory Committee - Anthony Lussier

Clean Water Advisory Committee - Vacant seat

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

Phone: (802) 524-5958

Fax: (802) 527-2948

Website: www.nrpcvt.com

Northwest Vermont Solid Waste Management District

2020 Annual Report

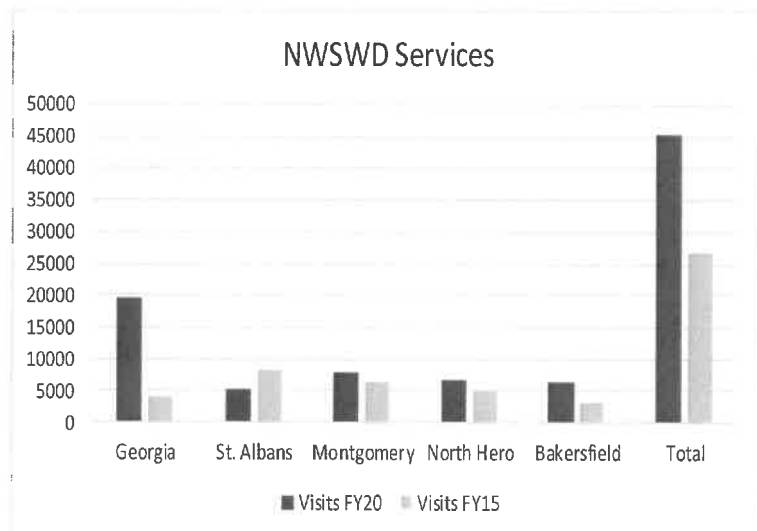
The Northwest Solid Waste District's (NWSWD) mission is to help its residents reduce waste, recycle what it produces, and reduce the toxicity of what ends up in the landfill. 2020 provided many challenges for the NWSWD and its employees. However, waste management is an essential service. Our employees adapted, improvised, and worked hard to keep our drop-off sites open and keep people safe.



The NWSWD's efforts resulted in the average NWSWD resident sending less waste to the landfill than last year! Waste diverted was recycled or reused and helped conserve resources as well as keep toxic materials out of Vermont landfills. This year the average NWSWD resident made 4.5 pounds of waste and sent just 3.3 pounds of waste to the landfill per day. The national average is over 4.5 pounds landfilled per day. Way to go!

District services offered at our drop-off sites provide all district residents with convenient access to programs to divert waste from the landfill.

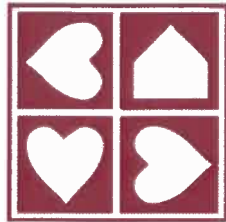
- This year over 45,000 visits were made to NWSWD sites. That is almost 20,000 more than just five years ago!
- District operations diverted 1,599 tons of waste from the landfill in 2020!
- Collected almost 36 tons of hazardous material from 1399 households through our Household Hazardous Waste program.
- Our Close the Loop compost program experienced incredible growth and we collected 653 tons of food scraps from businesses, institutions, and residents to be turned into compost. That is more than two times the amount of food scraps collected in 2015!



All District staff members are available through the District office at (802)524-5986 or info@nswsd.org. For more information about the District and our services, how to reduce and recycle your waste, or how to get involved, call District staff at the above number. You can also visit us on the web at www.nswsd.org, find us on Facebook, and sign-up for our e-mail updates. More information can also be found in our newsletter available at your Town Meeting.

John Leddy, Executive Director

NWSWD Board of Supervisors



Franklin County Home Health Agency, Inc.

Information Sheet

FY 2020

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 2020?

The Agency made a total of 65,621 visits to 2,087 Franklin County residents.

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

39,020	Home Care Services
22,088	Long Term Care Services
4,513	Hospice Services

How many people does the Agency employ?

The Agency currently has a staff of 140 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.



Berkshire FY20 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 3,776 rides to residents of Berkshire in FY20.

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.

Information

Please feel free to contact Jenn Wood, Public Affairs & Community Relations Manager with questions or to request additional information on GMT services at 802.864.2282 or jwood@RideGMT.com.



agewellvt.org
Helpline: 1-800-642-5119
P 802-865-0360
F 802-865-0363
875 Roosevelt Hwy, Ste. 210
Colchester, VT 05446

AGE WELL SERVICES PROVIDED & IMPACT FY 2020 (10/1/2019 - 9/30/20)

Last year, Age Well served 9,012 individuals, services included:



22,755 calls to the Helpline



23,732 hours of Care & Service
Coordination



278,403 Meals on Wheels delivered
23,198 Congregate Meals served



2,585 hours of Options Counseling

1,118 volunteers donated over 44,000 hours

IMPACT

1 YEAR of Meals on Wheels equals roughly the same cost as one day in a hospital.

94% of clients say that the assistance provided to them has helped them remain at home during the pandemic.

92% say Age Well's services helps to maintain social distancing during COVID-19.

ABOUT AGE WELL

Age Well are the leading experts and advocates for the aging population of Northwestern Vermont. We believe that health happens at home and focus on lifestyle, happiness and wellness—not on age. Since 1974, we have been part of Vermont's Area Agencies on Aging, coordinating services and care for Addison, Chittenden, Franklin and Grand Isle Counties.

Committed to helping individuals age well, we reduce barriers by providing access to healthy meals, in-home care and community resources. Delivered by staff members and over 1,000 incredible volunteers, our sought-after services are designed to meet the diverse needs of our clients, their families and caregivers.

We do not charge for services provided. As a nonprofit, we rely on donations and encourage clients to contribute if they are able to do so.

**MISSION: TO PROVIDE THE SUPPORT AND GUIDANCE THAT
INSPIRES OUR COMMUNITY TO EMBRACE AGING WITH
CONFIDENCE.**



**FRANKLIN COUNTY
INDUSTRIAL DEVELOPMENT
CORPORATION**

Annual Report for the year 2020

As most residents might guess the FCIDC report for calendar year 2020 is focused on the impacts and the ongoing recovery from the Coronavirus Pandemic. During the month of March 2020 everyone became aware of a new vocabulary; we learned words like Coronavirus, COVID, social distancing, quarantine, mandates, droplets, essential and on-line schooling. Along with our new vernacular came mandates to shut down schools, restaurants, construction and all other small non-essential businesses among others. People were encouraged to stay home and to work from home; the State's economy began to struggle soon after the shut-down.

FCIDC was on the front line of communicating with businesses about State and Federal programs. Over the years FCIDC has accumulated a long list of business emails and we added many more during the pandemic. We used the email list to share regular updates and pertinent information with business owners throughout Franklin County. We dispersed information to all Franklin County Municipalities and asked them to share with their local residents. The communities of Enosburg, Swanton and St. Albans City have specific individuals working on economic development and we maintained regular communication with all of them.

During the months of October and November when Federal dollars were being administered to States to assist businesses FCIDC was active in the Navigator program where all of the State's 12 Regional Development Corporations, of which FCIDC is one of the 12, received funds to connect businesses with the needed technical assistance vendor. The vendor assistance could cover a wide range of business topics such as creating an on-line presence, or improve their social media platforms, or be more proficient with their bookkeeping or creating a new product line. Across the state, hundreds of businesses received Technical Assistance. This past fall the Agency of Commerce and Community Development (ACCD) administered a second program which was ReStartVT business grants. Through this program grants were offered to businesses that had experienced significant loss of income over their 2019 business year. ACCD received in excess of 2000 ReStart applications and all of them needed to be reviewed to confirm they did in fact show a loss, their financials were up to speed and they were in fact a registered business. The Regional Development Corporations reviewed 43% of those applications.

This past summer FCIDC partnered with Northwest Regional Planning and applied for EDA and USDA grants, of which we received. These grants are focused on COVID economic recovery over the next two years. FCIDC in conjunction with local vendors will be producing a number of on-line videos to assist our local businesses with financial literacy and e-commerce. In addition to helping existing business, we believe that there will be a high level of interest for people to start their own businesses in the coming year so we will be offering "Start Your Own Business Workshops" so that those individuals have a basic overview of what is needed.

I would like to extend a huge thank you to all of the Franklin County residents who made the effort to continue to work, essential and non-essential employees and thank you all for supporting local businesses. Some of the small businesses stated they had one of their best Christmas seasons in memory. It appears that we still have 7 or 8 months to go before we are out of the woods and if that is true, I would just ask everyone to continue to follow the guidelines, check on your neighbors and support your local businesses. Let's hope for a great 2021.

P.O. Box 1099

St. Albans, Vermont
05478-1099

(802) 524-2194
Fax: (802) 524-6793

E-mail: info@fcidc.com
tim@fcidc.com
Web Site: fcidc.com

Sincerely,

Timothy J. Smith
Franklin County Industrial Development Corporation

Voices Against Violence

Annual Report 2019/2020



To Our Community,

As we know all too well, 2020 will go down in the history books like no other. By mid March when the Governor declared the Stay at Home order, Voice's went remote but continued to provide services via our hotline. We soon realized that we needed to take a step back and rethink how we provide crisis services during a pandemic in which victims may not have access to normal avenues of communication. We expanded resources to provide more options for survivors and developed new social media tools to bolster community engagement. Our social and racial justice work became more intensified in response to the world around us and will be forever centered in our work to end domestic and sexual violence. Thank you for your support of our mission.

In Peace, *Kris*

Mission

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



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,
- Due to the significant increase in people requesting emergency housing, Voices entered into an agreement with the state to provide additional short term emergency shelter in local hotels. Voice's is working on expanding shelter space at Laurie's House to accommodate COVID social distancing guidelines and provide additional bed space.
- All About Kids, our supervised visitation program was chosen to participate in a pilot group with a few other programs focused on creating policies for implementing safe virtual visits coordinated by our national technical assistance provider INSPIRE Action for Social Change. Although we were able to resume in person visits before this work was completed, we are in a solid place if we need to cease in person visits again in the future.
- Advocates continue to engage in work around the intersectionality of domestic violence, substance use and mental health leading to stronger collaborations with community partners and more trauma informed options for survivors.

VOICES STAFF

Kendell Kamansky, Katie Montagne—
Legal Services
Sophia Papka, Olivia Gamsu—Outreach
& Education
Hannah Hudson—Family Services
Shannon McMahon—Advocacy Services
Coordinator
Kris Lukens—Director

Cheri Westover, Sonia Nova Gonzalez—
Transitional Housing Coordinator
Amanda Hilliker—Housing Advocate
Maya Viens—Advocate
Martha Snyder—All About Kids Coord.
Tim Moran—AAK Monitor
Amanda Hilliker, Jessica Emch —After
Hour Hotline Advocates
Midge —Office Assistant, VT Associates



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; engage in Social justice and systems advocacy; and provide supervised visitation through **All About Kids**.

BY THE NUMBERS

- ⌘ Served 513 unduplicated victims/survivors and 68 children directly
- ⌘ 1633 hotline calls received
- ⌘ 1971 contacts on behalf of a person experiencing domestic or sexual violence (children and adults)
- ⌘ 2968 instances of advocacy (legal, hospital, housing, social service)
- ⌘ 3851 Instances of support, safety planning, crisis intervention
- ⌘ Reached over **489** students, professionals and community members through our school and community education programs; and trainings and awareness events (7 months only)
- ⌘ 71 people (51 women and 20 children) were provided safety and support in Laurie's House for a total of **3543** bed nights
- ⌘ Received 106 calls for shelter which we were unable to accommodate due to full capacity (duplicated)
- ⌘ Served 10 adults and 10 children in Transitional Housing with supports for a total of 3045 nights

All About Kids

- ⌘ Served 49 families including 66 children
- ⌘ 345 hours of visits and 40 hours of 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.

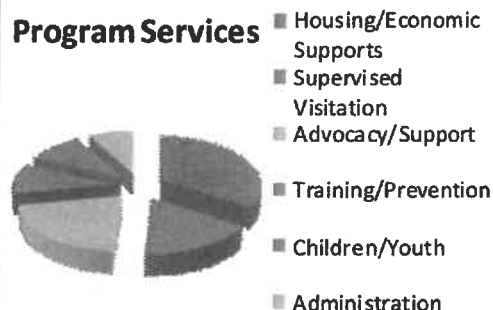
Voices Against Violence
P.O. Box 72
St. Albans, VT 05478
802.524.8538 Office
802.524.6575 Hotline
voices@cvoeo.org

"Thank you so much for your tireless efforts, facilitations and accommodations to insure my daughter got to safely spend time with me for the past years and your assistance in progress to more normalized family contact. My daughter and I both really loved visiting at All About Kids. We will fondly remember the gentle kindness and firm security you provided at AAK."

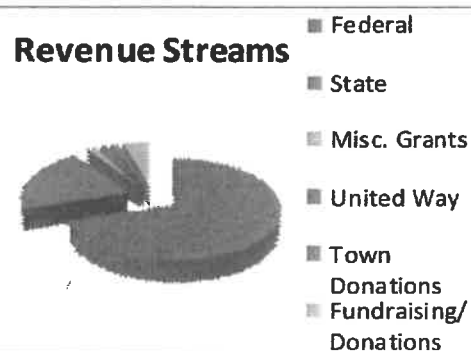
Visiting parent at All About Kids Supervised Visitation Center

FINANCIAL

Program Services



Revenue Streams



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

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 25th, 2021

On behalf of the Vermont State Police, St. Albans Barracks, we are providing our 2020 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. While we strive to reduce crime and enforce the laws of our roadways through criminal investigations, COVID-19 has certainly brought great challenges. For the safety of our members and the public we have reduced contact with the public wherever possible, in line with Vermont State Police COVID-19 Operational Response - Level 3.

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)**
- 5 Troopers – on the Tactical Services Unit (TSU)**
- 2 Troopers – on the Crime Scene Search Team (CSST)**
- 2 Troopers – on the Search and Rescue Team (SAR)**
- 2 Troopers – on the Bomb Squad (EOD)**
- 4 Troopers - on the CLAN lab team**
- 1 Trooper – on the Crisis Negotiation Unit (CNU)**

“Your Safety Is Our Business”

Annual Crime Statistics for the St. Albans Barracks:

Total Cases: 5484

Total Arrests: 358

Total Tickets Issued: 719

Total Warnings Issued: 1386

Fatal Accidents: 1

Total Burglaries Investigated: 33

Total DUI's: 63

Local Community Report: Berkshire

Total Cases: 208

Total Arrests: 23

Total DUI's: 6

Total Accidents – Property Damage: 3

Total Accidents – Injury: 1

Total Vandalisms: 2

Total Alarms: 9

Total Burglaries: 3

Total Tickets: 26

Total Warnings: 102

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,

A handwritten signature in black ink, appearing to read "J. E. Partin", written over a horizontal line.

**Lieutenant Jerry Partin
Station commander**

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WARNING
NORTHERN MOUNTAIN VALLEY UUSD
ANNUAL MEETING
Tuesday, March 2, 2021

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 2, 2021.**

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 2024, who resides in the Town of Berkshire.

To elect one (1) school director for a three-year term, ending March 2024, who resides in the Town of Montgomery.

To elect one (1) school director for a three-year term, ending March 2024, who resides in the Town of Sheldon.

ARTICLE 4. Shall the voters of the District approve the school board to expend \$17,782,880, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$15,574 per equalized pupil. This projected spending per equalized pupil is 4.96% higher than spending for the current year.

ARTICLE 5. Shall the voters of the District authorize the Board of Directors to borrow money not in excess of anticipated revenue for the school year, pursuant to Title 16 V.S.A. 562(9)?

ARTICLE 6. Shall the voters of the District establish the second Wednesday before Town Meeting Day as the annual meeting day, with Australian Balloting to occur on Town Meeting Day?

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 meeting of the Board of School Directors duly noticed, called, and held for that purpose on January 6, 2021.

/s/ Jean-Marie Clark, Chair

**NORTHERN MOUNTAIN VALLEY UNIFIED UNION
SCHOOL DISTRICT**

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

2020-2021

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
NMV High School Enrollments as of October 1, 2020								9	10	11	12	Total
Enosburg Falls Middle and High School								26	37	44	31	138
BFA St. Albans								13	17	21	12	63
Richford Jr-Sr High School								6	14	10	2	32
Missisquoi Valley Union High School								0	3	0	4	7
North Country Union High School								1	2	3	0	6
Stanstead College								2	1	2	0	5
American School								1	1	0	2	4
BFA Fairfax								0	1	2	0	3
Mount Mansfield Union High School								2	0	1	0	3
St. Johnsbury Academy								1	0	1	1	3
Colchester High School								1	0	0	0	1
Emma Willard								0	0	0	1	1
Oak Meadow								1	0	0	0	1
The Governor's Academy								0	0	1	0	1
Vermont Commons School								0	1	0	0	1

Enrollment as of October 1, 2019

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	Total
Bakersfield	7	10	15	15	12	14	20	11	10	16	9	139
Berkshire	13	11	24	14	25	25	17	22	18	26	19	214
Montgomery	10	8	16	17	12	12	10	18	14	13	12	142
Sheldon	12	15	29	29	29	27	35	29	29	33	23	290

Supervisory Union Demographic Data

The following is a comparison of the percentage of students who are economically disadvantaged and the percentage of students who receive special education services in each of our schools.

School	% Eligible for Free & Reduced Lunch	% IEP Eligible
Bakersfield	39%	10%
Berkshire	41%	18%
Montgomery	46%	8%
Sheldon	36%	19%
Richford Elementary	98%	23%
Richford Jr-Sr High School	71%	20%
Enosburg Elementary	65%	20%
Enosburg Middle	41%	17%
Enosburg High School	41%	15%

The percentage of students in the following categories are too small to report: race/ethnicity, English learners, and migrant students.

FNESU Instructional Leadership Joint Report

Lynn Cota, Superintendent

Jody Vaillancourt, Director of Instruction and Learning

Michelle Theberge, Director of Student Services

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, and the Director of Student Services. Our ongoing collaboration has been even more crucial over the last year, as we have had to navigate the challenges associated with our response to the pandemic including emergency pandemic learning and creating fluid and flexible systems capable of shifting between remote, hybrid and in-person learning as the dynamic circumstances change. Additionally, our systems have also had to shift in order to provide greater emphasis on supporting the mental health needs of our students.

The 2019-2020 school year ended in a way that no one could have predicted with the sudden closure of our school buildings in March and the news that students and staff would be learning and teaching from home for the remainder of the year. To say that our students, staff, and educators had a crash course in remote learning and teaching would be an understatement. In the spring, we focused on maintaining and advancing student learning. In the summer, we focused on developing our FNESU School Reopening Plan that included comprehensive and flexible plans for everything from student learning (academics and social-emotional), to transportation, health and safety, facilities management, student services, food, LEAPS programming, to leadership, policy, finance, and communication.

Our staff and students have not only demonstrated great flexibility and creativity during this pandemic, but they have also demonstrated tremendous strength, dedication, and resilience. As we shift into the recovery phase, we will work together to develop a Recovery Plan that will address pandemic learning loss and strengthen the systems of support throughout the

supervisory union to ensure all students receive the time and intervention they need to accelerate their learning. We will continue to work as a system to re-engage with the students and families who have struggled with remote learning, and we will continue to strengthen the systems we have in place to support the mental health needs of our students within our schools.

Prioritizing the health and safety of our students by focusing our efforts on keeping the virus out of our schools and preventing any spread continues to be our top priority. Given the spread of the virus in our area, it has not been surprising that we have had members of our school community infected with COVID-19. However, the efforts we outlined in our plan to prevent the spread of the virus within our schools have proven to be very effective. We are committed to keeping our schools open to in-person learning as long as the conditions allow. Thank you to our students, staff, parents, and community members for working together to follow the health and safety guidelines in order to minimize further spread of the virus and keep our schools open for in-person learning.

Although it may be hard to see, there have been many positive lessons and opportunities that have come from this pandemic. We have shifted instructional practices, magnified the use of technology as a tool for engaging with others and learning beyond our traditional walls, shifted our academic and social-emotional learning systems of support, and most importantly we have learned so much about personalization, the importance of creating flexible pathways for all learners, and explicitly teaching the executive functioning skills all students need to become independent life-long learners. Although we all look forward to the eventual return to a more normal time post-pandemic, we are committed to using the lessons we learned in order to strengthen the educational experiences of all FNESU learners.

FNESU Vision

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

Continuous Improvement Plans

Every year, each school and the supervisory union conduct a comprehensive needs assessment by examining multiple data sets representing levels of performance in academic proficiency, personalization, safe & healthy schools, high-quality staffing, and investment priorities. Based on results from the assessment, goals for improvement are set. Our Continuous Improvement Plans are aligned to the public accountability measures in the Vermont Agency of Education reporting tool called the Annual Snapshot.

According to the Vermont Agency of Education, “The Annual Snapshot is a way for Vermonters to better understand how their schools are performing and find opportunities for growth and improvement. The Annual Snapshot reports a school’s current performance, improvement over the past year and success in achieving an equitable education for all students. It was developed in concert with educators to reflect Vermont’s philosophy of continuous improvement.”

The Annual Snapshot for FNESU, and each school, is available on the Vermont Agency of Education website: <https://schoolsnapshot.vermont.gov/>
Please note that the data used to create these snapshots are from the 2018-2019 school year.

FNESU was identified by the Vermont Agency of Education as eligible for equity support as stated in Vermont's Every Student Succeeds Act plan. Schools and SUs/SDs eligible for equity support have a significant difference in student performance between at least one historically marginalized student group and their historically privileged peers. FNESU was identified due to the gap in performance between our students eligible for Free & Reduced Lunch (FRL) and students not eligible for Free & Reduced Lunch. We will develop our 2021 Continuous Improvement Plan to address improving the outcomes for all students, including this specific group. We will continue to address student needs as determined by the analysis of the data we collect. As part of that data, we look at parent survey results and other information we have collected from parents and the community. We thank you all for your feedback.

If you would like to be further involved in the development and ongoing implementation of our Continuous Improvement Plan, please contact Jody Vaillancourt at Jody.Vaillancourt@fnesu.org. Your support is instrumental to our success.

Academic Proficiency: FNESU

The Smarter Balanced Assessment Consortium did not administer the SBAC assessments to our students in grades 3-11 in spring of 2020 due to the Covid-19 pandemic. We typically include a chart here that gives the percent of students proficient in literacy, math, science, and physical education as measured by these national assessments. We also give comparison data so you can see how our students compare to the rest of Vermont and how the proficiency levels have changed since the previous year. We are using other common assessments, such as STAR360, MAPS, PNOA, and reading records to monitor student progress and identify individual student intervention needs. The SBAC, Vermont Alternative Assessment, and Vermont Science Assessment are scheduled to be administered this spring, so that data will help us move forward, and we will be able to report those scores next year.

The FNESU Leadership Team in conjunction with school-based leadership teams collaborated over several days last summer to create a plan to address the learning loss caused by the pandemic. We had already identified K-12 academic and Social-Emotional Learning Priority Standards and have focused our instruction and reporting around those. Priority Standards can be found on the FNESU Curriculum website <https://sites.google.com/fnesu.org/fnesu-curriculum-site-public/home>.

Teachers collaborated in August to identify critical prerequisite skills for the priority standards. They also created pre assessments that are used to determine what gaps students have with these prerequisite skills and contributed to a bank of instructional resources used to fill these gaps. These resources will be valuable through the next few years, as it will take some time to fully recover from the loss of instructional time.

As we move forward, we will continue the work of our Continuous Improvement Plan to ensure that all students are proficient with the FNESU Priority Standards. All of the principals and central office administrators are collaborating to strengthen our Multi-Tiered System of Supports (MTSS). This work includes creating time in the schedule for classroom teachers, special educators, and interventionists to collaborate around evidence of student learning, identify skill gaps, and form small groups for targeted instruction, ensuring that there is time in the student schedule for a "double dose" of instruction to catch up or keep up with grade-level learning as needed and tools to monitor student progress toward proficiency. The FNESU curriculum team is also ensuring curriculum alignment, monitoring the implementation of our local comprehensive assessment system, and providing needs-based professional learning.

Building Capacity for Student Services Within FNESU

In FNESU, we were moving forward in a positive direction with our work on collaborating with classroom teachers to make accommodations and modifications to curriculum (access specialists), as well as, creating alternative programming options for students struggling with intensive behavior and mental health challenges, and for more intentional planning to make first instruction more accessible for all students with a wide range of learning styles and abilities. When the pandemic hit, we were forced to pause some of this work and shifted our attention to creating remote programming. Student Services shifted their work to create programming for students that would meet their individual needs remotely. We had to get creative to figure out how to provide occupational therapy, physical therapy, speech and language services, specialized instruction, as well as complete required paperwork related to special education. In addition, we created an alternative program for students who chose remote learning to meet their unique needs.

Despite these COVID related challenges, we were able to work on creating a vision and mission statement for an alternative program called STEPS (Student Therapeutic Educational Placement Program) for students with intensive behavioral and mental health challenges. In addition, we created a program called TAPS (Transitioning into Adult Programs and Services) for students with significant developmental delays, like Autism Spectrum Disorder, to learn the academic and adaptive skills that will better prepare them for post-graduation. These programs were developed in response to the shortage of alternative program options for students with these profiles. There is such a need throughout the state that our options include long waitlists or limited outside resources. Our students have complex academic, social, emotional, and behavior needs. We are working to build the capacity within our system to offer a variety of supports to better meet the needs of our students. We are assessing communication, academic, social, motor skills and adaptive skills in these programs. These are in-house interventions aimed at preventing and reducing the number of students from having to be enrolled in alternative schools and programs outside of the public school. We are looking to expand these alternative programs to include students in grades K-6 in the future.

As part of our deliberate focus on improving our systems of support for all learners, we created micro-credential training opportunities for our support staff. We designed a microcredential training in four areas: behavior, speech and language, literacy, and mathematics. These 40 hour training opportunities, focused on providing support staff with a deeper understanding of best practices aimed at more effectively supporting students within our Multi-Tiered System of Supports. Annually, these support staff members will receive additional training in order to maintain their micro-credential and continue to develop their skills and capacity to most effectively support our learners.

Currently, we are getting back on track to becoming access specialists, creating very clear measurable goals and then progress monitoring those goals so students on individualized educational plans are working towards achieving their goals. Special educators are working closely with classroom teachers and collaborating to support all students. We are creating and implementing strategies to increase learning for all children.

High Quality 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, Enosburg Falls High School teacher Amber Emmell and Sheldon Elementary teacher Lisa Cioffi will be recognized as FNESU's UVM Outstanding Teacher

recipients. In August, our Director of Instruction and Learning, Jody Vaillancourt was recognized as FNESU's Educator of the Year. Richford Junior Senior High School's Casey Blaney was recognized as the FNESU Paraeducator of the Year. Jim Lynch, the Franklin County Sheriff's School Resource Officer for Enosburg Schools was honored with the first annual 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. Nathan Demar, Cold Hollow Career Center Director is serving as the past president of the Vermont Career and Technical Center Directors Association. Morgan Daybell, FNESU Business Manager serves on the Vermont Municipal Employees Retirement System Board. Jody Vaillancourt, FNESU Director of Instruction and Learning serves on the Vermont Association for Supervision and Curriculum Development Board. 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.

Teacher and Administrator Recruitment and Retention

In FNESU, we are continuing to prioritize the important work of responding to the educator workforce shortage by focusing on efforts to design teacher and administrator licensure pathways, and on recruiting and retaining both teachers and administrators. Currently, we are in the midst of our first year partnering with the Upper Valley Educator Institute (UVEI). We have one aspiring teacher in the UVEI teacher licensure program, and two aspiring administrators in the UVEI principal licensure program. Although we had hoped to attract even more community members to the field of education, we believe the timing of this opportunity in the midst of the pandemic was not ideal.

Our partnership with UVEI is continuing and we are planning information sessions this spring for anyone with a Bachelor's degree, in any field, who is interested in pursuing a teaching career and exploring our one-year teacher licensure program. If you, or anyone you know, might be interested in becoming a teacher, or pursuing a principal licensure program, please reach out to Courtney Fletcher at courtney.fletcher@fnesu.org for more information.

Portrait of a Graduate

As we work to achieve more equitable outcomes for all students, the state of Vermont recognizes the importance of proficiency-based approaches to teaching, learning, and graduating as a lever for change. By focusing on proficiency-based practices such as prioritizing the most essential knowledge and skills, providing rigorous and engaging learning experiences aligned to clear outcomes, ensuring that all students have access and support to reach proficiency, and honoring student voice and self-direction we will graduate students better prepared for college, career, and civic life in the 21st century.

In 2019, the FNESU Board committed to a process of engaging our community members and other stakeholders to participate in the work of identifying what outcomes we want for all graduates of FNESU. Last winter and spring, a team of 13 of our high school students worked with school board members to engage community members in the development of a draft Portrait of a Graduate. Students surveyed community members in all six FNESU towns. They engaged in research and interviewed business and community leaders to determine the skills and dispositions needed to be successful citizens.

The draft Portrait of a Graduate created by this student group included seven characteristics. It has been presented to the board and educators for feedback and is in the process of revision.

Once completed, the board intends to use this Portrait of a Graduate as a springboard to articulate an updated mission, vision, and goals for the supervisory union. A workgroup including all stakeholders will also begin to align all curriculum and proficiency work with the Portrait of a Graduate characteristics. A multi-year implementation plan will also be developed. Look for a final draft of the FNESU Portrait of a Graduate to be shared through multiple communication channels before the start of the next school year.

Diversity, Inclusion, and Equity Work

In 2019, the Vermont Legislature passed Act 1, which is related to ethnic and social equity in schools. The State Board of Education was directed to create a workgroup to review and recommend learning standards to recognize fully the history, contributions, and perspectives of ethnic groups and social groups. For more information visit:

<https://education.vermont.gov/state-board-councils/ethnic-and-social-equity-standards-advisory-working-group>

The state-level workgroup is expected to recommend these new standards for adoption to the State Board of Education this spring.

We believe that equity work is critical to fulfill our vision and mission as an educational community. We are committed to ongoing, sustainable progress toward a culture of equity in the learning environment, through educational resources for students and staff, and in administrative policies and procedures.

In January of 2020, FNESU was awarded a competitive grant from the Vermont Agency of Education for \$25,000 to address equity literacy needs in our supervisory union. A Diversity, Equity, and Inclusion (DEI) Taskforce was assembled to determine needs and create a multi-year plan to address them. In April 2020, the FNESU Leadership Team, which includes all school principals and Central Office leaders, participated in a workshop titled *From Equity Awareness to Equity Action: An Economic Justice Approach to Eliminating Socioeconomic Inequities in Schools*. This was presented by the Vermont Higher Education Collaborative.

In August, FNESU began working with Seed the Way to provide professional learning for teachers and staff. The purpose of these sessions is to ensure that all students will feel safe and valued in our school communities by helping teachers and staff recognize stereotypes and relate to people as individuals rather than representatives of groups, recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination), and recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels.

As we hope you can see, even though the last eleven months have been incredibly challenging, there is still much to be proud of in the work we are doing in Franklin Northeast. We are honored to serve as instructional leaders in FNESU and we will continue to do our best to support the needs of all students and staff members within our system. Thank you for your continued support of all our schools and all our students.

Respectfully Submitted by,
Lynn Cota, Superintendent
Michelle Theberge, Director of Student Services
Jody Vaillancourt, Director of Instruction and Learning

Technology Report

Dominic DeRosia, Technology Director

The challenges brought upon us all by the pandemic have made this past year like no other. The use of technology by teachers and students has become even more important as students have been learning both in school and remotely. Throughout this time, FNESU schools have strived to safely utilize technology as a means to enhance student learning and communication when students and teachers are not able to physically be together.

FNESU schools have offered 1:1 computing, where the majority of students were given their “own” device to use by their school, for several years. When schools were closed to in person learning in the spring and we needed to shift to remote learning, we worked hard to expand the 1:1 offering. The pandemic has made it more difficult than normal to obtain student learning devices, with device orders that would normally be received within a week or two now taking as long as several months. While this did slow down our expansion, we have been able to obtain enough devices to cover all students in grades K-12.

Our learning device of choice for the majority of students has been Chromebooks. 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 have shifted to using devices at home more and more, student safety has continued to be a focus for our schools. GoGuardian and Securly are a couple of the tools FNESU schools have been using in order to keep web content filtering and student activity monitoring possible, even when the students are not connected to our school networks. While these are great tools and are immensely helpful in keeping students safer while online, it is 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.

Technology Education Resources:

- <https://www.commonsensemedia.org/privacy-and-internet-safety>
- <https://www.goguardian.com/>
- <https://www.securly.com/>

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

School Safety

Robin Gagne, FNESU School Safety Coordinator

FNESU is committed to school safety and uses ALICE (Alert, “Enhanced” Lockdown, Inform, Counter, Evacuate) as a response training developed to empower individuals to participate in their own survival using proactive options-based strategies in the face of violence.

FNESU uses a blended model e-learning and Instructor-led training with all staff. Staff are trained with the classroom/theory portion being conducted via an e-learning portal and then that training is furthered by an ALICE Trained Instructor conducting hands-on demonstrations, drills, and scenarios. This training empowers educators with school emergency lesson plans. Curriculum levels for students are age-appropriate and also take cognitive, behavioral and developmental ability into consideration. We have 451 staff trained in ALICE.

Given the current circumstances surrounding the pandemic the expectations for fire/evacuation and emergency response drills have been modified to protect the health of staff and students. One fire drill was required within the first 30 days of school reopening and five other drills will be completed throughout the year; instructionally based or discussion format. This year, each school will offer a minimum of two emergency response drills; one at the start of each semester and will be instructionally based or discussion format.

Food Service

Dawn Reed, Food Service Director

This past year, the world of Food Service has been very challenging to say the least. As many of you know, we run many different Food Programs in our schools. We run under the National School Lunch Program (NSLP) during the school year and the Summer Feeding Program (SFSP) during the summer when school is not in session. From January 1, 2020 until March 17, 2020, we served 32,192 breakfasts and 50,689 lunches to students in our school. On March 15th, Gov. Phil Scott announced that our schools would be closed for in-person instruction. With that announcement, the Child Nutrition Program (CNP) made the decision that all schools could begin running the SFSP. This program allows meals to be served to anyone 18 and under. From March 18th to December 31, 2020, we served approximately 205,814 breakfasts and 222,038 lunches by delivery or pick up. Food Service staff have worked endlessly to help make sure children in our communities have had access to food since the State of Emergency. With the help of many volunteers as well as the Farm to Families Food Box Distribution, we have been able to host two distributions in the Enosburg Falls High School parking lot. These distributions provided many of our FNESU community members food that was greatly needed. We received many thanks and even more smiles with each box we were able to distribute. The Food Service Program has received \$433,000 in CRF Grants from March until December 31, 2020. With these funds, we were able purchase some big items such as dishwashers, convection ovens and stand mixers along with other smaller equipment and supplies.

As I sit here writing this, I look back at all that we have been faced this year and would like to acknowledge how thankful I am for the hard work and dedication that my staff show every day. Without them, our Food Service Programs would not be as successful as they are today.

LEAPS

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

A 21st Century Community Learning Center (CCLC)

Heather Moore, 21st 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 is 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, an Afterschool for All grant, local support, and other small grants.

During the remote learning period that began last March, LEAPS swiftly transitioned to offering online and take-home enrichment opportunities to every youth in grades k-12 who live in the six FNESU communities. Over the summer, LEAPS was able to offer a hybrid summer camp that included two days of in-person programming and three days of online and take-home learning kits. As always, our programs were at capacity and youth and camp counselors all enjoyed themselves.

This year, LEAPS staff and school partners have shown that there are no limits to their creativity and commitment to youth. Besides offering in-person afterschool programming, LEAPS has been building upon the success of the online and take-home kits started in the spring. This has allowed youth to engage with friends in other “pods/cohorts” and continue to participate in some of their favorite LEAPS programs no matter how they are receiving their school-day education. FNESU LEAPS was also the first site in the state to become a state identified HUB site, offering enrichment and academic support to youth during all-remote learning days. Overall, FNESU youth have four different ways to engage in LEAPS programming this year.

Youth enrolled in Enosburg Falls Middle & High School and Richford Junior Senior High School completed their second Vermont Youth Project survey in October. Survey results were available to community leads in January and there will be a series of community workshops throughout the remainder of this school year. LEAPS also received a \$9,000 grant to create a youth council and fund a \$5,000 youth led initiative to be completed by May, 2021. Please contact LEAPS Project Director, Heather Moore at 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, UVM Extension Service, 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 your support.

FNESU Grants

Heather Moore, FNESU Grants Coordinator

Every year, our FNESU Grants Coordinator applies for competitive grants beyond state formula grants to help fund projects within the supervisory union. Additionally, our Grants Coordinator assists school-based staff to write grants for school-specific projects. Below is a list of grants that were received in the 2019-2020 school year and the first half of the 2020-2021 school year.

Money received for use in 2019-2020

FNESU LEAPS MES: RiseVT Amplify Grant	\$709
FNESU Equity Literacy Grant	\$25,000
FNESU LEAPS: Vermont Afterschool McClure Pathways Grant	\$2,353
FNESU LEAPS: Bakersfield: STEM Challenge Initiative	\$689
Berkshire: Vermont Agency of Agriculture – Farm-to-School	\$15,000
RJSHS: Vermont Afterschool Grant: Afterschool for All	\$45,412
EES: CLiF Year of the Book	\$25,000
EES/EFMHS: RiseVT Amplify Grant	\$255
ERUUSD: Connecting PLPs to Curriculum	\$25,000
Total:	\$139,418

Money Received between July 2020 – December 2020 for use this fiscal year:

FNESU Hub grant for remote learning day programming	\$11,333
FNESU LEAPS Additional funds for COVID related expenses	\$68,696
FNESU RJSHS LEAPS Vermont Afterschool Grant	\$62,230
FNESU ERUUSD LEAPS Youth Leadership Council Grant	\$9,000
FNESU FGI Bookmobile book distribution	\$6,000
FNESU Workforce Stabilization for HUB employees	\$66,598
FNESU Office Safety Grant	\$8,996
FNESU CRF Summer Food Grant	\$92,021
FNESU CRF Child Nutrition Equipment Grant	\$341,000
NMV & ERUUSD Farm-to-School grants	\$6,105
Total:	\$671,979

Northern Mountain Valley USD 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. While this year presented challenges for all of us, our community pulled together to provide an enriching and meaningful experience for all of our learners.

Academic Proficiency

Celebrations: One key component to the success of

all our students is to achieve Academic Proficiency in each student, and 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.



Goals: Many of the above steps are ongoing, and our goals are to continue to support or enhance those steps. We will continue to invest in providing professional 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.

Personalization

Celebrations: Another component necessary to achieve success for all of our students is to improve our teachers' capacity to implement student Personalized Learning. This summer our Middle School team will be undergoing Professional Learning time to research, design, and implement standards-based learning, and "genius hour" time for our students, which will enable students to practice self-guided inquiry, research, designing, building, and presenting skills.



Safe & Healthy Schools

Celebrations: Providing and maintaining a Safe & Healthy school is also necessary to ensure success for all, and Berkshire has taken multiple steps to achieve this goal. Previously, we have partnered with RiseVT to provide instruction and learning around healthy lifestyles and eating habits, as well as, to identify and implement ways to bring in more movement and activity into our daily learning routines. 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 Franklin-Grande Isle Restorative Justice Center (FGIRJC) to provide high 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. Lastly, our school is continuing to develop and implement ALICE practices to create a school that is resistant to acts of violence.



Goals: Moving forward we hope to continue to build upon these steps. We added an NCSS School Based Consultant two 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 Franklin-Grande Isle Restorative Justice Center and will continue to seek out opportunities for professional development for all of our staff to create safe, kind, and positive places of learning.



High Quality Staffing

Celebrations: Related to the above actions to create a school environment where all students can succeed is the need to have High Quality Staff, and we have successfully enacted multiple steps to progress in this area. Our middle school model now allows for a content expert to



provide high quality instruction for 5th-8th grade students through having a dedicated teacher for Science, and another teacher for Global Citizenship - formerly referred to as Social Studies. 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). We also continue to have a full time P.E. teacher for prek-8th grade. 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 schools.

Goals: 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

Bakersfield Elementary Middle School Rhoda McLure, Principal

Wow! What a year! 2020 has definitely been interesting. However, I am incredibly humbled and privileged to serve the Bakersfield community during this challenging year. As we closed our doors back in March due to the COVID-19 pandemic, I was anxious about what was ahead of us. However, this community, parents, the amazing teachers and staff at BEMS, and our awesome students have truly risen to the occasion. The dedication, resilience and ingenuity I have seen as we moved to a completely online format for teaching and learning in the spring, then a hybrid model as we started the new school year, slowly moved more and more students back to in person learning, and then continued to prepare to shift into whatever format we needed to has been nothing short of extraordinary. I am so proud to be a part of this team! While this year has been full of ever-changing circumstances and many hard situations, there has been good that has come from all of this. I am excited to bring our lessons learned and continued growth into the future of this school as we continue to navigate all that lies ahead.



Academic Proficiency

Celebrations: BEMS has been working 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 along with the use of Math Menus) teachers have also worked tirelessly to create engaging lessons both online and in person. Teachers have worked together to learn best practices in remote teaching and online platforms alongside working on their goals to improve in person learning opportunities. The teachers at BEMS have continued to push into learning in UDL

(Universal Design for Learning) and growth mindset and have continued to work together in PLC (professional learning communities) with coaches/interventionists to improve both instruction in their classrooms, and our Multi-Tiered System of Supports (MTSS) for all students. This continued learning has happened in both online settings and in person and has been exciting to watch and be a part of.

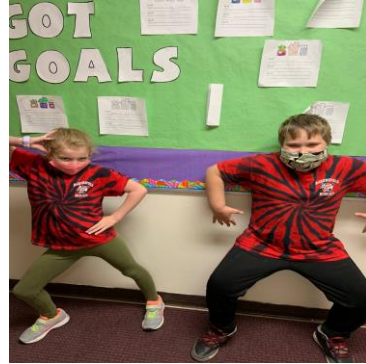
Goals/Next Steps: This year more than ever, teachers have had to be intentional about looking at assessment data and using this data to inform their instruction in order to meet students at their just right levels of need. During our PLC and SST (student support team) times we have had ongoing conversations about which assessments are most valuable in giving us reliable data to make decisions from. This is work that continues to strengthen our MTSS and improves instruction in the classroom so that the needs of all students can be met. Our goal is to continue to strengthen this system. One of our next steps in doing this is to begin using the STAR 360 assessment tool. We have had an initial training, and teachers will be getting a second training in the near future.



This year we have also been able to engage our students in more authentic and outdoor learning opportunities than we have in the past. This has been one of the good things that has come from this challenging year. As we have watched our students blossom in these environments, our goal is to continue to provide these kinds of experiences in the future. We started working on outdoor learning spaces this fall and will continue to improve on these spaces in the spring, as well as lean into how to utilize the outdoors even in the winter months.

Personalization

Celebrations: This year more than ever teachers and staff have worked diligently to meet the needs of every individual student within our school. We wanted to make sure that as students returned to a hybrid model of learning in the fall that we were ready to meet students right at their individual levels and move them forward. Part of being able to do this relied on carefully looking at our BEMS learner profiles. This has been a tool that BEMS has used for several years. In the spring of this year, teachers worked in teams to revamp these profiles, and make them more useful. We wanted to make sure that we captured as much relevant information as possible, without being overwhelming, so that the next grade's teacher could quickly learn about each student and pick up the learning right from the start. This, combined with analysis of fall assessment data, has allowed each teacher to start strong this school year in spite of everything.



Goals/Next Steps: One of the things we want to continue to work on in the area of personalization is the intersection between the BEMS learner profiles and data collected during our SST meetings. How can we use both sources of data together, so as to not feel like we are duplicating efforts, and understand the purposes of both kinds of information? This is an ongoing conversation that helps us to develop our MTSS systems and be both efficient and effective as we work to meet the needs of all students.

Another goal in the area of personalization is the continued goal started last year as we worked to use Google Sites as a part of our PLP (personalized learning plans) process in the middle school. We are continuing to work on making these plans effective and authentic. We are also continuing to work on helping K-5 teachers prepare students for the PLP process by setting their own goals and investigating areas of personal interest in grade appropriate ways.



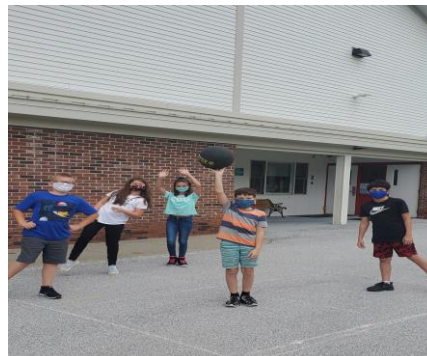
Safe & Healthy Schools

Celebrations: Health and safety has definitely been at the top of the list this year as we have navigated the effects of COVID-19. So much planning over the summer went into preparing all of us for what this school year would look like as we came back to in person learning. Nurses, custodial staff, food service staff, delivery staff, and summer program staff worked tirelessly to ensure programming put safety first for the summer months and as we entered a new school year. Teachers spent the extra time at the beginning of this school year preparing their classroom spaces and instructional strategies

to be centered around the health and safety of all. The work of this BEMS team has been extraordinary and has made me incredibly proud.

Alongside all of the health and safety guidelines that we have attended to, we have continued to work on the social-emotional health and wellbeing of ourselves and our students here at BEMS. There has been continued work on the connections between our PBiS system and our Restorative Practices approach as a school. Our Behavior Matrix has been up and running this school year, and we added the addition of a planning room and a Behavior Support Team that meets weekly to discuss our behavior data. Amy Irish from NCSS has been working with this

team along with Heather Hawkins (behavior analyst for FNESU), and Camile Koosmann & Nina Curtis from the Franklin Grand Isle Restorative Justice Center. Our K-3 teachers have also been using Zones of Regulation in their classrooms to help teach students about their own emotions and how to regulate them. This work has continued to support our mission of all students learning and growing through connection and care.



Goals/Next Steps: As a part of our Continuous Improvement Plan here at BEMS, we will continue to push the work of creating a safe and inclusive environment for 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 on our students, and social emotional regulation. We have also begun work this year and will continue to work around equity and inclusive classroom environments.

Equity Support

As stated above, BEMS has already begun work around equity and inclusion. We have two teachers who are members of the FNESU Diversity, Equity, and Inclusion task force. All of our teachers have been involved in professional development around issues of equity at the SU level, and here at BEMS we have engaged in a book study with some goals that came out of our conversations on things we can do to ensure a more equitable education for ALL our students, including those in marginalized groups. That said, Bakersfield Elementary Middle School and Franklin Northeast Supervisory Union were identified by the Vermont Agency of Education as eligible for equity support as stated in Vermont's Every Student Succeeds Act plan. Schools and SUs/SDs eligible for equity support have a significant difference in student performance between at least one historically marginalized student group and their historically privileged peers. Our school was identified due to the gap in performance between our students eligible for free and reduced lunch and students not eligible for free and reduced lunch.



The SU, along with guidance from the VT AOE, will be providing us technical

assistance as we continue to develop our Continuous Improvement Plan to address improving the outcomes for all students, including this specific group. We will continue to address student needs as determined by the analysis of the data we collect. As part of that data, we will look at parent survey results and other information we collect from parents and the community. We thank you all for 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. Remember, we are a team, and we are all in this together!

I am honored to serve you all here in the Bakersfield community.
Respectfully Submitted by,
Rhoda McLure

Montgomery Elementary School

Sandy Alexander, Principal

What a year! Although Covid-19 threw us a huge curve ball in 2020, it was amazing to see people rise to the occasion and put forth a huge effort to offer our students the very best education possible. In March, we had to pull together resources and offerings within a short turnaround time and plan for the changing world around us. We closed the doors to our school, quickly turned to online platforms, and pushed parents into the world of teaching. Things were changing on a daily basis, and we all know that change is not always easy. Easy or hard, Montgomery was ready and prepared for what was to be a most interesting and challenging school year. A huge thank you to the Montgomery PTO for purchasing an event tent for us and also to the Montgomery Conservation Commission for creating an outdoor learning space for us in the woods. Students and staff appreciate getting outdoors.



Academic Proficiency

Celebrations: As one can only imagine, the job description of a teacher changed drastically over the past year, and there was no option other than to go with the flow. The use of online platforms to teach students was thrown into the laps of teachers in March and with a lot of practice, feedback, and reflection, teachers quickly perfected the understanding and use of these platforms to effectively deliver curriculum to students. In addition, teachers spent a considerable amount of time during inservice trying to understand the learning gaps that may have occurred during the spring and worked collaboratively to identify the learning standards that should be the priority focus for the year. In addition, not only did teachers learn how to effectively teach students remotely but given the fact that we welcomed students back in September to a hybrid model, teachers also learned to juggle teaching half of their students in-person while teaching the other half remotely. Again, Covid struck, and we kept on moving forward thanks to many people, but the hard work and dedication of our teachers has not gone unnoticed.



Goals: In past years, students have had the opportunity to share their personal learning during Student Led Conferences during the month of March. Unfortunately, last year we shifted to remote learning just prior to this important event at MES. Again, with the introduction and effective use of online platforms we will most likely be delivering Student Led Conferences to families via Zoom this year. While students have mostly engaged with SeeSaw and Google Meets, it is our goal to have the education version of Zoom up and running early in the new

year. Zoom will provide a consistent platform with more options, which can be utilized by all grades. Zoom should also be more user friendly for families.

Personalization

Celebrations: One of our top priorities from last year was a goal to mirror this success of our Reading Specialist in the subject of math, and with that said, we are happy to announce the addition of our Math Interventionist, Brittany Cook. Now, in addition to our reteach time in the

classroom that is designed to give students a “double dose” on a certain topic, we are able to further support the individual needs of students with specialized intervention in both Reading and Math.

Goals: Another goal documented in our Continuous Improvement Plan is for both intervention and reteach, specifically our Multi-Tiered System of Supports tiers II and III, to be guided by content area specialists. In addition, teachers will spend time in their Professional Learning Communities focusing on student data analysis to drive reteach instruction. Thanks to grant funding, staff have access to the “Star 360”, which is an online assessment tool that can be utilized for screening and progress monitoring.

Safe & Healthy Schools

Celebrations: Due to Covid-19, it goes without saying that health and safety rose to the top of the priority list this year. The extension of summer for students meant added professional development days for teachers and staff to prepare for the start of our school year in unprecedented times. A huge thank you to Rachael Hardy, our school nurse, who worked tirelessly over the summer to understand the strict guidelines and protocols due to Covid-19. She eased us into the year feeling as ready as we possibly could be. In addition, we welcomed our part-time nurse, Ashley Mercy to assist Rachael with all of the important tasks necessary in an effort to keep everyone in our school community safe. In typical Montgomery fashion, everyone contributed in different ways and put great efforts so that we could start the year with in-person learning and remain open as long as possible.



Goals: In addition to the challenges that Covid brought to us in preparing our school for the year, we also recognize the effects Covid has had on our students with regard to socialization and friendships. With that said, another goal of our Continuous Improvement Plan this year is to provide staff with professional development training in the areas of social-emotional learning as well as Trauma Informed Practices. We will also continue our work with Restorative Practices through our contract with Up for Learning, and this year Sue Zeineth-Collins will engage in professional learning to become our in-house Restorative Practices coach.

In closing, I would like to take a moment to acknowledge and give special thanks to our students for their resiliency. I cannot express enough gratitude for the way our students have taken everything in stride, without so much as one complaint about wearing a mask all day. Several have told us that they want to follow the health and safety guidelines because they want to be in school; they do not want school to shut down. Many middle school students have chosen to come to school on Wednesdays, which is a remote day for most, because they find it easier to do their schoolwork in school with the teachers there to help. For us, we agree. We want them in-person! School just is not school without our wonderful students, so if you see one of them close by, please pat him or her on the back and say thank you.

Respectfully Submitted by,
Sandy Alexander

Sheldon Elementary School
Christie Martin, Principal

Once again, I am pleased to be able to share Sheldon Elementary School's Annual Educational Report. I am proud to help lead a school that is such an important part of its community; your partnership and support continue to make a difference toward our collective mission.



Sheldon Elementary continues to work, in partnership with our families and our community, to prepare students for continuous learning, growth, and independence. Together, we support all learners to problem solve, make wise decisions, persevere in meeting challenges, and understand the impact of our actions. By ensuring that our students have the skills and character to learn, lead, and succeed, they are equipped to make a difference as caring, responsible, and well-informed citizens.

The 2020-2021 school year has brought many new opportunities and challenges to Sheldon Elementary.

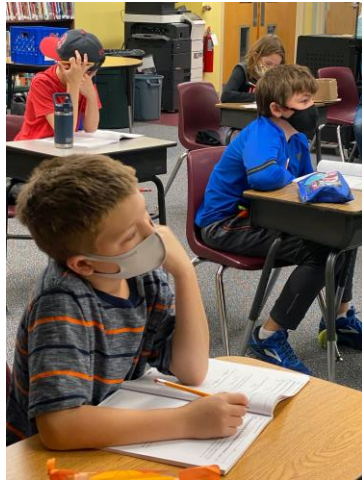
- We survived our first global pandemic, together. The Sheldon community rallied together to mask-up, stay home, provide meals, gather learning materials, check in on one another, share the little things on Facebook and other social media forums, took to the roads to drive by and say hello, planted lawn signs, and kept one another in our thoughts every day from March until we were able to open school again in September.
- Sheldon teachers used inservice time at the beginning of the year to participate in Professional Learning to broaden their understanding of remote learning. Reaching students virtually requires pedagogy most elementary school teachers have not had to access before now.
- The Sheldon faculty added the learning management system, SeeSaw, in order to be able to have a consistent, school-wide approach to delivering information to students and families.
- We also survived a building renovation during a pandemic! Crews worked around safety guidelines, capacity limits, shipping and production delays, and unexpected repairs to complete an expansive project that included: exterior facelift, asbestos abatement, HVAC repairs and improvements, front entry safety and security enhancements, handicap accessibility requirements prompting bathroom and locker room remodels as well as the installation of a new gym floor.



Academic Proficiency

Celebrations: Our hard work in the area of supporting student achievement has uncovered two major areas of focus for the next two years:

1. Identifying the specific skill, a student needs support to make progress.
2. Targeting the instruction to provide just the right support for students' achievement.



It is one thing to know a student is struggling to make progress in reading, it is quite another to isolate the specific skill or skills getting in the way and provide short term “intervention” to unpack that skill and offer targeted practice and feedback.

When we set small goals and assess those goals frequently, it is possible to make more observable progress than assuming a student needs a year-long intervention. Our work to develop quick diagnostic assessments, use that data to design targeted practice, offer feedback and support, and monitor for progress to re-check for proficiency is a cycle our teachers and students are becoming very familiar with as part of their daily WIN (What I Need) math and literacy periods.

Goals: Though achievement is trending steady or upward, in some instances and for some cohorts of students, this progress is very slow. Sheldon staff will continue to develop and strengthen our proficiency-based learning practices to ensure consistent and effective implementation of those practices across all schools. One strategy is to ensure our math instruction is aligned, is comprehensive, spirals through key concepts and ideas, uses consistent vocabulary, math strategies, and routines and is accessible to all Sheldon teachers, new to the profession and veteran. To that end, we have adopted the Bridges Math Program and are rolling out the implementation of this in a two year cycle. In 2020-2021, staff and students in grades 3-5 will begin transitioning to these resources, with PreK-2 following the lead in the 2021-2022 school year.

Safe & Healthy Schools

Celebrations: Do you love our new school masks? Who would have imagined this would be a necessary school supply? Every student and staff member received a “Sheldon School” face mask to promote safe and healthy routines and school pride.



In addition, the Sheldon Elementary community works hard to foster an environment that encourages the growth and development of all our members. A commendation from the Vermont AOE based on data from our field review visit, schoolwide behavior and discipline data, as well as evidence of our work with families, found Sheldon Elementary “demonstrates consistent and purposeful attention to student appreciation and working toward goals as a school community”. Examples included prominent display of student work, positive messaging, PBIS charts and expectations, recognition of students and classrooms, and creating visual reminders of school cultural expectations. In addition, for the fourth year in a row, Sheldon Elementary was selected by the VTPBIS Acknowledgements Review Committee to receive a VTPBIS Certificate of Recognition for the 2020 school year. This recognition is for our work “pulling our community close when we closed to keep our distance” last spring. The staff of Sheldon Elementary certainly put kids’ wellness at the center of their work in order to keep everyone safe and connected.

Goals: 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. Our work at the Supervisory Union level around building a multi-tiered system of supports (MTSS), implement an SEL (social-emotional learning) curriculum, our building renovation projects, and our commitment to providing universally free breakfast and lunch are all in service of a safe and healthy school.

Equity Support

Sheldon Elementary school and Franklin Northeast Supervisory Union were identified by the Vermont Agency of Education as eligible for equity support as stated in Vermont's Every Student Succeeds Act plan. Schools and SUs/SDs eligible for equity support have a significant difference in student performance between at least one historically marginalized student group and their historically privileged peers. Our school was identified due to the gap in performance between our students eligible for free and reduced lunch and students not eligible for free and reduced lunch.



The SU, along with guidance from the VT AOE, will be providing us technical assistance as we develop our Continuous Improvement Plan to address improving the outcomes for all students, including this specific group. We will continue to address student needs as determined by the analysis of the data we

collect. As part of that data, we will look at parent survey results and other information we collect from parents and the community. We thank you all for 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

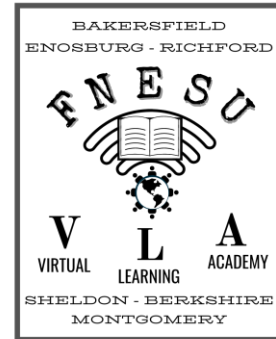
Virtual Learning Academy
Gabrielle Lumbra, Principal

It has been my pleasure to collaborate with teachers from around the district this year in provisioning FNESU families with a vibrant remote learning option. The Virtual Learning Academy provides K-8 students an opportunity to learn in a fully virtual environment staffed by our own teachers, interventionists, and support staff. Additionally, we are collaborating with the Vermont Virtual Learning Cooperative (VTVLC) to provide high school students with rigorous coursework in all subject areas. We worked to develop a virtual community this year and provide both social and academic support for students during this unprecedented time. In a

recent contest, we asked students to create a logo as one step in creating an identity for this new community. Amelia Damato's design was chosen with assistance from the FNESU board.

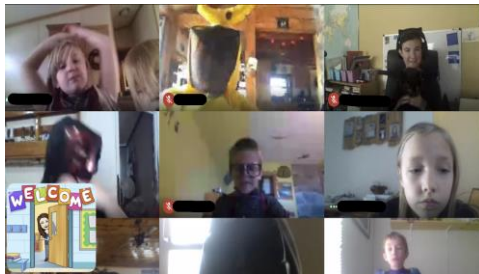
Academic Proficiency

Celebrations: The FNESU Virtual Learning Academy K-8 teachers worked tirelessly to design an engaging curriculum in the virtual setting. The learning curve has been enormous. Teachers learned new technologies and created new routines for interacting with students. 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 despite the fast pace of our school year's beginning. Initial reviews of this data consistently show that the majority of students are making positive academic gains.



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. Teachers have spent countless hours trying to connect with families and students. Our middle school team sees approximately 50% participation in live meetings and approximately 70% participation demonstrated by work completion. The K-4 team sees from 50 to 100% participation in live meetings.

Goals/Next Steps: Our main goals and next steps are focused on streamlining an assessment system that will allow us to assess and then personalize instruction for students. We will continue to work to improve the use of our current platforms and technology systems to provide more engaging experiences in order to achieve this goal. Additionally, our middle school team has goals around improving the schedule so that students are able to focus on



deeper learning rather than work completion. The K-4 team is working to improve the efficiency of their team meetings with a focus on improving learning. All faculty will be working on achieving their personal goals and learning from each other through regular observation of one another's classrooms.

Personalization

Celebrations: The Virtual Learning Academy made 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.

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 piloting the use of Star 360 to gather data on a regular basis. The middle school team is expanding its use of student portfolio development in order to develop a personal learning plan process that is connected and authentic. Finally, the Global Citizenship instructor, together with the middle school team and

principal, will be engaging in developing a student government system for the VLA as a project-based learning experience during semester two.

Safe & Healthy Schools

Celebrations: At the Virtual Learning Academy, we have been laser-focused on ensuring that each learner is connected to a trusted adult. Health and wellness are a main concern for us and given the remote environment, this comes with its own set of challenges. Teachers are regularly providing opportunities for students to socialize and connect through clubs, lunch bunches, or sessions that are non-academic in nature. Finding opportunities to laugh and have fun together is a regular part of the VLA experience.



All 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 middle school team uses an advisory system that focuses on the social-emotional aspects of students' lives. All teachers have a check-in and check-out procedure that occurs at regular intervals.

Goals/Next Steps: The VLA is working with the newly hired Social Emotional Learning Coordinator to formalize curriculum and opportunities for students and families to learn more about addressing the health and wellness needs of our current situation. In January, we held a community school-wide event and hosted a Virtual Olympics. This included parent and student workshops, a talent show, a stand-up comedy event, an art show, and daily live "Olympic events".

Respectfully Submitted by,
Gabrielle Marquette Lumbra

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 under the 2021 Annual Reports Tab.

Business Manager's Update

Morgan Daybell, Business Manager

District Budget

The proposed budget is up \$948,060 from last year. NMV is paying tuition for 50 high school seniors, who will be replaced by an eighth grade class of 86. These higher tuition payments account for over 40% of the budget increase. Other increases are due to:

- additional para-educator support
- additional technology support, food service costs, and special education costs (through the FNESU assessment)
- the first bond payment for the renovations to Sheldon Elementary; and
- additional nursing staff in Bakersfield and Montgomery (increased to full-time due to COVID-19).

Residential Tax Rates

Four factors go into setting 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 impacted 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 Yield goes up, the tax rate falls.* This budget uses the actual FY21 yield. 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.*

You may be eligible for a property tax credit.

Last year, 1,458 district property owners had their school taxes reduced and 36 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, 2020. For a copy, visit www.fnesu.org or call 802-848-7661.

Respectfully Submitted by,
Morgan Daybell

Respectfully Submitted,

NMV UUSD School Directors

Jean-Marie Clark, Chair (Bakersfield)
Mary Niles, Vice Chair (Montgomery)
Erin Paquette, Clerk (Bakersfield)
Emily Norris (Sheldon)
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
Dominic DeRosia, Technology Director
Robin Gagne, FNESU School Safety Coordinator
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, Virtual Learning Academy Principal
Morgan Daybell, Business Manager

Northern Mountain Valley FY22 General Fund Budget

	FY20 Actual	FY21 Approved	FY22 Proposed	FY21-22 Change
GENERAL FUND EXPENSES				
PRE-KINDERGARTEN				
Regular Education				
Direct Instruction	\$160,970	\$284,664	\$310,835	\$26,171
Pre-K Tuition	\$20,526	\$34,450	\$38,500	\$4,050
Total Regular Education	\$181,496	\$319,114	\$349,335	\$30,221
Special Education				
Direct Instruction	\$24,940	\$26,972	\$24,821	(\$2,151)
Central Services	\$0	\$0	\$0	\$0
Total Special Education	\$24,940	\$26,972	\$24,821	(\$2,151)
TOTAL PRE-KINDERGARTEN	\$206,436	\$346,086	\$374,156	\$28,070
K-12				
Regular Education				
Direct Instruction	\$5,269,941	\$5,547,294	\$5,892,877	\$345,583
Secondary Tuition	\$5,172,436	\$4,796,960	\$5,183,200	\$386,240
Athletics	\$31,380	\$33,981	\$30,314	(\$3,667)
Co-Curricular	\$8,427	\$142,000	\$166,287	\$24,287
Student Support	\$465,290	\$525,118	\$611,897	\$86,779
Instructional Support	\$381,016	\$566,695	\$480,005	(\$86,690)
District Administration	\$48,042	\$62,862	\$79,145	\$16,283
School Administration	\$722,042	\$745,312	\$777,076	\$31,764
Central Services	\$565,702	\$747,245	\$796,186	\$48,941
Plant	\$878,042	\$997,304	\$1,005,140	\$7,836
Student Transportation	\$381,438	\$365,611	\$405,605	\$39,994
Debt Service	\$442,171	\$479,113	\$539,837	\$60,724
Total Regular Education	\$14,365,927	\$15,009,495	\$15,967,569	\$958,074
Special Education				
Direct Instruction	\$615,261	\$689,281	\$612,677	(\$76,604)
Central Services	\$725,350	\$789,958	\$828,478	\$38,520
Total Special Education	\$1,340,611	\$1,479,239	\$1,441,155	(\$38,084)
TOTAL K-12	\$15,706,538	\$16,488,734	\$17,408,724	\$919,990
TOTAL GENERAL FUND EXPENSES	\$15,912,974	\$16,834,820	\$17,782,880	\$948,060

Northern Mountain Valley FY22 General Fund Budget

	FY20 Actual	FY21 Approved	FY22 Proposed	FY21-22 Change
GENERAL FUND REVENUE				
Local Revenue	\$29,753	\$24,000	\$24,000	\$0
Other Restricted	\$154,444	\$150,000	\$150,000	\$0
State Revenue	\$452,067	\$610,212	\$517,800	(\$92,412)
Federal Revenue	\$74,933	\$0	\$0	\$0
Other Revenue	\$323,255	\$307,999	\$403,786	\$95,787
TOTAL GENERAL FUND REVENUE	\$1,034,452	\$1,092,211	\$1,095,586	\$3,375

PROJECTED TAX RATES			
Budgeted Expenditures	\$16,834,820	\$17,782,880	\$948,060
less Local and Grant Revenue	\$1,092,211	\$1,095,586	\$3,375
equals Education Spending	\$15,742,609	\$16,687,294	\$944,685
divided by Equalized Pupils	1060.98	1071.51	10.53
equals Per Pupil Education Spending	\$14,838	\$15,574	\$736
divided by Dollar Yield	\$10,883	\$10,998	\$115
equals Equalized Residential School Tax Rate	\$1.3634	\$1.4160	\$0.0526
divided by Bakersfield CLA	94.90%	93.03%	-1.87%
equals Bakersfield Residential Education Tax Rate	\$1.4367	\$1.5221	\$0.0854
divided by Berkshire CLA	100.56%	102.30%	1.74%
equals Berkshire Residential Education Tax Rate	\$1.3558	\$1.3842	\$0.0284
divided by Montgomery CLA	103.40%	101.36%	-2.04%
equals Montgomery Residential Education Tax Rate	\$1.3186	\$1.3970	\$0.0784
divided by Sheldon CLA	96.54%	94.20%	-2.34%
equals Sheldon Residential Education Tax Rate	\$1.4123	\$1.5032	\$0.0909

FY21 Education Spending Per Pupil by Town

Northern Mountain Valley
spent \$2,206 less per pupil
than the state average.

Fletcher,
\$17,804

VT State Average, \$17,146

Maple Run, \$16,059

Missisquoi Valley, \$15,717

Franklin County Average, \$15,445

Georgia, \$15,211

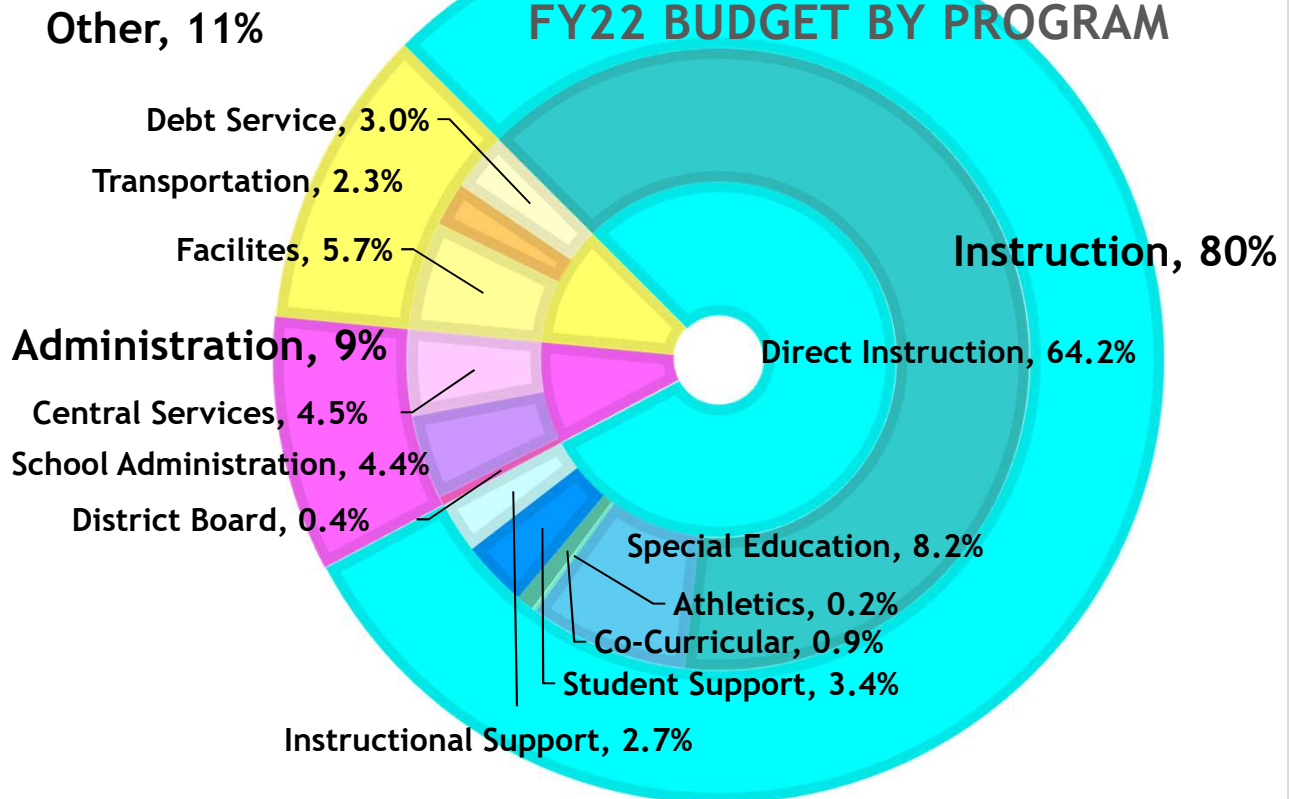
Northern Mountain Valley,
\$14,940

Enosburgh-Richford, \$14,677

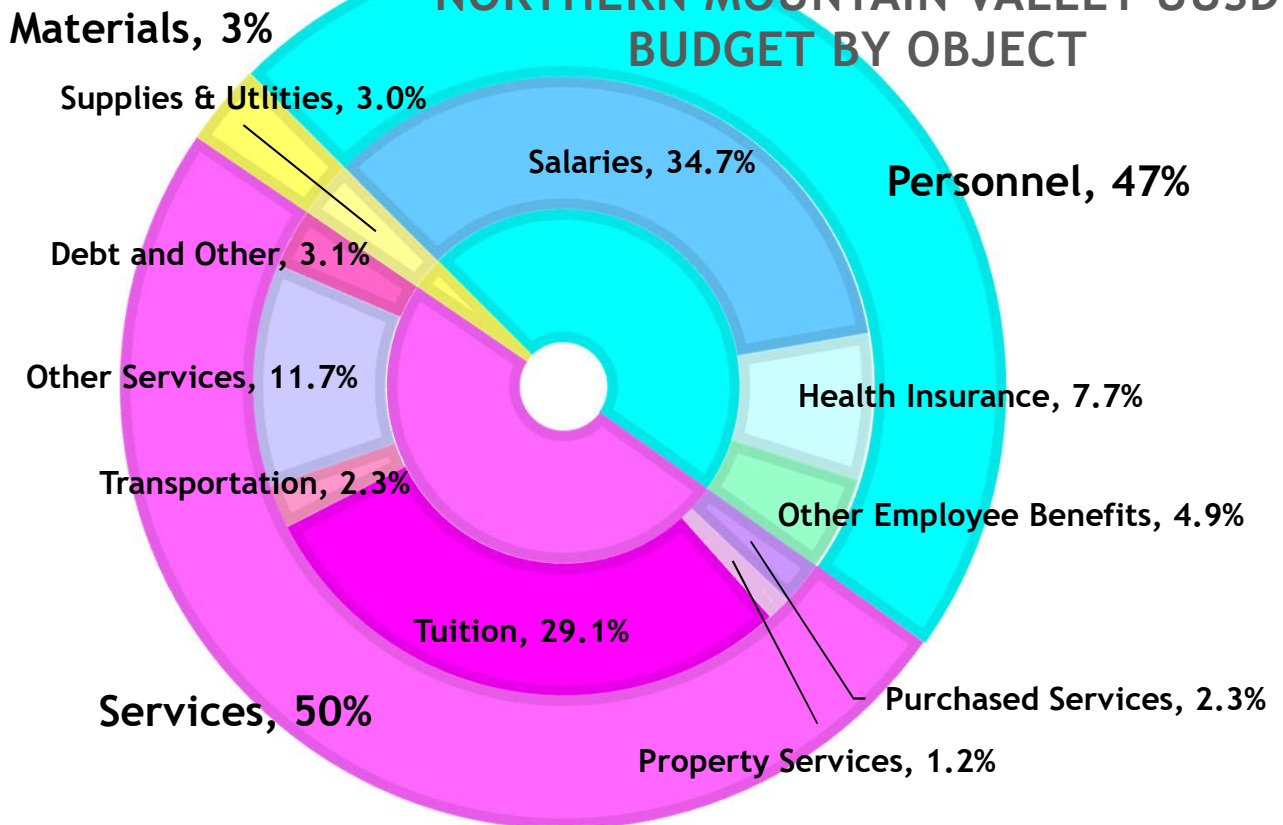
Fairfax, \$14,218

\$6,000 \$8,000 \$10,000 \$12,000 \$14,000 \$16,000 \$18,000 \$20,000 \$22,000

NORTHERN MOUNTAIN VALLEY UUSD FY22 BUDGET BY PROGRAM



NORTHERN MOUNTAIN VALLEY UUSD BUDGET BY OBJECT



District: Northern Mountain Valley UUSD		U085		Property dollar equivalent yield	Homestead tax rate per \$10,763 of spending per equalized pupil	
SU: Franklin Northeast		Franklin County		10,763	1.00	
				12,825	Income dollar equivalent yield per 2.0% of household income	
Expenditures		FY2019	FY2020	FY2021	FY2022	
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	-	\$16,295,883	\$16,834,820	\$17,782,880	
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-		
3.	Adopted or warned union district budget plus articles	-	\$16,295,883	\$16,834,820	\$17,782,880	
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-		
5.	plus Prior year deficit repayment of deficit	-	-	-		
6.	Total Union Budget	-	\$16,295,883	\$16,834,820	\$17,782,880	
7.	S.U. assessment (included in union budget) - informational data					
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-	
Revenues						
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	-	\$1,298,551	\$968,937	\$1,095,586	
10.	Total offsetting union revenues	-	\$1,298,551	\$968,937	\$1,095,586	
Education Spending						
11.		-	\$14,997,332	\$15,865,883	\$16,687,294	
12.	Northern Mountain Valley UUSD equalized pupils	-	1,060.95	1,062.00	1,067.58	
Education Spending per Equalized Pupil						
13.		-	\$14,135.76	\$14,939.63	\$15,630.95	
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	-	\$458.20	\$406.89	\$396	
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	-	-	\$4.57		
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 eqpup)	-	-	-		
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-		
18.	minus Estimated costs of new students after census period (per eqpup)	-	-	-		
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-		
20.	minus Less planning costs for merger of small schools (per eqpup)	-	-	-		
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	\$56	
22.	Excess spending threshold	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	threshold = \$18,756 \$18,756.00	threshold = \$18,789 \$18,789.00	
23.	plus Excess Spending per Equalized Pupil over threshold (if any)	+	-	-	-	
24.	Per pupil figure used for calculating District Equalized Tax Rate	-	\$14,136	\$14,940	\$15,630.95	
25.	Union spending adjustment (minimum of 100%)	-	132.755% based on yield \$10,220	135.840% based on yield \$10,648	145.229% based on yield \$10,763	
26.	Anticipated equalized union homestead tax rate to be prorated [\$15,630.95 ÷ (\$10,763 / \$1.00)]	-	\$1.3276 based on \$1.00	\$1.3584 based on \$1.00	\$1.4523 based on \$1.00	
Prorated homestead union tax rates for members of Northern Mountain Valley UUSD						
		FY2019	FY2020	FY2021	FY2022	FY22 P
T007	Bakersfield	1.3258	1.3276	1.3584	1.4523	100.00%
T018	Berkshire	1.2777	1.3276	1.3584	1.4523	100.00%
T128	Montgomery	1.1801	1.3276	1.3584	1.4523	100.00%
T187	Sheldon	1.3407	1.3276	1.3584	1.4523	100.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
27.	Anticipated income cap percent to be prorated from Northern Mountain Valley UUSD [(\$15,630.95 ÷ \$12,825) x 2.00%]	0.00% based on 2.00%	2.16% based on 2.00%	2.21% based on 2.00%	2.44% based on 2.00%	
Prorated union income cap percentage for members of Northern Mountain Valley UUSD						
		FY2019	FY2020	FY2021	FY2022	FY22 P
T007	Bakersfield	2.19%	2.16%	2.21%	2.44%	100.00%
T018	Berkshire	2.11%	2.16%	2.21%	2.44%	100.00%
T128	Montgomery	2.00%	2.16%	2.21%	2.44%	100.00%
T187	Sheldon	2.21%	2.16%	2.21%	2.44%	100.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%

- Following current statute, the Tax Commissioner recommended a property yield of \$10,763 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$12,825 for a base income percent of 2.0% and a non-residential tax rate of \$1.73. **New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.**

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

- The base income percentage cap is 2.0%.

Franklin Northeast Supervisory Union FY22 Budget

	FY20 Actual	FY21 Budget	FY22 Proposed	FY21-22 Change
GENERAL FUND REVENUE				
Local Revenue	\$6,467	\$2,000	\$5,000	\$3,000
Transportation Assessment	\$657,515	\$585,666	\$640,597	\$54,931
Central Office Assessment	\$1,379,762	\$1,798,545	\$1,941,916	\$143,371
Subgranted	\$30,804	\$26,000	\$30,000	\$4,000
State Revenue	\$585,859	\$604,000	\$580,000	(\$24,000)
Food Service	\$1,520,825	\$982,000	\$1,090,000	\$108,000
TOTAL GENERAL FUND REVENUE	\$4,181,232	\$3,998,211	\$4,287,513	\$289,302

GENERAL FUND EXPENSES				
Regular Education				
Improvement of Instruction	\$114,559	\$157,005	\$155,384	(\$1,621)
General Administration	\$681,564	\$698,510	\$860,144	\$161,634
School Administration	\$0	\$81,290	\$84,224	\$2,934
Central Services	\$421,930	\$445,621	\$458,165	\$12,544
Operation of Plant	\$23,996	\$24,000	\$24,000	\$0
Student Transportation	\$1,200,325	\$1,189,666	\$1,220,597	\$30,931
Food Service Operations	\$1,571,961	\$1,373,851	\$1,471,988	\$98,137
Total Regular Education	\$4,014,335	\$3,969,943	\$4,274,502	\$304,559
Other Instruction				
Direct Instruction	\$19,241	\$28,268	\$13,011	(\$15,257)
Total Other Instruction	\$19,241	\$28,268	\$13,011	(\$15,257)
TOTAL GENERAL FUND EXPENSES	\$4,033,576	\$3,998,211	\$4,287,513	\$289,302

SPECIAL EDUCATION REVENUE				
Local Revenue	\$1,797,762	\$1,926,728	\$2,022,984	\$96,256
State Revenue	\$2,855,529	\$3,187,959	\$3,155,000	(\$32,959)
Federal Revenue	\$696,747	\$697,000	\$696,000	(\$1,000)
TOTAL SPECIAL EDUCATION REVENUE	\$5,350,038	\$5,811,687	\$5,873,984	\$62,297

SPECIAL EDUCATION EXPENSES				
Special Education				
Direct Instruction	\$3,861,813	\$3,973,629	\$4,199,629	\$226,000
Student Support	\$786,001	\$929,046	\$971,424	\$42,378
Improvement of Instruction	\$259,187	\$295,422	\$189,413	(\$106,009)
General Administration	\$381,705	\$390,590	\$278,518	(\$112,072)
Student Transportation	\$127,807	\$223,000	\$235,000	\$12,000
Total Special Education	\$5,416,513	\$5,811,687	\$5,873,984	\$62,297
TOTAL SPECIAL EDUCATION EXPENSES	\$5,416,513	\$5,811,687	\$5,873,984	\$62,297