

2022  
Annual Report of the  
Rivendell Interstate School District

*July 1, 2021 to June 30, 2022*



**SPECIAL VOTING IN LIEU OF ANNUAL DISTRICT MEETING**

There will be no public meeting and all votes will be by Australian Ballot.

Polls open 5 PM – 7 PM for same-day voter registration and casting of in-person ballots.

**Remote Informational Meeting**  
**March 8, 2022, 6:30 PM**  
[www.rivendellschool.org](http://www.rivendellschool.org)

**Tuesday, March 15, 2022**  
**Rivendell Academy**  
**Orford, New Hampshire**

## **RIVENDELL INTERSTATE SCHOOL DISTRICT**

10 School Drive, P.O. Box 271 Orford, NH 03777

phone: 603-353-2170 • toll-free from Vershire: 802-333-9189

fax: 603-353-2189

e-mail and website: [www.rivendellschool.org](http://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](http://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 tuitioned from neighboring towns.

### **MISSION STATEMENT AND 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

*Cover Credits:*

FRONT: Samuel Morey students

BACK: French provincial garden at the Academy

*Editor: Brenda Gray*

# TABLE OF CONTENTS

<b>Rivendell Administrators, Faculty and Staff</b> .....	<b>1</b>
Rivendell School Board .....	1
Administration, Administrative and District Office Staff.....	1
Rivendell Academy Teachers .....	2
Rivendell Academy Support Staff .....	2
Samuel Morey Teachers.....	3
Samuel Morey Support Staff.....	3
Westshire Elementary Teachers.....	3
Westshire Elementary Support Staff.....	4
Early Education Program, Fairlee and West Fairlee .....	4
<b>Report from the Chair of the School Board</b> .....	<b>5</b>
<b>Warrant – Annual District Meeting</b> .....	<b>6</b>
<b>Budget Allocation Summary</b> .....	<b>7</b>
<b>FY’23 Statement of Revenues, Expenditures, and Changes in Balance</b> .....	<b>8</b>
<b>FY’23 Summary of General Fund Revenues</b> .....	<b>9</b>
<b>FY’23 Summary of General Fund Expenditures</b> .....	<b>10</b>
<b>FY’23 Budget Revenue Summary</b> .....	<b>11</b>
<b>FY’23 ADM Statistics and Tax Rate Estimates</b> .....	<b>12</b>
<b>Three Prior Years Comparisons</b> .....	<b>13</b>
<b>2022/2023 Budget Expenditure Detail</b> .....	<b>14</b>
<b>Long-Term Debt</b> .....	<b>17</b>
<b>Debt Service</b> .....	<b>17</b>
<b>Food Program FY’23</b> .....	<b>18</b>
<b>Contingency Funds</b> .....	<b>19</b>
<b>Student Enrollment: 1/31/22</b> .....	<b>20</b>
<b>Reports from Rivendell Administration</b> .....	<b>21</b>
Report from the Superintendent.....	21
Report from Rivendell Academy Principal.....	22
Report from Samuel Morey Elementary Principal.....	24
Report from Westshire Elementary Principal .....	25
Report from Director of Special Education .....	26
Report from Director of Operations.....	27
Report from Director of Information Technology .....	28
Report from Early Childhood Program (ECP).....	29
Report from Farm to School/Outdoor Education.....	30
<b>School Annual Report Card</b> .....	<b>31</b>
<b>2021 Rivendell Interstate School District Annual Vote</b> .....	<b>34</b>
<b>Local Elected Auditors Report for March 15, 2022 Annual Meeting</b> .....	<b>35</b>

# RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

## Rivendell School Board

*(town and expiration of term shown in italics)*

Katherine Blanchard – *at-large, 2022*  
 Vanessa DeSimone – *Orford, 2024*  
 David Gagner – *Fairlee, 2023*  
 Kathy Hooke, Chair – *Vershire, 2023*  
 Jason Knowles – *Fairlee, 2022*  
 Sarah Molesworth – *West Fairlee, 2024*  
 Clement Powers – *Fairlee, 2024*  
 David Ricker, Vice Chair – *Orford, 2023*  
 Tami Sullivan (appointed) – *Orford, 2022*  
 Nate Thames – *Vershire, 2024*  
 Rebecca Wurdak – *West Fairlee, 2022*



*Elementary artwork*

Full Year (FY), School Year (SY)  
 Full Time (FT), Part Time (PT)

## Administration, Administrative and District Office Staff

Gregory Allen	Facilities Maintenance Technician	FY – FT
James Bourn	Director of Operations	FY – FT
Thomas Buzzell	MTSS Coordinator / Student Support Specialist	FY – PT
Hope Cataldo	Summer & Afterschool Program Director	FY – PT
Stephanie Chesnut	Dean of Students (Rivendell Academy)	FY – PT
Janet Cole	Director of Special Education	FY – PT
Ross Convertino	Athletic, Transportation & Facilities Use Director	FY – FT
Lynn Farquharson	Payroll & Fiscal Services Specialist	FY – FT
Keri Gelenian	Head of Schools / Rivendell Academy Principal	FY – PT
Brenda Gray	Human Resources Administrator	FY – FT
Charlotte Holt	Grants & Compliance Specialist	FY – FT
Celise Johnson	Child Nutrition Program Coordinator	FY – PT
Matthew Joska	Director of Information Technology	FY – FT
Steven Lindemann	Samuel Morey Elementary Principal	FY – PT
Gabriele Martino	Technology Integration Specialist & Website	SY – PT
Nancy Murphy	Interim Business Administrator	FY – FT
Nick Pryer	Technical Support Specialist	FY – FT
Elizabeth Roy	Farm-to-School / Outdoor Education Coordinator	SY – FT
Barrett Williams	Superintendent	FY – PT
Melissa Zoerheide	Westshire Elementary Principal	FY – PT

# RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

---

## Rivendell Academy – Teachers

Anna Alden	Music Teacher	SY – FT
Christian Avard	Academic Mentor	SY – FT
Bonnie Blake-O’Meara	Instrumental Music Teacher	SY – PT
Jennifer Bottum	English Teacher	SY – FT
Kerry Browne	Digital Culture Leader & Science Teacher	SY – FT
Delilah Burns	Special Education Teacher	SY – FT
Emily Cousens	School Counselor	SY – FT
Thomas DuBois	Special Education Teacher (Expedition Classroom)**	SY – FT
Jennifer Ellis	Art Teacher	SY – FT
Margaret Fix	Special Education Teacher	SY – FT
Nancy Hall	School Counselor	SY – FT
William Hibler	Language Arts/Social Studies Teacher	SY – FT
Gail Keefer	World Language Teacher	SY – FT
Carolyn Lang	Title I Literacy Specialist	SY – PT
Allison Lary-Oaks	Social Studies Teacher	SY – FT
Ethan Lawrence	Expedition Classroom Counselor	SY – FT
Brynne MacMurtry	Special Education Teacher	SY – FT
Rachel McConnell	Mathematics Teacher	SY – FT
Creigh Moffatt	School Nurse	SY – FT
Paige Radney	World Language Teacher	SY – FT
Eric Reichert	Language Arts Teacher	SY – FT
Paul Ronci	English Teacher	SY – FT
Hannah Root	Science Teacher	SY – FT
Robin Rowell	ESL Teacher	SY – PT
Rachel Sanders	Science Teacher	SY – FT
Caleb Shaw	Math/Science 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
Peter Tice	Mathematics Teacher	SY – FT
Edward Yonkers	Academic Mentor	SY – FT

## Rivendell Academy – Support Staff

Brandy Allen	Learning Coach	SY – FT
Jeffrey Barrett	Learning Coach	SY – FT
Christina Bolles	Learning Coach	SY – FT
Wendy Fogg-McIntire	Learning Coach	SY – FT
John Mace	Learning Coach/Special Education Van Driver	SY – FT
Phillip Metayer	Learning Coach	SY – FT
Caitlin Olsen	Learning Coach	SY – FT
Elizabeth Tolley	Learning Coach	SY – FT
Jason Ball	Custodian	FY – FT
Jason Goodwin	Custodian	FY – FT

# RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

---

## **Rivendell Academy – Support Staff (continued)**

Bruce Taylor, Jr.	Custodian Team Leader	FY – FT
Celise Johnson	Food Service Manager	SY – PT
Joy Jean Dyke	Assistant Cook	SY – PT
Michelle Oakes	Secretary	SY – FT
Angel Parkin	Administrative Assistant	FY – FT

## **Samuel Morey Elementary – Teachers**

Brian Boardman	Elementary Teacher (5 <sup>th</sup> Grade)	SY – FT
Dylan Bolles	Elementary Music Teacher*	SY – FT
Chris Cassell	Elementary Teacher (4 <sup>th</sup> Grade)	SY – FT
Kristina Claflin	Physical Education Teacher*	SY – FT
Lisa Ellis	Early Childhood Teacher	SY – FT
Miranda Garrow	Elementary Teacher (3 <sup>rd</sup> Grade)	SY – FT
Mariah Gentley	Elementary Teacher (2 <sup>nd</sup> Grade)	SY – FT
Jessica Gould	School Nurse*	SY – FT
Sasha Irish	Title I Mathematics Teacher	SY – FT
Gayle Justynski	Elementary Teacher (Kindergarten)	SY – FT
Katlyn Kiess	Special Education Teacher (Expedition Classroom)	SY – FT
Tanya Libby	Art Teacher*	SY – PT
Tracy Martel	Special Education Teacher	SY – FT
Caroline McCrave	Elementary Reading Teacher	SY – FT
Kathleen McGowan	Math Instructional Coach*	SY – PT
Ann O’Hearn	Elementary School Counselor	SY – FT
Joyce Russell	Librarian*	SY – PT
Andrew Stevenson	Elementary Teacher (1 <sup>st</sup> Grade)	SY – FT

## **Samuel Morey Elementary – Support Staff**

Robin Avery	Learning Coach	SY – PT
Jean Daley	Learning Coach	SY – FT
Dwight Dansereau	Learning Coach	SY – FT
Irish Johnson	Learning Coach	SY – FT
JodyAnn Mace	Learning Coach	SY – FT
Dustin Fillian	Custodian	FY – FT
Suzanne Ricker	Food Service Manager	SY – FT
Jane Prescott	Administrative Assistant	SY – FT

## **Westshire Elementary – Teachers**

Samantha Allen	Special Education Teacher	SY – FT
Rachael Coleman	Elementary Teacher (4 <sup>th</sup> Grade)	SY – FT
Barbara Griffin	Elementary Reading Teacher	SY – FT
Debora Herrera	Special Education Teacher	SY – FT
Kellie Latulippe	Social Emotional Learning Teacher	SY – FT
Emily Lloyd	Elementary Teacher (1 <sup>st</sup> Grade)	SY – FT

# RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

---

## Westshire Elementary – Teachers (continued)

Noah Pierpont	Elementary Teacher (2 <sup>nd</sup> Grade)	SY – FT
Leda Rodis	Math Interventionist	SY – FT
LeeAnn Senecal	Elementary Teacher (5 <sup>th</sup> Grade)	SY – FT
Kaitlyn Townsend	Elementary Teacher (3 <sup>rd</sup> Grade)	SY – FT
Karen Ward	MTSS Equity Coordinator	SY – FT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT

## Westshire Elementary – Support Staff

Nancy Cushman	Learning Coach	SY – FT
Dierdre Dennis	Learning Coach	SY – FT
Jillian Hatch	Learning Coach	SY – FT
Amy Kosakowski	Learning Coach	SY – FT
Ashley Welch	Learning Coach	SY – FT
Ryan Hatch	Custodian	FY – FT
Viola Farrar	Food Service Manager	SY – FT
Ashley Gadapee	Administrative Assistant	SY – FT

## Early Education Program, Fairlee and West Fairlee

Ashley Bean	Early Childhood Program Teacher	SY – FT
Jill Buffum	Early Childhood Special Education Teacher*	SY – FT
Matthew Jung	Learning Coach – Classroom Assistant	SY – FT
Caitlin Leonard	Early Childhood Program Teacher	SY – FT
Heidi Nichols	Early Childhood Program Teacher	SY – FT
Susan Calhoun	Learning Coach	SY – FT
Brittany Driscoll	Learning Coach	SY – FT
Sebrina Farnham	Learning Coach	SY – FT
Linda Gordan	Learning Coach	SY – FT
Julie McNally	Learning Coach	SY – FT
Mandy Tillotson	Learning Coach	SY – FT

*\*Shared with Samuel Morey & Westshire*

*\*\*Shared with Samuel Morey & Rivendell Academy*

# REPORT FROM THE CHAIR OF THE SCHOOL BOARD

---

As I conclude my first six months of chairing the Rivendell School District Board, I would like to thank outgoing chair, Marc DeBois for his thirteen years of service to the District. He has left big shoes to fill. I feel privileged to work with a group of talented and dedicated board members. Together we have worked hard to make wise use of taxpayer dollars, to leverage outside sources of income, and to ensure financial stability for the future of our school district.

When the novel coronavirus first arrived, I anticipated that it would disrupt schooling through 2020, but had no idea we would still be dealing with it two years later. It feels like a marathon that has no end. The mental health crisis has intensified. Staffing shortages abound. The job of being an educator has never been more exhausting. And, yet our administrators, teachers, staff, and students have done a phenomenal job of surviving, innovating, and even thinking. When parents and students are asked what they value most about Rivendell, the idea of family often comes up. I am so grateful to those who work so hard day after day to create that sense of family in our schools.

I am also grateful for silver linings. Outdoor classrooms provided benefits far beyond COVID safety. Staffing shortages and quarantine requirements have forced administrators to be creative in filling gaps, leading to cross-fertilization of ideas. COVID relief dollars have funded much needed work in literacy and social-emotional learning. The move of the 6<sup>th</sup> grade to the Academy has included some exciting developments in project-based learning and freed up space at Samuel Morey for a second Expedition Classroom. This program saves us the cost of sending students out of district and generates income by bringing in tuition students from other towns.

Superintendent Barrett Williams and our two Elementary Principals, Melissa Zoerheide and Steve Lindemann have provided such steady leadership throughout this time that it is easy to forget that they came into their positions only months before the pandemic struck. They have worked tirelessly with the Academy's long-time Principal, Keri Gelenian, and Special Education Director, Jan Cole, to keep the ship afloat through these turbulent times while also charting a course for the future. Their collective wisdom allowed them to act quickly to target COVID relief funds to where they would have both immediate and long-lasting impacts.

Staff in the District Office have been running their own marathon. The complexities of managing technology, human resources, and finances have all increased dramatically during the pandemic. While we were fortunate that Nancy Murphy was willing and able to step into the role of Chief Financial Officer upon Bill Little's departure, it left her working two jobs for a while. The changed voting procedures during the pandemic added work for the District Office, as well as town officials. When I talk with school leaders from other union districts, they are astounded, and more than a bit envious, to hear about the close working relationship among our district office and the town clerks and voting officials in our four towns.

The Board has presented the RISD voters with an annual operating budget of \$13,316,038 for FY'23, an increase of 5.5% to the general fund budget over FY'22. Detailed information about the budget and voting procedures can be found at our website [www.rivendellschool.org](http://www.rivendellschool.org) We ask the community to support this budget for the benefit of our children and the educators who are working so hard to keep things going through these difficult times.

Respectfully submitted,  
Kathy Hooke



**WARRANT**  
**REMOTE INFORMATIONAL MEETINGS FEBRUARY 22 AND MARCH 8, 2022**  
**SPECIAL VOTING IN LIEU OF ANNUAL MEETING, MARCH 15, 2022**  
**Rivendell Interstate School District**

**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 of a special voting procedure for the Rivendell Interstate School District in lieu of the Annual District Meeting, pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact, the Articles of Agreement of the Rivendell Interstate School District, and special Vermont Law S.172 which allows the School Board to modify relevant parts of the Articles in response to the ongoing COVID-19 pandemic.

In accordance with S.172, the Board has voted that there will be no public meeting or voting from the floor, and all votes will be by Australian Ballot. Ballots will be mailed to all voters. Voters may return completed ballots either by mail, or in Town Office drop boxes, or in person during regular Town Clerk hours, such that they are received in the Town Offices by 3:30 PM on Tuesday, March 15, 2022. Ballots received in Town Offices after that time will not be counted.

The polls will be open for same-day voter registration and the casting of in-person ballots between 5 PM and 7 PM on March 15, 2022, at Rivendell Academy.

There will be two informational meetings in the form of special remote meeting of the RISD Board on Tuesday, February 22, 2022 and Tuesday, March 8, 2022, 6:30 PM. Voters may obtain information on accessing these meetings through the Rivendell website, [www.rivendellschool.org](http://www.rivendellschool.org) or by telephoning 603-353-2170 x2136.

- 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 West Fairlee 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, an auditor for a 3-year term and an auditor for the remaining 1 year of a 3-year term (at least one auditor must be a resident of Fairlee, West Fairlee or Vershire, Vermont).
- Article 3: Shall the voters of the District raise and appropriate the sum of \$13,316,038 for the operating budget for the District for the 2022-2023 fiscal year?
- Article 4: Shall the voters of the District raise and appropriate the sum of \$120,000 to be placed in the Repairs and Maintenance Contingency Reserve for the purpose of repairing the Rivendell Academy roof?
- Article 5: Shall the voters of the District raise and appropriate the sum of \$100,000 to be placed in the Repairs and Maintenance Contingency Reserve for the purpose of purchasing and installing generators at each school?
- Article 6: 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 sources which becomes available during the 2022-2023 fiscal year for their intended use?

Dated February 21, 2022  
*A majority of the Rivendell Interstate School District Board*

A true copy. Attest:  
Tami Sullivan, Clerk

# BUDGET ALLOCATION SUMMARY (NOT AUDITED)

Allocation District Wide (A.D.M.)	100.00%	31.51%	68.49%	Article
<b>Budget Allocation Summary (Following Wording of Article of Agreement, Section F)</b>				
<b>Total District Expenditures (If Warrant Article for Operating Budget Appropriation Approved)</b>	<b>RISD</b>	<b>NH (Orford)</b>	<b>VT (Unified)</b>	
	13,316,038			
Capital Expenditures (Contingency Reserve Fund Transfers)	-	-	-	F, H
Federal Aid Revenues to District (By State)	411,664	45,500	366,164	F, O
Tuition Payments Revenues to District (By ADM)	400,000	126,032	273,968	F
Federal Revenues for Food Service Program to District (By ADM)	162,500	-	162,500	F
Other Revenues to District (By ADM)	166,000	52,303	113,697	F
Student Transportation Member Specific Expenditure (Mileage)	445,000	109,210	335,790	F, L
Debt Service Member Specific Expenditure	504,518	199,088	305,430	F, H
<b>NET OPERATING EXPENSES (By ADM)</b>	<b>11,226,356</b>	<b>3,537,197</b>	<b>7,689,159</b>	<b>F</b>
<b>BUDGETED EDUCATION SPENDING</b>	<b>13,316,038</b>	<b>4,069,331</b>	<b>9,246,707</b>	
<b>BUDGETED DISTRICT MEMBER ASSESSMENTS</b>	<b>10,321,624</b>	<b>3,272,080</b>	<b>7,049,543</b>	
<b>BUDGETED EDUCATION SPENDING (If Warrant Article for Operating Budget Appropriation Approved)</b>	<b>13,316,038</b>	<b>4,069,331</b>	<b>9,246,707</b>	
Federal Aid Revenues to District (By State)	411,664	45,500	366,164	F
Tuition Payments Revenues to District (By ADM)	400,000	126,032	273,968	F
Federal Revenues for Food Service Program to District (By ADM)	162,500	-	162,500	F
Other Revenues to District (By ADM)	166,000	52,303	113,697	F
State Revenues to Members	1,854,250	573,415	1,280,835	I
Total Revenues	2,994,414	797,251	2,197,164	
<b>NET DISTRICT MEMBER ASSESSMENTS (without Prior-Year Adjustment)</b>	<b>10,321,624</b>	<b>3,272,080</b>	<b>7,049,543</b>	
Transfer To/From General Fund Balance	-	-	-	
Federal SPED Grant Allocation Correction	-	(47,876)	47,876	
<b>NET DISTRICT MEMBER ASSESSMENTS (with Prior-Year Adjustment)</b>	<b>10,321,624</b>	<b>3,224,205</b>	<b>7,097,419</b>	
<b>Adjustments to NET DISTRICT MEMBER ASSESSMENTS via Additional Warrant Articles</b>			<b>Add'l Assessment (%)</b>	
Proposed Addition to Repair and Maintenance Contingency Reserve Fund	220,000	69,318	150,682	2.13%
Proposed Addition to Technology Contingency Reserve Fund	-	-	-	0.00%
Total Additions to NET DISTRICT ASSESSMENTS via Additional Warrant Articles	220,000	69,318	150,682	
<b>TOTAL NET DISTRICT MEMBER ASSESSMENTS (IF All Additional Warrant Articles Approved)</b>	<b>10,541,624</b>	<b>3,293,522</b>	<b>7,248,101</b>	<b>2.13%</b>
<b>TOTAL BUDGETED EDUCATION SPENDING (IF All Additional Warrant Articles Approved)</b>	<b>13,536,038</b>	<b>4,138,648</b>	<b>9,397,390</b>	<b>1.65%</b>

**FY'23 STATEMENT OF REVENUES, EXPENDITURES & CHANGES IN BALANCE (NOT AUDITED)**

	General Operating Fund	Grants	Food Service Program	Total Governmental Funds
<b>REVENUES</b>				
District - VT Assessment	7,097,418			7,097,418
District - NH Assessment	3,224,205			3,224,205
Other Local Revenues	166,000			166,000
Tuition Revenues	400,000			400,000
State - Vermont	1,278,335		2,500	1,280,835
State - New Hampshire	573,415			573,415
Federal	0	411,664	162,500	574,164
<b>TOTAL REVENUES</b>	<b>12,739,373</b>	<b>411,664</b>	<b>165,000</b>	<b>13,316,037</b>
<b>EXPENDITURES</b>				
Instruction (Regular and SPED) (1100)	6,965,945	374,273		7,340,218
Support Services				
Student (Co-Curricular, Guidance, Health...)	1,181,567			1,181,567
Instructional Staff	109,687			109,687
General Administration	191,031			191,031
Executive Administration	69,353			69,353
School Administration	999,702			999,702
Business Services	506,089			506,089
Operation And Maintenance of Plant	1,101,248			1,101,248
Transportation	671,245			671,245
Other				0
Non-Instructional Services		37,391	253,321	290,712
Debt Service	514,518			514,518
Special Programs (3000)	340,668			340,668
Facilities Acquisition and Construction				0
<b>TOTAL EXPENDITURES</b>	<b>12,651,053</b>	<b>411,664</b>	<b>253,321</b>	<b>13,316,038</b>
<b>Net Change in Balance (Revenues - Expenditures)</b>	<b>88,320</b>	<b>0</b>	<b>(88,321)</b>	<b>(1)</b>

# FY'23 SUMMARY OF GENERAL FUND REVENUES (NOT AUDITED)

Account Codes	Description	FY '21 Budget	FY '21 Actual	FY '22 Budget	FY '23 Proposed	vs. FY '22 Budget
<b>Local Revenues</b>						
41911	ECP Before & After-School Care Fees	50,000	21,865	25,000	35,000	10,000
41302-41303	Secondary School Tuition	299,554	279,774	261,472	160,000	(101,472)
41302-41303	SPED Tuition - Expedition Classroom	-	18,140	200,000	240,000	40,000
41510	Interest Income	4,500	4,241	4,500	4,500	-
41990	Game Receipts	6,500	-	6,500	6,500	-
41921	Rental Income	2,000	-	1,500	-	(1,500)
41911	Elementary After-School Care Fees	-	-	96,000	75,000	(21,000)
41911	Summer Program Fees	-	-	45,000	45,000	-
	<b>subtotal</b>	<b>362,554</b>	<b>324,020</b>	<b>639,972</b>	<b>566,000</b>	<b>(73,972)</b>
<b>District Assessments</b>						
43110	VT State Education Spending Grant	6,573,746	1,606,111	6,847,124	-	(250,295)
43114	VT Voc Ed (On Behalf)	-	82,701	-	-	-
43110	Fairlee Assessment	-	2,769,728	-	3,154,408	-
43110	West Fairlee Assessment	-	1,069,568	-	1,684,133	-
43110	Vershire Assessment	-	1,045,636	-	2,258,877	-
47201	Orford Assessment	2,923,416	2,915,047	3,004,580	3,224,205	219,625
	<b>subtotal</b>	<b>9,497,162</b>	<b>9,488,792</b>	<b>9,851,704</b>	<b>10,321,624</b>	<b>469,920</b>
<b>State Revenues</b>						
47207	NH Adequacy Aid - Orford	274,135	282,505	340,733	475,512	134,779
43150	VT Transportation Aid	180,000	166,034	166,034	170,000	3,966
43152	VT Transp Aid Extraordinary	4,340	4,515	4,515	4,515	-
43191	VT Subsidy for ECP AfterCare	-	1,885	-	-	-
43201	VT SPED Mainstream Block Grant	166,000	162,558	165,403	831,820	666,417
43202	VT Expenditure Reimbursement (aka "SPED SEER")	690,000	722,976	700,000	-	(700,000)
43203	VT Extraordinary Reimbursement	84,680	72,561	-	185,000	185,000
43204	VT ECSE Programs	31,000	31,270	27,412	27,000	(412)
43205	VT SPED-State Placed Reimbursement	-	-	-	-	-
47208	NH Building Aid	76,110	76,110	76,110	76,110	-
47212	NH Voc School Tuition Grant	26,600	15,072	15,072	18,000	2,928
47213	NH Voc Transportation Aid	2,974	1,804	1,804	1,900	96
47209	NH EFA Phase-Out Grant	-	-	-	1,893	1,893
43282	VT Driver Ed Reimbursement	819	-	-	-	-
43308	VT Voc Ed Transportation Aid	15,500	38,914	38,000	60,000	22,000
	<b>subtotal</b>	<b>1,552,158</b>	<b>1,576,204</b>	<b>1,535,083</b>	<b>1,851,750</b>	<b>316,667</b>
<b>Federal Special Education Revenues (Categorical Grants **)</b>						
44226	IDEA-VT (SPECIAL ED)	121,722	115,313	116,000	110,000	(6,000)
44228	IDEA-VT Special Ed Preschool	3,200	3,159	3,200	3,213	13
47205	IDEA-NH (SPECIAL ED)	25,000	-	37,000	-	(37,000)
47206	IDEA-NH Special Ed Preschool	2,000	-	-	-	-
	<b>subtotal</b>	<b>151,922</b>	<b>118,472</b>	<b>156,200</b>	<b>113,213</b>	<b>(42,987)</b>
<b>Federal Title and Medicaid Grants (Categorical Grants **)</b>						
44250	VT Title I Grant	184,536	193,572	185,000	135,000	(50,000)
47202	NH Title I Grant	31,200	38,048	32,000	30,000	(2,000)
47214	NH MEDICAID	5,000	1,340	5,000	-	(5,000)
44651	VT Title IIA	25,000	72,843	25,000	20,000	(5,000)
47203	NH Title IIA	8,600	4,501	9,000	5,500	(3,500)
44570	VT Title IV	20,000	12,220	20,000	20,000	-
47204	NH Title IV	17,612	19,060	10,000	10,000	-
45481	VT MEDICAID IEP	60,000	55,574	60,000	77,951	17,951
45483	VT Medicaid EPSDT	5,000	8,639	5,000	-	(5,000)
	<b>subtotal</b>	<b>356,948</b>	<b>405,797</b>	<b>351,000</b>	<b>298,451</b>	<b>(52,549)</b>
<b>Food Service Revenues</b>						
	Total Operating Revenue	72,078	1,110	65,000	-	(65,000)
	VT State Sources	4,225	6,918	-	2,500	-
	Total Federally Funded Non-Operating Income	111,700	162,611	118,080	162,500	44,420
	<b>subtotal</b>	<b>188,003</b>	<b>170,639</b>	<b>183,080</b>	<b>165,000</b>	<b>(18,080)</b>
<b>Other Revenues</b>						
41980	Refund of Prior Year Expenses	-	17,928	-	-	-
	From Prior Year Fund Balance	-	-	-	-	-
	Prior Period Adjustment	-	-	-	-	-
	<b>subtotal</b>	<b>-</b>	<b>17,928</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUES</b>		<b>12,108,747</b>	<b>12,101,852</b>	<b>12,717,039</b>	<b>13,316,038</b>	<b>598,999</b>

# FY'23 SUMMARY OF GENERAL FUND EXPENDITURES (NOT AUDITED)

Description	FY '21 <u>Budget</u>	FY '21 <u>Actual</u>	FY '22 <u>Budget</u>	FY '23 <u>Proposed</u>	vs. FY '22 <u>Budget</u>
Elementary Instruction	1,444,881	1,478,113	1,321,555	1,272,746	(48,809)
Secondary Instruction	1,986,240	2,030,259	1,975,583	2,296,481	320,898
Special Education	1,984,701	1,904,273	2,210,963	2,083,467	(127,496)
Early Childhood Special Education	102,852	108,765	148,064	163,299	15,235
Early Childhood Program	403,590	277,048	380,483	460,631	80,148
Co-curricular/Athletics	128,853	117,989	129,576	146,328	16,752
Guidance	256,719	265,803	279,876	306,154	26,278
Health	170,413	174,516	180,280	185,316	5,036
Instructional Improvement	68,500	61,085	96,645	109,687	13,042
Library	61,826	60,448	66,521	57,313	(9,208)
Technology	463,906	450,538	503,593	486,456	(17,137)
School Board/Treasurer	45,080	43,128	58,961	69,353	10,392
District Administration	191,160	174,513	190,960	191,031	71
School Administration	800,980	773,096	792,692	824,420	31,728
Special Ed. Admin	180,988	184,015	197,528	159,899	(37,629)
Contracted Benefits	87,797	16,492	37,000	15,383	(21,618)
Business Services	408,154	411,613	427,923	506,089	78,166
Operations/Grounds	1,028,740	861,705	1,085,039	1,101,248	16,209
Transportation	608,832	582,814	607,679	671,245	63,566
Elementary After-School	-	-	130,765	121,976	(8,790)
Summer Program	-	-	59,864	106,306	46,442
Expedition Classroom	203,000	145,259	439,355	689,321	249,966
Rivendell Trails Program	12,314	14,112	14,560	21,453	6,893
Debt Service & Transfers	772,347	652,019	622,242	514,518	(107,724)
Early Childhood Program After-Care		33,074	13,500	90,933	77,433
<b>SUBTOTAL:</b>	11,411,873	10,820,677	11,971,207	12,651,053	679,846
	FY21 Budget & Actual and FY22 Budget totals include Voter Approved warrant articles. (FY20 = \$50,000; FY22 = \$68,000)				5.7%
<b>GRANT EXPENSES - Federal, Title, IDEA, and Medicaid Grants:</b>					
Salaries			289,500	294,907	
Employer Covered Benefits			73,000	77,866	
Contracted Services			102,000	37,391	
Supplies			42,700	1,500	
Total Grant Expenses			507,200	411,664	(95,536)
					-18.8%
<b>FOOD SERVICE EXPENSES:</b>					
Salaries			88,903	97,137	
Employer Provided Benefits			55,129	61,383	
Software & Dues			2,150	4,050	
Food & Supplies			92,450	90,750	
Total Food Services Expenses			238,632	253,321	14,688
<b>Operating Budget Appropriation - Total District Expenditure Budget</b>			<b>12,717,039</b>	<b>13,316,038</b>	<b>598,999</b> 4.7%

# FY'23 BUDGET REVENUE SUMMARY (NOT AUDITED)

Description	Total	NH (Orford)	VT (Unified)
Average Daily Membership:	426.400	134.350	292.050
Allocation District Wide (A.D.M.)	100.00%	31.51%	68.49%
VT Districts Allocation	100.00%		100.00%
<b>Total District Expenditure Budget</b>	<b>13,316,038</b>		
LESS amount for Debt Service	(504,518)		
LESS Student Transportation to/from School	(445,000)		
LESS Local, District Wide, General Fund Revenues	(566,000)		
LESS Revenues Supporting Categorical Grants	(411,664)		
LESS Federal Revenues Supporting Food Service Program	(162,500)		
<b>EQUALS assessments before district-specific adjustments</b> (aka "Net Education Spending*")	<b>11,226,356</b>	<b>3,537,197</b>	<b>7,689,159</b>

\* State of Vermont Defines "Ed Spending" as Expense Budget minus Revenue Budget

## CALCULATION OF DISTRICT ASSESSMENTS

### District-Specific Items

#### less State-Specific General Fund Revenues

Adjustments to apply various state-specific revenues to corresponding districts

47207	NH Adequacy Aid - Orford	475,512	475,512	-
43114	VT Voc Ed (On Behalf)	-		-
43115	VT Unenrolled	-		-
43150	VT Transportation Aid	170,000		170,000
43152	VT Transp Aid Extraordinary	4,515		4,515
	VT Aid to Food Service	2,500		2,500
43201	VT SPED Mainstream Block Grant	831,820		831,820
43202	VT Expenditure Reimbursement (aka "SPED SEER")	-		-
43203	VT Extraordinary Reimbursement	185,000		185,000
43204	VT ECSE Programs	27,000		27,000
47208	NH Building Aid	76,110	76,110	-
47212	NH Voc School Tuition Grant	18,000	18,000	-
47213	NH Voc Transportation Aid	1,900	1,900	-
47209	NH EFA Phase-Out Grant	1,893	1,893	-
43282	VT Driver Ed Reimbursement	-		-
43308	VT Voc Ed Transportation Aid	60,000		60,000
	<b>Subtotal District-Specific State Revenues</b>	<b>1,854,250</b>	<b>573,415</b>	<b>1,280,835</b>

### PLUS State-Specific Expenditure Items

Adjustments to apply state-specific expense items

	Debt Service	504,518	199,088	305,430
	Transportation to/from School - "Contracted Student Transport"	445,000	109,210	335,790
	<b>Subtotal District-Specific Expense Items</b>	<b>949,518</b>	<b>308,298</b>	<b>641,220</b>

Federal SPED Grant Allocation Correction	-	(47,876)	47,876
--	---	----------	--------

<b><u>Adjusted Assessments</u></b>	<b>10,321,624</b>	<b>3,224,205</b>	<b>7,097,419</b>
------------------------------------	-------------------	------------------	------------------

### Student Transportation

(Member-Specific Expenditure Allocation)

	<u>RISD</u>	<u>NH (Orford)</u>	<u>VT (Unified)</u>
Mileage Percentage	100.00%	24.54%	75.46%
Transportation to/from School - "Contracted Student Transport"	445,000	109,210	335,790

# FY'23 ADM STATISTICS AND TAX RATE ESTIMATES (NOT AUDITED)

### 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 Adequacy Aid final amount and 2 different forms of Grand List numbers, many of which can change significantly between March and October.

\*VT Homestead Tax Rate Calculations depend on Net Assessment, Equalized Pupil, 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.

	<u>TOTAL</u>	<u>Fairlee</u>	<u>West Fairlee</u>	<u>Vershire</u>	<u>Orford</u>
<b>1) Percentage Share Calculation:</b>					
Average Daily Membership	426.400	129.800	69.300	92.950	134.350
Fall Census 1st-40th days School year FY '20	100.00%	30.44%	16.25%	21.80%	31.51%

#### Equalized Pupil Counts for purposes of Vt Tax Rate Calculation

VT Average Daily Membership	292.050	<b>129.800</b>	<b>69.300</b>	<b>92.950</b>	
VT Equalized Pupils (See Note)	305.190	<b>135.270</b>	<b>83.970</b>	<b>85.950</b>	
VT Equalized Student Adjustment	13.140	44.3%	27.5%	28.2%	

#### 2) Tax Rate Estimates:

##### 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)	7,097,419	3,154,408	1,684,133	2,258,877	
DIVIDE by Vermont Equalized Pupils	305.19				
Education Spending per Equalized Pupil	\$23,256				
DIVIDE by **NEW** Property Yield	\$12,937				
Equals Local Homestead Tax Rate Equalized	\$1.7976				
Equalized Homestead Tax Rates		\$1.7976	\$1.7976	\$1.7976	
DIVIDE by Common Level of Appraisal		89.32%	102.44%	97.49%	
<b>Equals Estimated Vermont Local Education Tax Rates per \$100 valuation</b>		<b>\$2.0125</b>	<b>\$1.7548</b>	<b>\$1.8439</b>	

##### b. Orford Local Tax rate estimate per \$1,000 valuation

Net Assessment				3,224,205
STATE-Wide Education Property Tax (SWEPT) Assessment				203,043
DIVIDE by Estimated Orford Grand List (without utilities)				154,184,631
STATE Education Property Tax Rate (per \$1,000 valuation)				\$1.32
LOCAL Education Property Tax Assessment				3,021,162
DIVIDE by Estimated Orford Grand List (with utilities)				157,331,931
LOCAL Education Property Tax Rate (per \$1,000 valuation)				\$19.20
<b>Equals Estimated Orford Tax rate per \$1,000 valuation</b>				<b>\$20.52</b>

<b>Annual Property Tax on a \$100,000 property</b>	<b>\$2,013</b>	<b>\$1,755</b>	<b>\$1,844</b>	<b>\$2,052</b>
--	----------------	----------------	----------------	----------------

#### 3. Prior Year Tax Rates

	<u>Fairlee</u>	<u>West Fairlee</u>	<u>Vershire</u>	<u>Orford</u>
Equalized Tax Rate	\$1.9934	\$1.9934	\$1.9934	
CLA	89.32%	102.44%	97.49%	
Local Tax Rate	\$2.2318	\$1.9459	\$2.0447	\$17.01
State Tax Rate				\$1.86
Prior Year Tax on \$100,000 Property	\$2,152	\$1,936	\$2,156	\$1,937
Change in Tax on \$100,000 Property	-\$140	-\$181	-\$312	\$115
<b>Percent Change on a \$100,000 Property</b>	<b>-6.5%</b>	<b>-9.4%</b>	<b>-14.5%</b>	<b>5.9%</b>

**Note:** "Equalized Pupil" counts are calculated by the State Of Vermont, and start with a two-year average enrollment number for each town. Factors for pre-K, secondary enrollment, poverty, and, limited English proficiency, are added to the total. The resulting total is then multiplied by the "equalizing ratio" (which is a statewide ratio of "real" students to students "inflated" by the factors mentioned above); for each of the three Vermont towns. The result is the Equalized Pupil counts listed above.

# THREE PRIOR YEARS COMPARISONS

This is a required document supplied by the Vermont Agency of Education.

PRELIMINARY	Three Prior Years Comparisons - Format as Provided by AOE				ESTIMATES ONLY
District: <b>Rivendell Interstate USD</b> SU: Rivendell	<b>U146</b> Orange County	Property dollar equivalent yield <b>12,937</b>	<-- See bottom note	Homestead tax rate per \$12,937 of spending per equalized pupil <b>1.00</b>	
		<b>15,484</b>		Income dollar equivalent yield per 2.0% of household income	
<b>Expenditures</b>	FY2020	FY2021	FY2022	FY2023	
<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$7,747,592	\$8,420,348	\$8,970,745	\$9,294,583	
<i>plus</i> Sum of separately warned articles passed at union district meeting	-	-	-	\$150,682	
<b>Adopted or warned union district budget plus articles</b>	<b>\$7,747,592</b>	<b>\$8,420,348</b>	<b>\$8,970,745</b>	<b>\$9,445,265</b>	
<i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	-	
<i>plus</i> Prior year deficit repayment of deficit	-	-	-	-	
<b>Total Union Budget</b>	<b>\$7,747,592</b>	<b>\$8,420,348</b>	<b>\$8,970,745</b>	<b>\$9,445,265</b>	
S.U. assessment (included in union budget) - informational data	-	-	-	-	
Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-	
<b>Revenues</b>					
Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$1,595,873	\$1,846,603	\$2,123,621	\$2,197,164	
<b>Total offsetting union revenues</b>	<b>\$1,595,873</b>	<b>\$1,846,603</b>	<b>\$2,123,621</b>	<b>\$2,197,164</b>	
<b>Education Spending</b>	<b>\$6,151,719</b>	<b>\$6,573,745</b>	<b>\$6,847,124</b>	<b>\$7,248,101</b>	
Rivendell Interstate USD equalized pupils	315.92	308.40	309.24	305.19	
<b>Education Spending per Equalized Pupil</b>	<b>\$19,472.39</b>	<b>\$21,315.65</b>	<b>\$22,141.78</b>	<b>\$23,749.47</b>	
<i>minus</i> Less net eligible construction costs (or P&J) per equalized pupil	\$1,011.59	\$1,114.51	\$1,085.86	-	
<i>minus</i> Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$47.88	\$30.51	\$21.93	-	
<i>minus</i> Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-	-	
<i>minus</i> Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	
<i>minus</i> Estimated costs of new students after census period (per eqpup)	-	-	-	-	
<i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	
<i>minus</i> Less planning costs for merger of small schools (per eqpup)	-	-	-	-	
<i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-	
<i>minus</i> Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	
<i>plus</i> Excess spending threshold	\$18,311.00	-	\$18,789.00	\$19,997.00	
Excess Spending per Equalized Pupil over threshold (if any)	\$102	-	2 year suspension	2 year suspension	
Per pupil figure used for calculating District Equalized Tax Rate	<b>\$19,574</b>	<b>\$21,316</b>	<b>\$22,142</b>	<b>\$23,749.47</b>	
Union spending adjustment (minimum of 100%)	183.831%	193.814%	195.651%	183.578%	
	<small>based on yield \$10,848</small>	<small>based on yield \$10,996</small>	<small>based on \$10,763</small>	<small>based on yield \$12,937</small>	
Anticipated equalized union homestead tax rate to be prorated [(\$23,749.47 + (\$12,937 / \$1.00))	<b>\$1.8383</b>	<b>\$1.9381</b>	<b>\$1.9565</b>	<b>\$1.8358</b>	
	<small>based on \$1.00</small>	<small>based on \$1.00</small>	<small>based on \$1.00</small>	<small>based on \$1.00</small>	
<b>Prorated homestead union tax rates for members of Rivendell Interstate USD</b>	FY2020	FY2021	FY2022	FY2023	
T074 Fairlee	1.8383	1.9381	1.9565	1.8358	
T215 Vershire	1.8383	1.9381	1.9565	1.8358	
T230 West Fairlee	1.8383	1.9381	1.9565	1.8358	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
	-	-	-	460.7858	
Anticipated income cap percent to be prorated from Rivendell Interstate USD [(\$23,749.47 + \$15,484) x 2.00%]	<b>2.99%</b>	<b>3.15%</b>	<b>3.22%</b>	<b>3.07%</b>	
	<small>based on 2.00%</small>	<small>based on 2.00%</small>	<small>based on 2.00%</small>	<small>based on 2.00%</small>	
<b>Prorated union income cap percentage for members of Rivendell Interstate USD</b>	FY2020	FY2021	FY2022	FY2023	
T074 Fairlee	2.99%	3.15%	3.22%	3.07%	
T215 Vershire	2.99%	3.15%	3.22%	3.07%	
T230 West Fairlee	2.99%	3.15%	3.22%	3.07%	

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

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

- The base income percentage cap is 2.0%.



## 2022/2023 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY21 Budget	FY21 Actual	FY22 Budget	FY23 Request	Change	Notes
<b>Elementary Education</b>							
(K-5)							
5100	Salaries	1,050,199	1,012,587	813,426	833,469	20,043	
5200	Employer Provided Benefits	317,924	403,575	328,085	346,505	18,420	
5300	Purchased Professional & Technical Services	1,000	685	1,000	2,010	1,010	
5400	Purchased Property Services	-	-	-	-	-	
5500	Other Purchased Services	8,458	8,930	9,400	9,680	280	
5600	Supplies	57,300	43,784	44,250	59,333	15,083	
5700	Property	-	-	-	10,000	10,000	
5800	Debt Service & Miscellaneous	10,000	8,552	10,000	11,750	1,750	
<b>Elementary Education (K-5) - Total</b>		<b>1,444,881</b>	<b>1,478,113</b>	<b>1,206,160</b>	<b>1,272,746</b>	<b>66,586</b>	<b>1</b>
<b>Secondary Education</b>							
(6-12)							
5100	Salaries	1,201,083	1,193,756	1,270,438	1,396,136	125,698	
5200	Employer Provided Benefits	533,719	560,130	539,699	621,657	81,958	
5300	Purchased Professional & Technical Services	33,000	29,981	33,000	24,000	(9,000)	
5400	Purchased Property Services	-	-	-	-	-	
5500	Other Purchased Services	179,788	203,029	189,793	191,213	1,420	
5590	Other	-	-	-	-	-	
5600	Supplies	36,150	43,363	43,400	54,850	11,450	
5800	Debt Service & Miscellaneous	2,500	-	2,500	8,625	6,125	
<b>Secondary Education (6-12) - Total</b>		<b>1,986,240</b>	<b>2,030,259</b>	<b>2,078,831</b>	<b>2,296,481</b>	<b>217,650</b>	<b>1</b>
<b>Special Education</b>							
5100	Salaries	836,263	700,859	846,833	779,669	(67,164)	
5200	Employer Provided Benefits	633,078	476,599	697,348	443,133	(254,215)	
5300	Purchased Professional & Technical Services	317,500	365,749	331,000	437,995	106,995	
5400	Purchased Property Services	-	-	-	-	-	
5500	Other Purchased Services	182,860	338,696	313,782	408,800	95,018	
5600	Supplies	15,000	22,370	21,000	12,370	(8,630)	
5700	Property	-	-	1,000	-	(1,000)	
		-	-	-	1,500	1,500	
<b>Special Education - Total</b>		<b>1,984,701</b>	<b>1,904,273</b>	<b>2,210,963</b>	<b>2,083,467</b>	<b>(127,496)</b>	<b>2</b>
<b>Early Childhood Special Education</b>							
5100	Salaries	64,962	50,657	75,833	96,959	21,125	
5200	Employer Provided Benefits	23,890	21,087	26,731	24,020	(2,711)	
5300	Purchased Professional & Technical Services	12,500	36,667	42,500	38,420	(4,080)	
5500	Other Purchased Services	-	-	-	200	200	
5600	Supplies	1,500	353	3,000	3,700	700	
<b>Early Childhood Special Education - Total</b>		<b>102,852</b>	<b>108,765</b>	<b>148,064</b>	<b>163,299</b>	<b>15,234</b>	
<b>Early Childhood Program</b>							
5100	Salaries	239,856	184,749	196,462	292,526	96,064	
5200	Employer Provided Benefits	124,882	78,266	74,555	124,777	50,222	
5300	Purchased Professional & Technical Services	800	315	1,300	850	(450)	
5500	Other Purchased Services	35,252	11,196	35,660	35,710	50	
5600	Supplies	2,800	2,522	3,900	6,768	2,868	
<b>Early Childhood Program - Total</b>		<b>403,590</b>	<b>277,048</b>	<b>311,877</b>	<b>460,631</b>	<b>148,754</b>	<b>3</b>
<b>CoCurricular/Athletics</b>							
5100	Salaries	93,933	82,888	94,710	104,381	9,670	
5200	Employer Provided Benefits	13,371	23,524	19,316	21,557	2,242	
5300	Purchased Professional & Technical Services	3,000	-	3,000	4,000	1,000	
5500	Other Purchased Services	1,250	600	1,250	850	(400)	
5600	Supplies	12,300	7,712	8,300	11,790	3,490	
5800	Debt Service & Miscellaneous	5,000	3,265	3,000	3,750	750	
<b>CoCurricular/Athletics - Total</b>		<b>128,853</b>	<b>117,989</b>	<b>129,576</b>	<b>146,328</b>	<b>16,752</b>	
<b>Guidance</b>							
5100	Salaries	189,182	188,408	198,180	204,954	6,774	
5200	Employer Provided Benefits	67,537	77,216	76,746	86,337	9,591	
5300	Purchased Professional & Technical Services	-	-	-	9,000	9,000	
5500	Other Purchased Services	-	-	500	400	(100)	
5600	Supplies	-	-	1,600	4,839	3,239	
5800	Debt Service & Miscellaneous	-	179	2,850	624	(2,226)	
<b>Guidance - Total</b>		<b>256,719</b>	<b>265,803</b>	<b>279,876</b>	<b>306,154</b>	<b>26,279</b>	<b>4</b>
<b>Health</b>							
5100	Salaries	116,153	121,103	120,207	123,212	3,005	
5200	Employer Provided Benefits	50,660	52,075	55,458	58,458	3,000	
5300	Purchased Professional & Technical Services	-	1,016	-	-	-	
5500	Other Purchased Services	250	-	250	600	350	
5600	Supplies	3,350	321	4,366	3,047	(1,319)	
<b>Health - Total</b>		<b>170,413</b>	<b>174,516</b>	<b>180,280</b>	<b>185,316</b>	<b>5,036</b>	
<b>Instructional Improvement</b>							
5100	Salaries	3,500	32,752	29,229	42,962	13,733	
5200	Employer Provided Benefits	65,000	28,333	67,416	66,726	(690)	
5300	Purchased Professional & Technical Services	-	-	-	-	-	
5600	Supplies	-	-	-	-	-	
<b>Instructional Improvement - Total</b>		<b>68,500</b>	<b>61,085</b>	<b>96,645</b>	<b>109,687</b>	<b>13,043</b>	<b>5</b>
<b>Library</b>							
5100	Salaries	48,252	48,252	49,217	37,836	(11,381)	
5200	Employer Provided Benefits	13,574	12,196	14,804	12,437	(2,367)	
5500	Other Purchased Services	-	-	500	300	(200)	
5600	Supplies	-	-	2,000	6,740	4,740	
<b>Library - Total</b>		<b>61,826</b>	<b>60,448</b>	<b>66,521</b>	<b>57,313</b>	<b>(9,208)</b>	

## 2022/2023 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY'21 Budget	FY'21 Actual	FY'22 Budget	FY'23 Request	Change	Notes
Technology							
5100	Salaries	191,412	195,022	202,545	210,341	7,796	
5200	Employer Provided Benefits	64,652	61,398	74,312	72,324	(1,989)	
5300	Purchased Professional & Technical Services	46,657	54,123	74,482	44,525	(29,957)	
5500	Other Purchased Services	80,176	80,712	65,712	11,124	(54,588)	
5600	Supplies	100	-	100	148,143	148,043	
5700	Property	80,909	59,284	78,441	-	(78,441)	
<b>Technology - Total</b>		<b>463,906</b>	<b>450,538</b>	<b>495,593</b>	<b>486,456</b>	<b>(9,136)</b>	<b>6</b>
School Board/ Treasurer							
5100	Salaries	4,600	8,790	7,600	8,650	1,050	
5200	Employer Provided Benefits	380	667	628	702	74	
5300	Purchased Professional & Technical Services	28,000	23,708	33,500	33,500	-	
5500	Other Purchased Services	6,000	4,957	12,401	12,401	-	
5600	Supplies	500	220	2,000	8,500	6,500	
5800	Debt Service & Miscellaneous	5,600	4,787	5,600	5,600	-	
<b>School Board/Treasurer - Total</b>		<b>45,080</b>	<b>43,128</b>	<b>61,729</b>	<b>69,353</b>	<b>7,624</b>	<b>7</b>
District Administration							
5100	Salaries	115,313	115,313	109,449	118,450	9,001	
5200	Employer Provided Benefits	36,650	37,579	39,344	46,641	7,297	
5300	Purchased Professional & Technical Services	15,000	5,522	13,500	13,500	-	
5500	Other Purchased Services	14,697	11,586	2,500	6,440	3,940	
5600	Supplies	3,500	714	-	-	-	
5800	Debt Service & Miscellaneous	6,000	3,800	6,000	6,000	-	
<b>District Administration - Total</b>		<b>191,160</b>	<b>174,513</b>	<b>170,792</b>	<b>191,031</b>	<b>20,239</b>	
School Administration							
5100	Salaries	511,733	514,789	505,323	539,426	34,103	
5200	Employer Provided Benefits	228,247	216,444	241,669	234,888	(6,780)	
5300	Purchased Professional & Technical Services	22,000	18,385	6,500	6,500	-	
5400	Purchased Property Services	-	-	-	8,300	8,300	
5500	Other Purchased Services	11,000	5,119	11,200	9,330	(1,870)	
5600	Supplies	24,500	15,523	24,500	22,725	(1,775)	
5800	Debt Service & Miscellaneous	3,500	2,836	3,500	3,250	(250)	
<b>School Administration - Total</b>		<b>800,980</b>	<b>773,096</b>	<b>792,692</b>	<b>824,420</b>	<b>31,728</b>	
Special Ed Administration							
5100	Salaries	122,617	132,621	102,132	105,400	3,269	
5200	Employer Provided Benefits	42,371	42,998	34,204	37,998	3,795	
5300	Purchased Professional & Technical Services	2,500	1,318	2,500	2,000	(500)	
5500	Other Purchased Services	2,500	251	2,500	2,000	(500)	
5600	Supplies	4,000	3,324	13,000	11,800	(1,200)	
5700	Property	7,000	2,002	-	-	-	
5800	Debt Service & Miscellaneous	-	1,500	3,000	700	(2,300)	
<b>Special Ed Administration - Total</b>		<b>180,988</b>	<b>184,015</b>	<b>157,336</b>	<b>159,899</b>	<b>2,563</b>	<b>8</b>
Contracted Benefits							
5200	Employer Provided Benefits	87,797	11,990	37,000	10,383	(26,618)	
5290	Other	-	3,458	-	5,000	5,000	
5300	Purchased Professional & Technical Services	-	1,044	-	-	-	
<b>Contracted Benefits - Total</b>		<b>87,797</b>	<b>16,492</b>	<b>37,000</b>	<b>15,383</b>	<b>(21,618)</b>	
Business Services							
5100	Salaries	275,081	280,711	329,636	327,728	(1,907)	
5200	Employer Provided Benefits	118,473	118,464	144,027	144,411	384	
5300	Purchased Professional & Technical Services	9,500	7,514	11,000	16,000	5,000	
5500	Other Purchased Services	600	396	12,000	8,600	(3,400)	
5600	Supplies	3,000	3,234	7,500	7,500	-	
5800	Debt Service & Miscellaneous	1,500	1,294	1,500	1,850	350	
<b>Business Services - Total</b>		<b>408,154</b>	<b>411,613</b>	<b>505,662</b>	<b>506,089</b>	<b>427</b>	<b>9</b>
Operations/Grounds							
5100	Salaries	308,566	301,732	318,590	367,759	49,169	
5200	Employer Provided Benefits	113,605	137,100	138,980	178,540	39,559	
5300	Purchased Professional & Technical Services	800	-	800	71,600	70,800	
5400	Purchased Property Services	203,700	137,181	228,000	114,300	(113,700)	
5500	Other Purchased Services	62,369	57,261	62,369	66,000	3,631	
5600	Supplies	314,350	213,789	315,950	302,700	(13,250)	
5700	Property	25,000	14,641	20,000	-	(20,000)	
5800	Debt Service & Miscellaneous	350	-	350	350	-	
<b>Operations/Grounds - Total</b>		<b>1,028,740</b>	<b>861,705</b>	<b>1,085,039</b>	<b>1,101,248</b>	<b>16,209</b>	<b>10</b>
Transportation							
5100	Salaries	25,933	26,080	26,710	27,512	801	
5200	Employer Provided Benefits	8,169	13,944	6,986	17,833	10,847	
5500	Other Purchased Services	574,731	542,791	573,983	625,900	51,917	
<b>Transportation - Total</b>		<b>608,832</b>	<b>582,814</b>	<b>607,679</b>	<b>671,245</b>	<b>63,566</b>	
SpEd Expedition Classroom							
5100	Salaries	-	57,934	221,226	280,556	59,330	
5200	Employer Provided Benefits	-	46,332	183,129	144,465	(38,664)	
5300	Purchased Professional & Technical Services	-	38,640	33,000	134,400	101,400	
5400	Purchased Property Services	-	-	-	100,000	100,000	
5500	Other Purchased Services	203,000	-	-	6,000	6,000	
5600	Supplies	-	2,354	2,000	23,900	21,900	
<b>SpEd Expedition Classroom - Total</b>		<b>203,000</b>	<b>145,259</b>	<b>439,355</b>	<b>689,321</b>	<b>249,966</b>	<b>11</b>

## 2022/2023 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY'21 Budget	FY'21 Actual	FY'22 Budget	FY'23 Request	Change	Notes
<b>Summer Program</b>							
5100	Salaries	-	-	44,070	66,650	22,580	
5200	Employer Provided Benefits	-	-	14,139	11,556	(2,583)	
5300	Purchased Professional & Technical Services	-	-	-	100	100	
5400	Purchased Property Services	-	-	-	-	-	
5500	Other Purchased Services	-	-	-	20,000	20,000	
5600	Supplies	-	-	905	2,600	1,695	
5800	Debt Service & Miscellaneous	-	-	750	5,400	4,650	
<b>Summer Program - Total</b>		-	-	59,864	106,306	46,442	12
<b>Rivendell Trails Program</b>							
5100	Salaries	11,439	10,100	10,090	10,500	410	
5200	Employer Provided Benefits	875	4,011	4,470	10,953	6,483	
<b>Rivendell Trails Program - Total</b>		12,314	14,112	14,560	21,453	6,893	
<b>Elementary Afterschool Program</b>							
5100	Salaries	-	-	91,930	106,886	14,956	
5200	Employer Provided Benefits	-	-	24,585	7,840	(16,745)	
5300	Purchased Professional & Technical Services	-	-	1,500	1,000	(500)	
5500	Other Purchased Services	-	-	-	-	-	
5600	Supplies	-	-	8,500	6,250	(2,250)	
5800	Debt Service & Miscellaneous	-	-	4,250	-	(4,250)	
<b>Elementary Afterschool - Total</b>		-	-	130,765	121,976	(8,789)	
<b>ECP Before/Aftercare</b>							
5100	Salaries	-	20,275	49,737	52,753	3,016	
5200	Employer Provided Benefits	-	12,798	32,369	36,930	4,561	
5600	Supplies	-	-	-	1,250	1,250	
<b>ECP Before/Aftercare - Total</b>		-	33,074	82,106	90,933	8,827	13
<b>Debt Service &amp; Transfers</b>							
5800	Debt Service & Miscellaneous	682,347	534,708	554,242	514,518	(39,724)	
5900	Other incl Transfers	90,000	117,311	68,000	-	(68,000)	
<b>Debt Service &amp; Transfers - Total</b>		772,347	652,019	622,642	514,518	(107,724)	14
<b>Overall - Total</b>		11,411,873	10,820,676	11,971,207	12,651,053	679,846	

**Notes:**

- A. In some cases, the specific FY22 budget allocations in this document may not match those in the FY21 Annual Report. Periodically the federal government makes changes in the Federal Uniform Chart of Accounts, specifically in terms of the categorization of expenses. This can necessitate with mid-year transfers between accounts or new year re-alignments. Irrespective of these internal changes, the overall expenditure budget does not change.
1. Differences between FY22 budget allocations in this document and those in the FY21 Annual Report represent transfers between Elementary & Secondary to account for the 6th grade move to the Academy.
2. Reduction in Special Education budget due to salary & benefits correction based on FY22 actuals.
3. Increase in Early Childhood Program represents an additional classroom due to increased enrollment at the Samuel Morey location.
4. Increase in Guidance Purchased Services is the result of new Special Education regulations pursuant to VT Act 173.
5. Increase in Instructional Improvement represents changes in categorization due to federal guidance and inclusion of stipends historically paid, but not previously budgeted.
6. See Note A.
7. Increase in School Board represents annual fee for website previously budgeted in Technology per Note A.
8. Differences between the FY22 Budget allocations in this document and those in the FY21 Annual Report represent staffing re-allocation, reducing Special Ed Administration and increasing Business Services.
9. See #8. Increase in professional services attributed to Auditing and Actuarial requirements.
10. Operations/Grounds increase due to inclusion of an additional staff member for repairs & maintenance
11. Expedition Classroom increase includes one time renovation cost plus 1FTE of additional instructional staff to increase capacity.
12. Summer Program costs based on prorated FY22 actual costs.
13. ECP Aftercare FY22 budget adjusted to represent actual staffing, FY23 budget based on FY22 actuals.
14. Debt Service & Transfers for FY21 include transfers to Contingency (based on warrant article approval) & Food Service (based on FY21 deficit) Funds. Decrease in FY23 budget vs FY22 represents a decrease in Bond Interest due to refinancing. Transfers are not included until approved (Warrant Article) or expenses incurred (Food Service).

## LONG-TERM DEBT (NOT AUDITED)

	Balance June 30, 2021
General Obligation Serial Construction bond payable, interest at 2.98%, interest paid semi-annually, principal of \$330,000 due on November 15 <sup>th</sup> of each year until 2024, originally borrowed \$8,000,000 on August 1 <sup>st</sup> , 1999.	\$1,320,000
Vermont Municipal Bond Bank, bond payable, interest at 4.88%, interest paid semi-annually, principal of \$130,000 due on December 1 <sup>st</sup> of each year until 2026, originally borrowed \$3,195,000 on July 26 <sup>th</sup> , 2001.	\$780,000
Vermont Municipal Bond Bank, bond payable, interest at 4.11%, interest paid semi-annually, principal of \$10,000 due on December 1 <sup>st</sup> of each year until 2010, then \$5,000 due on December 1 <sup>st</sup> each year until 2022, originally borrowed \$120,000 on July 31, 2002.	\$10,000
<b>Total long-term debt</b>	<b>\$2,110,000</b>



Academy students enjoying a beautiful day outdoors



6<sup>th</sup> grade Challenges Class

## DEBT SERVICE (NOT AUDITED)

Description	Total	NH (Orford)	VT (Unified)
State Member Percentage (FY '22 ADM)	100.00%	31.51%	68.49%
Debt Service Before Initial VT Aid	\$14,171,085		
LESS NH Portion FY '23 Distribution	\$4,465,022	\$4,465,022	
VT FY '22 Portion of Original Debt Service	\$9,706,063		
LESS Initial VT Construction Aid	\$2,856,085		
VT FY '23 Portion of FY '23 Distribution	\$6,849,978		\$6,849,978
<b>State Share of Debt Service After Initial Aid</b>	<b>\$11,315,000</b>	<b>\$4,465,022</b>	<b>\$6,849,978</b>
	\$100.0%	39.5%	60.5%
Bond Interest	<b>\$39,518</b>		
Rivendell Bond Principal	<b>\$465,000</b>		
<b>FY '23 Budgeted Debt Service</b>	<b>\$504,518</b>	\$199,088	\$305,430

## FOOD PROGRAM FY'23 (NOT AUDITED)

	FY22 Budget	FY23 Budget
<b>Operating Revenues</b>		
Sales	65,000	-
<b>Total Operating Revenue</b>	<b>65,000</b>	<b>-</b>
<b>Operating Expenses</b>		
Salaries	88,903	97,137
Employer Provided Benefits	55,129	61,383
Food & Supplies	92,450	90,750
Software	2,150	4,000
Dues	-	50
	<b>238,632</b>	<b>253,321</b>
<b>Operating Income (Loss)</b>	<b>(173,632)</b>	<b>(253,321)</b>
<b>Federally Funded Non-Operating Income</b>		
VT State Sources	4,500	2,500
NH State Sources		-
Federal Sources	113,580	162,500
<b>Total Federally Funded Non-Operating Income</b>	<b>118,080</b>	<b>165,000</b>
<b>Income (Loss) Before Transfer</b>	<b>(55,552)</b>	<b>(88,321)</b>
<b>Food Service Tax Assessment</b>	<b>55,552</b>	<b>88,321</b>
<b>Net Income (Loss)</b>		<b>0</b>

**Note:** Due to Federal Universal Free Lunch, only \$1,110.00 in local revenues were received in FY21. Despite an increased reimbursement rate from the USDA, the lack of local revenue necessitated a further transfer to Food Service of \$27,311 to cover the resulting deficit. As the status of Federal Universal Free Lunch is unknown at this time, we have budgeted for \$0 in local revenue for FY23.



*Academy annual fishing trip*



*6<sup>th</sup> grade building picnic tables*

## CONTINGENCY FUNDS (NOT AUDITED)

<u><b>Repair and Maintenance Contingency Reserve Fund</b></u>	
Balance as of July 1, 2021	61,357
FY '22 Repair and Maintenance Budget Appropriation	-
FY '22 Repair and Maintenance Contingency Special Article	48,000
Balance after FY '22 transfers	109,357
Any Board Approved work	69,592
<b>Available Balance as of 12/31/2021</b>	<b>39,765</b>

<u><b>Technology Contingency Reserve Fund</b></u>	
Balance as of July 1, 2021	4,550
FY '22 Technology Budget Appropriation	-
FY '22 Technology Contingency Special Article	20,000
Balance after FY '21 transfers	24,550
LESS Any Board Approved work	8,478
PLUS eRate Rebate from USAC	17,861
<b>Available Balance as of 12/31/2021</b>	<b>33,933</b>



Middle school Medieval Tournament



Curious exploration and learning



7<sup>th</sup> & 8<sup>th</sup> graders long-term plot studies

## STUDENT ENROLLMENT: 1/31/22

School	PreK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Adult	TOTAL
Rivendell Academy								37	33	38	31	40	27	29	4	239
Samuel Morey Elementary	24	11	11	16	19	17	18									116
Westshire Elementary	18	12	12	12	9	12	16									91
<b>TOTAL</b>	42	23	23	28	28	29	34	37	33	38	31	40	27	29	4	<b>446</b>

143 NH Students & 303 VT Students

### HOMESCHOOL STUDENTS

Homeschool Students	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	TOTAL
Rivendell Academy							2	6	6	4	0	3	0	21
Samuel Morey Elementary	0	2	1	3	1	0								7
Westshire Elementary	1	2	3	0	2	1								9
<b>TOTAL</b>	1	4	4	3	3	1	2	6	6	4	0	3	0	<b>37</b>

### STUDENTS BY TOWN OF RESIDENCE

Students by Town of Residence as of 1/31/22				
	SME	WES	RA	TOTAL
Fairlee	47	9	70	126
Orford	62		71	133
Vershire		52	42	94
West Fairlee	3	27	40	70
Corinth		1	1	2
Chelsea		2		2
Piermont			6	6
Lyme			1	1
Warren			2	2
Bradford	1		3	4
Thetford	1			1
Topsham	1			1
Canaan			1	1
Newbury	1		2	3
<b>TOTAL</b>	<b>116</b>	<b>91</b>	<b>239</b>	<b>446</b>

### PROJECTED ENROLLMENT

Year	Elementary (PreK-6)	Grades 7-12	Total
2018-2019	284	208	492
2020-2021	268	196	464
	Elementary (PreK-5)	Grades 6-12	Total
2021-2022	207	239	446
Projected 2022-2023	221	240	461



## REPORT FROM THE SUPERINTENDENT

---

In partnership with the Rivendell community, we are committed to educational programming that effectively mitigates the impact of COVID-19 on learning and supports the growth and success of the whole child. On August 25, 2021, we opened our doors to full-time, in-person learning for every student. We could not have achieved this without the support of our school community and the hard work and dedication of our faculty, staff, and administration. It is important to highlight that despite many of the challenges we continue to experience because of the pandemic, there are many reasons to be hopeful.

As a result of the additional grant funds, otherwise known as Education Relief Funds (ESSER), we were able to add some very important positions this school year. These positions are in direct service of student learning and/or supporting the improvement of instructional delivery.

They include:

1. Two additional math interventionists
2. One social/emotional learning teacher
3. MTSS/Educational support specialist who supports the implementation of VTMTSS, ensures a consistent and comprehensive district approach to EST, and serves as a liaison between the VT and NH AOE and the school district
4. We-R-Hope at the Academy
5. A parent/student engagement coordinator/home-to-school liaison
6. A farm-to-school/outdoor education coordinator

In addition, we are also strengthening programming:

1. Samuel Morey and Westshire Elementary schools have begun the design and implementation of a literacy framework that will guide our future assessment and instruction practices.
2. School community meetings, teacher advisory, and other programs and clubs in all three schools are promoting community engagement as

outlined in the transferable skill proficiency standards that focus on critical thinking and problem solving.

3. Faculty and staff continue to collaborate with one another on professional development days, in Critical Friends Groups that are designed to promote personal exploration in learning and the development of career skills.

Given the uncertainty of COVID-19, our focus on stabilization, and with the existing support of ESSER funding, we developed a budget based on input from budget committee surveys, educational recovery needs assessment, and input gathered from our administrative team. Ultimately, the board has chosen a level service budget except for a maintenance position that is cost neutral because of line-item reductions. Unfortunately, a level service budget is not a level funded budget. The increase in the budget is a result of an increase in salaries, benefits (healthcare, workers compensation), and other contracted services that we provide to students/families. Many will see a budget-to-budget comparison that reflects a 5.5% increase in the overall number we are asking voters to approve and allocate. What is not often recognized is the 6% increase in grant expenditures with offsetting revenues.

I recognize the difficulty of the past three years on many different levels. When I arrived in 2019 the community had lost faith in the District's ability to develop budgets and manage funds. I believe, we as a District, have made great progress in improving the financial controls and oversight. I humbly ask that you, as a community, continue to value education and the cost associated with funding it. As always, I thank you for the opportunity to serve the District as the Superintendent and look forward to continuing working with our faculty, staff, students, and parents in the future.

Respectfully submitted,  
Barrett Williams





Keri Gelenian

## REPORT FROM RIVENDELL ACADEMY PRINCIPAL

This report covers the fall of 2020 to December 2021. COVID-19 set the context for our work over the last 18 months. Our summer planning prior to August 2020 focused on how to provide a robust education experience for students while dealing with the health concerns of COVID-19. We built our plan around using Rivendell’s technology infrastructure to support remote education while also providing in-school support to about 50 students. Gabi Martino and Kerry Browne provided tech support for teachers during a protracted period of professional development in August. The opening committee developed a plan to distribute schedules, computers, go over safety protocols with students who would be coming to school, reestablish advisory groups and answer other questions from students. We postponed our plan to move the 6<sup>th</sup> grade from Samuel Morey to the Academy. COVID put a stop to all field trips, international travel, and international exchange students.

Over the year, we progressively increased in-school education. Our main tools were simple: technology, masks, space, and fresh air. We used federal dollars to purchase several types of outdoor structures. The café, multipurpose room, and library were transformed into classrooms. November 2, 2020, and the middle school came back using a hybrid model, with most students attending two days a week. Grades 9-12 moved to a hybrid model on November 30<sup>th</sup>. We continued to bring some students in to school four days a week. Some families also chose to keep their students completely remote. To address the challenges of teaching in-person, hybrid, and completely remote, we looked for someone who could teach all remote students in all subjects in grades 7-12. When we received a resume from Ned Yonkers, we knew that we had a good match. From

August through December, we had no major COVID issues, and we felt our technology plan and scheduling were working as well as could be expected. On January 11<sup>th</sup>, the middle school returned four days a week in-person. On February 23<sup>rd</sup>, 2021, our high school moved from hybrid to the same four-day schedule as the middle school. From August through February, we had created eight different schedules. Through the fall and spring of 2020-2021, we had no major COVID outbreaks and no teacher illness. In the spring, COVID vaccines brought another layer of safety to staff.

In the fall 2020, the Rivendell Players performed *Murder Mystery in Training*, a comedy written by former Rivendell student, Katie Ruff. The performance was shared electronically. Boys’ soccer advanced to the quarterfinals and the girls made it to the semi-finals. We had increased numbers of golfers, and several students ran cross country. Our pre-holiday assembly had to be set aside, but National Honor Society did organize our free cycle

holiday gift event. Girl’s and boys’ basketball teams advanced to the quarterfinals. In the spring, Anna Alden and Kerry Browne produced a video of the musical, *Working*, which they aired via an online link.

The Academy added an alternative education classroom serving five students. The new Expedition Classroom, as it was named, used the

workshop space, which provided ample opportunity for great projects and easy access to an outside garden space.

Given the BLM protests and events of January 6<sup>th</sup>, the 9<sup>th</sup> grade humanities projects focused on the topic of free speech. Those projects are now on display in the café. Seventh and eighth grade completed a variety of projects focused on their study of the Middle Ages. They ended the unit with an outdoor Middle Ages tournament, complete with costumes.



Middle Ages Tournament

We made up for the loss of Winter Carnival by redesigning Spring Fling into a similar format, with almost all events taking place outside. It brought everyone together for a day devoted to having fun together. With the vaccine rollouts in May, the Academy hosted a vaccine clinic for the community. Prom came back to life under a large tent that was also used for graduation.

Angel Parkin and Michelle Oakes worked overtime again with graduation preparations held under tents. Anna Alden had the chorus ready to sing and Bonnie Blake led a large senior and junior band to entertain with an excellent rendition of rock and country classics. Many people commented that graduation had a very warm and personal feel. At graduation we said goodbye to eleven out of district students, most of whom had been with us for four years.

Last year 45% of our seniors were accepted into 4-year colleges and universities; 24% were accepted into 2-year institutions, 24% pursued employment or took a gap year, a 7% joined the military. Sixteen juniors and seniors completed 30 tuition free college courses through the Early College Program. Two juniors attended the St. Paul's Summer Institute.

During July, Eric Reichert and the Summer Academy staff worked with middle school students on literacy and math from 8 AM – 3 PM. Students completed requirements for the summer reading and took field trips to the Fairbanks Museum and Planetarium in St. Johnsbury and the McAuliffe-Shepard Discovery Center in Concord.

Fall of 2021 brought a more normal start to the school year. We came back in person to our normal schedule. Because of the vaccine and new CDC/Vermont guidelines we could move all teachers back to their classrooms, regaining use of the multipurpose room, café, and library. We continued many of our other safety protocols.

We began the year with ten tuition students and two international students from Germany and one from

Palestine. Until rising COVID numbers from the Omicron variant, we were able to hold all-school assemblies in the gym using individual seating. The 7<sup>th</sup> and 8<sup>th</sup> grade were able to take their semi-annual fishing trip. We also managed to take a group of students to MASS MoCA in North Adams, MA. Anna Alden and Cami Buster produced *Ali Baba and the Forty Thieves*, under a tent. Boys' soccer advanced to the state quarterfinals and the girls made it all the way to the semifinals. Both teams fought hard losing games in overtime on penalty kicks.

The biggest change in the Academy was the introduction of the 6<sup>th</sup> grade program by reconfiguring space to outfit two classrooms for 39 6<sup>th</sup> graders. We were very lucky to hire two excellent teachers with 6<sup>th</sup> grade experience to teach humanities, math, and science. The students also take art, music, health/PE, and modern language. The challenges block is project-based which involves three large projects that contribute to the school or community. Students built beautiful picnic tables during the 1<sup>st</sup> trimester.

Our COVID protocols limited absences for the first months of school. As we hit October, numbers began to rise, affecting teachers and students alike. Our nurses worked long hours contact tracing and staying abreast of protocol changes from the state. COVID also kept us short staffed – we had limited substitutes and bus drivers, and we never were able to fill a 7/8 math position. These staffing shortages meant that teachers had to take on extra duties teaching 7/8 math and subbing for one another.

Across the country students, teachers, and parents have struggled with the challenges brought on by COVID. The staff at the Academy worked tirelessly to deliver a meaningful education to students and maintain the culture of the school. They did so without complaint, with creativity, and good humor.

Respectfully submitted,  
Keri Gelenian

## SAMUEL MOREY ELEMENTARY PRINCIPAL REPORT

---



*Steven Lindemann*

As I write my third annual report, I realize that most of my tenure as Principal of Samuel Morey Elementary School (SME) has been impacted by the pandemic. I can look at our current school year with a “glass half full” type of attitude when I compare this year to my previous two years. Being able to see the faces of students outside at recess has been a way for us to get to know each other better because our faces are not hidden. Having students outside without masks has also enhanced our ability to better understand what students are trying to communicate to us. Another plus during the pandemic is that Samuel Morey students have been able to access our partnerships with various organizations that help expand learning opportunities for the students. Students in different classrooms have had field trips to the following organizations: Hood Museum of Art, the Montshire Museum of Science, Northern Stage, the Outdoor Classroom at Rivendell Academy, and the Hulbert Outdoor Center. As wonderful as it is to have classroom opportunities outside of the school building, we still are not able to have events in the building that showcase student learning and enhance community building due to the pandemic.

I am grateful that we have been able to start the school year in-person and that faculty, staff, and students all feel more comfortable continuing to navigate school during the pandemic. As I wrote last year, the pandemic continues to bring out into the open the inequities in our community. It also continues to exacerbate the social and emotional needs of our students. These greater social and emotional needs continue to challenge the resilience, creativity, and flexibility of our educators. Fortunately, for SME students we have been able to access some of the federal recovery funds to allow us to add staff in our building whose roles are to help

meet the social and emotional needs of our students. Having Guidance Counselor, Ann O’Hearn full-time at SME has been invaluable during this abnormal time. It’s a relief to know that this resource is available daily for our students for the current school year due to the aforementioned recovery funds. Mrs. O’Hearn has a full schedule meeting with students weekly offering support for our more vulnerable students. Thomas Buzzell, our Student Support Specialist/MTSS Coordinator, is also an extremely valuable addition to our faculty. In his role, Mr. Buzzell is able to help out in classrooms by helping teachers to learn how to model Responsive Classroom techniques, and he also facilitates small group learning with students who need some extra support. Also, we continue to offer free meals to all students in our school community who want them which helps to eliminate food insecurity.

SME teachers are involved in developing a K-5 districtwide comprehensive professional learning plan for reading instruction to improve literacy for all students. Our School Leadership Team continues to guide the planning and implementation of meeting the vision the faculty and staff have for the future of SME. We are excited to have Lisa Ellis (Pre-Kindergarten), Brian Boardman (Grade 5), and Dylan Bolles (Music) join the faculty this year as we strive to make SME a distinguished school in the Upper Valley.

I am hopeful that I will be able to see the light at the end of this dark tunnel by the end of this school year. Nevertheless, I continue to have the unwavering belief that with the support of the Rivendell community we can overcome these challenges and create a learning environment for the children of SME that will allow them to thrive during and after the pandemic.

Respectfully submitted,  
Steven Lindemann



*Melissa Zoerheide*

## WESTSHIRE ELEMENTARY PRINCIPAL REPORT

---

The hardworking teachers and staff at Westshire have persevered with steady effort in these unprecedented times. I am very proud to be a part of Westshire Elementary School.

Westshire is a place where the staff and community have a steady, positive, determined outlook despite the struggles we have faced. The teachers and staff work together pursuing a shared vision of our students as lifelong learners with strong skills in communicating and fostering caring relationships.

All students are learning outdoors in the fields and forest near our school building weekly. We love the chance to get curious about nature while we create, write, and learn outdoors. This year, we continue to establish our forest classroom routines and curriculum by including math, science, social studies, and literacy. The natural world is engaging and makes learning relevant. Westshire teachers have shared their gratitude for the ways that these outdoor experiences deepen teaching and build new connections.

We have begun to actualize our ambitious goal of improving literacy instruction schoolwide and across the district. This academic discipline is the foundation of the work we do, and teachers strive to provide the highest quality of instruction for every student. Our professional development has focused on literacy as we are driven to align our instruction in ways that will serve our students best. The concrete results are already apparent through common language and understanding of best practices.

At Westshire, teachers and staff view positive school climate and culture as the foundation for student success. This cultivation of climate and culture takes an openness to others' perspectives and a willingness to share your own views. This year, as educators, we remember that we must attend to the social and

emotional world of our students, pausing from the busy day to show we care about who they are, not just what schoolwork they produce. This continuous attunement to each child creates teaching practices that are rich with connection to each other.

Thank you to the parents, families, and the community for your support during this difficult time. Every message and thought of encouragement for staff and teachers is greatly appreciated. As caregivers of preschool and elementary age children your responsibilities are often overwhelming and with all the added stress of COVID-19 we thank you for your patience and understanding!

Thank you to the entire Westshire staff who go above and beyond. Our nurse, Jessica, has coordinated COVID-19 with grace and diligence. Thank you to our custodian, Ryan, and our food service manager, Viola, who take care of us. The support of the administrative team, the district staff, and the school board are the foundation essential for our school to operate. I am honored to serve the Westshire Elementary School and thank you for the opportunity.

Respectfully submitted,  
Melissa Zoerheide



*Kindergarten students leading the way!*

## DIRECTOR OF SPECIAL EDUCATION REPORT

---



Janet Cole

Special Education at Rivendell makes a free, appropriate public education available to all children ages 3 to 21 who have been determined to have a disability. We provide meaningful and challenging educational opportunities for all students. Our vision of inclusion guides our work, meeting students where they are and supporting them in their progress toward academic achievement and independence. Students receive specialized instruction, support, and related services designed to provide an appropriate education and allow them to progress in the general curriculum.

This year has been both challenging and exciting. We are still amidst the COVID-19 pandemic, but our staff have once again modeled resilience and adjusted to the evolving logistics of teaching and supporting our students amidst this difficult time. Our students continue to be at the center of our focus, evaluating what they have and what they need to be successful, both in and out of the classroom.

Preschool children with disabilities can attend our exemplary Rivendell Early Childhood Program with their typically developing peers. Here they receive developmentally appropriate instruction from our early childhood special education teacher and preschool teachers and related service providers. Participating in a preschool program with non-disabled children gives all children an opportunity to practice new skills while making friends and preparing for school success. Data gathered over the last eighteen years indicates a strong correlation between receiving those preschool services and subsequent school success.

Services provided in Special Education address each child's identified needs. Services and placement within the least restrictive environment are determined in response to a child's unique needs and



Westshire 4<sup>th</sup> graders

continue until the student has earned a regular diploma or reaches age 22, whichever occurs first. Most of our students make progress with supports and direct instruction in academics, within and outside of their classrooms while others need additional services or alternative educational environments to be successful.

In the fall of 2020, we created Expedition Classroom, our own alternative classroom at Rivendell Academy. The goal of this classroom was to provide a program that would meet the needs of students while allowing them to stay in our educational community. It was and continues to be very successful. In the fall of 2021, we created a second classroom to meet the needs of our elementary aged students. We are now accepting tuition students from other schools in these programs.

Despite challenges, our students are making amazing progress every day. We have a strong staff of teachers and paraprofessionals who go above and beyond the obligations of their jobs to help all our students reach for the stars.

Respectfully submitted,  
Janet Cole



James Bourn

## DIRECTOR OF OPERATIONS REPORT

Hello again RISD family. I would like to, once again, start by saying thank you to our Rivendell community for their continued support!

It's been a long year, but with our combined effort I believe we've come through shining brightly. Speaking of shining brightly, I want to pay homage to the Rivendell Operations team: Bruce Taylor, Greg Allen, Jason Goodwin, Jason Ball, Dustin Fillian, and Ryan Hatch. Many thanks' gentlemen! Since my time in this community, our facilities have never looked better or run as smoothly!

I would also like to thank Superintendent Barrett Williams, RISD administration, teachers, support staff and the school board for the collaborative effort you all put in to keep our district a fun, safe, and creative space for our children to learn and grow. I, as a parent of two wonderful kids in our district, commend you and thank you for all your hard work!

It was a busy year and all throughout I'm happy to say we did a wonderful job of maintaining the safety

standards set forth to keep our schools clean and healthy for our students and staff. With the addition of our building air filtration equipment the air purifiers we received from the state went a long way helping keep our air clean and pure, ensuring healthy air quality. Parents, and staff, the OPS team pledges to continue to maintain these standards going forward.

This coming year the OPS team has plans to do some minor and major updates. This includes roof replacement at the Academy, and possible generator installations at all three schools. Also, it's Operations goal to expand on our existing garage at the Academy to help house our maintenance equipment. Of course, we will always work diligently to keep the beautification of our schools a priority.

As always, I want to thank the community for your continued support. It means a great deal, the trust you have put in me to help make RISD a place that we can be proud of!

Respectfully submitted,  
James Bourn

*Westshire Fair Day*



## DIRECTOR OF INFORMATION TECHNOLOGY REPORT

---



*Matthew Joska*

We are fortunate to have a wealth of resources to support our common goals. Our schools are warm and safe. Our schools and classroom are well equipped with the necessary tools to promote student learning. Teachers and staff care for our students' overall well-being. Through in-person learning we can better ensure students have equitable access to our resources.

One of the greatest resources we provide in our rural school district is broadband internet. Fiber-Optic cables serve the three schools and is the best medium to provide broadband internet. Reliability is achieved through our well maintained, and redundant systems. Multiple layers of web filtering help to ensure appropriate use of the internet. Additionally, technology supports schools that are safe, secure, and comfortable.

Supply chain issues have impacted our ability to get much needed hardware on time. Increased demand for laptops, iPads, and projectors has led to increased cost. With proper planning and leveraging of our long-standing vendor relationships we ensure needs are met within budget.

This past summer we completed our districtwide network switch project with the upgrade of the elementary schools. A community member learned of this project and offered his support. This included the donation of six business class network switches, as well as several hours of personal time and expertise. Through this generous support we were able to save taxpayers over \$15,000. We are truly grateful for this. In addition, thousands more were saved through federal E-Rate Reimbursement on other eligible expenses. With a healthy contingency fund, we can continue bolstering our network infrastructure. Our next step is to upgrade our

network cabling to current standards at Samuel Morey Elementary. This will allow for faster, more reliable data and voice communications, as well as lower overhead on ongoing maintenance. This is an E-Rate reimbursable project offering considerable cost savings.

This fall we began our website project. Our current website is limited to the platform on which was last revised in 2012. This has led to a relatively static design that is also in much need of updates. Our website manager, Gabi Martino, and I formed the website team consisting of school administrators. We have been working collaboratively to produce a site that best serves the needs of the district, as well as perspective families and staff. With our new website we will achieve a site that is current, accessible, easy to navigate, and secure. Our new website will be a powerful tool to define us and unite us as a district. This is a technical challenge, as well as a communications challenge. By working collaboratively with experts in these areas we will achieve our goals. We are looking forward to cutting over to our new website by the end of April this year.

The Tech Team consists of Technology Integration Specialist and Website Manager, Gabi Martino; Technical Support Specialist, Nick Pryer; and Digital Culture Leader, Kerry Browne. The Tech Team takes pride in providing much needed resources and support to our students and staff. We are grateful for our vendor support and the support of our board and community members. We are especially grateful for Gabi Martino's contribution to improving our district's website. This year demonstrated that by working together we can achieve great things!

Respectfully submitted,  
Matthew Joska

# EARLY CHILDHOOD PROGRAM (ECP) REPORT

In the Early Childhood program, we use a developmentally appropriate, play-based curriculum where the children learn important skills in the domains of social/emotional development, language, literacy, mathematics, science, social studies, creative expression, and physical development in a hands-on, experiential manner. Our curriculum is child-directed and emergent which means that activities and learning are often based on the specific interests and explorations of the children in the classroom. This leads to having students that love being in school and are excited about being involved in the learning process! In addition, we align our curriculum goals with the Vermont Early Learning Standards (VELS), and we use Teaching Strategies Gold for assessments to help us better understand our students developmentally and individual needs.

There have been some significant changes to our preschools. The Samuel Morey site has added a second classroom, allowing more flexibility for parents. Both sites have aftercare, as well as full-time and part-time preschool spots.



*Preschoolers in nature*

Our preschool academics have mostly focused on nature base curriculum with spending as much time as possible outside exploring the woods and water around us. We have enjoyed making fires outside, taking walks, making bird feeders, book studies, and science journaling among other fun preschool activities. All of preschool took a field trip to Newmont Farm and are planning for another field trip this spring. Samuel Morey preschool spent every Tuesday morning in the forest classroom at Rivendell Academy this fall, and we look forward to heading back out their once weather permits.



*Puddle jumping!*

Looking ahead, we are already actively engaged in the enrollment process for the 2022-2023 school year. We anticipate, and very much look forward to the continued growth of our program!

Respectfully submitted,  
Heidi Nichols, Caitlin Leonard,  
Ashley Bean & Lisa Ellis



*Westshire Fair Day hayride*



## FARM TO SCHOOL/OUTDOOR EDUCATION REPORT

---



Elizabeth Roy

I am really excited to have joined the Rivendell School District in January to aid in expanding the opportunity for our students across the district to engage in outdoor education and farm to school programming. This work will build community, increase connections between students and develop positive associations around school, the outdoors and local agriculture.

There are already many wonderful outdoor education opportunities for our students: established forest classrooms for every grade at Westshire Elementary, fifth graders who attend Hulbert Outdoor Center every other Friday, our youngest learners who develop their own outdoor learning spaces and the high school students engaged in activities on the local trails and long-term plot studies of our forest. The strides we have made with connecting our students to their local environment is due to the amazing staff who are willing to make changes to their teaching practice and learn along with their students. In the year ahead I am excited to work on making outdoor education a consistent part of all our students' education and establish continuity across the three schools of the district.

Our Farm to School programming is a new focus for our district. Farm to school is an all-inclusive strategy that connects student learning and experiences in the Classroom, Cafeteria, and the Community. The goal of farm to school programming is to help students work toward a lifelong positive relationship with food while supporting a more just food system. The strategies used to achieve this are: serving healthy local food in schools, improving student nutrition, providing hands-on food systems-based learning activities, and establishing relationships between community partners, schools, and students. Farm to school supports youth in connecting the dots of where their

food comes from and how their food choices affect their bodies, the environment, and their communities at large.

Since I started in the new year, we are already running monthly taste tests to introduce students to local products and producers. We are increasing our local foods prepared in the cafeteria as well as starting seedlings to plant in our school gardens and greenhouse. In addition, we are offering a cooking club to students where we have cooked and eaten beet hummus, carrot salad, apple sauce and vegetable soup. It has been amazing to see the students engaged



Cooking club preparing soup

in this hands-on learning as they develop lifelong skills to nourish themselves. We view our farm to school program as fostering the next generation of eaters that are fully engaged in our local food system and understand their place in that system.

It is my honor and privilege to serve this district and community. I look forward to a year ahead filled with outdoor exploration, learning, growing, cooking, and eating as a school community.

Respectfully submitted,  
Beth Roy

## SCHOOL ANNUAL REPORT CARD

Schools will be required to provide information about their strengths and needs in each of the five Education Quality Standards: Academic Proficiency; Personalization; Safe & Healthy Schools; High Quality Staffing; and Investment Priorities.

When reviewing the following data, please note that performance results often fluctuate due to our small numbers of students who are tested. Numbers less

than 50 have less statistical significance. It is helpful to view the performance over time.

Student data is not disaggregated by specific groups due to the small number of students tested.

It is expected that all school districts can provide meaningful data regarding students' wellbeing. We are providing data on absences, discipline referral, suspensions and extra-curricular participation.

STUDENT STATISTICAL INFORMATION		08/28/19 – 01/31/20	08/31/20 – 01/31/21	8/25/21 – 01/31/22
Absences (Students with over 10 absences)	Rivendell Academy	41	47	59
	Samuel Morey Elementary	17	12	29
	Westshire Elementary	13	14	27
Disciplinary Referrals	Rivendell Academy	245	32	212
	Samuel Morey Elementary	29	8	152
	Westshire Elementary	9	0	8
In & Out of School Suspensions	Rivendell Academy	77	23	36
	Samuel Morey Elementary	2	6	7
	Westshire Elementary	1	0	2
Extra-Curricular Participation	Rivendell Academy	75%	52%	60%
	Samuel Morey Elementary	76%	-	34%
	Westshire Elementary	89%	6%	48%
Graduations	Rivendell Academy	<b>2019</b> 97%* 36 of 37**	<b>2020</b> 86%* 33 of 38***	<b>2021</b> 87%* 28 of 32****

\*Percentage is determined as 4-year cohort graduation rate from the State of Vermont

\*\*1 of the 37 is a 5<sup>th</sup> year student, \*\*\*5 of the 38 are 5<sup>th</sup> year students and \*\*\*\*4 of the 32 are 5<sup>th</sup> year students

### SAT (COLLEGE BOARD) RESULTS FROM RIVENDELL ACADEMY

N = 23	Class of 2018	CR 568	M 550
N = 20	Class of 2019	CR 595	M 579
N = 14	Class of 2020	CR 556	M 546
N = 19	Class of 2021	CR 572	M 541
N = 15	Class of 2022	CR 514	M 521
	Vermont State Average*	571	553
	National Average*	533	528

\*VT & National Averages are for Class of 2021; Class of 2022 results will not be released until June 2022

### ACT RESULTS FROM RIVENDELL ACADEMY

N = 2	Class of 2022	Composite Score: 23
-------	---------------	---------------------

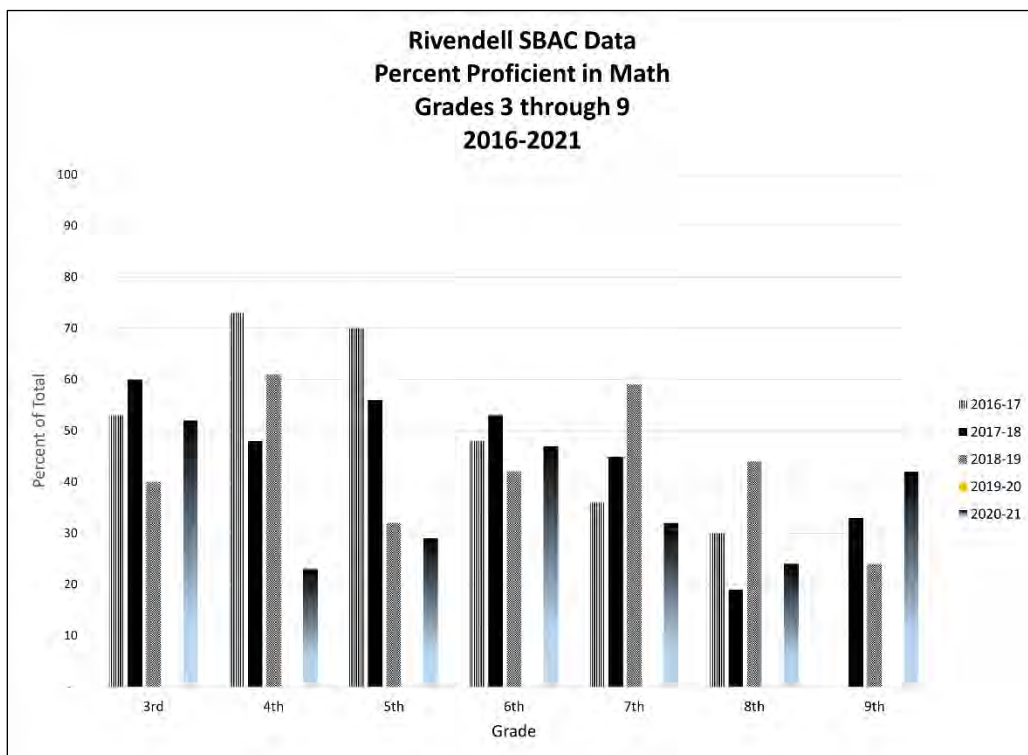
# FOUNTAS & PINNELL BENCHMARK ASSESSMENT

The Fountas & Pinnell Benchmark Assessment is an individually administered, standards-based reading assessment given three times a year in Grades K-2. The assessment documents student progress, assesses the outcome of our teaching and informs our instruction. It involves students reading short paragraphs and engaging in comprehension conversations that go beyond retelling. Below are the reading results for students at the end of 2<sup>nd</sup> grade.

Percent of Students' Performance in Relation to Achieved Standard/Achieved with Honors		
Samuel Morey & Westshire Elementary Combined		
Number of Students Tested	Year	Achieved Standard or Achieved with Honors
33	2015	91%
39	2016	74%
36	2017	83%
35	2018	91%
37	2019	70%
Due to COVID-19 pandemic no scores to report		
10	2021	60%

## SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

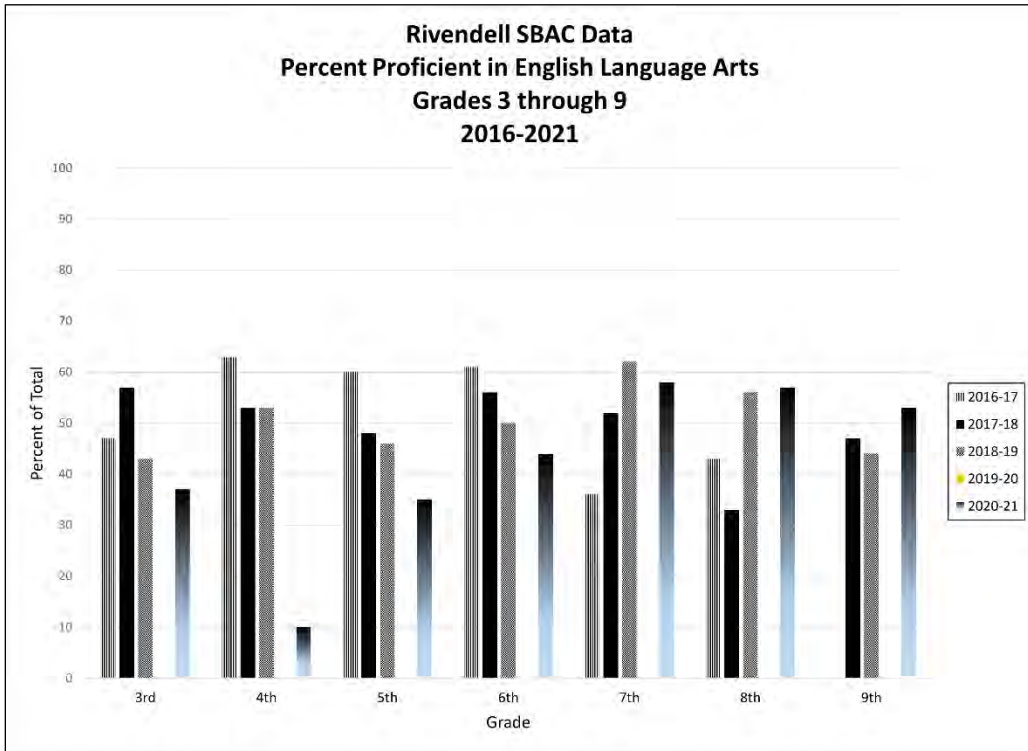
The SBAC statewide assessment provides information on our students' mastery of State Standards. These Standards describe what we want our students to know and be able to do. SBAC was developed to assess mastery of the Common Core State Standards. They are given in the spring to grades 3 through 8 and grade 9, not grade 11 (beginning in 2018). The following page shows the results for our students over the past five years. The science SBAC is relatively new for students in grades 5, 8 and 11. It was first implemented for the 2018-19 school year.



*For comparative purposes, VT state average for 2020-21 for 3<sup>rd</sup> grade 42%, 4<sup>th</sup> grade 37%, 5<sup>th</sup> grade 31%, 6<sup>th</sup> grade 28%, 7<sup>th</sup> grade 33%, 8<sup>th</sup> grade 32%, 9<sup>th</sup> grade 30%.*

*2016-2017 no 9th grade SBACs given*

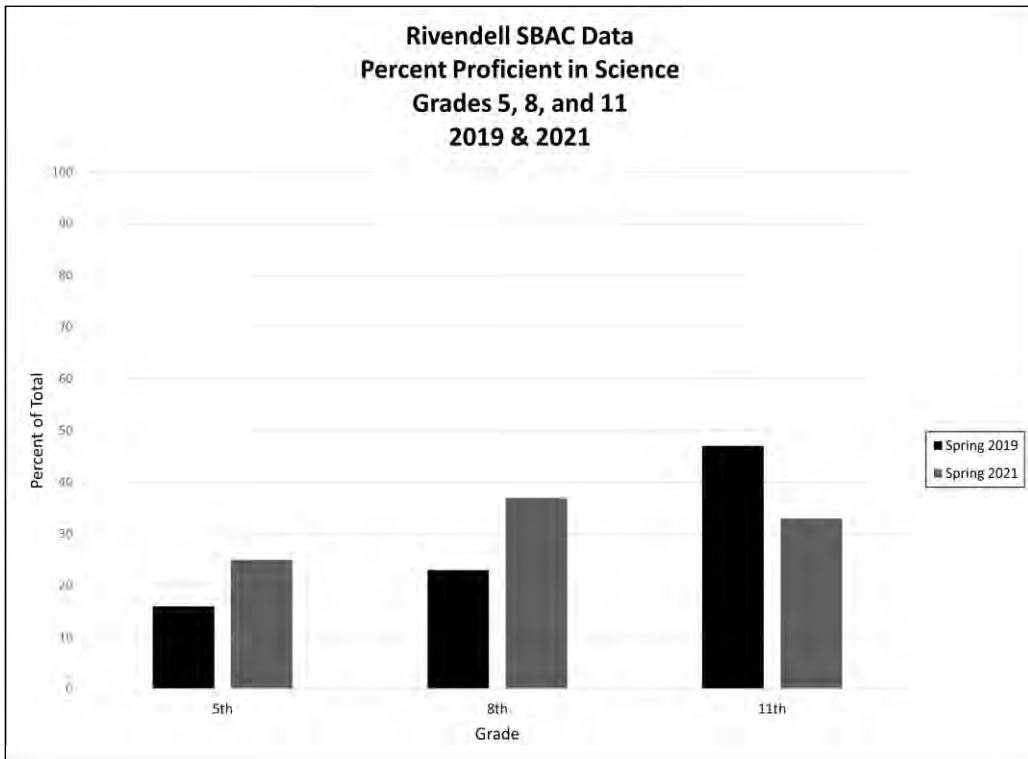
*2019-2020 no SBACs given*



For comparative purposes, VT state average for 2020-21 for 3<sup>rd</sup> grade 43%, 4<sup>th</sup> grade 45%, 5<sup>th</sup> grade 49%, 6<sup>th</sup> grade 44%, 7<sup>th</sup> grade 52%, 8<sup>th</sup> grade 52%, 9<sup>th</sup> grade 54%.

2016-2017 no 9<sup>th</sup> grade SBACs given

2019-2020 no SBACs given



For comparative purposes, VT state average for 2020-21 for 5<sup>th</sup> grade 35%, 8<sup>th</sup> grade 35%, 11<sup>th</sup> grade 42%.

2019-2020 no SBACs given

# 2021 RIVENDELL INTERSTATE SCHOOL DISTRICT ANNUAL VOTE

---

Due to the continued COVID-19 pandemic, the Rivendell Interstate School District held no floor meeting for its Annual District Meeting of 2021.

In accordance with special Vermont laws then in effect, the Board decided to do all voting by Australian ballot, and mail ballots to all voters with a return envelope. The ballots were mailed, and after two informational meetings via Zoom held on February 23 and March 9, 2021, ballots were declared due by 7 PM on March 16, 2021 (which was the original date for the floor meeting), and the polls were made open for in person voting at Rivendell Academy from 5 - 7 PM on that date. The votes were as follows:

Fairlee Board Member (3-year term)	West Fairlee Board Member (3-year term)	Vershire Board Member (3-year term)	Orford Board Member (3-year term)
<b>Clement Powers (188)</b>	<b>Sarah Molesworth (86)</b>	<b>Nate Thames (128)</b>	<b>Vanessa DeSimone (281)</b>
Write-in (6)	Write-in (0)	Write-in (1)	Write-in (23)
Blank (12)	Blank (11)	Blank (8)	Blank (18)
Spoiled (0)	Spoiled (0)	Spoiled (0)	Spoiled (1)
Total ballots – 206	Total ballots – 97	Total ballots – 137	Total ballots – 323

<b>District Wide</b> (not counting blank or write-ins except for auditor)	<b>Total ballots (804)</b>
Moderator: <b>David Hooke (677)</b>	
Clerk: <b>Tami Sullivan (658)</b>	
Treasurer: <b>Terry Martin (429)</b>	
Auditor: (3-year term): <b>Christopher Crowley (645)</b> , write-ins (6), blank (152), spoiled (1)	
Auditor: (2-years remaining of a 3-year term): Write-ins (70) total votes for 37 names, blank (734)	
<i>Registered voters in the District - 2640</i>	
<i>Write in candidate needs 1% to win election – no write in received the percentage required – no one was elected.</i>	
At-large school board: <b>Kathy Blanchard (597)</b>	
Article 3: <b>(Yes – 436)</b> and (No – 364)	
Article 4: <b>(Yes – 490)</b> and (No – 305)	
Article 5: <b>(Yes – 504)</b> and (No – 292)	
Article 6: <b>(Yes – 680)</b> and (No – 119)	

Respectfully submitted,  
David Hooke, Moderator  
Tami Sullivan, Clerk



Hands-on cooking with beets!

# LOCAL ELECTED AUDITORS REPORT for MARCH 15, 2022 ANNUAL MEETING

---

As in prior years, our report is presented as five topic discussions:

1. The Audit Findings and Issues identified by Plodzik & Sanderson, P.A.
2. The Certification of Plodzik & Sanderson, P.A.'s Audited Financial Statement for June 30, 2021,
3. The Activities of the Locally Elected Auditors,
4. The Status of implementing the Rivendell Review Committee's Findings, and
5. Future Considerations for RISD's Community.

1. The Audit Findings and Issues identified by Plodzik & Sanderson, P.A.

**Plodzik & Sanderson, P.A.** (PSPA) is a Concord, NH independent Certified Public Accounting firm, with significant interstate school district experience. PSPA has completed their audit work on the annual financial statements that collectively comprise Rivendell Interstate School District's basic financial statements for the years ending June 30, 2017, through June 30, 2020. The June 30, 2021, audit will be the fifth year of PSPA services.

Plodzik & Sanderson have been working on the June 30, 2021 Financial Statement Audit since October 2021. The primary audit is close to complete. The additional services required by federal law, a single audit on certain federal grants received by RISD, is in progress. RISD is expecting the Audit Report will be issued by the end of February 2022.

The following summarizes progress on the Audit Findings and Issues raised by the Auditors in our prior year report.

**Annual Budgeting:** Prior to the FY'22 budget, the school district did not factor into its annual budgeting the revenue and expenditures of the Food Service Program Fund when adopting their annual budgets. The school district in 2020, like in 2019, overspent the general fund authorized budget by \$35,547; it was recommended in last year's findings that future budgets establish a more comprehensive analysis including all financial activity of the school district.

The budget process change will allow for better information to understand why, when the actual expenditures exceed the budgeted amount. PSPA also recommended that the Board of the School District actively monitor any overages during the year to ensure that the expenditures are approved by the Board.

- **ACTION FY'21** – Revenue and Expenditure reports are presented to the Board each month with discussion regarding specific line items. Food Service is included in budgeted expenditure and revenue totals. A change in practice begins the Food Service balance to \$0 through transfer from General Fund each year to prevent carrying the loss over from year to year.

**School District Policies:** It was identified that RISD lacked formally approved policies for credit/debit card usage. In addition, several adopted policies have not been reviewed and reaffirmed in over five years.

- **ACTION FY'21** – RISD began a thorough review of all adopted policies. Ongoing work included comparing RISD policies to state recommendations and updating policies as needed, creating a chart to schedule policies for Board review and reaffirmation and writing new policy based on state-required and recommended lists. This process is proceeding FY'22 as well.

**Payroll Changes and Treasurer's Signature:** PSPA repeated their performance walkthrough of payroll processes and related internal controls. The review identified the following: changes made to the payroll system (rates, new employees, etc.) made by the payroll clerk and not reviewed by a knowledgeable individual before the checks are issued or direct deposit is released, and access to the Treasurer's electronic signature is not sufficiently restricted.

Based on these findings, PSPA recommended the following: changes made in the payroll system should be reviewed by either the Accounting Specialist or by the Chief Financial Officer after the

changes have been entered. Individual changes should be documented in the employee's personnel file with the Accounting Specialist's or Chief Financial Officer's signature, evidencing that the change was properly made in the system. RISD should review the employee payroll module permissions and ensure that access/ability is only given to those processing the payroll checks.

- **ACTION FY'21** – Payroll reports are reviewed for accuracy for each payroll prior to checks being printed and the creation of direct deposit file. Payroll changes are documented within the software and eFP permissions were reviewed to confirm limited access to Treasurer's signature.

**Student Activity Funds:** PSPA noted that during the review of the student activity (SA) fund that: transactions lacked enough supporting documentation, and an annual summary of the activity funds by account was not prepared. There is a lack of segregation of duties managing the accounts, blank check stock and funds awaiting deposits are not held in a secure location, bank reconciliations are not independently reviewed and approved, and deposits were not always timely made. Based on the findings PSPA provided detailed recommendations for new policies and procedures to address this internal control matter.

- **ACTION FY'21** – Reviewed findings with those handling SA accounts. Developed procedures for handling of funds based on PSPA guidance. Preliminary work to transition all SA funds to eFP. Actual transition was delayed until FY'22 due to delays on the part of the eFP vendor. That transition was completed over the summer of 2021.

**Expenditures:** During the testing of Expenditures, PSPA identified that purchase orders were completed after the invoice was received, and there were instances where the purchase order was required, but not completed. PSPA recommends that RISD comply with its current policy related to purchases of goods or services.

- **ACTION FY'21** – Purchase Order policy was reviewed with all buyers, emphasizing the requirement that purchase orders be

completed prior to the purchase of goods. Following the review, compliance has increased dramatically.

**Stale Dated Reconciling Items:** It was identified that RISD has several stale dated reconciling items, some of them over several years old. PSPA made recommendations to develop a policy to ensure that stale checks are resolved with vendors or employees on a timely basis. The policy would include timeliness of follow-up and the transfer of assets to the Unclaimed Property Divisions of the Vermont or New Hampshire State Treasurer's office.

- **ACTION FY'21** – Began a thorough review of all adopted policies. Ongoing work includes comparing RISD policies to state recommendations and updating policies as needed, creating a chart to calendar policies for Board review and reaffirmation and writing new policy based on state required and recommended list. This process is proceeding through FY'22 as well.

**Budget Monitoring:** It was identified that RISD Board of Directors does not review Budget vs. Actual Revenue reports on a regular basis. To help assist the Board and the Business Office make timely decisions, PSPA recommends that Budget vs. Actual Revenue reports be provided monthly.

- **ACTION FY'21** – Revenue and Expenditure reports are presented to the Board each month with discussion regarding specific line items.

**Grant Reporting:** It was identified that reporting and requests for the NH DOE reimbursements were done on an inconsistent and untimely basis. Some months were not reported until several months later. To ensure accurate and timely financial reporting, PSPA recommends that all grant reporting be completed monthly and should be properly supported by general ledger expenditure reports.

- **ACTION FY'21** – Emphasis on monthly reporting using reports provided by the financial software. By focusing on this, compliance was improved.

**Business Continuity:** The school District should appoint a Deputy Treasurer that would be available

to perform the service of the Treasurer in their absence.

- **NO ACTION** – RISD new treasurer, Terry Martin is actively participating in the monthly meetings.

## 2. The Certification of Plodzik & Sanderson, P.A.’s Audited Fiscal Year 2020 Financial Statements

As stated above, the June 30, 2021 financial statements are expected to be issued by the end of February 2022. Once the audit reports are issued, the LEAs will perform our procedures and provide the community an updated LEA report.

As reported to the RISD Board by Bill Little, prior to his resignation, the unaudited results from operations of the General Fund shows that Actual Revenues exceeded Budgeted Revenues by about \$10,000 and Actual Expenditures were about \$520,000 lower than Budgeted Expenditures, resulting in an unaudited operating surplus of about \$530,000. The activities and balances of the Specific Program Funds (Expedition Classroom, After Care, Summer Programs, Trails, etc.), Grant Funds, Food Service Fund, and Contingency Fund were not provided to the RISD Board.

## 3. The Activities of The Locally Elected Auditors

**Vermont LEA:** The Board named Lillian Gahagan to fill the vacant VT Locally Elected Auditor position until March 2022.

**Budget Allocation for FY2023:** The LEAs have checked the FY’23 budget allocation calculations included in this 2022 Annual Report table. The FY’23 budget information was entered into an independent spreadsheet tool that confirmed the results. The Budget Expenditure Detail numbers tabulated in this Annual Report have not been vouched by the LEAs, but they do agree in total to the budget approved by the RISD Board on February 10, 2022. The Estimated Tax Rate calculations presented in the Annual Report appear reasonable based on the information provided. The calculation used to allocate the FY’23 annual budget is consistent with the new procedures and understanding developed through the Rivendell Review Committee and adopted by the RISD Board. The FY’23 budget as approved and presented in this

year’s Annual Report does not include receipts from private grants. Historically, RISD receives private grant support. The difference will be reflected in the budgeted assessment comparison to actual results reflected in the FY’23 Audited Financial Statement reconciliation as discussed below.

The FY’23 grant budget does not include the federal and state COVID Recovery Grants which have been allocated to RISD. A complete discussion about these grants is available on the RISD website at [Recovery Grants & Reopening Plans - Rivendell School District](https://www.rivendellschool.org/news/1130-do101121) (<https://www.rivendellschool.org/news/1130-do101121>.)

**Confirmation of FY2022 State Assessment to Approved Budget:** The FY2022 approved, allocated budget information in the annual report was compared with VT and NH filings to identify if there were any changes from the annual meeting reports and the specific state’s reporting systems. This information is transmitted to the States of VT and NH and is the basis for Net Spending Assessments and tax rate calculations for the members. That review revealed that both VT and NH were properly charged for FY2022.

**Special Projects (RISD ADM Calculations):** The ADM calculations prescribed in the RISD Articles of Agreement now differ from the VT AOE methodology, due to VT changes in policy and student programs since 1998. Due to these differences, the District must calculate its own unique ADM, rather than rely upon the values determined by the VT AOE. For the past several years, the LEAs have been asked to perform these calculations and they have done so for the FY23 budget presented in this report, using the student enrollment data from Fall 2021. This year, the LEAs produced a guidebook that documents how to perform these calculations.

**End-of-Fiscal-Year Reconciliation (Actual vs. Budget) Calculations:** The RRC identified (2019) that, while RISD was accounting for Actual vs. Budgeted Revenues and Expenditures at the District level via the audit reports, it MUST also do the same at the member level to comply with the Articles of Agreement. The LEAs were charged with looking into this issue for a methodology to accomplish the require calculations and to evaluate the potential



impact of not doing the annual reconciliations during prior years.

The methodology developed is to use the Allocation Template (as for 'Budget Allocation Summary' tables in the Annual Report) to populate the table with Revenue and Expenditure data from the audit report and compare the net assessments owed (reconciled) versus the net assessment paid on behalf of each member that year. The results are adjustments at the member level to be applied in future budgets. The total of the adjustments for the VT (unified) and NH members equals the net change in balance for the District for the fiscal year being reconciled. As a result, the LEAs performed the reconciliations and are reporting the following:

- Audit reports were reviewed from FY'01-FY'20 to perform reconciliation calculations and to estimate the amount of the adjustments at the member level each year during that period, resulting in the current net balance, which is the cumulative value of the net change in balance.
- The study revealed that differences between actual and budgeted amounts for member-specific revenues, such as a.) state aid, and b.) actual net assessments paid had a significant impact on the adjustment calculated for each year. The member-specific difference did not agree with a straight ADM allocation of any District level operating surplus or deficit. To help clarify the concept, RISD could report an operating surplus and have a member district report an *Assessment Surplus/Deficit* (reporting the difference from the original budget member assessment in the fiscal year) for each year.
- Since the RISD Articles of Agreement require that certain revenues not be shared between member districts, and since there are significant variances between budgeted vs. actual member-specific revenues and expenses, the reconciliation is required to be performed to comply with the Articles of Agreement. It is expected that the RISD will implement the reconciliation adjustments at the member level beginning with FY'21 and apply them to the FY'24 budget, along with any corrections to account for FY'01-FY'20.

#### 4. The Status of the Rivendell Review Committee's Findings

In 2019, the LEAs were also charged with evaluating the impact of various instances where the allocation process failed to comply with the Articles of Agreement. Most have been itemized previously.

- As described above, it was realized just during this past year that the failure to perform actual vs. budget reconciliation at the member level also amounted to a previously unrecognized impact on (cumulative) net assessment, like other issues identified by the RRC. The monetary impact is being evaluated at this time. In 2022, the LEAs will make recommendations on how to integrate this new result with the prior issues described in the next paragraphs.
- One RRC finding previously identified and discussed is that allocation of CTE expenditures (FY'01-FY'19) as member-specific was not allowable under the Articles of Agreement; it should have been a shared expense (by ADM %). The impact was the NH net member assessment FY'01-FY'20 should have been less, and VT member net assessment should have been more. This discrepancy has been discussed, and resolution is still pending.
- Another RRC finding previously identified and discussed is that allocation of federal SPED grant revenue as member-specific (FY'06-FY'11 & FY'19) was not allowable under the Articles of Agreement; it should have been a shared revenue (by ADM %). The impact was that the NH net member assessment should have been about \$143K less, and the VT member net assessment about \$143K more. This discrepancy is being addressed via special adjustments to the net assessments in FY'22, FY'23, and FY'24.
- Another RRC finding was that the allocation of new construction debt service according to the Articles of Agreement did not correspond to the allocation methodology for such 'Capital Expenses with Initial State Aid' written in the VT/NH Interstate Compact. This posed a question of legal precedence which is still under review. The LEAs issued a findings report about this topic that can be found on the RISD website at:

[https://www.rivendellschool.org/images/stories/districtinfo/agendas/06-16-20\\_Meeting-Docs/Rivendell\\_LEA\\_Report\\_Debte\\_Service\\_Allocation\\_-\\_Final.pdf](https://www.rivendellschool.org/images/stories/districtinfo/agendas/06-16-20_Meeting-Docs/Rivendell_LEA_Report_Debte_Service_Allocation_-_Final.pdf)

5. Future Considerations for RISD's Community

The work on ADM calculations illustrates that there are at least several areas where changes made to VT policies have resulted in allocations that differ between RISD and the VT AOE. In 2001, there were no Pre-K programs at WES and SME, so the 1998 RISD Articles of Agreement do not differentiate between Pre-K students and K-12 students in ADM calculations. However, both Vermont and New Hampshire treat part-time Pre-K students differently than regular students in equalized pupil or ADM calculations, respectively. Another example is that

the Articles of Agreement do not have a provision to address changes in state statute like VT School Choice, which directly impact the District's ADM used in allocation of costs. We repeat last year's recommendation that RISD establish a working committee to review the Articles of Agreement in the light of twenty years of changes and consider amending them to make them current.

Respectfully submitted by the Rivendell Elected Auditors,

Chris Crowley  
Mark J. Burger  
Lillian G. Gahagan

February 11, 2022

# 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 cred, "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**

10 School Drive, P. O. Box 271

Orford, NH 03777

[www.rivendellschool.org](http://www.rivendellschool.org)

