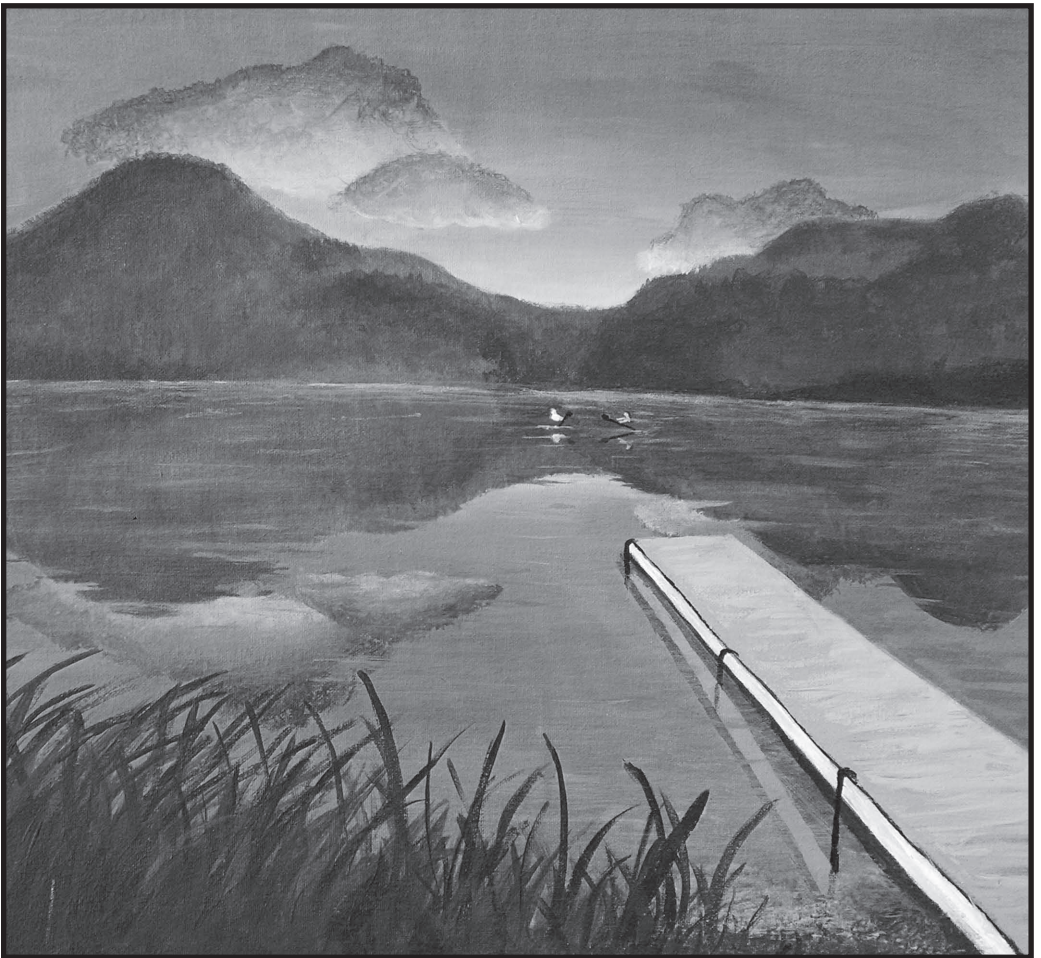


2016
ANNUAL REPORT
of the
RIVENDELL INTERSTATE
SCHOOL DISTRICT



FAIRLEE • ORFORD • VERSHIRE • WEST FAIRLEE

RIVENDELL INTERSTATE SCHOOL DISTRICT

10 School Drive • 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

The Rivendell District office is open weekdays from 8 a.m. to 4 p.m. It is located at 10 School Drive in Orford which is on the Rivendell Academy campus.

THE SCHOOL BOARD

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

THE DISTRICT

The Rivendell Interstate School District was established on October 13, 1998, by voters in the towns of Orford, NH, and Fairlee, West Fairlee, and Vershire, VT. It is one of the only 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: Corinne Lyndes, Rivendell Academy – Grade 12

BACK: Lyza Taylor, Westshire Elementary – Grade 1

**Annual Report
of the
Rivendell
Interstate School District**

July 1, 2015 to June 30, 2016



Snowmen by Madeline Blanchard (left) and Elisia Sonsallia (right), Westshire, Grade 4

Please bring this report with you to the

Annual District Meeting

Tuesday, March 15, 2016

6:30 p.m.

Rivendell Academy

Orford, New Hampshire

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Rivendell School Board

(town and expiration of term shown in italics)

- Marc DeBois, *Chair – Orford, 2016*
- Mark Avery – *Fairlee, 2018*
- Katherine Blanchard – *at large, 2016*
- Grover Boutin – *Fairlee, 2016*
- Kevin Dexter – *West Fairlee, 2016*
- Kathy Hooke – *Vershire, 2017*
- Bruce Lyndes – *Fairlee, 2017*
- Jean MacDonald – *Vershire, 2018*
- David Ricker – *Orford, 2017*
- Sarah Rinehimer – *West Fairlee, 2016*
- Michael Smyth – *Orford, 2018*



Rivendell Boys Varsity Soccer Team

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

Administration, Administrative and District Office Staff

Jennifer Chaffee	Accounting Specialist/Human Resources Assistant	FY – FT
Janet Cole	Director of Special Education	FY – FT
Michael Galli	Dean of Students (RA)	FY – FT
Keri Gelenian	Head of Schools/RA Principal	FY – FT
Brenda Gray	Administrative Assistant (RA)	FY – FT
Michael Harris	Superintendent	FY – PT
John Jakubens	Director of Operations	FY – FT
Celise Johnson	Food Service Director	SY – FT
Matthew Joska	Director of Information Technology	FY – FT
Gail Keiling	Head of Elementary Schools/SME Principal	FY – FT
Tammy MacQueen	WES Principal/Literacy Consultant	FY – FT
Nancy Manning	Payroll Officer/Human Resources Assistant	FY – PT
Gabriele Martino	Technology Integration Specialist & Website	SY – PT
Richard Paulson, Jr.	Chief Financial Officer	FY – FT
Penny Perryman	Executive Assistant/Human Resources Manager	FY – FT
Susan Putnam	Special Education Adm. Asst./Medicaid Clerk	FY – PT
Maggie Stoudnour	Trails School Coordinator	SY – PT
Sam Strohl	Technical Specialist	FY – FT
Robert Thatcher	Athletic Director (Rivendell Academy)	SY – PT

Rivendell Academy – Teachers

Gary Ackerman	Digital Project Leader	SY – PT
Anna Alden	Music Teacher	SY – FT
Laszlo Bardos	Mathematics Teacher	SY – FT
Nicole Barsamian	Upper House Elective/Social Studies Teacher	SY – FT
Bonnie Blake–O’Meara	Instrumental Music Teacher***	SY – PT
Jennifer Bottum	English Teacher	SY – PT
John Bristol	Librarian	SY – FT
Kerry Browne	Science Teacher	SY – FT
Priscilla Carr	Title I Reading Specialist	SY – PT
Jennifer Ellis	Art Teacher	SY – FT
James Graham	Physical Education Teacher	SY – FT
Nancy Hall	School Counselor	SY – FT
Gail Keefer	World Language Teacher	SY – FT
Kolin Kepler	Social Studies Teacher	SY – FT

Rivendell Administrators, Faculty and Staff

Brynne MacMurtry	Special Education Teacher	SY – FT
Cynthia McLaren	School Counselor/SAP Counselor	SY – PT
Creigh Moffatt	School Nurse	SY – FT
Emily Mooney	Drivers Education Teacher (VT)	SY – PT
Eric Reichert	Language Arts Teacher	SY – FT
Mary Rizos	World Language Teacher	SY – FT
Christina Robison	English Teacher	SY – FT
Robin Rowell	ESL/ELL Teacher	SY – PT
Rachel Sanders	Science Teacher	SY – FT
Lauren Schlichter	Special Education Teacher	SY – FT
Carol Sobetzer	English/Social Studies Teacher	SY – FT
Cheryl St. Pierre	Special Education Teacher	SY – FT
Richard Steckler	Science Teacher	SY – FT
Kirsten Surprenant	Social Studies Teacher	SY – FT
Christopher White	Mathematics Teacher	SY – FT
Singwai Yip	Mathematics Teacher	SY – FT

Rivendell Academy – Support Staff

Brandy Allen	Para – SPED Assistant	SY – FT
Christina Bolles	Para – SPED Assistant	SY – FT
Wendy Fogg-McIntire	Para – SPED Assistant	SY – FT
Suzanne Ivins	Para – SPED Individual Student Assistant	SY – FT
Laura Taylor	Para – SPED Assistant	SY – FT
Audrey Wolf	Para – SPED Assistant	SY – FT
Viola Farrar	Assistant Cook	SY – FT
Dawn Hudson	Custodian	SY – FT
Michelle Oakes	Secretary	SY – FT
Steven Page	Facilities Maintenance Technician	FY – PT
George Schwarz	Custodian Team Leader 2 nd Shift	FY – FT
Bruce Taylor, Jr.	Custodian	FY – FT

Samuel Morey Elementary – Teachers

Carole Bando	Art Teacher**	SY – PT
Patsy Belknap	Elementary Teacher (3 rd Grade)	SY – FT
Clarisse Benoit	Elementary Teacher (Kindergarten)	SY – FT
Marnie Cash-Rondeau	School/SPED Nurse**	SY – FT
Gordon Christie-Maples	Elementary Teacher (5 th & 6 th Grade)	SY – FT
Linda Cook	Elementary Teacher (Math Recovery)**	SY – FT
Irene Drew	Music Teacher**	SY – PT
Barbara Griffin	Elementary Reading Teacher**	SY – FT
Sasha Irish	Elementary Teacher (2 nd Grade)	SY – FT
Ryan LaBella	Physical Education Teacher	SY – FT
Lauren Lacasse	Elementary Teacher (1 st Grade)	SY – FT
Charlene Leonard	Title I Reading Teacher	SY – PT
Kyle Limlaw	Special Education Teacher	SY – FT
Tracy Martel	Special Education Teacher	SY – FT
Kathleen McGowan	Elementary (Math) Teacher/Math Curriculum Teacher Leader**	SY – PT
Ann O’Hearn	Elementary School Counselor**	SY – FT
Sara Rose	Elementary Teacher (5 th & 6 th Grade)	SY – FT
Joyce Russell	Librarian**	SY – PT
Rachael Weber	Elementary Teacher (5 th & 6 th Grade)	SY – FT
Karen Wilson	Elementary Teacher (5 th & 6 th Grade)	SY – FT
Carmen Winchester	Elementary Teacher (4 th Grade)	SY – FT

Samuel Morey Elementary – Support Staff

Robin Avery	Para – SPED Assistant	SY – PT
Susan Calhoun	Para – Classroom Assistant	SY – FT
Jean Daley	Para – SPED Assistant	SY – FT
Iris Johnson	Para – SPED Assistant	SY – FT
Susan Lynch	SPED Van Driver**	SY – FT
JodyAnn Mace	Para – SPED Assistant	SY – FT
Phillip Metayer	Para – Intensive Needs Assistant	SY – FT
Rachel Moore	Para – SPED Assistant	SY – FT
Jaclyn Russell	Para – SPED Assistant	SY – FT
Shari Tkac	Para – SPED Assistant	SY – FT
Dustin Fillian	Custodian	FY – FT
Angel Parkin	Administrative Assistant	SY – FT
Carol Perkins	Food Service Manager	SY – FT

Westshire Elementary – Teachers

Wendy Bergren	Special Education Teacher	SY – FT
Aimee Bittinger	Elementary Teacher (1 st & 2 nd Grades)	SY – FT
Kamila Bohacova	Elementary Teacher (4 th Grade)	SY – FT
Stephen Crimmin	Elementary Teacher (3 rd Grade)	SY – FT
Paula Driscoll	Elementary Teacher (1 st & 2 nd Grades)	SY – FT
Kristina Otis	Physical Education (Elementary)	SY – PT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT

Westshire Elementary – Support Staff

Ashley Bean	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Dierdre Dennis	Para – SPED Assistant	SY – FT
Gloria Durkee	Para – SPED Assistant	SY – FT
Mark Frazee	Para – SPED Assistant	SY – FT
Staci Hood	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Melissa Moulton	Para – SPED Assistant	SY – FT
Drew Pierson	Para – SPED Assistant	SY – FT
Nicole Randall	Para – SPED Assistant	SY – FT
Carrie Garrison	Administrative Assistant	SY – FT
Bruce Porter	Custodian	FY – FT
Pauline Prior	Food Service Manager	SY – PT

Early Education Program, Fairlee and West Fairlee

Jane Finlay	Essential Early Education (EEE) Teacher*	SY – PT
Kathleen Foltz	Essential Early Education/Early Childhood Program Teacher	SY – FT
Heidi Nichols	Early Childhood Program Teacher	SY – FT
Robert Reade	Early Childhood Program Teacher	SY – FT
Brittany Driscoll Cray	Para – Classroom Assistant (ECP)	SY – FT
Nancy Cushman	Para – Classroom Assistant (ECP)	SY – PT
Bevin Kovalik	Para – SPED Assistant (EEE)	SY – PT
Rebecca Perry	Para – Classroom Assistant (ECP)	SY – PT
Melinda Tse	Para – Classroom Assistant (ECP)	SY – FT
Kimberly White	Para – Classroom Assistant (ECP)	SY – FT

* Shared with Samuel Morey & Westshire

** Shared with Westshire

*** Shared with Samuel Morey

**** Shared with Rivendell Academy

The RISD Board would like to welcome Michael Harris, Ph.D. as our Interim Superintendent. Dr. Harris joined our team in January, and he will be guiding our District in the coming months as we begin the search for a permanent superintendent. Dr. Harris has served in many different capacities during the course of his educational career spanning (43 years). He is also serving as the Superintendent for Lyme, NH, and we look forward to his leadership and expertise in assisting the Board with the challenges of the coming months. The Board also recently accepted the retirement of our longest tenured administrative employee Gail Keiling. Gail has served the Rivendell community as a Superintendent, the Head of Elementary Schools and Principal of Samuel Morey in addition to many other roles and responsibilities she graciously volunteered to handle. Mrs. Keiling has spent over 34 years in education with 20 of those years spent here in the Rivendell District. Gail was part of the Rivendell Design Team which started in 1997 and has been a critical part of the success here at Rivendell. The Board wishes Gail the best of luck in her retirement and thanks her for the many years of distinguished service to Rivendell.

The past year has brought many challenges for the Board with respect to the ever changing landscape of education. The Board has approved a budget of \$10,162,797 for the FY17 school year (1.51% increase over the current year). This budget allows us to continue delivering a high quality education to our students while controlling the overall cost of education for our voters.

In addition to a challenging budget the Board has to focus on many other items during the course of the year. We are currently involved in a “study grant” with the Thetford community to research a variety of options which could lead to cost savings initiatives, resource sharing or a consolidation scenario. The grant will allow us to pinpoint opportunities which could lead to better long term educational options for our students. The Board is beginning the search for a new superintendent and a new elementary school principal. We are continuing to look at options for the Orford Academy building. We have recently approved the Strategic Plan as a guiding principal for future years. Several Board members appeared before the Vermont House Education Committee to review the pieces of ACT 46 which could potentially derail all the hard work we have done since the beginning of Rivendell.

The Board would also like to recognize the emotionally challenging start to our school year with the loss of several close friends and family members, a student as well as two of our staff members. The impact of the culmination of these losses saddened our Rivendell community as a whole; however, as a Rivendell family, we were able to come together during such great sadness to support each other and unite as a community. As our schools are at the heart of Rivendell, the Board would like to thank all who have been involved and who continue to support our Rivendell schools, especially our students, staff and community during a time of great emotional need.

I would like to say “thank you” on behalf of the entire Board to all administrators, teachers, staff, coaches, contractors and volunteers whom have spent countless hours including nights and weekends to deliver the highest quality of service and commitment to our students.

I would like to ask all members of our community to get involved in your school district and be a part of the educational system which plays an important role in the future of our children. Attending meetings, completing surveys, attending plays and concerts, attending athletic events, running for a board position and volunteering are simple ways to be a part of the educational community supported by your tax dollars.

Respectfully submitted,
Marc DeBois

WARRANT – ANNUAL DISTRICT MEETING
Rivendell Interstate School District
to be held on March 15, 2016

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) (school districts) are hereby notified and warned to meet at the **Rivendell Academy, Orford, New Hampshire, on Tuesday, March 15, 2016**, for the purpose of holding the annual district meeting of the Rivendell Interstate School District pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact.

The polls for the election of officers under Articles 1 and 2 will open at 6:00 p.m. and will close one-half hour (30 minutes) following the completion of business under the other articles.

Business under Articles 3 and articles following will commence at 6:30 p.m.

- Article 1: To elect by ballot five (5) members of the Rivendell Interstate School District Board as follows:
1 member from Fairlee for a 3-year term
1 member from Orford for a 3-year term
1 member from Vershire for a 3-year term
1 member from West Fairlee for a 2-year term
1 at-large member for a 1-year term
- Article 2: To elect by ballot a moderator, clerk, and treasurer for 1-year terms, an auditor for a 3-year term and an auditor for a one year term.
- Article 3: To hear reports from the School Board and others relating to the construction/ renovation, educational, and financial issues facing the District.
- Article 4: Shall the voters of the District raise and appropriate the sum of \$10,132,797 for the operating budget for the District for the 2016–2017 fiscal year?
- Article 5: Shall the voters of the District authorize the School Board to add the sum of \$30,000 for future capital needs reserve fund?
- 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 source which becomes available during the 2016–2017 fiscal year?
- Article 7: To transact any other business which may lawfully properly come before the meeting.

Dated February 20, 2016
A majority of the Rivendell Interstate School District Board

A true copy. Attest:
Esther Dobbins-Marsh, Clerk

Rivendell Interstate School District FY17 BUDGET REVENUE SUMMARY

Description	TOTAL	FAIRLEE	W. FAIRLEE	VERSHIRE	ORFORD
Allocation District wide (A.D.M.)	100.00%	27.08%	22.45%	15.95%	34.52%
Allocation Vermont only (Eq. Pupils)	100.00%	41.36%	34.29%	24.35%	
STATE AND FEDERAL REVENUES:					
IDEA – VT (SPECIAL ED)	90,000	37,224	30,861	21,915	
IDEA – VT (PRE SCHOOL)	2,750	1,137	943	670	
VT MEDICAID IEP	22,000	9,099	7,544	5,357	
VT – FEDERAL GRANTS-Title Grants	205,000	84,788	70,295	49,918	
NH – FEDERAL GRANTS-Title Grants	46,000				46,000
IDEA – NH (SPECIAL ED)	25,000				25,000
IDEA – NH (PRE-SCHOOL)	2,000				2,000
NH Vocational Tuition Aid	6,500				6,500
VT Voc Ed Aid	11,000	4,550	3,772	2,679	
VT DRIVERS' ED AID	500	207	171	122	
NH DRIVERS' ED AID	0				0
Total	\$410,750	\$137,005	\$113,585	\$80,660	\$79,500
LOCAL REVENUES:					
TUITION FROM OTHER DISTRICTS	175,000	47,394	39,293	27,903	60,410
PRE-SCHOOL TUITION	0	0	0	0	0
ATHLETIC EVENT RECEIPTS	5,000	1,354	1,123	797	1,726
INTEREST INCOME	1,500	406	337	239	518
Total	\$181,500	\$49,155	\$40,752	\$28,939	\$62,654
DISTRICT LEVEL REVENUES:					
From 2014 District Surplus	160,000	43,328	35,920	25,520	55,232
VT SPED Mainstream Grant	143,000	59,145	49,035	34,821	
VT SPED Expenditure Reimbursement	430,000	177,848	147,447	104,705	
VT SPED Essential Early Ed	20,000	8,272	6,858	4,870	
VT Transportation (42.66%of Eligible Cost)	146,457	60,575	50,220	35,662	
NH Building Aid	76,110				76,110
Total	\$975,567	\$349,167	\$289,480	\$205,578	\$131,342
TOTAL LOCAL REVENUES:	\$1,567,817	\$535,327	\$443,817	\$315,177	\$273,496
BUDGETED EDUCATION SPENDING*	10,162,797	2,782,220	2,306,632	1,637,987	3,435,957
Less Local Revenues	-1,567,817	-535,327	-443,817	-315,177	-273,496
Net Local Education Spending	\$8,594,980	\$2,246,893	\$1,862,815	\$1,322,810	\$3,162,461

*includes \$30,000 capital fund transfer

Rivendell Interstate School District FY17 BUDGET EXPENDITURE SUMMARY

Description	TOTAL	FAIRLEE	W. FAIRLEE	VERSHIRE	ORFORD
Allocation District wide	100.00%	27.08%	22.45%	15.95%	34.52%
Allocation Vermont only	100.00%	41.36%	34.29%	24.35%	
Vocational Technical Tuition	158,099	40,781	33,810	24,009	59,500
Student Transportation (to/from school)	384,127	131,358	108,904	77,335	66,531
New Construction Debt Service	590,841	138,722	115,009	81,670	255,441
All Other Expenses	8,606,980	2,330,988	1,932,533	1,372,330	2,971,129
TOTAL EXPENDITURES	\$9,740,047	\$2,641,848	\$2,190,255	\$1,555,343	\$3,352,601
Federal and Other Grants	251,000	84,788	70,295	49,918	46,000
SPED Grants	141,750	47,461	39,348	27,942	27,000
BUDGETED EDUCATION SPENDING	\$10,132,797	\$2,774,096	\$2,299,897	\$1,633,202	\$3,425,601
Capital Fund Transfer	30,000	8,124	6,735	4,785	10,356
	\$10,162,797	\$2,782,220	\$2,306,632	\$1,637,987	\$3,435,957



Rivendell Academy eleventh graders in advisory preparing pink ribbons for cancer awareness

Rivendell ECP students involved in creative playing and learning



Rivendell Interstate School District SUMMARY OF OPERATIONS

Funcnt Codes	Description	FY15 BUDGET	FY15 ACTUAL	FY16 BUDGET	FY17 BUDGET	VS. FY16 BUDGET	% CHANGE FROM FY16 BUDGET
1110	Elementary Instruction	1,488,035	1,550,314	1,501,306	1,567,057	65,751	4.38%
1130	Secondary Instruction	1,561,137	1,576,164	1,494,665	1,557,340	62,675	4.19%
1200	Special Education	1,497,608	1,565,505	1,499,910	1,562,340	62,430	4.16%
1211	Early Essential Education	148,090	141,805	141,423	108,919	-32,504	-22.98%
1220	Early Childhood Program	270,925	302,229	345,876	363,257	17,381	5.03%
1330	Vocational Education	148,558	124,075	135,257	158,099	22,842	16.89%
1400	Extracurricular/Athletics	112,650	135,892	116,450	104,930	-11,520	-9.89%
2120	Guidance	198,400	197,037	212,662	212,241	-421	-0.20%
2130	Health	114,495	115,821	118,724	123,097	4,373	3.68%
2212	Improvement of Instruction	81,050	80,117	99,470	101,290	1,820	1.83%
2222	Library	171,935	171,340	169,400	174,839	5,439	3.21%
2225	Technology	375,685	351,236	426,313	427,125	812	0.19%
2310	School Board	42,690	27,741	42,690	41,690	-1,000	-2.34%
2313	Treasurer	2,830	2,799	2,830	2,830	0	0.00%
2321	District Administration	260,060	199,367	267,184	271,184	4,000	1.50%
2410	School Administration	461,385	484,763	499,572	505,418	5,846	1.17%
2420	Special Ed. Admin	156,410	141,459	163,123	157,413	-5,710	-3.50%
2490	Employee Benefits	133,600	142,840	156,900	160,100	3,200	2.04%
2520	Business Services	181,550	176,969	187,404	193,759	6,355	3.39%
2620	Building Operations	723,740	779,404	753,363	749,750	-3,613	-0.48%
2630	Grounds Operation	31,200	29,501	32,450	33,000	550	1.69%
2650/	Driver Ed/	8,200	5,899	8,200	4,900	-3,300	-40.24%
2740	Vehicles Costs						
2740	Vehicle Purchase	15,000	16,895	0	0	0	0.00%
2710/	Transportation/	396,952	390,959	425,500	420,627	-4,873	-1.15%
2720	Field Trips						
5100	Debt Service	764,200	665,688	754,100	703,841	-50,259	-6.66%
	Lunch Fund Appropriation	20,000	20,000	20,000	35,000	15,000	75.00%
	SUBTOTAL:	\$9,366,385	\$9,395,819	\$9,574,772	\$9,740,047	\$165,275	1.73%
	Expenses fully offset by revenue:						
	Federal & Other Grants	235,000	235,000	245,000	251,000	6,000	
	SPED Grant Expenses	165,000	165,000	141,750	141,750	0	
	SUBTOTAL:	\$9,766,385	\$9,795,819	\$9,961,522	\$10,132,797	\$171,275	1.72%
	Authorized by separate Articles:						
5200	Transfer to Capital Reserve Fund	50,000	50,000	50,000	30,000	-20,000	
	Total	\$9,816,385	\$9,845,819	\$10,011,522	\$10,162,797	\$151,275	1.51%

Rivendell Interstate School District FY17 STATISTICS AND TAX RATE ESTIMATES

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
1) Percentage Share Calculation:					
Average Daily Membership: 1 st 40 days – School year FY16	478	133	103	77	165
Orford's Average Daily Percentage					34.52%
VT Equalized Pupils	296.65	122.70	101.71	72.24	n/a
	100.00%	41.36%	34.29%	24.35%	
VT Equalized Pupil & Orford ADM % for FY17 Budget Allocation	100.00%	27.08%	22.45%	15.95%	34.52%

Note: "Equalized Pupil" counts are calculated by the state, and start with a 2 year average enrollment number for each town; factors for secondary enrollment, poverty and limited English proficiency are added to the total; the resulting total is then multiplied by an "equalizing ration" (which is a statewide ration of "real" students to students inflated by the factors mentioned above); the result is the Equalized Pupil counts listed above for each of the three Vermont towns.

		41.36%	34.29%	24.35%	
2) Vocational Tuition					
Expected Enrollment FY17	17	4.14	3.43	2.44	7
VT Six Semester Average*	9.08				
Estimated Tuition Rates/Cost for FY17: for 9.08 VT Students \$2,623	23,816	9,850	8,166	5,799	
Voc Tuition Paid Directly by VT State to Voc Schools:					
(87% of \$9,467.00 base) \$8,236 * 9.08	74,783	30,930	25,643	18,210	
for 7 NH Students \$8,500	59,500				59,500
Total	158,099	40,781	33,810	24,009	59,500

3) Student Transportation (To/from school)					
	384,127	131,358	108,904	77,335	66,531
Allocation Percentage (NH based on mileage)	100.00%	34.20%	28.35%	20.13%	17.32%

4) New Construction/Debt Service Distribution					
Vermont towns' percentages (see section 1)	100.00%	41.36%	34.29%	24.35%	n/a
District members' percentages (see section 1)	100.00%	27.08%	22.45%	15.95%	34.52%
Debt Service before Initial VT Aid	14,171,085				4,891,859
Less: Orford portion of FY17 distribution	-4,891,859				
Vermont towns' FY17 portion of Original Debt Service	9,279,226	3,837,888	3,181,847	2,259,492	n/a
Less: Initial VT Construction Aid	-2,856,085	-1,181,277	979,352	-695,457	n/a
Vermont towns' FY17 portion of original debt service, less FY17 portion of initial construction aid	6,423,141	2,656,611	2,202,495	1,564,035	n/a
Member Share of Debt Service after Initial Aid	11,315,000	2,656,611	2,202,495	1,564,035	4,891,859
Percentage Share of Debt Service Act 130/ADM	100.00%	23.48%	19.47%	13.82%	43.23%
FY17 Budgeted New Debt Service	590,841	138,722	115,009	81,670	255,441
Total for Vermont Towns for Act 130	335,400				

Rivendell Interstate School District FY17 STATISTICS AND TAX RATE ESTIMATES

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
5) Tax Rate Estimates:					
VT Calculations based on Act 130 requirements:					
BUDGETED EDUCATION SPENDING	10,162,797	2,782,220	2,306,632	1,637,987	3,435,957
less Local Revenues	-1,567,817	-535,327	-443,817	-315,177	-273,496
Local Education Spending (see Budget Revenue Summary)	\$8,594,980	\$2,246,893	\$1,862,815	\$1,322,810	\$3,162,461
Total Local Education Spending – Vermont towns	\$5,432,519	\$5,432,519	\$2,246,893	\$1,862,815	\$1,322,810
Total Vermont Equalized Pupils	296.65				
Education Spending per Equalized Pupil	\$18,313				
Net VT Education Spending divided by Base Rate Education Amount (\$9,870)	185.54%	Under Act 130, Vermont union members use same tax rate before adjustment for CLA.			
Assumes a base tax rate of:	\$1.00*				
Estimated Homestead Tax Rate: (Rate x %)	1.85544	1.8554	1.8554	1.8554	
Adjusted Equalized Tax Rates		\$1.8554	\$1.8554	\$1.8554	
C.L.A. Common Level of Appraisal		102.94%	94.61%	101.54%	
Estimated Local Homestead tax rate		\$1.8024	\$1.9611	\$1.8273	
Estimated Vermont Local Education Tax Rates per \$100 valuation		\$1.8024	\$1.9611	\$1.8273	
Less: NH Adequacy Aid					-350,000
Net State & Local Spending					\$2,812,461
Estimated Orford Grand List					\$135,087,611
Estimated Orford Tax Rate per \$1,000 valuation					\$20.82



Samuel Morey kindergarten and first grade students working on 100th day activity

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
1110 ELEMENTARY EDUCATION						
110	Salaries – EL-Teachers	966,351	962,540	977,931	1,008,490	
115	Salaries – EL-Paraprof.	70,900	81,472	53,616	55,707	
120	Salaries – EL-Substitutes	25,000	47,820	25,770	25,000	
200	EE Benefits – EL-	375,000	413,990	394,000	430,400	
330	504 Service Costs – EL	5,000	7,447	5,000	4,750	
550	Copiers	8,840	8,528	8,840	8,840	
580	Travel	3,900	3,057	3,900	3,000	
610	Clism Sup	17,820	14,849	17,670	17,000	
612	Art Sup	4,212	3,978	4,212	4,130	
613	Music Sup	365	160	365	360	
640	Clism Books	5,184	2,449	4,400	4,000	
730	Clism Equipt.	2,835	2,080	2,815	2,500	
730	Art Equipment	405	382	405	390	
730	Phys. Ed. Equipment	810	865	810	700	
730	Band Equipment	0	0	0	0	
730	Music Equipment	365	447	322	340	
734	Testing/Eval. Matls.	200	0	400	200	
891	Hood Edu. Prgm.	850	250	850	1,250	
1110 Elementary		1,488,037	1,550,314	1,501,306	1,567,057	65,751
1130 SECONDARY EDUCATION						
110	Salaries – RA-Teachers	1,039,500	1,033,738	967,050	1,005,091	
115	Salaries – RA-Paraprof.	2,250	16,034	2,319	2,409	
120	Salaries – RA-Substitutes	35,000	35,655	36,078	30,000	
200	Benefits – RA	420,000	442,513	431,000	474,100	
330	504 Service Cost – RA	2,000	914	2,000	1,800	
550	Copiers – RA	13,250	12,792	13,250	13,250	
580	Travel – RA	500	0	500	300	
610	Classroom Supplies	14,031	8,924	12,765	8,690	
612	Enrichment – RA	4,000	3,202	4,000	4,000	
613	Leadership/Career Exploration	3,600	1,545	3,600	3,000	
640	Books – RA	12,141	8,638	10,205	8,400	
641	Work Study Materials	3,210	3,365	3,210	0	
642	Driver Education Materials	300	0	300	0	
643	Testing/Evaluation Materials	1,000	1,839	1,000	500	
730	Equipment – RA	9,757	6,836	7,088	5,800	
890	Hood Educ. Pgm-RA	600	169	300	0	
1130 Secondary		1,561,139	1,576,164	1,494,665	1,557,340	62,675
1200 SPECIAL EDUCATION						
110	Salaries – Teachers	390,000	374,590	389,642	322,435	
115	Salaries – Para/Aides	350,000	335,014	345,318	358,785	
120	Temporary/Assistants	5,000	11,019	5,000	5,195	
200	Employee Benefits	375,000	364,313	374,000	385,150	
320	In-Service Training	20,000	12,522	10,000	30,000	
330	Purchased Prof Services	185,700	218,816	183,850	231,500	
430	Equipment Repair & Maint	1,000	0	500	500	
513	Student Transportation	62,000	95,206	85,000	95,000	

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
560	Out of District Tuitions	254,000	126,702	220,000	250,000	
580	Travel	500	330	500	500	
594	SPED Excess Costs (billable)	6,808	7,293	6,450	7,525	
610	Supplies	5,400	2,626	6,000	5,000	
612	Testing Materials	1,800	1,800	3,000	1,000	
613	Supplies & Matrils – Life Skills	900	30	900	0	
640	Books/ Periodicals	450	10	500	500	
650	Software	450	653	1,000	1,000	
730	Equipment	3,600	14,581	10,000	10,000	
	Less: SPED Grants	-165,000	-	(141,750)	-141,750	
1200 SPED		1,497,608	1,565,505	1,499,910	1,562,340	62,430
1211 ESSENTIAL EARLY EDUCATION – SPECIAL EDUCATION						
110	EEE Case Manager/Teacher	60,000	56,829	56,179	47,303	
115	EEE Salaries – Para	21,000	27,338	11,854	12,316	
200	EEE Employee Benefits	43,000	20,189	45,000	25,000	
320	EEE Inservice – Training	500	0	500	500	
330	EEE Purchased Svcs	21,800	36,987	26,300	22,500	
519	EEE Student Transportation	0	0	200	0	
580	EEE Staff Travel	350	222	350	300	
610	EEE Materials and Supplies	540	240	540	500	
730	EEE Equipment	900	0	500	500	
1211 EEE		148,090	141,805	141,423	108,919	(32,504)
1220 EARLY CHILDHOOD PROGRAM						
110	ECP Sal- Prof/Teach.	130,000	89,739	165,959	169,278	
112	ECP Salaries – Secretary	2,500	0	2,577	2,629	
115	ECP Salaries – Paras	50,000	101,915	51,540	53,550	
120	ECP Substitutes	0	10,015	0	0	
200	ECP Employee Benefits	86,000	98,240	94,000	103,400	
	ECP Community-based childcare	0	0	30,000	30,000	
320	ECP Accred./In Svc Trng	300	0	300	300	
580	ECP Staff Travel	100	0	100	100	
610	ECP Materials & Supplies	1,800	2,320	1,200	3,000	
730	ECP Equipment	225	0	200	1,000	
1220 ECP		270,925	302,229	345,876	363,257	17,381
1330 VOCATIONAL EDUCATION						
560	Vocational Excess Costs VT	11,509	17,376	19,361	23,816	
560	VT "Paid on Behalf" Voc. Ed.	81,049	85,971	73,896	74,783	
569	Tuition Paid for NH Students	56,000	20,728	42,000	59,500	
1330 Voc. Ed.		148,558	124,075	135,257	158,099	22,842

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
1400 CO-CURRICULAR						
110	Coaches	55,000	75,115	55,000	45,000	
120	Game Officials & Field Staff	20,000	21,496	24,000	24,000	
200	Employee Benefits	5,000	6,534	5,300	5,830	
320	Prof. Devel. – RA-Co-Curric	1,000	325	500	300	
321	Academy Clubs – RA	1,500	1,747	800	800	
540	Advertising – RA-Co-Curric.	500	209	300	800	
580	Staff Travel – RA-Co-Curric.	500	848	500	200	
610	Sup. & Sports Equip – RA-Co-Curric.	16,200	16,097	16,200	16,000	
611	Theater Arts Supplies	4,950	5,916	4,950	4,500	
730	Theater Arts Equip.		0	500	0	
810	Dues & Fees – RA-Co-Curric	8,000	7,605	8,400	7,500	
1400 Co-curricular		112,650	135,892	116,450	104,930	(11,520)
2120 GUIDANCE						
110	Salaries – Guidance	153,000	152,441	157,712	160,866	
200	Employee Benefits	43,000	42,925	45,000	49,500	
580	Travel – Guidance	200	42	200	200	
610	Supplies	810	344	925	550	
640	Books	990	657	1,300	600	
	Dual Enrollment Fees	0	0	7,000	0	
810	Dues & Fees	400	628	525	525	
2120 Guidance		198,400	197,037	212,662	212,241	(421)
2130 HEALTH						
110	Salaries – Nurses	85,460	84,550	88,649	90,422	
200	Employee Benefits-Nurses	25,000	27,074	26,000	28,600	
580	Travel – Nurses	300	20	500	500	
610	Supplies – Nurses	2,475	3,287	2,750	2,750	
640	Books – RA-Health	360	0	325	325	
730	Equipment – Health	900	890	500	500	
2130 Health		114,495	115,821	118,724	123,097	4,373
2212 IMPROVEMENT OF INSTRUCTION						
110	Advisory Teachers	10,000	7,812	8,000	3,000	
110	Rivendell Trails Coordinator*	10,750	3,600	11,000	11,000	
110	Visions Coordinator	39,000	37,800	39,170	39,170	
110	After-school salaries	0	0	0	12,500	
115	Teacher Stipends	8,000	9,919	8,000	4,000	
200	Employee Benefits	5,000	10,203	25,000	26,720	
320	Staff Development	1,000	412	1,000	1,000	
330	External Consultants	5,000	9,155	5,000	0	
580	Travel	500	239	500	500	
610	Supplies	450	677	450	450	
630	After-school snacks	0	0	0	2,000	
640	Books/Research Mtls/Periodicals – Imp	900	300	900	500	
690	Testing Materials	450	0	450	450	
2212 Improvement of Instruction		81,050	80,117	99,470	101,290	1,820

* Rivendell Trails Alliance pays other half of salary

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
2222 LIBRARY						
110	Salaries – Librarians and Staff	124,000	122,389	117,540	120,479	
200	Employee Benefits	41,000	44,601	45,000	49,500	
610	Supplies	635	1,167	560	560	
640	Books	5,850	3,010	5,850	3,850	
730	Equipment	450	173	450	450	
2222 Libraries		171,935	171,340	169,400	174,839	5,439
2225 TECHNOLOGY						
110	Technology Coordinator	64,000	64,122	66,177	64,000	
112	Integration Specialist	91,000	50,488	108,234	110,399	
112	Technical Specialist	40,000	15,575	41,232	42,057	
120	Summer Tech Assistants	4,500	0	0	0	
200	Employee Benefits	36,000	35,703	38,000	38,000	
320	Professional Development	3,500	25	3,500	2,500	
330	Purchased Prof Services	5,645	33,172	19,000	19,920	
420	Maintenance Agreements	23,100	24,151	21,850	47,625	
530	Network Communications Expense	9,540	9,701	9,840	8,393	
580	Travel Reimbursement	500	87	500	500	
640	Books	0	0	0	100	
730	Equipment	97,900	118,212	117,980	93,632	
2225 Technology		375,685	351,236	426,313	427,125	812
2310 SCHOOL BOARD						
115	Board Secretary	1,000	1,120	1,000	1,000	
220	Employee Benefits	700	307	700	400	
320	Professional Development	90	0	90	90	
330	Voting & Annual Meeting Costs	3,500	3,219	3,500	3,500	
340	Professional Services	1,000	0	1,000	500	
360	Legal Services	4,000	630	4,000	4,000	
370	Audit Services	11,000	10,600	11,000	11,000	
390	NEASC	5,000	0	5,000	5,000	
522	Liability Insurance	4,000	4,398	4,000	4,000	
530	Communications/Postage	3,000	0	3,000	3,000	
540	Advertising	500	523	500	500	
550	Printing	500	0	500	300	
600	Web Site Maintenance	4,500	3,579	4,500	4,500	
610	Misc. Supplies/ Expenses	900	1,027	900	900	
810	Dues and Fees	3,000	2,338	3,000	3,000	
2310 School Board		42,690	27,741	42,690	41,690	(1,000)
2313 TREASURER						
115	Treasurer Stipend	2,600	2,600	2,600	2,600	
220	Employee Benefits	230	199	230	230	
2313 Treasurer		2,830	2,799	2,830	2,830	0

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
2321 DISTRICT ADMINISTRATION						
110	Superintendent's office	155,990	137,374	160,114	160,114	
200	Employee Benefits	67,000	43,398	70,000	77,000	
320	Professional Development	6,000	2,046	6,000	6,000	
360	Legal Services	2,000	1,008	2,000	2,000	
530	Communication (Tel/Postage)	9,000	5,118	9,000	8,000	
540	Advertising	2,000	1,579	2,000	2,000	
550	Copier	4,420	4,264	4,420	4,420	
551	Printing	500	269	500	500	
580	Travel	1,200	979	1,200	1,200	
610	Office Supplies	4,500	2,289	4,500	3,500	
730	Equipment	450	0	450	450	
810	Dues and Fees	7,000	1,043	7,000	6,000	
2321	District Administration	260,060	199,367	267,184	271,184	4,000
2410 SCHOOL ADMINISTRATION						
110	Building Principals	229,360	226,351	246,217	231,217	
112	Building Secretaries	108,200	103,006	109,780	111,976	
200	Employee Benefits	53,000	98,945	72,000	100,000	
320	Professional Development	5,900	9,216	5,900	5,900	
530	Telephone	15,000	13,866	15,000	14,500	
532	Postage	5,850	6,492	5,900	5,000	
540	Advertising	1,500	1,387	1,500	1,500	
550	Printing	3,400	548	3,400	3,400	
580	Travel	1,425	251	1,425	1,425	
600	Graduation	3,000	3,152	3,000	3,000	
610	Office Sup.	21,600	14,663	22,300	20,000	
730	Equipment	7,650	3,247	7,650	3,000	
810	Dues and Fees	4,000	1,514	4,000	3,000	
890	Criminal Record Checks	1,500	2,125	1,500	1,500	
2410	School Administration	461,385	484,763	499,572	505,418	5,846
2420 SPECIAL ED ADMINISTRATION						
110	Office of Special Education	101,400	101,318	104,523	104,813	
200	Employee Benefits	43,100	32,142	45,000	40,000	
320	Professional Development	2,000	2,310	2,500	2,500	
330	Purchased Professional Serv	0	0		0	
360	Legal Services-(not reimbursable)	4,000	0	4,000	3,000	
532	Postage/Phone	500	276	500	500	
580	Travel	1,800	1,744	2,000	2,000	
610	Office Supplies and Materials	1,350	1,562	2,000	2,000	
640	Books and Periodicals	540	540	600	600	
730	Equipment	720	720	1,000	1,000	
812	Dues and Fees	1,000	847	1,000	1,000	
2420	SPED Administration	156,410	141,459	163,123	157,413	(5,710)
2490 EMPLOYEE BENEFITS						
210	Health Insurance Adjustments		6,872			
212	Benefit Plans Admin Fee	1,500	986	1,800	1,000	

2016/2017 BUDGET EXPENDITURE DETAIL

Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
213	Life & Disab Ins.	29,000	16,576	30,000	34,000	
220	FICA & Medicare Taxes	100	0	100	100	
240	Retirement Program Costs	18,000	21,348	25,000	25,000	
250	Workers' Comp. Ins.	30,000	42,270	45,000	45,000	
260	Unemployment Ins.	5,000	0	5,000	5,000	
270	Tuition Reimb Pool-Certified	50,000	54,788	50,000	50,000	
2490	Employee Benefits	133,600	142,840	156,900	160,100	3,200
2520 BUSINESS SERVICES						
110	Business Manager	80,400	80,379	82,876	82,876	
115	Accounting Clerks	42,400	41,403	42,778	43,634	
200	Employee Benefits	52,000	48,930	55,000	60,500	
320	Professional Development	1,750	2,280	1,750	1,750	
580	Travel	500	144	500	500	
610	Supplies	900	290	900	900	
671	Software support	2,500	2,622	2,500	2,500	
810	Dues & fees	200	175	200	200	
811	Bank Service Charges	900	746	900	900	
2520	Business Services	181,550	176,969	187,404	193,759	6,355
2620 BUILDING OPERATIONS						
100	Building Operations Salaries	223,800	226,664	234,613	238,305	
200	Employee Benefits	87,600	89,493	91,000	100,100	
320	Professional Development	0	1,208	0	0	
411	Water Fees	4,500	10,184	5,750	6,200	
421	Rubbish Removal	11,750	12,108	14,000	15,000	
425	Hazardous Material Disposal	3,000	1,768	2,500	1,500	
430	Purchased Services	61,000	94,596	62,500	64,000	
521	Property Insurance	45,000	49,028	50,000	55,000	
580	Travel Expense	500	931	500	500	
610	Repair & Maint Supplies	21,600	23,800	21,000	23,000	
611	Custod Supplies & Materials	16,650	18,431	15,550	16,000	
622	Electricity	105,000	101,777	107,500	102,000	
623	LP GAS	3,840	7,166	4,200	40,145	
624	Fuel Oil	117,000	115,624	124,000	74,750	
730	Equipment	9,000	20,236	8,250	5,000	
733	Furniture – Dist. Wide	13,500	6,160	11,500	8,000	
810	Dues & Fees	0	230	500	250	
2620	Building Operations	723,740	779,404	753,363	749,750	(3,613)
2630 GROUNDS						
422	Snow Plowing	19,000	18,300	20,000	20,000	
430	Purchased Grounds Services	1,850	1,529	1,950	3,000	
441	Land Lease – Orford Fields	7,500	7,500	7,500	7,500	
611	Grounds Sup & Mat'ls	1,350	2,172	2,000	2,500	
611	Grounds Easement	1,500	0	1,000	0	
2630	Grounds	31,200	29,501	32,450	33,000	550

2016/2017 BUDGET EXPENDITURE DETAIL

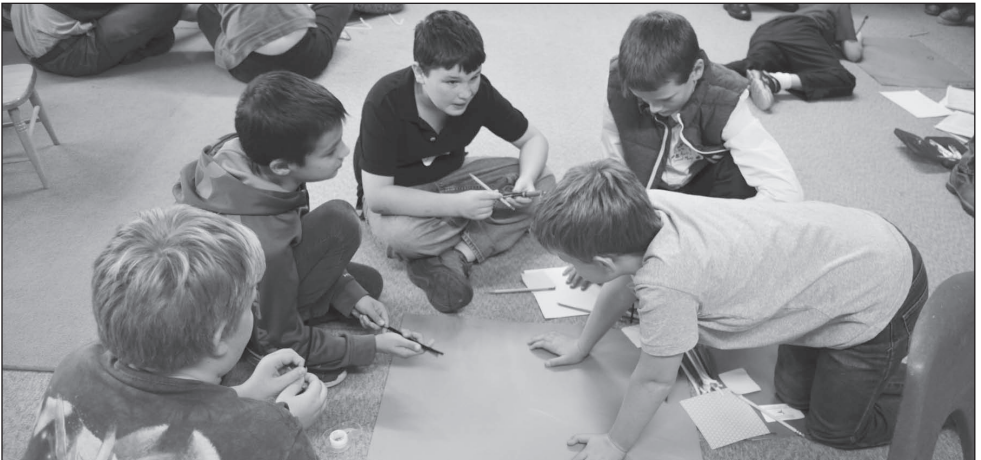
Acct	Description	FY15 Budget	FY15 Actual	FY16 Budget	FY17 Proposal	Difference
2650/2740 DRIVER ED/VEHICLE						
2650	Driver Ed Costs	1,700	623	1,700	1,400	
2740	Other Vehicles Gasoline	3,000	1,644	3,000	2,000	
2740	Vehicle Purchase	15,000	16,895	0		
2740	Other Vehicle Costs	3,500	3,632	3,500	1,500	
2650/2740 Driver Ed		23,200	22,794	8,200	4,900	(3,300)
2720 TRANSPORTATION						
110	Student transp. to/from school					
220	FICA & Medicare Taxes					
519	Contracted Student Transportation	319,025	312,738	340,500	347,298	
514	Fuel Surcharge	10,000	7,238	10,000	8,000	
519	Vocational Ed Transp.	14,925	14,926	19,500	19,829	
519	Homeless Student Transp.	0	732	500	500	
519	Warren Student Transp.	10,000	8,494	10,000	8,500	
519	Waits River Transp	0	3,198	0	0	
	Subtotal, transportation to/from school	353,950	347,326	380,500	384,127	3,627
519	Field Trips	27,000	25,150	25,000	16,500	
519	Sports Transportation	16,000	18,483	20,000	20,000	
2720 All Transportation		396,950	390,959	425,500	420,627	(4,873)
5100 DEBT SERVICE						
830	Rivendell Bond Interest	176,200	179,533	166,100	115,841	
910	Rivendell Bond Principal	475,000	475,000	475,000	475,000	
	Subtotal, new construction debt svc.	651,200	654,533	641,100	590,841	
831	Rivendell T.A.N. Interest	5,000	3,627	5,000	5,000	
834	Asbestos Abatement Loan	108,000	7,528	108,000	108,000	
5100 Debt Service		764,200	665,688	754,100	703,841	(50,259)
5300	Transfer to Food Service Fund	20,000	20,000	20,000	35,000	15,000
	Prior Year Adjustment					
Net before grants		\$9,366,387	\$9,395,819	\$9,574,772	\$9,740,047	\$165,275
GRANTS						
	Title Grants	235,000	235,000	245,000	251,000	
	SPED Grant expenses	165,000	165,000	141,750	141,750	
Expenses fully offset by revenues		400,000	400,000	386,750	392,750	6,000
Budgeted Education Spending		\$9,766,387	\$9,795,819	\$9,961,522	\$10,132,797	\$171,275
Separate Article – Vote required						
	Capital reserve transfer	50,000	50,000	50,000	30,000	(20,000)
		\$9,816,387	\$9,845,819	\$10,011,522	\$10,162,797	\$151,275

GRANT INFORMATION

	FY15 2014–2015	FY16 2015–2016	FY17* 2016–2017
EPSDT: Nursing <i>(Pays for portion of school nurse salary)</i>	16,000	16,000	16,000
Federal Titles (NH & VT)			
NH	48,000	40,000	46,000
VT	241,000	205,000	205,000
21st Century – VISIONS <i>(Summer & after-school program)</i>	86,000	86,000	0
VT Preschool Development Expansion Grant	0	0	35,020
Vermont Tobacco <i>(Prevention training & staff support)</i>	5,800	5,800	5,800
Grant Totals	396,800	352,800	307,820
Special Education Grants			
NH IDEA	27,000	27,000	27,000
VT IDEA	93,000	92,750	92,750
VT Medicaid IEP	30,000	22,000	22,000
Special Education Grant Totals	\$150,000	\$141,750	\$141,750

Periodically small grants and donations are requested and received for specific educational activities and restricted purposes such as: VerShare (Hulbert Trip), Vermont Fresh Fruit & Vegetable (Westshire), Crossroads Farm (Westshire), Byrne Foundation and Vermont Rural Partnership.

**Anticipated*



Samuel Morey fifth graders at Vermont Rural Partnership Conference

Report from the Interim Superintendent



Michael R. Harris, Ph.D.

I write this report after having worked for five weeks as the part-time interim superintendent for the Rivendell Interstate School District. After 15 years as a superintendent in the Upper Valley, I am happy to take this position and look forward to serving for at least the next few months. My most simple ambitions are to direct the overall operations of the District and especially those regarding the business and personnel matters effectively and correctly. However, as an experienced superintendent, I hope I can bring some outright advantages to the job and might be able to accomplish the following:

Advise the Rivendell School Board regarding the requirements and implications of Vermont's Act 46 and the new federal ESSA law. The VT issue certainly has received much publicity in recent months regarding its budget and tax rate limitations as well as its push for district consolidation. By virtue of being an interstate district with its own unique regulations, Rivendell is exempt from those provisions. Nonetheless, there are lessons to be learned and some possible benefits for us from the law. ESSA refers to the new Every Student Succeeds Act passed by Congress that has essentially replaced the No Child Left Behind law from the past decade. It redirects the authority for school accountability and testing to the states instead of resting with the federal department and it will focus more attention on failing schools in urban areas. Its ultimate effect on schools, like Rivendell's, remains uncertain, but the VT Agency of Education expects to submit its response to the plan next fall. Standardized testing of students will continue in some form, certainly, but the specifics may change over the next few years.

Direct the District's leadership teams of principals and administrators. I have been meeting with the three principals and special education director as a group weekly. My regular role is to coordinate budget matters as well as their educational initiatives, but I have also been asked to play a part in evaluating their performances and assessing their respective job descriptions.

Oversee the administrative hiring in the District. There are two prominent positions that will need to be filled. First, Gail Keiling has announced her retirement as Principal at Samuel Morey Elementary School. Ms. Keiling has worked for Rivendell for 21 years as a teacher, principal and even superintendent. Her leadership and wisdom will be greatly missed. Rivendell, of course, will move to hire a replacement for her and I expect to play a lead role in directing that search and hiring process. Second, there will be a process for finding a new superintendent to begin work in July. I will play some role in organizing that search and hiring.

Assess programs and problem solve. In overseeing the administrative and business operations of the District, I will often be making judgements about those operations and preparing recommendations for the School Board and the District administrators. Prior to becoming a superintendent, I had been a special education director for eight years and that experience probably gives me an unusual degree of expertise about a crucial area for the District. I hope that this knowledge can be helpful here.

Respectfully submitted,
Michael R. Harris



Brenda L. Needham

Report from the Former Superintendent

How fast five and a half years go by. As the communities know, I retired from Vermont effective January 15, 2016. As I reflect on my twenty plus years as a Superintendent, my time at the Rivendell Interstate School District was an important chapter of my life's work. Having the opportunity to serve an interstate district was unique and required a new set of skills that kept me engaged, challenged and invested in continuing to learn. I am proud of the work that has been done here. I certainly could not have had the level of success without the collaboration, talents and experiences of those I worked with.

Of particular note, this past year, is recognizing the quality preschool program we offer and the opportunity we had to participate in the Vermont Preschool Expansion Grant. Also, this year, the first results of SBAC student assessments were positive and certainly going in the right direction. Although continued work and improvement is needed, we were strong in comparison to other Vermont districts. Our District Office has continued to investigate and promote District strategies and goals of energy saving initiatives, promoting health, safety and wellness, carefully monitoring our financial status and generally improving the quality of what we do. We have continued to face unanticipated expenses related to our facilities requiring problem solving and continued future and capital planning to address the needs. A school district has many components, often complicated and intertwined, so the effectiveness often relates to how they complement and support each other. I am pleased that the District Office has had many successes, continued growth and development, and has been a positive "face" of Rivendell.

My appreciation goes to our long-term employees, Hank Plaisted and Gary Collins, who both resigned in 2015 (each serving 15 years). We welcomed Matt Joska, Director of Information Technology, and John Jakubens, Director of Operations, as their replacements. We were fortunate to have Matt and John join us and we are thankful that they are bringing their experience and strengths to Rivendell.

Of importance for Rivendell's future is the challenge of Act 46. Act 46 provides direction and, at times, financial incentives for voluntary mergers. Although, due to our interstate status, we are not obligated to merge; the challenge of declining enrollment, increased financial considerations and student opportunities is of significance for Rivendell. The School Board has been discussing and exploring options with neighboring communities and doing their due diligence in this ongoing discussion. Although, Act 46 may impact the future of our schools, the discussion and problem solving to find solutions for the future is admirable and will insure that decisions with the best interest of Rivendell's students in mind will be made.

The future of education, both at Rivendell and the broader education community, will continue to present challenges and barriers but also opportunities for innovation and growth. I have confidence that the work of the past will form a basis of improvement and strategies for the future. Continued quality and effective teaching and learning are vital to the wellbeing of our communities. If we remember students should always be our focus and primary goal, all students can learn and effective teaching results in learning, we will continue to see positive results.

I thank the Rivendell communities for the support, guidance, respect, history and knowledge that have been shared with me.

Respectfully submitted,
Brenda L. Needham



Keri Gelenian

Report from the Head of Schools/Rivendell Academy Principal

Rivendell Academy teachers and students continue to innovate and excel. Based on test results last year, the Academy is ranked 5th in Vermont. Our scores in all subjects – math, English/language arts and science have been strong for three years running. The quality of our instruction and the overall culture of the school mark our success.

Last year students enrolled in nine Vermont Community College courses under the dual enrollment program. One student completed a full year of college as an early college student (nine courses). One student took a class from Lakes Region Community College and one student completed a class from Southern New Hampshire University. Students also enrolled in four Dartmouth classes. Fifty-seven percent of last year's class had a 4-year college plan, 14% were enrolled in one or two year programs, 6% joined the military and 23% entered the workforce.

After coming very close to receiving a \$100,000 Rowland Foundation Fellowship for revising our Advisory curriculum, Jenny Ellis and Mary Rizos went on to complete the work over the summer. Their curriculum has brought a new focus to the Academy's advisory. We have not given up. Laszlo Bardos and Rachel Sanders now have applied for another Rowland Fellowship to support staff development. This summer teachers from the Academy and Samuel Morey partnered with a professional development group in Cambridge, MA to lead the District in developing curriculum and instruction.

Nancy Hall received a \$6,000 grant from Vermont Student Assistance Corporation (VSAC) to support PSAT/Plan testing and math instruction. Mary Rizos received a \$1,200 grant from the Language in Motion program at Dartmouth, which was dedicated to setting up projects for students traveling to Guatemala in the spring.

As part of the Media and Self and War on Terror courses, Michael Galli took students to New York City to visit "Democracy Now" and the 9/11 Memorial. The class also took a trip to MIT to interview Noam Chomsky. Students met and interviewed a range of intriguing speakers, such as a first responder at the Twin Towers on 9/11, the director of a Syrian refugee camp, and the editor of ZMagazine. Nile Project musicians entertained and shared international perspectives with us through a Hopkins Center partnership. Eric Reichert initiated a new library research component to his Junior Writing class, taking students for the day to Plymouth State's Lamson Library. Our summer reading theme was *people, ideas and events that changed the world*. By connecting the idea of the Butterfly Effect, students were challenged to see the results of initiating a small, positive action. As part of our documentary series, over 100 people came to see the *Hornet's Nest* and stayed for a powerful presentation about the effects and treatment of PTSD.

Our spring NH Title I audit identified several compliance problems. Rectifying the issues, along with the loss of the after school Visions program funding, led us to develop a new after-school program with Federal Title I funds, which we are still evaluating. We completed a 3rd year of an alternative summer school program for 7th and 8th grade students with failing grades. This program utilizes a blended approach of skill development instruction along with a project-based component. We are working hard to provide more effective support to our lowest performing students. Yet, we are the thinnest we have been over the last three years in our support of struggling students. When we lift from the bottom everyone improves. Rivendell Academy stands on its reputation to have high expectations for all students though a common curriculum, targeted support and targeted academic challenges.

We have continued to emphasize technology at the Academy. Currently, all students in grades 9–11 have personal laptops. By next year all high school students will be on a one-to-one program. Coursework continues to be more web-based. Our Digital Project Leader, Gary

Ackerman, moved us to a Moodle platform, which is what most students will experience when attending college. Our curriculum committee developed a unique framework that emphasizes deep, connected understanding of the material taught in all Rivendell courses. It is not enough for a Rivendell student to know facts or learn a particular skill. Our focus is on our students' ability to use knowledge and skills to ask important questions and solve unique problems.

In 2013, the Rivendell Robotics Team began with one robot. In 2015, the team won the VT and NH Vex Robotic State Championship. Last year our team hosted its 1st tournament with 35 other teams attending and this winter 45 teams will travel here for our tournament. For other technologically inclined students we have added a programming class, a web design class, a math modeling class and an electronics club all led by Laszlo Bardos. Mary Rizos has taken over digital photography and John Bristol continues as our digital video recording teacher.

Our student support team is composed of counselors, Nancy Hall and Cindy McLaren; Dean of Students, Michael Galli; nurse, Creigh Moffatt; Special Education Director, Jan Cole and student support services consultant, Robert Bryant. This team provides everything from support on behavioral issues, crisis counseling, emotional support, health and wellness services, social thinking, college and career counseling, and academic counseling. This group of professionals work lays the foundation for students' academic success at the Academy and beyond.

In 2015 the boys' varsity basketball team traveled again to Barre taking second in Division III. Our golf team spent the season rebuilding, after two consecutive state championships. Sam Emerson and Liam Fleming set new spring track records. Eric Reichert stepped up to take over girls' cross-country and Maija Bradley took 5th in the state. Our athletes took key roles on the Hartford hockey and Oxbow football teams. Sportsmanship continues to define our teams. For the second year the girls' varsity soccer team earned a National Soccer Coaches Association's gold award for sportsmanship, as well as receiving a scholastic award for having a team GPA over 84%. Corrie Lyndes was selected to represent VT in the Lion's Cup soccer game. The varsity boys' soccer team earned silver for the second year running. Last spring the Athletic Leadership Council (ALC) organized an outstanding Raptor Run supporting Special Olympics. The Special Olympics team was awarded the Unified Team of the Year award and Program of the Year Award. Rivendell student, Austen Babcock, was awarded Athlete of the Year.

Michael Galli and I continue to be outspoken critics of standardized testing as a means to improve education. Last fall, North Country Supervisory Union's Superintendent, John Castle, and I addressed the VT Board of Education about time and money to administer the new SBAC testing. This fall the federal government rescinded the requirement to follow Common Core Standards or administer any specific standardized test. Presently, VT has not made any changes and I will continue to push for tax money to be spent in ways that build the capacity of schools rather than only seek to measure and criticize.

The three main areas where we will continue to focus attention are supporting struggling students, developing an explicit curriculum framework to drive innovation of instructional strategies and culture building. We always strive to keep students in the center of these efforts and continue to support excellence and independence of our students.

Lastly, I hope that we can embark on a new type of partnership with our communities. At Rivendell, as well as most schools, this partnership has been defined by community service from students, sports and fundraising activities. We need to go farther by researching and experimenting with ideas that explore *how a small rural school can support the economic and cultural development of our four towns*. This is a much different question than has been asked in the past. Searching for ideas and answers could lead to exciting developments.

Respectfully submitted,
Keri Gelenian



Gail Keiling

Report from the Head of Elementary Schools/
Samuel Morey Elementary Principal

At the heart of our great school is an incredible faculty and staff, who deeply care about our students and strive to personalize learning for every child, and continually grow as professionals, a supportive and involved parent community, and students who are smart and enthusiastic learners.

We know that high expectations for student achievement combined with adequate support and intervention will result in academic proficiency and growth. While early intervention is essential in supporting students early in literacy development, we realize some students still need support in the intermediate grades. Through VT Title I funds we hired a part-time reading teacher to support students in 3rd through 6th grades. This ongoing support is critical for success as the demands of reading and writing increase in the upper elementary and middle school grades.

Thanks to a Vermont Rural Partnership (VRP) grant, we started garden construction for each grade tied to their curriculum. Last year we completed our preschool, kindergarten and first grade gardens. Preschool parents helped construct an arbor and raised beds leading to our natural playscape area. Our kindergarten storybook garden and first grade insect garden are connected by an outdoor classroom. We will begin spring planting and continue construction of gardens for the other grades. VRP awarded us another grant this year to build an outdoor classroom and planning will begin soon and involves our 5th and 6th grade student government members.

We are fortunate to have many partners who support and play a key role at our school. Community partnerships help us provide many opportunities for our students and professional development for staff during these challenging economic times.

The Montshire Museum of Science, a long-time partner of Rivendell schools, this year Montshire educators supported teachers in the writing of science units and led science investigations in our classrooms and at Montshire. Our preschool teachers are also part of Montshire's grant, "Building STEM Capacity in Early Childhood Education." This grant's goal is to improve science education for preschool-age children. Our early childhood staff will receive this training. Preschool teacher, Rob Reade, will receive additional training from Montshire's education staff and will then help training teachers at other centers.

The new Rivendell Recreation Council and Friends of Rivendell are in the early years of their new organizations working to provide activities for our students. The Rec Council offered sports and skiing and a Halloween Dance was organized by Friends of Rivendell. Thanks to the Hulbert Center we were able to offer two afternoons of winter activities for students who do not ski. We will continue to work as partners to offer extended activities in all areas for our students.

Sixth graders had two exceptional field trips to show them the possibilities beyond their K-12 schooling. They visited Dartmouth College and Dr. McClung, professor and research botanist, about fast plants and their genetic usage in the field of research at Dartmouth. Students also toured the greenhouse, physics building, library and a poetry room. They also visited New England College, taking part in some collegiate level science. Students conducted a crime scene genetics lab (gel electrophoresis) to solve a crime, toured the campus and had lunch in the dining hall. Many left talking about what it will be like when they go to college.

Fifth and sixth grade students were able to take French with Madame Keefer at Rivendell Academy after school as part of our Visions program. Our Visions program continued to run even though we were not eligible for the 21st Century Grant, which helped fund it in previous years. We have been able to offer 4-H sewing, coding and other enrichment activities thanks to our creative and dedicated after school staff.

Last spring our students in grades three through six took the new SBAC (Smarter Balanced Assessment Consortium) exam for the first time, which is fully aligned with the Common Core State Standards. The assessment is computer adaptive testing. Students exceeded the State average in most areas on the SBAC.

Our professional development focus for the last two years has been on Critical Explorations. Eleanor Duckworth, an internationally recognized expert in developing students' deep thinking and understanding of complex ideas through the process of Critical Exploration, worked with the entire PreK–12 faculty. I see teachers implementing this instructional approach in their classrooms, whether it is preschool students exploring natural objects, 4th graders analyzing a poem or 6th graders exploring a math problem. This approach makes students' thinking visible and encourages them to go deeper with their learning.

Samuel Morey is part of an Instructional Rounds group made up of principals and educators from the Upper Valley and led by Dartmouth's education department. This year the group visited Samuel Morey and spent the morning observing classrooms around a critical question, "How often and what kind of student to student academic conversation do our students engage?" They offered some wonderful observations that I shared with the SME faculty. It is essential that the entire staff and I are continuously learning.

The ways that we communicate as a school organization are changing! This year the "Principal's Blog" replaced the traditional paper newsletter and Samuel Morey now has its own Facebook page. This is more than just going paperless; it is about telling our story. There are amazing things happening in our classrooms all the time. My goal is to help our families and larger community have a window into our school and classrooms to see the awesome instruction and learning that takes place. We have wonderful story to tell at Samuel Morey!

On behalf of the entire Samuel Morey faculty and staff, thank you for the opportunity to teach your children. We are so grateful for our Samuel Morey families and children. Together, we are one outstanding community. Indeed, it takes a community effort!

Respectfully submitted,
Gail Keiling



Mrs. Keiling reading to Samuel Morey kindergarten students



Tammy MacQueen

Report from Westshire Elementary School Principal

It wasn't that long ago we celebrated the first day of the 2015–2016 school year with a musical parade around our building. The anticipation of another exciting year was palpable as we entered the front doors of our beautiful school. Each year as we look forward, we understand the importance of our work and what it means to our students and families. At Westshire, we feel responsible for making the lives of our students better by offering them a safe place where learning is both exciting and engaging.

Our Early Childhood Program continues to flourish. We welcomed 31 students to our preschool classrooms this fall. Mandated by the state of Vermont, all districts will be required to offer preschool to their youngest students, assuring all Vermont three and four year old children get at least ten hours of free preschool per week. Rivendell's ECP complied a year early and has become a model for the State. Like the legislators in Vermont, we understand the importance of early education. Each year when our Kindergarten students arrive, we see dramatic differences in those children who attended preschool programs.

Enrollment has remained steady at Westshire with 79 students in grades K–4. Class sizes average between 14 and 18 and we anticipate a large number of incoming Kindergarten students for next year. This year's Kindergarten class transitioned extremely well. They recently celebrated with a "Me Museum" and will soon begin collaborating with the Kindergarten class from Samuel Morey on their Eric Carle unit. We continue to see positive results in the 1st and 2nd grade with our multi-age model. Grade level instruction in math and Foundations and integrated lessons in science and social studies have given students a consistent and thoughtful academic experience. In grades 3 and 4, the specialist model has given students the opportunity to use longer blocks for core academic areas.

Three times per week, we offer enrichment blocks where students meet in small groups with teachers to practice math, literacy and technology skills. Technology is a huge part of the growth of Westshire. We have added new Chromebooks that we use with the older grades and iPads for the younger students. Last year our 3rd and 4th graders showed their strength in the area of technology as they scored above the State in most areas on the SBAC (Smarter Balance Assessment Consortium). According to a recent report of school ratings, Westshire was ranked as the 10th best school in Vermont.

With the help of parent volunteers and our 4th grade Student Leadership Team, we wrote a proposal to the Vermont Rural Partnership and were awarded \$2,500 to build an outdoor classroom. Since we cannot build in the winter, students have been using the indoor time to create a plan for our new outdoor structure. They visited other rural schools to get ideas for our classroom design. In May, both Samuel Morey and Westshire will host more than 200 students from around the State at the Rural Partnership Spring Conference. We look forward to sharing the projects we have accomplished thanks to funding from the Rural Partnership and its sponsors.

The ROCKS program has become a big part of Westshire's identity. The acronym stands for: Responsible, Outstanding Scholars, Cooperative, Kind and Safe. Outstanding scholarship is an essential part of being a good student and we recognize this achievement through our "Quality Work" incentive. During the year, students submit class work or assignments that they feel are done exceptionally well. They discuss this work with a teacher and then meet with me for a con-



Westshire kindergarten students counting pennies on 100th day

ference. We talk about the work and how it shows quality. Before leaving, each student receives a Quality Work certificate and a button, bookmark or magnet. Each piece of student work also gets displayed on the bulletin board across from the office.

I am always proud of the work we do at Westshire. Together we support a community of learners who feel successful and safe. I love our wonderful school and feel lucky to spend each and every day with our staff, students and families. Together we make Westshire an amazing place to be.

Respectfully submitted,
Tammy MacQueen



Janet Cole

Special Education at Rivendell provides services to our District's eligible children, ages 3–21, both inside and outside of the classrooms. We are dedicated to providing meaningful and challenging educational opportunities for all students. Our vision of inclusion for all 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 - such as speech and counseling - designed to provide an appropriate education and allow them to progress in the general curriculum.

Although the number of children we are serving has not increased over the past few years, their disabilities are dramatically more significant. They require more instruction, equipment, supports and therapies. Specialized services such as speech-language therapy, counseling, physical and occupational therapy are provided by therapists in private practice in conjunction with school staff. Some students require services that are so specialized they cannot be provided in our schools. Those students attend alternative schools. It is always the goal that they return to be with their peers as quickly as possible.

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 Essential Education and preschool teachers along with any necessary related services. 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 fourteen years indicates a strong correlation between receiving those preschool services and subsequent school success.

As always, changes on the federal and state level impact us locally. A significant lack of funding and capacity for community-based mental health programs in both states has led to schools needing to arrange these services for students who require these services to participate in their education.

Although we face 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 their students reach for the stars. They can be found in the classrooms teaching, in the hallways counseling, at recess playing, afterschool guiding homework, in the evenings supporting school events, and even on weekends at Special Olympics and other athletic competitions.

Sadly, at the end of 2015, we lost our longtime special educator, colleague and friend, Gerry Suich. Gerry provided wisdom, guidance, support and humor to us all. He was the epitome of a special education teacher. We strive to follow his example.

Having a disability does not limit our students – I am inspired to see them, and those who support them, grow and flourish every year.

Respectfully submitted,
Janet Cole



John Jakubens

In September of 2015, I became Rivendell's Director of Operations, coming from a similar position in a large nursing home facility. The first couple of months have been spent learning about the facilities, heating/lighting/plumbing/water/alarm systems, meeting staff, becoming familiar with transportation and other various parts of the position. Rivendell's Facilities Maintenance Technician, Steven Page, has been a great help to me during this time.

At this point, I feel that our entire Operations team is starting to mesh and we will be changing some philosophies in the future. RISD has a **wonderful** custodial staff, who enjoy and take pride in their work, which is a genuine attribute to making a facility clean and safe. Our first recent job working all together was stripping and waxing the hallway floors at Samuel Morey. It was impressive how well they work together to get things done!

Here are some of the things that have been done to improve the facilities:

Rivendell Academy:

- Completed the propane conversion to 4 boilers in the West Wing.
- West Wing drive was graded before winter.
- Fire and Safety Program improvements with assistance from Orford Police Chief, Chris Kilmer, and Orford Fire Chief, Terry Straight.
- East Wing gym refinished before basketball began.
- Repairing/replacing a portion of the heating system infrastructure with in-house labor (cost savings).
- Doors and key systems being improved.
- Improvement of kitchen and heating systems.

Samuel Morey Elementary School:

- Outside lights changed to yield a 40% savings in parts and power.
- Hallways refinished.

Westshire Elementary School:

- Parking issue in the entrance of the facility seems to be in control with the addition of "No Parking" signs.
- Outside lights changed to yield a 46.5% savings in parts and power.

There are some challenges ahead:

Rivendell Academy:

- #1 Boiler breakdown in East Wing. Should be completed by February.
- Heating controls in the West Wing.
- Heating issues in a couple of areas in East Wing.
- Outside pathway between East Wing and West Wing.
- Improve the HVAC's control by upgrading Jaces system.

Samuel Morey Elementary School:

- Sewer system electrical/control issues.
- Main roof needs repair.

Westshire Elementary School:

- Skylight and roof issues.
- Pigeon issues.

I am so grateful this community has welcomed me and trusted me to make sure all of our systems are sustained with the help of the Operations staff.

Respectfully submitted,
John Jakubens

Report from the Director of Information Technology



Matthew Joska

I started my position with Rivendell in September of 2015. My initial weeks were getting to know the District's technologies, schools and staff. I was impressed with the District's diverse array of technologies. Laptops, projectors, smartboards, wireless networking and online collaboration are readily available. Rivendell truly leverages technology in order to achieve its objective of providing the best education possible for our students.

The speed at which the Academy has taken on devices especially through the one-to-one program is impressive. Unfortunately, the volume of devices our network was supporting was overwhelming our inadequate network infrastructure. This resulted in poor data network performance, as well as poor telephone performance on our Voice over Internet Protocol (VOIP) phone system. This necessitated a complete overhaul of our network to include an upgraded wireless system and a complete network reconfiguration. The result of this has been improved data and telephone network performance. In addition we standardized the Academy network with that of our two elementary schools, thereby, providing a network that is far easier to manage and maintain.

In recent years there has been a trend to move services to the Cloud or simply off-site. In most cases the Cloud can yield many benefits. In the case of our MMS student database, moving to the managed Software as a Service (SaaS) model, we will be able to provide a more reliable, more cost effective and more available solution to our students, parents and teachers. This will also allow me the time to focus on improving other areas. We expect to have MMS fully Cloud based by the end of March. The benefits of Cloud based computing extends beyond databases. Planning is in the works for a cohesive and modern email and file sharing solution.

It is difficult to achieve great things without a dedicated and talented team. Our Technology Integrators and Support Technician (Gabi Martino, Gary Ackerman, and Sam Strohl) form such a team. The administrators, teachers and staff here are equally dedicated and talented. I know that by working together we will achieve great things!

Respectfully submitted,
Matthew Joska



*Rivendell Academy Electronics Club
(afterschool) coding lesson*

Report from the
Early Childhood Program (ECP)

In our 14th year of operation, the Rivendell Early Childhood Program continues to provide exceptionally positive and enriching educational environments for the District's three, four and five year old children. This year we have forty-six students enrolled in our three classrooms. Also, this year Rivendell implemented a year early, Act 166, Vermont's Universal Prekindergarten Bill, so we are now tuition free for all children residing in our District.



Robert Reade, Kathleen Foltz, & Heidi Nichols

What has not changed is our passion for providing the highest quality early education to the children that attend our preschools. Utilizing assessment and curricula protocols, such as the Vermont Early Learning Standards and Teaching Strategies Gold, we closely monitor the progress of each child in our care and then, in an age-appropriate and individualized fashion, we continuously work to increase knowledge, skills, and well-being in all of the early learning domains (including social and emotional development; language, literacy, and communication; mathematics; science; social studies; creative expression; and physical development and health).

All three of our preschool classrooms have been awarded five stars, the state of Vermont's highest STARS (accreditation) rating. Programs at this level are recognized for their highly trained and professional staff, commitment to ongoing professional development, close community connections that support children and families, and dedication to continually improve the learning environment and educational curriculum of their programs.

We were recently approached by the Montshire Museum to join with them in creating a replicable model for an inquiry based early childhood science curriculum. As part of this exciting initiative, the preschool staff has been working closely this year with a Montshire science instructor to plan professional development programs for preschool educators in our region. In addition, the Montshire science instructor has visited our classrooms to provide on-site support as well as to generate ideas for their model program.

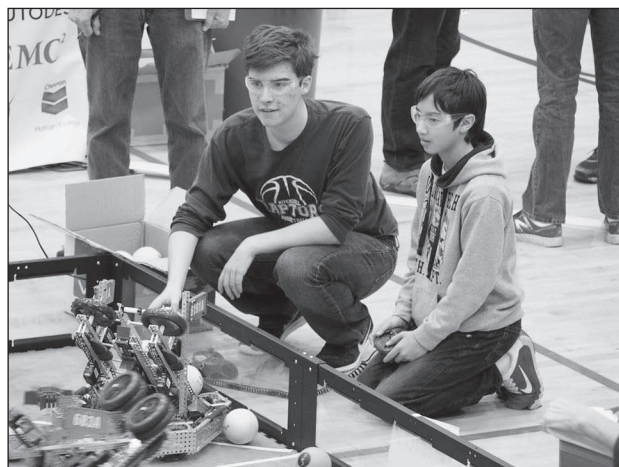
In summary, we are proud to be able to offer the children that reside in the Rivendell towns a state-of-the-art early educational program that is located in our elementary schools. Our model is characterized by highly qualified, experienced and certified teaching staff who utilize a developmentally appropriate early childhood curriculum in a caring, enriching, and child-centered environment. We value intensive family involvement and offer flexible scheduling to better meet the needs of our families. We also provide identification and remedial services for children with special needs. We believe that the children enrolled in our program will begin their school years in the most positive and successful way!

Respectfully submitted,
Kathleen Foltz, Heidi Nichols and Rob Reade

ACTION PLAN GOALS 2015 – 2017

1. Focused attention on high levels of literacy, PreK–12.
2. To improve student performance in numeracy and science by increased integration and targeted instructional strategies.
3. To ensure student success in school and beyond by offering opportunities that increase social skill development, foster independent learning and leadership.

Our Action Plan strategies reflect our students' needs and our *Profile of the Graduate*. If you would like to view the entire plan, please go to our website—www.rivendellschool.org.



Rivendell Academy Robotics Team competing in a tournament

SCHOOL ANNUAL REPORT CARD

- Schools receiving Title I funds are required to annually disseminate school performance data.
- 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.
- As required by No Child Left Behind, RISD reports that for 2014–2015 the percentage of core academic classes not taught by highly qualified teachers was 6.67% (1 class at Samuel Morey) and 9.09% (1 class at Westshire) and there were 0% of teachers on emergency license. With the HQT exception, all teachers are appropriately certified and meet required qualifications.

STUDENT STATISTICAL INFORMATION

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

		08/26/13 – 01/31/14	08/24/14– 01/29/15	08/24/15– 01/29/16
Absences (Students with over 10 absences)	Rivendell Academy	8	24	27
	Samuel Morey Elementary	9	10	9
	Westshire Elementary	7	13	7
Disciplinary Referrals	Rivendell Academy	85	31	77
	Samuel Morey Elementary	30	25	30
	Westshire Elementary	11	5	25
In & Out of School Suspensions	Rivendell Academy	6	9	44
	Samuel Morey Elementary	2	3	5
	Westshire Elementary	7	0	20
Extra-Curricular Participation	Rivendell Academy	68%	73%	67%
	Samuel Morey Elementary	85%	88%	73%
	Westshire Elementary	72%	86%	74%
Dropouts	Rivendell Academy	2013 0.004%*	2014 0.004% [†]	2015 1.39%*
	Graduations	Rivendell Academy	98%**	87% ^{††}

* = 1 out of 229 students

** = 44 out of 45 students

[†] = 1 out of 235 students

^{††} = 27 out of 31 students

= *3 out of 215 students

= **35 out of 38 students

SAT (College Board) Results from Rivendell Academy

N = 29	Class of 2013	CR 504	M 512	W 505
N = 23	Class of 2014	CR 505	M 532	W 494
N = 18	Class of 2015	CR 488	M 514	W 482
N = 25	Class of 2016	CR 531	M 518	W 532
	Vermont State Average*	CR 523	M 524	W 507
	National Average*	CR 495	M 511	W 484

*VT & National averages are for Class of 2015; Class of 2016 results will not be released until June 2016.

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 11.

In 2014 Rivendell Academy again did not meet AYP and remains on school improvement. Additionally, both Samuel Morey and Westshire Elementary Schools did not meet AYP. It should be noted that this is typical throughout Vermont due to the statistical factors and impact specific to the Vermont assessment process.

SBAC Achievement Level Descriptions

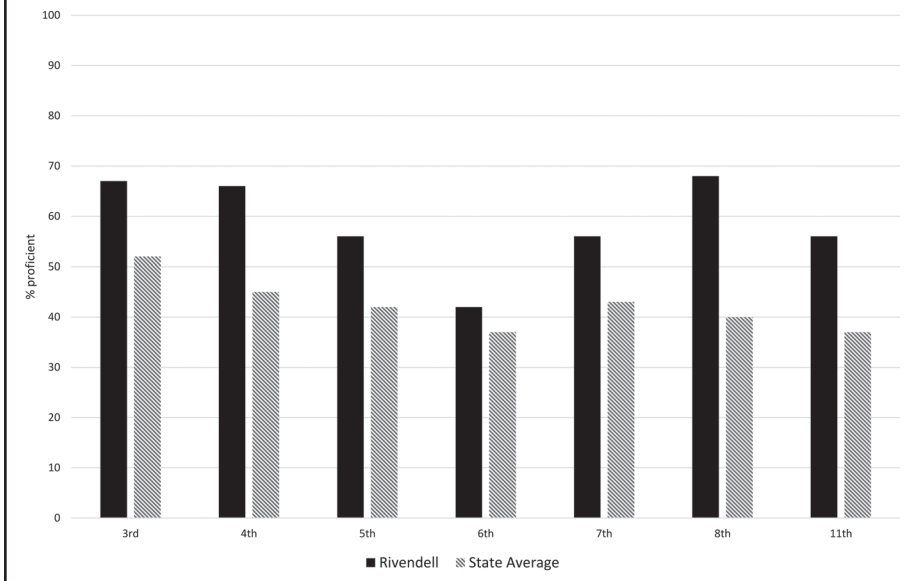
Does Not Meet State Standards (Level 1)	Does Not Meet State Standards (Level 2)	Meets State Standards (Level 3)	Meets State Standards (Level 4)
Student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future.	Student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	Student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	Student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

This was the first year of the SBAC which created an assessment that is fully aligned with Common Core State Standards. Since this established a new baseline year the scores on the following page should not be compared to previous state assessment scores.

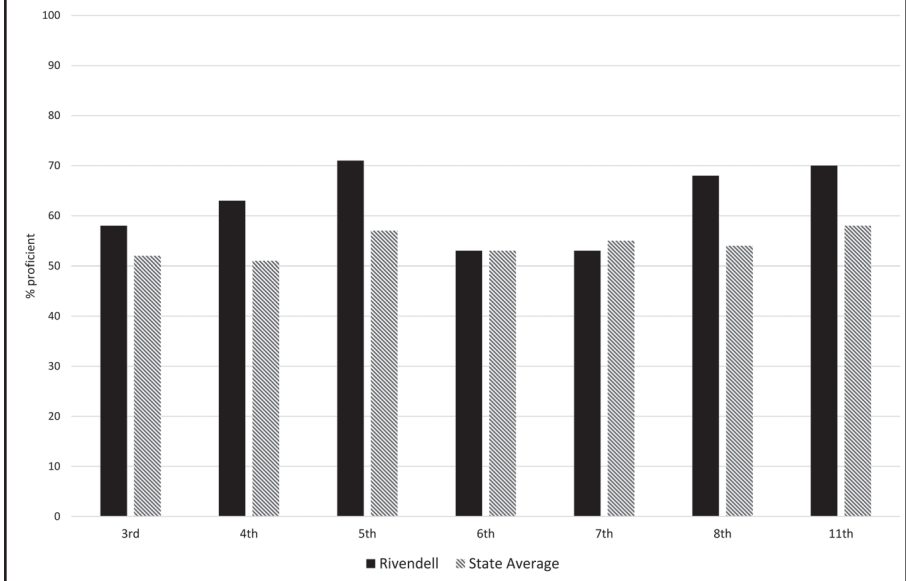


Samuel Morey and Westshire third grade students recording characteristics of river and rate of stream flow

**Rivendell SBAC Data
Percent Proficient in Math
2014-2015**



**Rivendell SBAC Data
Percent Proficient in English Language Arts
2014-2015**



NECAP STATE TESTING PROGRAM

Achievement Level Descriptions

Substantially Below Proficient (Level 1)	Partially Proficient (Level 2)	Proficient (Level 3)	Proficient with Distinction (Level 4)
Students demonstrate extensive and significant gaps in knowledge and skills needed to perform at the current grade.	Students demonstrate gaps in knowledge and skills needed to perform successfully at the current grade level.	Students demonstrate minor gaps in skills and knowledge needed to perform successfully at the current grade level.	Students demonstrate the knowledge and skills needed to and excel in instructional activities at the current grade level.

Content Knowledge and Skills Tested on NECAP – Science Overview

The content standards in science identify four strands:

- Physical Science
- Earth Space Science
- Life Science
- Inquiry

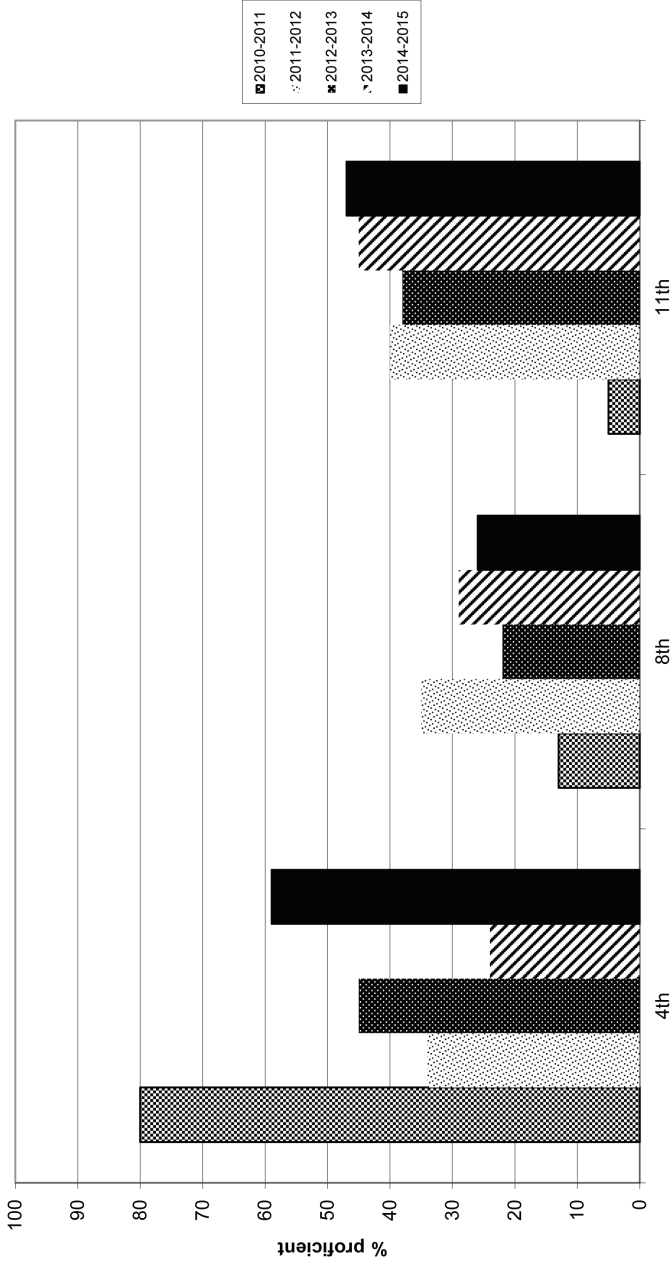
The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

VERMONT DEVELOPMENTAL READING ASSESSMENT

The Vermont Developmental Reading Assessment (VT-DRA) is an individually administered, standards-based reading assessment given in Grade 2 every May. It involves students' reading and retelling selected short books.

DRA 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
25	2011	84%
37	2012	92%
32	2013	97%
34	2014	76%
33	2015	91%

Rivendell NECAP Data
 Percent Proficient in Science Grades 4, 8 and 11; 2010–2015



For comparison, Vermont state average results for 4th grade were 38.5%, 8th grade 33.7% and 11th grade 34.6%. The science assessment is designed to measure students' scientific literacy and inquiry. Science NECAPs will continue through 2016.



Thomas Wilkin, Grade 9 – Rivendell Academy



Allison Collins, Grade 9 – Rivendell Academy

Student Enrollment: 1/29/16

SCHOOL	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Adult	TOTAL
Rivendell Academy								23	34	36	44	27	37		1	202
Samuel Morey Elementary	21	21	23	19	21	31	33									190
Westshire Elementary	31	18	20	15	12	14										110
TOTALS	52	39	41	38	31	35	31	33	23	34	36	44	27	37	1	502

178 NH Students & 324 VT Students

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

Year	Elementary (PreK-6)	Grades 7-12	Total
2012-2013	260	222	482
2013-2014	277	209	486
2014-2015	278	215	493
2015-2016	300	202	502
Projected 2016-2017	304	198	502

Towns Rivendell Academy Students came from as of 1/29/16	
Fairlee	50
Orford	79
Vershire	28
West Fairlee	32
Bradford	1
Corinth	2
Piermont	4
Warren	5
West Topsham	1
TOTAL	202

**MINUTES OF THE ANNUAL MEETING
OF THE RIVENDELL INTERSTATE SCHOOL DISTRICT
Held on March 17, 2015**

The Annual Meeting was held in the gymnasium of Rivendell Academy in Orford, NH. Voters of Orford, NH, Fairlee, West Fairlee and Vershire, VT met for the purpose of holding the Annual District Meeting of the Rivendell Interstate School District pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact. Approximately 122 voters were in attendance.

David Hooke, Moderator of the Rivendell Interstate School District, called the meeting to order at 6:30 p.m. Mr. Hooke asked that those present stand to say the Pledge of Allegiance to be led by three members of the Rivendell Athletic Leadership Council. Mr. Hooke read the Warrant, reviewed the procedures to follow during the meeting, and stated that the polls were opened at 6:00 p.m. and would remain open for one-half hour following the completion of business under the other articles. Mr. Hooke recognized State Senator Mark MacDonald (Orange County-VT) and asked any members of the press to please stand to be recognized. Lillian Gahagan, Journal Opinion, and Nora Doyle-Burr, Valley News, were recognized.

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

The article was moved and seconded. Marc DeBois, Chair, thanked the staff and administration for their work in the school during the past school year. He also thanked Cicely Richardson as a retiring Board member who has served for six years.

Sarah Rinehimer shared some highlights of the three schools, using a slide presentation. She spoke about Westshire's early childhood program now with 28 students; last spring the students built 5 raised bed gardens; started a composting program and received a \$2,000 grant to partnership with Rural Vermont; and the ROCKS program. Then spoke about Samuel Morey's pre-school (early childhood program) also growing; starting their composting program; will be building raised bed gardens with a \$2,500 VRP grant; 6th grade went into the communities for an oral history lesson on the Fairlee town hall and worked on a visual media program; second year that students participated in the Inspiring Kids program which promotes youth leadership and community building. Rinehimer stated the VISIONS program is still going strong and the Rivendell Rec program is up and running again. In regards to the Rivendell Academy, she spoke of Early College program which allows students to earn college credits while in high school; of one student who completed an on-line program and completed her project of "Mars Mission" that resulted in her being selected to spend some time working and studying at the Stennis Space Center; the Rivendell Robotics program attended several competitions and won the VT/NH state championship; continuing to get strong NECAP scores in reading, writing and math and ranked 11th out of 66 schools in NH and 5th of NECAP scores.

Anne Duncan Cooley, Chair of the Orford Academy Building Task Force, spoke about the future of the Orford Academy building being possibly used for mixed income senior housing. The District has entered into a two-year memorandum of understanding with AHEAD out of Littleton, NH, giving the District time to formulate a plan to present to the town.

David Ricker addressed the Strategic Plan for the District. The existing plan ended in 2013 and this plan will build on it, but with a more simplistic approach. Statistics were compiled from surveys completed by the members of the Rivendell District which allows the Board to focus on important issues to District community members. Additional surveys are still available to anyone to complete. Using a slide presentation, Ricker reviewed the three main goals currently being worked on.

Mark Avery spoke on the finances and budget. While spending is up approximately \$190K, \$150K of that increase is salary and benefits. The increase is just over 2%, where the state of Vermont is averaging just over 3%. Over the past 7 years, the District's budget has increased 1% on average per year. The revenue is up 180,000, primarily due to out-of-district tuition, plus the surplus from last year's budget. This is the third consecutive year of revenue increases. The Vermont towns' tax rates will stay close to what they currently are, however, NH will increase primarily due to a higher average student enrollment.

Article 4: Shall the voters of the District raise and appropriate the sum of \$9,961,522 for the operating budget for the District for the 2015-2016 fiscal year?

The article was moved and seconded. Jim McGoff (Orford) spoke on the budget being too high; Town of Orford is paying almost \$4M, but have fewer students; the highest tuition rate of neighboring districts; and he asked for an explanation as to why tuition rate is over \$16,000 and the student to teacher ratio is so low. Chair DeBois responded that the Board needs to balance the quality of education against the cost; Board feels the budget is a tight, sound budget to support the programs being offered; need to treat our teachers fairly; and to be offering a quality education. McGoff stated that Warren won't be sending students to Rivendell because they now have a choice. DeBois stated he understands that Woodsville is offering Warren a discount, but believes that rate is still higher than what Rivendell offers. McGoff said the District needs a larger number of tuition students to support the budget, not just one or two

per year; feels the tax rate is unacceptable for Orford taxpayers, and while students deserve a good education, it has to be better balanced against the budget; he asked why the tuition rate isn't closer to \$14,000. DeBois responded that the Board sets the tuition rate each year based on a state formula and it is a competitive rate.

Paul Dalton (Orford) asked for clarification on the source for the cost per pupil of \$16,445, but read an article stating that tuition students of 23 brought in tuition of \$213,190 making the tuition rate of \$9,269; asked what is the actual cost per student – using the bottom line divided by the # of students makes the cost per student actually \$19,500. Keri Gelenian, Head of Schools/RA Principal, stated that the some students are part time and the numbers can fluctuate; he has made an effort to reach out to Waits River students and they visit the school yearly; his understanding is that Rivendell's tuition rate is the lowest offered to Warren students from other schools, and has kept the communication lines open with the Warren School. Superintendent Brenda Needham spoke to the cost per student rate; explaining that the data the Valley News uses is received from the VT Agency of Education but their data is actually a year old; the student to teacher ratio is low and the District is aware of it; and this is one of many challenges when wanting to deliver a quality education with declining enrollment. Dick Paulson, Chief Financial Officer, discussed the formula that the State uses to determine the cost per student; \$16,746 is after local revenues are applied to the total budget, but the rate is over \$20,000 if you use the total expenses.

Tom Thomson (Orford) asked why the number of students in the Annual Report is different from what the Valley News reported. Kathy Hooke stated the average daily attendance is what is reflected on page 45 of the Annual Report. Thomson clarified is question as to why the Valley News listed 439 students and the Rivendell Annual Report shows 493. Needham said that the Valley News numbers do not include the pre-school student count. Thomson stated that the budget keeps going up and the student enrollment keeps going down, but nothing seems to change as far as the spending goes, and he also stated his dismay at the lack of voters attending the annual meeting.

Ann Green (Orford) asked for clarification on the loss of grants to fund the pre-school program and pre-school tuition. Needham answered that the pre-school budget has been incorporated into the budget for several years and that grants dollars are also used to support the program; one position is now fully funded by the budget, but because of changes in Vermont District is hoping to recover this cost. Green asked if District pays for transportation for pre-school tuition students and Needham replied no.

Terry Harwood (Orford) commented on the enrollment numbers; 7-12 is declining but the teacher count remains the same; enrollment increases seem to be in the elementary schools; and that taxes are too high. Candy Malinoski (West Fairlee) asked about percentages to salary and why some departments are higher than others. Paulson responded that benefits are offered to all employees that work 30 hours or more; employees typically pay 15% of health insurance, whether it's single, 2-person or family coverage, therefore, a 30-hour employee that has family coverage will reflect a higher percentage than a 40-hour employee with single coverage. Malinoski also asked why co-curricular employees received benefits. Paulson said it is only the Athletic Director who has a portion of his salary applied to this line item.

Bonnie McAdams (Fairlee) called the question, seconded, and passed by a voice vote.

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

Total votes cast were 122, 78 voted yes and 44 voted no. Article passed.

Article 5: Shall the voters of the District authorize the School Board to add the sum of \$50,000 for future capital needs reserve fund?

The article was moved and seconded. With no discussion, the moderator asked if the voters were ready for the question. Article passed by voice vote

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 source which becomes available during the 2015-2016 fiscal year?

The article was moved and seconded. With no discussion, the moderator asked if the voters were ready for the question. Article passed by voice vote

Article 7: To transact any other business which may lawfully properly come before the meeting.

There was no other business to discuss.

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

The meeting adjourned at 8:24 p.m.

Respectfully submitted,
Esther Dobbins-Marsh
District Clerk, RISD
March 22, 2015

Annual Meeting, March 17, 2015

Ballots were officially counted and tallied as below:

Fairlee Board Member (3 year):

Mark Avery – 26

Write in candidates received the following: David Ricker (1), Blank (3)

Total Ballots – 30

Orford Board Member (3 year):

Michael Smyth – 38

Write in candidates received the following: Ted Cooley (2), C Richardson (1), Rob Thompson (1), Blank (6)

Total Ballots – 48

Vershire Board Member (3 year):

Jean Mac Donald – 21

Total Ballots – 21

West Fairlee Board Member (3 year):

Write in candidates received the following: Erin Cilley (3), Kevin Petrone (1), Delsie Hoyt (1), Becky Dexter (1), Rebecca Wurdak (1), Jen Shatney (1), Blank (4)

Total Ballots – 120

Registered voters in West Fairlee 464

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

For At-Large Board Member, 1 year term:

Kathy Blanchard – 95

Write in candidates received the following: David Green (1), David Ricker (1), Carl Schmidt (1), Kathy Hooke (1), Blank (11), Spoiled (1)

Total Ballots – 111

For Moderator, 1 Year Term:

David Hooke - 105

Write in candidates received the following: Paul Dalton (1), Blank (5)

Total Ballots – 111

For District Clerk, 1 Year Term:

Esther Dobbins-Marsh – 104, Blank Ballots (73)

Total Ballots – 111

For Treasurer, 1 Year Term:

Esther Dobbins-Marsh – 105

Blank Ballots (6)

Total Ballots – 111

For Auditor, 3 Year Term:

Write in candidates received the following: Peter Berger (3), Jon Molesworth (2), Terry Martin (2), Mark Blanchard (2), Kathy Hooke (2), Rick Walker (1), Lauren Senn (1), Ryan Peebles (1), Lance Colby (1), Doug Tiffit (1), Joe Arcolio (1), Paul Dalton (1), Blank (93)

Total Ballots – 111

Registered voters in the District – 2,459

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

For Auditor, 2 Year Term:

Write in candidates received the following: Mark Blanchard (2), Peter Lange (1), Debrah Kingsbury (1), Paul Sargent (1), Terry Harwood (1), Joe Arcolio (1), Ruth Hooke (1), Blank (103)

Total Ballots – 111

Registered voters in the District – 2,459

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

All ballots and exit checklists are sealed and on file per request of the District Clerk at her office in Hanover, NH.

All write in votes are listed above as spelled by the voters on their actual ballots, regardless of whether spelling is correct or not.

Angolano & Company, a firm of independent Certified Public Accountants, examined the financial statements that collectively comprise Rivendell Interstate School District's basic financial statements and expressed an opinion that they present fairly, in all material respects, the financial position of the District for the year ending June 30, 2015. They have substituted the words "unmodified" report (page 63) for the words "unqualified" report, as specified in the District By-Laws. In a phone call as of February 16, 2015, they confirmed that the meaning is the same and the change was made in conformance with ACPA protocol.

The District's elected auditors reviewed the report and we recommend its acceptance.

Respectfully submitted,
Paul Dalton, 2016
Kenneth Stella (appointed)
(One Unfilled Position)

The full report of the independent auditors is available for public inspection at the Rivendell District Office in Orford, NH.



Samuel Morey fifth graders learning proper flag etiquette



November 5, 2015

To the School Board
Rivendell Interstate School District

P.O. Box 639
2634 Shelburne Road
Shelburne, VT 05482-0639
Phone: 802-985-5992
Fax: 802-985-5442
www.angolanoandcompany.com

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Rivendell Interstate School District for the year ended June 30, 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, Government Auditing Standards and OMB Circular A-133), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 28, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Rivendell Interstate School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during June 30, 2015. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of the lives of property, plant, and equipment is based on expected usefulness. We evaluated the key factors and assumptions used to develop the lives of property, plant, and equipment in determining that it is reasonable in relation to the financial statements taken as a whole.

Management estimates the final receivable or payable with the State of Vermont Department of Education for special education expense reimbursement.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure of Fund Balances and Net Resources in Notes 10 and 11 to the financial statements as to how any surplus is to be used in future fiscal years.

The disclosure of Other Post Employment Benefits (OPEB) and Termination Benefits in Note 8 to the financial statements as to how it is being offered and any contingent and real liabilities that exist.

Known and likely misstatements identified and communicated them to the appropriate level of management. In addition, none of the misstatements were corrected by management were opinion unit's financial statements taken

...of auditing matter, whether or not resolved to our satisfaction, we report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a statement or a determination of an accounting principle to the governmental unit's financial statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of School Board and management of Rivendell Interstate School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Angolano & Company

Angolano & Company,
Shelburne, Vermont
Firm Registration Number 92-0000141

Rivendell Intersite School District
 Combined Balance Sheet
 All Fund Types - Fund Base
 June 30, 2015

EXHIBIT III

	Governmental Fund Type			Proprietary Fund Type	Fiduciary Fund Type	Totals (Memorandum Only)
	General Fund	Special Revenue Funds	Capital Project Fund	Enterprise Fund	Agency Fund	
ASSETS:						
Current Assets:						
Cash	\$ 877,977	\$ 100	\$ -	\$ 959	\$ 70,826	\$ 949,862
Due From Other Funds	16,978	282,120	171,521	-	-	453,641
Accounts Receivable - State	90,877	-	-	-	-	16,978
Accounts Receivable - Other LEAs	247	-	-	-	-	90,877
Accounts Receivable - Other	44,825	-	-	-	-	247
Prepaid Expenses	1,030,904	282,220	171,521	959	70,826	44,825
Total Current Assets						1,556,430
Other Assets:						
Fixed Assets - net	-	-	-	12,911	-	12,911
Total Other Assets						12,911
TOTAL ASSETS						1,569,341
	\$ 1,030,904	\$ 282,220	\$ 171,521	\$ 13,870	\$ 70,826	\$ 1,569,341
LIABILITIES AND FUND EQUITY:						
Liabilities:						
Due To Other Funds	\$ 288,526	\$ 135,822	\$ -	\$ 49,183	\$ -	\$ 453,641
Accounts Payable - Other	8,195	28,653	-	1,157	-	36,175
Deferred Revenue	-	635	-	-	-	635
Amount Held for Agency Funds	-	-	-	60,950	-	60,950
Total Liabilities	296,721	165,110	-	50,333	-	453,641
Fund Equity:						
Fund Balances:	404,183	(96,501)	171,521	-	-	307,882
Unassigned	350,000	-	-	(36,480)	-	221,520
Committed	-	155,141	-	(38,480)	-	116,661
Restricted	-	-	-	-	-	-
Net Position (Deficit)	754,183	118,640	171,521	(38,480)	-	905,864
Total Fund Equity	1,030,904	282,220	171,521	13,870	70,826	1,569,341
TOTAL LIABILITIES AND FUND EQUITY						1,569,341
	\$ 1,030,904	\$ 282,220	\$ 171,521	\$ 13,870	\$ 70,826	\$ 1,569,341

Rivendell Intersite School District
 Combined Statement of Revenues, Expenditures
 and Changes in Fund Balances
 All Governmental Fund Types - Fund Base
 For The Year Ended June 30, 2015

EXHIBIT IV

	General Fund	Special Revenue Fund	Capital Project Fund	Totals (Memorandum Only)
REVENUES:				
Tuition	\$ 279,880	-	-	\$ 279,880
Services to Other LEAs	8,000	-	-	8,000
Investment Income	1,495	-	-	1,495
Student Activities	4,610	-	-	4,610
Rental Income	750	-	-	750
Assessments	2,908,774	-	-	2,908,774
Program Fees	-	41,057	-	41,057
Donations	-	200	-	200
Refunds and Reimbursements	-	450	-	450
Miscellaneous	(3,407)	3,806	-	399
Private/Local	25	62,281	-	62,306
State	6,337,190	250	-	6,337,440
Federal	-	494,483	-	494,483
TOTAL REVENUES	9,537,317	602,497	-	10,139,814
EXPENDITURES:				
Direct Services	5,386,984	524,696	-	5,911,680
Support Services:				
Students	312,858	57,611	-	370,469
Instructional Staff	502,693	531	-	503,224
General Administration	229,907	-	-	229,907
Area Administration	769,062	-	-	769,062
Fiscal Services	176,989	-	-	176,989
Operation and Maintenance of Building	809,528	-	-	809,528
Transportation	413,130	353	-	413,483
Construction Services	-	-	31,685	31,685
Debt Services	-	-	-	665,688
TOTAL EXPENDITURES	665,688	-	31,685	697,373
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	9,375,619	583,191	(31,685)	9,927,125
OTHER FINANCING SOURCES (USES):				
Transfers In	161,498	19,306	(31,685)	149,119
Transfers Out	-	79,917	-	79,917
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(70,000)	(79,917)	50,000	(149,917)
FUND BALANCES, JULY 1, 2014	91,498	19,306	18,315	129,119
FUND BALANCES, JUNE 30, 2015	662,685	99,334	153,206	915,225
	\$ 784,183	\$ 118,640	\$ 171,521	\$ 1,074,344

The accompanying notes are an integral part of these financial statements
 - 11 -



Tali Gelenian, Grade 12 – Rivendell Academy



Lilia Tse, Grade 9 – Rivendell Academy

RIVENDELL INTERSTATE SCHOOL DISTRICT

2016-2017 School Year Calendar

JULY <0>				
M	T	W	TH	F
			1	2
5	6	7	8	9
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

July Summer Recess

AUGUST <6>				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
(22)	(23)	24	25	26
29	30	31		

22-23 Inservice & Orientation
24 School Begins

SEPTEMBER <20>				
M	T	W	TH	F
			1	(2)
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2 Teacher Inservice/No School
5 Labor Day Recess/No School

OCTOBER <19>				
M	T	W	TH	F
3	4	5	6	(7)
(10)	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

7 K-6 Insvc/7-12 Conferences/No School
10 Teacher Inservice/No School

NOVEMBER <18>				
M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

4 K-6 Conferences/7-12 Insvc/No School
11 Veterans Day Observed/No School
23 Early Student Dismissal 1:00 p.m.
24-25 Thanksgiving Recess/No School

DECEMBER <16>				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23-30 December Recess/No School

JANUARY <20>				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2 New Year's Holiday/No School
16 Martin Luther King Day/No School

FEBRUARY <15>				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

22-26 Winter Recess/No School

MARCH <21>				
M	T	W	TH	F
		1	2	3
6	7	8	9	(10)
13	14	15	16	17
20	21	22	23	24
27	28	29	30	(31)

10 Teacher Inservice/No School
31 Conferences/No School

APRIL <15>				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

17-21 Spring Recess/No School

MAY <22>				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

29 Memorial Day/No School

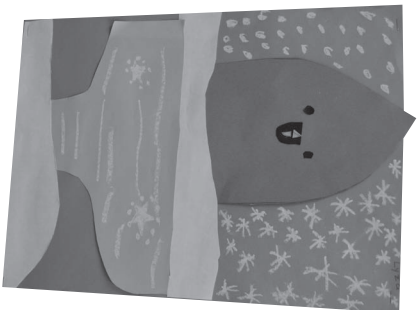
JUNE <8>				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	(13)	14	15	16
19	20	21	22	23
26	27	28	29	30

12 Tentative Last Student Day
13 Tentative Teacher Inservice
10 Tentative Graduation
19 185 Days (inc. 5 contingency days-VT)
26 190 Days (inc. 10 contingency days-NH)

Student Days/Months	
6	August
20	September
19	October
18	November
16	December
20	January
15	February
21	March
15	April
22	May
8	June
180	TOTAL

Teacher Days/Months	
8	August
21	September
21	October
19	November
16	December
20	January
15	February
23	March
15	April
22	May
9	June
189	TOTAL

Rivendell Interstate School District
10 School Drive
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