

2021
Annual Report of the
Rivendell Interstate School District

July 1, 2020 to June 30, 2021



SPECIAL VOTING IN LIEU OF ANNUAL DISTRICT MEETING

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

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

Remote Informational Meeting
March 9, 2021, 6:30 PM
www.rivendellschool.org

Tuesday, March 16, 2021
Rivendell Academy
Orford, New Hampshire

RIVENDELL INTERSTATE SCHOOL DISTRICT

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

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

fax: 603-353-2189

e-mail and website: www.rivendellschool.org

THE SCHOOL BOARD

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

THE DISTRICT

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

BACK: Dome tent at Westshire Elementary

Editor: Brenda Gray

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RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

Rivendell School Board

(town and expiration of term shown in italics)

- Marc DeBois, Chair – *Orford, 2022*
- Katherine Blanchard – *at-large, 2021*
- Vanessa DeSimone – *Orford, 2021*
- Kevin Dexter – *West Fairlee, 2021*
- Kathy Hooke, Vice Chair – *Vershire, 2023*
- Jason Knowles – *Fairlee, 2022*
- Maria Koehler – *Vershire, 2021*
- Jon Lester – *Fairlee, 2021*
- David Ricker – *Orford, 2023*
- Rebecca Wurdak – *West Fairlee, 2022*



Creigh Moffatt, COVID Coordinator

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

Administration, Administrative and District Office Staff

Gregory Allen	Facilities Maintenance Technician	FY – FT
James Bourn	Director of Operations	FY – FT
Janet Cole	Director of Special Education	FY – FT
Ross Convertino	Athletic, Transportation & Facilities Use Director	FY – FT
Stephanie Chesnut	Dean of Students (Rivendell Academy)	SY – FT
Lynn Farquharson	Accounting Specialist / Human Resources Assistant	FY – FT
Keri Gelenian	Head of Schools / Rivendell Academy Principal	FY – FT
Brenda Gray	Human Resources Administrator	FY – FT
Charlotte Holt	Special Education Office Coordinator / Medicaid Administrator	FY – FT
Celise Johnson	Food Service Director	FY – PT
Matthew Joska	Director of Information Technology	FY – FT
Steven Lindemann	Samuel Morey Elementary Principal	FY – FT
William Little	Business Administrator	FY – FT
Gabriele Martino	Technology Integration Specialist & Website	SY – PT
Nancy Murphy	Grants & Systems Specialist	FY – FT
Nick Pryer	Technical Support Specialist	FY – FT
Barrett Williams	Superintendent	FY – PT
Melissa Zoerheide	Westshire Elementary Principal	FY – FT

RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

Rivendell Academy – Teachers

Anna Alden	Music Teacher	SY – FT
Bonnie Blake-O’Meara	Instrumental Music Teacher**	SY – PT
Jennifer Bottum	English Teacher	SY – FT
Kerry Browne	Digital Culture Leader & Science Teacher	SY – FT
Emily Cousens	School Counselor	SY – FT
Jeffrey Decker	Science Teacher	SY – FT
James Dickison	Mathematics Teacher	SY – FT
Christian Durgin	Special Education Teacher	SY – FT
Jennifer Ellis	Art Teacher	SY – FT
Nancy Hall	School Counselor	SY – FT
Gail Keefer	World Language Teacher	SY – FT
Carolyn Lang	Title I Literacy Specialist	SY – PT
Allison Lary-Oaks	Social Studies Teacher	SY – FT
Ethan Lawrence	Expedition Classroom Counselor	SY – FT
Brynne MacMurtry	Special Education Teacher	SY – FT
Rachel McConnell	Mathematics Teacher	SY – FT
Creigh Moffatt	School Nurse	SY – FT
Paige Radney	World Language Teacher	SY – FT
Eric Reichert	Language Arts Teacher	SY – FT
Paul Ronci	English Teacher	SY – FT
Hannah Root	Science Teacher	SY – FT
Robin Rowell	ESL Teacher	SY – PT
Rachel Sanders	Science Teacher	SY – FT
Story Smith	Academic Coach / Special Education Teacher	SY – FT
Carol Sobetzer	English / Social Studies Teacher	SY – FT
Charles Steen	Physical Education Teacher	SY – FT
Kirsten Surprenant	Social Studies Teacher	SY – FT
Laura Taylor	Special Education Teacher	SY – FT
Peter Tice	Mathematics Teacher	SY – FT

Rivendell Academy – Support Staff

Brandy Allen	Learning Coach	SY – FT
Jason Ball	Custodian (one-year only)	FY – FT
Christina Bolles	Learning Coach	SY – FT
Wendy Fogg-McIntire	Learning Coach	SY – FT
Caitlin Olsen	Learning Coach	SY – FT
Joy Jean Dyke	Assistant Cook	SY – PT
Eric Gilbert	Custodian	FY – FT
Jason Goodwin	Custodian	FY – FT
Phillip Metayer	Learning Coach	SY – FT
Michelle Oakes	Secretary	SY – FT
Angel Parkin	Administrative Assistant	FY – FT
Jessica Russell	Learning Coach	SY – FT
Bruce Taylor, Jr.	Custodian Team Leader 2 nd Shift	FY – FT

RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

Samuel Morey Elementary – Teachers

Chris Cassell	Elementary Teacher (4 th Grade)	SY – FT
Kristina Claflin	Physical Education Teacher*	SY – FT
Miranda Garrow	Elementary Teacher (6 th Grade)	SY – FT
Mariah Gentley	Elementary Teacher (3 rd Grade)	SY – FT
Jessica Gould	School Nurse*	SY – FT
Laurie Gould	Special Education Teacher	SY – FT
Madeline Hally	Elementary Music Teacher*	SY – PT
Megan Hudson	Temporary School Nurse*	SY – PT
Sasha Irish	Elementary Teacher (2 nd Grade)	SY – FT
Gayle Justynski	Elementary Teacher (Kindergarten)	SY – FT
Melissa Kelleher	Elementary Teacher (6 th Grade)	SY – FT
Tanya Libby	Art Teacher*	SY – PT
Tracy Martel	Special Education Teacher	SY – FT
Caroline McCrave	Elementary Reading Teacher	SY – FT
Elizabeth McGee	Remote Elementary Teacher (one year only)	SY – FT
Kathleen McGowan	Elementary (Math) Teacher / Math Instructional Coach*	SY – PT
Maureen Moran	Elementary Teacher (5 th Grade)	SY – FT
Ann O’Hearn	Elementary School Counselor*	SY – FT
Joyce Russell	Librarian*	SY – PT
Andrew Stevenson	Elementary Teacher (1 st Grade)	SY – FT

Samuel Morey Elementary – Support Staff

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

Westshire Elementary – Teachers

Samantha Allen	Special Education Teacher	SY – FT
Barbara Griffin	Elementary Reading Teacher	SY – FT
Debora Herrera	Special Education Teacher	SY – FT
Emily Lloyd	Elementary Teacher (1 st Grade)	SY – FT
Kelsey Moore-Quinn	Remote Elementary Teacher (one year only)	SY – FT
Noah Pierpont	Elementary Teacher (2 nd Grade)	SY – FT
LeeAnn Senecal	Elementary Teacher (5 th Grade)	SY – FT
Kaitlyn Townsend	Elementary Teacher (3 rd Grade)	SY – FT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT
Rachael Weber	Elementary Teacher (4 th Grade)	SY – FT

RIVENDELL ADMINISTRATORS, FACULTY AND STAFF

WESTSHIRE ELEMENTARY – SUPPORT STAFF

Dierdre Dennis	Learning Coach	SY – FT
Brittany Driscoll	Learning Coach	SY – FT
Sebrina Farnham	Learning Coach	SY – FT
Amy Kosakowski	Learning Coach	SY – FT
Ashley Welch	Learning Coach	SY – FT
Audrey Wolf	Learning Coach	SY – FT
Viola Farrar	Food Service Manager	SY – FT
Ryan Hatch	Custodian / Groundskeeper	FY – FT
Karen Ward	Administrative Assistant	SY – FT

Early Education Program, Fairlee and West Fairlee

Ashley Bean	Early Childhood Program Teacher	SY – FT
Caitlin Leonard	Early Childhood Program Teacher	SY – FT
Heidi Nichols	Early Childhood Program Teacher	SY – FT
Melissa Partington	Essential Early Education (EEE) Teacher*	SY – FT
Susan Calhoun	Learning Coach	SY – FT
Nancy Cushman	Learning Coach	SY – FT
Matthew Jung	Learning Coach	SY – FT
Margaret McCormack	Learning Coach	SY – FT
Theresa Taylor	Learning Coach	SY – FT

**Shared with Samuel Morey & Westshire*



Morning greeting



Second grade snow art

REPORT FROM THE CHAIR OF THE SCHOOL BOARD

I would like to begin by thanking all our administrators, teachers, support staff, volunteers, coaches and contractors for their commitment and dedication to the students of our four towns. As you are aware, we as a community, and as a society in general, are facing some of the most difficult challenges we have experienced in our lifetimes. With perhaps some light at the end of the tunnel, there are still more questions than answers about what the future holds, and how we will need to adjust our everyday lives to keep ourselves and our communities safe.

The Board would also like to thank our local elected auditors. They continue to work closely with our Superintendent's Office and Board to help gain clarity and understanding as well as provide a new level of transparency with respect to our financial health. The Board created a subcommittee to meet regularly with the auditors in an effort to keep things moving forward and provide a better understanding of how the District spends your tax dollars year over year. A redesign of our Annual Report will allow for the general public to have a clearer understanding of the financial operations of our complex interstate district.

The Board continues to hold its monthly and special meetings online and this practice is expected to continue for the foreseeable future. At the time of this writing, it appears the upcoming budget vote will be completed in the same format as last year with a couple of options for the voters.

A special thanks to Moderator, David Hooke, for his tireless efforts in bringing our four towns together to

develop safe and effective ways our voters can have their vote counted. Please check our website www.rivendellschool.org for the most up-to-date information on the procedures for casting your ballot.

The Board has presented the RISD voters with a budget of \$12,649,039 for FY' 22, an increase of \$491,334 to the General Fund budget over FY' 21. An online budget forum was held January 19, 2021, to give the voters an opportunity to review this budget and provide feedback to the board and administration. We have a history of presenting budget increases which are responsible, however allow our children to continue to grow and prepare them for the future regardless of their career path. We ask the community to support the proposed budget as it will allow the District to maintain a high-quality education and enhance our reputation as an institution with high standards and dedicated professionals.

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

Be safe!

Respectfully submitted,
Marc DeBois

WARRANT
REMOTE INFORMATIONAL MEETINGS FEBRUARY 23 AND MARCH 9, 2021
SPECIAL VOTING IN LIEU OF ANNUAL MEETING, MARCH 16, 2021
Rivendell Interstate School District

Fairlee, Vermont
Orford, New Hampshire

Vershire, Vermont
West Fairlee, Vermont

The legal voters of Fairlee (Vermont), Orford (New Hampshire), Vershire (Vermont), and West Fairlee (Vermont) are hereby notified and warned of a special voting procedure for the Rivendell Interstate School District in lieu of the Annual District Meeting, pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact, and the Articles of Agreement of the Rivendell Interstate School District.

In view of the public health emergency declarations in Vermont and New Hampshire, and relying on Vermont law H.48, which supersedes the relevant parts of the Articles of Agreement, there will be no public meeting or voting from the floor, and all votes will be by Australian ballot. Voters are strongly encouraged to vote absentee, and the District will mail an absentee ballot to all active registered voters of the district. If you do not receive a ballot, please contact your town clerk.

The polls will be open for same-day voter registration and the casting of in-person ballots between 5PM and 7PM on March 16, 2021, at Rivendell Academy.

There will be two informational meetings in the form of special remote meeting of the RISD Board on February 23 and March 9, 2021, 6:30 PM. Voters may obtain information on accessing these meetings through the Rivendell website, www.rivendellschool.org or by telephoning 603-353-2170 x2136.

- Article 1: To elect by ballot four (4) members of the Rivendell Interstate School District Board as follows:
1 member from Fairlee for a 3-year term
1 member from Orford for a 3-year term
1 member from Vershire for a 3-year term
1 member from West Fairlee for a 3-year term
- Article 2: To elect by ballot a moderator, clerk, treasurer, and one at-large school board member each for 1-year terms, an auditor for a 3-year term and an auditor for the remaining 2 years of a 3-year term (at least one auditor must be a resident of Fairlee, West Fairlee or Vershire, Vermont).
- Article 3: Shall the voters of the District raise and appropriate the sum of \$12,649,039 for the operating budget for the District for the 2021-2022 fiscal year?
- Article 4: Shall the voters of the District raise the sum of \$20,000 which will be appropriated to a technology contingency reserve?
- Article 5: Shall the voters of the District raise the sum of \$48,000 which will be appropriated to a repair and maintenance contingency reserve?
- Article 6: Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private sources which becomes available during the 2021-2022 fiscal year for their intended use?

Dated February 22, 2021
A majority of the Rivendell Interstate School District Board

A true copy. Attest:
Tami Sullivan, Clerk

BUDGET ALLOCATION SUMMARY (NOT AUDITED)

Allocation District Wide (A.D.M.)	100.00%	30.50%	69.50%	Article
Budget Allocation Summary (Following Wording of Article of Agreement, Section F)	RISD	NH (Orford)	VT (Unified)	
Total District Expenditures (If Warrant Article for Operating Budget Appropriation Approved)	12,649,039			
Capital Expenditures (Contingency Reserve Fund Transfers)	-	-	-	F, H
Federal Aid Revenues to District (By State)	507,200	93,000	414,200	F, O
Tuition Payments Revenues to District (By ADM)	461,472	140,735	320,737	F
Federal Revenues for Food Service Program to District (By State)	118,080	-	118,080	F
Other Revenues to District (By ADM)	243,500	74,260	169,240	F
Student Transportation Member Specific Expenditure (Mileage)	474,808	116,526	358,282	F, L
Debt Service Member Specific Expenditure	543,304	207,515	335,790	F, H
NET OPERATING EXPENSES (By ADM)	10,300,675	3,141,397	7,159,278	F
BUDGETED EDUCATION SPENDING	12,649,039	3,773,432	8,875,607	
BUDGETED DISTRICT MEMBER ASSESSMENTS	9,783,704	3,031,718	6,751,986	
BUDGETED EDUCATION SPENDING (If Warrant Article for Operating Budget Appropriation Approved)	12,649,039	3,773,432	8,875,607	
Federal Aid Revenues to District (By State)	507,200	93,000	414,200	F
Tuition Payments Revenues to District (By ADM)	461,472	140,735	320,737	F
Federal Revenues for Food Service Program to District (By State)	118,080	-	118,080	F
Other Revenues to District (By ADM)	243,500	74,260	169,240	F
State Revenues to Members	1,535,083	433,719	1,101,364	I
Total Revenues	2,865,335	741,715	2,123,621	
NET DISTRICT MEMBER ASSESSMENTS (without Prior-Year Adjustment)	9,783,704	3,031,718	6,751,986	
Transfer To/From General Fund Balance	-	-	-	
Federal SPED Grant Allocation Correction	-	(47,876)	47,876	
NET DISTRICT MEMBER ASSESSMENTS (with Prior-Year Adjustment)	9,783,704	2,983,842	6,799,862	
Adjustments to NET DISTRICT MEMBER ASSESSMENTS via Additional Warrant Article			Add'l Assessment (%)	
Proposed Addition to Repair and Maintenance Contingency Reserve Fund	48,000	14,639	33,361	0.49%
Proposed Addition to Technology Contingency Reserve Fund	20,000	6,099	13,901	0.20%
Total Additions to NET DISTRICT ASSESSMENTS via Additional Warrant Articles	68,000	20,738	47,262	
TOTAL NET DISTRICT MEMBER ASSESSMENTS (IF All Additional Warrant Articles Approved)	9,851,704	3,004,580	6,847,124	0.70%
TOTAL BUDGETED EDUCATION SPENDING (IF All Additional Warrant Articles Approved)	12,717,039	3,794,170	8,922,869	0.54%

FY22 SUMMARY OF GENERAL FUND REVENUES (NOT AUDITED)

Account Codes	Description	FY '20 Budget	FY '20 Actual	FY '21 Budget	FY '22 Proposed	vs. FY '21 Budget
Local Revenues						
41911	ECP Before & After-School Care Fees	5,000	698	50,000	25,000	(25,000)
41302-41303	Secondary School Tuition	338,800	254,080	299,554	261,472	(38,082)
41302-41303	SPED Tuition - Expedition Classroom	-	-	-	200,000	200,000
41510	Interest Income	4,500	4,893	4,500	4,500	-
41990	Game Receipts	5,000	8,281	6,500	6,500	-
41921	Rental Income	-	1,670	2,000	1,500	(500)
41911	Visions: Elementary After-School Care Fees	35,000	20,524	-	96,000	96,000
41911	SummerScapes Fees	8,000	7,862	-	45,000	45,000
44448	Visions After-School Snack Grant	2,500	2,246	-	-	-
	subtotal	398,800	300,254	362,554	639,972	277,418
District Assessments						
43110	Fairlee Assessment	2,465,854	2,551,118	2,970,392	2,948,253	(22,139)
43110	West Fairlee Assessment	1,862,648	1,026,180	1,818,872	1,938,004	119,132
43110	Vershire Assessment	1,727,984	1,045,170	1,749,341	1,913,605	164,264
47201	Orford Assessment	2,895,439	2,937,986	2,908,556	2,983,842	75,286
	subtotal	8,951,925	7,560,454	9,447,161	9,783,704	336,543
State Revenues						
43110	VT General State Support Grant	-	1,454,517	-	-	-
47207	NH Adequacy Aid - Orford	311,425	302,799	274,135	340,733	66,598
43114	VT Voc Ed (On Behalf)	-	74,734	-	-	-
43150	VT Transportation Aid	170,000	186,996	180,000	166,034	(13,966)
43152	VT Transp Aid Extraordinary	-	-	4,339	4,515	176
43201	VT SPED Mainstream Block Grant	158,271	166,253	166,000	165,403	(597)
43202	VT Expenditure Reimbursement (aka "SPED SEER")	545,000	578,661	690,000	700,000	10,000
43203	VT Extraordinary Reimbursement	140,000	122,078	84,680	-	(84,680)
43204	VT ECSE Programs	29,714	30,961	31,000	27,412	(3,588)
43205	VT SPED-State Placed Reimbursement	-	24,949	-	-	-
47208	NH Building Aid	76,110	76,110	76,110	76,110	-
47212	NH Voc School Tuition Grant	17,500	26,600	26,600	15,072	(11,528)
47213	NH Voc Transportation Aid	1,000	2,974	2,974	1,804	(1,170)
47209	NH SPED Catastrophic Aid	5,500	1,100	-	-	-
43282	VT Driver Ed Reimbursement	1,350	-	819	-	(819)
43308	VT Voc Ed Transportation Aid	15,500	39,492	15,500	38,000	22,500
	subtotal	1,471,370	3,088,224	1,552,157	1,535,083	(17,074)
Federal Special Education Revenues (Categorical Grants **)						
44226	IDEA-VT (SPECIAL ED)	112,369	112,369	121,722	116,000	(5,722)
44228	IDEA-VT Special Ed Preschool	9,165	9,165	3,200	3,200	-
47205	IDEA-NH (SPECIAL ED)	25,338	25,338	25,000	37,000	12,000
47206	IDEA-NH Special Ed Preschool	1,939	1,942	2,000	-	(2,000)
	subtotal	148,811	148,814	151,922	156,200	4,278
Federal Title and Medicaid Grants (Categorical Grants **)						
44250	VT Title I Grant	206,073	193,008	184,536	185,000	464
47202	NH Title I Grant	31,192	27,969	31,200	32,000	800
47214	NH MEDICAID	50,000	3,501	5,000	5,000	-
44651	VT Title IIA	24,910	11,911	25,000	25,000	-
47203	NH Title IIA	8,611	7,596	8,600	9,000	400
44570	VT Title IV	20,524	4,957	20,000	20,000	-
47204	NH Title IV	9,986	9,986	17,612	10,000	(7,612)
45481	VT MEDICAID IEP	80,000	71,657	60,000	60,000	-
45483	VT Medicaid EPSDT	4,147	6,233	5,000	5,000	-
	subtotal	435,443	336,817	356,948	351,000	(5,948)
Food Service Revenues						
	Total Operating Revenue	-	-	-	65,000	65,000
	Total Federally Funded Non-Operating Income	-	-	-	118,080	118,080
	subtotal	-	-	-	183,080	183,080
Other Revenues						
41980	Refund of Prior Year Expenses	-	102,712	-	-	-
	From Prior Yr Fund Balance	-	-	-	-	-
	Prior Period Adjustment	-	-	-	-	-
	subtotal	-	102,712	-	-	-
TOTAL REVENUES		11,406,349	11,537,275	11,870,742	12,649,039	778,297

FY22 SUMMARY OF GENERAL FUND EXPENDITURES (NOT AUDITED)

Description	FY '20 <u>Budget</u>	FY '20 <u>Actual</u>	FY '21 <u>Budget</u>	FY '22 <u>Proposed</u>	vs. FY '21 <u>Budget</u>
Elementary Instruction	1,824,767	1,461,081	1,444,881	1,321,555	(123,326)
Secondary Instruction	1,867,091	1,886,859	1,986,240	1,975,583	(10,657)
Special Education	1,865,967	2,186,740	1,984,701	2,210,963	226,262
Early Childhood Special Education	98,741	184,409	102,852	148,064	45,212
Early Childhood Program	378,207	296,915	403,590	380,483	(23,107)
Co-curricular/Athletics	149,599	112,406	128,853	129,576	723
Guidance	260,788	250,724	256,719	279,876	23,157
Health	162,028	166,156	170,413	180,280	9,867
Instructional Improvement	13,600	2,577	68,500	96,645	28,145
Library	68,566	58,751	61,826	66,521	4,695
Technology	459,308	534,407	463,906	503,593	39,687
School Board/Treasurer	46,070	53,514	45,080	58,961	13,881
District Administration	353,300	331,846	191,160	190,960	(200)
School Administration	706,830	749,938	800,980	792,692	(8,288)
Special Ed. Admin	196,321	188,345	180,988	197,528	16,540
Contracted Benefits	193,940	105,621	87,797	37,000	(50,797)
Business Services	233,042	245,605	408,154	427,923	19,769
Operations/Grounds	966,870	932,784	1,028,740	1,085,039	56,299
Transportation	449,067	461,430	608,832	607,679	(1,153)
Elementary After-School	34,275	35,319	-	130,765	130,765
Summer Program	9,000	32,000	-	59,864	59,864
Expedition Classroom	-	-	203,000	439,355	236,355
Rivendell Trails Program	13,456	10,451	12,314	14,560	2,246
Debt Service/Transfers *	644,671	741,531	772,347	554,242	(218,105)
Early Childhood Program After-Care				13,500	13,500
SUBTOTAL:	10,995,505	11,029,408	11,411,873	11,903,207	491,334 4.3%

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

Salaries	289,500
Employer Covered Benefits	73,000
Contracted Services	102,000
Supplies	42,700
Total Grant Expenses	<u><u>507,200</u></u>

FOOD SERVICE EXPENSES:

Salaries	88,903
Employer Provided Benefits	55,129
Software & Dues	2,150
Food & Supplies	92,450
Total Food Services Expenses	<u><u>238,632</u></u>

Operating Budget Appropriation - Total District Expenditure Budget	12,649,039
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* FY '22 Debt Service/Transfers consists of

543,304	Debt Service
10,938	Short-Term Interest
<u>554,242</u>	

FY22 BUDGET REVENUE SUMMARY (NOT AUDITED)

Description	Total	NH (Orford)	VT (Unified)
Average Daily Membership:	421.025	128.400	292.625
Allocation District Wide (A.D.M.)	100.00%	30.50%	69.50%
VT Districts Allocation	100.00%		100.00%

Total District Expenditure Budget	12,649,039		
LESS amount for Debt Service	(543,304)		
LESS Student Transportation to/from School	(474,808)		
LESS Local, District Wide, General Fund Revenues	(704,972)		
LESS Revenues Supporting Categorical Grants	(507,200)		
LESS Federal Revenues Supporting Food Service Program	(118,080)		
EQUALS assessments before district-specific adjustments (aka "Net Education Spending*")	10,300,675	3,141,397	7,159,278

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

CALCULATION OF DISTRICT ASSESSMENTS

District-Specific Items

less State-Specific General Fund Revenues

Adjustments to apply various state-specific revenues to corresponding districts

	-		-
47207 NH Adequacy Aid - Orford	340,733	340,733	-
43114 VT Voc Ed (On Behalf)	-		-
43115 VT Unenrolled	-		-
43150 VT Transportation Aid	166,034		166,034
43152 VT Transp Aid Extraordinary	4,515		4,515
43201 VT SPED Mainstream Block Grant	165,403		165,403
43202 VT Expenditure Reimbursement (aka "SPED SEER")	700,000		700,000
43203 VT Extraordinary Reimbursement	-		-
43204 VT ECSE Programs	27,412		27,412
47208 NH Building Aid	76,110	76,110	-
47212 NH Voc School Tuition Grant	15,072	15,072	-
47213 NH Voc Transportation Aid	1,804	1,804	-
47209 NH SPED Catastrophic Aid	-	-	-
43282 VT Driver Ed Reimbursement	-		-
43308 VT Voc Ed Transportation Aid	38,000		38,000
Subtotal District-Specific State Revenues	1,535,083	433,719	1,101,364

PLUS State-Specific Expenditure Items

Adjustments to apply state-specific expense items

Debt Service	543,304	207,515	335,790
Transportation to/fm School - "Contracted Student Transport"	474,808	116,526	358,282
Subtotal District-Specific Expense Items	1,018,112	324,040	694,072

Federal SPED Grant Allocation Correction	-	(47,876)	47,876
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<u>Adjusted Assessments</u>	9,783,704	2,983,842	6,799,862
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Student Transportation

(Member-Specific Expenditure Allocation)

	<u>RISD</u>	<u>NH (Orford)</u>	<u>VT (Unified)</u>
Mileage Percentage	100.00%	24.54%	75.46%
Transportation to/fm School - "Contracted Student Transport"	474,808	116,526	358,282

FY22 ADM STATISTICS AND TAX RATE ESTIMATES (NOT AUDITED)

	<u>TOTAL</u>	<u>Fairlee</u>	<u>West Fairlee</u>	<u>Vershire</u>	<u>Orford</u>
1) Percentage Share Calculation:					
Average Daily Membership	421.025	126.875	83.400	82.350	128.400
Fall Census 1st-40th days School year FY '20	100.00%	30.13%	19.81%	19.56%	30.50%

Equalized Pupil Counts for purposes of Vt Tax Rate Calculation

VT Average Daily Membership	292.625	126.875	83.400	82.350	
VT Equalized Pupils (See Note)	303.360	138.640	87.020	77.700	
VT Equalized Student Adjustment	10.735	45.7%	28.7%	25.6%	

2) Tax Rate Estimates:

a. Vermont Town Tax Rate estimates

Under Act 130, Vermont union members use same tax rate before adjustment for CLA.

Total Local Education Spending (i.e. District Assessments)	6,799,862	2,948,253	1,938,004	1,913,605	
DIVIDE by Vermont Equalized Pupils	303.36				
Education Spending per Equalized Pupil	\$22,415				
DIVIDE by **NEW** Property Yield	\$11,385				
Equals Local Homestead Tax Rate Equalized	\$1.9688				
Equalized Homestead Tax Rates		\$1.9688	\$1.9688	\$1.9688	
DIVIDE by Common Level of Appraisal		91.51%	101.71%	91.33%	
Equals Estimated Vermont Local Education Tax Rates per \$100 valuation		\$2.1515	\$1.9357	\$2.1557	

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

Net Assessment		2,983,842
STATE-Wide Education Property Tax (SWEPT) Assessment		287,502
DIVIDE by Estimated Orford Grand List (without utilities)		152,124,948
STATE Education Property Tax Rate (per \$1,000 valuation)		\$1.89
LOCAL Education Property Tax Assessment		2,696,340
DIVIDE by Estimated Orford Grand List (with utilities)		154,257,148
LOCAL Education Property Tax Rate (per \$1,000 valuation)		\$17.48
Equals Estimated Orford Tax rate per \$1,000 valuation		\$19.37

Annual Property Tax on a \$100,000 property	\$2,152	\$1,936	\$2,156	\$1,937
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3. Prior Year Tax Rates

	<u>Fairlee</u>	<u>West Fairlee</u>	<u>Vershire</u>	<u>Orford</u>
Equalized Tax Rate	\$1.9381	\$1.9381	\$1.9381	
CLA	93.07%	101.06%	94.27%	
Local Tax Rate	\$2.0824	\$1.9178	\$2.0559	\$16.90
State Tax Rate				\$2.02
Prior Year Tax on \$100,000 Property	\$2,082	\$1,918	\$2,056	\$1,892
Change in Tax on \$100,000 Property	\$69	\$18	\$100	\$45
Percent Change on a \$100,000 Property	3.3%	0.9%	4.9%	2.4%

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

THREE PRIOR YEARS COMPARISONS

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

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: Rivendell Interstate USD SU: Rivendell		U146 Orange County		Property dollar equivalent yield	Homestead tax rate per \$10,763 of spending per equalized pupil		
				10,763	1.00		
				12,825	Income dollar equivalent yield per 2.0% of household income		
		FY2019	FY2020	FY2021	FY2022		
Expenditures							
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$7,433,939	\$7,747,592	\$8,420,348	\$8,923,483		1.
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-	\$47,262		2.
3.	Adopted or warned union district budget plus articles	\$7,433,939	\$7,747,592	\$8,420,348	\$8,970,745		3.
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-		4.
5.	plus Prior year deficit repayment of deficit	-	-	-	-		5.
6.	Total Union Budget	\$7,433,939	\$7,747,592	\$8,420,348	\$8,970,745		6.
7.	S.U. assessment (included in union budget) - informational data	-	-	-	-		7.
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-		8.
Revenues							
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$1,595,224	\$1,595,873	\$1,846,603	\$2,123,621		9.
10.	Total offsetting union revenues	\$1,595,224	\$1,595,873	\$1,846,603	\$2,123,621		10.
11.	Education Spending	\$5,838,715	\$6,151,719	\$6,573,745	\$6,847,124		11.
12.	Rivendell Interstate USD equalized pupils	317.97	315.92	308.40	304.07		12.
13.	Education Spending per Equalized Pupil	\$18,362.47	\$19,472.39	\$21,315.65	\$22,518.25		13.
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	\$1,096.69	\$1,011.59	\$1,114.51	-		14.
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per equpup)	-	\$47.88	\$30.51	-		15.
16.	minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per equpup)	-	-	-	-		16.
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per equpup)	-	-	-	-		17.
18.	minus Estimated costs of new students after census period (per equpup)	-	-	-	-		18.
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per equpup)	-	-	-	-		19.
20.	minus Less planning costs for merger of small schools (per equpup)	-	-	-	-		20.
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per equpup)	-	-	-	-		21.
22.	plus Excess spending threshold	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	threshold = \$18,758 \$18,756.00	threshold = \$18,789 \$18,789.00		22.
23.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	\$102	-	-		23.
24.	plus Per pupil figure used for calculating District Equalized Tax Rate	\$18,362	\$19,574	\$21,316	\$22,518.25		24.
25.	Union spending adjustment (minimum of 100%)	179.672% based on yield \$10,220	183.831% based on yield \$10,646	193.814% based on \$10,888	209.219% based on yield \$10,763		25.
26.	Anticipated equalized union homestead tax rate to be prorated [(\$22,518.25 ÷ (\$10,763 ÷ \$1.00))]	\$1.7967 based on \$1.00	\$1.8383 based on \$1.00	\$1.9381 based on \$1.00	\$2.0922 based on \$1.00		26.
Prorated homestead union tax rates for members of Rivendell Interstate USD		FY2019	FY2020	FY2021	FY2022	FY22 F	
T074	Fairlee	1.7967	1.8383	1.9381	2.0922	100.00%	
T215	Vershire	1.7967	1.8383	1.9381	2.0922	100.00%	
T230	West Fairlee	1.7967	1.8383	1.9381	2.0922	100.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
27.	Anticipated income cap percent to be prorated from Rivendell Interstate USD [((\$22,518.25 ÷ \$12,825) × 2.00%)]	2.97% based on 2.00%	2.99% based on 2.00%	3.15% based on 2.00%	3.51% based on 2.00%		27.
Prorated union income cap percentage for members of Rivendell Interstate USD		FY2019	FY2020	FY2021	FY2022	FY22 F	
T074	Fairlee	2.97%	2.99%	3.15%	3.51%	100.00%	
T215	Vershire	2.97%	2.99%	3.15%	3.51%	100.00%	
T230	West Fairlee	2.97%	2.99%	3.15%	3.51%	100.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	
		-	-	-	-	0.00%	

- Following current statute, the Tax Commissioner recommended a property yield of \$10,763 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$12,825 for a base income percent of 2.0% and a non-residential tax rate of \$1.73. New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.
 - Final figures will be set by the Legislature during the legislative session and approved by the Governor.
 - The base income percentage cap is 2.0%.

2021/2022 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY20 Budget	FY20 Actual	FY21 Budget	FY22 Request	Change
Elementary						
	5100 Salaries	1,262,788	1,013,146	1,050,199	898,520	(151,679)
	5200 Employer Provided Benefits	454,544	391,175	317,924	345,336	27,412
	5300 Purchased Professional & Technical Services	33,000	3,551	1,000	1,000	-
	5500 Other Purchased Services	6,570	5,129	8,458	9,400	942
	5600 Supplies	57,865	31,178	57,300	57,300	-
	5700 Property	-	2,477	-	-	-
	5800 Miscellaneous	10,000	14,426	10,000	10,000	-
	Elementary - Total	1,824,767	1,461,081	1,444,881	1,321,555	(123,326)
Secondary						
	5100 Salaries	1,206,789	1,139,981	1,201,083	1,191,491	(9,592)
	5200 Employer Provided Benefits	428,788	481,749	533,719	522,448	(11,271)
	5300 Purchased Professional & Technical Services	13,000	68,216	33,000	33,000	-
	5400 Purchased Property Services	4,100	-	-	-	-
	5500 Other Purchased Services	170,864	170,738	179,788	189,793	10,005
	5600 Supplies	40,900	24,812	36,150	36,350	200
	5800 Miscellaneous	2,650	1,362	2,500	2,500	-
	Secondary - Total	1,867,091	1,886,859	1,986,240	1,975,583	(10,657)
Special Education						
	5100 Salaries	718,596	749,560	836,263	846,833	10,570
	5200 Employer Provided Benefits	261,671	558,470	633,078	697,348	64,270
	5300 Purchased Professional & Technical Services	458,000	313,583	317,500	331,000	13,500
	5400 Purchased Property Services	500	-	-	-	-
	5500 Other Purchased Services	406,700	558,988	182,860	313,782	130,922
	5600 Supplies	19,500	3,815	15,000	21,000	6,000
	5700 Property	1,000	2,325	-	1,000	1,000
	Special Education - Total	1,865,967	2,186,740	1,984,701	2,210,963	226,262
Early Childhood Special Education						
	5100 Salaries	58,968	98,542	64,962	75,833	10,871
	5200 Employer Provided Benefits	21,473	29,641	23,890	26,731	2,841
	5300 Purchased Professional & Technical Services	16,500	55,994	12,500	42,500	30,000
	5500 Other Purchased Services	300	-	-	-	-
	5600 Supplies	1,500	232	1,500	3,000	1,500
	Early Childhood Special Education - Total	98,741	184,409	102,852	148,064	45,212
Early Childhood Program						
	5100 Salaries	257,090	198,023	239,856	209,472	(30,384)
	5200 Employer Provided Benefits	93,617	86,912	124,882	130,151	5,269
	5300 Purchased Professional & Technical Services	300	-	800	1,300	500
	5500 Other Purchased Services	20,100	8,415	35,252	35,660	408
	5600 Supplies	7,100	3,565	2,800	3,900	1,100
	Early Childhood Program - Total	378,207	296,915	403,590	380,483	(23,107)
CoCurricular						
	5100 Salaries	105,449	74,988	93,933	94,710	778
	5200 Employer Provided Benefits	8,000	13,532	13,371	19,316	5,945
	5300 Purchased Professional & Technical Services	6,000	2,875	3,000	3,000	-
	5500 Other Purchased Services	1,850	1,035	1,250	1,250	-
	5600 Supplies	16,800	12,950	12,300	8,300	(4,000)
	5700 Property	5,500	2,345	-	-	-
	5800 Miscellaneous	6,000	4,681	5,000	3,000	(2,000)
	CoCurricular - Total	149,599	112,406	128,853	129,576	723
Guidance						
	5100 Salaries	186,750	180,782	189,182	198,180	8,998
	5200 Employer Provided Benefits	69,888	68,156	67,537	76,746	9,209
	5500 Other Purchased Services	-	-	-	500	500
	5600 Supplies	3,500	1,656	-	1,600	1,600
	5800 Miscellaneous	650	129	-	2,850	2,850
	Guidance - Total	260,788	250,724	256,719	279,876	23,157
Health						
	5100 Salaries	116,500	115,224	116,153	120,207	4,054
	5200 Employer Provided Benefits	40,178	47,867	50,660	55,458	4,798
	5300 Purchased Professional & Technical Services	-	-	-	1,016	1,016
	5500 Other Purchased Services	1,000	-	250	250	-
	5600 Supplies	4,350	3,065	3,350	3,350	-
	Health - Total	162,028	166,156	170,413	180,280	9,867

2021/2022 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY20 Budget	FY20 Actual	FY21 Budget	FY22 Request	Change
Improvement of Instruction						
5100	Salaries	4,000	1,856	3,500	29,229	25,729
5200	Employer Provided Benefits	2,800	639	65,000	67,416	2,416
5300	Purchased Professional & Technical Services	5,000	-	-	-	-
5600	Supplies	1,800	81	-	-	-
Improvement of Instruction - Total		13,600	2,577	68,500	96,645	28,145
Library						
5100	Salaries	47,697	46,938	48,252	49,217	965
5200	Employer Provided Benefits	17,369	11,564	13,574	14,804	1,230
5500	Other Purchased Services	-	-	-	500	500
5600	Supplies	3,400	249	-	2,000	2,000
5700	Property	100	-	-	-	-
Library - Total		68,566	58,751	61,826	66,521	4,695
Technology						
5100	Salaries	228,612	251,167	191,412	201,040	9,628
5200	Employer Provided Benefits	46,645	81,831	64,652	74,254	9,602
5300	Purchased Professional & Technical Services	57,306	44,383	61,465	84,046	22,581
5500	Other Purchased Services	55,205	86,274	65,368	65,712	344
5600	Supplies	100	228	100	100	-
5700	Property	71,440	70,524	80,909	78,441	(2,468)
Technology - Total		459,308	534,407	463,906	503,593	39,687
School Board						
5100	Salaries	3,800	7,088	4,600	7,600	3,000
5200	Employer Provided Benefits	580	997	380	628	248
5300	Purchased Professional & Technical Services	26,090	25,349	28,000	33,500	5,500
5500	Other Purchased Services	7,200	8,920	6,000	9,633	3,633
5600	Supplies	900	3,158	500	2,000	1,500
5800	Miscellaneous	7,500	8,001	5,600	5,600	-
School Board - Total		46,070	53,514	45,080	58,961	13,881
District Administration						
5100	Salaries	215,558	215,990	115,313	109,449	(5,864)
5200	Employer Provided Benefits	81,437	80,733	36,650	39,344	2,694
5300	Purchased Professional & Technical Services	32,500	9,846	15,000	15,000	-
5500	Other Purchased Services	14,855	13,492	14,697	16,668	1,971
5600	Supplies	3,950	6,071	3,500	4,500	1,000
5800	Miscellaneous	5,000	5,715	6,000	6,000	-
District Administration - Total		353,300	331,846	191,160	190,960	(200)
School Administration						
5100	Salaries	472,260	522,249	511,733	505,323	(6,410)
5200	Employer Provided Benefits	174,920	199,716	228,247	241,669	13,422
5300	Purchased Professional & Technical Services	6,500	4,948	22,000	6,500	(15,500)
5500	Other Purchased Services	22,650	14,064	11,000	11,200	200
5600	Supplies	27,000	7,753	24,500	24,500	-
5800	Miscellaneous	3,500	1,207	3,500	3,500	-
School Administration - Total		706,830	749,938	800,980	792,692	(8,288)
Special Ed Admin						
5100	Salaries	129,030	133,609	122,617	128,599	5,982
5200	Employer Provided Benefits	47,791	40,326	42,371	47,929	5,558
5300	Purchased Professional & Technical Services	4,500	2,484	2,500	2,500	-
5500	Other Purchased Services	2,500	1,259	2,500	2,500	-
5600	Supplies	1,500	637	4,000	4,000	-
5700	Property	10,000	9,280	7,000	9,000	2,000
5800	Miscellaneous	1,000	750	-	3,000	3,000
Special Ed Admin - Total		196,321	188,345	180,988	197,528	16,540
Contracted Benefits						
5200	Employer Provided Benefits	172,940	102,102	87,797	37,000	(50,797)
5300	Purchased Professional & Technical Services	21,000	3,519	-	-	-
Contracted Benefits - Total		193,940	105,621	87,797	37,000	(50,797)

2021/2022 BUDGET EXPENDITURE DETAIL (NOT AUDITED)

Category	Description	FY20 Budget	FY20 Actual	FY21 Budget	FY22 Request	Change
Business Office						
5100	Salaries	159,000	161,704	275,081	283,021	7,941
5200	Employer Provided Benefits	59,042	63,085	118,473	130,302	11,829
5300	Purchased Professional & Technical Services	12,500	14,857	9,500	9,500	-
5500	Other Purchased Services	600	244	600	600	-
5600	Supplies	900	2,610	3,000	3,000	-
5800	Miscellaneous	1,000	3,104	1,500	1,500	-
Business Office - Total		233,042	245,605	408,154	427,923	19,769
Operations/Grounds						
5100	Salaries	316,008	320,907	308,566	318,590	10,024
5200	Employer Provided Benefits	115,563	92,077	113,605	138,980	25,375
5300	Purchased Professional & Technical Services	800	-	800	800	-
5400	Purchased Property Services	191,349	217,595	203,700	223,200	19,500
5500	Other Purchased Services	58,000	56,363	62,369	62,369	-
5600	Supplies	245,800	225,300	314,350	320,750	6,400
5700	Property	39,000	20,041	25,000	20,000	(5,000)
5800	Miscellaneous	350	500	350	350	-
Operations/Grounds - Total		966,870	932,784	1,028,740	1,085,039	56,299
Transportation						
5100	Salaries	-	-	25,933	26,710	778
5200	Employer Provided Benefits	-	-	8,169	6,986	(1,183)
5500	Other Purchased Services	449,067	461,430	574,731	573,983	(748)
Transportation - Total		449,067	461,430	608,832	607,679	(1,153)
Debt Service & Transfers						
5800	Miscellaneous	529,671	538,852	682,347	554,242	(128,105)
5900	Other incl Transfers	115,000	202,679	90,000	-	(90,000)
Debt Service & Transfers - Total		644,671	741,531	772,347	609,794	(218,105)
Expedition Classroom						
5100	Salaries	-	-	-	221,226	221,226
5200	Employer Provided Benefits	-	-	-	183,129	183,129
5300	Purchased Professional & Technical Services	-	-	-	33,000	33,000
5500	Other Purchased Services	-	-	203,000	-	(203,000)
5600	Supplies	-	-	-	2,000	2,000
Expedition Classroom - Total		-	-	203,000	439,355	236,355
Elementary After-School						
5100	Salaries	22,500	26,173	-	91,930	91,930
5200	Employer Provided Benefits	7,875	7,632	-	24,585	24,585
5300	Purchased Professional & Technical Services	-	-	-	1,500	1,500
5400	Purchased Property Services	-	-	-	-	-
5500	Other Purchased Services	-	79	-	-	-
5600	Supplies	3,900	1,435	-	8,500	8,500
5800	Miscellaneous	-	-	-	4,250	4,250
Elementary After-School - Total		34,275	35,319	-	130,765	130,765
Summer Program						
5100	Salaries	-	23,060	-	44,070	44,070
5200	Employer Provided Benefits	-	2,309	-	14,139	14,139
5400	Purchased Property Services	-	-	-	-	-
5500	Other Purchased Services	9,000	5,417	-	-	-
5600	Supplies	-	1,214	-	905	905
5800	Miscellaneous	-	-	-	750	750
Summer Program - Total		9,000	32,000	-	59,864	59,864
Rivendell Trails Program						
5100	Salaries	12,500	9,694	11,439	10,090	(1,349)
5200	Employer Provided Benefits	956	757	875	4,470	3,595
Rivendell Trails Program - Total		13,456	10,451	12,314	14,560	2,246
Early Childhood Program Aftercare						
5100	Salaries	-	-	-	12,500	12,500
5200	Employer Provided Benefits	-	-	-	1,000	1,000
Early Childhood Program Aftercare - Total		-	-	-	13,500	13,500
Overall - Total		10,995,505	11,029,408	11,411,873	11,903,207	491,334

LONG-TERM DEBT (NOT AUDITED)

	Balance June 30, 2020
General Obligation Serial Construction bond payable, interest at 2.98%, interest paid semi-annually, principal of \$330,000 due on November 15 th of each year until 2024, originally borrowed \$8,000,000 on August 1 st , 1999.	\$1,650,000
Vermont Municipal Bond Bank, bond payable, interest at 4.88%, interest paid semi-annually, principal of \$130,000 due on December 1 st of each year until 2026, originally borrowed \$3,195,000 on July 26 th , 2001.	\$910,000
Vermont Municipal Bond Bank, bond payable, interest at 4.11%, interest paid semi-annually, principal of \$10,000 due on December 1 st of each year until 2010, then \$5,000 due on December 1 st each year until 2022, originally borrowed \$120,000 on July 31, 2002.	\$15,000
Total long-term debt	\$2,575,000



Arriving to school

DEBT SERVICE (NOT AUDITED)

Description	Total	NH (Orford)	VT (Unified)
State Member Percentage (FY '21 ADM)	100.00%	30.50%	69.50%
Debt Service Before Initial VT Aid	\$14,171,085		
LESS NH Portion FY '22 Distribution	\$4,321,756	\$4,321,756	
VT FY '21 Portion of Original Debt Service	\$9,849,329		
LESS Initial VT Construction Aid	\$2,856,085		
VT FY '22 Portion of FY '22 Distribution	\$6,993,244		
State Share of Debt Service After Initial Aid	\$11,315,000	\$4,321,756	\$6,993,244
	\$100.0%	38.2%	61.8%
Bond Interest	\$78,304		
Rivendell Bond Principal	\$465,000		
FY '22 Budgeted Debt Service	\$543,304	\$207,515	\$335,790

FOOD PROGRAM FY22 (NOT AUDITED)

Operating Revenues			
	Sales	65,000	
Total Operating Revenue			65,000
Operating Expenses			
	Salaries	88,903	
	Employer Provided Benefits	55,129	
	Food & Supplies	92,450	
	Software	2,100	
	Dues	50	
			238,632
Operating Income (Loss)			(173,632)
Federally Funded Non-Operating Income			
	VT State Sources	4,500	
	NH State Sources	-	
	Federal Sources	113,580	
Total Federally Funded Non-Operating Income			118,080
Income (Loss) Before Transfer			(55,552)
FY '22 Food Service Tax Assessment			55,552
Net Income (Loss)			-



Dome tent classroom



Teamwork at Hulbert

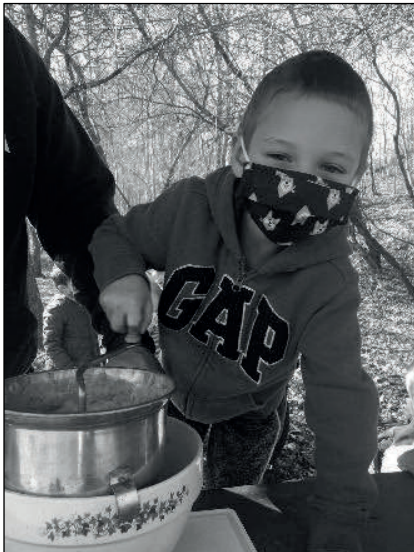
CONTINGENCY FUNDS (NOT AUDITED)

Repair and Maintenance Contingency Reserve Fund

Balance as of July 1, 2020	58,031
FY '21 Repair and Maintenance Budget Appropriation	-
FY '21 Repair and Maintenance Contingency Special Article	30,000
Balance after FY '21 transfers	88,031
Boiler Replacement WES; A/C Work SME	18,509
Available Balance as of 12/31/2020	69,521

Technology Contingency Reserve Fund

Balance as of July 1, 2020	18,725
FY '21 Technology Budget Appropriation	-
FY '21 Technology Contingency Special Article	20,000
Balance after FY '21 transfers	38,725
Switch Replacement	35,450
Available Balance as of 12/31/2020	3,275



Cooking outdoors!



Academy outdoor classroom

STUDENT ENROLLMENT: 1/31/21

School	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Adult	TOTAL
Rivendell Academy									38	30	40	27	28	31	6	200
Samuel Morey Elementary	14	14	15	21	14	18	18	35								149
Westshire Elementary	12	13	11	10	11	16	18									91
TOTAL	26	27	26	31	25	34	36	35	38	30	40	27	28	31	6	440

148 NH Students & 292 VT Students

HOMESCHOOL STUDENTS

Homeschool Students	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Adult	TOTAL
Rivendell Academy								5	2		3				10
Samuel Morey Elementary	1	1	1	2	1	1	7								14
Westshire Elementary		2	1	2	2										7
TOTAL	1	3	2	4	3	1	7	5	2		3				31

STUDENTS BY TOWN OF RESIDENCE

Students by Town of Residence as of 1/31/21				
	SME	WES	RA	TOTAL
Fairlee	62	9	55	126
Orford	70	0	60	130
Vershire	7	54	26	87
West Fairlee	10	28	36	74
Corinth	X		2	2
Piermont			9	9
Lyme			2	2
Warren			7	7
Bradford			3	3
TOTAL			149	91



Elementary students in the classroom



PROJECTED ENROLLMENT

Year	Elementary (PreK-6)	Grades 7-12	Total
2017-2018	291	209	500
2018-2019	284	208	492
2020-2021	268	196	464
	Elementary (PreK-5)	Grades 6-12	Total
Projected 2021-2022	209	234	443

REPORT FROM THE SUPERINTENDENT



Barrett Williams, M.Ed.

In my 20 plus years in education, I never could have imagined confronting the unthinkable challenges that the COVID-19 pandemic has presented. The face of education as we know it will change forever as a result. Some might suggest this disruption from the traditional industrialized textbook teaching model that follows national standards is a good thing. Students and teachers alike have been introduced to new technology, teaching platforms and instructional models as remote instruction, Zoom meetings and telling someone “you’re muted” have all become part of the new norm. I, personally embrace this as an opportunity for us to better meet the learning style of more students as we move toward proficiency-based learning.

It is our goal as a district to foster a caring and safe environment for all our young people that promotes quality education with an emphasis on high academic achievement through multiple learning modalities. We encourage sound personal development and positive social growth for both students and adults. This is the foundation for long-term sustainability and a shared sense of ownership for our successes as a school community. We spend a considerable amount of time reflecting on our teaching practices and the needs of our students to achieve academic success. What we are finding is that regardless of our instructional practices, the emotional being of our students is at the center of their ability to learn. It is critical that we make connections with our students, build positive relationships, and create a safe place for students to learn. This all seems very relevant today, given the state of education and the many potential changes we face as educators, parents, and citizens.

During this pandemic, we have had to put some of our goals on hold, but certainly recognize the need to rebuild a shared understanding of professional practice for our faculty and staff and to reestablish positive community connections with our families, local businesses, and community members,

regardless of their affiliation to the district. It is also important that we identify ongoing challenges that face the district and address long-term sustainability.

One challenge we face annually is how to present a fiscally responsible budget to taxpayers while maintaining an appropriate level of resources and supports for students. It has been noted that consistent with the state average, our student population is declining and our cost per pupil continues to rise as a result of economies of scale necessary to operate the district. I have recommended to the Board that we conduct a feasibility study to better understand the long-term sustainability of the district and help inform our future decision making in the efficient operation of the district.

Each year, our budget process focuses on quality education for our children. Last year, we felt the financial impact of a prior year deficit, fixed cost increases, decreased student population and low common level of appraisals for our Vermont towns. This year, we are not carrying a deficit and the State of Vermont has adjusted the property tax yield which had a positive impact on the tax rate formula used in our three Vermont towns. Along with the operating budget, we are asking taxpayers to approve two separate contingency funds; one to support the needed infrastructure changes in technology and the other for a paving project at Samuel Morey. While we recognize that any increase is difficult to consider in this unprecedented year, we do feel we have presented a responsible budget which will allow us to effectively operate the district.

I would like to thank everyone for their continued support. It is greatly appreciated, and needed now more than ever as evidenced by the critical role our schools have served in the community during the pandemic.

Respectfully submitted,
Barrett Williams

REPORT FROM RIVENDELL ACADEMY PRINCIPAL



Keri Gelenian

Rivendell Academy stands on its reputation to hold high expectations for all students through a common curriculum, targeted support, and academic challenges. The staff's creativity and dedication are at

the heart of RA's unique and vibrant approach to learning. Teachers integrate curriculum, team plan and team teach, develop rigorous projects and public exhibitions, apply for grants, and organize enriching extracurricular activities.

In the spring of 2020, Paige Radney and Kerry Browne came painfully close to receiving what would have been our second \$100,000 Rowland Fellowship. Anna Alden's 14th musical, *The Sound of Music*, co-directed by Carol Sobetzer, brought in over \$3,700. Over the summer we received a \$2,000 donation from the Cornell Family Foundation to support our Arts Alive fund and the Maker's Space. Paige Radney and her students planned an adventure in Spain that included homestays, and hiking a portion of the Camino de Santiago Pilgrimage. Students selected our school-wide summer reading theme, and we received a \$15,000 grant to partner with World Story Exchange to learn how to use digital media to explore local culture.

The fall continued to be exciting. We launched our new Academic Mentoring program led by Story Smith. Designed to serve selected 9th and 10th grade students, it addresses barriers to academic success and provides excellent tutoring along with ongoing communication with families. We launched the program with 12 students.

Early in the fall, we received grant funds to purchase a new dust collection system for our workshop. In November, *Clue* was ready for the stage. The boys' soccer team advanced to the semi-finals, and the

girls' soccer team, for the second time in RA history, made it to the championship game. First trimester projects were beginning to come to fruition. The integrated Posters for Social Change and Global Studies class studied national parks from around the world and produced beautiful 5-color silk screen prints representing the Cross-Rivendell trail through our four towns. A team project from the Engineering course and Wilderness Exploration taught by Paige Radney and Gail Keefer extended the trail theme with a 3-D scale map of the entire trail. Projects from both classes now adorn the halls and walls of the Academy.



Raptor pride!

Our 18 National Honor society members had a busy fall and winter. In November, they set up and served area seniors at the Annual Harvest Dinner. They attended a team building overnight in December. They also organized the First Annual Winter Holiday Free Cycle Shop providing everyone with a week of fun and excitement. NHS served

and socialized with seniors at the weekly Orford Senior Center lunch. COVID-19 disrupted their plans to begin a Breakfast Club where NHS students would mentor younger students during a morning breakfast meeting. In total NHS students served 851 hours in our communities and maintained a cumulative average GPA of 92.5%. A big thanks to Gail Keefer and Michelle Oakes for providing excellent support to our NHS students.

The boys' basketball team had a hot streak all winter, finishing the regular season at 20-3. The boys took us back to the Barre Auditorium for a tough semi-final game against Proctor who ended up winning the championship. We had a rousing Winter Carnival in February. The second trimester featured an integrated course that brought together Theatre, Genocide, and Race in American Drama. Integrating three courses developed from our success with integrating Theatre and Genocide the previous year. Students wrote and produced a readers' theatre that

explored the connections between concepts in Genocide and Race in American theatre. Students staged a powerful performance for a full house in the multi-purpose room.

As December turned to January news of the COVID-19 outbreak began to grab our attention. On Sunday, March 15th, Governor Scott closed all schools in Vermont. With this short notice, staff worked tirelessly to organize materials, create a schedule, provide lunches, and support families in need of Internet. The trip to Spain had to be cancelled. There was no spring musical or spring fling. We had to rethink senior night and graduation. Once again people pulled together to think creatively. Michelle Oakes, Angel Parkin, Stephanie Chesnut, Nancy Hall, and senior advisors, Eric Reichert, Paige Radney, and Gail Keefer pulled together to make senior basket deliveries to every senior's home. Senior night evolved into a video. Our graduation ceremony moved outdoors to the Orford gazebo. We

said our final good-bye to the seniors with a parade down Route 5 and a senior video at the Fairlee Drive-In.

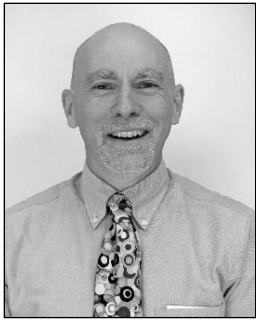
Last year, 56% of our students were accepted into four-year colleges, 18% were accepted into two-year institutions and 26% pursued employment or a gap year. In total our seniors were accepted into 58 different colleges and universities. Juniors and seniors earned 39 college credits while in high school.

COVID-19 upended our lives in ways none of us have ever experienced or imagined. I am humbled by the effort and dedication shown by educators in our district and across the nation.

Respectfully submitted,
Keri Gelenian



Celebrating seniors!



Steven Lindemann

SAMUEL MOREY ELEMENTARY PRINCIPAL REPORT

When I wrote my first annual report a year ago, I had no idea that a global pandemic was on the horizon that would drastically change the way we educate the students of Samuel Morey Elementary School (SME). From a “drive through” sixth grade graduation in the SME bus loop in June to a total change of our arrival, dismissal, recess practices this year, I cannot help but realize how many of our traditions and means of coming together as a learning community have been changed because of COVID-19. All of us feel this sense of loss of not having the All School Hike, our bi-weekly Community Meetings, our spring and winter concerts, parent conferences, Open House and other activities that allow the Rivendell community to experience the learning environment at SME. I am hopeful that when I write my annual report for next year I can describe activities and experiences that involve interactions between students, staff, and parents that do not include the words “social distancing”, “masks”, and “COVID-19 safety guidelines”.

One thing the pandemic has brought out into the open is the inequities in our community, such as the uneven access to laptop computers and Internet. We are doing our best to mitigate these inequities, yet we know that students throughout the United States, including SME students, are also experiencing a substantial decrease in student achievement because of the pandemic. We also know that the pandemic has exacerbated the social and emotional needs of our students. Many of our students may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves as the pandemic continues. These are unprecedented times for all educators, and our resilience, creativity, flexibility, and the effectiveness of our efforts are tested daily. The future of the Rivendell community depends on how we adults (faculty, staff, administrators, parents, and

taxpayers) respond to meeting the needs of the children in our care. I am hopeful that we can build an educational system with the resources we have to address the needs of the whole child.

Currently, we are offering free meals to all students who need them, and we have created more time in our guidance counselor’s schedule to allow for more individual counseling. We have followed the guidelines from the Agency of Education and the Department of Health to keep our students and staff safe by restricting mixing of student groups and keeping staff with certain student groups (or “pods”). We have also utilized the Hulbert Outdoor Center for weekly outdoor programming for our sixth-grade students, as well as resources from the Montshire Museum of Science and the Hood Museum of Art to provide other educational experiences for our intermediate students. This spring, teachers will be developing a K-6 district-wide comprehensive professional learning plan for reading instruction to improve literacy for all students. We have created a school leadership team to guide the planning and implementation of meeting the vision the faculty and staff have for the future of SME. We are excited to have Ashley Bean (Pre-Kindergarten), Gayle Justynski (Kindergarten), Mariah Gentley (Grade 3) and Madeline Hally (Music) join the faculty this year as we strive to make SME a distinguished school in the Upper Valley.

I have no doubt that the coming months will continue to be challenging for all of us. I have the unwavering belief that with the support of the Rivendell community we can overcome these challenges and create a learning environment for the children of SME that will allow them to regain the learning loss created by the pandemic.

Respectfully submitted,
Steven Lindemann



Melissa Zoerheide

WESTSHIRE ELEMENTARY PRINCIPAL REPORT

I am very proud to be part of Westshire Elementary School where the staff and community have shown a steady, positive determination despite the adversity we have faced in this unprecedented year. The

hardworking teachers and staff at Westshire have put the growth and caring of students first and are unstoppable when it comes to providing access to school during this pandemic. We will always find a way forward!

Our teachers were already primed to teach outdoors, but it was great to see everyone jump in when the COVID-19 safety precautions contributed to the weekly expansion of our outdoor classrooms to include participation in math, science, social studies, and literacy. This fall, outdoor class spaces were established in the forest near the school. The natural world is engaging and makes learning relevant. Students and staff get curious and ask new questions while they create, write, and learn outdoors.

We also see creative problem solving, the use of perseverance, and making of new social connections in these outdoor spaces. The learning opportunities come from both planned and spontaneous outdoor experiences such as counting the number of jumps in the snow, using sticks to do fractions and multiplication, recording the temperature over the seasons, or role modeling animal adaptation and investigating habitats.

Positive school climate and culture create the foundation for student success at Westshire. Teachers and staff design engaging curriculum that make students eager to go to school each day. Our teachers have surpassed expectations in the remote learning arena and are using the best of the online tools and programs to further targeted learning for our students. We are looking forward to when our remote students are able to rejoin us and appreciate all of the hard work of our remote teachers, students, and their families.

In the year ahead, we have some ambitious goals for improving literacy instruction school-wide and

across the district. This is a much needed and highly anticipated process of assessing our strengths and weaknesses, then targeting our vision and goals within all areas of reading. This academic discipline is the foundation of the work we do, and teachers strive to provide the highest quality of instruction for every student.

I cherish the relationships that I have formed in my two years as principal and I look forward to having them continue to bloom and ready us for the future. I want to thank the community for the generosity they have extended to our school and students; from mask making, delivering firewood for outdoor fires, donating hats, winter clothing, food, books, sharing expert advice and so much more.

Thank you to the entire Westshire staff that continue to go above and beyond. Our nurse, Jessica, has coordinated COVID-19 response efforts with grace and diligence. An extra appreciation to our custodian, Ryan, and our food service manager, Viola, who were at school working on many days when others were remote. The support of the administrative team, the district staff and the school board have been invaluable. I am honored to serve the Westshire Elementary School and thank you for the opportunity.

Respectfully submitted,
Melissa Zoerheide



Kindergarten morning meeting at Westshire



Janet Cole

DIRECTOR OF SPECIAL EDUCATION REPORT

Special Education at Rivendell continues to provide services to our District's eligible children, ages 3-21, both inside and outside of the classrooms. We provide meaningful and challenging educational opportunities for all students. Students receive specialized instruction, support, and related services - such as speech and counseling - designed to provide an appropriate education and allow them access to classroom instruction with their peers.

This year has been both challenging and exciting. I applaud our staff for adjusting to the evolving logistics of teaching and supporting our students amid a pandemic, our creative solutions were a group effort and it took a team mentality to be effective. Our students are and have been at the center of our focus, evaluating what they have and what they need in order to be successful, both in and out of the classroom.

Like many across the country, we began the school year remotely with all students learning from home and receiving their services virtually. It quickly became evident that both students and staff found remote instruction to be a struggle. Understanding the great value of in-person instruction we looked for creative ways to be in-person again safely. With the purchase of small tents, we were able to create outdoor classroom spaces for direct instruction and support while maintaining appropriate distance and space.

Not all student's needs can be met in the traditional classroom setting. Prior to this year, Rivendell had no alternative option within the District. When students are placed out of district, they may feel sent away and feel that we don't want them to be a part of our school community. To put it simply, it can be heart breaking for everyone. This year, we developed an alternative to this change for some students,

Rivendell's own alternative program: The Expedition Classroom. This classroom provides an alternative therapeutic environment and allows us to keep a few Academy students in our school community. The primary goals of our classroom are to support the social and emotional needs of these students while addressing behavioral concerns. The classroom aims to teach students the skills necessary to navigate in a typical classroom and vocational setting.

In addition to keeping our students in our community, there are significant financial impacts on the budget. Out of district alternative placement costs are driven primarily by tuition and transportation, both very high. The Expedition Classroom avoids this and has the potential for revenue from sending schools which will offset the cost even further.

We hope to open an elementary alternative classroom at Samuel Morey Elementary School next year to meet the growing social and emotional needs of our students. The evidence-based approach our program follows will have a positive effect on our students, staff, and community at-large. My hope is to keep our students in-district and give them the skills necessary to be reintegrated into the traditional classroom setting.

Although the logistics of this school year have been particularly challenging, our students are making amazing progress every day. We have a strong staff of teachers and learning coaches who go above and beyond the obligations of their jobs to help their students reach for the stars. They can be found in the classrooms teaching, in the hallways counseling, at recess playing, afterschool guiding homework, in the evenings developing adapted lesson plans. We continue to persevere and model resilience to our students.

Respectfully submitted,
Janet Cole

DIRECTOR OF OPERATIONS REPORT



James Bourn

The Rivendell Operations team would like to thank the Board, administration, and community for their continued support. Although we are facing challenging times, you can be assured that my team and I are doing our part to keep our facilities in the best working order possible to keep our students and staff safe.

This would not be possible without a strong team in place; a team that has gone above and beyond to work hard to accomplish the needs and goals of the District amid the uncertainty of the pandemic. I would like to put a well-deserved spotlight on my team at this time, and thank Bruce Taylor, Greg Allen, Eric Gilbert, Dustin Fillian, Jason Goodwin, Ryan Hatch, and Jason Ball for their continued hard work and effort in keeping our schools safe for our community.

The silver lining in our current situation is a surplus of time that allowed us to address issues that may have otherwise been put off or crammed into our already busy summers. My team was able to complete interior paint at both Samuel Morey and the Academy, as well as some flooring work at all three schools. The time also gave a chance to identify other areas of need. My team re-sided a whole section of the east wall at SME, as well as fixed some roof drainage issues. We were able to identify and fix whole ceiling cracks at WES due to settling.

Due to the pandemic, we thoroughly went through our heating and ventilation systems at each building, and repaired, replaced and in some instances upgraded our equipment. This included a new boiler at WES, a new AC unit for our server room at SME and upgrading a drive on one of our air handling units



Fifth grade Macy's Thanksgiving Day Parade artwork

at WES. We replaced old filters with upgraded filters (Merv 13). Along with adhering to all the safety guidelines set forth by the CDC and state government, we were able to mitigate some cost by making most of the sneeze guard barriers in-house, as well as getting creative with our outdoor classroom structures. We also took the extra step of bringing in a company (Environmental Compliance Associates) to test our air quality in all our buildings; they passed with flying colors.

Looking at the short term, the operations team is planning a paving project for SME as well as renovations for the middle school, anticipating our 6th grade move. Long term goals include some roof work at the Academy, as well as HVAC upgrades.

In closing, it is my honor and privilege to serve my community and school district! My team and I, along with the administration, will continue to hold steadfast in our duty and responsibility, to do all in our power to keep our students and staff safe in the face of what is surely unprecedented times.

Respectfully submitted,
James Bourn

DIRECTOR OF INFORMATION TECHNOLOGY REPORT



Matthew Joska

The role of technology is to support the education of our students, to support more and better communication, and to provide efficiencies through the tools that technology provides. When in-person learning ended last year, technology's role was brought to the forefront. Most importantly technology has allowed us to safely continue to do our jobs as students, educators, administrators, and support staff.

Distance Learning came suddenly and unexpectedly. We knew that our educators were already leveraging technology heavily in the classroom, but how would we move the classroom experience to the home? At the Academy we purchased more devices and completed the one-to-one program for 7th and 8th grades. At the elementary schools, we surveyed parents and sent home Chromebooks to students who needed them. Everyone who needed devices K-12 received one. To communicate effectively, we needed to provide a video conferencing platform that was both easy to use, secure and would protect privacy. With training and several tweaks, we decided to go with Zoom. To keep our younger students as safe as possible when using internet resources from home, we implemented GoGuardian to provide the highest degree of web filtering and reporting. To provide a level of technical support similar to that which would be provided in-school, we implemented several remote management solutions which include GoverLan, Jamf and GoToAssist. These solutions have allowed us to perform nearly all administration and maintenance on our devices without ever having to touch them.

Several surveys were released to parents and students to gauge how students were managing their educational technology. Overall, the surveys revealed a high degree of satisfaction with district technology. Most homes reported having adequate

bandwidth, however some homes did not. Public wireless access was made available to our parking lots. Our leadership responded by sending learning materials home, and eventually opening our doors to those who needed to leverage the robust networking and other in-person support that we provide.

This past summer, we moved forward with our network upgrade of the Academy and District Office. Nearly all our devices including our phones rely on our network switches. Old, underperforming, and unreliable AdTran switches were replaced with faster, more reliable, and easier to manage Meraki switches. This has led to a noticeable improvement in networking for the Academy and District Office. With the support of the community, we will continue this once in every 10-year project at the elementary schools this summer. This has been a wise investment in Rivendell's technology backbone and has been made affordable through E-Rate reimbursement. Our networks were strained by the demands of remote learning. This warranted several additional Access Points, and many hours of performance tuning, leading to a reliable computing experience for all.

Overall, this past year has left me with a sense of pride in the integral role technology plays in so much of what we do. Tech Team consists of Digital Culture Leader, Kerry Browne, Technology Integration Specialist, Gabi Martino, and Technical Support Specialist, Nick Pryer. Working with all members of the community, the Tech Team worked tirelessly to identify and overcome several challenges. We are grateful for our vendor support, especially All-Access, and the support of our Board and community members. This year demonstrated that by working together we can achieve great things!

Respectfully submitted,
Matthew Joska

EARLY CHILDHOOD PROGRAM (ECP) REPORT

The Early Childhood program uses a developmentally appropriate, play-based curriculum. Our curriculum aligns with the Vermont Early Learning Standards (VELS) and is broken into domains specific to children's age and development. Our curriculum planning helps to promote the skills in Social & Emotional Development, Language, Literacy & Communication, Mathematics, Science, Social Studies, Creative Expression and Physical Development. We encourage hands-on and experiential learning through child-directed and emergent activities that are often based on specific interests and explorations of the children in the classroom. This leads to having students that love being in school and are excited about being involved in the learning process.

Unfortunately, due to COVID, we have been unable to take any special trips outside of campus. Typically, the three preschool classes would take semiannual field trips that foster our learning objectives. This year we concentrated our preschool academics around nature base curriculum. We spend much of our mornings outside, while trying only to be in the building for naptime.

At Westshire, we utilized what our community had to offer by exploring the woods, Southworth Park,

and visited the River. We have enjoyed making fires outside, taking walks, making bird feeders, book studies, and science journaling among other fun preschool activities.

The Samuel Morey preschoolers have also been utilizing the outdoors by walking to the Fairlee Green, exploring all that nature has to offer, talking about the changes in seasons, having campfires to cook on, water play and sledding! As the seasons have been changing, so have our outdoor experiences.



Sledding!

With the challenges that have come with COVID this year, we have found so many ways to stay positive and engaged. Preschool has adapted to the changes and

overcome everything that has come along with them. It has always been our mission to ensure that children get the most out of each day.

Looking ahead, we are already actively engaged in the enrollment process for the 2021-2022 school year. We anticipate, and very much look forward to the continued positive growth of our program!

Respectfully submitted,
Heidi Nichols, Caitlin Leonard, Ashley Bean



Celise Johnson

DIRECTOR OF FOOD SERVICE REPORT

The greatest resource in the food service department continues to be the staff that provide students with nutritious meals every day.

The Food Service Managers are Viola Farrar at Westshire Elementary and Suzanne Ricker at Samuel Morey Elementary. Jean Dyke is the Assistant Cook/Greenhouse Manager at Rivendell Academy.

This summer and fall, the vegetables that were grown in the greenhouse were donated to Orford Cares. Community members were thankful for the donations and commented on the freshness and quality of the produce.

Jean Dyke has transformed a once useless space used for storage into a productive, awe-inspiring vegetable oasis. Words cannot describe the value that

this indoor garden brings to our district. Please check out the food service webpage to see pictures of this spectacular transformation. Here is a link to the latest greenhouse news: tinyurl.com/yyl3calx

Since March, we have continued to serve meals to the students in our community. During the summer we served meals from Westshire Elementary and Samuel Morey Elementary. Currently, we are serving free meals to all students. Our commitment to feeding students healthy, fresh meals has been a priority.

We look forward to the year ahead and hope that soon we will again see the smiling faces of students coming through the lunch line to pick up their meals.

Respectfully submitted,
Celise Johnson



Elementary fall artwork

SCHOOL ANNUAL REPORT CARD

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

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

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

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

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

Due to the COVID-19 pandemic we don't have the following scores to report:

- ACT
- SBAC Statewide Assessment
- The Fountas & Pinnell Benchmark Assessment

STUDENT STATISTICAL INFORMATION		08/28/18 - 01/31/19	08/28/19 – 01/31/20	08/31/20 – 01/31/21
Absences (Students with over 10 absences)	Rivendell Academy	23	41	47
	Samuel Morey Elementary	12	17	12
	Westshire Elementary	18	13	14
Disciplinary Referrals	Rivendell Academy	156	245	32
	Samuel Morey Elementary	54	29	8
	Westshire Elementary	35	9	0
In & Out of School Suspensions	Rivendell Academy	47	77	23
	Samuel Morey Elementary	5	2	6
	Westshire Elementary	4	1	0
Extra-Curricular Participation	Rivendell Academy	75%	75%	52%
	Samuel Morey Elementary	75%	76%	-
	Westshire Elementary	80%	89%	6%
Graduations	Rivendell Academy	2018 92%* 33 of 36**	2019 97%* 36 of 37***	2020 86%* 33 of 38****

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

3 of the 36 are 5th year students and *1 of the 37 is a 5th year student and ****5 of the 38 are 5th year students

SAT (COLLEGE BOARD) RESULTS FROM RIVENDELL ACADEMY

N = 16	Class of 2017	CR 546	M 568	W 720
N = 23	Class of 2018	CR 568	M 550	**
N = 20	Class of 2019	CR 595	M 579	**
N = 14	Class of 2020	CR 556	M 546	**
N = 19	Class of 2021	CR 572	M 541	
	Vermont State Average*	559	545	
	National Average*	528	523	

*VT & National Averages are for Class of 2020; Class of 2021 results will not be released until June 2021

**SAT Writing section has been discontinued

2020 RIVENDELL INTERSTATE SCHOOL DISTRICT ANNUAL VOTE

Due to the COVID-19 pandemic, the Rivendell Interstate School District held no floor meeting for its Annual District Meeting of 2020. The District meeting that was scheduled for March 17, 2020 was postponed, then cancelled.

In accordance with special Vermont law H.681, the Board decided to warn a new vote, with all voting by Australian ballot. Informational meetings were held

via Zoom. Absentee voter applications were mailed to all voters in the district; ballots were able to be returned by mail or dropped in-person at the polls on May 26, 2020. Walk-in voters could also vote at this time. 718 town and 839 district wide ballots were cast including approximately 50 walk-in votes and the budget article was voted down 484-349. Votes for school board and district wide positions were as follows:

Fairlee Board Member (2 years of a 3-year term):	Orford (3-year term)	Vershire (3-year term)
David Gagner (219)	David Ricker (275)	Kathy Hooke (144)
Write-in (12)	Write-in (24)	Write-in (2)
Blank (17)	Blank (20)	Blank (2)
Spoiled (1)	Spoiled (2)	Spoiled (0)
Total ballots – 249	Total ballots – 321	Total ballots – 148

District Wide (not counting blank or write-ins except for auditor)	Total ballots (839)
Moderator: David Hooke (648)	
Clerk: Tami Sullivan (699)	
Treasurer: Tami Sullivan (679)	
Auditor: Doug Tiftt (10), Morgan Klarich (6) <i>write in candidate needs 1% to win election – no write in received the percentage required – no one was elected</i>	
At-large school board: Kathy Blanchard (669)	
Article 3: (Yes – 349) and (No – 484)	
Article 4: (Yes – 420) and (No – 409)	
Article 5: (Yes – 629) and (No – 199)	

The Rivendell board soon warned a special district revote on the budget article with a new budget figure. Further guidance from the Vermont Secretary of State allowed the Board to have district staff directly mail ballots to all active registered voters, with a postage-paid return envelope. The ballots were mailed, and after an informational meeting via Zoom held on June 16, 2020, the budget revote took place on June 30, 2020. Voters could also drop their ballots off in-person or vote in-person.

The Rivendell Interstate School District FY’ 21 budget passed on a revote 583-538. There were a total of 1142 ballots with 1121 ballots counted, 21 spoiled, 1109 voted by mail, 20 dropped off in-person and 13 walk-in voters.

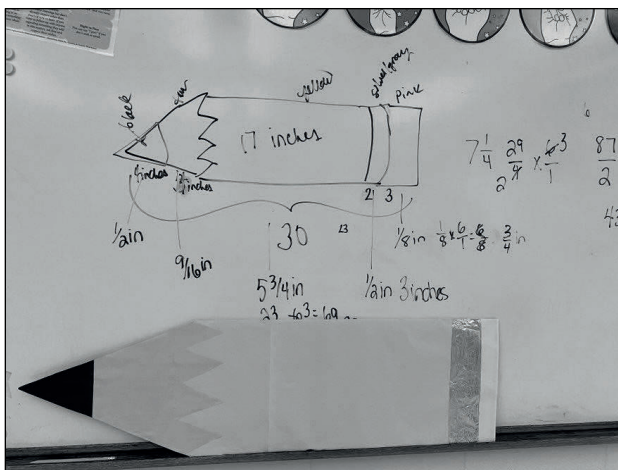
Respectfully submitted,
Tami Sullivan, Clerk
David Hooke, Moderator

LOCAL ELECTED AUDITORS REPORT for MARCH 16, 2021 ANNUAL MEETING

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

With RISD Audit experience for 4 years under their belts, PSPA has compiled a list of new and recurring issues that they identify as deficiencies in the business practices at RISD. Since RISD formation, the District has opted to minimize spending on expenses of business operations. The atypical length and additional content of this LEA report are due to including here a summary of the outstanding findings of PSPA. Our report is separated into five topic discussions:

1. The Audit Findings and Issues identified by Plodzick & Sanderson, P.A.
2. The Certification of Plodzick & Sanderson, P.A.'s Audited Financial Statement for June 30, 2020,
3. The Activities of the Locally Elected Auditors,
4. The Status of the Rivendell Review Committee's Findings,
5. Future Considerations for RISD's Community.



Elementary math project

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

The following summarizes the Audit Findings and Issues which RISD will need to address in the future to increase the controls and procedures to safeguard the assets of the district.

Annual Budgeting: Prior to the FY '22 budget, the school district did not factor into its annual budgeting the revenue and expenditures of the Food Service Program Fund when adopting their annual budgets. The school district in 2020, like in 2019, overspent the general fund authorized budget by \$35,547; it was recommended in last year's findings that future budgets establish a more comprehensive analysis including all financial activity of the school district. The budget process change will allow for better information to understand why the actual expenditures exceed the budgeted amounts. PSPA also recommended that the Board of the School District actively monitor any overages during the year to ensure that the expenditures are approved by the Board.

School District Policies: It was identified that RISD is lacking formal approved policy for credit card usage. In addition, several adopted policies that have not been reviewed and reaffirmed in over 5 years. PSPA recommended that a credit/debit card policy be developed, and all policies be reviewed and reaffirmed every three to five years.

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

Based on these findings, PSPA recommended the following: changes made in the payroll system should be reviewed by the Accounting Specialist or by the Chief Financial Officer after the changes have been entered. Individual changes should be documented in the employee personnel file with the

Accounting Specialist's or Chief Financial Officer's signature evidencing the change was properly made in the system. RISD should review the employee payroll module permissions and ensure that access/ability is only given to those processing the payroll checks.

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

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

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

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

Grant Reporting: It was identified that reporting and requests for the NH DOE reimbursements were done on an inconsistent and untimely basis. Some months were not reported until several months later. To ensure accurate and timely financial reporting, PSPA recommends that all grant reporting be

completed monthly and should be properly supported by general ledger expenditure reports.

Business Continuity: The school District should appoint a Deputy Treasurer that would be available to perform the service of the Treasurer in their absence.

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

Plodzik & Sanderson, P.A. (PSPA) has examined the financial statements that collectively comprise Rivendell Interstate School District's basic financial statements for the year ending June 30, 2020.

The improvements to the operations of RISD's Business Office are reflected in the nature and number of the identified deficiencies reported in the reports issued by PSPA. As discussed above in more detail, PSPA identified deficiencies in the Internal Controls over Financial Reporting will require the RISD Board of Directors and Business Office to continue to improve the financial management and reporting of the District's activities.

PSPA issued, in the FY '20 Audit, Unqualified Audit Opinion for RISD Governmental Activities indicating that the auditors believe that the FY'2020 audit represents fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and aggregate remaining fund information of the RISD, as of June 30, 2020, and the respective changes in financial position.

When reading the FY '20 Financial Statements you will notice that the General and Capital Reserve Funds produced a surplus of \$183,300 due to the timing of reporting revenues and related expenditures. The General and Capital Reserve funds FY '20 balance is \$111,683, after a prior period adjustment of \$57,157. The Grant Fund balance decreased by (\$89,764) leaving a positive ending fund balance of \$23,271. The Food Service Fund ended the year with no change (\$0.00). The Student Activity Fund Balance increased by \$21,176 resulting in a year end 2020 balance of \$84,976. Total Governmental Funds Balance for FY'20 was, therefore, a surplus of \$219,930; the unassigned fund balance at June 30, 2020 was \$29,002.

Based on the reading of the hired auditor's report and the annual meeting disclosures, the locally elected auditors confirm that the audits and related disclosures have been received, and we have applied the procedures developed by the RRC and LEA and approved by the Board of Directors of RISD. We believe the above discussion summarizes the findings the taxpayers should have knowledge of with respect to RISD Financial Statements and Business Office Operations.

3. The Activities of The Locally Elected Auditors

Budget Allocation for FY'2022: The LEAs have checked the FY' 22 budget's allocation calculations tables included in this 2021 Annual Report. The FY '22 budget information was entered into an independent spreadsheet tool that confirmed the results. The Budget Expenditure Detail numbers tabulated in this Annual Report have not been vouched by the LEAs, but they do agree in total to the budget approved by the RISD Board on February 11, 2021. The Estimated Tax Rate calculation presented in the annual report appears reasonable based on the information provided. The calculation used to allocate the FY '22 annual budget is consistent with the new procedures and understanding developed through the Rivendell Review Committee and adopted by the RISD Board.

Confirmation of FY'2021 State Assessment to Approved Budget: The FY '21 approved allocated budget information reported in the annual report was compared with VT and NH filings to identify if there were any changes from the annual meeting reports and the specific state's reporting systems. Since this information is used to transmit to the States of VT and NH, which relates to net spending assessments and tax rate calculations for the members. That review revealed that both VT and NH were properly charged for FY '21.

Average Daily Membership: At the request of the District, the LEAs supported the calculation of Average Daily Membership (ADM) used as a basis for allocation of cost-shares to the members. Using the enrollment data from the RISD student tracking system, the LEAs developed a methodology to take that information and compute the ADM for FY '20 through FY '22 budget calculations, per Article F of the RISD Articles of Agreement. Work is in progress to document the methodology for future calculations

by the Business Office. The RISD board subcommittee is reviewing the documentation and procedure developed by the LEAs.

Annual Financial Statements: We have been advising the Business Office during its further development of an integrated spreadsheet tool containing annual budget data and allocations to the members. The result is a tool that adheres to the provisions in governing Articles of Agreement and the Interstate Compact, per the findings of a Rivendell Review Committee (RRC). As part of this effort, suggestions are being made to improve reports in the audited financial statements and budgets, so they are more readable and support the reconciliation work to be performed by the locally elected auditors after the reports are issued. We continue to work to have these recommendations implemented into the audited financial statements and budgets.

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

As required by the work of the Rivendell Review Committee (RRC), the LEAs led an effort to quantify the impact of several issues affecting cost allocations present and past. To date the LEAs have provided the business office and the RISD Board of Directors the financial impact on two of the items identified by the RRC. The RISD Board established a subcommittee that has met several times. RISD Board of Directors has taken action to reimburse the Orford members of the findings in the cost allocation of federal SPED grants, resulting in funds due Orford in the amount of \$144,000. The allocation adjustment will be split between the member districts in the FY '22, FY '23 and FY '24 annual budgets. The other items listed below should be addressed at a future RISD Board meeting:

- The allocation error of CTE expenses results in funds due Orford in the amount of \$270,000.

There are two other items which will require action by the RISD Board or by member districts and their taxpayers. The findings and outstanding issues and concerns are identified below:

- RRC issues related to ADM calculated from enrollment data. The LEAs reviewed data available within the District and found them to be incomplete, except for the most recent few years.

The LEAs issued a findings report that can be found on the RISD web site at: https://www.rivendellschool.org/images/stories/districtinfo/agendas/06-16-20_Meeting-Docs/Rivendell-LEA-Report-ADM-Calculation-Final.pdf.

- The Budget and Repayment Allocation of RISD’s New Construction Debt Service was identified as an area to be evaluated by the RRC. The LEAs issued a findings report that can be found on the RISD web site at: https://www.rivendellschool.org/images/stories/districtinfo/agendas/06-16-20_Meeting-Docs/Rivendell_LEA_Report_Debte_Service_Allocation_-_Final.pdf

5. Future Considerations for RISD’s Community

The FY ’22 budgeting results highlight some of the items identified during our RRC discussions around the need to amend the Articles of Agreement with a

focus on reducing some of the administrative duplication, reducing the volatility of the school assessment from one year to another, and addressing some new factors introduced since they were written. We recommend that RISD establish a working committee to address the potential of amending the Articles of Agreement.

Finally, we continue to look for volunteers from VT and NH who want to contribute to the success of RISD and work as LEAs. We have a guidebook that describes the activities to be performed. It provides a roadmap, checklist, and schedule to accomplish them. It provides the LEAs a clear “mission plan” to make the job effective and efficient. Consider being a candidate.

Respectfully submitted by the Rivendell Elected Auditors,

Chris Crowley and Mark J Burger
February 11, 2021

PRINCIPLES EMBODIED IN THE RIVENDELL INTERSTATE SCHOOL DISTRICT

ARTICLES OF AGREEMENT

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

1. Enabling Local Self-Governance

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

2. Equality of Educational Opportunity Across the District

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

3. Sharing Expenses and Revenues While Recognizing State Differences

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

4. Fiscal Fairness Across State Lines

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

5. Asserting Our Interstate Autonomy

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

6. A Dynamic Document Held True to Its Intent

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

7. Commitment to Sound Fiscal Management

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

Proposed by the Rivendell Review Committee January 30, 2019

Adopted by the RISD Board, February 15, 2019



Rivendell
Interstate School District

Rivendell Interstate School District

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