

2026

Annual Report of the Rivendell Interstate School District

July 1, 2025 to June 30, 2026



Saturday, March 21, 2026
Rivendell Academy, Orford, New Hampshire



FAIRLEE • ORFORD • VERSHIRE • WEST FAIRLEE

RIVENDELL INTERSTATE SCHOOL DISTRICT

10 School Drive | P.O. Box 271

Orford, NH 03777

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Email us through our website at www.rivendellschool.org

THE SCHOOL BOARD

There are eleven school board members distributed equitably among the four towns: three from Fairlee, three from Orford, two from Vershire, two from West Fairlee, and one at-large member. All serve for three-year terms except for the at-large member, who serves a one-year term. School Board meetings rotate among the school sites and are open to the public. Meeting dates are posted in each town, at the schools, and on the Rivendell website (www.rivendellschool.org) calendar.

THE DISTRICT

The Rivendell Interstate School District was established on October 13, 1998, by voters in the towns of Orford, NH, and Fairlee, West Fairlee, and Vershire, VT. It is one of the only pre-K-12 interstate public school districts in the country. On July 1, 1999, the Rivendell Supervisory Union assumed responsibility for central office functions of the four existing school districts. On July 1, 2000, Rivendell assumed educational responsibility for all students in the four towns and ownership of existing school properties. On Monday, August 28, 2000, Rivendell opened its doors to approximately 550 students from member towns and about 32 students under tuition from neighboring towns.

MISSION STATEMENT & DESIGN PRINCIPLES

The mission of the Rivendell Interstate School District is to foster the intellectual, social, and personal development of its students. Our goal is that they will become life-long learners, positive contributors to their communities, and productive, healthy adults.

The design principles guiding development of the Rivendell program are:

- An engaging team-taught curriculum that results in well-educated students who are able to meet high academic standards, problem solve across disciplines and contexts, and take leadership in their communities
- Significant and ongoing connections between school and community
- Structures and practices that support teaching and learning
- New standards of accountability and excellence for our schools, our staff, and our students

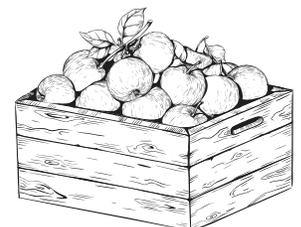


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RIVENDELL ADMINISTRATORS, FACULTY & STAFF

Rivendell School Board

(Town and expiration of term shown in italics.)

Charles Newton, Chair – *Orford, 2027*
Rebekah Cadwell – *West Fairlee, 2027*
Lillian ‘Gay-C’ Gahagan – *at-large, 2026*
Jennifer Hallmartel (appointed) – *Fairlee, 2026*
Kathy Hooke – *Vershire, 2026*
Moriah Ludwig – *Fairlee, 2028*
Terry Martin – *Orford, 2028*
Clement Powers, Vice Chair – *Fairlee, 2027*
David Ricker – *Orford, 2026*
Nate Thames – *Vershire, 2027*
Sarah Zwikelmaier – *West Fairlee, 2028*



Administration, Administrative & District Office Staff

Full-Year (FY) • School-Year (SY) • Full-Time (FT) • Part-Time (PT)

Katie Ahern	Samuel Morey Elementary Principal	FY – PT
Leslie Berger	Summer & Afterschool Program Director	FY – PT
Lisa Burbach	Director of Special Education	FY – FT
Joy Clancy	Dean of Students (Rivendell Academy)	FY – PT
Katherine Cole	Farm to School/Outdoor Education Assistant, Greenhouse Manager	FY – PT
Dwight Dansereau	Transportation Coordinator	SY – PT
Kristina DeSimone	Digital Media Specialist	FY – PT
Lynn Farquharson	Fiscal Services Specialist/Human Resources Assistant	FY – FT
Randall Gawel	Superintendent	FY – PT
Brenda Gray	Director of Human Resources	FY – FT
Lee Holmes	Director of Information Technology	FY – FT
Thomas Marshall	Athletic Director	SY – PT
Nancy Murphy	Director of Finance	FY – FT
Carol Perkins	Director of Food Service	FY – PT
Nick Pryer	Technical Support Specialist	FY – FT
Patricia Rella	Rivendell Academy Principal	FY – FT
Sara Rose	Westshire Elementary Principal	FY – PT
Bruce Taylor, Jr.	Director of Operations	FY – FT
Hayley Taylor	Assistant Director of Finance	FY – FT

RIVENDELL ADMINISTRATORS, FACULTY & STAFF

Rivendell Academy – Teachers

Gloriane Blais	World Language Teacher	SY – FT
Bonnie Blake-O’Meara	Instrumental Music Teacher	SY – PT
Christina Bolles	Special Education Teacher	SY – FT
Jennifer Bottum	Library Media Specialist	SY – FT
Kerry Browne	Digital Culture Leader & Science Teacher	SY – FT
Delilah Burns	Special Education Teacher	SY – FT
Michelle Carlson	English Teacher	SY – FT
Rex Carr	Special Education Teacher	SY – FT
Julie Christopher	World Language Teacher	SY – PT
Allison Dennis	School Counselor	SY – FT
Jeffrey Eckert	School Counselor	SY – FT
Gregory Frye	Mathematics Teacher	SY – FT
Erin Hancock	Mathematics Teacher	SY – FT
William Hibler	English/Social Studies Teacher	SY – FT
Amalia Lieberman	Music Teacher	SY – FT
Rachel McConnell	Mathematics Teacher	SY – FT
Creigh Moffatt	School Nurse	SY – FT
Tammy Piper	Special Education Teacher	SY – FT
Linda Reeves-Potter	Art Teacher	SY – FT
Eric Reichert	English Teacher	SY – FT
Paul Ronci	English Teacher	SY – FT
Rachel Sanders	Science Teacher	SY – FT
Deidre Scanlan	Title I Literacy Specialist/Assessment Coordinator	SY – FT
Dalton Smith	Social Studies Teacher	SY – FT
Carol Sobetzer	English/Social Studies Teacher	SY – FT
Charles Steen, Jr.	Physical Education Teacher	SY – FT
Kirsten Surprenant	Social Studies Teacher	SY – FT
Laura Taylor	Special Education Teacher	SY – FT
Matthew Thacker	Science Teacher	SY – FT
Josiah Weeks	Physical Science Teacher	SY – FT

Rivendell Academy – Support Staff

Brandy Allen	Paraeducator	SY – FT
Gregory Allen	Facilities Maintenance Technician	FY – FT
Jason Ball	Custodian	FY – FT
Cole Cleek	Paraeducator	SY – FT
Dwight Dansereau	Paraeducator	SY – FT
Joy Jean Dyke	Assistant Cook	SY – PT

RIVENDELL ADMINISTRATORS, FACULTY & STAFF

Rivendell Academy – Support Staff *(continued from pg. 2)*

Dustin Fillian	Custodian Team Leader	FY – FT
Wendy Fogg-McIntire	Paraeducator	SY – FT
Julie Fowler	Paraeducator	SY – FT
Jason Goodwin	Facilities Maintenance Technician/Custodian	FY – FT
Cheryl Howe	Paraeducator	SY – FT
Samantha Lester	Paraeducator	SY – FT
Michelle Oakes	Executive Assistant to Rivendell Academy Principal	FY – FT
Caitlin Olsen	Paraeducator	SY – FT
Kathleen Wohlfort	Secretary	SY – PT

Samuel Morey Elementary – Teachers

Kara Beloin	School Nurse*	SY – PT
Avery Book	Music Teacher*	SY – PT
Kristina Claflin	Physical Education Teacher*	SY – PT
Kristina DeSimone	Technology Integration Specialist*	SY – PT
Danyelle DiGuardia	Elementary Teacher (Grade 4/5)	SY – FT
Miranda Garrow	Title I Reading & Mathematics Teacher/Elementary Teacher	SY – FT
Casey Ghio	Art Teacher*	SY – PT
Debra Howe	Special Education Teacher	SY – FT
Gayle Justynski	Elementary Teacher (Kindergarten)	SY – FT
Katlyn Kiess	Special Education Teacher	SY – FT
Kiersten Lippmann	Elementary Teacher (Grade 3)	SY – FT
Ann O’Hearn	School Counselor	SY – FT
Noah Pierpont	Elementary Teacher (Grade 2)	SY – FT
Andrew Stevenson	Elementary Teacher (Grade 1)	SY – FT
Courtney Wise	Librarian*	SY – PT

Samuel Morey Elementary – Support Staff

Jean Daley	Paraeducator	SY – FT
David Hook	Custodian	FY – FT
Iris Johnson	Paraeducator	SY – FT
Matthew Jung	Paraeducator	SY – FT
JodyAnn Mace	Paraeducator	SY – FT
Suzanne Ricker	Food Service Manager	SY – FT
Ariana Thurber	Administrative Assistant	SY – FT

*Shared between Samuel Morey & Westshire

RIVENDELL ADMINISTRATORS, FACULTY & STAFF

Westshire Elementary – Teachers

Samantha Allen	Special Education Teacher	SY – FT
Emily Benjamin	Elementary Teacher (Grade 1)	SY – FT
Barbara Griffin	Title I Reading & Mathematics Teacher/Elementary Teacher	SY – FT
Richard Newton	Long-Term Substitute Elementary Teacher (Grade 4/5)	SY – FT
Leda Rodis	Special Education Teacher/Title I Reading & Mathematics Teacher	SY – FT
Elizabeth Thames	Elementary Teacher (Grade 2/3)	SY – FT
Karen Ward	MTSS Equity Coordinator/School Counselor	SY – FT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT
Kaitlyn Whitaker	Elementary Teacher (Grade 2/3)	SY – FT

Westshire Elementary – Support Staff

Nancy Cushman	Paraeducator	SY – FT
Viola Farrar	Food Service Manager	SY – FT
Ryan Hatch	Facilities Maintenance Technician/Custodian	FY – FT
Amy Kosakowski	Administrative Assistant	SY – FT
Amanda Moran	Paraeducator	SY – FT
Astasia Nunn	Paraeducator	SY – FT
Judith Ofchus	Paraeducator	SY – FT
Patricia Swahn	Paraeducator	SY – FT

Early Childhood Education Program, Fairlee & West Fairlee

Ashley Bean	Early Childhood Program Teacher	SY – FT
Sarah Burkhart	Early Childhood Program Teacher	SY – FT
Amy Fahey	Early Childhood Special Education Teacher*	SY – FT
Heidi Nichols	Early Childhood Program Teacher	SY – FT
Angelica Pellerin	Early Childhood Program Teacher	SY – FT
Denise Barker	Paraeducator	SY – PT
Linda Gordon	Paraeducator	SY – FT
Cole McKinnon	Paraeducator	SY – FT
Wendy Pushee	Paraeducator	SY – FT
Mandy Tillotson	Paraeducator	SY – FT
Sarah Wright	Paraeducator	SY – FT

REPORT FROM THE CHAIR OF THE SCHOOL BOARD



As Chair of the Rivendell Interstate School District Board, I am proud to share the accomplishments and progress of the past year at Rivendell. Our work continues to focus on supporting our students, strengthening our community, and ensuring every child receives a high-quality education.

This year, the board successfully adopted a strategic plan to guide the district in the years ahead. We also commissioned a facility assessment and consolidation study, which provided important insights into our current resources and infrastructure. Building on this, we are working with a professional consultation firm and will be hosting community forums to gather input from families, staff, and community members as we thoughtfully determine the best path forward for our district. These efforts reflect our commitment to public transparency and restoring trust with the community we serve.

The board also continues to navigate Vermont's evolving school reform legislation, always keeping the needs of our students and families at the forefront. Our goal is to ensure that any changes made at the state level support what is best for our children and our communities.

To better serve our community, board members now focus their efforts through dedicated committees: Finance, Facilities, Academic Excellence, and Negotiations. This structure allows

members to concentrate their time, energy, and expertise on specific areas, increasing efficiency and enabling the board to accomplish more collectively.

We are also pleased to report that facility upgrades approved by voters at last year's annual meeting have been completed on time and under budget reflecting our commitment to fiscal responsibility and careful project management.

We also recognize the exceptional dedication of our teachers and staff. Their expertise, commitment, and tireless work form the foundation of our district. Every success of our students reflects their efforts to create a safe, engaging, and supportive learning environment.

While the future direction of the district is being carefully determined, our work remains guided by fiscal responsibility and a steadfast focus on putting students first. I sincerely thank my fellow board members for trusting me to lead, and I thank our teachers and staff for their extraordinary contributions. Together, through transparency, collaboration, and commitment, we are ensuring that every student receives a valuable education and that our community continues to grow stronger each day.



Sincerely,

Charles Newton

Chair, Rivendell Interstate
School District Board

WARRANT
ANNUAL DISTRICT MEETING
RIVENDELL INTERSTATE SCHOOL DISTRICT

to be held on March 21, 2026

Fairlee, Vermont
Orford, New Hampshire

Vershire, Vermont
West Fairlee, Vermont

The legal voters of Fairlee (Vermont), Orford (New Hampshire), Vershire (Vermont), and West Fairlee (Vermont) are hereby notified and warned to meet at the **Rivendell Academy, Orford, New Hampshire, on Saturday, March 21, 2026**, for the purpose of holding the annual district meeting of the Rivendell Interstate School District pursuant to Article IV.G of the New Hampshire-Vermont Interstate Compact.

The polls for the election of officers under Articles 1 and 2 will open at 9:30 a.m. and will close one half-hour (30 minutes) following the completion of business under the other articles.

Business under Article 3 and the articles following will commence at 10:00 a.m.

Article 1: To elect by ballot three (3) members of the Rivendell Interstate School District Board as follows:

- 1 member from Fairlee for a 3-year term
- 1 member from Orford for a 3-year term
- 1 member from Vershire for a 3-year term

Article 2: To elect by ballot a moderator, clerk, treasurer, and one at-large school board member, each for 1-year terms, and three auditors, one for a 3-year term, one for a 3-year term with two remaining years and one for a 3-year term with one remaining year.

Article 3: To hear reports from the School Board and others relating to the construction/renovation, educational, and financial issues facing the District.

Article 4: Shall the voters of the District raise and appropriate the sum of \$16,604,487 for the operating budget for the District for the 2026-2027 fiscal year?

Article 5: Shall the voters of the District authorize the School Board to apply \$450,000 from the unassigned fund balance for the purpose of offsetting tax rates for the 2026-2027 fiscal year?

Article 6: Shall the voters of the District approve extending the deadline to use the \$330,000 that was reallocated from the unassigned fund balance to the Repairs and Maintenance Contingency Fund (as approved under Warrant Article 8 on March 15, 2025), from September 30, 2026, to September 30, 2028?

Article 7: Shall the voters of the District vote to designate Rivendell Interstate School District as an open enrollment district, to allow up to 10 (ten) students, grades K-12, from outside the Rivendell Interstate School District to attend district schools as provided in RSA 194-D and to establish that 0% of the resident student population are eligible to seek enrollment outside of the district?

Article 8: Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private source which becomes available during the 2026-2027 fiscal year for their intended use?

Article 9: To transact any other business which may lawfully properly come before the meeting.

February 25, 2026
A majority of the Rivendell
Interstate School District Board

A true copy. Attest:
Brenda Gray, Clerk

FY'27 BUDGET ALLOCATION SUMMARY (unaudited)

Allocation District Wide (A.D.M.)	100.00%	28.83%	71.17%	
Budget Allocation Summary (Following Wording of Article of Agreement, Section F)	RISD	NH (Orford)	VT (Unified)	Article
Total District Expenditures (If Warrant Article for Operating Budget Appropriation Approved)	16,604,487			
Capital Expenditures (Contingency Reserve Fund Transfers)	-	-	-	F, H
Federal Aid Revenues to District (By State)	331,551	60,004	271,547	F, O
Tuition Payments Revenues to District (By ADM)	180,000	51,900	128,100	F
Federal Revenues for Food Service Program to District (By State)	300,000	-	300,000	F
Other Revenues to District (By ADM)	397,500	114,612	282,888	F
Student Transportation Member Specific Expenditure (Mileage)	478,932	117,538	361,394	F, L
Article O Reimbursement Member Specific Expenditure	1,200,000	-	1,200,000	O
Debt Service Member Specific Expenditure	-	-	-	F, H
NET OPERATING EXPENSES (By ADM)	13,716,504	3,954,892	9,761,612	F
BUDGETED EDUCATION SPENDING	16,604,487	4,298,945	12,305,543	
BUDGETED DISTRICT MEMBER ASSESSMENTS	12,690,084	3,523,515	9,166,569	
BUDGETED EDUCATION SPENDING (If Warrant Article for Operating Budget Appropriation Approved)	16,604,487	4,298,945	12,305,543	
Federal Aid Revenues to District (By State)	331,551	60,004	271,547	F
Tuition Payments Revenues to District (By ADM)	180,000	51,900	128,100	F
Federal Revenues for Food Service Program to District (By State)	300,000	-	300,000	F
Other Revenues to District (By ADM)	397,500	114,612	282,888	F
State Revenues to Members	2,705,353	548,915	2,156,438	I
Total Revenues	3,914,404	775,430	3,138,974	
NET DISTRICT MEMBER ASSESSMENTS (without Prior-Year Adjustment)	12,690,084	3,523,515	9,166,569	
Transfer To/From General Fund Balance	-	-	-	
NET DISTRICT MEMBER ASSESSMENTS (with Prior-Year Adjustment)	12,690,084	3,523,515	9,166,569	
Adjustments to NET DISTRICT MEMBER ASSESSMENTS via Additional Warrant Articles				Add'l Assessment (%)
Proposed Addition to Repair and Maintenance Contingency Reserve Fund	-	-	-	0.00%
Proposed Addition to Technology Contingency Reserve Fund	-	-	-	0.00%
Total Additions to NET DISTRICT ASSESSMENTS via Additional Warrant Articles	-	-	-	
Proposed use of surplus funds to reduce taxes	450,000	129,749	320,251	
TOTAL NET DISTRICT MEMBER ASSESSMENTS (IF All Additional Warrant Articles Approved)	12,240,084	3,393,766	8,846,318	-3.55%
TOTAL BUDGETED EDUCATION SPENDING (IF All Additional Warrant Articles Approved)	16,154,487	4,169,196	11,985,292	-2.71%

FY'27 NET BUDGET (unaudited)

Requested Base	General Fund	Summer Program	Elementary After-School	ECP Program	Food Service	Sub-Total (Summary)	Government Grants	Total
Other Local	296,000	21,000	90,000	225,000	5,500	637,500	0	637,500
NH - Orford Assessment	0	0	0	0	0	0	0	0
NH - State	530,198	0	0	0	0	530,198	0	530,198
VT - State	2,112,155	0	0	0	123,000	2,235,155	0	2,235,155
Federal	0	0	0	0	180,000	180,000	331,551	511,551
Total	\$2,938,353	\$21,000	\$90,000	\$225,000	\$308,500	\$3,582,853	\$331,551	\$3,914,404

Requested Base-Expenditures	General Fund	Summer Program	Elementary After-School	ECP Program	Food Service	Sub-Total (Summary)	Government Grants	Total
Instruction	8,665,096	22,081	0	0	0	8,687,178	289,384	8,976,562
Support Services	Student	1,399,505	0	0	0	1,399,505	40,000	1,439,505
	Instructional Staff	563,987	0	0	0	563,987	0	563,987
	General Administration	111,994	0	0	0	111,994	0	111,994
	Executive Administration	183,601	0	0	0	183,601	0	183,601
	School Administration	1,348,286	0	0	0	1,348,286	0	1,348,286
	Central Services	1,054,533	0	0	0	1,054,533	0	1,054,533
	Operation & Maintenance of Plant	1,244,347	0	0	0	1,244,347	0	1,244,347
	Student Transportation	916,797	8,380	1,372	0	926,549	0	926,549
Other Support Services	0	0	0	0	0	2,167	2,167	
Non-Instructional Services	0	41,277	142,058	181,235	383,385	747,955	0	747,955
Debt Service	Bond Principal	0	0	0	0	0	0	0
	Bond Interest	0	0	0	0	0	0	0
	Short Term Debt Interest	5,000	0	0	0	5,000	0	5,000
	PY Expense	0	0	0	0	0	0	0
Facilities Acquisition and Construction	0	0	0	0	0	0	0	0
Total	\$15,493,147	\$71,739	\$143,430	\$181,235	\$383,385	\$16,272,935	\$331,551	\$16,604,487

Net (Revenue less Expenditure)	(\$12,554,794)	(\$50,739)	(\$53,430)	\$43,765	(\$74,885)	(\$12,690,084)	\$0	(\$12,690,084)
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Adjustments made for rounding discrepancies

Budget to Budget change EXCLUDING Contingency Requests

FY27 Proposed Funds raised by taxes: \$12,690,084\$
 FY26 Approved Funds raised by taxes: \$12,275,133
 \$ change in funds raised by taxes (FY27 vs FY26): \$414,951
 % change in funds raised by taxes (FY27 vs FY26): 3.38%

Budget to Budget change INCLUDING Contingency Requests AND application of Unassigned Fund Balance (FY26 - \$580K; FY27 Proposed \$450K) to reduce taxes		
FY26 Reduced Funds to be raised by taxes: \$11,695,133		FY27 Reduced Funds to be raised by taxes: \$12,240,084
VT Reduction: \$395,950		Proposed VT Reduction: \$320,251
NH Reduction: \$184,050		Proposed NH Reduction: \$129,749
	\$ Change: \$544,951	
	% Change: 4.66%	

FY'27 SUMMARY OF GENERAL FUND REVENUES (unaudited)

Account Codes	Description	FY '25 Budget	FY '25 Actual	FY '26 Budget	FY '26 Proposed	vs. FY '26 Budget
<u>Local Revenues</u>						
41302-41304	School Tuition	224,000	257,041	228,000	180,000	(48,000)
41302-41303	SPED Tuition - Expedition Classroom	-	-	-	-	-
41510	Interest Income	50,000	149,255	50,000	50,000	-
41990	Game Receipts	5,000	5,752	6,000	6,000	-
419XX	Misc Other Income	-	7,023	-	-	-
41911	ECP Before & After-School Care	108,000	248,871	120,000	225,000	105,000
41911	Elementary After-School Care Fees	84,400	135,577	95,000	90,000	(5,000)
41911	Summer Program Fees	-	27,768	21,000	21,000	-
	subtotal	471,400	831,286	520,000	572,000	52,000
<u>District Assessments</u>						
43110	VT State Education Spending Grant	-	7,940,840	-	-	-
43114	VT Voc Ed (On Behalf)	-	-	-	-	-
43110	Fairlee Assessment	3,984,046	-	3,640,288	3,754,644	114,356
43110	West Fairlee Assessment	2,046,697	-	2,232,923	2,804,741	571,818
43110	Vershire Assessment	2,634,637	-	2,511,839	2,607,183	95,345
47201	Orford Assessment	3,952,936	3,629,004	3,890,083	3,523,515	(366,568)
	subtotal	12,618,315	11,569,844	12,275,133	12,690,084	414,951
<u>State Revenues</u>						
43150	VT Transportation Aid	200,000	184,892	200,000	180,000	(20,000)
43152	VT Transp Aid Extraordinary	5,000	-	4,000	-	(4,000)
43203	VT SpEd Extraordinary Reimbursement	600,000	836,555	900,000	1,200,000	300,000
43204	VT ECSE Programs	25,120	25,120	23,833	26,633	2,800
43220	VT Act 173 Census Block Grant	766,614	766,614	706,484	645,522	(60,962)
43308	VT Voc Ed Transportation Aid	60,000	73,427	70,000	60,000	(10,000)
47207	NH Adequacy Aid - Orford	365,492	365,492	348,303	506,085	157,782
47208	NH Building Aid	76,110	76,110	76,110	-	(76,110)
47209	NH EFA Phase-Out Grant	-	-	-	2,313	2,313
47212	NH Voc School Tuition Grant	18,000	15,505	18,000	20,000	2,000
47213	NH Voc Transportation Aid	1,900	2,380	1,900	1,800	(100)
	subtotal	2,118,236	2,346,093	2,348,630	2,642,353	293,722
<u>Federal Special Education Revenues (Categorical Grants **)</u>						
44226	IDEA-VT (SPECIAL ED)	120,215	108,797	100,000	100,001	1
44228	IDEA-VT Special Ed Preschool	3,213	3,360	3,300	3,302	2
	subtotal	123,428	112,157	103,300	103,303	3
<u>Federal Title and Medicaid Grants (Categorical Grants **)</u>						
44250	VT Title I Grant	109,506	118,481	110,000	113,244	3,244
47202	NH Title I Grant	29,731	54,137	50,000	50,004	4
44651	VT Title IIA	30,000	31,423	30,000	-	(30,000)
47203	NH Title IIA	10,000	10,578	10,000	-	(10,000)
44570	VT Title IV	20,000	18,959	15,000	15,000	-
47204	NH Title IV	10,000	10,000	10,000	10,000	-
45481	VT MEDICAID IEP	75,000	46,179	60,000	40,000	(20,000)
45483	VT Medicaid EPSDT	-	-	-	-	-
	subtotal	284,237	289,757	285,000	228,248	(56,752)
<u>Food Service Revenues</u>						
	Total Operating Revenue	10,500	11,042	9,000	5,500	(3,500)
	VT State Sources	6,400	2,909	6,000	3,000	(3,000)
	Universal Meals & Federal Funding	275,000	304,034	285,000	300,000	15,000
	subtotal	291,900	317,985	300,000	308,500	8,500
<u>Other Revenues</u>						
41980	Refund of Prior Year Expenses	-	27,694	-	60,000	60,000
	From Prior Year Fund Balance	-	-	-	-	-
	Prior Period Adjustment	-	-	-	-	-
	subtotal	-	27,694	-	60,000	60,000
TOTAL REVENUES		15,907,515	15,494,817	15,832,063	16,604,487	696,972
	General Fund "Other Revenues"	3,289,201	3,924,973	3,556,930	3,914,404	357,473
	LESS State-Specific Revenues to be allocated				2,705,353	
	LESS Categorical Grants **				331,551	
	LESS General Non-Tax Revenues				577,500	
	LESS Federal Food Service Program Revenues				300,000	

FY'27 SUMMARY OF GENERAL FUND EXPENDITURES (unaudited)

Function Codes	Description	FY '24 Budget	FY '24 Actual	FY '25 Budget	FY '26 Proposed	vs. FY '25 Budget
1100	Early Childhood Program	508,985	524,565	547,728	585,372	37,644
3000	ECP After-Care	153,494	163,133	168,522	181,235	12,713
1100	Elementary Instruction	1,318,614	1,285,178	1,364,867	1,555,972	191,105
1100	Secondary Instruction	2,443,161	2,157,182	2,321,159	2,281,857	(39,302)
1100	Career/Technical Education	312,000	312,017	350,000	325,856	(24,144)
1100	Multi-Lingual Learners	-	-	-	75,210	75,210
1400	Co-curricular/Athletics	192,569	166,280	194,278	217,612	23,334
1200	Early Childhood Special Education	224,771	180,319	217,829	203,865	(13,964)
1200	Special Education*	3,606,304	3,492,382	3,963,242	4,229,066	265,824
1100	Farm to School	63,405	43,073	46,215	46,463	248
2120	Guidance	382,940	458,334	368,196	464,150	95,954
2130	Health	251,178	233,803	262,131	256,605	(5,526)
2220	Library	64,262	116,587	149,891	248,867	98,976
2212	Instructional Improvement	100,064	130,018	109,100	178,716	69,616
2230/2580	Technology	621,365	588,519	693,381	716,200	22,819
2310	School Board/Treasurer	85,486	116,562	88,662	111,994	23,332
2321	District Administration	187,100	153,850	187,274	183,601	(3,673)
2410	School Administration	862,950	871,206	953,212	1,034,366	81,154
2490	Special Ed. Admin	191,980	230,846	239,453	206,195	(33,258)
2410	Contracted Benefits	98,300	45,569	98,300	106,500	8,200
2510	Business Services	601,923	542,884	595,305	575,703	(19,602)
5000	Debt Service & Transfers	480,671	470,671	145,687	5,000	(140,687)
2600	Operations/Grounds	1,059,499	1,228,291	1,209,267	1,242,347	33,080
2700	Transportation	627,965	567,311	610,301	641,630	31,329
3000	Summer Program	18,074	48,241	82,587	71,739	(10,848)
3000	Elementary After-School	84,539	108,621	130,763	143,430	12,667
3300	Rivendell Trails Program	-	-	-	-	-

SUBTOTAL:	14,541,599	14,235,440	15,097,349	15,889,551	792,202
*Includes "Community Classroom"					5.2%

GRANT EXPENSES - Federal, Title, IDEA, and Medicaid Grants:

Salaries	214,160	224,905
Employer Covered Benefits	69,140	66,647
Contracted Services	105,000	40,000
Supplies	-	-

Total Grant Expenses	388,300	331,552	(56,748)
			-14.6%

FOOD SERVICE EXPENSES:

Salaries	140,556	150,925
Employer Provided Benefits	57,109	87,010
Software & Dues	6,500	4,050
Food & Supplies	142,250	141,400

Total Food Services Expenses	346,414	383,385	36,971
			10.7%

Operating Budget Appropriation - Total District Expenditure Budget	15,832,063	16,604,487	772,424
			4.9%

FY'27 ADM STATISTICS & TAX RATE ESTIMATES (unaudited)

Important Note Regarding Estimated Tax Calculations

The Tax Calculations below are based on the most accurate information available at the time this report was written. Historically these estimates do not reflect the final tax rates and should be considered accordingly.

*NH Tax Rate Calculations depend on Net Assessment, NH State-wide Education Property Tax set by the Legislature, NH Adequacy Aid, and 2 different forms of Grand List numbers; all of which can change significantly between March and October.

*VT Homestead Tax Rate Calculations depend on Net Assessment, Long-term Weight ADM, Property Yield and Common Level of Appraisal (CLA). The Homestead Tax Assessments are also influenced by changes in the Grand List resulting from Income-based reductions and non-resident tax assessments. Many of these factors are not finalized until well into the summer.

1) Percentage Share Calculation:	TOTAL	Fairlee	West Fairlee	Vershire	Orford	
Average Daily Membership	375.350	109.475	81.650	76.000	108.225	
Fall Census 1st-40th days School year FY '25	100.00%	29.17%	21.75%	20.25%	28.83%	
Equalized Pupil Counts for purposes of Vt Tax Rate Calculation						
VT Average Daily Membership	267.125	109.475	81.650	76.000		
VT Long-Term Weighted ADM (See Note)	537.290	215.410	150.270	171.610		
VT LTW ADM Adjustment	270.165	40.1%	28.0%	31.9%		
2) Tax Rate Estimates: TAX RATE ESTIMATES ASSUME APPROVAL OF WARRANT ARTICLE #5, USE OF \$450,000 TO REDUCE TAXES						
a. Vermont Town Tax Rate estimates						
Under Act 130, Vermont union members use same tax rate before adjustment for Common Level of Appraisal (CLA).						
Total Local Education Spending (i.e. District Assessments)	8,846,318	3,623,397	2,706,852	2,516,068		
DIVIDE by Vermont Long-term Weighted ADM	537.29					
Education Spending per LTW ADM	\$16,465					
DIVIDE by **ADJUSTED** Property Yield	\$9,212					
Adj Yield = Yield 13,098.25 times Statewide Adj 70.33%						
Equals Local Homestead Tax Rate Equalized	\$1.7873					
Town Common Level of Appraisal (CLA)		86.28%	64.64%	93.25%		
Equalized Homestead Tax Rates		\$1.7873	\$1.7873	\$1.7873		
DIVIDE by Statewide Adjusted CLA (Town CLA ÷ Statewide Adj)		122.68%	91.91%	132.59%		
Equals Estimated Vermont Local Education Tax Rates per \$100 valuation		\$1.4569	\$1.9446	\$1.3480		
b. Orford Local Tax rate estimate per \$1,000 valuation						
Net Assessment						3,393,766
STATE-Wide Education Property Tax (SWEPT) Assessment						285,588
DIVIDE by Estimated Orford Grand List (without utilities)						279,763,411
STATE Education Property Tax Rate (per \$1,000 valuation)						\$1.02
LOCAL Education Property Tax Assessment						3,108,178
DIVIDE by Estimated Orford Grand List (with utilities)						284,410,811
LOCAL Education Property Tax Rate (per \$1,000 valuation)						\$10.93
Equals Estimated Orford Tax rate per \$1,000 valuation						\$11.95
Annual Property Tax on a \$100,000 property		\$1,457	\$1,945	\$1,348	\$1,195	
3. Prior Year Tax Rates						
		Fairlee	West Fairlee	Vershire	Orford	
Prior Year Tax on \$100,000 Property		\$1,249	\$1,710	\$1,270	\$1,206	
Change in Tax on \$100,000 Property		\$208	\$235	\$79	-\$11	
Percent Change on a \$100,000 Property		16.7%	13.7%	6.2%	-0.9%	

ASSUMES USE OF \$450,000 TO LOWER TAXES (WARRANT ARTICLE 5)

Notes:

* Established by Act 127, "Long-term Weighted ADM (Average Daily Membership)" is calculated by the State Of Vermont, and starts with a two-year average enrollment number for each town. Factors for pre-K, secondary enrollment, poverty, limited English proficiency, density and school size are added to the total.

*The NH SWEPT (State-wide Education Property Tax) amount is set by the state legislature each year and is unrelated to the school budget.

2026/2027 BUDGET EXPENDITURE DETAIL (unaudited)

Category	Description	FY'25 Budget	FY'25 Actual	FY'26 Budget	FY'27 Request	Change	% Change	Notes
Early Childhood Program	5100 Salaries	341,515	350,722	361,638	389,479	27,841		
	5200 Employer Provided Benefits	148,701	152,346	157,466	165,883	8,418		
	5300 Purchased Professional & Technical Services	1,550	756	900	900	-		
	5500 Other Purchased Services	12,405	16,670	20,225	20,260	35		
	5600 Supplies	4,005	2,946	6,300	6,900	600		
	5800 Debt Service & Miscellaneous	810	1,125	1,200	1,950	750		
	Early Childhood Program - Total	508,985	524,565	547,728	585,372	37,644	6.87%	
ECP Before/Aftercare	5100 Salaries	83,870	92,832	93,917	104,646	10,729		
	5200 Employer Provided Benefits	66,124	65,929	71,355	72,138	783		
	5600 Supplies	1,250	1,250	1,250	1,250	-		
	5800 Debt Service & Miscellaneous	2,250	3,121	2,000	3,200	1,200		
	ECP Before/Aftercare - Total	153,494	163,133	168,522	181,235	12,712	7.54%	
Elementary Education (K-5)	5100 Salaries	884,584	892,538	883,904	1,026,581	142,677		.4 Tech Integrater teaching STEAM
	5200 Employer Provided Benefits	382,940	335,229	398,453	441,356	42,902		
	5300 Purchased Professional & Technical Services	2,430	670	1,350	450	(900)		
	5500 Other Purchased Services	360	2,279	4,975	5,233	258		
	5600 Supplies	38,250	30,411	64,985	63,120	(1,865)		
	5700 Property	-	-	-	350	350		
	5800 Debt Service & Miscellaneous	10,050	24,051	11,200	18,882	7,682		Field Trip entry costs
		Elementary Education (K-5) - Total	1,318,614	1,285,178	1,364,867	1,555,972	191,104	14.00%
Secondary Education (6-12)	5100 Salaries	1,611,291	1,477,616	1,571,053	1,563,649	(7,404)		
	5200 Employer Provided Benefits	751,919	615,445	651,507	621,308	(30,198)		
	5300 Purchased Professional & Technical Services	30,000	30,235	30,000	35,000	5,000		Speakers for Assemblies
	5500 Other Purchased Services	-	-	6,700	-	(6,700)		
	5600 Supplies	41,850	31,322	53,800	53,800	-		
	5800 Debt Service & Miscellaneous	8,100	2,563	8,100	8,100	-		
	Secondary Education (6-12) - Total	2,443,161	2,157,182	2,321,159	2,281,857	(39,302)	-1.69%	
Career/Technical Education	5500 Other Purchased Services	312,000	312,017	350,000	325,856	(24,144)		
	Career/Technical Education - Total	312,000	312,017	350,000	325,856	(24,144)	-6.90%	
Multi-lingual Learners	5100 Salaries	-	-	-	31,652	31,652		New due to need
	5200 Employer Provided Benefits	-	-	-	43,558	43,558		
	Multi-lingual Learners - Total	-	-	-	75,210	75,210	100.00%	

2026/2027 BUDGET EXPENDITURE DETAIL (unaudited)

Category	Description	FY'25 Budget	FY'25 Actual	FY'26 Budget	FY'27 Request	Change	% Change	Notes
CoCurricular/ Athletics	5100 Salaries	124,781	103,082	108,661	130,320	21,660		Increased cost of Refs
	5200 Employer Provided Benefits	8,758	8,591	9,117	10,742	1,625		
	5300 Purchased Professional & Technical Services	4,565	580	4,650	4,650	-		
	5400 Purchased Property Services	21,000	29,000	30,000	30,000	-		
	5500 Other Purchased Services	830	5,950	3,725	6,000	2,275		Increased travel costs for refs
	5600 Supplies	29,925	15,092	32,725	30,500	(2,225)		
	5800 Debt Service & Miscellaneous	2,710	3,985	5,400	5,400	-		
	CoCurricular/Athletics - Total	192,569	166,280	194,278	217,612	23,334	12.01%	
Early Childhood Special Education	5100 Salaries	133,830	93,495	119,197	84,241	(34,957)		FY26 unfilled positions not budgeted
	5200 Employer Provided Benefits	50,081	46,593	48,482	48,466	(16)		
	5300 Purchased Professional & Technical Services	38,970	39,386	46,400	67,463	21,063		Increased cost of services
	5600 Supplies	1,890	845	3,750	3,695	(55)		
	Early Childhood Special Education - Total	224,771	180,319	217,829	203,865	(13,964)	-6.41%	
Special Education	5100 Salaries	1,120,355	1,036,689	1,165,577	1,094,827	(70,751)		Special Ed includes Community Classroom
	5200 Employer Provided Benefits	769,485	603,113	691,010	622,781	(68,228)		
	5300 Purchased Professional & Technical Services	583,100	627,511	632,500	700,841	68,341		Increased cost of services
	5500 Other Purchased Services	1,108,390	1,214,656	1,450,405	1,790,595	340,190		Increased tuition/trans costs
	5600 Supplies	24,975	10,388	23,400	20,022	(3,378)		
	5800 Debt Service & Miscellaneous	-	25	350	-	(350)		
Special Education - Total	3,606,304	3,492,382	3,963,242	4,229,066	265,824	6.71%		
Farm to School	5100 Salaries	58,565	39,685	42,501	42,498	(3)		
	5200 Employer Provided Benefits	4,840	3,389	3,715	3,965	251		
Farm to School - Total	63,405	43,073	46,215	46,463	248	0.54%		
Guidance	5100 Salaries	237,662	261,333	271,056	312,780	41,725		1 FTE counselor no longer grant funded
	5200 Employer Provided Benefits	105,054	102,867	89,415	142,345	52,930		
	5300 Purchased Professional & Technical Services	37,225	91,630	2,225	4,425	2,200		
	5600 Supplies	2,230	1,738	4,700	3,800	(900)		
	5800 Debt Service & Miscellaneous	768	766	800	800	-		
	Guidance - Total	382,940	458,334	368,196	464,150	95,955	26.06%	
Health	5100 Salaries	162,747	162,570	176,981	166,344	(10,637)		
	5200 Employer Provided Benefits	83,346	67,632	79,375	84,011	4,637		
	5500 Other Purchased Services	1,260	1,206	1,575	1,600	25		
	5600 Supplies	3,825	2,395	4,200	4,650	450		
Health - Total	251,178	233,803	262,130	256,605	(5,525)	-2.11%		
Library	5100 Salaries	51,727	90,820	95,994	147,969	51,975		ACA Library underbudgeted in FY26
	5200 Employer Provided Benefits	6,529	20,528	20,397	54,298	33,901		
	5300 Purchased Professional & Technical Services	200	-	-	3,000	3,000		
5600 Supplies	5,805	5,238	33,500	43,600	10,100		Books for ACA & Elem	
Library - Total	64,262	116,587	149,891	248,867	98,976	66.03%		

2026/2027 BUDGET EXPENDITURE DETAIL (unaudited)

Category	Description	FY'25 Budget	FY'25 Actual	FY'26 Budget	FY'27 Request	Change	% Change	Notes	
Instructional Improvement	5100 Salaries	26,845	14,966	26,870	30,656	3,786			
	5200 Employer Provided Benefits	73,219	52,968	82,230	84,560	2,330			
	5300 Purchased Professional & Technical Services	-	60,521	-	63,500	63,500		60K for Teacher PD	
	5600 Supplies	-	1,562	-	-	-			
Instructional Improvement - Total		100,064	130,018	109,100	178,716	69,616	63.81%		
Technology	5100 Salaries	220,196	198,651	237,340	215,369	(21,971)			
	5200 Employer Provided Benefits	114,033	98,182	122,696	102,136	(20,561)		.4 Tech Integrator to Elementary	
	5300 Purchased Professional & Technical Services	61,000	69,585	99,100	98,780	(320)			
	5400 Purchased Property Services	17,000	20,194	10,044	10,345	301			
	5500 Other Purchased Services	31,275	29,221	17,675	25,111	7,436			
	5600 Supplies	177,510	172,686	206,525	264,459	57,934		Increased software/hardware costs	
	5800 Debt Service & Miscellaneous	350	-	-	-	-			
	Technology - Total		621,365	588,519	693,381	716,200	22,819	3.29%	
School Board/ Treasurer	5100 Salaries	17,620	9,885	18,100	19,027	927			
	5200 Employer Provided Benefits	1,441	717	1,487	1,567	80			
	5300 Purchased Professional & Technical Services	35,000	52,474	36,050	46,000	9,950		For newsletter	
	5500 Other Purchased Services	11,500	31,419	11,845	21,100	9,255		Increased insurance costs	
	5600 Supplies	13,925	16,697	15,000	18,000	3,000		increased software costs	
	5800 Debt Service & Miscellaneous	6,000	5,370	6,180	6,300	120			
	School Board/ Treasurer - Total		85,486	116,562	88,662	111,994	23,332	26.32%	
	District Administration	5100 Salaries	123,212	128,092	125,000	147,340	22,340		
5200 Employer Provided Benefits		51,464	11,439	49,849	21,761	(28,088)		Benefits change from budget	
5300 Purchased Professional & Technical Services		7,700	1,846	7,700	7,500	(200)			
5500 Other Purchased Services		225	1,437	225	1,500	1,275			
5600 Supplies		-	5,655	-	-	-			
5800 Debt Service & Miscellaneous		4,500	5,380	4,500	5,500	1,000			
District Administration - Total		187,101	153,850	187,274	183,601	(3,673)	-1.96%		
School Administration		5100 Salaries	549,717	576,167	606,437	663,898	57,460		
	5200 Employer Provided Benefits	285,963	276,651	319,974	332,080	12,106			
	5300 Purchased Professional & Technical Services	7,500	2,994	8,000	16,608	8,608			
	5400 Purchased Property Services	-	2,232	-	-	-			
	5500 Other Purchased Services	5,670	2,311	4,950	5,380	430			
	5600 Supplies	12,480	9,744	12,325	14,525	2,200			
	5800 Debt Service & Miscellaneous	1,620	1,106	1,525	1,875	350			
	School Administration - Total		862,950	871,206	953,212	1,034,366	81,154	8.51%	

2026/2027 BUDGET EXPENDITURE DETAIL (unaudited)

Category	Description	FY'25 Budget	FY'25 Actual	FY'26 Budget	FY'27 Request	Change	% Change	Notes
Special Ed Administration	5100 Salaries	107,100	124,190	140,526	122,960	(17,566)		Reduced .5 Admin Asst
	5200 Employer Provided Benefits	48,430	57,359	61,227	40,283	(20,944)		
	5300 Purchased Professional & Technical Services	26,000	35,597	27,000	30,152	3,152		
	5500 Other Purchased Services	1,000	1,118	1,000	2,000	1,000		
	5600 Supplies	8,550	11,197	8,300	9,400	1,100		
	5800 Debt Service & Miscellaneous	900	1,386	1,400	1,400	-		
Special Ed Administration - Total		191,980	230,846	239,453	206,195	(33,258)	-13.89%	
Contracted Benefits	5200 Employer Provided Benefits	88,000	37,219	85,300	94,500	9,200		VSTRS OPEB and placeholders for CBA benefits
	5300 Purchased Professional & Technical Services	10,300	8,349	13,000	12,000	(1,000)		
Contracted Benefits - Total		98,300	45,569	98,300	106,500	8,200	8.34%	
Business Services	5100 Salaries	382,033	346,477	379,864	367,897	(11,967)		Includes Grants, HR and Finance
	5200 Employer Provided Benefits	191,794	163,886	183,445	172,077	(11,369)		1 Unfilled position
	5300 Purchased Professional & Technical Services	15,175	10,302	15,175	17,804	2,629		
	5400 Purchased Property Services	900	1,690	900	1,000	100		
	5500 Other Purchased Services	5,445	11,531	5,445	10,250	4,805		
	5600 Supplies	3,600	6,588	7,500	3,675	(3,825)		
	5800 Debt Service & Miscellaneous	2,975	2,409	2,975	3,000	25		
	Business Services - Total		601,923	542,884	595,305	575,703	(19,602)	-3.29%
Debt Service & Transfers	5800 Debt Service & Miscellaneous	480,671	470,671	145,687	5,000	(140,687)		Final debt service payment from Unassigned Fund Balance per vote
	Debt Service & Transfers - Total		480,671	470,671	145,687	5,000	(140,687)	-96.57%
Operations/Grounds	5100 Salaries	360,515	348,670	423,649	437,217	13,568		
	5200 Employer Provided Benefits	122,234	126,998	177,068	171,629	(5,439)		
	5300 Purchased Professional & Technical Services	27,100	33,420	29,100	31,252	2,152		
	5400 Purchased Property Services	161,550	229,132	182,300	172,300	(10,000)		
	5500 Other Purchased Services	76,000	64,783	70,000	94,000	24,000		Increased cost of services
	5600 Supplies	311,600	334,845	326,650	335,450	8,800		increased costs
	5700 Property	-	90,443	-	-	-		
	5800 Debt Service & Miscellaneous	500	-	500	500	-		
Operations/Grounds - Total		1,059,499	1,228,291	1,209,267	1,242,347	33,080	2.74%	Reinstated due to need
Transportation	5100 Salaries	-	-	-	10,600	10,600		
	5200 Employer Provided Benefits	-	-	-	885	885		
	5500 Other Purchased Services	627,965	567,311	610,301	630,145	19,844		
Transportation - Total		627,965	567,311	610,301	641,630	31,329	5.13%	
Summer Programs	5100 Salaries	15,263	33,521	59,620	47,816	(11,804)		
	5200 Employer Provided Benefits	1,261	5,686	5,087	3,993	(1,094)		
	5300 Purchased Professional & Technical Services	-	270	300	300	-		
	5500 Other Purchased Services	500	4,320	8,330	8,480	150		
	5600 Supplies	600	3,100	4,400	5,800	1,400		
5800 Debt Service & Miscellaneous	450	1,344	4,850	5,350	500			
Summer Program - Total		18,074	48,241	82,587	71,739	(10,848)	-13.14%	

2026/2027 BUDGET EXPENDITURE DETAIL (unaudited)

Category	Description	FY'25 Budget	FY'25 Actual	FY'26 Budget	FY'27 Request	Change	% Change	Notes
Rivendell Trails Program	5100 Salaries	-	-	-	-	-	-	
	5200 Employer Provided Benefits	-	-	-	-	-	-	
Rivendell Trails Program - Total		-	-	-	-	-	0.00%	
	5100 Salaries	69,076	92,009	107,109	117,476	10,367		
	5200 Employer Provided Benefits	6,488	7,743	10,182	11,182	1,000		
Elementary Afterschool	5300 Purchased Professional & Technical Services	3,600	3,031	1,000	1,500	500		
	5500 Other Purchased Services	-	-	1,672	2,072	400		
	5600 Supplies	3,950	2,690	4,450	4,650	200		
	5800 Debt Service & Miscellaneous	1,425	3,148	6,350	6,550	200		
Elementary Afterschool - Total		84,539	108,621	130,763	143,430	12,667	9.69%	
Contingency Fund Expenditures	5300 Purchased Professional & Technical Services	-	10,077	-	-	-		
	5400 Purchased Property Services	-	39,331	-	-	-		
	5600 Supplies	-	34,049	-	-	-		
	5700 Property	-	66,000	-	-	-		
Contingency Fund Expenditures - Total		-	149,457	-	-	-	N/A	

General Fund Total		14,541,599	14,384,898	15,097,349	15,889,550	792,200	5.25%	
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Grants	5100 Salaries	268,489	262,801	214,160	224,905	10,745		
	5200 Employer Provided Benefits	83,423	77,472	69,140	66,647	(2,493)		Removed Title II and reduced Medicaid IEP reimbursement
	5300 Purchased Professional & Technical Services	50,353	10,500	105,000	40,000	(65,000)		
	5500 Other Purchased Services	5,400	4,597	-	-	-		
Grants - Total		407,665	355,369	388,300	331,552	(56,749)	-14.61%	

Food Service	5100 Salaries	131,491	131,715	140,556	150,925	10,369		
	5200 Employer Provided Benefits	59,541	54,361	57,109	87,010	29,901		
	5300 Purchased Professional & Technical Services	450	-	450	1,950	1,500		
	5400 Purchased Property Services	-	86	-	-	-		
	5500 Other Purchased Services	250	-	250	-	(250)		
	5600 Supplies	147,750	171,899	147,750	143,200	(4,550)		
	5800 Debt Service & Miscellaneous	300	-	300	300	-		
Food Service - Total		339,782	358,061	346,414	383,385	36,971	10.67%	

Total Expenditure Budget		15,289,046	15,098,328	15,832,063	16,604,487	772,422	4.88%	
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LONG-TERM DEBT (unaudited)

	Balance June 30, 2025
General Obligation Serial Construction bond payable, interest at 2.98%, interest paid semi-annually, principal of \$330,000 due on November 15th of each year until 2024, originally borrowed \$8,000,000 on August 1st, 1999.	-
Vermont Municipal Bond Bank, bond payable, interest at 4.88%, interest paid semi-annually, principal of \$130,000 due on December 1st of each year until 2026, originally borrowed \$3,195,000 on July 26, 2001.	260,000
Vermont Municipal Bond Bank, bond payable, interest at 4.11%, interest paid semi-annually, principal of \$10,000 due on December 1st of each year until 2010, then \$5,000 due on December 1st of each year until 2022, originally borrowed \$120,000 on July 31, 2002.	-
Total long-term debt	260,000

FY'27 DEBT SERVICE (unaudited)

Description	Total	NH (Orford)	VT (Unified)
State Member Percentage (FY '26 ADM)	100.00%	28.83%	71.17%
Debt Service Before Initial VT Aid	14,171,085		
LESS NH Portion FY '27 Distribution	4,085,962	4,085,962	
VT FY '27 Portion of Original Debt Service	10,085,123		
LESS Initial VT Construction Aid	2,856,085		
VT FY '27 Portion of FY '27 Distribution	7,229,038		7,229,038
State Share of Debt Service After Initial Aid	11,315,000	4,085,962	7,229,038
	100.0%	36.111017%	63.888983%
Bond Interest	1,137		
Rivendell Bond Principal	130,000		
FY '25 Budgeted Debt Service	131,137	47,355	83,782

Per Warrant Article 12 passed 3/15/25, FY27 debt service to be paid from unassigned fund balance

FY'27 FOOD PROGRAM (unaudited)

	FY26 Budget	FY27 Budget	Change
Operating Revenues			
Sales	9,000	5,500	(3,500)
Total Operating Revenue	9,000	5,500	(3,500)
Operating Expenses			
Salaries	140,556	150,925	10,369
Employer Provided Benefits	57,109	87,010	29,901
Food & Supplies	142,250	141,400	(850)
Software	6,200	3,750	(2,450)
Dues	300	300	-
	348,583	383,385	36,971
Operating Income (Loss)	(337,414)	(377,885)	(40,471)
Federally Funded Non-Operating Income			
VT State Sources	6,000	3,000	(3,000)
Universal Meals (shared by ADM)	120,000	120,000	-
NH State Sources	-	-	-
Federal Sources	165,000	180,000	15,000
Total Federally Funded Non-Operating Income	291,000	303,000	12,000
Income (Loss) Before Transfer	(46,414)	(74,885)	(28,471)
Food Service Tax Assessment	46,414	74,885	28,471

**Does not include Commodities or Depreciation*



CONTINGENCY FUNDS (unaudited)

Facilities Repair & Maintenance Contingency Fund- Updated through 1/31/26						
Fiscal Year	Opening Fund Balance	Purpose		Appropriation	Expenditures	Closing Fund Balance
20	62,670.73	General		40,000.00	44,640.00	58,030.73
21	58,030.73	General		30,000.00	26,673.44	61,357.29
22	61,357.29	General		48,000.00	69,592.74	39,764.55
23	39,764.55	General		-	27,111.69	12,652.86
24	12,652.86	General	24WA5	50,000.00	22,459.02	40,193.84
25	40,193.84	General	25WA6	50,000.00	39,331.00	50,862.84
26	50,862.84	General	26WA8*	330,000.00	4,976.18	375,886.66
Restricted by Warrant Article						
23		Academy Roof	23WA4	120,000.00	115,855.00	4,145.00
23		Generators	23WA5	100,000.00	100,000.00	-
24		Academy Roof	24WA6	50,000.00	49,850.00	150.00
24		ADA Required Upgrades	24WA7	60,000.00	60,000.00	-
24		Security Upgrades	24WA8	40,000.00	40,000.00	-
24		Theatre	24WA9	44,000.00	44,000.00	-
25		Elevator Replacement*	25WA7	60,000.00	Returned to voters in FY27	
25		Security Upgrades*	25WA8	40,000.00	14,671.84	25,328.16
26		Roof Repair	26WA7	225,000.00	194,485.68	30,514.32
26		Energy Efficiency Upgrades	26WA9	50,000.00	1,214.40	48,785.60
26		Consolidation Study	26WA10	115,000.00	115,000.00	-
26		ADA Upgrades	26WA11	200,000.00	39,538.29	160,461.71
		Balance of Restricted Funds				269,384.79
		Total R&M Contingency Fund Balance				645,271.45
Technology Contingency Fund- Updated through 1/31/26						
Fiscal Year	Opening Fund Balance	Purpose		Appropriation	Expenditures	Closing Fund Balance
20	-	General		20,000.00	-	20,000.00
21	20,000.00	General		20,000.00	35,450.25	4,549.75
22	4,549.75	General		20,000.00		24,549.75
22	24,549.75	eRate Project Reimbursement		17,861.20	9,817.50	32,593.45
23	32,593.45	eRate Project Reimbursement		19,841.55	12,279.70	40,155.30
24	40,155.30	eRate Project Reimbursement		8,626.06	37,807.51	10,973.85
25	10,973.85	Firewall & Access Points	25WA9	20,000.00		30,973.85
25	30,973.85	eRate Project Reimbursement		8,813.40	13,042.36	26,744.89
26	26,744.89					26,744.89

STUDENT ENROLLMENT: 1/31/26

School	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Adult	TOTAL
Rivendell Academy								24	23	27	31	34	29	30	2	200
Samuel Morey Elementary	29	11	13	15	15	13	14									110
Westshire Elementary	30	11	14	11	12	10	10									98
TOTAL	59	22	27	26	27	23	24	24	23	27	31	34	29	30	2	408

122 NH Students & 286 VT Students

Homeschool Students	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	TOTAL
Rivendell Academy							3			2	3	5	2	15
Samuel Morey Elementary						2								2
Westshire Elementary				1	1									2
TOTAL				1	1	2	3			2	3	5	2	19

Students by Town of Residence as of 1/31/26					
	RA	SME	WES	TOTAL	HOMESCHOOL
Fairlee	56	52	5	113	3
Orford	55	55	1	111	11
Vershire	36	0	40	76	4
West Fairlee	36	2	44	82	1
Corinth	1			1	
Piermont	4			4	
Washington			2	2	
Warren	7			7	
Topsham				0	
Newbury	1			1	
Chelsea			3	3	
Bradford	4	1		5	
Thetford			3	3	
TOTAL	200	110	98	408	19

Projected Enrollment			
Year	Elementary (PreK-5)	Grades 6-12	Total
2023-2024	233	188	421
2024-2025	183	223	406
2025-2026	224	207	431
Projected 2026-2027	192	221	413



REPORT FROM THE SUPERINTENDENT



One of the things I am often reminded of in this age of constant relentless information, communication, and news is, somewhat ironically, our inability to listen to one another. Though there is a great deal being said, aired, shared, etc., I fear that there is less being heard. And even

when something is heard, the chances of it being truly understood are slim to none because we are immediately bombarded with something else that shifts our attention away.

In my short time at Rivendell, I have tried to listen, to understand, and to get to know the people who are the district. Through my conversations, I have come to know that these schools mean a great deal to these communities. I have learned that Vershire, West Fairlee, Fairlee, and Orford are not to be seen as four separate towns when it comes to our schools, but rather as one district. We are the parts that make the whole, but in the end: we are Rivendell.

I have heard more than once that to understand a place you must be there at least a year. And I have seen all too often people come into a new place and, without taking the time to understand the history,

culture, and community that make it what it is, insist on making changes or alterations to things before truly understanding the context of the place in which they seek to do it. And perhaps more importantly, without taking the time to see whether these things are even aligned with the people who are unique to the character of the place.

To that end, I have listened, watched, explored, read, and learned. And in so doing, it has become clear that people care deeply about their schools and the role that the schools play in our communities. More importantly, people take the time to listen to one another and to understand what it is that people find meaningful in our schools, and there is a thoughtfully informed approach to what people want from their schools both now and in the future. This means a great deal to me: that we listen to one another and that we share our ideas, understandings, and dreams for the collective future of our schools.

Other things that I have learned these few months:

- It has been made abundantly clear that everyone wants what is best for our schools. There is a shared desire for Rivendell to be successful, and for the people connected to our schools to feel confident in the work being done on behalf of students.
- RISD must do a better job of telling the story of Rivendell. We need to do a more thoroughly engaging job of explaining all that we offer, championing our



REPORT FROM THE SUPERINTENDENT

outstanding faculty and staff, showcasing all that our students do while they are enrolled here, and telling the story of what they do after they leave Rivendell. There is nothing more important about what we do than how we help students to reach their potential, realize their dreams, and engage in meaningful ways with the world around them. This should be trumpeted from the hilltops!

- The meaningful relationships we build are formed not only through the work itself, but through the many interactions that aren't prescribed or mandated by a formal job description. Being an educator is more than a job, and that commitment should be evident in how we support students, collaborate with staff, and engage with the community.
- Parents love their schools; they love that their children are here, and they want to be involved in ways that are helpful and supportive.
- People want clearer, more consistent communication from the schools and the district.
- There is a desire to increase community access and community involvement within our schools. This means both with school-related programs as well as through sharing community and school facilities.
- We need to make sure that we are present and visible in the community, in the schools, and at events. This goes for everyone involved in the life of the schools and is critical to our success.
- We must follow through on our commitments and communicate clearly when work has been completed. As one veteran administrator once advised: "if you are doing something, make sure people know it. Otherwise, they will think you're doing nothing."
- Regarding the budget, the most important theme that has emerged is the need to tell the story of it in a way that underscores why we do what we do and the outcomes that we hope to realize. Remembering that the budget is not just about any one school, community, or item, but that it is a coherent whole that needs to be understood in both human and financial terms. It is essential that people know the "why" behind the numbers and to make sure that the process is understood (how we arrived at where we did) in a way that is transparent and well-informed.



It is critical to understand how the budget process is put into place to best support students in the classrooms (and beyond) as they learn and grow.

Finally, and perhaps most importantly, people wanted me to know that the work that is done in our schools is not only important, but that it is greatly appreciated. People are thankful for their schools and grateful to be part of this school/community partnership. It is important to note that what I am sharing here was shared with me by students, alum, staff, parents and guardians, community members and board members, and you should know that the consistent themes run throughout regardless of who is speaking about our schools and district. People on both sides of the river, from each of the communities, and all with different experiences and connections to the schools, share similar ideas, impressions, and hopes.

It is an honor to serve in such a place, and I look forward to many years of supporting our schools and communities, collaborating in for the betterment of our students and staff, and building meaningful, productive, and lasting relationships.

Randall Gawel
Superintendent

RIVENDELL ACADEMY PRINCIPAL REPORT



This annual report reflects a year of steady growth and thoughtful transition at the Academy, marked by a careful balance between fresh perspectives and the enduring practices that define Rivendell. Across staffing, teaching and learning, extracurricular offerings and community

engagement, the Academy continues to blend new ideas, people, and resources with long-standing commitments to project-based learning, curiosity, and personalized pathways for students.

Staffing continues to be both a strength and an area of focus. This year brought new educators into the community, joining experienced Rivendell teachers whose institutional knowledge and commitment anchor the Academy. This blending of new perspectives with long-standing practice has strengthened collaboration and renewed shared purpose. A notable development has been the addition of a full-time librarian, allowing us to begin re-imagining the library as a true Learning Commons—an academic and social hub that serves as the heart of the school. This transformation is ambitious and will take several years to fully realize. We are grateful for the community's support and extend special thanks to the Byrne Foundation for its generous gift, which is helping us replace existing

furniture with flexible, adaptable pieces designed to support a wide range of learning experiences and community events. This work is actively underway and represents an important investment in the future of innovation and collaboration at Rivendell.

Teaching and learning remain centered on the whole child. Structural changes, including the full integration of grade 6 into the middle school, have strengthened systems, increased collaboration, and expanded the number of adults supporting students in grades 6–8. Instruction continues to emphasize flexibility and access, ensuring students with diverse learning needs can receive support without sacrificing core learning experiences. Faculty collaborate in interdisciplinary teams focused on reflective practice, shared problem-solving, and continuous improvement, while remaining aligned with district priorities.

Multiple pathways for students to demonstrate learning continue to be a hallmark of the Academy. Arts-based and performance-based learning provide powerful examples of student agency and engagement. One such example is the longstanding Readers' Theater performance centered on the Holocaust, a meaningful tradition sustained this year through collaboration between a veteran Rivendell teacher and a new faculty member. Together, they modeled how institutional knowledge and fresh energy can coexist to deepen learning and preserve what matters most.

Rivendell also continues to expand student opportunities beyond the classroom. Programs such



RIVENDELL ACADEMY PRINCIPAL REPORT

as DREAM, which connects students with mentors, remain an important source of guidance and support. International travel, exchanges, Gear Up and Upward Bound continue to enrich student perspectives and offer opportunities, while new initiatives like the Getting to Y program and participation in the American Exchange Project offer students meaningful exposure to leadership, civic engagement, and life beyond their immediate community. Athletics play an important role in this broader vision of student development. Under the thoughtful leadership of a new, experienced Athletic Director, the Academy is strengthening communication, refining programs, and reaffirming athletics as an extension of Rivendell's values. The school is intentionally working toward rebuilding a junior varsity girls basketball team in order to expand access and participation, with the goal that as many students as possible can experience the benefits of athletics, including teamwork, leadership, sportsmanship, collaboration, and a strong sense of belonging.

Family engagement remains a central goal of the Academy's strategic plan and a shared belief among staff and families alike. We continue to agree that engaging families in the education of their children is one of the strongest predictors of student success. This year, the school welcomed families into the building through a Mock Schedule Family Night, allowing caregivers to walk through their student's day and make personal connections with teachers. In addition, multiple parent forums have been offered to support open, ongoing dialogue between home and school. These efforts reflect a commitment to partnership, transparency, and mutual trust.

Alongside progress, the Academy continues to face real challenges. Attracting and retaining qualified staff remains difficult, and broader uncertainty about the future of the district and public education in general, has created understandable concern. These realities have underscored the importance of supporting staff well-being, maintaining sustainable workloads, and communicating openly. The Academy remains committed to fostering a culture that is hardworking but not overwhelmed, prioritizing care for both adults and students.

Rivendell Academy enters the coming year grounded in its core pillars and strengthened by thoughtful change. By blending new energy with proven practices, emphasizing student-centered learning, and deepening partnerships with families, the Academy continues to move forward with purpose and resilience—committed to providing a learning environment where every student is known, challenged, and supported.

Patricia Rella
Principal, Rivendell Academy



SAMUEL MOREY ELEMENTARY PRINCIPAL REPORT

Samuel Morey Elementary school continues to be an amazing place filled with students, staff, and community members that make it shine every day.

We started this year as a school community attending the Tunbridge Fair, eating lunch in our multipurpose room, inviting community members to our twice monthly community morning meetings, and a renewed focus on systems to help us be a more efficient and effective school

We welcomed the following staff this fall; Kara Beloin, Nurse, Casey Ghio, Art teacher, Avery Book, Music teacher, Debbie Howe, Special Educator, and Ariana Thurber, Administration Assistant. Each of these individuals brings their expertise, passion for teaching, and collegiality to their positions.

I thoroughly enjoyed my start here watching the incredible teaching team instructing students throughout the day. Mabel, the school therapy dog, provides reading and social emotional breaks during the day.

Learning

This fall all students in grades K through five participated in our local assessment plan. We used the Acadience Reading assessment or STAR assessment in literacy depending on grade level. 67% in grades k-5 are reading at or above grade level in reading. Any student identified within their grade level who is not meeting the standard, receives intervention from the



classroom teacher, interventionist, or special educator as part of our systems of support.

82% of our 1st through 5th grade students are performing at or above grade level on the STAR Math assessment. We are implementing our summer and fall professional development learning of the OGAP (Ongoing Assessment Program) tasks as part of our formative assessment process.

Within the classroom, students receive their first instruction and double dosing from their classroom teacher. Our interventionist Miranda Lamberton is in each classroom daily for intervention in addition to providing individualized intervention for students who need more. She is also our MTSS coordinator, keeping us on track with student plans, interventions, assessments, and next steps. The 3rd, 4th, and 5th graders are in cross grade level literacy groups four days a week with classroom teachers, special educators, paraeducators and interventionist.

We assess students, at minimum, three times a year according to our elementary literacy and math assessment plan. We also have ongoing assessments within the classroom, or targeted tools to use for students we want to dig deeper into their learning profile.

Each classroom has a bi-weekly time with our farm to school and composting expert Katie Cole. She was the driving force and organizer of our Harvest Feast held earlier in November. Katie arranged for each class to contribute to the meal by preparing and cooking one of the sides. The turkey was provided by our food service program. The students were excited to eat food prepared by each other. Next year we hope to invite family and community members.

Our school counselor, Ann O'Hearn is also in the classroom weekly teaching from either the Second Step social emotional curriculum, or Changing Perspectives curriculum. Mrs. O'Hearn has arranged for Puppets in Education, through the Vermont Family Network, to share their show, Friendship, in December.

Professional Development

Each week, on the early release Thursday, our staff participates in professional development with colleagues. Twice a month, we meet as an elementary

SAMUEL MOREY ELEMENTARY PRINCIPAL REPORT

team with Westshire Elementary School as part of our ongoing commitment to effective literacy and math instruction. Once a month we meet as a district team led by the Committee on Learning. This year SME staff on COL include Ashley Bean, pre-school teacher, and Katlyn Kiess, special educator. Our focus is on Universal Design for Learning.

At SME, we delve into effective communication approaches to strengthen our community, instruction, and student interactions within our staff meetings and monthly PD meetings. We are also strengthening our MTSS system. Each week a grade band meets to discuss students who may have lagging skills. We create a plan including timelines, interventions, data needed, and other pertinent next steps. We are learning together how this system works, and data collection strategies as we support all students in their learning.

Field Trips

Creating opportunities for students to learn in our wider community extends classroom learning and exposes students to new experiences they can share with their families. We started the fall with a K-5 trip to the Tunbridge Fair. It was an amazing day for all the students, staff, and parent volunteers as we explored all the fair had to offer on Education Day. Mr. Pierpont's second grade class has visited the Hood Museum once and will return for more on site learning this year. Listening to students ask questions about three-thousand-year-old artifacts was quite impressive. Mrs. Justynski's Kindergarten class and Mr. Stevenson's First grade class had a wonderful visit from the Fairlee Fire Department. Leaving with the sirens on was a big hit! Mrs. Burkhart and Mrs. Bean's pre-school classes held their forest classroom on Tuesdays through October. In the spring, Hulbert trips are in the 4th and 5th grade schedule as well as the Bridge Up program with Northern Stage.

Community

On Friday's, students and staff either have our school wide Community Meeting or Buddy Classrooms. This fall, Ms. Danyelle's 4th and 5th grade class taught the school about composting, and Ms. Lipman's class shared their science learning about arthropods. We also had a dance party and scavenger hunt as part of

the community meeting activities.

Alternatively, Buddy Classrooms meet to read, play games, mentor, and plan events. These cross-grade opportunities help build a sense of continuity and community in the school. A mural was created by the first and fourth grade students. This was a collaboration between the students and our wonderful physical plant staff.

Everybody WINS, our reading mentor program, is in the building with students each Tuesday. Nancy Bradley has recruited an impressive volunteer group. We are adding Mondays since we have so much student interest. It is amazing to see the friendly dynamic between the volunteers and students. We are thankful for their time and efforts.

Samuel Morey Elementary School is truly a special place, filled with dedicated staff, engaged students, and energy that inspires us all to bring our best selves each day.

Katie Ahern,
M.Ed., ABD, CAEL
Principal, Samuel Morey Elementary School



WESTSHIRE ELEMENTARY PRINCIPAL REPORT



As I reflect on 2025 at Westshire Elementary, I do so with a deep sense of gratitude for our academic work and the strength of our school community. This year has been defined by collaboration, a narrowing and sharpening of our instructional focus, and a continued commitment to ensuring that every

child is supported, challenged, and known. Even amid moments of great challenge, our staff, students, and families have demonstrated resilience, care, and a collective belief in what is possible.

Instructional Focus and Professional Growth

A defining feature of this year has been our intentional narrowing of focus as an elementary unit, particularly in literacy and mathematics. Recognizing the importance of strong foundational skills, we prioritized identifying and engaging in professional development that would deepen instructional practice and align with state expectations.

In literacy, our work centered on aligning assessment and instruction with Act 139. Through careful study of Vermont Agency of Education guidance and state-recommended screeners, staff revised our literacy assessment plan to ensure consistency, clarity, and responsiveness. We now administer state-vetted assessments across three previously established windows each year and communicate results with families following each window. This has ensured families have meaningful insight into their children's literacy development.

In mathematics, the year marked a significant step forward with OGAP (Ongoing Assessment Project) training. While early planning began during the summer, staff formally began OGAP training directly after students completed their final calendar day of the 2024–2025 school year. This professional learning was rigorous, hands-on, and deeply reflective, asking educators to examine student thinking, developmental progressions, and instructional responses. The impact has been immediate and visible, with teachers using

OGAP frameworks to respond more precisely to student needs and misconceptions, resulting in instruction that is both more intentional and more effective.

Committee Work and Academic Direction

Small, focused committees played a critical role in advancing our literacy and math work this year. Despite the inevitable challenges of time, capacity, and competing priorities, these groups continually turned back to our guiding sense of purpose. Their work has helped establish shared language, clarify instructional priorities, and set the stage for continued improvement.

As we look ahead to 2026, these committees have a well-defined direction: to identify curricular resources and programming that align with our educational goals and state requirements while supporting academic excellence for all learners. This work will continue to be guided by data, research-based practices, and a commitment to equity and coherence across grade levels.

Data-Informed Collaboration

To support this instructional focus, we made a meaningful structural change by repurposing protected time in our schedule for weekly data team meetings. These sessions allow educators to examine student work, identify trends, and adjust instruction collaboratively. By prioritizing this time, we have reinforced a culture of shared responsibility for student learning.



WESTSHIRE ELEMENTARY PRINCIPAL REPORT

Project-Based Learning and Student Engagement

Alongside our academic priorities, project-based practices continued to grow as we hope they are becoming a cornerstone of the Westshire experience. From kindergarten's school-wide bicycle project to upper-grade career exploration with community professionals and Westshire alumni, students engaged in authentic, meaningful learning that connected classroom skills to real-world applications.

Beyond the classroom, we expanded enrichment opportunities through recess clubs, including the popular Engine Club, a School Newspaper Club, and a Crochet Club. These experiences reinforce our belief that learning happens everywhere and that curiosity and creativity deserve space to flourish.

Community, Culture, and Family Partnership

This year also brought significant challenges, including community grief and unexpected building issues. Through it all, Westshire's defining strength has been its people. School-wide traditions such as the Tunbridge Fair trip, All-School Hike, Turkey Trot, and Fall Fest provided moments of joy and connection. Family engagement remained strong through events like the continued '24 - '25 CLIF Grant, Ice Cream Social, Bring Your Family to School Night, Student-Led Conferences, and Kindergarten's bi-weekly Games with Grandparents.

We also learned important lessons about family participation, particularly in academically focused events, and we remain committed to refining our

outreach and engagement strategies moving forward.

Looking Ahead

As we move into the next school year, our priorities are clear: continued growth in literacy and math, thoughtful selection of aligned curricular resources, sustained professional learning, and a strong, connected community. The work of this year has laid a solid foundation, taught us many lessons, and we are energized by the clarity and direction that will guide us into 2026.

Thank you for your continued partnership and support of Westshire Elementary School.

Sincerely,

Sara Rose,
Principal, Westshire Elementary



DIRECTOR OF SPECIAL EDUCATION REPORT



The unanticipated opportunity I've accepted in returning to serve the Rivendell Interstate School District as your Director of Special Education again (after a two-year absence), is a privilege I value with sincere, and heartfelt gratitude. The ever-shifting landscape of public education manifests

in the Special Education Department as a myriad of change.

Both New Hampshire and Vermont continuously make adjustments to rules, regulations, and reporting requirements pertaining to how special education is provided to students, financed, and monitored. Accountability and fiscal responsibility is always paramount, but sometimes seems to be at odds with the presenting functional, academic, social, emotional, and behavioral needs of our most vulnerable learners. As a district, we have a legal obligation to offer FAPE (Free Appropriate Public Education) to all students who meet eligibility criteria to be identified to receive an IEP (Individual Education Program).

As a small school district with broad and diverse student needs within the realm of special education, it is both necessary and desirable to seek partnerships with other districts to share resources and create

mutually beneficial pathways to educate all of our students more efficiently and effectively. Rivendell has long been in a formal agreement with the Hartford School District & is a member of the Hartford Area Regional Collaborative (HARC) for the delivery of specially designed education to students with intensive needs. It's my intention to expand these types of formal (and informal) connections for the benefit of our students and our school community.

One example of this guiding principle happened within my first couple of months back at RISD. I initiated an effort of active outreach to surrounding district administrators due to an unexpected enrollment of a number of Multilingual Learner students for which Rivendell was unaccustomed. Fortunately, my outreach was fruitful and led RISD to a licensed Multilingual consultant who is now supporting our district's ability to address the unique requirements presented by this population of newcomer students.

I'm encouraged and excited to be involved with the creation and development of new opportunities for our school district to nurture resource-sharing collaborations for the purpose of improving achievement outcomes for our students.

Lisa Burbach
Director of Special Education



DIRECTOR OF OPERATIONS REPORT



Hello Rivendell Community,

I would like to thank you for your continued support as the Operations Team works to maintain our District. We had a productive Spring and Summer this year, several large projects were started and completed before we

reached the beginning of the new school year.

The Westshire roof project was started at the end of June and was completed by the end of July, replacing the older, worn-out shingles with new ones. The Academy and Middle School buildings completed all their necessary ADA Compliance projects, including new paved and painted handicapped accessible parking spots in the lower parking lot.

We faced a few unexpected problems this year; the Samuel Morey roof drains frequently became frozen last winter, which caused some leaks into the Pre-School classrooms. We hope that issue does not arise again this year, but we also cannot control the weather! Westshire and the Academy Middle School building also dealt with septic issues, causing a pause in regular operations at Westshire in November, but the issues are resolved now. With four buildings of this size and age, there will always be something to fix!



With that said, a big thank you to the Operations team: Greg Allen, Jason Goodwin, Ryan Hatch, Dustin Fillian, Jason Ball and our newest member, David Hook. You guys do a wonderful job keeping our buildings clean and safe. Thank you.

I also could not do any of what I do without the support of the District Office staff. Thank you all.

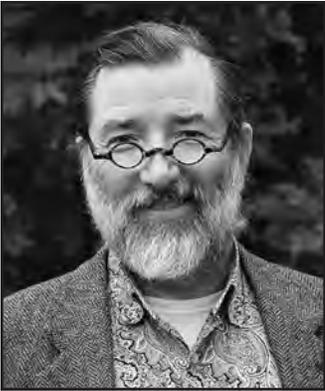
Thank you to all Administrators, Teachers, Support Staff and to the School Board for your continued support as well.

We are expecting to have a productive Summer in 2026, and we are looking forward to another great year!

Bruce Taylor
Director of Operations



DIRECTOR OF INFORMATION TECHNOLOGY REPORT



Over the last 25 years, educational technology has undergone a remarkable transformation. Chalkboards and overhead projectors have given way to Smart Boards and Promethean interactive displays, trapper/keepers and composition

books have become iPads and Chromebooks. Intercoms have become integrated with complex digital telephone systems. Textbooks have become interactive software platforms, and all the libraries of the world are online and at our fingertips.

When Rivendell began, there were likely filing cabinets in every room, filled with lesson plans, policies, procedures, training manuals, gradebooks, assignments, and more. Now, every staff member has a desktop or laptop computer, and we communicate with email and collaborate using tools like Microsoft Teams or Zoom. Google Classroom is leveraged to give assignments and collect student work. It takes a great deal of infrastructure to enable and support all that ever-expanding interoperability and communication and do it safely. It also takes a great team.

It is such a privilege for me to have joined Rivendell to guide the technology in our schools and district this year. I have that great team around me – a team who has been tirelessly working to provide and support the best quality technology tools and training.



Nick Pryer, Technology Support Specialist, is the first level of support for everyone in the district. This year, Nick has overseen the installation of new security cameras at the elementary schools, implemented an asset inventory with tamper-proof asset tags, ensured

that all students have access to computing devices that can be remotely managed and provide a secure

learning platform, and that all teachers and staff have up-to-date software and tools to perform their tasks efficiently.



Kristina DeSimone, Technology Integration and Digital Media Specialist, in addition to teaching STEAM, has worked with the elementary teachers and staff, to integrate them with our new Student Information System (SIS), PowerSchool, and helped

them to learn how to best utilize the interactive classroom displays we have deployed and continuously upgrade. She has maintained our district and school websites and social media platforms. Kristina has also taken on the some of the tasks of a Data Manager, diligently working to make sure the data in our critical systems for student information, food service, etc., is being accurately reported to the states of both Vermont and New Hampshire which is a lot more than most other districts are required to do.



Kerry (Doc) Browne, Digital Culture Leader, when not also teaching science, has trained the academy teachers on the usage of PowerSchool, and other classroom tools like GoGuardian – which gives teachers control and monitoring of student devices during class, as

well as the utilization of the interactive classroom displays. Like Kristina, Kerry too has taken on many of the tasks of a Data Manager and worked with the new Guidance team to implement and sort out the complexities of scheduling with PowerSchool and has led the effort to convert all of Rivendell's enrollment and registration forms to an online format that will input directly into PowerSchool. This will greatly improve the process for parents and staff. These forms will be implemented for the 2026-27 school year.

DIRECTOR OF INFORMATION TECHNOLOGY REPORT

I would like to also acknowledge Inali Edson, of Cybert, LLC, who has contracted with us one day per week and worked on the configuration and maintenance of our critical infrastructure systems such as firewalls, network switches, telephones, and security software.

As a team, we have met weekly, not only to keep abreast of each other's work, but also to collaboratively tackle the various technical challenges Rivendell is confronted with. We are always evaluating all our systems to make sure they are the best and most efficient for the task as well as meeting fiscal responsibility.

We have worked continuously to improve the implementation of PowerSchool Student Information System (SIS) and to enable its interoperability with our other core systems used for Finance, Human Resources, Food Service, Special Education, Health/Nursing, and Library/Media Services. We have configured PowerSchool to enable us to quickly and easily identify students who are members of sports teams or participate in special programs or are missing some information. We have also set PowerSchool up to easily schedule and manage functions outside of the regular class schedule like field trips and the Raptor Block at the academy. We have been budgeting for a lifecycle management plan of our computer resources that utilizes extended manufacturer warranty and support to ensure our equipment is always in proper functioning condition.

Every year, there is increasingly more - never less - technology at use in our district. We must always juggle our human and financial resources to make sure the technology tools we provide to our students, teachers and staff work effectively to enhance learning and ensure the greatest student achievement. Rivendell is fortunate to have Nick, Kristina and Kerry, and I am honored to work with them as we strive to create meaningful outcomes for our students.

Lee Holmes,
Director of IT



EARLY CHILDHOOD PROGRAM (ECP) REPORT



Both the Westshire and Samuel Morey preschool programs continue to provide high-quality early childhood education in alignment with the Vermont Early Learning Standards (VELS). This year, our programs have served a total of 48 children across four classrooms, offering a nurturing, engaging, and developmentally appropriate environment designed to support the growth of every child.

Our curriculum emphasizes developmentally appropriate practices that foster learning across all domains, including social and emotional development, fine and gross motor skills, language and literacy, mathematics, science, social studies, and creative expression. Teachers carefully plan classroom experiences that encourage exploration, play-based learning, and social connection, helping children build a strong foundation for future success in school and beyond.

To track student progress and guide instruction, we use Teaching Strategies GOLD, an authentic, observation-based assessment system. This tool allows teachers to monitor each child's growth and tailor activities to meet individual learning needs.

An important aspect of our program is our commitment to outdoor learning. Each week, both preschool sites spend one morning in our nature-based, outdoor classroom, where students have the opportunity to explore, observe, and learn in a natural setting. These experiences promote curiosity, independence, and a deeper appreciation of the environment.

This year, both programs will participate in memorable enrichment experiences. SME students visited Newmont Farm in the fall, where they learned about local agriculture and the process of a dairy farm. WES students are planning a late-winter field trip to the Montshire Museum of Science, providing hands-on experiences that connect to our classroom learning themes. To celebrate the end of the school year, both preschool programs will come together for a day of play and community at Treasure Island in June.

We are proud of our dedicated staff, our engaged families, and, most importantly, our curious and joyful learners. The preschool programs continue to reflect our district's commitment to providing children with a high-quality early education that nurtures a lifelong love of learning.



FARM TO SCHOOL/OUTDOOR EDUCATION REPORT



The farm to school and outdoor education program has had another wonderful year of growing, cooking, tasting, exploring, and learning together.

Our food service staff continue to work hard to deliver healthy and delicious meals daily, and this year

we increased the locally grown and produced items included in these meals. We are excited to report that we exceeded our goal of spending 15% of our food budget on local products. This percentage qualifies our food service program to increased reimbursements from the state of Vermont using the Local Food Incentive Program. Some of the local items featured this year were yogurt, sauerkraut, cheese, maple syrup, tomatoes, cucumbers, lettuce and other greens, apples, carrots, cabbage, potatoes, squash, strawberries, raspberries, melons and more. We are grateful to our local farmers for growing and producing such nutritious and delicious products.

We have well-established gardens at all the schools across the district now, and students and teachers are in a rhythm of incorporating the garden into learning and outdoor education. We grew many things in the garden this year including green beans, winter squash, potatoes, watermelon, tomatoes, sweet peppers, beets, carrots, herbs, lettuce and other greens, strawberries, and a colorful array of flowers to bring color and pollinators. Students were involved with direct sowing of seeds in the garden or starting seeds inside and tending them in their classrooms before transplanting them out. We installed drip irrigation at all the gardens within the school district which is helpful in increasing efficiency of garden tasks. Students love to visit the garden or greenhouse to harvest something ripe for the picking, or to observe a pollinator stopping to visit a flower. The garden has become a place where we can have science lessons, find inspiration for writing prompts or art, and find real world applications for math skills. Students at all the schools across the district were able to have the opportunity to submit produce to the Tunbridge fair.

We continue to offer taste tests featuring locally grown items from our school gardens or local farms. The taste tests are an opportunity for students to work together on a recipe and create an opportunity to try something new. Some of the taste tests that

we made this year include pumpkin apple muffins, fresh salsa, sauerkraut, smoothies, root vegetable grain bowls, campfire apple crisp, hummus, pesto, and crepes with maple syrup. We also had special harvest lunches where we were able to highlight potatoes and squash grown in our school gardens as well.



Our onsite composting programs continue to thrive, many thanks to the support from Upper Valley Super Compost Project. Students continue to be involved in the composting process at each site. Composting provides countless learning opportunities in sustainability and science, and we are making some beautiful compost that will help feed the soil in our school gardens.

Our outdoor education programming continues to stand by the belief that “nature makes kids healthier, happier, and smarter.” We understand that nature play has been shown to influence children’s cognitive development by promoting attention skills and short-term memory. Across our district, our students have opportunities to learn outside. We spend time learning about the animals in our region, studying weather, exploring survival skills, and learning how to identify plants in our local forests and fields.

I am so grateful to our administration, staff, and families. This program could not have continued to grow and develop without your support and passion for the work. It is clear that we are creating a culture within the school district where farm to school and outdoor education opportunities are all around us. I see it when our teachers plan trips to farms, fairs, plan hikes with their classes, take their classes out for forest classroom visits, and plan special fall festivals or harvest meals as a tradition. All these experiences enrich our learning and create lasting memories that help our lessons have long-term impact. It is my honor and privilege to serve this district and community.

Katie Cole
Farm to School, Outdoor Education,
Greenhouse Manager

SCHOOL ANNUAL REPORT CARD

STUDENT STATISTICAL INFORMATION		8/25/23–1/31/24	8/25/24–1/31/25	8/25/25–1/31/26
Absences (Students with +10)	Rivendell Academy	51	51	42
	Samuel Morey Elementary	14	7	10
	Westshire Elementary	13	11	10
Disciplinary Referrals	Rivendell Academy	67	81	60
	Samuel Morey Elementary	25	56	56
	Westshire Elementary	8	0	4
In & Out of School Suspensions	Rivendell Academy	38	3	10
	Samuel Morey Elementary	7	6	7
	Westshire Elementary	0	0	3
Co-Curricular Participation	Rivendell Academy	65%	53%	60%
	Samuel Morey Elementary	65%	55%	60%
	Westshire Elementary	50%	43%	70%

GRADUATIONS	2023	2024	2025
Rivendell Academy	86%* <i>18 of 21*</i>	94%* <i>33 of 35**</i>	92%* <i>24 of 26***</i>
*Percentage is determined as 4-year cohort graduation rate from the State of Vermont. Number of 5th-year students: *3 of the 21 **2 of the 35 ***2 of the 26			

SAT (COLLEGE BOARD) RESULTS FROM RIVENDELL ACADEMY			
N = 19	Class of 2021	CR 572	M 541
N = 15	Class of 2022	CR 514	M 521
N = 8	Class of 2023	CR 613	M 580
N = 19	Class of 2024	CR 555	M 556
N = 11	Class of 2025	CR 591	M 547
N = 7	Class of 2026	CR 589	M 583
Vermont State Average 2025		576	539
National Average 2025		508	521



VTCAP RESULTS

Grades	Content Areas	Students	Level 1 Emerging Understanding	Level 2 Partial Understanding	Level 3 Satisfactory Understanding	Level 4 Thorough Understanding	Scale Scores range from 1500-2000
3	ELA	22	9% (2)	59% (13)	14% (3)	18% (4)	1720
	Math	22	23% (5)	55% (12)	18% (4)	5% (1)	1708
4	ELA	19	26% (5)	26% (5)	21% (4)	26% (5)	1728
	Math	19	37% (7)	42% (8)	21% (4)	0% (0)	1686
5	ELA	24	17% (4)	38% (9)	33% (8)	13% (3)	1738
	Math	24	38% (9)	46% (11)	13% (3)	4% (1)	1700
	Science	24	38% (9)	29% (7)	33% (8)	0% (0)	1720
6	ELA	25	20% (5)	36% (9)	28% (7)	16% (4)	1715
	Math	25	44% (11)	24% (6)	24% (6)	8% (2)	1681
7	ELA	25	8% (2)	28% (7)	24% (6)	40% (10)	1773
	Math	25	20% (5)	16% (4)	40% (10)	24% (6)	1748
8	ELA	30	23% (7)	27% (8)	23% (7)	27% (8)	1740
	Math	30	40% (12)	47% (14)	13% (4)	0% (0)	1660
	Science	30	7% (2)	70% (21)	23% (7)	0% (0)	1718
9	ELA	31	26% (8)	26% (8)	42% (13)	6% (2)	1730
	Math	32	28% (9)	34% (11)	31% (10)	6% (2)	1718
11	Science	30	20% (6)	27% (8)	53% (16)	0% (0)	1766





MINUTES OF THE ANNUAL MEETING OF THE RIVENDELL INTERSTATE SCHOOL DISTRICT

Held on March 15, 2025

The Annual Meeting was held in the gymnasium of Rivendell Academy in Orford, NH. Voters of Orford, NH, Fairlee, West Fairlee and Vershire, VT met for the purpose of holding the Annual District Meeting of the Rivendell Interstate School district pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact. Approximately 271 voters attended the Annual Meeting.

David Hooke, Moderator of the Rivendell Interstate School District, called the meeting to order at 10:00 a.m. Mr. Hooke asked that those present stand for the Pledge of Allegiance. Mr. Hooke read the Warrant, reviewed the meeting and voting procedures, Robert's Rules, and stated that the polls were opened at 9:30 a.m. and would remain open for one-half hour following the completion of business under the other articles. Mr. Hooke asked if there were any members of the press attending the meeting – Christine Dolan, Valley News and Lillian Gahagan, Journal Opinion, were recognized.

Article 3: To hear reports from the School Board and others relating to the construction/renovation, educational, and financial issues facing the District.

Mark Avery, Chair shared a PowerPoint that highlighted accomplishments of the board over the last year and addressed how the board arrived at the budget presented to voters. Austin (West Fairlee) spoke about declining student enrollment and cost per pupil. Darren Dakota (Orford) questioned why almost 2/3 of taxes go toward the school while Orford has around 31% of the student population. He wondered if Orford started to exercise school choice if tax rates would go down. Dan Ludwig (Fairlee) spoke about the communication level of the budget and the difficulty of obtaining an annual report and requested that the reports be mailed to every household. Sean Cramm (Vershire) inquired how the budget is tied to federal government decisions. John Bronson (Orford) asked about the consolidation study and when the work will be concluded. He also commented on the staff/student ratio and subsidizing tuition students. Kathy Martin (Orford) commented on teacher salaries with declining enrollment. Ed Bouquillon (Fairlee) raised concerns about the surplus and the need for district-

wide policies to address the surplus. He suggested amending Article 6 to increase the dollar amount to offset taxes. Rusty Keith (Orford) said he was unable to find the retired debt service of \$330,000 in the budget and questioned the allocation of the unassigned fund balance. Nancy Murphy (Business Manager) stated the \$330,000 is not in the debt service portion, but spread out primarily in salaries and benefits. Charles Smith, Jr. (Orford) asked to hear a facilities report for a better understanding of the budget and warrant articles. Charles Newton (Board Facilities Committee Chair) gave a brief report.

Article 4: Shall the voters of the District raise and appropriate the sum of \$15,832,063 for the operating budget for the District for the 2025-2026 fiscal year?

The article was moved and seconded. John Bronson (Orford) stated the proposed budget is going up by 6% this year because of the retired debt service and spoke of the 6% increase for teachers' salaries. Alan Miner (Orford) asked if the cost of tuition students is a recruiting tool. Murphy responded that it was. Mark Berger called the question to amend the budget down \$330,000 from \$15,832,063 to \$15,502,063, seconded (Rusty Keith). Discussion ensued on the motion to amend. There was discussion about the consequences of reducing the budget. Marc DeBois (at-large board member) said that when there is a cut to the budget on the floor, something has to give way if the amendment passes. Monica Austin (West Fairlee) called to end discussion. Moderator Hooke called for a voice vote on the motion to amend the budget amount from \$15,832,063 less debt service of \$330,000 which changes the budget to \$15,502,063. The voice vote was unclear so moved to a vote by show of hands.

108 voted yes, 141 voted no. The motion to amend failed.

A Motion was made to end discussion on Article 4, seconded and passed by voice vote.

There was a call for a paper ballot for the budget vote. This was moved and seconded by more than seven voters.

Total votes cast were 271, 148 voted yes, 123 voted no.

Article 4 passed.

Article 5: Shall the voters of the District approve the proposed amendments to the Rivendell Interstate School District Articles of Agreement. Pursuant to Article J, shall the voters of the Rivendell Interstate School District amend the Articles of Agreement to adopt all budgets by official ballot and adjust polling times by making the following additions and amendments to the Articles and Appendix A: The following Articles and paragraphs shall be stricken in their entirety and replaced with the following:

Articles of Agreement, Section C: School Board Members and Other District Officers

The election of school board members, moderator, clerk, treasurer, and auditors of the Interstate District, as well as the budget vote, shall take place each year within a week following the annual Interstate School District meeting. The location of the District elections and official budget vote shall be the polling place in each individual town. The date, time, and locations of polling places shall be published in all warnings as required elsewhere in the Articles of Agreement.

Appendix A, Election Procedures

1. The election of school board members, moderator, clerk, treasurer and auditors of the Interstate District and the budget vote shall take place each year within a week following the annual Interstate School District meeting. The location of the District Elections and Official Budget Vote shall be in each individual town polling place. The date, time and locations of polling places shall be published on all warnings as required elsewhere in the Articles of Agreement.
2. The school board shall post a special warrant for the election of school district officers and official Budget, prescribing the place, day and hours of the election and budget vote in at least one public place in each member district at least 30 days (not counting the date of posting and the date of voting) before the date of the earliest voting. In addition, the school board shall cause such special warrant to be advertised in a newspaper of general circulation in the District on at least one occasion, such publication to occur at

least 10 days (not counting the day of publication and not counting the date of the election) before the date of the first voting. The school board may give such further notice of the voting as it deems appropriate under the circumstances.

4. The Clerk shall designate in writing to the school board the named assistants to be present at the individual town polling places to follow all applicable law and procedures regarding voting and the handling of ballots and checklists. The designated assistant(s) acting under the supervision of the Clerk shall have the authority to perform the duties of the Clerk under these election procedures.

11. The Moderator, in coordination with the Clerk and assistant clerks and local election officials, shall appoint a sufficient number of qualified voters from each of the member districts to serve as election officers of the Interstate District in both the town and District polling place.

18. The Clerk shall store the ballots, in a secure place, and 20 days prior to the vote shall present the ballots to assistant clerks and election officials in the individual town polling place in a manner consistent with all VT and NH statutory requirements.

23. The polls for voting by official ballot shall be open from 10:00 am to 7:00 pm.

33. Upon receipt of an envelope containing the marked ballots of an absentee voter, the Clerk or assistant clerks shall record the fact on the list of absent voters and safely keep the envelope, unopened, until the day of the election. During the hours polls are open, the Clerk shall handle all absentee ballots in a manner consistent with the general election procedures as prescribed by local election law.

44. After the closing of the polls, the election officials shall cause the unopened ballot boxes from each member district, together with a statement of any discrepancies in the list of absentee voters to be sealed and delivered to the Moderator, together with any spoiled or unused ballots. The voting shall take place in each individual town, ballots shall be transported to the Moderator's location at Rivendell Academy in Orford, NH in a manner consistent with

Vermont statutory requirements regarding the transportation of official ballots.

The following paragraphs shall be added to Appendix A:

53. The vote to adopt the budget of the Interstate District shall be by official ballot and shall take place each year on the same date and at the same location as the election of school district officers.

54. The budget vote shall be written in the form of a question, with boxes indicating a choice of “yes” and “no” directly to the right side of the question.

55. The budget ballot shall be entitled “OFFICIAL BALLOT FOR THE RIVENDELL INTERSTATE SCHOOL DISTRICT” followed by the date of the budget vote and a facsimile signature of the Clerk who prepared the ballot. Immediately below, the following instruction shall be printed: “Instructions to Voters: To vote on the budget, mark a cross (X) in the square at the right of the question.” This budget ballot question may appear on the same ballot as that used for the election of district-wide school district officers.

56. Budget ballots cast by the voters of the Interstate School District shall be commingled and shall not be counted according to the town in which a voter resides.

57. All election procedures in Appendix A concerning the election of school district officers shall apply to the budget vote by official ballot, except that with regard to a request for a recount of the budget vote, at least one registered voter from each town of the Interstate School District may together demand a recount of ballots if the margin by which the budget passed or failed is less than five percent of the total votes cast on the budget. The request shall be filed with the clerk within 10 days after the budget vote.

58. The District board, in consultation with the district Clerk and Moderator, shall establish policies and procedures to address: cost and reimbursement for personnel and assistant clerks utilized in the voting process, Australian ballot procedures as outlined in Vermont Title 17 Section 2680 including any specific details regarding certification and absentee ballots, and any other pertinent guidelines needed for

the appropriate adherence to these Articles and Appendices.

The article was moved and seconded. It was explained that if this article passes the budget vote and the election of officers would happen after the annual meeting. The annual meeting would still be held as usual; the only change would be the budget article would move to Australian ballot along with the election of officers. There was discussion about how this change might impact participation. The question was called and seconded to end debate on Article 5. Passed by voice vote. Moderator Hooke stated that because this is an amendment to the Articles of Agreement a paper ballot vote is required.

Total votes cast were 222. The number required, two-thirds, was 148. 142 voted yes, 80 voted no.

Article 5 failed.

Article 6: Shall the voters of the District authorize the School Board to apply an additional \$250,000 from the unassigned fund balance for the purpose of offsetting tax rates for the 2025-2026 fiscal year?

The article was moved and seconded. Charlie Smith (Orford) made a motion to amend Article 6 and increase it by \$330,000 to \$580,000. There was discussion on the motion to amend. There was discussion about why the district needs to keep this money in the unassigned fund balance. Avery explained that much of the unassigned fund balance was the result of unexpected state revenue from special education.

The moderator asked if the voters were ready for the question to amend Article 6. Amendment to Article 6 passed by voice vote. Article 6 now reads, “Shall the voters of the district authorize the school board to apply an additional \$580,000 from the unassigned fund balance for the purpose of offsetting tax rates for the 2025-2026 fiscal year?”

Amended Article 6 passed by a voice vote.

Article 7: Shall the voters of the District reallocate funds from the unassigned fund balance, the sum of \$225,000, to be placed in the Repairs and Maintenance Contingency Fund for the purpose of replacing roofs, to be expended by June 30, 2027?

The article was moved and seconded.

The moderator asked if the voters were ready for the question.

Article 7 passed by voice vote.

Article 8: Shall the voters of the District reallocate funds from the unassigned fund balance, the sum of \$330,000, to be placed in the Repairs and Maintenance Contingency Fund for the purpose of general repairs?

The article was moved and seconded. A motion was made to amend the article to include the date of September 30, 2026 by which these funds would be spent, and if not spent, to be returned to the unassigned fund balance. Motion was seconded. The motion to amend carried by voice vote. There was additional discussion.

The moderator asked if the voters were ready for the question. Shall voters of the district reallocate funds of the unassigned fund balance to the sum or \$330,000 to be placed in the repairs and maintenance contingency fund for the purpose of general repairs to be expended by September 30, 2026 or returned to the fund?

Amended Article 8 passed by voice vote.

Article 9: Shall the voters of the District reallocate funds from the unassigned fund balance, the sum of \$50,000, to be placed in the Repairs and Maintenance Contingency Fund for the purpose of energy efficiency upgrades, to be expended by June 30, 2028?

The article was moved and seconded. Charles Newton summarized the article.

Article 9 passed by voice vote.

Article 10: Shall the voters of the District expend funds from the unassigned fund balance, the sum of up to \$75,000, for the purpose of school facility consolidation study?

Article was moved and seconded. Terry Martin explained that \$75,000 covers the base study work. There is an additional cost of \$40,000 to get the full package. A motion was made to amend Article 10 to shall the voters of the district expend funds in the unassigned fund balance to the sum of up to \$115,000, for the purpose of school facility consolidation study? The motion to amend carried by voice vote.

Amended Article 10 passed by voice vote.

Article 11: Shall the voters of the District reallocate funds from the unassigned fund balance, the sum of \$200,000, to be placed in the Repairs and Maintenance Contingency Fund for the purpose of making ongoing Americans with Disabilities Act (ADA) upgrades, to be expended by June 30, 2027?

The article was moved and seconded.

Article 11 passed by voice vote.

Article 12: Shall the voters of the District expend funds from the unassigned fund balance, the sum of up to \$133,413, to pay off the construction long term debt?

The article was moved and seconded. Nancy Murphy explained that funds from the State of New Hampshire for the initial construction of schools will expire in FY27 and this revenue will not be in the budget to help offset Orford taxes next year.

Article 12 passed by voice vote.

Article 13: Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private source which becomes available during the 2025-2026 fiscal year for their intended use?

The article was moved and seconded.

Article 13 passed by voice vote.

Article 14: To transact any other business which may lawfully properly come before the meeting.

The article was moved and seconded. Interim Superintendent, Jennifer Botzjoorns, thanked three departing board members, Marc DeBois, Rebecca Wurdak, and Mary Avery. Principals presented the following volunteer the Golden Apple Award: Maria Koehler (Westshire), Chris Dyke (Samuel Morey), Gail and Gary Dimmick (Rivendell Academy).

Motion made and seconded to adjourn the meeting. The motion passed by voice vote.

The meeting adjourned at 1:57 p.m.

Respectfully submitted,

Brenda Gray
District Clerk, RISD

March 20, 2025

Annual Meeting, March 15, 2025

Ballots were officially counted and tallied as below:

Registered voters in the District – 2640

Write in candidate needs 1% to win election –no write in received the percentage required – no one was elected.

Fairlee Board Member (3-year):

Moriah Ludwig – 34

Write in candidates (50)

Blank (14)

Total Ballots – 64

For Treasurer, 1-Year Term:

Jon Sands (4)

Other write in candidates (10)

Blank (216)

Total Ballots – 230

Orford Board Member (3-year):

Terry Martin – 95

Write in candidates (9)

Blank (5)

Spoiled (1)

Total Ballots – 110

Registered voters in the District – 2640

Write in candidate needs 1% to win election –no write in received the percentage required – no one was elected.

West Fairlee Board Member (3-year):

Sarah Zwickelmaier – 23

Write in candidates (2)

Blank (2)

Total Ballots – 27

For Auditor, 3-Year Term (2 years remaining):

Write in candidates (17)

Blank (213)

Total Ballots – 230

For At-Large Board Member, 1-year term:

Lillian G. Gahagan – 174

Write in candidates (7)

Blank (47)

Spoiled (2)

Total Ballots – 230

Registered voters in the District – 2640

Write in candidate needs 1% to win election –no write in received the percentage required – no one was elected.

For Moderator, 1-Year Term:

David Hooke – 202

Write in candidates (7)

Blank (20),

Spoiled (1)

Total Ballots – 230

For Auditor, 3-Year Term:

Write in candidates (12)

Blank (218)

Total Ballots – 230

Registered voters in the District – 2640

Write in candidate needs 1% to win election –no write in received the percentage required – no one was elected.

For District Clerk, 1 Year Term:

Brenda Gray (7), Other write in candidates (11), Blank (212)

Total Ballots – 230

All ballots and exit checklists are sealed and on file per request of the District Clerk at the Fairlee Town Clerk's Office, Fairlee, VT.

DRAFT INDEPENDENT AUDITORS' REPORT

EXHIBIT C-1
RIVENDELL INTERSTATE SCHOOL DISTRICT
Governmental Funds
Balance Sheet
June 30, 2025
Unaudited

	General	Grants	Food Service	Student Activities	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 428,482	\$ 168,694	\$ 29,628	\$ 79,725	\$ 706,529
Investments	3,169,173	-	-	-	3,169,173
Accounts receivable	85,894	-	-	-	85,894
Intergovernmental receivable	636,394	99,738	13,795	-	749,927
Interfund receivables	18,037	-	-	-	18,037
Inventory	-	-	2,877	-	2,877
Prepaid items	14,496	-	-	-	14,496
Total assets	\$ 4,352,476	\$ 268,432	\$ 46,300	\$ 79,725	\$ 4,746,933
LIABILITIES					
Accounts payable	\$ 108,439	\$ 326	\$ 6,628	\$ -	\$ 115,393
Accrued salaries and benefits payable	671,873	-	-	-	671,873
Intergovernmental payable	123,881	41,934	-	-	165,815
Interfund payable	-	-	18,037	-	18,037
Total liabilities	904,193	42,260	24,665	-	971,118
DEFERRED INFLOWS OF RESOURCES					
	97,998	226,172	-	-	324,170
FUND BALANCES					
Nonspendable	14,496	-	2,877	-	17,373
Restricted	-	-	18,758	-	18,758
Committed	1,831,769	-	-	-	1,831,769
Assigned	-	-	-	79,725	79,725
Unassigned	1,504,020	-	-	-	1,504,020
Total fund balances	3,350,285	-	21,635	79,725	3,451,645
Total liabilities, deferred inflows of resources, and fund balances	\$ 4,352,476	\$ 268,432	\$ 46,300	\$ 79,725	\$ 4,746,933



EXHIBIT C-3
RIVENDELL INTERSTATE SCHOOL DISTRICT
Governmental Funds

Statement of Revenues, Expenditures, and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2025
Unaudited

	General	Grants	Food Service	Student Activities	Total Governmental Funds
REVENUES					
School district assessment - Orford	\$ 3,341,170	\$ -	\$ -	\$ -	\$ 3,341,170
Other local	851,256	16,936	11,461	105,987	985,640
State - New Hampshire	747,321	-	-	-	747,321
State - Vermont	9,827,448	19,149	114,801	-	9,961,398
Federal	-	461,065	186,291	-	647,356
Total revenues	14,767,195	497,150	312,553	105,987	15,682,885
EXPENDITURES					
Current:					
Instruction	7,304,484	346,876	-	102,606	7,753,966
Support services:					
Student	1,292,602	86,164	-	-	1,378,766
Instructional staff	407,747	14,601	-	-	422,348
General administration	116,562	-	-	-	116,562
Executive administration	153,851	-	-	-	153,851
School administration	1,195,704	-	-	-	1,195,704
Business	927,808	-	-	-	927,808
Operation and maintenance of plant	1,203,700	14,253	-	-	1,217,953
Student transportation	849,734	8,632	-	-	858,366
Other	-	6,457	-	-	6,457
Noninstructional services	300,559	11,479	358,061	-	670,099
Debt service:					
Principal	460,000	-	-	-	460,000
Interest	10,671	-	-	-	10,671
Facilities acquisition and construction	161,005	2,048	-	-	163,053
Total expenditures	14,384,427	490,510	358,061	102,606	15,335,604
Excess (deficiency) of revenues over (under) expenditures	382,768	6,640	(45,508)	3,381	347,281
OTHER FINANCING SOURCES (USES)					
Transfers in	6,640	-	-	-	6,640
Transfers out	-	(6,640)	-	-	(6,640)
Total other financing sources (uses)	6,640	(6,640)	-	-	-
Net change in fund balances	389,408	-	(45,508)	3,381	347,281
Fund balances, beginning	2,960,877	-	67,143	76,344	3,104,364
Fund balances, ending	\$ 3,350,285	\$ -	\$ 21,635	\$ 79,725	\$ 3,451,645



SCHOOL CONFIGURATION STUDY AND DECISION TIMELINE



Rivendell
Interstate School District

SCHOOL CONFIGURATION STUDY & DECISION TIMELINE



JANUARY 2026

- Board Approve Consultant
- Consultant/Superintendent Meeting (1/21/26)
- Consultant to Review History, Previous Studies, Relevant Information
- Formulation of Steering Committee
- Communication of Progress to Stakeholders



FEBRUARY 2026

- Consultant Meet with Steering Committee
- Formulate Communication Plan
- Formulate Community Survey
- Conduct Community Survey
- Review Survey and Rank Options
- Communication of Progress to Stakeholders

- Conduct/Moderate Community Forums (at least four)
- Additional Focus Groups as Needed
- Combine General Consensus from Surveys and Community Forums
- Summary Compiled
- Steering Committee Meet
- Communication of Progress to Stakeholders

MARCH/APRIL 2026

MAY 2026

- Consultant Facilitate Analysis and Review of Reconfiguration
- Identify Strengths, Weaknesses, Opportunities, and Challenges
- Consultant, Superintendent, and Steering Committee Meeting
- Communication of Progress to Stakeholders

- Final Options Presented to Board
- Begin Financial Review of Final Options
- Vermont Legislative Session Ends - Act 73 Decisions
- Steering Committee Meet
- Communication of Progress to Stakeholders

JUNE 2026



- Complete Financial Review of Final Options
- Communication of Progress to Stakeholders

JULY 2026

AUGUST 2026

- Final Options Presented to Board by Steering Committee
- Final Opportunity for Community Input
- Communication of Progress to Stakeholders



SEPTEMBER 2026

- Board Vote on Configuration/Reconfiguration
- Communicate Plan/Next Steps to Community
- Begin Phase II Planning

NOTES

PRINCIPLES EMBODIED IN THE RIVENDELL INTERSTATE SCHOOL DISTRICT ARTICLES OF AGREEMENT

The guiding principles below express the aims and intentions of the Rivendell Articles of Agreement as understood by the Rivendell Review Committee two decades after the District's founding.

1. Enabling Local Self-Governance

Manifest in the coming together of four small towns across state lines is a belief that local self-governance in the education of our children requires broad community support, participation, understanding, and accountability. As such, Rivendell and its elected members will strive for clarity and directness in presentations to voters to enable informed decision-making by the electorate. Fairness and transparency should be present in all dealings the District has with its students in education matters and with taxpayers in financial matters.

2. Equality of Educational Opportunity Across the District

All Rivendell students are to be treated equally and provided with comparable learning opportunities, with costs to be borne by the District and allocated among member districts based on enrollment as defined in the Articles of Agreement. Regardless of town or state affiliations, board members, administrators, faculty, and staff shall embrace the creed, "These are all our children."

3. Sharing Expenses and Revenues While Recognizing State Differences

While expenses and revenues for education generally will be shared among the member districts on the basis of student enrollment, the Articles of Agreement recognize that in certain instances differences between the two states may require variance from this approach. Care must be taken that such instances are in accord with specific provisions of the Articles of Agreement and that implementation is done without unintended bias.

4. Fiscal Fairness Across State Lines

Rivendell will adopt no policy or practice from one state that would unfairly impact a member financially in another state. No one member, or members, within one state will be disadvantaged or caused to bear a disproportionate share of District expenses except as allowed within the Articles of Agreement.

5. Asserting Our Interstate Autonomy

The District has considerable autonomy to shape its educational community relatively free from the laws of either state. As necessary, Rivendell should assert its unique standing as an interstate school district to challenge and seek exemption from laws or policies of either state that would compromise this self-determination. Mechanisms within the Articles of Agreement and the Interstate School Compact Law, such as administrative agreements between commissioners of education, should be utilized to arrive at two-state solutions whenever possible.

6. A Dynamic Document Held True to Its Intent

From time to time the Articles of Agreement may need amendment under the arduous procedure outlined in Article J. A truly dynamic and living document, however, allows for reasoned interpretation short of amendments during unforeseen circumstances if the intent of the document is broadly understood and embraced. In all instances, it is imperative that clarifying interpretations in practice or policy be recorded with their rationale. Supporting documents such as administrative agreements and legal opinions with direct bearing on how the Articles of Agreement are to be applied should also be appended. The District should maintain this well-documented and transparent record having the Article of Agreement at its core.

7. Commitment to Sound Fiscal Management

Stable and robust financial procedures in accord with the Articles of Agreement support fairness for all students and confidence among member districts and individual taxpayers. Properly staffed administrative offices are essential for well organized and accessible financial records, consistent fiscal practice from year to year, and documentation of procedural change.

Proposed by the Rivendell Review Committee January 30, 2019
Adopted by the RISD Board, February 15, 2019



Rivendell
Interstate School District

Rivendell Interstate School District

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