



# 2014 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](http://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](http://www.rivendellschool.org)) calendar.

#### **THE DISTRICT**

The Rivendell Interstate School District was established on October 13, 1998, by voters in the towns of Orford, NH, and Fairlee, West Fairlee, and Vershire, VT. It is one of the only 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: Shannon Fleming, Rivendell Academy – Grade 8

BACK: Sophia Jones, Samuel Morey Elementary – Kindergarten

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

*July 1, 2013 to June 30, 2014*



*Hannah Smith, Rivendell Academy – Grade 12*

Please bring this report with you to the  
Annual District Meeting  
Tuesday, March 18, 2014  
6:30 p.m.  
Rivendell Academy  
Orford, New Hampshire

Table of Contents

---

**Rivendell Administrators, Faculty and Staff..... 3**  
Rivendell School Board ..... 3  
Administration, Administrative and District Office Staff..... 3  
Rivendell Academy – Teachers..... 3  
Rivendell Academy – Support Staff ..... 4  
Samuel Morey Elementary – Teachers..... 4  
Samuel Morey Elementary – Support Staff..... 5  
Westshire Elementary – Teachers..... 5  
Westshire Elementary – Support Staff ..... 5  
Early Education Program, Fairlee and West Fairlee ..... 5

**Report from the Chair of the School Board..... 6**

**Warrant – Annual District Meeting..... 8**  
2014/15 Budget Revenue Summary ..... 9  
2014/15 Budget Expenditure Summary ..... 10  
Summary of Operations ..... 11  
FY 2015 Statistics and Tax Rate Estimates ..... 12 – 13  
2014/2015 Budget Expenditure Detail ..... 14 – 20  
Long-Term Debt..... 21  
Capital Fund..... 21  
Food Program ..... 22  
Grant Information ..... 23

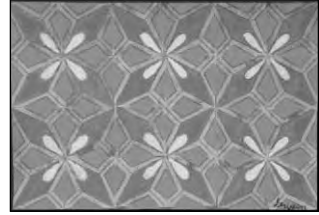
**Reports from Rivendell..... 24**  
Report from the Head of Schools ..... 26  
Report from the Head of Elementary Schools/  
Samuel Morey Elementary Principal ..... 28  
Report from Westshire Elementary School Principal ..... 30  
Report from the Director of Special Education ..... 32  
Report from the Director of Operations ..... 33  
Report from the Director of Information Technology ..... 34  
Report from the Rivendell Trails Coordinator/Consultant ..... 35  
Report from the Early Childhood Program (ECP) ..... 36  
Report from the Community School Organization (CSO) ..... 37  
Report from the VISIONS Director..... 38

**Action Plan Goals 2012 – 2014..... 40**  
**School Annual Report Card..... 41**  
**NECAP State Testing Program..... 42**  
**Student Statistical Information..... 43**  
**Student Enrollment: 1/31/14..... 49**  
**Auditors Report for the Year Ended June 30, 2013 ..... 53**

**Rivendell School Board**

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

- Marc DeBois, *Chair – Orford, 2016*
- Mark Avery – *Fairlee, 2015*
- Katherine Blanchard – *at large, 2014*
- Grover Boutin – *Fairlee, 2016*
- Michael Fanizzi – *West Fairlee, 2015*
- Kathy Hooke – *Vershire, 2014*
- Bruce Lyndes – *Fairlee, 2014*
- Cicely Richardson – *Orford, 2015*
- David Ricker – *Orford, 2014*
- Jennifer Ricker – *Vershire, 2014*
- Sarah Rinchimer – *West Fairlee, 2014*



*Griffin Formica,  
Rivendell Academy – Grade 8*

**Administration, Administrative and District Office Staff**

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

Donald Bazzell	VISIONS Director	SY – FT
Andrew Boyce	Rivendell Trails Coordinator/Consultant	FY – PT
Janet Cole	Director of Special Education	FY – FT
Gary Collins	Director of Operations	FY – FT
Michael Galli	Dean of Students (RA)	FY – FT
Keri Gelenian	Head of Schools	FY – FT
Celise Johnson	Food Service Director	SY – FT
Gail Keiling	Head of Elementary Schools/SME Principal	FY – FT
Tammy MacQueen	WES Principal/Title I Literacy Consultant	FY – FT
Nancy Manning	Payroll Officer/Human Resources Assistant	FY – PT
Gabriele Martino	Technology Integration Specialist & Website	SY – PT
Brenda Needham	Superintendent	FY – PT
Tracy Page	Executive Assistant (RA)	FY – PT
Richard Paulson, Jr.	Chief Financial Officer	FY – FT
Penny Perryman	Executive Assistant/Human Resources Manager	FY – FT
Hank Plaisted	Director of Information Technology	FY – FT
Susan Putnam	Special Education Adm. Asst./Medicaid Clerk	FY – PT
Roxanne Ward	Accounting Specialist	FY – PT

**Rivendell Academy – Teachers**

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	Special Education Teacher	SY – FT
Randall Bragdon	Driver Education Teacher (NH)	SY – PT
John Bristol	Librarian	SY – FT
Kerry Browne	Science Teacher	SY – FT
Jennifer Ellis	Art Teacher	SY – FT
Nancy Hall	School Counselor	SY – FT
Meredith Hyder	Social Studies Teacher	SY – FT
Gail Keefer	World Language Teacher	SY – FT
Jonathan Lester	Physical Education Teacher***	SY – FT
Brynne MacMurtry	Special Education Teacher	SY – FT
Cynthia McLaren	School Counselor/SAP Counselor	SY – PT
Creigh Moffatt	School Nurse	SY – FT

## Rivendell Administrators, Faculty and Staff

---

Emily Mooney	Drivers Education Teacher (VT)	SY – PT
Daniel Newsted	Mathematics Teacher	SY – FT
Eric Reichert	Language Arts Teacher	SY – FT
Scott Riess	English Teacher	SY – FT
Mary Rizos	World Language Teacher	SY – FT
Christina Robison	English Teacher	SY – FT
Rachel Sanders	Science Teacher	SY – FT
Carol Sobetzer	Alternative & Social Studies & Upper House Elective Teacher	SY – FT
Cheryl St. Pierre	Special Education Teacher	SY – FT
Richard Steckler	Science Teacher	SY – FT
Gerard Suich	Special Education Teacher	SY – FT
Kirsten Surprenant	Social Studies Teacher	SY – FT
Robert Thatcher	Physical Education Teacher	SY – PT
Christopher White	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
Laurel Fulford	Para – Library Media Aide	SY – PT
Candy Malinoski	SPED Van Driver*	SY – PT
Suzanne Marshall	Para – SPED Assistant	SY – FT
Laura Wheeler	Para – SPED Assistant	SY – FT
Viola Farrar	Assistant Cook	SY – FT
Kenneth Johnston	Custodian	SY – FT
Steven Page	Facilities Maintenance Technician	FY – PT
Bridget Peters	Secretary	SY – FT
George Schwarz	Custodian Team Leader 2 <sup>nd</sup> Shift	FY – FT
Bruce Taylor, Jr.	Custodian	SY – FT

### Samuel Morey Elementary – Teachers

Matthew Aquilano	Physical Education Teacher (Elementary)**	SY – FT
Carole Bando	Art Teacher**	SY – PT
Patsy Belknap	Elementary Teacher (3 <sup>rd</sup> & 4 <sup>th</sup> Grades)	SY – FT
Marnie Cash-Rondeau	School/SPED Nurse**	SY – PT
Gordon Christie-Maples	Elementary Teacher (5 <sup>th</sup> & 6 <sup>th</sup> Grades)	SY – FT
Linda Cook	Elementary Teacher (Math Recovery)**	SY – FT
Katherine Davison	Elementary Teacher (2 <sup>nd</sup> Grade)	SY – FT
Irene Drew	Music Teacher**	SY – PT
Barbara Griffin	Elementary Reading Teacher**	SY – FT
Sasha Irish	Elementary Teacher (Kindergarten)	SY – FT
Pamela Kendall	Elementary Teacher (Kindergarten)	SY – FT
Lauren Lacasse	Elementary Teacher (1 <sup>st</sup> Grade)	SY – FT
Crystal Larocque	Elementary Teacher (5 <sup>th</sup> & 6 <sup>th</sup> Grades)	SY – FT
Kyle Limlaw	Special Education Teacher	SY – FT
Tracy Martel	Special Education Teacher	SY – FT
Kathleen McGowan	Elementary (Mathematics) Teacher**	SY – PT
Ann O’Hearn	Elementary School Counselor**	SY – FT
Sara Rose	Elementary Teacher (5 <sup>th</sup> & 6 <sup>th</sup> Grades)	SY – FT
Joyce Russell	Librarian**	SY – PT
Carmen Winchester	Elementary Teacher (3 <sup>rd</sup> & 4 <sup>th</sup> Grades)	SY – FT

## Rivendell Administrators, Faculty and Staff

---

### Samuel Morey Elementary – Support Staff

Robin Avery	Para – SPED Assistant	SY – PT
Susan Calhoun	Para – Classroom Assistant	SY – FT
Kelly Carter	Para – SPED Assistant	SY – PT
Becky Clancy	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Jean Daley	Para – SPED Assistant	SY – FT
Barbara Fifield	Para – SPED Assistant	SY – FT
Angela Hannett	Para – SPED Assistant	SY – FT
Susan Lynch	SPED Van Driver**	SY – FT
JodyAnn Mace	Para – SPED Assistant	SY – FT
Phillip Metayer	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Katie Newsted	Para – SPED Assistant	SY – FT
Jaclyn Russell	Para – SPED Assistant	SY – FT
Andrew Stimson	Para – Individual Student Assistant	SY – FT
Audrey Wolf	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
Stephen Crimmin	Elementary Teacher (3 <sup>rd</sup> & 4 <sup>th</sup> Grades)	SY – FT
Paula Driscoll	Elementary Teacher (1 <sup>st</sup> & 2 <sup>nd</sup> Grades)	SY – FT
Laura Erickson	Elementary Teacher (3 <sup>rd</sup> & 4 <sup>th</sup> Grades)	SY – FT
Alyssa Fish	Elementary Teacher (1 <sup>st</sup> & 2 <sup>nd</sup> Grades)	SY – FT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT

### Westshire Elementary – Support Staff

Dierdre Dennis	Para – SPED Assistant	SY – FT
Gloria Durkee	Para – SPED Assistant	SY – FT
Staci Hood	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Kayla Konya	Para – SPED Assistant	SY – FT
Nicole Randall	Para – SPED Individual Student Assistant	SY – PT
Amy Longmoore	Administrative Assistant	SY – FT
Pauline Prior	Food Service Manager	SY – PT
Bruce Porter	Custodian	FY – FT

### 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
Sarah Shedd	Para – SPED EEE Individual Student Asst. – Intensive Needs	SY – PT
Kimberly Smith	Para – Classroom Assistant (ECP)	SY – FT
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

As we approach the end of a school year and prepare to begin another, I say “thank you” to the staff, teachers and administrators whose tireless efforts make the Rivendell District what it is today. Our three buildings are bustling each day with eager students and excited mentors as they work together to deliver/achieve the quality of education outlined in our District’s Mission Statement.

Our elementary schools are prepared for the ever changing demands of education in our society. This year saw Westshire 5<sup>th</sup> and 6<sup>th</sup> graders join with Samuel Morey 5<sup>th</sup> and 6<sup>th</sup> graders allowing for a larger peer group and preparing them for the transition to Rivendell Academy. The 6<sup>th</sup> graders then participated in the “Inspiring Kids” youth leadership and philanthropy program. This program, through research and presentations, taught our students the importance of giving back to their community. Our youngest students at Samuel Morey now have a “natural playscape” which is an environment that blends natural materials and features that challenge our children. This was made possible with a Vermont Rural Partnership Grant and contributions from community members Dan Ludwig, Clifton Taylor and JM Landscaping. We thank them for their support.

Westshire Elementary opened its second pre-school with extended hours which has allowed the program to grow with the capacity to serve up to thirty students. Westshire also combined its 1<sup>st</sup> and 2<sup>nd</sup> grades into two multiage classrooms. In grades 3 and 4, an alternative to the self-contained classroom was implemented called the “Specialist Mode.” In this configuration, each teacher specializes in two subject areas rather than four.

Rivendell Academy has undergone many changes over the past year. Last March, the community voted to spend up to \$495,000 for asbestos removal and updating of the oldest part of our Academy buildings. Through the tireless efforts of our Director of Operations, Gary Collins, as well as many others, the project finished prior to the beginning of school and was under budget. In an effort to attract more students, we continue to invite students from other towns outside our District to spend a day at our school and experience what our students do each day. This has resulted in 14 students from other towns attending Rivendell in grades 7–12. The Academy NECAP scores continue to be strong compared to the rest of the State in reading, writing and math. Our Robotics Team received a \$15,000 grant from the Byrne Foundation, which also supported our students Peru trip with an additional \$5,000. An Academy student received the Lenore Annenburg Scholarship which is a full (all inclusive) scholarship to the student’s school of choice. The Academy received a \$20,000 grant from the VT Agency of Education to support “career pathways” and “entrepreneurship”. We have an increase in the number of students taking classes at Dartmouth College and the Community College of Vermont. Students and teachers are working together to create a learning environment to benefit all students in the District.

At the Board level we are working diligently to balance the needs of our students with the ever rising cost of education and reduced State revenues. The budget being presented for FY15 is both adequate to continue delivering a quality education to our students and responsible to the taxpayers as the proposed increase in less than two



percent (2%). The increase is inclusive of teacher contracts, support staff contracts and administrative contracts. At the recommendation of former Board member, Doug Tiff, the Administration was able to research and find a way to restructure the original Construction Bond to Rivendell and will save the taxpayers approximately \$425,000 over the life of the bond; a big “thank you” goes to Mr. Tiff for his input on this item.

No one can predict what the future holds as education continues to change but, as a Board, we will make every effort to ensure our students are prepared to face life outside of our four walls.

Respectfully submitted,  
Marc DeBois



*Rivendell Academy 9<sup>th</sup> grade students working in Humanities (Social Studies section) class*

**WARRANT – ANNUAL DISTRICT MEETING**  
**Rivendell Interstate School District**  
**to be held on March 18, 2014**

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 18, 2014**, 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 six (6) 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 Vershire for a 1-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 1-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 \$9,766,385 for the operating budget for the District for the 2014–2015 fiscal year?

**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?

**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 2014–2015 fiscal year?

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

Dated February 24, 2014

*A majority of the Rivendell Interstate School District Board*

A true copy. Attest:

Esther Dobbins-Marsh, Clerk

**Rivendell Interstate School District  
2014/15 BUDGET REVENUE SUMMARY**

Description	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
Allocation District wide	100.00%	26.46%	19.99%	17.43%	36.12%
Allocation Vermont only	100.00%	41.42%	31.29%	27.29%	
<b>STATE AND FEDERAL REVENUES:</b>					
IDEA – VT (SPECIAL ED)	\$85,000	\$35,207	\$26,597	\$23,197	
IDEA – VT ( PRE SCHOOL)	3,000	\$1,243	939	819	
VT MEDICAID IEP	35,000	\$14,497	10,952	9,552	
VT – FEDERAL GRANTS – Title Grants	195,000	80,769	61,016	53,216	
NH – FEDERAL GRANTS – Title Grants	40,000				40,000
IDEA – NH (SPECIAL ED)	17,000				17,000
IDEA – NH (PRE-SCHOOL)	2,000				2,000
NH Vocational Tuition Aid	20,000				20,000
NH Medicaid Reimbursement	1,000				1,000
VT DRIVERS’ ED AID	1,500	\$621	469	409	
NH DRIVERS’ ED AID	1,000				1,000
<b>Total</b>	<b>\$400,500</b>	<b>\$132,337</b>	<b>\$99,971</b>	<b>\$87,193</b>	<b>\$81,000</b>
<b>LOCAL REVENUES:</b>					
TUITION FROM OTHER DISTRICTS	100,000	26,459	19,988	17,433	36,120
PRE-SCHOOL TUITION	54,000	14,288	10,794	9,414	19,505
ATHLETIC EVENT RECEIPTS	6,000	1,588	1,199	1,046	2,167
INTEREST INCOME	2,000	529	400	349	722
<b>Total</b>	<b>\$162,000</b>	<b>\$42,864</b>	<b>\$32,381</b>	<b>\$28,241</b>	<b>\$58,514</b>
<b>DISTRICT LEVEL REVENUES:</b>					
From 2012 District Surplus	112,000	29,635	22,389	19,522	40,454
VT SPED Mainstream Grant	143,000	59,231	44,745	39,025	
VT SPED Expenditure Reimbursement	460,000	190,532	143,934	125,534	
VT SPED Essential Early Ed	19,500	8,077	6,102	5,322	
VT Transportation(47%of Eligible Cost)	125,000	51,775	39,113	34,113	
NH Building Aid	76,110				76,110
<b>Total</b>	<b>\$935,610</b>	<b>\$339,250</b>	<b>\$256,282</b>	<b>\$223,514</b>	<b>\$116,564</b>
<b>TOTAL LOCAL REVENUES:</b>	<b>\$1,498,110</b>	<b>\$514,450</b>	<b>\$388,633</b>	<b>\$338,948</b>	<b>\$256,079</b>
<b>BUDGETED EDUCATION SPENDING</b>					
	\$9,766,385	\$2,621,508	\$1,980,369	\$1,727,205	\$3,437,303
<b>Less Local Revenues</b>	<b>-1,498,110</b>	<b>-\$514,450</b>	<b>-\$388,633</b>	<b>-\$338,948</b>	<b>-\$256,079</b>
<b>Net Local Education Spending</b>	<b>\$8,268,275</b>	<b>\$2,107,057</b>	<b>\$1,591,737</b>	<b>\$1,388,257</b>	<b>\$3,181,224</b>
Capital fund transfer – if approved	\$50,000	\$13,230	\$9,995	\$8,715	\$18,060
	<b>\$8,318,275</b>	<b>\$2,120,287</b>	<b>\$1,601,732</b>	<b>\$1,396,972</b>	<b>\$3,199,284</b>

## Rivendell Interstate School District 2014/15 BUDGET EXPENDITURE SUMMARY

Description	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
Allocation District wide	100.00%	26.46%	19.99%	17.43%	36.12%
Allocation Vermont only	100.00%	41.42%	31.29%	27.29%	
Vocational Technical Tuition	148,558	38,338	28,961	25,259	56,000
Student Transportation (to/from school)	353,951	121,215	91,569	79,863	61,304
<b>SUBTOTAL MEMBER EXPEND</b>	<b>502,509</b>	<b>159,553</b>	<b>120,530</b>	<b>105,122</b>	<b>117,304</b>
New Construction Debt Service	651,200	147,712	111,586	97,321	294,581
Tax Anticipation Note Interest	5,000	1,323	1,000	872	1,805
All Other Expenses	8,207,678	2,171,679	1,640,554	1,430,832	2,964,613
<b>TOTAL EXPENDITURES</b>	<b>9,366,385</b>	<b>2,480,266</b>	<b>1,873,669</b>	<b>1,634,147</b>	<b>3,378,303</b>
Federal and Other Grants	235,000	80,769	61,016	53,216	40,000
SPED Grants	165,000	60,474	45,683	39,843	19,000
<b>BUDGETED EDUCATION SPENDING</b>	<b>9,766,385</b>	<b>2,621,508</b>	<b>1,980,368</b>	<b>1,727,206</b>	<b>3,437,303</b>
Capital Fund Transfer	50,000	13,230	9,995	8,715	18,060
	<b>9,816,385</b>	<b>2,634,738</b>	<b>1,990,363</b>	<b>1,735,921</b>	<b>3,455,363</b>



*Samuel Morey 4<sup>th</sup> grade  
Special Olympic athlete on  
podium for snowboarding*

## Rivendell Interstate School District SUMMARY OF OPERATIONS

Funct Codes	Description	FY12 Budget	FY12 Actual	FY13 Budget	FY14 Budget	vs. FY13 Budget	% change from FY13 Budget
1110	Elementary Instruction	1,422,425	1,404,417	1,491,708	1,488,035	-3,673	-0.25%
1130	Secondary Instruction	1,508,145	1,488,064	1,554,452	1,561,137	6,685	0.43%
1200	Special Education	1,401,150	1,296,480	1,379,400	1,497,608	118,208	8.57%
1211	Early Essential Education	191,350	208,741	204,077	148,090	-55,987	-27.43%
1220	Early Childhood Program	203,550	201,667	203,566	270,925	67,359	33.09%
1330	Vocational Education	175,008	169,828	148,650	148,558	-92	-0.06%
1400	Extracurricular/Athletics	114,700	108,612	118,700	112,650	-6,050	-5.10%
2120	Guidance	160,105	169,830	174,746	198,400	23,654	13.54%
2130	Health	101,150	89,792	111,642	114,495	2,853	2.56%
2212	Improvmt of Instruction	85,116	69,039	82,260	81,050	-1,210	-1.47%
2222	Library	152,480	154,730	162,863	171,935	9,072	5.57%
2225	Technology	302,972	317,199	293,464	375,685	82,221	28.02%
2310	School Board	44,850	42,702	49,900	42,690	-7,210	-14.45%
2313	Treasurer	2,800	2,799	2,830	2,830	0	0.00%
2321	District Administration	266,242	218,694	246,144	260,060	13,916	5.65%
2410	School Administration	478,837	443,979	500,574	461,385	-39,189	-7.83%
2420	Special Ed. Admin	142,804	136,191	148,485	156,410	7,925	5.34%
2490	Employee Benefits	120,500	104,642	127,500	133,600	6,100	4.78%
2520	Business Services	166,668	163,689	171,968	181,550	9,582	5.57%
2620	Building Operations	715,231	764,179	733,316	723,740	-9,576	-1.31%
2630	Grounds Operation	32,900	29,970	30,500	31,200	700	2.30%
2650/2740	Driver Ed/Vehicles Costs	9,750	9,388	7,750	8,200	450	5.81%
2740	Vehicle Purchase	0	0	0	15,000	15,000	n/a
2710/2720	Transportation/Field Trips	367,700	398,923	377,692	396,952	19,260	5.10%
5100	Debt Service	839,545	793,643	879,602	764,200	-115,402	-13.12%
	Lunch Fund Appropriation	20,000	20,000	20,000	20,000	0	0.00%
	Prior Period Adj.						
	<b>SUBTOTAL:</b>	<b>\$9,025,978</b>	<b>\$8,807,198</b>	<b>\$9,221,789</b>	<b>\$9,366,385</b>	<b>\$144,596</b>	<b>1.60%</b>
	Expenses fully offset by revenue:						
	Federal & Other Grants	235,000	235,000	235,000	235,000	0	0.00%
	SPED Grant Expenses	145,000	145,000	145,000	165,000	20,000	13.79%
	<b>SUBTOTAL:</b>	<b>\$9,405,978</b>	<b>\$9,187,198</b>	<b>\$9,601,789</b>	<b>\$9,766,385</b>	<b>\$164,596</b>	<b>1.69%</b>
	Authorized by separate Articles:						
5200	Transfer to Maintenance Reserve Fund	\$25,000	\$25,000	\$50,000	\$50,000	0	0.00%
	<b>Total</b>	<b>\$9,430,978</b>	<b>\$9,212,198</b>	<b>\$9,651,789</b>	<b>\$9,816,385</b>	<b>\$164,596</b>	<b>1.71%</b>

## Rivendell Interstate School District FY 2015 STATISTICS AND TAX RATE ESTIMATES

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
<b>1) Percentage Share Calculation:</b>					
Average Daily Membership: 1 <sup>st</sup> 40 days – School year FY14	434.53	112.00	92	73.58	156.95
Orford's Average Daily Percentage					36.12%
VT Equalized Pupils	293.82	121.7	91.95	80.17	
	100.00%	41.42%	31.29%	27.29%	
<b>VT Eq Pupil &amp; Orford ADM % for FY15 Budget Allocation</b>	<b>100.00%</b>	<b>26.46%</b>	<b>19.99%</b>	<b>17.43%</b>	<b>36.12%</b>

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.

<b>2) Vocational Tuition</b>		<b>41.42%</b>	<b>31.29%</b>	<b>27.29%</b>	
Expected Enrollment FY14	28	8.28	6.26	5.46	8
VT Six Semester Average*	9.93				
Estimated Tuition Rates/Cost for FY14: for 20 VT Students \$1,159		11,509	4,767	3,601	3,141
Voc Tuition Paid Directly by VT State to Voc Schools:					
(87% of \$9,382.00 base) \$8,162 * 9.93		81,049	33,570	25,360	22,118
for 8 NH Students \$7,000	56,000				56,000
<b>Total</b>	<b>148,558</b>	<b>38,337</b>	<b>28,961</b>	<b>25,259</b>	<b>56,000</b>

<b>3) Student Transportation (To/from school)</b>	<b>353,951</b>	<b>121,215</b>	<b>91,569</b>	<b>79,863</b>	<b>61,304</b>
Allocation Percentage (NH based on mileage)	100.00%	34.25%	25.87%	22.56%	17.32%

<b>4) New Const/Debt Service Distribution</b>					
Vermont towns' percentages (see section 1)	100.00%	41.42%	31.29%	27.29%	n/a
District members' percentages (see section 1)	100.00%	26.46%	19.99%	17.43%	36.12%
Debt Service Before Initial VT Aid	14,171,085				5,118,523
Less: Orford portion of FY15 distribution	-5,118,523				
Vermont towns' FY15 portion of Original Debt Service	9,052,562	3,749,571	2,832,547	2,470,444	n/a
Less: Initial VT Construction Aid	2,856,085	1,182,990	893,669	779,426	n/a
Vermont towns' FY15 portion of original debt service, less FY15 portion of initial construction aid	6,196,477	2,566,582	1,938,878	1,691,019	n/a
Member Share of Debt Service after Initial Aid	11,315,000	2,566,582	1,938,878	1,691,019	5,118,523
Percentage Share of Debt Service Act 130/ADM	100.00%	22.68%	17.14%	14.94%	45.24%
FY15 Budgeted New Debt Service	651,200	147,712	111,586	97,321	294,581
Total for Vermont Towns for Act 130	356,619				

## Rivendell Interstate School District FY 2015 STATISTICS AND TAX RATE ESTIMATES

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
<b>5) Tax Rate Estimates:</b>					
VT Calculations based on Act 130 requirements:					
BUDGETED EDUCATION SPENDING	9,766,385	2,621,508	1,980,369	1,727,204	3,437,303
less Local Revenues	-\$1,498,110	-\$514,450	-\$388,633	-\$338,948	-\$256,079
Local Education Spending (see Budget Revenue Summary)	\$8,268,275	\$2,107,058	\$1,591,737	\$1,388,256	\$3,181,224
	EPTC*				
Total Local Education Spending – Vermont towns	\$5,087,051	\$5,087,051	2,107,058	1,591,737	1,388,256
Less: Original Construction Debt Service	\$(356,619)				
Net Local Education Spending	\$4,730,432				
Total Vermont Equalized Pupils	293.82	293.82			
Education Spending per Equalized Pupil	\$16,100	\$17,313			
*Equalized Pupil Threshold Calculation					

**Note: Excess threshold of \$16,166 is not exceeded.**

Net VT Ed Spending divided by Base Rate	189.20%	Under Act 130, Vermont union members use same tax rate before adjustment for CLA.			
Assumes a base tax rate of: *(est. rates @ 2/13/13)	0.94				
Estimated Homestead Tax Rate: (Rate x %)	1.7785	1.7785	1.7785	1.7785	
Adjusted Equalized Tax Rates		\$1.7785	\$1.7785	\$1.7785	
C.L.A. Common Level of Appraisal		102.54%	100.13%	95.74%	
Estimated Local Homestead tax rate		\$1.7344	\$1.7762	\$1.8576	
<b>Estimated Vermont Local Education Tax Rates per \$100 valuation</b>		<b>\$1.7344</b>	<b>\$1.7762</b>	<b>\$1.8576</b>	
Less: NH Adequacy Aid					-353,924
Net State & Local Spending					\$2,827,300
Estimated Orford Grand List					\$143,643,726
<b>Estimated Orford Tax Rate per \$1,000 valuation</b>					<b>\$19.68</b>

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
<b>ELEMENTARY EDUCATION</b>						
110	Salaries – EL-Teachers	947,785	941,564	952,671	966,351	13,680
115	Salaries – EL-Paraprofessionals	34,726	48,522	50,123	70,900	20,777
120	Salaries – EL-Substitutes	25,000	21,925	25,000	25,000	0
200	EE Benefits – EL	366,000	347,739	419,700	375,000	(44,700)
330	504 Service Costs – EL	5,000	2,684	5,000	5,000	0
550	Copiers	8,800	9,364	9,364	8,840	(524)
580	Travel	1,000	4,073	1,000	3,900	2,900
910	Classroom Supplies	14,814	13,836	14,000	17,820	3,820
612	Art Supplies	4,800	4,387	4,800	4,212	(588)
613	Music Supplies	400	334	300	365	65
640	Classroom Books	5,400	4,073	3,200	5,184	1,984
730	Classroom Equipment	4,000	2,365	3,500	2,835	(665)
730	Art Equipment	400	200	400	405	5
730	Phys. Ed. Equipment	1,000	1,206	1,000	810	(190)
730	Band Equipment	0	150	0	0	0
730	Music Equipment	500	399	300	365	65
730	Science Equipment	500	506	0	0	0
734	Testing/Eval. Matls.	500	41	500	200	(300)
891	Hood Edu. Program	1,800	1,050	850	850	0
<b>1110</b>	<b>Elementary</b>	<b>1,422,425</b>	<b>1,404,418</b>	<b>1,491,708</b>	<b>1,488,037</b>	<b>(3,671)</b>
<b>SECONDARY EDUCATION</b>						
110	Salaries – RA-Teachers	1,037,000	1,029,685	1,043,674	1,039,500	(4,174)
115	Salaries – RA-Paraprofessionals	8,000	3,851	2,257	2,250	(7)
120	Salaries – RA-Substitutes	35,000	28,445	35,000	35,000	0
200	Benefits – RA	360,000	364,656	407,186	420,000	12,814
330	504 Service Cost – RA	2,500	1,955	2,000	2,000	0
550	Copiers – RA	13,200	14,025	14,046	13,250	(796)
580	Travel – RA	400	511	500	500	0
610	Classroom Supplies	15,050	10,127	9,633	14,029	4,396
612	Enrichment – RA	2,500	2,307	3,500	4,000	500
613	Leadership/Career Exploration	0	0	2,800	3,600	800
640	Books – RA	14,610	12,975	10,631	12,141	1,510
641	Work Study Materials	5,800	0	5,800	3,210	(2,590)
642	Driver Education Materials	500	758	0	300	300
643	Testing/Evaluation Materials	1,000	994	1,500	1,000	(500)
730	Equipt – RA	11,985	17,620	15,325	9,757	(5,568)
890	Hood Educ. Program – RA	600	157	600	600	0
<b>1130</b>	<b>Secondary</b>	<b>1,508,145</b>	<b>1,488,066</b>	<b>1,554,452</b>	<b>1,561,137</b>	<b>6,685</b>
<b>SPECIAL EDUCATION</b>						
110	Salaries – Teachers	373,100	374,034	394,332	390,000	(4,332)
115	Salaries – Para/Aides	339,750	276,589	273,986	350,000	76,014
120	Temporary/Assistants	5,000	0	5,000	5,000	0
200	Employee Benefits	362,000	348,403	381,800	375,000	(6,800)
320	In-Service Training	5,000	1,010	5,000	20,000	15,000
330	Purchased Professional Services	201,500	114,394	190,300	185,700	(4,600)
430	Equipment Repair & Maint	1,000	296	1,000	1,000	0
513	Student Transportation	62,500	56,595	61,000	62,000	1,000
560	Out of District Tuitions	187,500	116,567	198,000	254,000	56,000
580	Travel	750	550	750	500	(250)
594	SPED Excess Costs (billable)	0	1,716	3,432	6,808	3,376



## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
610	Supplies	3,600	2,392	4,600	5,400	800
612	Testing Materials	1,200	1,146	1,200	1,800	600
613	Supplies & Materials – Life Skills	1,500	1,467	1,000	900	(100)
640	Books/Periodicals	500	423	500	450	(50)
650	Software	750	398	500	450	(50)
730	Equipment	500	500	2,000	3,600	1,600
	Less: SPED Grants	-145,000		(145,000)	-165,000	(20,000)
<b>1200</b>	<b>SPED</b>	<b>1,401,150</b>	<b>1,296,480</b>	<b>1,379,400</b>	<b>1,497,608</b>	<b>118,208</b>
<b>ESSENTIAL EARLY EDUCATION – SPECIAL EDUCATION</b>						
110	EEE Case Manager/Teacher	63,750	72,781	67,046	60,000	(7,046)
115	EEE Salaries – Paraprofessional	25,600	53,575	49,731	21,000	(28,731)
200	EEE Employee Benefits	51,000	42,197	48,500	43,000	(5,500)
320	EEE Inservice – Training	500	0	500	500	0
330	EEE Purchased Svcs	47,500	36,829	35,000	21,800	(13,200)
519	EEE Student Transportation	500	23	1,000	0	(1,000)
580	EEE Staff Travel	500	188	200	350	150
610	EEE Materials and Supplies	500	1,166	600	540	(60)
730	EEE Equipment	1,500	1,982	1,500	900	(600)
<b>1211</b>	<b>EEE</b>	<b>191,350</b>	<b>208,741</b>	<b>204,077</b>	<b>148,090</b>	<b>-55,987</b>
<b>EARLY CHILDHOOD PROGRAM</b>						
110	ECP Salaries Prof/Teach.	100,500	103,381	105,722	130,000	24,278
112	ECP Salaries – Secretary	2,450	2,523	2,523	2,500	(23)
115	ECP Salaries – Paras	29,750	30,229	28,171	50,000	21,829
200	ECP Employee Benefits	68,200	63,664	64,500	86,000	21,500
320	ECP Accred./In Srvc Trng	300	0	300	300	0
580	ECP Staff Travel	100	0	100	100	0
610	ECP Materials & Supplies	2,000	1,870	2,000	1,800	(200)
730	ECP Equipment	250	0	250	225	(25)
<b>1220</b>	<b>ECP</b>	<b>203,550</b>	<b>201,667</b>	<b>203,566</b>	<b>270,925</b>	<b>67,359</b>
<b>VOCATIONAL EDUCATION</b>						
560	Vocational Excess Costs VT	19,531	22,150	13,896	11,509	(2,387)
560	VT Paid on Behalf Voc. Ed.	106,589	108,826	92,994	81,049	(11,945)
569	Tuition Paid for NH Students	48,888	38,852	41,760	56,000	14,240
<b>1330</b>	<b>Voc. Ed.</b>	<b>175,008</b>	<b>169,828</b>	<b>148,650</b>	<b>148,558</b>	<b>-92</b>
<b>CO-CURRICULAR</b>						
110	Coaches	55,000	49,753	55,000	55,000	0
120	Game Officials & Field Staff	20,000	20,150	20,000	20,000	0
200	Employee Benefits	6,200	4,880	7,200	5,000	(2,200)
320	Prof. Devel. – RA-Co-Curric.	1,400	90	1,400	1,000	(400)
321	Academy Clubs – RA	2,000	1,187	2,000	1,500	(500)
540	Advertising – RA-Co-Curric.	1,000	387	500	500	0
580	Staff Travel – RA-Co-Curric.	500	208	500	500	0
610	Sup. & Sports Equip – RA-Co-Curric.	18,000	18,381	18,000	16,200	(1,800)
611	Theater Supplies & Equip.	2,000	6,175	5,500	4,950	(550)
810	Dues & Fees – RA-Co-Curric.	8,600	7,401	8,600	8,000	(600)
<b>1400</b>	<b>Co-curricular</b>	<b>114,700</b>	<b>108,612</b>	<b>118,700</b>	<b>112,650</b>	<b>-6,050</b>

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
<b>GUIDANCE</b>						
110	Salaries – Guidance	124,500	134,249	139,496	153,000	13,504
200	Employee Benefits	33,500	34,001	33,600	43,000	9,400
580	Travel – Guidance	200	66	200	200	0
610	Supplies	800	324	400	810	410
640	Books	675	670	650	990	340
730	Equipment	0	320	0	0	0
810	Dues & Fees	430	200	400	400	0
<b>2120</b>	<b>Guidance</b>	<b>160,105</b>	<b>169,830</b>	<b>174,746</b>	<b>198,400</b>	<b>23,654</b>
<b>HEALTH</b>						
110	Salaries – Nurses	69,750	65,955	76,460	85,460	9,000
200	Employee Benefits – Nurses	25,600	22,352	29,582	25,000	(4,582)
580	Travel – Nurses	300	223	300	300	0
610	Supplies – Nurses	3,000	1,142	3,000	2,475	(525)
640	Books – RA-Health	500	0	300	360	60
730	Equipment – Health	2,000	120	2,000	900	(1,100)
<b>2130</b>	<b>Health</b>	<b>101,150</b>	<b>89,792</b>	<b>111,642</b>	<b>114,495</b>	<b>2,853</b>
<b>IMPROVEMENT OF INSTRUCTION</b>						
110	Advisory Teachers	10,000	68	10,000	10,000	0
110	Rivendell Trails Coordinator*	10,000	8,884	10,500	10,750	250
110	Visions Coordinator	42,616	37,985	37,985	39,000	1,015
115	Teacher Stipends	5,500	8,695	5,500	8,000	2,500
200	Employee Benefits	8,500	4,909	9,775	5,000	(4,775)
320	Staff Development	1,000	1,001	1,000	1,000	0
330	External Consultants	5,000	4,081	5,000	5,000	0
580	Travel	500	524	500	500	0
610	Supplies	500	204	500	450	(50)
640	Books/Research Mtls/ Periodicals – Imp	1,000	2,688	1,000	900	(100)
690	Testing Materials	500	0	500	450	(50)
<b>2212</b>	<b>Improvement of Instruction</b>	<b>85,116</b>	<b>69,039</b>	<b>82,260</b>	<b>81,050</b>	<b>-1,210</b>
	<i>* Rivendell Trails Alliance pays other half of salary</i>					
<b>LIBRARY</b>						
110	Salaries – Librarians and Staff	113,950	117,361	119,653	124,000	4,347
200	Employee Benefits	28,800	30,442	35,200	41,000	5,800
610	Supplies	780	685	610	635	25
640	Books	7,650	5,046	7,000	5,850	(1,150)
730	Equipment	1,300	1,196	400	450	50
<b>2222</b>	<b>Libraries</b>	<b>152,480</b>	<b>154,730</b>	<b>162,863</b>	<b>171,935</b>	<b>9,072</b>
<b>TECHNOLOGY</b>						
110	Technology Coordinator	59,255	61,033	61,033	64,000	2,967
112	Integration Specialist	46,503	47,899	49,194	91,000	41,806
112	Technical Specialist	40,400	7,136	40,000	40,000	0
120	Summer Tech Assistants	3,000	0	3,000	4,500	1,500
200	Employee Benefits	50,300	32,503	37,037	36,000	(1,037)
320	Professional Development	1,500	1,500	1,500	3,500	2,000
330	Purchased Prof Services	5,500	27,739	4,400	5,645	1,245

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
420	Maintenance Agreements	16,194	14,696	16,100	23,100	7,000
530	Network Communications Expense	4,820	3,174	5,700	9,540	3,840
580	Travel Reimbursement	500	56	500	500	0
730	Equipment	75,000	121,463	75,000	97,900	22,900
<b>2225</b>	<b>Technology</b>	<b>302,972</b>	<b>317,199</b>	<b>293,464</b>	<b>375,685</b>	<b>82,221</b>

### SCHOOL BOARD

115	Board Secretary	1,000	980	1,000	1,000	0
220	Employee Benefits	300	669	350	700	350
320	Professional Development	150	90	150	90	(60)
330	Voting & Annual Meeting Costs	3,000	3,646	3,000	3,500	500
340	Professional Services	1,200	0	1,200	1,000	(200)
360	Legal Services	7,000	3,680	7,000	4,000	(3,000)
370	Audit Services	10,000	10,100	11,000	11,000	0
390	NEASC	3,000	5,870	3,000	5,000	2,000
522	Liability Insurance	5,000	3,913	5,000	4,000	(1,000)
530	Communications/Postage	6,000	2,192	6,000	3,000	(3,000)
540	Advertising	1,200	316	1,200	500	(700)
550	Printing	2,000	187	2,000	500	(1,500)
600	Web Site Maintenance	0	7,761	4,000	4,500	500
610	Misc. Supplies/Expenses	1,000	546	1,000	900	(100)
810	Dues and Fees	4,000	2,752	4,000	3,000	(1,000)
<b>2310</b>	<b>School Board</b>	<b>44,850</b>	<b>42,702</b>	<b>49,900</b>	<b>42,690</b>	<b>(7,210)</b>

### TREASURER

115	Treasurer Stipend	2,600	2,600	2,600	2,600	0
220	Employee Benefits	200	199	230	230	0
<b>2313</b>	<b>Treasurer</b>	<b>2,800</b>	<b>2,799</b>	<b>2,830</b>	<b>2,830</b>	<b>0</b>

### DISTRICT ADMINISTRATION

110	Superintendent's office	162,442	138,403	149,126	155,990	6,864
200	Employee Benefits	65,200	55,345	58,136	67,000	8,864
320	Professional Development	6,000	2,365	6,000	6,000	0
360	Legal Services	2,000	960	2,000	2,000	0
530	Communication (Tel/Postage)	9,000	6,385	9,000	9,000	0
540	Advertising	3,000	1,517	3,000	2,000	(1,000)
550	Copier	4,400	4,461	4,682	4,420	(262)
551	Printing	500	425	500	500	0
580	Travel	1,200	849	1,200	1,200	0
610	Office Supplies	5,000	2,700	5,000	4,500	(500)
730	Equipment	500	240	500	450	(50)
810	Dues and Fees	7,000	5,044	7,000	7,000	0
<b>2321</b>	<b>District Administration</b>	<b>266,242</b>	<b>218,694</b>	<b>246,144</b>	<b>260,060</b>	<b>13,916</b>

### SCHOOL ADMINISTRATION

110	Building Principals	214,690	225,150	219,012	229,360	10,348
112	Building Secretaries	99,797	103,590	103,590	108,200	4,610
200	Employee Benefits	92,700	47,473	105,297	53,000	(52,297)
320	Professional Development	6,200	4,208	6,200	5,900	(300)
530	Telephone	15,000	16,057	15,000	15,000	0
532	Postage	6,150	4,712	6,150	5,850	(300)
540	Advertising	1,500	238	1,500	1,500	0
550	Printing	3,400	2,406	3,400	3,400	0
580	Travel	1,350	572	1,425	1,425	0

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
600	Graduation	3,000	3,016	3,000	3,000	0
610	Office Supplies	23,000	21,144	22,000	21,600	(400)
730	Equipment	6,500	4,116	8,500	7,650	(850)
810	Dues and Fees	4,050	9,843	4,000	4,000	0
890	Criminal Record Checks	1,500	1,454	1,500	1,500	0
<b>2410</b>	<b>School Administration</b>	<b>478,837</b>	<b>443,979</b>	<b>500,574</b>	<b>461,385</b>	<b>-39,189</b>

### SPECIAL ED ADMINISTRATION

110	Office of Special Education	93,629	96,438	96,438	101,400	4,962
200	Employee Benefits	36,725	34,257	39,347	43,100	3,753
320	Professional Development	2,000	525	2,000	2,000	0
330	Purchased Professional Serv	4,000	0	4,000	0	(4,000)
360	Legal Services – (not reimbursable)	0	0	0	4,000	4,000
532	Postage/Phone	500	280	500	500	0
580	Travel	1,800	1,585	1,800	1,800	0
610	Office Supplies and Materials	2,000	1,893	2,000	1,350	(650)
640	Books and Periodicals	600	461	600	540	(60)
730	Equipment	800	155	800	720	(80)
812	Dues and Fees	750	597	1,000	1,000	0
<b>2420</b>	<b>SPED Administration</b>	<b>142,804</b>	<b>136,191</b>	<b>148,485</b>	<b>156,410</b>	<b>7,925</b>

### EMPLOYEE BENEFITS

212	Benefit Plans Admin Fee	2,500	986	2,500	1,500	(1,000)
213	Health, Life & Disab Ins.	16,000	19,533	15,000	29,000	14,000
220	FICA & Medicare Taxes	1,000	10	1,000	100	(900)
240	Retirement Program Costs	24,000	15,960	24,000	18,000	(6,000)
250	Workers' Comp. Ins.	30,000	29,219	30,000	30,000	0
260	Unemployment Ins.	2,000	2,066	5,000	5,000	0
270	Tuition Reimb Pool – Certified	45,000	36,868	50,000	50,000	0
<b>2490</b>	<b>Employee Benefits</b>	<b>120,500</b>	<b>104,642</b>	<b>127,500</b>	<b>133,600</b>	<b>6,100</b>

### BUSINESS SERVICES

110	Business Manager	74,278	76,507	76,507	80,400	3,893
115	Accounting Clerks	37,690	37,861	37,861	42,400	4,539
200	Employee Benefits	48,600	42,718	51,500	52,000	500
320	Professional Development	1,500	2,102	1,500	1,750	250
580	Travel	500	292	500	500	0
610	Supplies	1,000	905	1,000	900	(100)
671	Software Support	2,000	2,378	2,000	2,500	500
810	Dues & Fees	200	200	200	200	0
811	Bank Service Charges	900	726	900	900	0
<b>2520</b>	<b>Business Services</b>	<b>166,668</b>	<b>163,689</b>	<b>171,968</b>	<b>181,550</b>	<b>9,582</b>

### BUILDING OPERATIONS

100	Building Operations Salaries	209,131	204,657	217,516	223,800	6,284
200	Employee Benefits	101,300	76,282	109,000	87,600	(21,400)
411	Water Fees	4,000	5,933	5,000	4,500	(500)
421	Rubbish Removal	10,800	13,051	12,000	11,750	(250)
425	Hazardous Material Disposal	5,000	4,659	3,000	3,000	0
430	Purchased Services	57,000	113,504	59,000	61,000	2,000
521	Property Insurance	37,000	39,986	38,000	45,000	7,000
580	Travel Expense	500	371	500	500	0
610	Repair & Maint Supplies	25,000	35,159	22,000	21,600	(400)

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
611	Custodial Supplies & Materials	21,000	22,123	18,500	16,650	(1,850)
622	Electricity	96,000	101,558	103,000	105,000	2,000
623	LP GAS	4,000	3,823	3,800	3,840	40
624	Fuel Oil	120,000	112,377	117,500	117,000	(500)
730	Equipment	9,500	20,035	9,500	9,000	(500)
733	Furniture – Dist. Wide	15,000	10,052	15,000	13,500	(1,500)
<b>2620</b>	<b>Building Operations</b>	<b>715,231</b>	<b>763,570</b>	<b>733,316</b>	<b>723,740</b>	<b>(9,576)</b>
<b>GROUND OPERATIONS</b>						
422	Snow Plowing	19,000	16,995	18,000	19,000	1,000
430	Purchased Grounds Services	2,400	1,458	2,000	1,850	(150)
441	Land Lease – Orford Fields	7,500	7,500	7,500	7,500	0
611	Grounds Supplies & Mat'ls	3,000	4,017	2,000	1,350	(650)
611	Grounds Easement	1,000	0	1,000	1,500	500
<b>2630</b>	<b>Grounds</b>	<b>32,900</b>	<b>29,970</b>	<b>30,500</b>	<b>31,200</b>	<b>700</b>
<b>DRIVERS' ED/VEHICLE EXPENSE</b>						
2650	Driver Ed Costs	2,000	1,697	1,750	1,700	(50)
2740	Other Vehicles Gasoline	2,750	3,047	3,000	3,000	0
2740	Vehicle Purchase	0	0	0	15,000	15,000
2740	Other Vehicle Costs	5,000	4,644	3,000	3,500	500
<b>2650/2740</b>	<b>Driver Ed</b>	<b>9,750</b>	<b>9,388</b>	<b>7,750</b>	<b>23,200</b>	<b>15,450</b>
<b>STUDENT TRANSPORTATION</b>						
110	Student transp. to/from school	1,400	0	0		0
220	FICA & Medicare Taxes	100	0	0		0
580	Mileage	200	0	0		0
519	Contracted Student Transportation	329,500	323,739	319,192	319,025	(167)
519	Other Student Transp.	0	1,334	0	0	0
519	Vocational Ed Transp.	0	14,562	14,500	14,925	425
519	Warren Student Transp.	0	0	0	10,000	10,000
514	Fuel Surcharge	1,000	20,973	10,000	10,000	0
	Subtotal, transportation to/from school	332,200	360,608	343,692	353,950	10,258
519	Field Trips	18,000	48,064	18,000	27,000	9,000
519	Sports Transportation	17,500	16,000	16,000	16,000	0
<b>2720</b>	<b>All Transportation</b>	<b>367,700</b>	<b>424,672</b>	<b>377,692</b>	<b>396,950</b>	<b>19,258</b>
<b>DEBT SERVICE</b>						
830	Rivendell Bond Interest	310,585	310,585	287,602	176,200	(111,402)
910	Rivendell Bond Principal	475,000	475,000	475,000	475,000	0
	Subtotal, new construction debt svc.	785,585	785,585	762,602	651,200	(111,402)
831	Rivendell T.A.N. Interest	10,000	8,058	9,000	5,000	(4,000)
832	P&I – SME Roof Loan	43,960	0	0	0	0
834	Asbestos Abatement Loan	0	0	108,000	108,000	0
<b>5100</b>	<b>Debt Service</b>	<b>839,545</b>	<b>793,643</b>	<b>879,602</b>	<b>764,200</b>	<b>-115,402</b>
5300	Transfer to Food Service Fund	20,000	20,000	20,000	20,000	0
	Prior Year Adjustment					0
	<b>Net before grants</b>	<b>9,025,978</b>	<b>8,832,341</b>	<b>9,221,789</b>	<b>9,366,385</b>	<b>144,596</b>

## 2014/2015 BUDGET EXPENDITURE DETAIL

Acct	Description	FY13 Budget	FY13 Actual	FY14 Budget	FY15 Proposal	Difference
<b>GRANTS</b>						
	Title Grants	235,000	235,000	235,000	235,000	0
	SPED Grant expenses	145,000	145,000	145,000	165,000	20,000
	Expenses fully offset by revenues	380,000	380,000	380,000	400,000	20,000
	<b>Total</b>	<b>9,405,978</b>	<b>9,212,341</b>	<b>9,601,789</b>	<b>9,766,385</b>	<b>164,596</b>
<hr/>						
	Budgeted Education Spending	9,405,978	9,212,341	9,601,789	9,766,385	164,596
<hr/>						
	Separate Article – Vote required					
	Capital reserve transfer	25,000	25,000	50,000	50,000	0
		<b>9,430,978</b>	<b>9,237,341</b>	<b>9,651,789</b>	<b>9,816,385</b>	<b>164,596</b>



*Samuel Morey 6<sup>th</sup> grade students work together to solve a math problem*

**Rivendell Interstate School District  
LONG-TERM DEBT**

**General Obligation Serial Construction**

Bond payable	
Original amount borrowed on August 1, 1999	\$8,000,000
Interest rate (paid semi-annually)	5.28%
Principal payment due on each August 1 until 2024	\$335,000
<hr/>	
Balance due as of June 30, 2013	\$3,980,000

**Vermont Municipal Bond Bank**

Bond payable	
Original amount borrowed on July 26, 2001	\$3,195,000
Interest rate (paid semi-annually)	4.879%
Principal payment due on each December 1 until 2026	\$135,000
<hr/>	
Balance due as of June 30, 2013	\$1,845,000

**Vermont Municipal Bond Bank**

Bond payable	
Original amount borrowed on July 31, 2002	\$120,000
Interest rate	4.113%
Interest paid semi-annually	
Principal payment of \$10,000 due December 1 of each year until 2010	
Current Principal payment due on each December 1 until 2022	\$5,000
<hr/>	
Balance due as of June 30, 2013	\$50,000

<b>Total long-term debt</b>	<b>\$5,875,000</b>
-----------------------------	--------------------

**CAPITAL FUND**

Balance at July 1, 2012	\$51,586
FY13 Capital Fund Appropriation	\$25,000
<hr/>	
<b>Balance as of June 30, 2013</b>	<b>\$76,586</b>
<hr/>	

**Rivendell Interstate School District**  
**Statement of Revenue, Expenses and Changes in Retained Earnings**  
**Proprietary Fund Type – Enterprise Fund**  
**FOOD PROGRAM**  
**For the Year Ended June 30, 2013**

OPERATING REVENUES:

Sales	\$119,444	
<b>Total Operating Revenues</b>		<b>\$119,444</b>

OPERATING EXPENSES:

Salaries and Benefits	\$116,241	
Travel	251	
Food and Supplies	120,142	
Depreciation	8,779	
<b>Total Operating Expenses</b>		<b>\$245,413</b>

Operating Income (Loss)		(125,969)
-------------------------	--	-----------

Non-Operating Income:

State Sources		
Restricted Grants:		
Lunch Match	2,001	
Child Nutrition Breakfast	381	
Child Nutrition Other	264	
Federal Sources:		
Restricted Grants:		
National School Lunch Program	61,262	
National School Breakfast Program	15,837	
Commodities	10,642	
<b>Total Non-Operating Income</b>		<b>90,387</b>

Income (Loss) Before Transfers		(35,582)
--------------------------------	--	----------

Operating Transfers In (Out)		<u>20,000</u>
------------------------------	--	---------------

Net Income (Loss)		(15,582)
-------------------	--	----------

Retained Earnings, July 1, 2012		<u>22,748</u>
---------------------------------	--	---------------

Retained Earnings, June 30, 2013		\$7,166
----------------------------------	--	---------



<b>GRANT INFORMATION</b>	<b>2012–2013</b>	<b>2013–2014</b>	<b>2014–2015*</b>
EPSDT: Nursing (Pays for portion of school nurse salary)	8,000	8,000	8,000
Federal Titles (NH & VT)			
NH	36,000	40,000	32,600
VT	195,000	195,000	215,000
21 <sup>st</sup> Century – VISIONS (Summer & afterschool enrichment program)	86,000	86,000	82,000
Vermont Tobacco (Prevention training & staff support)	7,000	7,000	6,000
<b>Grant Totals</b>	<b>\$331,000</b>	<b>\$336,000</b>	<b>\$343,600</b>
<b>Special Education Grants</b>			
NH IDEA	19,000	19,000	29,000
VT IDEA	94,000	94,000	92,000
VT Medicaid IEP	35,000	35,000	30,000
<b>Special Education Grant Totals</b>	<b>\$148,000</b>	<b>\$148,000</b>	<b>\$151,000</b>

Periodically small grants and donations are requested and received for specific educational activities and restricted purposes. Such as: Farm to School (Westshire), VerShare (Hulbert Trip), CSO (Hulbert Trip), Fresh Fruit & Vegetable (Westshire), and Vermont Rural Partnership (e-readers).

*\*Estimates*



*Westshire all-school hike on Cross Rivendell Trail in Vershire*



*Brenda L. Needham*

As another year passes the extensive work and direction of the Rivendell Interstate School District continues to be both challenging and rewarding. Due to the knowledge, instructional skills, and commitment of our staff, faculty, and administration, our students are being positively impacted and have the opportunity to grow and show successful outcomes. Our work continues to be affected by the varying learning needs of the individual student, the social pressures they face, and, at times, the complicated outside factors that create barriers to learning.

The Rivendell educational community continues to adjust and adapt to new considerations and requirements. The implementation of Common Core Standards, the updated and revised VT Education Quality Standards, and the change from the previous NECAP assessment process to Smarter Balanced Common Assessment are just a few examples of what is ahead. Additional requirements related to personalize learning plans, the adaptations to instruction to meet specific individual needs, and the need for a depth of knowledge, each requires attention for effective instructional practices resulting in student learning. This is complicated and strategic work that requires educators to increase their skill and ability, to find ways of maximizing the resources provided and to work both individually and collectively as professional teams. Rivendell is fortunate that our schedule, which includes opportunities such as early release and in-service days, promotes teachers working collaboratively with each other and with purpose.

Our financial status continues to be impacted by student enrollment, the economy, regulations, and the funding mechanisms of the two states. Our proposed budget is designed to meet the needs of students and with an effort to keep the financial impact conservative. Due to employee contract negotiations being complete, we have been able to include the projected costs related to personnel. We continue to maintain minimal increases in expenditures in order to adjust to the factors that create the increase in costs. Unfortunately, we also anticipate limitations of state funding that will potentially lead to additional tax burdens.



*Samuel Morey 3<sup>rd</sup> graders study causes of erosion of local streams and rivers*



*VT Agency of Education Secretary Rebecca Holcombe visits Early Childhood Program at Westshire*

Of financial significance we are very proud of the work that was done related to the asbestos abatement project during the summer of 2013. The warrant article of \$495,000 provided the financial ability for an extensive project that will positively impact the school for years to come. The project included the safe removal of asbestos, new flooring, ceiling tiles and insulation, electrical changes, plumbing, painting, and much more. We anticipate greater energy efficiency, more productive use of spaces, and an overall upgrade and improvement to the included areas. Of importance, the project was completed on time and within the designated budget. A special thank you goes to all involved including the community that positively voted to allow this to go forward.

The support from the communities continues to be vibrant and very appreciated. Our parents attend events, often volunteer, and are partners with our efforts of strong student growth. Beyond our own communities we have reached out to our neighbors resulting in a number of students attending Rivendell Academy on a tuition basis. This connection to other communities will continue to be an opportunity to diversify and expand our student population.

The Rivendell Interstate School District continues to have challenges and strategic needs that must be met but the District is well on its way to continue to move forward and make a difference. There is much to be proud of.

Respectfully submitted,  
Brenda L. Needham

The essence of being in love and the essence of a school defy explanation. Experience and feelings matter more than description. Poets do their best with words:

*See how she leans her cheek upon her hand!  
O that I were a glove upon that hand,  
that I might touch that cheek!* (Romeo and Juliet)

But, words pale in comparison to the feeling. It is the same with schools. I am charged with describing all the accomplishments at Rivendell Academy over the last year, but these words cannot capture the daily experiences and feelings of the people that work and learn here.

The Academy is focused on a very difficult task, to engage all students in an intellectually demanding curriculum while accounting for a large range of individual interests, experiences, strengths and weaknesses. Rivendell does not overtly track students. This means that in 10<sup>th</sup> grade biology we have students who are able to write college level lab reports learning along with students who struggle with the precision and academic language required of a lab report. It takes excellent teaching and a strong school culture to pull this off. We do it well and are constantly working to improve.

Two years ago, RA (and many dozens of other VT schools) was identified as “in need of improvement” from the State because of low NECAP math scores. This summer we received three letters of commendation from VT: one for our students scoring in the top 15% to 20% of all VT schools for proficiency in math and reading, one for an increase of 10% in math scores among students receiving free or reduced lunch, and one for achieving our Annual Yearly Progress goal in reading and math. In fact, for the second year in a row, Rivendell has the best combined reading and writing scores in the State. This being said, the federal law that was put into effect years ago under the No Child Left Behind Act requires all students to test proficient in every subject, thus all VT schools are likely to be in “need of improvement.” Standards and testing requirements change in 2015, but no one knows what the yardstick will look like. This testing data has little to do with the Academy’s higher standards: our students’ ability to question, research, innovate, lead, collaborate, understand the world, and act with compassion.

Over the last three years we have seen a slight improvement in the number of students with GPAs between 95 and 100. Currently, Brenda Needham, Gail Keiling, Jan Cole and I are working to improve our district-wide approach in educating students struggling academically. I believe we can make improvements by changing how we allocate resources and support students.

We believe the Academy benefits when students from other districts and countries join our school. Currently we are hosting a Germany tuition student. After a year of work with Warren, we successfully enrolled nine students from Warren in 7<sup>th</sup> and 8<sup>th</sup> grade. We’ve been working two years to enroll Waits River students and currently have three students considering RA for high school. We also expect four Piermont students next year.

The biggest Academy programmatic change this year has been our reorganized Advisory system. Jen Ellis, Mary Rizos and Silas St. James did excellent work in designing our new advisories, training staff and, most importantly, maintaining the positive momentum. The academic component involves e-portfolios, documenting each student’s growth in our seven

school-wide Learning Expectations (LEs). LEs are tied to project-based work done across our curriculum. For example, 10<sup>th</sup> grade humanities' students created a Twenties magazine using a web-based design tool, did historical research, used technology, wrote, edited, and worked in teams. A project like this easily addresses two LEs and our grade reports now track students' performance on each LE.

There is also an interpersonal aspect to advisory. Every morning begins with a 15-minute meeting. Each month we hold two "fun" assemblies. Advisory time is for class business (8<sup>th</sup> grade trip planning, graduation, prom, class dances) and for community service – 9<sup>th</sup> grade continues school-wide recycling; Ms. Robison's 7<sup>th</sup> grade initiated a sister school relationship with Darfur refugees living in Chad; 10<sup>th</sup> grade advisory helps at the weekly Orford senior lunch; and Mrs. St. Pierre's 7<sup>th</sup> grade advisory planned an entertainment night to raise money for Philippine typhoon victims.

This year VT enacted Act 77, a bill focused on multiple pathways to success: early college, career internships and personal learning pathways. Our advisory system, improved internship program, relationship with Dartmouth College and Running Start classes in physics and calculus put us in a great position as a state leader in these areas. We received a \$10,000 VT grant to deepen our career internship work thanks to Nancy Hall and she is awaiting word on another grant related to personal learning plans and goal setting which happens in advisory.

Our students continue to hit the road with field trips to NYC, Quebec City, western U.S. National Parks, Northern Stage Theatre, and film debuts. This spring a student group, teachers and parents are heading to Peru.

Scott Riess' journalism students recently published Volume 1 of *Raptor Connections*, a school magazine, and Christina Robison is working with VISIONS on publishing *Asterisk*, a student literary magazine.

In less than a year the Robotics Team has gone from one robot to four, thanks to a \$15,000 grant from the Byrne Foundation. Last spring Bob Thatcher organized the Athletic Leadership Council, designed to foster community-wide leadership opportunities for student athletes. Leo Club is going strong under Nancy Hall's leadership. The tradition of recognizing honor roll recipients at an evening banquet continues and National Honor Society, Drama, Rock Band and Chorus are also going strong. For the first time, a Rivendell student has received a prestigious Leonore Annenberg Scholarship – full tuition to the students' college of choice.

Our most compelling work this year began when the 2012–13 student government focused the summer 2013 reading on a survival theme and some very unsettling books. One book led us to invite face transplant recipient and author, Carmen Tarleton, to speak to the school and community about forgiveness.

Words cannot capture the romance – a student grumbling playfully in Mr. Reichert's class, "What? That's what you were asking? I thought you wanted something deep. You always want us to go deep." Or a student working a Lazlo Bardos math warm-up who spontaneously shouts, "I figured it out." Or a picnic table in the café, painted colorfully with a tree, sun and dove. These small things, multiplied many times throughout the day, are the stuff of love. We invite you to visit.

Respectfully submitted,  
Keri Gelenian



*Gail Keiling*

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

---

This has been a very successful year thanks to the Samuel Morey staff, parents and community members that provided students with many enriching and productive experiences in learning. Samuel Morey is a happy place to be because we all work together to keep it that way. We truly believe that our students are quite remarkable in every way and are committed to challenging them academically, helping them grow socially and guiding them toward independent thinking and problem solving.

Last year the School Board approved having the fifth and sixth graders from Westshire attend Samuel Morey beginning with the 2013–14 school year. Fourth and fifth graders from both schools attended the Hulbert Outdoor Center last spring to engage in team building activities to help them build a strong classroom community. While some students were anxious about the move to Samuel Morey, they have formed new friendships and settled into their new school. When they leave elementary school to attend Rivendell Academy as seventh graders, they will already have built strong relationships and, hopefully, this makes a successful transition to the middle grades. It is wonderful having all the fifth and sixth graders and watching them work as a collaborative group.

At the beginning of the year, the sixth graders got right to work participating in the *Inspiring Kids* program. This program helps students learn about nonprofits in their community, the benefits of community service and philanthropy. They researched nonprofits, presented to the larger school communities at Samuel Morey and Westshire and conducted “Community Days” where classes made items needed by Upper Valley nonprofits. The culmination of their work was a \$450 check donated to the Upper Valley Humane Society.

This year sixth grade teachers spent a day at Rivendell Academy following a seventh grader’s schedule and the seventh grade teachers spent a day at Samuel Morey following a sixth grader’s schedule. Teachers met to discuss how to connect the learning expectations between these grades. We believe that this will help bridge the learning for our students at this most important developmental stage of their schooling.

Another way teachers work together across grades is through a math lesson study group of math teachers from third through eighth grade. They meet monthly to observe a teacher, discuss the lesson, rewrite the lesson and observe the lesson being taught again. As math teachers observe their colleagues at different grades, they build into their own lessons similar teaching strategies, common language and this helps build a more rigorous math program. We have also piloted a new math series in first grade, Origo math series. This program aligns more closely with the new common core math standards. Achieving high levels of mathematic proficiency in all our students continues to be a high priority in our schools.

We truly believe in educating the whole child and promoting a healthy lifestyle which includes time for play within the school day. With the help of a Vermont Rural Partnership grant, we created a natural playscape area for our youngest students. Playscapes (natural playgrounds) blend natural materials with creative landforms that challenge and fascinate children. Our sixth grade students served as landscape architects

as they became experts on the local habitat and environment of the school yard and designed models that they presented to the community. Many community members donated materials such as large boulders, flat logs and stepping stones for children to explore. In the spring a new slide will be installed into an existing hill.

Visual and performing arts continue to be important for developing well-rounded students. Last March the two elementary schools hosted an art residency by the Kahurangi Maori Dance Company from New Zealand. This residency achieved one of our goals: students learning about different cultures. All of our students participated in a culminating performance for families and community. Special thanks go to Ann Taylor, community members, businesses and the Community School Organization for supporting this wonderful student experience. Vermont Symphony Orchestra members also played for our students teaching them about brass instruments. Our students again performed to a packed gymnasium at the holiday concert. Students showcase their visual art talents at this concert and by participating in the Lions Club poster contest. The best part is that their artwork brightens our halls!

One of the most important components of a good school is the partnership between the school and parents who work together for the good of all children – Samuel Morey’s partnership with parents is one of its exceptional strengths. Our Parent Group has organized a book swap and a sports equipment swap, parents serve on the Community School Organization, hosted a Halloween family dance at our students’ request, and parents and grandparents also share their special talents in the classroom by volunteering their time.

We celebrate a successful year at Samuel Morey. It has been exciting to witness the pursuit of academic excellence in our students and the laughter and joy of learning in our school. We have the satisfaction of knowing that we have all made a difference in the lives of our students.

Respectfully submitted,  
Gail Keiling



*2014 Rivendell Special Olympic Team with Coaches and Supporters*



*Tammy MacQueen*

## Report from Westshire Elementary School Principal

---

It's been another exciting and busy year at Westshire! We have amazing students who are thriving in a safe and healthy environment. We are committed to challenging and motivating them to achieve their academic potential and to also become positive, contributing members of their community. We strive to make them active participants in their education.

Celebrating achievements is a favorite part of our work and there is so much to be proud of. This fall our second preschool classroom opened with an extended day component. Students may now arrive as early as 7:30 a.m. and stay until 5:30 p.m. These additional hours have helped the program grow as it offers working parents quality, affordable before and after school care. Our student numbers are staying steady and we expect to have even more preschool children attend next fall. In August, our program will send 14 students to Kindergarten. These children will enter school less anxious and more prepared to learn and succeed because they know the building routines and have already established relationships with our staff.

In January, our preschool welcomed Rebecca Holcombe, Vermont's new Secretary of Education. Mrs. Holcombe, who was the Fairlee Principal at the time of the District's inception and was part of the team that brought the four towns of Rivendell together, was greeted with much excitement from the students. The children couldn't wait to show her their rainbow science experiments and share their favorite storybooks.

This year we have had much success with our 1<sup>st</sup> and 2<sup>nd</sup> grade multi-age classes. Students are doing well in their subject areas and learning a lot from the experience of having two different grades in one classroom. The 3<sup>rd</sup> and 4<sup>th</sup> graders are participating in a new configuration as well and seem to be flourishing. Each day they learn from two different core teachers, one for language arts and social studies, and the other for math and science. This "specialist model" allows for more collaborative teamwork and gives each teacher time to concentrate in two areas, rather than four. With the departure of the 5<sup>th</sup> and 6<sup>th</sup> grade students to Samuel Morey, the 3<sup>rd</sup> and 4<sup>th</sup> graders have become leaders and role models. They began the year by hosting our first community meeting and, since then, have taken responsibility for the care of the flags. They have also started a Student Activities Committee to help plan spirit days and special events for the school and a club to promote positive school culture.

We have added a K-2 and 3-4 chorus and are planning an April spring concert. For the second year, our Farm to School volunteers have brought healthy eating to Westshire with lessons like "Eating the Rainbow." They are supporting efforts to bring agricultural programs to Westshire by adding more gardens and creating a composting plan. Our Parent Activities Committee plays an important part in our school too, by organizing and hosting family activities like our Valentine's Fun Day and our December Art from the Heart event, where more than 80 children from both elementary schools made holiday gifts for their families.

Teachers are accomplishing important work on professional development Thursdays. They continue to closely examine the Common Core Standards and write units that





*Westshire 4<sup>th</sup> grader teaching a kindergartener  
the math game "Race to 100" on 100<sup>th</sup> Day*

support more depth for our students. They have chosen personal research projects and are collaborating with a team to delve into key questions about teaching practices and student engagement. Third through eighth grade math teachers have started a lesson study to look at math practices across grade levels and are finding the work invaluable.

We continue to rock at Westshire with our core concept ROCKS! program. Chosen by students and staff, these words define the kind of students we want our children to be: Responsible, Outstanding Scholars, Cooperative, Kind and Safe.

Last year the classes exceeded expectations by filling their class jars multiple times and then overflowing the all-school jar with stones. We celebrated this huge success with an incredible ROCKS! luau where students ate a delicious Hawaiian lunch, danced the limbo, played tacky tourist relay, and enjoyed tasty snow cones. It was great fun!

I am appreciative for the extraordinary efforts of our staff and students and thankful to spend my days in such a wonderful and caring environment. We could not be as successful without the support of our parents and community and I am grateful to everyone involved. Together, we can help our students excel by showing them they have great potential and with hard work, nothing is beyond their reach.

Respectfully submitted,  
Tammy MacQueen



*Janet Cole*

## Report from the Director of Special Education

Special Education provides instruction and support to our District's eligible students with disabilities, ages 3–21, within and outside of the classrooms. These students receive specialized instruction, support, and related services designed to provide a free and appropriate education which supports their progress in the general curriculum.

The number of Rivendell students eligible for special education has remained steady. Some students with disabilities no longer require services. By receiving specialized instruction, they have developed strategies for success and are ready to move ahead without significant interventions. Others are newly identified or move in to the district. Although we are serving fewer children in some grade levels than in the past, their disabilities are dramatically more significant. These students require more instruction, equipment, supports and therapies than in the past.

Preschool children with disabilities attend our exemplary Rivendell Early Childhood Program beside children without disabilities at both elementary schools with one classroom at Samuel Morey and two at Westshire. Here they receive developmentally appropriate instruction from our Early Essential Education and Early Childhood Program teachers along with any necessary related services. Participating in a preschool program with non-disabled children gives our children an opportunity to practice their new skills while making new friends and preparing for school success.

Changes on the state level continue to impact us locally. We are now responsible for providing evaluations for the youngest population of children in our District, birth to age 3. We have developed strong relationships with mental health, family services, vocational rehabilitation, and developmental service agencies to develop wrap-around supports for students and families in crisis.

The Rivendell Raptors Special Olympics Team continues to grow by leaps and bounds. Sports include snowboarding, skiing and snowshoeing, spring bocce and bowling, and summer track and field events. Students who have had few chances in the past to participate fully in team sports now find themselves in the spotlight thanks to our coaches, volunteers, and families led by Tracy Martel on the elementary level and Brynne MacMurtry at the Academy. In addition to increasing their physical skills, these athletes are building social skills, learning to take risks, working as part of a team, and developing their ability to work for a goal.

Having a disability does not limit our students. This is their school, too.

Respectfully submitted,  
Janet Cole



*Gary Collins*

The 2013 year was incredibly busy for the Operations staff. In addition to the normal duties of building cleaning, grounds work and maintenance work, we had the added responsibilities of assisting with the Rivendell Academy Memorial Hall asbestos abatement and renovation project.

The Memorial Hall project was the largest project undertaking in Rivendell's history since the initial construction projects. It is a source of pride to me, as the project's general contractor, that it was completed in a tight timeframe and under budget. During the course of the project, over fifteen different vendors were involved, as well as the Operations staff. Many different aspects of the project were occurring at the same time in order to make the schedule work out.

The largest part of the project and the least visible was the complete removal of all asbestos containing material from the building. This included the tile, mastic, pipe insulation, etc. throughout the Memorial Hall section. The success and safety of the project was not only monitored by the contractor, but also by an asbestos consulting company we hired for a second independent analysis. The remainder of the project included new spray foam insulation, new gym floor, new vinyl tiles, new doors, bleachers and panic hardware, as well as air handling systems to bring up to current code. Carpentry work to re-purpose some spaces and new paint also happened.

Energy efficiency and compliance items continued to be a big focus at our other buildings as well. Samuel Morey recently had to have its aging oil tank replaced with a new unit to meet new standards. We also handled some drainage issues around the Samuel Morey building this summer. All four of our buildings now have filtered, chilled water fountains with bottle filling stations. All of the students and staff seem to be very pleased to be environmentally friendly by using refillable water bottles.

Obviously the past year has reminded us all about the safety of our students and staff in our buildings. This is something everyone at Rivendell takes very seriously and we are constantly searching for the best solutions. This past year I was able to attend many safety and security related trainings and then bring that knowledge back to our District Crisis Team and our school site crisis teams.

It continues to be a pleasure to work with the Operations staff, the School Board and the community to ensure that the Rivendell students have safe, esthetically pleasing and energy efficient facilities to learn and grow in.

Respectfully submitted,  
Gary Collins



*Hank Plaisted*

**T**echnology is a modern word with origins back to early man's use of the natural resources available to fashion tools. A rock used for crushing or grinding is one example. Of course, our ancestors sought to improve those simple designs by building more effective and complex devices, like a stick with a rock strapped to one end. Eventually, they learned how to sharpen the stones with a cutting edge. These advances took place over generations, but each had an important impact on the success and culture of our ancestors.

Leap to the 21<sup>st</sup> century and as the pace of our learning accelerates; many technologies evolve in a few years or months. For instance, electric companies have been installing smart meters to provide detailed data about residential or business usage, quality, and outages. Concurrently, many home/business owners install energy monitors to evaluate and address inefficiencies within their spaces. All the stakeholders stand to gain by increasing their understanding of the patterns of electricity usage. Using technology is one means to do so, with even minor advances in the devices reaping huge benefits in the larger scheme of energy consumption.

Like the example above, technological advancement is driven by the search to solve specific problems. Usually a solution is found but, just as often, different or new problems arise. At Rivendell, we expect our students to develop the flexibility and habits of mind that enable them to readily adapt when the results of their research doesn't meet their expectations. Technology and education merge together when they use an assortment of tools to increase their understanding and solve problems across multiple content areas.

Just as a pneumatic hammer is the modern rock, laptops, tablets, and even cell phones are the pencil and paper of the 21<sup>st</sup> century. Portable and powerful, these devices enable students to read, write, research, and experiment. Consequently, while the overall District budget is only slightly up from last year, the technology equipment budget is approximately 30% higher as we seek to increase the availability of equipment to meet our students' needs. Similarly, access to adequate internet bandwidth is now available at all three schools, so the line item for Network Communication Expense is double last year's. This is increasingly important for research, sharing and collaboration.

Our students are the new drivers of technological change. Their passion to solve the problems facing our world will lead them to places we can barely imagine. In doing so, they will use technology to find solutions while also creating and adapting it to meet an ever-changing landscape. When they leave Rivendell, they'll have the most important tool of all in their heads – a brain ready to challenge assumptions and work unceasingly to create a better world for everyone.

Respectfully submitted,  
Hank Plaisted



*Andy Boyce*

The Rivendell Interstate School District (RISD) and Rivendell Trails Association (RTA) manage the 36-mile Cross Rivendell Trail (CRT) through a unique partnership drawing upon the strengths of each organization. This includes joint financial support for a part-time Trail Coordinator position responsible for coordinating trail and outreach efforts of the RTA and opportunities for place-based programs in the RISD curriculum.

Trail-based educational activities include programs with students from each of the Rivendell schools. Field trips and classroom exercises are designed with teachers to engage students along the Trail. Ongoing trail related curriculum with elementary students include a 2<sup>nd</sup> grade seed unit (fall) and spring sugarhouse hike, 3<sup>rd</sup> grade river (fall) & amphibian (spring) units, 4<sup>th</sup> grade local history and settlement unit, 5<sup>th</sup> grade winter weather and safety hike, and a 6<sup>th</sup> grade ecosystem/forest ecology unit. At Rivendell Academy, students use the Trail for outdoor physical education and to investigate signs of wildlife activity. This includes the identification of animal tracks and the use of game cameras on public lands as students attempt to capture imagery of wildlife. Wildlife information is used to study local ecosystems, create monitoring guides for hikers, and to provide data for regional programs that support ongoing conservation and monitoring efforts.

In July and August of 2013 there were two Rivendell Student Trail Crew programs. The Introduction to Trail Crew program included afternoon work for students on the Trail in Fairlee, West Fairlee and Orford removing fallen trees, clearing brush, painting trail blazes, and installing new signage. Funding and transportation for this program was generously provided by the RISD VISIONS Program. The summer Rivendell Student Trail Crew was supported by the RTA and had students on the trail for a week in August volunteering to obtain required community service hours. Students and adult volunteers completed significant maintenance work in Vershire and West Fairlee including the removal of several downed trees and trail repair in areas impacted by recent forest harvest activity. Overall, students worked on over 12-miles of the CRT including the scenic section of trail in Vershire above the Ely Mine where wind damage was extensive. The Trail Crew program is a valuable employment opportunity that provides an outdoor, place-based work experience for high school students that fosters environmental stewardship and student leadership for management of the CRT. The District and RTA are actively planning to employ another grant-funded Trail Crew in 2014.

Additional curriculum plans focus on reaching even more students and classes to provide valuable hands-on learning opportunities while on the Trail. For more information on the CRT, and the related educational activities, please visit the Cross Rivendell Trail/RTA website at [www.crossrivendelltrail.org](http://www.crossrivendelltrail.org).

Respectfully submitted,  
Andy Boyce



*Robert Reade, Kathleen Foltz, & Heidi Nichols*

## Report from the Early Childhood Program (ECP)

---

This has been an exciting year for the Rivendell Early Childhood Program (ECP) with much going on and many changes, including the addition of a third classroom! It is housed at Westshire Elementary School and taught by Heidi Nichols, an experienced early education teacher. Rob Reade continues to serve a large group of students

at Samuel Morey, while Kathleen Foltz and Heidi Nichols work together to serve the two Westshire classrooms.

Not only do we now have the ability to serve more students, we are also meeting the needs of working parents by offering extended day programs at Westshire. Our before-school program runs from 7:30 a.m. to 8 a.m., with the after school hours running from 3:00 p.m. to 5:30 p.m. All District families are welcome to enroll their children in the Westshire classrooms and take advantage of these extended hours, no matter which of our four towns they live in.

In January, Rivendell's ECP was honored by a visit to our Westshire location from the newly appointed Vermont Secretary of Education, Rebecca Holcombe, and the visit was covered by the Valley News. We believe she saw evidence that Rivendell's program is on the cutting edge of excellence in early childhood education. The District's Early Childhood Program was at the forefront of early childhood public education thirteen years ago when we began with full day educational programming and we continue to be, as we respond to the needs of working families by offering extended care.

This year, as in past years, the Rivendell Early Childhood Program has engaged in a variety of special programs including:

- Helping an elderly neighbor with his vegetable garden
- Installing a natural playscape area
- Enjoying yoga and aerobics sessions by certified instructors
- Taking African dance lessons
- Participating in the Farm to School Program
- Offering a weekly playgroup for all ages, facilitated by the Orange County Parent Child Center
- Holding preschool screening for all preschoolers in the District

Our Steering Committee, composed of teachers and parents, continues to plan enrichment activities for the children. This year the Committee planned a preschool field trip to King Arthur Flour to learn how to make bread and decorate cookies, a Thanksgiving/Harvest Celebration, a Holiday Gift Making Festival, a spring field trip and our annual End of the Year Celebration.

We have enjoyed a year of growth, change and educational excellence. As always, we thank the Rivendell community for your enthusiastic and unwavering support.

Respectfully submitted,  
Kathleen Foltz, Heidi Nichols and Rob Reade

The CSO is a volunteer, non-profit organization that provides support for educational and facility enhancements to the Rivendell Interstate School District. The organization provides opportunities for all students within the District. The Board of Directors support the CSO's mission and by-laws. Current Board Members: Leslie Thomson (Chair, Orford), Katie Wright (Vice Chair & Volunteer Rep, Orford), Mike Wood (Treasurer, West Fairlee), Moira DeBois (Secretary, Orford), Craig Pelletier (Athletic Director, Orford), Laura Bachus (Fundraising Rep, Fairlee) and Shirley Collins (Communication Specialist/Community Contact, Vershire).

The CSO meets once per month with Council representatives and officers present to discuss agenda items as a small group. Community members are welcomed at all meetings to discuss ideas and concerns within our programs.

Through fundraising efforts the CSO generates funds for facility and educational enhancements. An elementary based fundraiser is held during the year and raises approximately \$8,000. We also have our annual Allen Avery Memorial Raptor Run, to support Special Olympics, school based projects and the CSO, each raising approximately \$2,000.

Thanks to these efforts, the CSO is able to support several enrichments to our school programs such as the Reading is Fundamental book program (each student receives one new book, \$850), continued support for a transition overnight experience at Hulbert (\$1,500), Interactive Cultural Programs – Maori Dance Residency Fall 2013 (\$1,200), Teacher Appreciation Week baskets for all three schools (\$100), flowers for administrative assistants (\$100), Annual Halloween Dance for students and many other wonderful contributions to the school and community.

In addition to these efforts the CSO awards scholarships based on volunteerism, community spirit and academic gains while in high school. In 2013, four scholarships were awarded to one student from each of our four towns, totaling \$1,000.

The Recreation Council offers youth sports (K-6) recreation and travel team programs for the students in our District – soccer, basketball, skiing/snowboarding, skating, baseball, softball, and T-ball. Our Athletic Director works together with Program Coordinators to insure the success of each program. The recreation program participants meet for six Saturdays each season. Teams are arranged by age and grade level, with the focus on skill development. Our travel teams are combined by grade level between both elementary schools. Teams were so large this year that we were able to have two teams in most sports. The children of our communities not only gain skills, team spirit, and sportsmanship, they also form friendships throughout the District, making the 7<sup>th</sup> grade transition easier. Recreation fees cover expenses such as insurance, field maintenance, league fees and equipment. We work hard to keep fees reasonable while covering essential expenses. Financial assistance, scholarships, and sponsorships are available for every sport. Recreation opportunities are available to anyone who is interested!

Finally, the CSO would not run smoothly without our volunteers. Thank you for the endless hours of devotion to the Rivendell community youth. You are invaluable, generous people and we appreciate all you do!

Respectfully submitted,  
Leslie Thomson, CSO Board Chair



*Donald Bazzell*

## Report from the VISIONS Director

---

I am very pleased to have become a part of Rivendell's VISIONS program this year. I have been working with youth for almost 30 years and I am always excited to discover programs like VISIONS where talented and committed adults are connected with eager and capable students. This combination always leads to great things.

It has been a successful year for VISIONS. The summer program, SummerScapes, directed by Tammy MacQueen continued the high standard of educational, recreational and personal enrichment for our students. SummerScapes began in July with swimming, robotics, mountain biking, tennis, dance, rocketry, ceramics and other great activities. Over 130 campers joined us throughout July for this summer learning camp. Morning academic programs featured project-based learning with a science theme: Incredible Inventors (K–3<sup>rd</sup> grade), Young Einsteins (4<sup>th</sup>–6<sup>th</sup> grades) and Academy Challenge Camp (7<sup>th</sup>–10<sup>th</sup> grades).

This school year we have worked to maintain some of the excellent workshops of the previous school year and add some new ones. This past autumn and winter, VISIONS offered innovative workshops to include, Raptor Retail, cooking, wreath making, outdoor sports, dance, solar cars and photo-shopping. A greater emphasis has been placed on community service this year and an effort to standardize our programming across sites. Looking ahead, we have Young Architects at Westshire and Samuel Morey, e-Cyber at Samuel Morey, Raptor Retail and Greenhouse Growing at the Academy. We will also be working to build an entrepreneurship curriculum for Rivendell Academy.



*Westshire 3<sup>rd</sup> grader works on sewing project at VISIONS afterschool program*





*2013 SummerScapes “Young Inventors”*

Participation has overall been strong. Rivendell Academy’s program is designed for 7<sup>th</sup>–10<sup>th</sup> grade and enrollment is approximately 20 students. Samuel Morey added a separate program for grades 5–6, which allowed more specific programming for that age group. Samuel Morey has served approximately 60 participants (over 46%

of the student population); while Westshire has served approximately 38 students (over 44% of the student population).

We continue to work with state agencies and other statewide groups such as Vermont Afterschool to seek out better strategies for designing and delivering positive, effective and fun programming for our students. Also, our commitment to partnering with other groups continues. Finally, the support of the school district and community helps VISIONS continue to grow and thrive.

Special thanks to the Rivendell staff, students, community, and partners, including Lake Morey Resort, 4-H, America Reads, the Tucker Foundation, CRREL, the Montshire Museum, VerShare and the Thayer Society of Engineers for volunteering time, space, referrals, and materials.

Respectfully submitted,  
Donald Bazzell

## ACTION PLAN GOALS 2012 – 2014

1. To improve student performance in literacy by developing and implementing a reading assessment plan and interventions.
2. To improve student performance in literacy by developing and implementing a writing assessment plan and interventions.
3. To improve student performance by developing a systematic approach to teaching reading and writing in the content areas.
4. To improve student performance in numeracy and science by increased integration and targeted instructional strategies.
5. To ensure student success in school and beyond by offering opportunities that increase social skill development, foster independent learning and leadership.
6. To promote continuous instructional improvement through ongoing professional development and reflective practices.

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



*Westshire kindergarten students learn about healthy eating in “Farm to School” program*

## 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 2012–2013 data indicated one elementary class was taught by an individual not meeting the highly qualified requirements. This has been addressed.

### 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.

<b>DRA Percent of Students' Performance in Relation to Achieved Standard/Achieved with Honors</b>		
<b>Samuel Morey &amp; Westshire Elementary Combined</b>		
Number of Students Tested	Year	Achieved Standard or Achieved with Honors
35	2009	83%
36	2010	81%
25	2011	84%
37	2012	92%
32	2013	97%

### SAT (College Board) Results from Rivendell Academy

N = 19	Class of 2011	CR 472	M 477	W 480
N = 25	Class of 2012	CR 464	M 458	W 479
N = 29	Class of 2013	CR 504	M 512	W 505
N = 23	Class of 2014	CR 484	M 510	W 474
	<b>Vermont State Average*</b>	CR 519	M 523	W 505
	<b>National Average*</b>	CR 496	M 514	W 488

\*VT & National averages are for Class of 2013; Class of 2014 results will not be released until June 2014.

# NECAP STATE TESTING PROGRAM

New England Common Assessment Program (NECAP), a series of reading, writing, mathematics and science achievement tests have been administered annually since 2005 to Vermont students. The tests are a result of collaboration among New Hampshire, Rhode Island and Vermont. Reading and math are assessed in grades 3–8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11. As Vermont moves to meet common core standards, a new assessment process will be created and administered in 2015. Please note our NECAP data is based on the teaching year vs. testing year information.

All Rivendell schools met requirements for Annual Yearly Performance (AYP) in all areas. Rivendell Academy is in the second year of the requirement for school improvement.

## Alignment of Curriculum and the NECAP tests

All test items on the NECAP tests are designed to measure specific curricular *Grade Level Expectations (GLEs)*, developed in common by local educators in all three states, who also reviewed all test items. The *GLE* documents are available at the Department of Education website.

## Achievement Level Descriptions

<b>Substantially Below Proficient (Level 1)</b>	<b>Partially Proficient (Level 2)</b>	<b>Proficient (Level 3)</b>	<b>Proficient with Distinction (Level 4)</b>
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.

## Types of Items on the NECAP

In order to provide a valid assessment of students' attainment of the *Grade Level Expectations*, a variety of item types needed to be used.

<b>Multiple choice (1 point)</b>	<b>Short answer (1 and 2 points)</b>	<b>Constructed response (4 points)</b>	<b>Extended response (12 points)</b>
Efficient for testing a broad array of content in a short time span.	Open-ended items ask students to generate a short response to a question.	A complex item type requiring students to give a longer response related to a reading passage or multi-step mathematics problems.	Topics or questions designed to prompt students to compose a response in writing.

## Content Knowledge and Skills Tested on NECAP

### Reading Overview

The reading passages on the NECAP contain both *literary passages* representing a variety of forms and *informational passages* which often deal with the areas of science and social studies, taken from grade-level appropriate sources such as newspapers, magazines, and books reading sources that students would be likely to experience in both classroom and independent reading.

### Mathematics Overview

The content standards in mathematics identify four major strands.

- Numbers and Operations
- Geometry and Measurement
- Functions and Algebra
- Data, Statistics, and Probability

In addition, problem solving, reasoning, connections and communication are embedded in all items.

## Writing Overview

The content standards in writing identify four major genres.

- Writing in Response to Literary Text
- Writing in Response to Informational Text
- Narratives
- Informational Writing (Report/Procedure at grade 5 and Persuasive at grade 8)

Each year, all four genres of writing are assessed in the writing portion of the NECAP test through both short answer and extended responses. In addition, structures and conventions of language are assessed through multiple-choice items and throughout the student’s writing.

## 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.

## Student Statistical Information

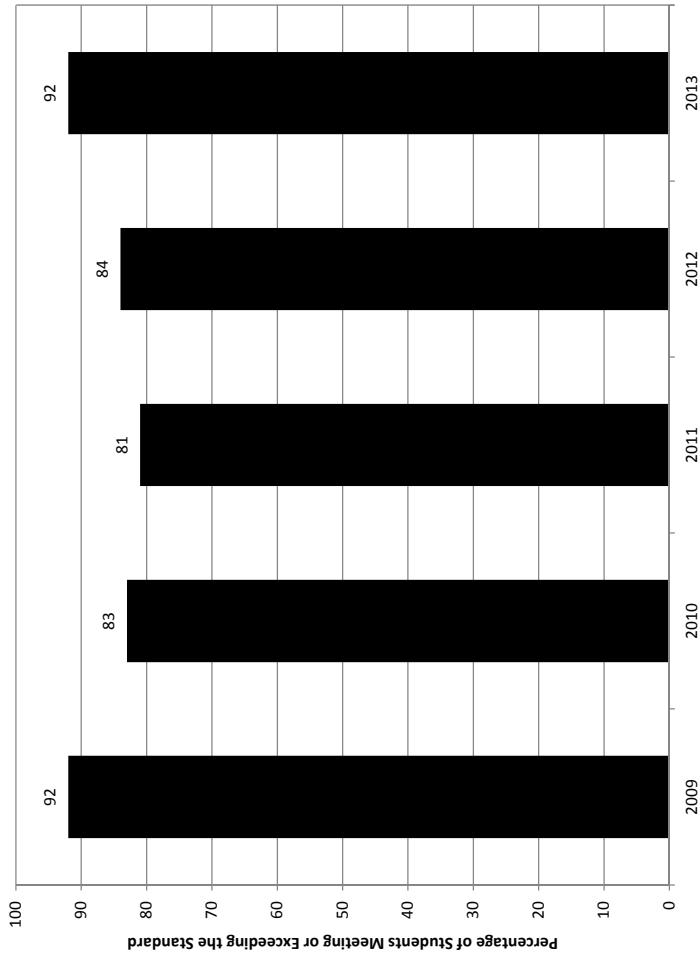
It is expected that all school districts can provide meaningful data regarding students’ well being. We are providing data on absences, discipline referrals, suspensions and extra-curricular participation.

		08/27/12 – 01/31/13	08/26/13– 01/31/14
Absences (Students with over 10 absences)	Rivendell Academy	9	8
	Samuel Morey Elementary	7	9
	Westshire Elementary	8	7
Disciplinary Referrals	Rivendell Academy	118	85
	Samuel Morey Elementary	17	30
	Westshire Elementary	25	11
In & Out of School Suspensions	Rivendell Academy	13	6
	Samuel Morey Elementary	1	2
	Westshire Elementary	3	7
Extra-Curricular Participation	Rivendell Academy	62%	68%
	Samuel Morey Elementary	80%	85%
	Westshire Elementary	73%	72%
Dropouts Graduations	Rivendell Academy	<b>2012</b> 0%	<b>2013</b> 0.004%*
	Rivendell Academy	100%	98%**

\* = 1 out of 229 students

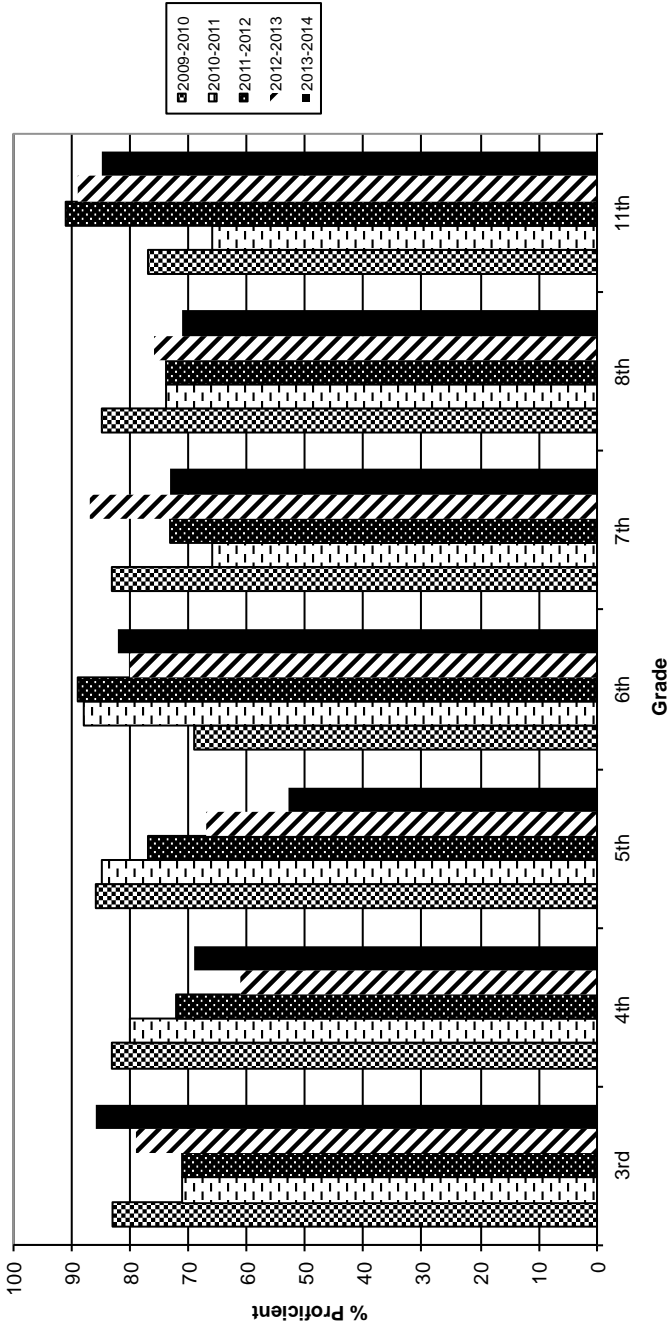
\*\* = 44 out of 45 students

## Vermont Developmental Reading Assessment Scores By Year 2009–2013



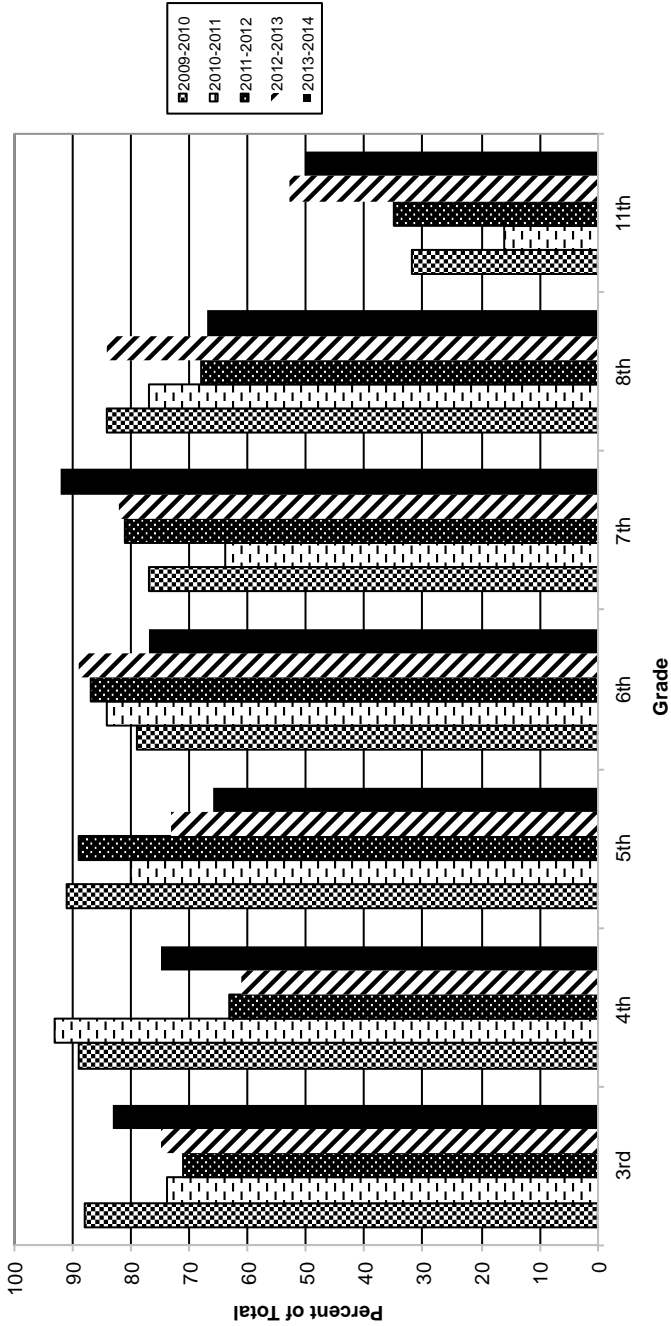
This shows how our combined Samuel Morey and Westshire second grade students perform on this individually administered reading test. This test is given as part of our local assessment plan but is no longer a State assessment test.

Rivendell NECAP Data  
 Percent Proficient in Reading Grades 3–8, 11; 2009–2014



Our reading scores remain strong with the exception of 5<sup>th</sup> grade. This is the last year the NECAP will be given for reading. Vermont schools will be transitioning to the Smarter Balanced Assessment system.

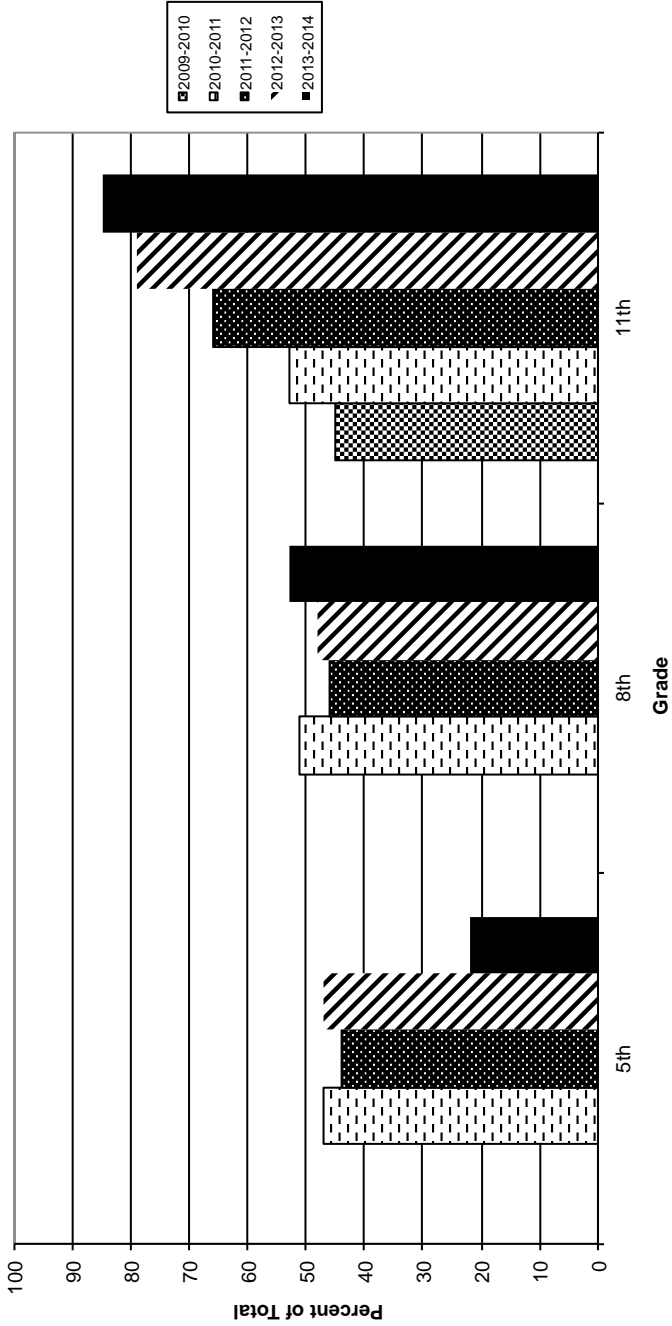
Rivendell NECAP Data  
Percent Proficient in Math Grades 3–8, 11; 2009–2014



We met AYP in math for grades 3–8. For grade 11, we are meeting our requirements from Vermont to address low math scores in 2009–10 and 2010–11. Our efforts yielded the Academy’s highest math scores last year, allowing us to meet AYP requirements. Moving off improvement status requires meeting AYP for two consecutive years.

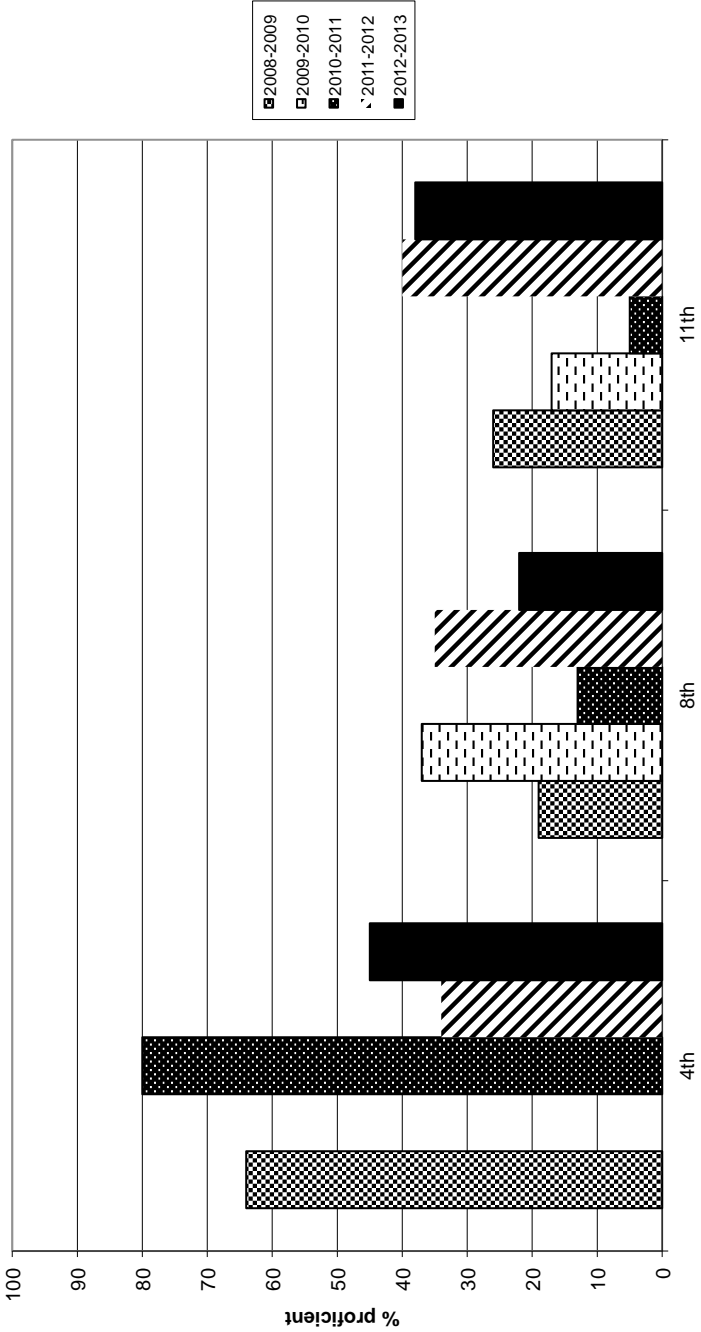


Rivendell NECAP Data  
 Percent Proficient in Writing Grades 5, 8 and 11; 2009–2014



Writing in 5<sup>th</sup> and 8<sup>th</sup> grade is an area of need. By 11<sup>th</sup> grade our students do very well. This is the last year the NECAP will be given for writing. Vermont schools will be transitioning to the Smarter Balanced Assessment system.

Rivendell NECAP Data  
Percent Proficient in Science Grades 4, 8 and 11; 2008–2013



Samuel Morey and Westshire 4<sup>th</sup> grade combined results were close to meeting State average. Eighth grade results were lower (22%) than State results (33%). Eleventh grade was slightly higher (38%) than the State (32%). Data from 2009–10 for 4<sup>th</sup> grade is unavailable as this was a pilot year. Science NECAPs will continue until 2016.

### Student Enrollment: 1/31/14

SCHOOL	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Adult	TOTAL	
Rivendell Academy										36	39	32	35	34	33		209
Samuel Morey Elem.	17	24	23	24	16	21	19	37									181
Westshire Elem.	25	18	14	10	16	13											96
<b>TOTAL</b>	<b>42</b>	<b>42</b>	<b>37</b>	<b>34</b>	<b>32</b>	<b>34</b>	<b>19</b>	<b>37</b>	<b>36</b>	<b>39</b>	<b>32</b>	<b>35</b>	<b>34</b>	<b>33</b>		<b>486</b>	

182 NH Students & 303 VT Students & 1 Other

Homeschool Students	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	TOTAL
Rivendell Academy									1			3		4
Samuel Morey Elem.	2	2	2	4	1	3								14
Westshire Elem.														0
<b>TOTALS</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>			<b>1</b>			<b>3</b>		<b>18</b>

Year	Elementary (PreK-6)	Grades 7-12	Total
2010-2011	265	252	517
2011-2012	268	232	500
2012-2013	260	222	482
2013-2014	277	209	486
Projected 2014-2015	280	212	492

#### Towns Rivendell Academy Students

came from as of 1/31/14

Fairlee .....	44
Orford.....	79
Vershire .....	31
West Fairlee .....	40
Piermont .....	4
Warren .....	9
West Topsham.....	1
Other .....	1
<b>TOTAL.....</b>	<b>209</b>

MINUTES OF THE ANNUAL MEETING  
OF THE RIVENDELL INTERSTATE SCHOOL DISTRICT  
Held on March 27, 2013

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 179 voters attended the Annual Meeting.

Bruce Taylor, Moderator of the Rivendell Interstate School District, called the meeting to order at 6:30 p.m. Moderator Taylor asked that those present stand to say the Pledge of Allegiance. Taylor asked if any members of the press or legislators wanted to be recognized to please stand. Lillian Gahagan, Journal Opinion, and Mark MacDonald, Vermont State Senate, stood to be recognized. Taylor 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.

**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 and Moderator Taylor recognized Sandra Smith-Ordway, Chair of the Board. She welcomed the voters and talked briefly about the change of the meeting date and time. She asked the faculty, staff and administration of Rivendell to stand to be recognized and publically thanked for the work they do for community and students. Smith-Ordway read the Rivendell Mission Statement and stated that the Board believes they are on track with this statement. She cited the Class of 2013, the first class to go all the way through Rivendell from K-12, and offered some examples of why they feel that way: 56% are on honors, 23% are members of the National Honor Society (requires 90 or better and must be maintained each semester), 14% took classes at Dartmouth College, 88% have already been accepted to post-secondary schools. This class has the highest combined reading and writing NECAP scores in the state of Vermont. She addressed the NECAP results reported in the Annual Report – while encouraging, this is the first year the results have been above average. It's the Board's hope that this is the beginning of a trend. The Academy's SAT scores are slightly above average as are the PLAN scores. The Board feels these scores are a direct result of changes to the curriculum, increased rigor and higher expectations of all students. Smith-Ordway talked about the Warren school district meeting where voters decided to allow selected school choice between Rivendell, Woodsville and Plymouth. The Board is hoping to build a better relationship with Warren and encourage students to attend Rivendell. The Board has submitted a contract to Warren for a tuition rate of \$14,500, but at this time the Board doesn't have an indication of the number of students that might attend Rivendell. Another area to celebrate is the Administration and faculty. With the consistency in their leadership the District is well poised to continue to meet the challenges of delivering quality educational opportunities to our students. Smith-Ordway addressed the reconfiguration of the 5<sup>th</sup> and 6<sup>th</sup> grades moving to Samuel Morey. Samuel Morey was chosen because it has the room for these students, where Westshire does not. However, this will free up some space at Westshire to allow for an additional preschool classroom there. Rivendell's current preschool program has always had a waiting list and now there will be room for additional students. Smith-Ordway compared the District enrollment numbers with NESDEC projections contracted by the Board in 2006. In 2009-2010 our enrollment was projected to be 475 students – actual number was 507. She reviewed each year and, while still seeing a decline, enrollment numbers are still higher than projected.

**Article 4: Shall the voters of the District raise and appropriate the sum of \$9,493,789 for the operating Budget for the District for the 2013-2014 fiscal year.**

The article was moved and seconded. Paul Dalton, Orford, had a question regarding the enrollment numbers – how are they determined. Dick Paulson (RISD CFO) said they are based on a two year weighted average for equalized pupils. Mike Fanizzi, West Fairlee, asked if an additional preschool class is added how it will affect the FTE number. Brenda Needham (RISD Superintendent) said they would need to hire a part-time support person, but will look at any staffing patterns that can change to fill this position. Mike Fanizzi asked what the enrollment will be at Westshire. Needham said they would not know the count at this time, but later said there would be 75 students plus preschool students. Jim McGoff, Orford, asked why Orford is paying a higher percentage of the budget than the other towns. Cicely Richardson (Board member) responded that the share of the budget is based on student count and Orford's percentage of students enrolled at Rivendell has grown from 26% to 37% since the District began. Richardson added that state aid is another factor and has a direct impact on the tax rate and Vermont provides a higher amount towards Rivendell's bottom line. Bruce Lyndes (Board member) presented a slide that outlined why Orford pays more in property taxes based on what each state provides for aid. The slide showed that Rivendell receives just under \$500,000 from NH and \$1.9M from Vermont. Cammy Buster, Fairlee, stated that Vermont income taxes are why Vermont can provide more state aid to local towns and New Hampshire can't. Paul Dalton, Orford, asked for an explanation of the total Vermont funding of \$1.9M on the slide vs. \$1.4M total income in the budget. Paulson responded that the budget doesn't take grants into

consideration on the income line, but it's within the numbers presented. Paulson will generate a summary of all income sources for later review. Debra Kingsbury, Vershire, asked if Rivendell had looked into partnering with other area preschool providers as an option. Gail Keiling (RISD Head of Elementary Schools/SME-WES Principal) responded that in the past Rivendell sent students to other preschools, but had to pay funds when the child was considered special needs. Kingsbury asked if there was grant money for the preschool costs. Keiling wasn't aware of grant money to cover the program costs. Kingsbury asked how it's paid for. Chair Smith-Ordway said tuition is based on a sliding scale. Kingsbury asked if budget was voted down, does that mean Rivendell falls back on last year budget. (Answer: Yes). She stated that the voters should send a message back to our legislators that the impact on Vershire and West Fairlee is a huge burden. She continued that funding from additional sources in Vermont needed to be found. Mark Avery (Board member) replied that the CLAs and homestead tax rate are hurting Vermont towns. He said that Rivendell keeps its budget level, but tax rates in Vermont have increased each year. Avery stated that there is going to be a meeting at Lake Morey Resort on April 8<sup>th</sup> at 6:00 p.m. to discuss this issue with the local Vermont State representatives and encouraged everyone to attend. Kingsbury spoke about the tax rate being raised to 94 cents and that more than doubles the impact because of the cost per student. Ann Green, Orford, asked about the cost of the preschool. Keiling replied that it is the cost of one teacher and tuition covers the remaining expenses. The District does not provide transportation. Green also asked about the health care cost share – what does the staff pay? Paulson replied that employees pay 15% of the single plan. Terry Harwood, Orford, spoke against the budget and felt more can be done to reduce the budget. He felt the staff should be cut to deal with lower student enrollment. Also feels it's unfair to taxpayers to pay a higher cost per student than the charge for tuition students. He'd like to see a budget that better reflects the lower student population. Nancy Murphy, Orford, stated the slide presented only reflects a decrease of 29 students over 5 years, averaging two students per school per year. She said the Academy has enrolled close to 12 new students this year and she invited all to visit the schools to see what the schools are doing. She felt the students are receiving a good education based on the NECAP scores and the colleges that students have been accepted to. Kristen Glass, Orford, said that everyone should visit the schools to see the work that is being done and to see all the issues teachers have to deal with. Dave Smith, Orford, asked why the Operations' purchased ground services were over budget. Gary Collins replied it was due to the extra work done on the parking lots last summer. Dirk Ussler, Fairlee, felt that cutting costs will cut people who live in our community and our children will lose. Education is our future, he said. Doug Tift, Fairlee, felt the focus should be on the value of our education. He has heard of more challenging classes being offered, higher test scores, etc. Kathy Landgraf, Orford, felt Rivendell is fortunate to have a small school for our children and that the children receive a lot of support from teachers and the administration. She said she has not always been happy with the school system, but always felt listened to and felt the school had made great strides to be a better educational facility. Sam Fulford, Orford, called the question, seconded. Jim McGoff, Orford, asked for a paper ballot. Seven others requested this as well. 189 votes were cast, 149 voted yes, 40 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. Mark Blanchard, Orford, asked what it takes to get money out of the Capital Reserve. Chair Smith-Ordway said the Board would vote on the proposal that would be presented to them. Terry Harwood asked why the Board is asking for \$50,000 vs. \$25,000 from last year. Gary Collins (RISD Director of Operations) replied that it is based on an eight year capital expense plan of work to be done and this level of funding will still not keep up. McGoff asked for specifics of the work. Collins gave a list that included oil tank replacement, electrical upgrades, and building control systems. The question was called and seconded. Article carried by voice vote.

**Article 6: Shall the voters of the District authorize the School Board to borrow money for the term of five (5) years or less by issuance of notes not in excess of \$495,000 for the purposes of an asbestos abatement project in the Memorial Hall Gym and adjacent areas, including the weight room, locker rooms, kitchen, hallways, entryway, and boiler room: said project to include floor removal and replacement and related construction and renovations including tile replacement, repairs and painting.**

The article was moved and seconded. Sam Fulford, Orford, asked if this was a set amount and put out to bid. Collins responded that the asbestos abatement and new gym floor were a firm bid and that bid specs were ready to go out for the rest. Kingsbury asked if there were any federal funding for this work. Collins replied that nothing was available at this time. Ginny Marino, Orford, stated that this had been put off for the past 23 years needed to be fixed correctly. Question whether engineers were examining it. Collins replied that work had already been done by an architect and with an engineer. He stated that the asbestos has been an on-going problem for many years and the projected work needs to be done by a qualified contractor – it's not something the Rivendell Operations staff can do themselves. McGoff asked why now. Collins replied that the O'Hara Act from the EPA states that asbestos can be managed when possible, however, the damage is now too severe and the EPA will require us to close the gym if it's not abated this summer. The question was called and seconded. Article carried by voice vote.

**Article 7: Shall the District's Annual meeting be held on the 3<sup>rd</sup> Tuesday in March beginning March 2014 and each year thereafter.**

The article was moved and seconded. Fulford stated he was in favor as he and his wife can rarely make the Saturday meetings because they both work on Saturdays. Article carried by voice vote.

**Article 8: Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private source which becomes available during the 2013–2014 fiscal year.**

The article was moved and seconded. There was no discussion. Article carried by voice vote.

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

Cicely Richardson thanked the Board members that chose to run for re-election this year. She also spoke about the outgoing Board members – Dawn Stever of Vershire and Sandra Smith-Ordway of Fairlee. Richardson stated that Smith-Ordway has been on the Board for nine years and has given much time to the Board and extraordinary community service to the District, her town and individuals. Smith-Ordway received a standing ovation. Jude Parker, Orford, stated that she has been hearing really, really good things about Rivendell and would like to see more publicity in the local papers about the schools' achievements. She said good publicity will only attract more students to Rivendell. Dave Smith, Orford, asked about the cost of the electronic sign and Collins replied it was \$12,500 installed. Mark Blanchard stated that at last year's meeting the Board was given direction to find more tuition students and he's happy to hear that Warren is looking to Rivendell and that good publicity helps bring tuition students here. Georgette Wolf-Ludwig, Fairlee, reported that Odyssey of the Mind took 1<sup>st</sup> and 2<sup>nd</sup> place at the State competition.

The meeting adjourned at 8:36 p.m.

Respectfully submitted,

Esther Dobbins-Marsh, District Clerk, RISD, March 27, 2013

---

Ballots were officially counted and tallied as below:

**Fairlee Board Member (3 year):**

**Grover Boutin – 37**

Write in candidates received the following:

Bruce Lyons (1), Gary Collins (1), Sue Martin (1), Noel Walker (3), Jane Chambers (1), Mark Martel (1)  
Spoiled (1); Blank (2)  
Total Ballots – 48

**Orford Board Member (3 year):**

**Marc DeBois – 86**

Write in candidates received the following:

Marion Spottswood (1), Carl Cassel (1)  
Total Ballots – 88

**Orford Board Member (1 year):**

**David Ricker – 81**

Write in candidates received the following:

Carl Cassel (1), Ted Cooley (1), Lud Flower (1), Ruth Hook (1)  
Blank (3)  
Total Ballots – 88

**West Fairlee Board Member (3 year):**

Write in candidates received the following:  
Kevin Petrone (1), Sarah Molesworth (1), Bev Ash (1), Chuck Eaton (1), Viola Farra (1), Patricia Crawford (1), Jane Brown (1), Jen Shatney (1)  
Blank (13)  
Total Ballots – 21

*Registered voters in West Fairlee – 461*

*Write in candidate needs 1% to win election – no write in candidate received 1% of votes. No one elected.*

**West Fairlee Board Member (2 year):**

**Mike Fanizzi – 18**

Write in candidates received the following:

Jane Brown (1)  
Blank (2)  
Total Ballots – 21

**Vershire Board Member (3 year):**

**Jean MacDonald – 22**

Total Ballots – 22

**For At-Large Board Member,**

**1 year term:**

**Kathy Blanchard – 159**

Write in candidates received the following:

Harry Pease (1), Carl Cassel (1), Clyde Blake (1), Kathy Hooke (1)  
Blank (16)  
Total Ballots – 179

**For Moderator, 1 Year Term:**

**David Hooke – 164**

Write in candidates received the following:

Carl Cassel (1), Chris Crowley (1), Peter Berger (2), Dan Ludwig (1), Bruce Taylor (1), Eileen Murphy (1)  
Blank (8)  
Total Ballots – 179

**For District Clerk, 1 Year Term:**

**Esther Dobbins-Marsh – 167**

Blank Ballots (12)  
Total Ballots – 179

**For Treasurer, 1 Year Term:**

**Esther Dobbins-Marsh – 166**

Blank Ballots (13)  
Total Ballots – 179

**For Auditor, 3 Year Term:**

**Paul Dalton – 164**

Write in candidates received the following:

Carl Cassel (1), Dan Ludwig (1), David Hooke (1)  
Spoiled (1); Blank (11)  
Total Ballots – 179

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.

**A**ngolano & 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, 2013. The word “unqualified” report, specified in the District By-Laws, can be found on page 61.

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

Respectfully submitted,  
Carl Cassel, 2014 (appointed)  
Peter Berger, 2014  
Paul Dalton, 2016

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



*Samuel Morey 2<sup>nd</sup> grade students read nonfiction books together*

**INDEPENDENT AUDITOR'S REPORT**

To the School Board  
Rivendell Interstate School District, Vermont

**Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Rivendell Interstate School District, Vermont, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School District's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting estimates made by management, as well as the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient to support our audit opinions.

**Opinions**

In our opinion, the financial statements present fairly the financial position of the major fund, and the aggregate remaining fund information, as of June 30, 2013, and the related notes to the financial statements, where applicable, cash flows thereof, in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and budgetary comparison information on pages 6 and 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiring of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Rivendell Interstate School District, Vermont's basic financial statements. The combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is required for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated January 17, 2014, on our consideration of the Rivendell Interstate School District, Vermont's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rivendell Interstate School District, Vermont's internal control over financial reporting and compliance.

**Angolano & Company**

Angolano & Company  
Shelburne, Vermont  
Firm Registration Number 92-0000141  
January 17, 2014



EXHIBIT III

Rivendell Interstate School District  
Combined Balance Sheet  
All Fund Types - Fund Base  
June 30, 2013

	Governmental Fund Type			Proprietary Fund Type	Fiduciary Fund Type		Totals (Memorandum Only)
	General Fund	Special Revenue Funds	Capital Project Fund	Enterprise Fund	Agency Fund	Private Purpose Trust Fund	
<b>ASSETS:</b>							
<b>Current Assets:</b>							
Cash	\$ 643,938	100		\$ 52,145	\$ 33,528	\$ 315	\$ 730,026
Due From Other Funds	89,268	288,598	76,586	13,984			454,452
Accounts Receivable - State	2,570	21,651					28,221
Accounts Receivable - Other	795						795
Prepaid Expenses	2,949			66,129	33,528		102,606
Total Current Assets	<u>739,520</u>	<u>310,349</u>	<u>76,586</u>	<u>133,246</u>	<u>67,056</u>	<u>315</u>	<u>1,256,732</u>
<b>Other Assets:</b>							
Fixed Assets - net				30,305			30,305
Total Other Assets				<u>30,305</u>			<u>30,305</u>
<b>TOTAL ASSETS</b>	<u>\$ 739,520</u>	<u>\$ 310,349</u>	<u>\$ 76,586</u>	<u>\$ 96,434</u>	<u>\$ 33,528</u>	<u>\$ 315</u>	<u>\$ 1,256,732</u>
<b>LIABILITIES AND FUND EQUITY:</b>							
<b>Liabilities:</b>							
Cash Overdraft	\$ 220,511	\$ 135,873		\$ 89,268	\$ 157		\$ 454,452
Due To Other Funds	8,295	52,908					61,063
Accounts Payable - Other					33,371		33,371
Amount Held for Agency Funds	237,766	185,481		89,268	33,528		549,043
Total Liabilities							
Fund Equity:							
Fund Balances:	416,754	(14,910)	76,586				401,844
Unassigned	85,000	136,778		7,186			161,596
Committed							137,093
Restricted							7,156
Retained Earnings	501,754	121,868	76,586	96,434	33,528	315	707,899
Total Fund Equity	<u>\$ 739,520</u>	<u>\$ 310,349</u>	<u>\$ 76,586</u>	<u>\$ 96,434</u>	<u>\$ 33,528</u>	<u>\$ 315</u>	<u>\$ 1,256,732</u>
<b>TOTAL LIABILITIES AND FUND EQUITY</b>							

The accompanying notes are an integral part of these financial statements  
- 9 -

EXHIBIT IV

Rivendell Interstate School District  
Combined Statement of Revenues, Expenditures  
and Changes in Fund Balances  
All Governmental Fund Types - Fund Base  
For The Year Ended June 30, 2013

	General Fund	Special Revenue Fund	Capital Project Fund	Totals (Memorandum Only)
<b>REVENUES:</b>				
Tuition	\$ 92,800			\$ 92,800
Investment Income	1,546			1,546
Student Activities	5,877			5,877
Assessments	2,864,714			2,864,714
Program Fees				
Donations				
Prior Year Refunds		38,926		38,926
Miscellaneous		1,200		1,200
Private/Local	16,366			16,366
State	130			130
Federal	6,072,075	49,947		6,072,075
<b>TOTAL REVENUES</b>	<u>8,162,414</u>	<u>501,467</u>	<u>-</u>	<u>8,663,881</u>
<b>EXPENDITURES:</b>				
Direct Services	9,135,138	591,540		9,726,678
Support Services:				
Students	4,877,809	496,000		5,373,809
Instructional Staff	259,622	68,134		327,756
General Administration	540,968	520		541,488
Area Administration	264,195			264,195
Fiscal Services	684,812			684,812
Operation and Maintenance of Building	163,089			163,089
Transportation	795,846			795,846
Debt Services	406,614			406,614
	793,643			793,643
<b>TOTAL EXPENDITURES</b>	<u>8,787,198</u>	<u>596,654</u>	<u>-</u>	<u>9,383,852</u>
<b>EXCESS OF REVENUES OVER (UNDER) EXPENDITURES</b>				
	347,940	24,886		372,826
<b>OTHER FINANCING SOURCES (USES):</b>				
Transfers In	(45,000)		25,000	20,000
Transfers Out				(45,000)
<b>EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>				
	302,940	24,886	25,000	352,826
<b>FUND BALANCES, JULY 1, 2012</b>	<u>198,814</u>	<u>96,982</u>	<u>51,586</u>	<u>347,382</u>
<b>FUND BALANCES, JUNE 30, 2013</b>	<u>\$ 501,754</u>	<u>\$ 121,868</u>	<u>\$ 76,586</u>	<u>\$ 700,208</u>

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



*Trailboxes for the Cross Rivendell Trail made by Samuel Morey 4<sup>th</sup> graders, with assistance from 6<sup>th</sup> graders, part of the "Inspiring Kids Project"*



*A kindergartener reading in the Westshire library*



*Rivendell Academy 9<sup>th</sup> grade students in Humanities (Language Arts section)*



*Samuel Morey 3<sup>rd</sup> grade students record data for their science experiment*

# RIVENDELL INTERSTATE SCHOOL DISTRICT

## 2014-2015 School Year Calendar

JULY <10>				
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	31	

July Summer Recess

AUGUST <5>				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	(19)	(20)	(21)	(22)
25	26	27	28	29

18-22 Inservice & Orientation  
**25 School Begins**  
 29 Early Dismissal 1:00 p.m.

SEPTEMBER <21>				
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			

1 Labor Day Recess/No School

OCTOBER <22>				
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

13 K-6 Insvc/7-12 Conferences/No School

NOVEMBER <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

6 K-6 Conferences/7-12 Insvc/No School  
 11 Veterans Day Observed/No School  
 26 Teacher Inservice/No School  
 27-28 Thanksgiving Recess/No School

DECEMBER <15>				
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		

22-31 December Recess/No School

JANUARY <19>				
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

1-2 New Year's Holiday/No School  
 19 Martin Luther King Day/No School

FEBRUARY <15>				
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

23-27 Winter Recess/No School

MARCH <21>				
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			

27 Conferences/No School

APRIL <17>				
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	

20-24 Spring Recess/No School

MAY <20>				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

25 Memorial Day/No School

JUNE <10>				
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			

12 Tentative Last Student Day  
 15 Tentative Teacher Inservice  
**13 Tentative Graduation**  
 17 185 Days (inc. 5 contingency days)  
 22 190 Days (inc. 10 contingency days)

Student Days/Months	
5	August
21	September
22	October
15	November
15	December
19	January
15	February
21	March
17	April
20	May
10	June
180	TOTAL

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

Board Approved 01-07-14

**Rivendell Interstate School District**  
10 School Drive  
Orford, NH 03777



Non-Profit Organization  
STD Mail  
**U.S. POSTAGE PAID**  
Permit # 1  
Orford, NH