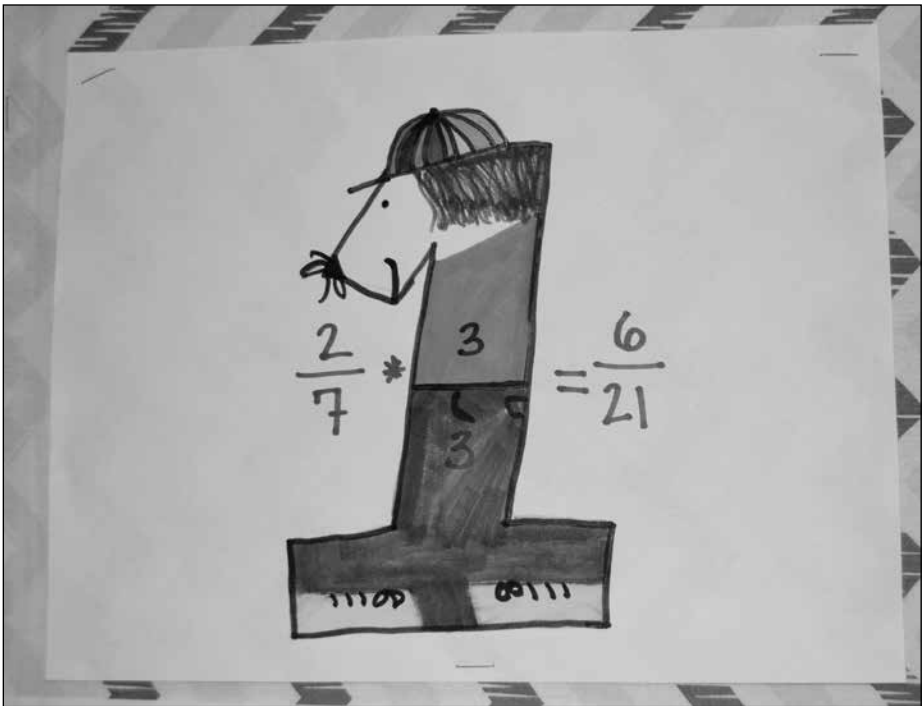


Annual Report
of the
Rivendell
Interstate School District

July 1, 2014 to June 30, 2015



Makaleigh Eastman, Samuel Morey – Grade 6

Please bring this report with you to the
Annual District Meeting
Tuesday, March 17, 2015
6:30 p.m.
Rivendell Academy
Orford, New Hampshire

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Rivendell School Board

(town and expiration of term shown in italics)

- Marc DeBois, *Chair – Orford, 2016*
- Mark Avery – *Fairlee, 2015*
- Katherine Blanchard – *at large, 2015*
- Grover Boutin – *Fairlee, 2016*
- Michael Fanizzi – *West Fairlee, 2015*
- Kathy Hooke – *Vershire, 2017*
- Bruce Lyndes – *Fairlee, 2017*
- Jean MacDonald – *Vershire, 2015*
- Cicely Richardson – *Orford, 2015*
- David Ricker – *Orford, 2017*
- Sarah Rinehimer – *West Fairlee, 2016*



Rivendell Special Olympics Team

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

Administration, Administrative and District Office Staff

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

Rivendell Academy – Teachers

Gary Ackerman	Digital Project Leader	SY – PT
Anna Alden	Music Teacher	SY – FT
Laszlo Bardos	Mathematics Teacher	SY – FT
Nicole Barsamian	Upper House Elective/Social Studies Teacher	SY – FT
Bonnie Blake–O’Meara	Instrumental Music Teacher***	SY – PT
Jennifer Bottum	Special Education Teacher	SY – FT
Randall Bragdon	Driver Education Teacher (NH)	SY – PT
John Bristol	Librarian	SY – FT
Kerry Browne	Science Teacher	SY – FT
Jennifer Ellis	Art Teacher	SY – FT
Nancy Hall	School Counselor	SY – FT
Gail Keefer	World Language Teacher	SY – FT
Kolin Kepler	Social Studies Teacher	SY – FT
Jonathan Lester	Physical Education Teacher***	SY – FT
Brynne MacMurtry	Special Education Teacher	SY – FT

Rivendell Administrators, Faculty and Staff

Cynthia McLaren	School Counselor/SAP Counselor	SY – PT
Creigh Moffatt	School Nurse	SY – FT
Emily Mooney	Drivers Education Teacher (VT)	SY – PT
Daniel Newsted	Mathematics Teacher	SY – FT
Eric Reichert	Language Arts Teacher	SY – FT
Scott Riess	English Teacher	SY – FT
Mary Rizos	World Language Teacher	SY – FT
Christina Robison	English Teacher	SY – FT
Rachel Sanders	Science Teacher	SY – FT
Carol Sobetzer	Alternative & Social Studies & Upper House Elective Teacher	SY – FT
Cheryl St. Pierre	Special Education Teacher	SY – FT
Richard Steckler	Science Teacher	SY – FT
Gerard Suich	Special Education Teacher	SY – FT
Kirsten Surprenant	Social Studies Teacher	SY – FT
Christopher White	Mathematics Teacher	SY – FT

Rivendell Academy – Support Staff

Brandy Allen	Para – SPED Assistant	SY – FT
Christina Bolles	Para – SPED Assistant	SY – FT
Wendy Fogg-McIntire	Para – SPED Assistant	SY – FT
Laurel Fulford	Para – Library Media Aide	SY – PT
Suzanne Ivins	Para – SPED Individual Student Assistant	SY – FT
Breanna Owen	Para – SPED Assistant***	SY – PT
Audrey Wolf	Para – SPED Assistant	SY – FT
Viola Farrar	Assistant Cook	SY – FT
Dawn Hudson	Custodian	SY – FT
Steven Page	Facilities Maintenance Technician	FY – PT
Bridget Peters	Secretary	SY – FT
George Schwarz	Custodian Team Leader 2 nd Shift	FY – FT
Bruce Taylor, Jr.	Custodian	FY – FT

Samuel Morey Elementary – Teachers

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

Rivendell Administrators, Faculty and Staff

Samuel Morey Elementary – Support Staff

Robin Avery	Para – SPED Assistant	SY – PT
Mary Bryant	Para – SPED Individual Student Assistant	SY – FT
Susan Calhoun	Para – Classroom Assistant	SY – FT
Becky Clancy	Para – SPED Individual Student Asst. – Intensive Needs	SY – FT
Jean Daley	Para – SPED Assistant	SY – FT
Barbara Fifield	Para – SPED Assistant	SY – FT
Susan Lynch	SPED Van Driver**	SY – FT
JodyAnn Mace	Para – SPED Assistant	SY – FT
Phillip Metayer	Para – Intensive Needs Assistant	SY – FT
Katie Newsted	Para – SPED Assistant	SY – FT
Jaclyn Russell	Para – SPED Assistant	SY – FT
Andrew Stimson	Para – Individual Student Assistant	SY – FT
Dustin Fillian	Custodian	FY – FT
Angel Parkin	Administrative Assistant	SY – FT
Carol Perkins	Food Service Manager	SY – FT

Westshire Elementary – Teachers

Wendy Bergren	Special Education Teacher	SY – FT
Stephen Crimmin	Elementary Teacher (3 rd & 4 th Grade)	SY – FT
Paula Driscoll	Elementary Teacher (1 st & 2 nd Grades)	SY – FT
Laura Erickson	Elementary Teacher (3 rd & 4 th Grade)	SY – FT
Alyssa Fish	Elementary Teacher (1 st & 2 nd Grades)	SY – FT
Sarah Molesworth	Elementary Teacher (Kindergarten)	SY – PT
Kristina Oris	Physical Education (Elementary)	SY – PT
Emily Waterman	Elementary Teacher (Kindergarten)	SY – FT

Westshire Elementary – Support Staff

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

Early Education Program, Fairlee and West Fairlee

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

* Shared with Samuel Morey & Westshire

** Shared with Westshire

*** Shared with Samuel Morey

**** Shared with Rivendell Academy

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

As you are aware, the Board faces many challenges in delivering a quality of education which we can be proud of while trying to be responsible community members focused on a budget which is fair to the voters of our four towns. This year the Board has approved a budget of \$9,961,522, with an additional \$50,000 for the future capital needs reserve fund. This number represents an increase of 2.02% which the Board feels will allow us to maintain our quality of education, as well as, give our voters peace of mind that the Board is doing everything possible to control costs. The Board continues to negotiate contracts with the Rivendell Education Association (teachers and support staff) and administrators for FY 2016 at the time of this report.

In addition to the budget, the Board has to focus on many other items during the course of the year. We are in the process of updating the Strategic Plan which will be presented to the community later this spring. There is an online survey open to all Rivendell District residents asking for feedback and input to help shape the future of the District. I encourage all those interested to take part in this vital process as the Strategic Plan represents the direction the Board will guide the District for the coming years. I would like to thank the members of the ad hoc Strategic Planning Committee (Kathy Blanchard, Jean MacDonald, Cicely Richardson, David Ricker and Sarah Rinehimer) for the time and effort they spent in preparing the District for the future.

The Board also continues to evaluate options for the “Orford Academy” building. Over the past several months the Board has been presented with various ideas concerning the future use of the building. We recently entered into a Memorandum of Understanding with AHEAD (Affordable Housing Education and Development, Inc.). This agreement allows for funding to be secured through various grants and allows AHEAD to continue working on a long-term solution for the building. This agreement represents a major step forward as this building has been in a state of disrepair and unusable for many years. The Board understands the importance of this building to many in the community as those with fond memories wish to see something productive done with the structure.

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. Attending meetings, completing surveys, attending plays, attending athletic events, running for a board position and volunteering are simple ways to be a part of the educational community supported by your tax dollars.

Respectfully submitted
Marc DeBois

WARRANT – ANNUAL DISTRICT MEETING
Rivendell Interstate School District
to be held on March 17, 2015

Fairlee, Vermont
Orford, New Hampshire

Vershire, Vermont
West Fairlee, Vermont

The legal voters of Fairlee (Vermont), Orford (New Hampshire), Vershire (Vermont), and West Fairlee (Vermont) (school districts) are hereby notified and warned to meet at the **Rivendell Academy, Orford, New Hampshire, on Tuesday, March 17, 2015**, for the purpose of holding the annual district meeting of the Rivendell Interstate School District pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact.

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

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

- Article 1:** To elect by ballot five (5) members of the Rivendell Interstate School District Board as follows:
1 member from Fairlee for a 3-year term
1 member from Orford for a 3-year term
1 member from Vershire for a 3-year term
1 member from West Fairlee for a 3-year term
1 at-large member for a 1-year term
- Article 2:** To elect by ballot a moderator, clerk, and treasurer for 1-year terms, an auditor for a 3-year term and an auditor for a 2-year term.
- Article 3:** To hear reports from the School Board and others relating to the construction/renovation, educational, and financial issues facing the District.
- Article 4:** Shall the voters of the District raise and appropriate the sum of \$9,961,522 for the operating budget for the District for the 2015–2016 fiscal year?
- Article 5:** Shall the voters of the District authorize the School Board to add the sum of \$50,000 for future capital needs reserve fund?
- Article 6:** Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private source which becomes available during the 2015–2016 fiscal year?
- Article 7:** To transact any other business which may lawfully properly come before the meeting.

Dated February 23, 2015

A majority of the Rivendell Interstate School District Board

A true copy. Attest:

Esther Dobbins-Marsh, Clerk

Rivendell Interstate School District
FY16 BUDGET REVENUE SUMMARY

DESCRIPTION	TOTAL	FAIRLEE	W. FAIRLEE	VERSHIRE	ORFORD
Allocation District wide (A.D.M.)	100.00%	25.55%	19.30%	16.83%	38.32%
Allocation Vermont only (Eq. Pupils)	100.00%	40.06%	33.55%	26.39%	
STATE AND FEDERAL REVENUES:					
IDEA – VT (SPECIAL ED)	\$90,000	\$36,054	\$30,195	\$23,751	
IDEA – VT (PRE SCHOOL)	2,750	1,102	923	726	
VT MEDICAID IEP	22,000	8,813	7,381	5,806	
VT – FEDERAL GRANTS – Title Grants	205,000	82,123	68,778	54,100	
NH – FEDERAL GRANTS – Title Grants	40,000				40,000
IDEA – NH (SPECIAL ED)	25,000				25,000
IDEA – NH (PRE SCHOOL)	2,000				2,000
NH Vocational Tuition Aid	18,000				18,000
NH Medicaid Reimbursement	0				0
VT DRIVERS' ED AID	2,000	801	671	528	
NH DRIVERS' ED AID	0				0
Total	\$406,750	\$128,893	\$107,946	\$84,911	\$85,000
LOCAL REVENUES:					
TUITION FROM OTHER DISTRICTS	175,000	43,241	36,214	28,485	67,060
PRE-SCHOOL TUITION	0	0	0	0	0
ATHLETIC EVENT RECEIPTS	5,000	1,235	1,035	814	1,916
INTEREST INCOME	2,000	494	414	326	766
Total	\$182,000	\$44,970	\$37,662	\$29,625	\$69,742
DISTRICT LEVEL REVENUES:					
From 2013 District Surplus	300,000	76,650	57,900	50,490	114,960
VT SPED Mainstream Grant	143,000	57,286	47,977	37,738	
VT SPED Expenditure Reimbursement	430,000	172,258	144,265	113,477	
VT SPED Essential Early Ed	20,000	8,012	6,710	5,278	
VT Transportation (42.66% of Eligible Cost)	132,077	52,910	44,312	34,855	
NH Building Aid	76,110				76,110
Total	\$1,101,187	\$367,116	\$301,163	\$241,838	\$191,070
TOTAL LOCAL REVENUES:	\$1,689,937	\$540,979	\$446,772	\$356,373	\$345,812
BUDGETED EDUCATION					
SPENDING	\$9,961,522	\$2,584,512	\$1,965,888	\$1,702,771	\$3,708,351
Less Local Revenues	-\$1,689,937	-\$540,979	-\$446,772	-\$356,373	-\$345,812
Net Local Education Spending	\$8,271,585	\$2,043,532	\$1,519,116	\$1,346,398	\$3,362,538
Capital fund transfer – if approved	\$50,000	\$12,775	\$9,650	\$8,415	\$19,160
	\$8,321,585	\$2,056,307	\$1,528,766	\$1,354,813	\$3,381,698

Rivendell Interstate School District FY16 BUDGET EXPENDITURE SUMMARY

DESCRIPTION	TOTAL	FAIRLEE	W. FAIRLEE	VERSHIRE	ORFORD
Allocation District wide	100.00%	25.55%	19.30%	16.83%	38.32%
Allocation Vermont only	100.00%	40.06%	33.55%	26.39%	
Vocational Technical Tuition	135,257	37,359	31,288	24,610	42,000
Student Transportation (to/from school)	380,500	130,306	98,438	85,854	65,903
SUBTOTAL MEMBER EXPEND	\$515,757	\$167,665	\$129,725	\$110,464	\$107,903
New Construction Debt Service	641,100	138,093	104,320	90,984	307,703
Tax Anticipation Note Interest	5,000	1,235	1,035	814	1,916
All Other Expenses	8,412,915	2,149,427	1,623,532	1,416,128	3,223,829
TOTAL EXPENDITURES	\$9,574,772	\$2,456,420	\$1,858,612	\$1,618,389	\$3,641,351
Federal and Other Grants	245,000	82,123	68,778	54,100	40,000
SPED Grants	141,750	45,969	38,499	30,283	27,000
BUDGETED EDUCATION SPENDING	\$9,961,522	\$2,584,512	\$1,965,888	\$1,702,771	\$3,708,351
Capital Fund Transfer	50,000	12,775	9,650	8,415	19,160
	\$10,011,522	\$2,597,287	\$1,975,538	\$1,711,186	\$3,727,511



Samuel Morey 5th and 6th grade Art Hands

Rivendell Academy
Digital Photography
class assignment for
the *Rivendell Academy
Photography 2015
Calendar*



Corrie Lyndes



Tali Gelenian



Makayla Coffin

Rivendell Interstate School District SUMMARY OF OPERATIONS

Funct Codes	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposed	vs. FY15 Budget	% change from FY15 Budget
1110	Elementary Instruction	1,491,708	1,416,396	1,488,035	1,501,306	13,271	0.89%
1130	Secondary Instruction	1,554,452	1,532,621	1,561,137	1,494,665	-66,472	-4.28%
1200	Special Education	1,379,400	1,561,738	1,497,608	1,499,910	2,302	0.17%
1211	Early Essential Education	204,077	132,040	148,090	141,423	-6,667	-3.27%
1220	Early Childhood Program	203,566	278,888	270,925	345,876	74,951	36.82%
1330	Vocational Education	148,650	137,508	148,558	135,257	-13,301	-8.95%
1400	Extracurricular/Athletics	118,700	120,516	112,650	116,450	3,800	3.20%
2120	Guidance	174,746	190,577	198,400	212,662	14,262	8.16%
2130	Health	111,642	97,540	114,495	118,724	4,229	3.79%
2212	Improvement of Instruction	82,260	87,173	81,050	99,470	18,420	22.39%
2222	Library	162,863	168,829	171,935	169,400	-2,535	-1.56%
2225	Technology	293,464	296,945	375,685	426,313	50,628	17.25%
2310	School Board	49,900	33,153	42,690	42,690	0	0.00%
2313	Treasurer	2,830	2,799	2,830	2,830	0	0.00%
2321	District Administration	246,144	211,106	260,060	267,184	7,124	2.89%
2410	School Administration	500,574	452,087	461,385	499,572	38,187	7.63%
2420	Special Education Admin.	148,485	140,362	156,410	163,123	6,713	4.52%
2490	Employee Benefits	127,500	115,013	133,600	156,900	23,300	18.27%
2520	Business Services	171,968	172,640	181,550	187,404	5,854	3.40%
2620	Building Operations	733,316	765,045	723,740	753,363	29,623	4.04%
2630	Grounds Operation	30,500	33,986	31,200	32,450	1,250	4.10%
2650/2740	Driver Ed/Vehicles Costs	7,750	11,081	8,200	8,200	0	0.00%
2740	Vehicle Purchase	0	0	15,000	0	-15,000	n/a
2710/2720	Transportation/Field Trips	377,692	383,274	396,952	425,500	28,548	7.56%
5100	Debt Service	879,602	879,165	764,200	754,100	-10,100	-1.15%
	Lunch Fund Appropriation	20,000	20,000	20,000	20,000	0	0.00%
SUBTOTAL:		\$9,221,789	\$9,240,482	\$9,366,385	\$9,574,772	\$208,387	2.31%
EXPENSES FULLY OFFSET BY REVENUE:							
	Federal & Other Grants	235,000	206,457	235,000	245,000	10,000	4.26%
	SPED Grant Expenses	145,000	120,982	165,000	141,750	-23,250	-16.03%
SUBTOTAL:		\$9,601,789	\$9,567,921	\$9,766,385	\$9,961,522	\$195,137	2.00%
AUTHORIZED BY SEPARATE ARTICLES:							
5200	Transfer to Maintenance Reserve Fund	\$50,000	\$50,000	\$50,000	\$50,000	0	0.00%
Total		\$9,651,789	\$9,617,921	\$9,816,385	\$10,011,522	\$195,137	2.02%

Rivendell Interstate School District FY16 STATISTICS AND TAX RATE ESTIMATES

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
1) Percentage Share Calculation:					
Average Daily Membership: 1 st 40 days – School year FY15	426.77	103.65	94	65.57	163.55
Orford's Average Daily Percentage					38.32%
VT Equalized Pupils	293.14	117.44	98.34	77.36	n/a
	100.00%	40.06%	33.55%	26.39%	
VT Equalized Pupil & Orford ADM % for FY16 Budget Allocation	100.00%	24.71%	20.69%	16.28%	38.32%

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

		40.06%	33.55%	26.39%	
2) Vocational Tuition					
Expected Enrollment FY16	18	4.81	4.03	3.28	6
VT Six Semester Average*	8.98				
Estimated Tuition Rates/Cost for FY16: for 8.98 VT Students \$2,156	19,361	7,756	6,496	5,109	
Voc Tuition Paid Directly by VT State to Voc Schools:					
(87% of \$9,459.00 base) \$8,229 * 8.98	73,896	29,603	24,792	19,501	
for 6 NH Students \$7,000	42,000				42,000
Total	135,257	37,359	31,288	24,611	42,000

3) Student Transportation (To/from school)					
	380,500	126,028	105,547	83,022	65,903
Allocation Percentage (NH based on mileage)	100.00%	33.12%	27.74%	21.82%	17.32%

4) New Construction/Debt Service Distribution					
Vermont towns' percentages (see section 1)	100.00%	40.06%	33.55%	26.39%	n/a
District members' percentages (see section 1)	100.00%	24.71%	20.69%	16.28%	38.32%
Debt Service before Initial VT Aid	14,171,085				5,430,749
Less: Orford portion of FY16 distribution	-5,430,749				
Vermont towns' FY16 portion of Original Debt Service	8,740,336	3,501,378	2,932,383	2,306,575	n/a
Less: Initial VT Construction Aid	2,856,085	1,144,148	958,217	753,721	n/a
Vermont towns' FY16 portion of original debt service, less FY16 portion of initial construction aid	5,884,251	2,357,231	1,974,166	1,552,854	n/a
Member Share of Debt Service after Initial Aid	11,315,000	2,357,231	1,974,166	1,552,854	5,430,749
Percentage Share of Debt Service Act 130/ADM	100.00%	20.83%	17.54%	13.72%	48.00%
FY15 Budgeted New Debt Service	641,100	133,559	111,855	87,984	307,702
Total for Vermont Towns for Act 130	333,398				

	TOTAL	Fairlee	W. Fairlee	Vershire	Orford
5) Tax Rate Estimates:					
VT Calculations based on Act 130 requirements:					

Rivendell Interstate School District FY16 STATISTICS AND TAX RATE ESTIMATES

BUDGETED EDUCATION SPENDING	9,961,522	2,584,512	1,965,888	1,702,771	3,708,351
less Local Revenues	-\$1,689,937	-\$540,979	-\$446,772	-\$356,373	-\$345,812
Local Education Spending (see Budget Revenue Summary)	\$8,271,585	\$2,043,532	\$1,519,116	\$1,346,398	\$3,362,538
	EPTC*				
Total Local Education Spending – Vermont towns	\$4,909,046	\$4,909,046	\$2,043,532	\$1,519,116	\$1,346,398
Less: Original Construction Debt Service	(\$333,398)				
Less: Asbestos Loan Debt Service	(\$53,585)				
Less: SPED Extraordinary Cost	(\$1,115)				
Net Local Education Spending	\$4,520,948				
Total Vermont Equalized Pupils	293.14	293.14			
Education Spending per Equalized Pupil	\$15,422	\$16,746			
*Equalized Pupil Threshold Calculation					

Note: Excess threshold of \$17,103 is not exceeded.

Net VT Education Spending divided by Base Rate Education Amount (\$9,459)	177.04%	Under Act 130, Vermont union members use same tax rate before adjustment for CLA.			
Assumes a base tax rate of:	\$1.00*	(*estimated rate @ 12/15/14)			
Estimated Homestead Tax Rate: (Rate x %)	1.7704	1.7704	1.7704	1.7704	
Adjusted Equalized Tax Rates		\$1.7704	\$1.7704	\$1.7704	
C.L.A. Common Level of Appraisal		100.91%	100.37%	99.06%	
Estimated Local Homestead tax rate		\$1.7545	\$1.7639	\$1.7872	
Estimated Vermont Local Education Tax Rates per \$100 valuation		\$1.7545	\$1.7639	\$1.7872	
Less: NH Adequacy Aid					-353,924
Net State & Local Spending					\$3,008,614
Estimated Orford Grand List					\$143,643,726
Estimated Orford Tax Rate per \$1,000 valuation					\$20.94



Buddy classes at Samuel Morey reading together

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
1110	ELEMENTARY EDUCATION					
110	Salaries – EL – Teachers	952,671	938,206	966,351	977,931	11,580
115	Salaries – EL – Paraprof.	50,123	21,821	70,900	53,616	(17,284)
120	Salaries – EL – Substitutes	25,000	47,763	25,000	25,770	770
200	EE Benefits – EL	419,700	367,260	375,000	394,000	19,000
330	504 Service Costs – EL	5,000	2,499	5,000	5,000	0
550	Copiers	9,364	8,822	8,840	8,840	0
580	Travel	1,000	3,311	3,900	3,900	0
610	Classroom Supplies	14,000	14,631	17,820	17,670	(150)
612	Art Supplies	4,800	4,443	4,212	4,212	0
613	Music Supplies	300	266	365	365	0
640	Classroom Books	3,200	3,244	5,184	4,400	(784)
730	Classroom Equipment	3,500	2,342	2,835	2,815	(20)
730	Art Equipment	400	187	405	405	0
730	Phys. Ed. Equipment	1,000	442	810	810	0
730	Band Equipment	0	0	0	0	0
730	Music Equipment	300	686	365	322	(43)
734	Testing/Eval. Materials	500	23	200	400	200
891	Hood Education Program	850	450	850	850	0
1110	Elementary	1,491,708	1,416,396	1,488,037	1,501,306	13,269
1130	SECONDARY EDUCATION					
110	Salaries – RA – Teachers	1,043,674	1,036,251	1,039,500	967,050	(72,450)
115	Salaries – RA – Paraprof.	2,257	2,541	2,250	2,319	69
120	Salaries – RA – Substitutes	35,000	29,134	35,000	36,078	1,078
200	Benefits – RA	407,186	418,199	420,000	431,000	11,000
330	504 Service Cost – RA	2,000	819	2,000	2,000	0
550	Copiers – RA	14,046	13,235	13,250	13,250	0
580	Travel – RA	500	90	500	500	0
610	Classroom Supplies	9,633	7,811	14,029	12,765	(1,264)
612	Enrichment – RA	3,500	3,818	4,000	4,000	0
613	Leadership/Career Exploration	2,800	2,097	3,600	3,600	0
640	Books – RA	10,631	8,938	12,141	10,205	(1,936)
641	Work Study Materials	5,800		3,210	3,210	0
642	Driver Education Materials	0		300	300	0
643	Testing/Evaluation Materials	1,500	430	1,000	1,000	0
730	Equipment – RA	15,325	9,258	9,757	7,088	(2,669)
890	Hood Education Program – RA	600	0	600	300	(300)
1130	Secondary	1,554,452	1,532,621	1,561,137	1,494,665	(66,472)

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
1200	SPECIAL EDUCATION					
110	Salaries – Teachers	394,332	375,446	390,000	389,642	(358)
115	Salaries – Para/Aides	273,986	323,122	350,000	345,318	(4,682)
120	Temporary/Assistants	5,000	15,345	5,000	5,000	0
200	Employee Benefits	381,800	356,252	375,000	374,000	(1,000)
320	In-Service Training	5,000	24,068	20,000	10,000	(10,000)
330	Purchased Professional Services	190,300	171,378	185,700	183,850	(1,850)
430	Equipment Repair & Maintenance	1,000	118	1,000	500	(500)
513	Student Transportation	61,000	58,731	62,000	85,000	23,000
560	Out of District Tuitions	198,000	223,962	254,000	220,000	(34,000)
580	Travel	750	770	500	500	0
594	SPED Excess Costs (billable)	3,432	4,452	6,808	6,450	(358)
610	Supplies	4,600	3,939	5,400	6,000	600
612	Testing Materials	1,200	154	1,800	3,000	1,200
613	Supplies & Materials – Life Skills	1,000	999	900	900	0
640	Books/Periodicals	500	500	450	500	50
650	Software	500	500	450	1,000	550
730	Equipment	2,000	2,002	3,600	10,000	6,400
	Less: SPED Grants	(145,000)		(165,000)	(141,750)	23,250
1200	SPED	1,379,400	1,561,738	1,497,608	1,499,910	2,302
1211	ESSENTIAL EARLY EDUCATION – SPECIAL EDUCATION					
110	EEE Case Manager/Teacher	67,046	44,716	60,000	56,179	(3,821)
115	EEE Salaries – Para	49,731	32,598	21,000	11,854	(9,146)
200	EEE Employee Benefits	48,500	33,390	43,000	45,000	2,000
320	EEE Inservice – Training	500	30	500	500	0
330	EEE Purchased Services	35,000	18,433	21,800	26,300	4,500
519	EEE Student Transportation	1,000	139	0	200	200
580	EEE Staff Travel	200	124	350	350	0
610	EEE Materials and Supplies	600	757	540	540	0
730	EEE Equipment	1,500	1,853	900	500	(400)
1211	EEE	204,077	132,040	148,090	141,423	(6,667)
1220	EARLY CHILDHOOD PROGRAM					
110	ECP Salaries – Prof/Teach.	105,722	126,191	130,000	165,959	35,959
112	ECP Salaries – Secretary	2,523	907	2,500	2,577	77
115	ECP Salaries – Paras	28,171	56,737	50,000	51,540	1,540
120	ECP Substitutes		2,995			
200	ECP Employee Benefits	64,500	89,306	86,000	94,000	8,000
	ECP Community-based childcare				30,000	30,000
320	ECP Accred./In Service Training	300	0	300	300	0
580	ECP Staff Travel	100	0	100	100	0
610	ECP Materials & Supplies	2,000	2,752	1,800	1,200	(600)
730	ECP Equipment	250	0	225	200	(25)
1220	ECP	203,566	278,888	270,925	345,876	74,951
1130	VOCATIONAL EDUCATION					
560	Vocational Excess Costs VT	13,896	20,660	11,509	19,361	7,852
560	VT "Paid on Behalf" Voc. Ed.	92,994	95,452	81,049	73,896	(7,153)
569	Tuition Paid for NH Students	41,760	21,396	56,000	42,000	(14,000)
1330	Voc. Ed.	148,650	137,508	148,558	135,257	(13,301)

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
1400	CO-CURRICULAR					
110	Coaches	55,000	52,785	55,000	55,000	0
120	Game Officials & Field Staff	20,000	23,111	20,000	24,000	4,000
200	Employee Benefits	7,200	5,633	5,000	5,300	300
320	Prof. Devel. – RA – Co-Curric.	1,400	278	1,000	500	(500)
321	Academy Clubs – RA	2,000	3,350	1,500	800	(700)
540	Advertising – RA – Co-Curric.	500	391	500	300	(200)
580	Staff Travel – RA – Co-Curric.	500	401	500	500	0
610	Sup. & Sports Equip – RA – Co-Curric.	18,000	22,200	16,200	16,200	0
611	Theater Arts Supplies	5,500	5,807	4,950	4,950	0
730	Theater Arts Equipment		0		500	500
810	Dues & Fees – RA – Co-Curric.	8,600	6,560	8,000	8,400	400
1400	Co-curricular	118,700	120,516	112,650	116,450	3,800
2120	GUIDANCE					
110	Salaries – Guidance	139,496	148,192	153,000	157,712	4,712
200	Employee Benefits	33,600	41,208	43,000	45,000	2,000
580	Travel – Guidance	200	85	200	200	0
610	Supplies	400	440	810	925	115
640	Books	650	243	990	1,300	310
	Dual Enrollment Fees	0		0	7,000	7,000
810	Dues & Fees	400	409	400	525	125
2120	Guidance	174,746	190,577	198,400	212,662	14,262
2130	HEALTH					
110	Salaries – Nurses	76,460	70,451	85,460	88,649	3,189
200	Employee Benefits – Nurses	29,582	24,162	25,000	26,000	1,000
580	Travel – Nurses	300	379	300	500	200
610	Supplies – Nurses	3,000	2,355	2,475	2,750	275
640	Books – RA – Health	300	0	360	325	(35)
730	Equipment – Health	2,000	193	900	500	(400)
2130	Health	111,642	97,540	114,495	118,724	4,229
2212	IMPROVEMENT OF INSTRUCTION					
110	Advisory Teachers	10,000	5,943	10,000	8,000	(2,000)
110	Rivendell Trails Coordinator*	10,500	9,673	10,750	11,000	250
110	Visions Coordinator	37,985	37,800	39,000	39,170	170
115	Teacher Stipends	5,500	8,755	8,000	8,000	0
200	Employee Benefits	9,775	23,431	5,000	25,000	20,000
320	Staff Development	1,000	655	1,000	1,000	0
330	External Consultants	5,000	396	5,000	5,000	0
580	Travel	500	0	500	500	0
610	Supplies	500	473	450	450	0
640	Books/Research Mtls/Periodicals-Imp	1,000	47	900	900	0
690	Testing Materials	500	0	450	450	0
2212	Improvement of Instruction	82,260	87,173	81,050	99,470	18,420
	<i>*Rivendell Trails Alliance pays other half of salary</i>					

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
2222	LIBRARY					
110	Salaries – Librarians and Staff	119,653	119,835	124,000	117,540	(6,460)
200	Employee Benefits	35,200	43,209	41,000	45,000	4,000
610	Supplies	610	174	635	560	(75)
640	Books	7,000	5,611	5,850	5,850	0
730	Equipment	400	0	450	450	0
2222	Libraries	162,863	168,829	171,935	169,400	(2,535)
2225	TECHNOLOGY					
110	Technology Coordinator	61,033	62,254	64,000	66,177	2,177
112	Integration Specialist	49,194	49,194	91,000	108,234	17,234
112	Technical Specialist	40,000	0	40,000	41,232	1,232
120	Summer Tech Assistants	3,000	3,600	4,500	0	(4,500)
200	Employee Benefits	37,037	30,557	36,000	38,000	2,000
320	Professional Development	1,500	310	3,500	3,500	0
330	Purchased Professional Services	4,400	29,823	5,645	19,000	13,355
420	Maintenance Agreements	16,100	21,636	23,100	21,850	(1,250)
530	Network Communications Expense	5,700	8,913	9,540	9,840	300
580	Travel Reimbursement	500	0	500	500	0
730	Equipment	75,000	90,658	97,900	117,980	20,080
2225	Technology	293,464	296,945	375,685	426,313	50,628



Two Rivendell Academy sophmores watching soccer game

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
2310	SCHOOL BOARD					
115	Board Secretary	1,000	840	1,000	1,000	0
220	Employee Benefits	350	280	700	700	0
320	Professional Development	150	25	90	90	0
330	Voting & Annual Meeting Costs	3,000	2,968	3,500	3,500	0
340	Professional Services	1,200	0	1,000	1,000	0
360	Legal Services	7,000	4,728	4,000	4,000	0
370	Audit Services	11,000	10,100	11,000	11,000	0
390	NEASC	3,000	3,210	5,000	5,000	0
522	Liability Insurance	5,000	4,182	4,000	4,000	0
530	Communications/Postage	6,000	11	3,000	3,000	0
540	Advertising	1,200	231	500	500	0
550	Printing	2,000	0	500	500	0
600	Web Site Maintenance	4,000	3,183	4,500	4,500	0
610	Misc. Supplies/Expenses	1,000	860	900	900	0
810	Dues and Fees	4,000	2,535	3,000	3,000	0
2310	School Board	49,900	33,153	42,690	42,690	0
2313	TREASURER					
115	Treasurer Stipend	2,600	2,600	2,600	2,600	0
220	Employee Benefits	230	199	230	230	0
2313	Treasurer	2,830	2,799	2,830	2,830	0
2321	DISTRICT ADMINISTRATION					
110	Superintendent's office	149,126	133,409	155,990	160,114	4,124
200	Employee Benefits	58,136	53,369	67,000	70,000	3,000
320	Professional Development	6,000	1,532	6,000	6,000	0
360	Legal Services	2,000	1,055	2,000	2,000	0
530	Communication (Tel//Postage)	9,000	7,017	9,000	9,000	0
540	Advertising	3,000	1,141	2,000	2,000	0
550	Copier	4,682	4,239	4,420	4,420	0
551	Printing	500	259	500	500	0
580	Travel	1,200	950	1,200	1,200	0
610	Office Supplies	5,000	1,982	4,500	4,500	0
730	Equipment	500	313	450	450	0
810	Dues and Fees	7,000	5,840	7,000	7,000	0
2321	District Administration	246,144	211,106	260,060	267,184	7,124

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
2410	SCHOOL ADMINISTRATION					
110	Building Principals	219,012	222,652	229,360	246,217	16,857
112	Building Secretaries	103,590	99,732	108,200	109,780	1,580
200	Employee Benefits	105,297	68,584	53,000	72,000	19,000
320	Professional Development	6,200	5,140	5,900	5,900	0
530	Telephone	15,000	13,571	15,000	15,000	0
532	Postage	6,150	4,365	5,850	5,900	50
540	Advertising	1,500	1,004	1,500	1,500	0
550	Printing	3,400	3,185	3,400	3,400	0
580	Travel	1,425	496	1,425	1,425	0
600	Graduation	3,000	2,910	3,000	3,000	0
610	Office Supplies	22,000	20,883	21,600	22,300	700
730	Equipment	8,500	6,062	7,650	7,650	0
810	Dues and Fees	4,000	2,186	4,000	4,000	0
890	Criminal Record Checks	1,500	1,317	1,500	1,500	0
2410	School Administration	500,574	452,087	461,385	499,572	38,187
2420	SPECIAL ED ADMINISTRATION					
110	Office of Special Education	96,438	98,366	101,400	104,523	3,123
200	Employee Benefits	39,347	34,503	43,100	45,000	1,900
320	Professional Development	2,000	1,168	2,000	2,500	500
330	Purchased Professional Serv	4,000	1,000	0	0	0
360	Legal Services (not reimbursable)	0	245	4,000	4,000	0
532	Postage/Phone	500	332	500	500	0
580	Travel	1,800	1,632	1,800	2,000	200
610	Office Supplies and Materials	2,000	1,767	1,350	2,000	650
640	Books and Periodicals	600	600	540	600	60
730	Equipment	800	0	720	1,000	280
812	Dues and Fees	1,000	749	1,000	1,000	0
2420	SPED Administration	148,485	140,362	156,410	163,123	6,713



Eighth grade science class assessing the Ompompanoosuc River water quality

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
2490	EMPLOYEE BENEFITS					
210	Health Insurance Adjustments		(17,002)			
212	Benefit Plans Admin Fee	2,500	1,701	1,500	1,800	300
213	Life & Disability Insurance	15,000	29,640	29,000	30,000	1,000
220	FICA & Medicare Taxes	1,000	0	100	100	0
240	Retirement Program Costs	24,000	22,949	18,000	25,000	7,000
250	Workers' Comp. Insurance	30,000	40,437	30,000	45,000	15,000
260	Unemployment Insurance	5,000	0	5,000	5,000	0
270	Tuition Reimb Pool – Certified	50,000	37,288	50,000	50,000	0
2490	Employee Benefits	127,500	115,013	133,600	156,900	23,300
2520	BUSINESS SERVICES					
110	Business Manager	76,507	78,037	80,400	82,876	2,476
115	Accounting Clerks	37,861	39,648	42,400	42,778	378
200	Employee Benefits	51,500	46,889	52,000	55,000	3,000
320	Professional Development	1,500	2,979	1,750	1,750	0
580	Travel	500	682	500	500	0
610	Supplies	1,000	715	900	900	0
671	Software Support	2,000	2,497	2,500	2,500	0
810	Dues & Fees	200	336	200	200	0
811	Bank Service Charges	900	857	900	900	0
2520	Business Services	171,968	172,640	181,550	187,404	5,854



Samuel Morey first graders studying insects in partnership with Montshire Museum

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
2620	BUILDING OPERATIONS					
100	Building Operations Salaries	217,516	216,289	223,800	234,613	10,813
200	Employee Benefits	109,000	83,159	87,600	91,000	3,400
411	Water Fees	5,000	7,320	4,500	5,750	1,250
421	Rubbish Removal	12,000	11,444	11,750	14,000	2,250
425	Hazardous Material Disposal	3,000	0	3,000	2,500	(500)
430	Purchased Services	59,000	97,072	61,000	62,500	1,500
521	Property Insurance	38,000	45,549	45,000	50,000	5,000
580	Travel Expense	500	1,446	500	500	0
610	Repair & Maint Supplies	22,000	21,217	21,600	21,000	(600)
611	Custod Supplies & Materials	18,500	18,851	16,650	15,550	(1,100)
622	Electricity	103,000	102,741	105,000	107,500	2,500
623	LP GAS	3,800	3,495	3,840	4,200	360
624	Fuel Oil	117,500	127,965	117,000	124,000	7,000
730	Equipment	9,500	20,268	9,000	8,250	(750)
733	Furniture – Dist. Wide	15,000	7,999	13,500	11,500	(2,000)
810	Dues & Fees		230	0	500	500
2620	Building Operations	733,316	765,045	723,740	753,363	29,623
2630	GROUNDS					
422	Snow Plowing	18,000	19,760	19,000	20,000	1,000
430	Purchased Grounds Services	2,000	1,797	1,850	1,950	0
441	Land Lease – Orford Fields	7,500	7,500	7,500	7,500	0
611	Grounds Sup & Mat'ls	2,000	4,929	1,350	2,000	650
611	Grounds Easement	1,000	0	1,500	1,000	(500)
2630	Grounds	30,500	33,986	31,200	32,450	1,250
2650/2740	DRIVERS' ED/VEHICLES					
2650	Driver Ed Costs	1,750	1,471	1,700	1,700	0
2740	Other Vehicles Gasoline	3,000	3,133	3,000	3,000	0
2740	Vehicle Purchase	0	0	15,000	0	(15,000)
2740	Other Vehicle Costs	3,000	6,477	3,500	3,500	0
2650/2740	Driver Ed & Other Vehicles	7,750	11,081	23,200	8,200	(15,000)
2720	TRANSPORTATION					
110	Student transportation to/from school	0	863			0
220	FICA & Medicare Taxes	0	66			0
580	Mileage	0				0
519	Contracted Student Transportation	319,192	309,870	319,025	340,500	21,475
519	Other Student Transportation	0		0		0
519	Vocational Ed Transportation	14,500	14,732	14,925	19,500	4,575
519	Homeless Student Transportation		352	0	500	500
519	Warren Student Transportation	0	6,443	10,000	10,000	0
514	Fuel Surcharge	10,000	13,748	10,000	10,000	0
	Subtotal, transportation to/from school	343,692	346,074	353,950	380,500	26,550
519	Field Trips	18,000	20,140	27,000	25,000	(2,000)
519	Sports Transportation	16,000	17,060	16,000	20,000	4,000
2720	All Transportation	377,692	383,274	396,950	425,500	28,550

2015/2016 BUDGET EXPENDITURE DETAIL

Acct	Description	FY14 Budget	FY14 Actual	FY15 Budget	FY16 Proposal	Difference
5100	DEBT SERVICE					
830	Rivendell Bond Interest	287,602	291,024	176,200	166,100	(10,100)
910	Rivendell Bond Principal	475,000	475,000	475,000	475,000	0
	Subtotal, new construction debt svc.	762,602	766,024	651,200	641,100	(10,100)
831	Rivendell T.A.N. Interest	9,000	5,141	5,000	5,000	0
834	Asbestos Abatement Loan	108,000	108,000	108,000	108,000	0
5100	Debt Service	879,602	879,165	764,200	754,100	(10,100)
5300	TRANSFER TO FOOD SERVICE FUND	20,000	20,000	20,000	20,000	0
	Net before grants	9,221,789	9,240,482	9,366,385	9,574,772	208,387
	GRANTS					
	Title Grants	235,000	206,457	235,000	245,000	10,000
	SPED Grant expenses	145,000	120,982	165,000	141,750	(23,250)
	Grant expenses offset by revenues	380,000	327,439	400,000	386,750	(13,250)
	Budgeted Education Spending	\$9,601,789	\$9,567,921	\$9,766,385	\$9,961,522	\$195,137
	Separate Article – Vote required Capital reserve transfer	50,000	50,000	50,000	50,000	0
		\$9,651,789	\$9,617,921	\$9,816,385	\$10,011,522	\$195,137

Rivendell Interstate School District CAPITAL FUND

Balance at July 1, 2013	\$76,586
FY14 Capital Fund Appropriation	\$50,000
FY15 Capital Fund Appropriation	\$50,000
Balance as of December 31, 2014	\$176,586

Rivendell Interstate School District LONG-TERM DEBT

General Obligation Serial Construction

Bond payable	
Original amount borrowed on August 1, 1999	\$8,000,000
Interest rate (paid semi-annually)	5.28%
Principal payment due annually on August 1 until 2024	\$335,000
<hr/>	
Balance due as of June 30, 2014	\$3,645,000

Vermont Municipal Bond Bank

Bond payable	
Original amount borrowed on July 26, 2001	\$3,195,000
Interest rate (paid semi-annually)	4.879%
Principal payment due annually on December 1 until 2026	\$135,000
<hr/>	
Balance due as of June 30, 2014	\$1,710,000

Vermont Municipal Bond Bank

Bond payable	
Original amount borrowed on July 31, 2002	\$120,000
Interest rate (paid semi-annually)	4.113%
Principal payment of \$10,000 due December 1 of each year until 2010	
Principal payment due annually on December 1 until 2022	\$5,000
<hr/>	
Balance due as of June 30, 2014	\$45,000

Wells River Savings Bank

Note payable	
Original amount borrowed on July 1, 2013 (asbestos removal project)	\$495,000
Principal and interest payments due annually on June 30 until 2018	\$104,861
<hr/>	
Balance due as of June 30, 2014	\$396,626

Total long-term debt	\$5,796,626
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Rivendell Interstate School District
Statement of Revenue, Expenses and Changes in Retained Earnings
Proprietary Fund Type – Enterprise Fund
FOOD PROGRAM
For the Year Ended June 30, 2014

OPERATING REVENUES:		
Sales	\$111,054	
Total Operating Revenues		\$111,054
OPERATING EXPENSES:		
Salaries and Benefits	117,539	
Food and Supplies	114,337	
Software	1,246	
Depreciation	8,777	
Total Operating Expenses		\$241,899
Operating Income (Loss)		(\$130,845)
Non-Operating Income:		
State Sources		
Lunch Match	1,965	
Child Nutrition Breakfast	477	
Child Nutrition Other	316	
Reduced Lunch Initiative	1,251	
Restricted Grants:		
National School Breakfast Program	17,902	
National School Lunch Program	65,783	
Commodities	12,640	
Total Non-Operating Income		\$100,334
Income (Loss) Before Transfers		(30,511)
Operating Transfers In (Out)		20,000
Net Income (Loss)		(10,511)
Retained Earnings, July 1, 2013		7,166
Retained Earnings, June 30, 2014		<u><u>-\$3,345</u></u>

GRANT INFORMATION	2013–2014	2014–2015	2015–2016*
EPSDT: Nursing (Pays for portion of school nurse salary)	8,000	16,000	16,000
Federal Titles (NH & VT)			
NH	40,000	48,000	40,000
VT	195,000	241,000	205,000
21 st Century – VISIONS (Summer & afterschool enrichment program)	86,000	86,000	86,000
Vermont Drug/Alcohol (SAP counselor salary and supervision support)	0		
Vermont Tobacco (Prevention training & staff support)	7,000	5,800	5,800
Grant Totals	\$336,000	\$396,800	\$352,800
Special Education Grants			
NH IDEA	19,000	27,000	27,000
VT IDEA	94,000	92,000	92,750
VT Medicaid IEP	35,000	30,000	22,000
Special Education Grant Totals	\$148,000	\$150,000	\$141,750

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

**Estimates*



Westshire first graders using technology to solve math problems

Report from the Superintendent



Brenda L. Needham

How quickly a school year goes by especially when it is filled with quality instruction, student based activities, professional development and innovation. I am proud of the work that is being implemented by our administration, faculty, staff and the accomplishments of our students.

We have followed with interest the recent legislative discussions including educational funding, enrollment declines, health care, and the political landscape. Secretary Rebecca Holcombe of the Vermont Agency of Education has continued to bring clarity to the discussion and has provided leadership for many of these complex issues. Although the challenges are great, her commitment and understanding of the positive factors of Vermont education has remained strong. We will continue to be involved in these ongoing conversations, as the future of small schools, such as Rivendell, will potentially be significantly impacted. Issues of class size, per pupil cost, student offerings, regional collaboration, and limited resources will continue to be points of discussion.

The development of the budget this year was again approached with a conservative perspective. Attention was given to insuring funds were being well spent and used to directly impact instruction for students. A new transportation contract was finalized, personnel negotiations initiated, current staffing patterns reviewed, budget changes made based on new requirements of Act 166 and, whenever possible, level funding was put in place. We are confident the 2015-16 budget continues to provide the resources to support students through the teaching and learning provided in all of our schools.

To assist in meeting the needs of the future the School Board has begun a process to update the strategic plan. Harry Frank of the Vermont School Board Association has provided assistance in facilitating the process of the ad hoc board committee made up of Dave Ricker, Jean MacDonald, Kathy Blanchard, and Sarah Rinehimer. This work is a wonderful way of continuing to move to the future without forgetting the successes and challenges of the past.



Samuel Morey book buddies



Rivendell Academy students present their research on the brain to classmates in Human Physiology

In order to provide a learning environment that supports and meets the unique strengths and needs of all of our students, we continue to be diligent and concerned about individualized instruction, differentiation, safety, security, wellness, and health. This includes topics such as attention to citizenship, responsible use of social media, nutrition, effective instruction, respect and appropriate behavior. Our District Crisis Team meets periodically to discuss concerns and solutions to minimize safety concerns, our Leadership Team discusses district level issues, and our professional development program is designed to continue to grow skills that will impact positive student outcomes

As with most schools the issues related to health have continued to increase. Not only do we have students with complex medical issues, we also have to be conscientious of the general student population regarding immunizations, health screenings, and the new concussion assessment. We hold flu and dental clinics, blood drives, and wellness programs. Our schools work closely with parents regarding ongoing health concerns that can result in absences. We are pleased that the recent results of the Youth Risk Behavior Survey show improvement of healthier behavior and decision making.

Recent significant legislative changes relate to preschool services. Act 166 was passed providing the opportunity for a minimum of 10 hours of preschool services at no cost to parents. We are in process of having our preschool program approved in order to participate in this new legislation. Rivendell will be initiating some changes to the preschool (Early Childhood Program) schedule, the registration process and enrollment, which will allow us to provide our program on a no fee basis.

I anticipate the future will continue to be filled with challenges. It will be important to stay informed of the direction and discussions, particularly related to educational funding, that will likely be debated in both Vermont and New Hampshire. These issues of educational funding, health insurance requirements and rising per pupil costs must be balanced with our continued focus and attention to maximizing positive student outcomes, meeting requirements such as common core standards and attending to the unique strengths of individual students.

Respectfully submitted,
Brenda L. Needham



Keri Gelenian

Report from the Head of Schools/Rivendell Academy Principal

Rivendell Academy staff and students continue to make RA a vital learning environment. The quality of our teachers and continued low staff turnover are key elements of our success.

Our students continue to do well academically. 66% of last year's graduates went to 4-year institutions, 14% to community or technical colleges, 7% into the military and 13% into the workforce. In 2013-14, we saw a steady improvement in GPAs over the course of the year. Honor roll performance remains high and the percentage of failing grades dropped to a 4-year low this fall. We continued our solid performance on 11th grade NECAP scores across all areas—science, math, reading and writing. Juniors' 2013-14 NECAP scores were on par with strong scores in 2012-13. The fall PSAT scores were the strongest that we have seen in many years. This year we have our first senior attending CCV full-time, tuition-free through the Vermont Early College Initiative. In November we inducted 13 new members into the National Honor Society.

Staff and student accomplishments are paying off in other ways. In 2014-15, RA brought in \$213,190 tuition revenue. Over the past 10 years this amount has only been surpassed in 2007 when \$264,245 was brought in. Last spring RA received a \$10,000 grant to support career education and a \$10,000 grant to support the development of our advisory program. Also, the Peru trip received over \$10,800 of support from the combined contributions of the Byrne Foundation, Dartmouth College's Language in Motion Program and the VerShare Foundation. This fall Rivendell Abroad received another sizable donation from the Byrne Foundation. The fall production of *Deceiving Granny* brought in over \$3,000 of revenue to support the drama program. History Teacher, Kirsten Surprenant, received a US Department of State education fellowship and will be visiting schools in Uganda this spring. The breadth of external support provides Academy teachers the means to develop new student learning opportunities.

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We are always seeking to develop student community-based learning and leadership opportunities. One grant led to the creation of "Choose Your Own Adventure Day" (CYOA). Sixteen talented people came to RA to share the adventurous nature of their lives. Our summer reading and fall activities were linked to the CYOA idea, which culminated in 200 paper lanterns placed in front of the Fairlee Town Hall. In April 2014, 10 of our students went on an adventure to Peru with Spanish Teacher, Mary Rizos. Later in the spring Megan Perkins approached Nicki Barsamian with an Upper House Project proposal involving one of the art classes. Megan and Nicki worked collaboratively with Michelle Oakes at the Glencliff Home to produce four large student paintings done by Megan Perkins, Tao Ameden, Jennifer DeBois, and Sam Ivey designed to bring life to an underground walkway for the residents at the Glencliff Home. The Leo Club members, with the support of Executive Assistant, Tracy Page, have continued their tradition of supporting Breast Cancer Awareness Week and the Pennies for Patients leukemia fundraiser. Tracy also donated a beautiful quilt for a raffle. Last spring Nicki took two students to view art in NYC. This fall our community connections continued with the showing of *Northern Borders*, the new film by Vermont filmmaker, Jay Craven. Later in the fall, French Teacher, Gail Keefer, took students to explore Quebec City. In December our café and gym were overrun with robots, thanks to student Bea Green and Robotics Coach, Kerry Browne, who organized RA's first robotics competition. Last year 20 students completed the career internship program. Activities



One of Rivendell Academy's VEX robotics teams building a sky-rise tower

that bring the community into our school and take our students into the community bring vitality to our school community.

Last spring we continued to increase our numbers in track and cross-country. Our boys' basketball team came in second in Vermont last year. Our athletic teams also continue to demonstrate that winning is not everything. Our girls' soccer team had an excellent fall. Even more than the victories, the team earned a gold award for sportsmanship from the National Soccer Coaches Association of America. The boys' team was hampered by injuries, but also shined by earning a bronze award for sportsmanship from the same organization. The Athletic Leadership Council (ALC) has taken on organizing and staffing two blood drives each year. In January, the ALC decided to take over organizing the Allen Avery Memorial Raptor Run to support Rivendell Special Olympics.

The new Common Core Standards and associated testing has been in the news a great deal this past year. Michael Galli, Dean of Students, and I researched issues the news

media largely overlooked. We went to Montpelier to discuss some of our concerns with the Secretary of Education. I shared the details of our research with Rivendell families in a lengthy letter. Michael then gave a more comprehensive presentation related to school reform, standards and testing at an evening presentation in October.

With the purchase of laptops for all 9th graders last spring and 9th graders this fall, as well as hiring Digital Project Leader, Gary Ackerman, RA has taken a large step forward making technology integral to learning. Gary has given the RA staff and students the support needed to begin designing high quality projects that can be easily reproduced and shared with various public audiences. Librarian, John Bristol, has begun to make videos of Academy and elementary teachers that communicate to families and the broader community the talents of our teachers and students. Additionally, the RA Facebook page has become a multimedia window into the life of the school.

The guiding principle behind our work at the Academy is to create conditions that foster the *spontaneous generation of ideas*. This principle emphasizes action reflected in verbs like *innovate, open, try, plan, debate, change, and enjoy*.

Respectfully submitted,
Keri Gelenian



Gail Keiling

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

Samuel Morey Elementary School has offered another year of challenging and enriching school programs for all of our early childhood through sixth grade students. We continuously strive to prepare our students with the vital knowledge and skills they will need for success while at the same time encouraging creativity, curiosity and a life-long appreciation for learning.

This school year has produced many exciting events. Our holiday concert has a tradition of overwhelming attendance by parents, grandparents and other family members. This year we offered two evenings of holiday song; a third through sixth grade performance and a kindergarten through second grade performance to accommodate the large crowds. The feedback from parents was very positive.

A highlight each week is our all school community meetings. This year we had two special community meetings to celebrate Veterans Day and Martin Luther King Jr. Day. For the Veterans Day celebration our fifth graders read a reader's theater on Veterans Day and also produced a "rap" for veterans. For Martin Luther King Jr. Day, every classroom contributed to a celebration to honor King's dream. Classes made video presentations with voice-overs telling what the words of his speech meant to them. Students also wrote about their visions of peace or their dreams for our world. This was a special celebration that taught our students about acceptance of others and contributed to the feeling of family and community at Samuel Morey.

For the second year our sixth graders participated in the Inspiring Kids program which promotes youth leadership, community building, and philanthropy. They learned about nonprofits in the Upper Valley through research and a panel question and answer forum with representatives from local nonprofits. They then presented their research to the greater school communities at Samuel Morey and Westshire. Students voted for High Horses Therapeutic Riding Center to receive the schools' community funds. They also led activities on Community Day at each school and worked with different grades to produce needed items for different nonprofits such as Fairlee Food Bank, David's House, The Haven and High Horses. They did an outstanding job exhibiting leadership at both schools.

During the spring months of 2014, our fifth and sixth graders also worked with our communities by conducting an oral history discussion with citizens of Fairlee who shared their memories of the theater on the second floor of Fairlee Town Hall. Students videotaped the event and then as part of the VISIONS Afterschool Program they learned how to edit their 90-minute recording into a 12-minute video. The students presented this video to the "Friends of the Fairlee Town Hall."

This year we started composting at Samuel Morey. With the help of Central Vermont Solid Waste Management (CVSWM) we educated students on the purpose and benefits of waste reduction and recycling. CVSWM is supporting a part-time compost monitor to help us implement our new composting program. Our sixth graders are responsible for collecting and emptying the compost bins and our fourth graders are responsible for collecting recyclables throughout the school.



Samuel Morey second graders harvesting from the Three Sisters Garden

Last year we received a grant from Vermont Rural Partnership (VRP) to create a natural playscapes area on our playground. We added the hill slide last spring and received another \$500 from VRP to add to our area. To support our efforts to enhance our students' experiences with the natural world, we received another grant for \$2500 from VRP this year to build gardens for each classroom. These classroom gardens will strengthen our connections with community members by having a "master gardener" from the community mentor each classroom.

Our teachers are part of a professional learning community that is dedicated to continuous learning through collaboration that leads to increased student performance. Our math lesson study group continued this year. They started with the second and third grade teachers and continued with the fourth through sixth grade teacher. Through this study group, teachers plan, teach, observe and reflect on the lessons. We are also in the process of looking at new math programs that better align with the Common Core Standards. Kathy McGowan, our math lead teacher, will facilitate the process of reviewing different math programs with a team of teachers.

Increasing nonfiction reading and writing is emphasized in the Common Core Standards. To increase the use and the development of effective teaching strategies for reading and writing nonfiction texts in their classrooms, teachers at both elementary school engaged in a school-wide initiative called Nonfiction Monday. All teachers have read *Finding the Heart of Nonfiction* by Georgia Heard. Professional development was focused on strategy lessons from the book on how to help students write quality, inviting nonfiction. Teachers in every classroom teach a nonfiction reading or writing lesson every Monday.

Our students' academic achievements and enrichment experiences are thanks to supportive parents, dedicated teachers, support staff and an engaged active community. Samuel Morey is an incredible place to learn. Our staff is dedicated to what's best for our students. The close relationship between home and school is one of the exceptional strengths at Samuel Morey. I am thrilled to be part of such an outstanding team.

Respectfully submitted,
Gail Keiling



Tammy MacQueen

When we returned to school in August I saw the most amazing sight. The classroom gardens planted in the spring by each grade had grown tremendously. The pumpkin leaves were bright green, huge in size and the sunflowers had grown extremely tall. If you plant the seeds, add nutrients and love, the seeds will grow. This is how I feel about our students and the work we do at Westshire.

We have seen our youngest students thrive during this second year of our two Early Childhood classrooms. In addition to our philosophy of play-based education, our preschoolers have been exposed to academic opportunities. Once a week they attend music class, participate in gym and library activities. Thanks to the support of parents and teachers, a natural playscape was added to our preschool playground where students can play the old-fashioned way on stumps, logs and boulders.

Our enrollment has increased substantially during the past year. In June we ended the school year with 69 students. Currently we have a total of 84 students, including five new children in 3rd grade. We began the year with one kindergarten class and by mid-September realized we needed to split the class because it was so large. We continue to see positive results in the 1st and 2nd grade with our multi-age model. Students are doing well in their subject areas and learning a lot from the experience of having two different grades in one classroom. There is also a huge benefit to having the same teacher for two years. In grades 3 and 4, the specialist model has given the students the opportunity to get longer blocks for core academic areas. It also lends itself to the implementation of more integrated lessons and units. Besides our core curriculum, much has been happening in our special area classes. The holiday concert in December was amazing with more than 200 people attending and reveling in the beautiful voices of our students. The gym was beautifully embellished with student work that was created during art class. Enrichment blocks have been added to the daily schedules too. Twice a week students meet in small groups with a teacher to practice math and literacy skills. Technology is also a huge part of the growth of Westshire. We have 18 new Chromebooks that we are using with the 3rd and 4th graders and 10 iPads for the younger students. Each classroom is equipped with a SmartBoard, projector and a document camera.

For the third year, our Farm to School volunteers have brought healthy eating and living to Westshire. In addition to monthly lessons, the team and many parent volunteers helped build a class garden bed for each grade and created an area behind the school to collect snack and lunch compost. In November, with the help of Farm to School and our 4th grade Student Leadership Team, we wrote a proposal to begin composting our waste and were awarded a \$2,000 grant from the Vermont Rural Partnership. The money will be used to buy composting equipment, take field trips and give books about composting to every Westshire family.

Our Parent Activities Committee (PAC) continues to play a huge role in our school by organizing and hosting family activities like our December *Art from the Heart* event, where this year more than 100 children from both elementary schools made holiday gifts for their families. They also sponsored a spring book swap and organized our annual ROCKS celebration. In October, PAC collected, cut and submitted more than 4,200 box tops and labels allowing our school to earn more than \$400 in cash and playground equipment like balls, jump ropes and sidewalk chalk.



Westshire fourth graders planting garlic in the fall

Teaching students to be better citizens and care about themselves and others is an essential part of our ROCKS program (**R**esponsible, **O**utstanding Scholars, **C**ooperative, **K**ind and **S**afe). In the spring, we celebrated our students' accomplishments with a ROCKS carnival. Another important part of this program is Quality Work where students submit pieces they feel are done exceptionally well. They discuss this work with a teacher, then join me for a meeting where we talk about the work and why it is deemed quality. Before leaving, each student receives a Quality Work certificate and a button, bookmark or magnet. Each child's work then gets proudly displayed on the bulletin board outside the office. We have done much to cultivate the growth of our Westshire students. We have committed to challenge and motivate them to achieve their academic potential, and to become positive, members of their community. We strive to make them active participants in their education and help them see the value in learning. We want them to have the ability and desire to reach any goal possible and support these efforts by motivating them and giving them encouragement.

Like our classroom gardens, the students of Westshire will continue to mature and flourish under the guidance of our talented and dedicated staff. I am fortunate to spend my days in a place where everyone works together investing time and effort to make our students the best they can be. If you plant the seeds they will grow and we see this in the success of our students each and every day at Westshire.

Respectfully submitted,
Tammy MacQueen



Janet Cole

The Rivendell Special Education Department is one part of the larger Educational Support System (ESS). The ESS includes the Educational Support Teams (EST), administrators, teachers, literacy and math coaches, school based clinicians, nurses, guidance counselors, paraprofessionals, special education teachers and other related service providers. It is our goal that each student develop the knowledge, skills and global understanding necessary to develop a successful and responsible life. We do this by building safe, caring and challenging learning environments, fostering relationships with families

and community partners and inspiring life-long learning.

When a student is struggling, the EST comes together to identify strengths, weaknesses and develop a plan of instructional changes and supports, gathering data along the way. Parents are valuable members of this team, sharing information and observations. If a disability is suspected, there is a referral to Special Education.

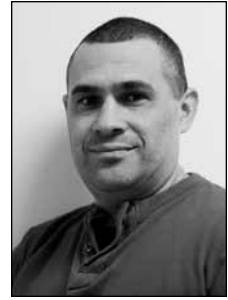
This year more than 23% of students in the District have been found to have an educational disability. Some of these students require instructional accommodations which allow them to access their education and/or demonstrate their learning. Others require specialized instruction in reading, writing, math, or language. Additional needs can include support in the classroom, physical and occupational therapy, computers and other assistive technology devices, counseling, wheelchairs and lifts, or specialized transportation. A few students have complex needs that require support beyond our schools and are attending day programs outside of the District. It is always the goal for these students to return to our community.

Special Education teachers provide instruction to students with and without disabilities. These specially trained teachers also collaborate with the classroom teachers, supervise and train paraprofessional staff and related service providers, schedule and facilitate team meetings, gather data about the effectiveness of interventions, submit large amounts of required paperwork, develop individualized plans, respond to parent inquiries and track important mandated deadlines. The Vermont Agency of Education closely monitors our work to determine whether we are following the regulations in a fiscally responsible manner. We continue to meet that mandate.

No report is complete without writing about our students. Although they face many challenges, some very significant challenges, they are growing and learning along with their non-disabled peers. Talking with our students, I see pride on their faces as they talk about their achievements: how they successfully attacked a challenging science project, passed this week's spelling test, passed a critical math test, made the honor roll, or were offered their first job. These may seem like small victories but, a short time ago, they believed them to be impossible.

The support of the administration, faculty, staff, School Board, parents and larger school community has allowed us to meet our goal of providing appropriate educational services to our special needs students, from age 3 through age 21. Thank you for this support.

Respectfully submitted,
Janet Cole



Gary Collins

The 2014 calendar year started with more rain and ice than normal which led to frost being driven deeper into the ground. Unfortunately, this led to the leach field freezing at Samuel Morey and the need for weekly tank pumpings to keep the school running. The cold and icy weather also led to the most “snow days” we have ever had to call during the past nine years. Those mornings were not easy decisions to make but we take the safety of all of our students very seriously. The many back roads in our District are quite often much worse off than what people in town see, so we must base our decisions on those roads not the good ones. Hopefully, we will not have as many “snow days” this year.

The spring and summer had many positives with the installation of a new playground structure and two new natural playscapes at Westshire and basketball court and sidewalk repairs for Samuel Morey being among them. We got our summer maintenance done quickly and efficiently around this past summer’s very large summer school program. We also assisted with the re-tasking of a classroom to create a new multi-media lab at the Academy. The lab looks like it will be very nice addition for the Academy students.

In the fall of 2014 we were able to continue our focus on energy efficiency by replacing the old parking lot lights at the Academy with new high efficiency LED lighting units, paid for in part by a refund from PSNH. All our District buildings have met Energy Star standards for years, however, there is a fee to be officially recognized as an Energy Star building. Thanks to Efficiency VT, who helped with funding, both Westshire and Samuel Morey are officially on the national Energy Star list and are allowed to display the plaque and decals indicating so. I am working on getting the official Energy Star certification for the Academy building. It is important to note that not only do we meet the standards, but all of our school buildings are in the top 15% of all reporting K–12 schools nationally.

Unfortunately, our digital message sign on the Rivendell Academy campus was damaged by a lightning strike in August, 2014, and we spent months working with the manufacturer and our insurance company until it finally seems to be working correctly. We also had a complete failure of one of the two boilers at Samuel Morey which required a complete rebuild of the boiler.

Moving forward we are working on a potential conversion from oil to propane at the Academy West Wing, as its oil tank is over 30 years old and will become non-compliant in December of 2015.

As always, thanks to the whole Operations crew and the community for their help caring and supporting our buildings and grounds.

Respectfully submitted,
Gary Collins



Hank Plaisted

“It used to be expensive to make things public and cheap to make them private. Now it’s expensive to make things private and cheap to make them public.”

– Clay Shirky, Internet scholar and professor at N.Y.U.

Since its inception, Rivendell has strived to be at the forefront in adapting technology into our curriculum and services. It was clear to us, even in the very beginning, that the internet held the promise of expanding our ability to support communication and collaboration. Over time, we have increased our internet services to provide ever faster connections so that our staff and students have ready and effective access to the tremendous array of tools available from sites all over the world. Unfortunately, with that increased access there is also substantially increased risk.

The threats are legion: Viruses, malware, spyware, and Trojan horses, among others, and they can come from nearly anywhere. The advent of personal computing has brought a multitude of computer type devices into our lives and, thus our homes, schools and workplaces. Each and every one of these devices offer amazing ways for us to work and communicate and, yet simultaneously, puts us at greater risk of compromising our personal or professional privacy. It is scarcely unusual these days to read of one organization or another that has been hacked or compromised in some way, leading to the loss of customer data or company trade secrets. Large and small, any corporation, school or government agency can (and will) be targeted.

At one time the threats were largely just an annoyance, perpetrated by an individual or small group for no clear purpose other than mischief. However, now there is usually a financial or political aim in these strikes, which raises the stakes considerably. The perpetrators are no longer lone hackers, but talent laden and sophisticated organizations with significant resources at their disposal and malicious plans as their goal.

To combat these intrusions, Rivendell is taking several steps to enhance the security of our networks and computers. We have installed some of the latest equipment and best software available, but the truth is that the hackers will always be one step ahead and so the concept of security is really only a façade. Trying to keep our systems secure is inevitably a balance of convenience versus caution and every instance that favors the former is an opportunity for exposure. All we can do is teach our students good habits like using strong passwords and make sure they understand there is a darker side of the internet they can avoid with some common sense and vigilance.

Respectfully submitted,
Hank Plaisted

Report from the
Early Childhood Program (ECP)

In our thirteenth year of operation the Rivendell Early Childhood Program has 46 children enrolled in our three classrooms. This is the largest group of children that we have served yet!

We continue to employ a play-based curriculum where the children learn important skills in the domains of social and emotional development, language literacy and communication, mathematics, science, social studies, creative expression, and physical development and health in a hands on, experiential manner. Another important component of our curriculum is that it is child directed and emergent which means that activities and learning are often based on the interests and explorations of the children in the classroom. Documents such as the Vermont Early Learning Standards and the Creative Curriculum for Preschool guide our teaching strategies and approaches.

On a regular basis we take advantage of our location in the public schools by frequenting the additional learning environments that are available such as the music rooms, art rooms, libraries, gyms, and playgrounds. In this way, we are able to expand the children's learning opportunities while getting them comfortable and familiar with the staff members and locations that they will experience once they have moved on from preschool.

In addition to our regular daily learning activities we have, as in the past years, engaged in a variety of enriching special events. Some of these events include;

- A visit to a large dairy farm which is owned and operated by the family of one of our preschoolers
- Thanksgiving/harvest celebrations
- Gift making festivals
- Yoga
- Weekly visits from a special community literacy volunteer
- Visits from older elementary children (often ex-preschoolers) to read and help out in the classroom
- A variety of special projects organized and overseen by parent volunteers
- Spring field trip
- A visit to a store in Bradford, run by the grandparent of a preschooler, to engage in a special arts and crafts activity
- End of the year celebrations

Our Steering Committee, comprised of parents and teachers, is a vital part of the Rivendell preschool experience. This group, which meets several times per year, helps to plan events and forms a bridge between the children and families that reside in the various communities that are served by the Early Childhood Program.

As we look to next year, we are actively engaged in planning in order to meet the new requirements of Act 166 legislation. We look forward to the continued growth and positive changes to our program.

Respectfully submitted,
Kathleen Foltz, Heidi Nichols and Rob Reade



Robert Reade, Kathleen Foltz, & Heidi Nichols



Jenna Ditchbeas

The Rivendell VISIONS Program has had a busy year! In concert with the addition of myself as the new director, we brought a new Site Coordinator on board at Westshire Elementary to work alongside our other highly qualified veteran Site Coordinators at Samuel Morey Elementary and Rivendell Academy. A great deal of the success this year is to the support and backing of, not only the aforementioned staff, but all of the employees of the VISIONS Program and the District. Everyone has been very welcoming and have provided valuable advice as I acclimated to my new position as Director.

The 2014 SummerScapes program reached its highest level of participants ever! As I transition into directing the 2015 summer program I will be working closely with last year's director, Tammy MacQueen, to insure a seamless leadership transition. We strive to maintain the level of quality of our academic and enrichment summer programs which our VISIONS and SummerScapes families have to come to expect and rely on for affordable, quality summer programing. SummerScapes began the first week of July and ran for four weeks. During those weeks, students spent time keeping their literacy and math skills sharp in the morning program and in the afternoon had many opportunities for enriching opportunities, field trips and clubs.

The 2014-15 school year brought some changes for the VISIONS Program. As mentioned above, Westshire has a new Site Coordinator, Maggie Stoudnour, who has an extensive background in nature/environmental education and non-profit leadership. We have all worked tirelessly to provide both new workshop opportunities for our students as well as continue to offer the high interest and skill building workshops of the past.



Westshire VISIONS students building fairy/gnome houses in Natural Architecture workshop

This school year brought a new focus for the VISIONS Program in both the academic and enrichment offered. We have designed many of our offerings to reflect a belief in the importance of physical activity and wellness for our students. Research shows children and adolescents thrive when physical activities and movement are embedded into their activities. As a direct result, we have implemented a mandatory daily 20–30 minutes of movement into our VISIONS schedule. In addition to the focus on physical well-being, we have identified skilled educators to work with our students on techniques to support emotional growth as well, boosting mindfulness and personal awareness across all programs.

High levels of participation in VISIONS have been maintained. Rivendell Academy's program is designed for 7th–10th grade and current enrollment is approximately 24 students. The Samuel Morey and Westshire pro-



VISIONS Polar Bears and Penguins Art workshop

grams are further broken down by age group, SME offering Grades K–2 and 3–6 programs and WES offering Grades K–1 and 2–4 programs. This division allows the staff and outside educators to offer workshops and academic support tailored to be developmentally appropriate for the differing age groups. Samuel Morey currently has approximately 60 participants; over 46% of the student population; while Westshire serves approximately 40 students; over 47% of the student population.

As in the past, VISIONS continues to work with state agencies and other state groups such as Vermont Afterschool. These successful and beneficial relationships offer our staff professional development opportunities, programmatic support both in design and implementation and guidance in the ever-changing field of “best-practices” as it relates to students in afterschool programs. In addition to guidance, the state agencies provide us with financial support as well. We are, and have been for the past decade, primarily funded by the 21st Century Community Learning Centers grant which is up for renewal this year.

We are working to create the 2015 proposal to again reapply for this incredibly competitive grant. It is no small undertaking to create a proposal which accurately reflects the importance of the VISIONS Program to the District and our families, but we are up to the challenge.

We have continued our commitment to partnering with other groups and local organizations to expand our student experiences. Coupled with the support of the District and community partners, VISIONS and our students, continue to grow and thrive. With that in mind, VISIONS has many opportunities for families and community members to become involved in the program. If you have a hobby or talent and a commitment to student success you would like to share, please contact us. We welcome all support. Together, we can help our students become knowledgeable 21st Century learners and good citizens in our community.

Respectfully submitted,
Jenna Ditcheos

ACTION PLAN GOALS 2012 – 2015

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

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



Rivendell Academy seventh grader investigating shoe friction in science class

SCHOOL ANNUAL REPORT CARD

- Schools receiving Title I funds are required to annually disseminate school performance data.
- When reviewing the following data, please note that performance results often fluctuate due to our small numbers of students who are tested. Numbers less than 50 have less statistical significance. It is helpful to view the performance over time.
- Student data is not disaggregated by specific groups due to the small number of students tested.
- As required by No Child Left Behind, RISD reports that for 2013–2014 data indicated two elementary classes were taught by two individuals not meeting the highly qualified requirements. This has been addressed.

Student Statistical Information

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

		08/27/12 – 01/31/13	08/26/13– 01/31/14	08/24/14– 01/29/15
Absences (Students with over 10 absences)	Rivendell Academy	9	8	24
	Samuel Morey Elementary	7	9	10
	Westshire Elementary	8	7	13
Disciplinary Referrals	Rivendell Academy	118	85	31
	Samuel Morey Elementary	17	30	25
	Westshire Elementary	25	11	5
In & Out of School Suspensions	Rivendell Academy	13	6	9
	Samuel Morey Elementary	1	2	3
	Westshire Elementary	3	7	0
Extra-Curricular Participation	Rivendell Academy	62%	68%	73%
	Samuel Morey Elementary	80%	85%	88%
	Westshire Elementary	73%	72%	86%
Dropouts	Rivendell Academy	2012 0.000%	2013 0.004%*	2014 0.004% [†]
	Graduations	Rivendell Academy	100%	98%** 87% ^{††}

* = 1 out of 229 students

[†] = 1 out of 235 students

** = 44 out of 45 students

^{††} = 27 out of 31 students

SAT (College Board) Results from Rivendell Academy

N = 25	Class of 2012	CR 464	M 458	W 479
N = 29	Class of 2013	CR 504	M 512	W 505
N = 23	Class of 2014**	CR 505	M 532	W 494
N = 18	Class of 2015	CR 488	M 514	W 482
	Vermont State Average*	CR 522	M 525	W 507
	National Average*	CR 497	M 503	W 487

*VT & National averages are for Class of 2014; Class of 2015 results will not be released until June 2015.
 **Error was made in 2014 results. Correct results are stated above.

NECAP STATE TESTING PROGRAM

New England Common Assessment Program (NECAP), a series of reading, writing, mathematics and science achievement tests that have been administered annually since 2005 to Vermont students. The tests are a result of collaboration among New Hampshire, Rhode Island and Vermont. In prior years, reading and math have been assessed in grades 3–8 and 11, writing assessed in grades 5, 8 and 11, and science assessed in grades 4, 8 and 11. As Vermont moves to meet common core standards, a new assessment process, Smarter Balanced Assessment Consortium (SBAC), will be administered in 2015. In 2014, only NECAP assessment in science was done during this transition period.

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

Achievement Level Descriptions

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

Types of Items on the NECAP

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

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

Content Knowledge and Skills Tested on NECAP

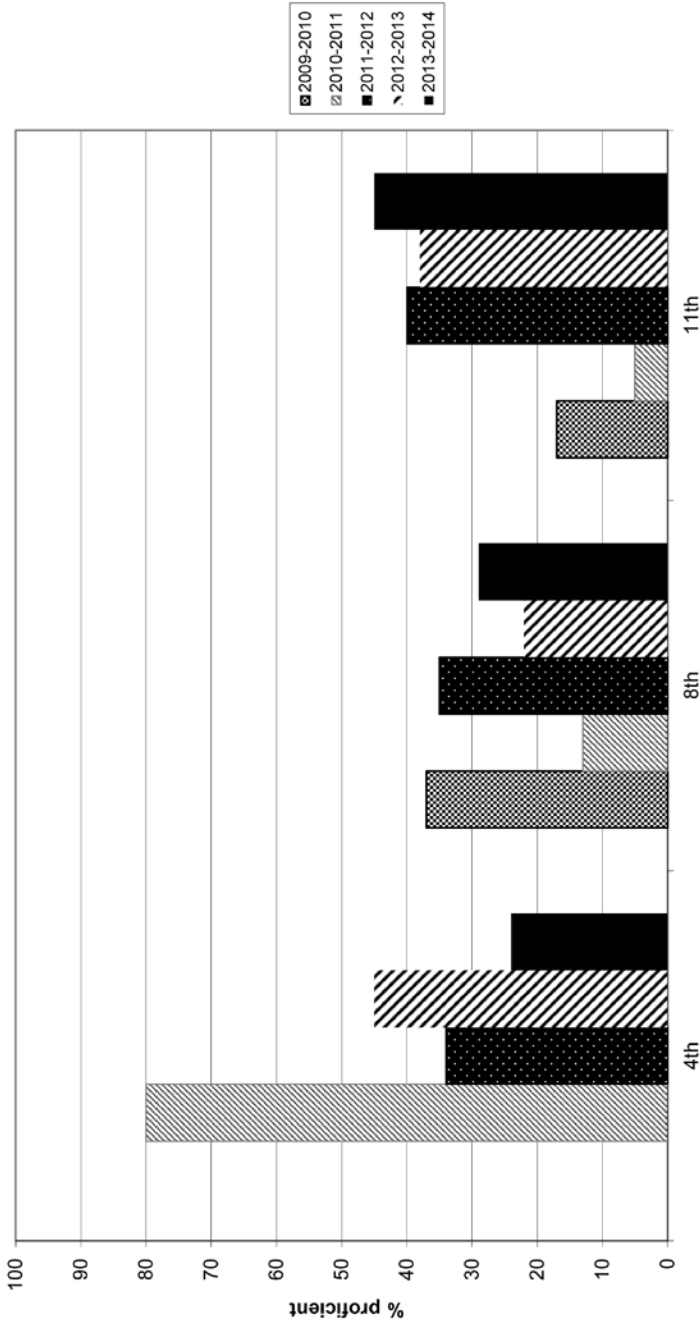
Science Overview

The content standards in science identify four strands.

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

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

Rivendell NECAP Data
Percent Proficient in Science Grades 4, 8 and 11; 2009–2014



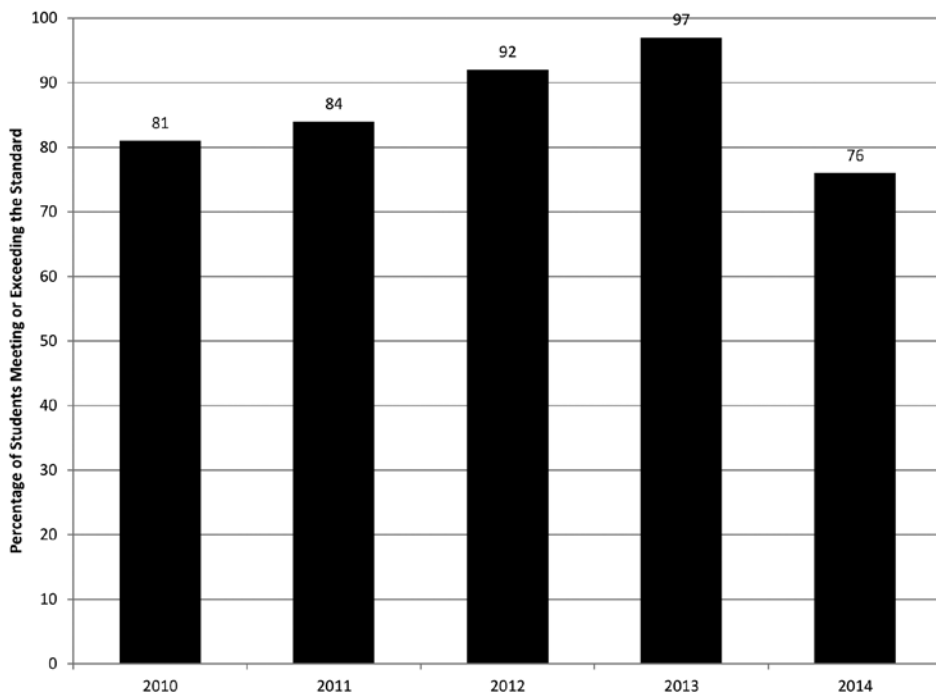
For comparison, Vermont state average results for 4th grade were 43%, 8th grade 26% and 11th grade 30%. The science assessment is designed to measure students' scientific literacy and inquiry. Data from 2009–10 for 4th grade is unavailable as this was a pilot year. Science NECAPs will continue until 2016.

Vermont Developmental Reading Assessment

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

DRA Percent of Students' Performance in Relation to Achieved Standard/Achieved with Honors		
Samuel Morey & Westshire Elementary Combined		
Number of Students Tested	Year	Achieved Standard or Achieved with Honors
36	2010	81%
25	2011	84%
37	2012	92%
32	2013	97%
34	2014	76%

**Vermont Developmental Reading Assessment Scores
By Year 2010–2014**



The DRA results were impacted by the small size of the number of Samuel Morey and Westshire participants. Although lower than in the past, the students assessed showed progress from their mid-year results. This test is given as part of our local assessment plan but is no longer a State assessment test.

Student Enrollment: 1/30/15

SCHOOL	Pre-K	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										37	34	44	27	36	37	215
Samuel Morey Elem.	17	20	19	19	21	17	35	19								167
Westshire Elem.	28	23	17	13	13	17										111
TOTAL	45	43	36	32	34	34	35	19	37	34	44	27	36	37		493

185 NH Students & 308 VT Students

Homeschool Students	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	TOTAL
Rivendell Academy								1		1			3	5
Samuel Morey Elem.		2	2	1	2		1							8
Westshire Elem.		1	1	1										3
TOTALS		3	3	2	2		1	1		1			3	16

Year	Elementary (PreK-6)	Grades 7-12	Total
2011-2012	268	232	500
2012-2013	260	222	482
2013-2014	277	209	486
2014-2015	278	215	493
Projected 2015-2016	297	200	497

Towns Rivendell Academy Students

came from as of 1/30/15

Fairlee	50
Orford	80
Vershire.....	28
West Fairlee	44
Bradford	1
Corinth.....	1
Piermont.....	5
Warren.....	5
West Topsham	1
TOTAL.....	215

MINUTES OF THE ANNUAL MEETING
OF THE RIVENDELL INTERSTATE SCHOOL DISTRICT
Held on March 18, 2014

The Annual Meeting was held in the gymnasium of Rivendell Academy in Orford, NH. Voters of Orford, NH, Fairlee, West Fairlee and Vershire, VT met for the purpose of holding the Annual District Meeting of the Rivendell Interstate School District pursuant to Article IV.G of the New Hampshire-Vermont Interstate School Compact. Approximately 123 voters attended the Annual Meeting.

David Hooke, Moderator of the Rivendell Interstate School District, called the meeting to order at 6:30 p.m. Mr. Hooke asked that those present stand to say the Pledge of Allegiance. Mr. Hooke asked if any members of the press or legislators wanted to be recognized to please stand. Lillian Gahagan, Journal Opinion, and Nora Doyle-Burr, Valley News, were recognized. Mr. Hooke read the Warrant, reviewed the procedures to follow during the meeting, and stated that the polls were opened at 6:00 p.m. and would remain open for one-half hour following the completion of business under the other articles.

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

The article was moved and seconded. Marc DeBois, Chair, presented a slide show to highlight some of the excellent things happening in the District (i.e., recognition of Rivendell's Special Olympics coach Phil Metayer, sportsman Andrew Paton and program; asbestos removal completed, under budget and on time; Gary Collins, Director of Operations, recognized for his work of heading up the project; Construction Bond restructured to save over \$425,000 on the interest over the life of the bond and Doug Tiff thanked for bringing this option to the Board's attention; continued strong NECAP scores; Robotics program received a \$15,000 grant from the Byrne Foundation and attended several competitions; a second preschool added at Westshire; the 6th grade participating in the "Inspiring Kids" program; RA received a \$20,000 grant from the Vermont Agency of Transportation to support Career Pathways and Entrepreneurship; and more). DeBois also discussed attracting and recruiting tuition students and said there were currently 14.

Bruce Lyndes talked about the challenges faced by Rivendell and how they affect the budget. He stated that over a six year period the cumulative increase of the budget is 6% and an average of 1% per year, but said with reduced enrollment, why isn't the budget reduced? Lyndes pointed out that the Board does cut the budget every year to absorb increases in health insurance (up \$283,000 in the past six years), teacher contracts, energy costs, special education costs and transportation. The Board has had to cut an awful lot to keep increases reasonable, he said. Mark Avery discussed Vermont taxes, how they are calculated and the impact it has on Vermont towns (i.e., when local school budgets are level funded, taxes increase because of the State funding formula, resulting in an 18 cent increase, of which Rivendell's share is approximately 3 ½ cents. Noting that budgets are set at the school level but the tax rate is set at the State level, Avery said the VT educational funding system is very complex and hard to explain even at the Legislative level.

Tom Thomson (Orford) asked what a health insurance family plan costs the Rivendell taxpayers. Superintendent Brenda Needham said the premium increased 4.5% this year and a family plan costs around \$17,000 a year. Employees pay 15% of the cost in most cases. Thomson asked the Board to have these numbers available for the next annual meeting as this is a huge issue. He also asked about salary increases. Needham said the increase is typically around 2% and is based on where a teacher falls on the salary scale. She stated that the Board negotiates the Administrators salaries, adding that hers was 3%, but those increases vary as well. Thomson said many taxpayers don't have health insurance and have been laid off, and he would ask the Board to recognize this. Thomson said that we want our kids to get the best education they can, but not at the cost of their grandparents being run out of their communities. Jim McGoff (Orford) asked if there are ways to consolidate positions to help offset the reduced enrollment and asked what the Technical Coordinator and the Technical Specialist do. Hank Plaisted, Director of Information Technology, responded that Rivendell has over 400 computers to maintain along with video equipment and the telephone system, the Technical Specialist position is vacant, but it needs to be filled as there is too much work for just one person, and the use of technology in the school has risen dramatically. McGoff asked if the kids could somehow be trained to help in this area. Plaisted said it would be nice to have a student program in this area, but

you'd still need someone to manage that program. McGoff would like the Board to try harder to consolidate positions. Avery stated that he too questioned the technology positions, but with his own business the computer expenses are high with new computers and software. Kathy Hooke reported that over the past several years Rivendell has done a considerable amount of consolidation within the District, relocating 7th & 8th grades to the Academy and all the 6th graders to Samuel Morey and combining classes. The Board is always on the lookout for ways to consolidate, she said. Terry Harwood (Orford) asked the Board to explain the difference between average daily membership (ADM) at 434.53 students and 486 enrolled students. Needham explained ADM is from the state and does not count the students in pre-school. Rivendell submits data to the state and the state reports back the ADM.

Article 4: Shall the voters of the District raise and appropriate the sum of \$9,766,385 for the operating budget for the District for the 2014-2015 fiscal year?

The article was moved and seconded. Harwood (Orford) asked about tuition income as the figure in the budget only seemed to add up to \$6,000 per student and what is the going rate. Needham explained that the Board voted to set the rate at \$14,600 which is the estimate per pupil cost and history of tuition students. Needham explained the tuition rate is announced a year ahead and, for Vermont students, districts are allowed a variance of 3% above or below the school's per pupil cost. The question was called and motion passed by voice vote. Article passed by voice vote.

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

The article was moved and seconded. Needham spoke about long range planning, trying to be strategic about the future needs, avoiding a crisis management situation, a Capitol Reserve fund is to cover large capital expenses (such as replacing a roof), current balance is around \$126,000 and it is not the Boards' intent to use this fund for small projects. Mark Blanchard (Orford) suggested that in future years he'd like to see a document that stipulates more clearly how these funds can be used. McGoff asked when the fund was started, where the balance came from and is the funding the same each year? DeBois stated that the funding is voted on each year and the amount requested has ranged from \$25,000 to \$50,000. McGoff said that when a major project comes along, like the asbestos removal, the Board asks the taxpayers to approve additional money anyway. DeBois replied that it depends on the total amount of funding needed for a project whether the Board uses the capital fund or asks the taxpayers for special funding. Robb Day (Orford) asked what determines the amount the Board asks for. Needham said it's a Board discussion based on the list of long range capital plans, and how it relates to the rest of the budget. Collins stated he has an ongoing 8-year plan for capital improvements and that many of those projects took place during the asbestos abatement project this summer. He stated that there are always systems that can fail and need repairing or replacing that aren't planned on each year. With no further discussion, the moderator asked if the voters were ready for the question. Article passed by voice vote.

Article 6: Shall the voters of the District authorize the School Board to apply for, accept, and expend, without further action by the voters of the District, all money from any governmental or private source which becomes available during the 2014-2015 fiscal year?

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

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

There was no other business to discuss.

Motion made and seconded to adjourn. Motion passed by voice vote. Meeting adjourned at 7:35 p.m.

Respectfully submitted,
Esther Dobbins-Marsh
District Clerk, RISD
March 18, 2014

Annual Meeting, March 18, 2014

Ballots were officially counted and tallied as below:

Fairlee Board Member (3 year):

Bruce Lyndes – 38

Write in candidates received the following:

Sue Martin (1)

Total Ballots – 39

Orford Board Member (3 year):

David Ricker – 43

Write in candidates received the following:

Tom Thomson (1), Jeff MacQueen (1),

Terry Harwood (1), Lud Flower (1), Tara Mitchell (1),

Ted Cooley (1)

Blank (1)

Total Ballots – 50

Vershire Board Member (1 year):

Write in candidates received the following:

Jean Mac Donald (11), Jennifer Ricker (2), Cheryl Howe (1), Comfort Halsey (1) Blank (5)

Total Ballots – 20

Registered voters in Vershire – 487

Write in candidate needs 1% to win election – Jean MacDonald was elected.

Vershire Board Member (3 year):

Kathy Hooke – 20

Total Ballots – 20

West Fairlee Board Member (2 year):

Sarah Rinehimer – 13

Spoiled (1)

Total Ballots – 14

For At-Large Board Member, 1 year term:

Kathy Blanchard – 114

Write in candidates received the following:

Clyde Blake (1), Sheri Clifford (1), Jeff MacQueen (1),

David Bischoff (1)

Blank (5)

Total Ballots – 123

For Moderator, 1 Year Term:

David Hooke – 122

Blank (1)

Total Ballots – 123

For District Clerk, 1 Year Term:

Esther Dobbins-Marsh – 119

Write in candidates received the following:

Ester Dobbins Marsh (1)

Blank Ballots (3)

Total Ballots – 123

For Treasurer, 1 Year Term:

Esther Dobbins-Marsh – 120

Blank Ballots (3)

Total Ballots – 123

For Auditor, 1 Year Term:

Carl Cassel – 103

Write in candidates received the following:

Rick Walker (1), Lauren Senn (4), Jeff MacQueen (1)

Blank (14)

Total Ballots – 123

For Auditor, 3 Year Term:

Write in candidates received the following: Peter Berger

(9), Mark Blanchard (4), Chris Crowley (2), R. Collins

(1), Russell Collins (1), Lauren Senn (2), Carl Cassel

(1), Sue Stevens Kruse (1), Bill Wilson (1), Chase Kling

(1), Larry Martin (1), Ted Cooley (1), Rick Walker (1),

Walter Malmquist (1), Kathy Hook (1), Esther Marsh

(1), Robb Thomson (1)

Spoiled (2)

Blank (91)

Total Ballots – 123

Registered voters in the District – 2,475

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

All ballots and exit checklists are sealed and on file

per request of the District Clerk at her office in

Hanover, NH.

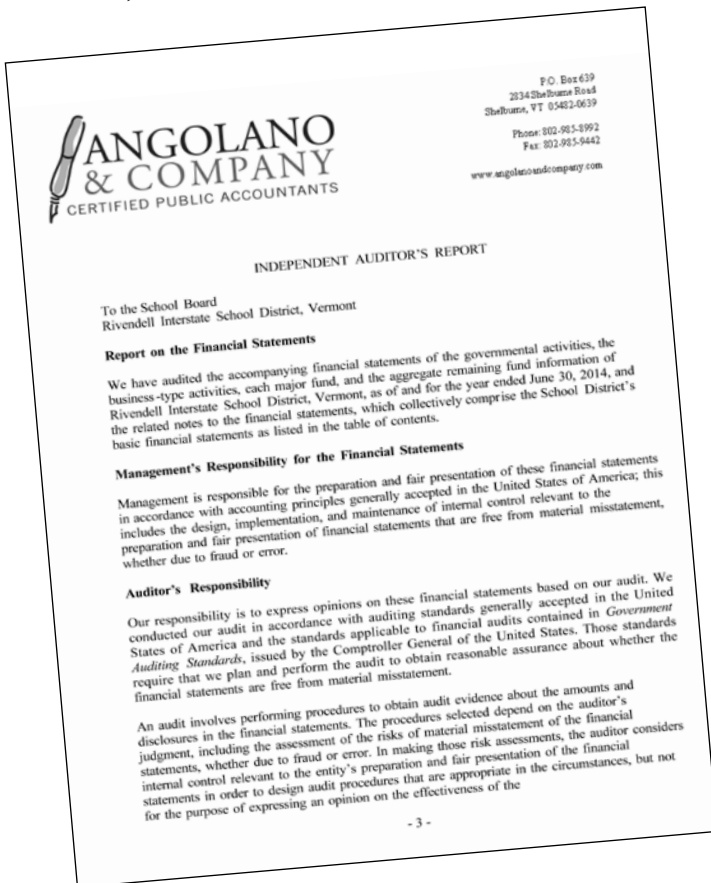
All write in votes are listed above as spelled by the voters on their actual ballots, regardless of whether spelling is correct or not.

Angolano & Company, a firm of independent Certified Public Accountants, examined the financial statements that collectively comprise Rivendell Interstate School District's basic financial statements and expressed an opinion that they present fairly, in all material respects, the financial position of the District for the year ending June 30, 2014. They have substituted the words "unmodified" report (page 63) for the words "unqualified" report, as specified in the District By-Laws. In a phone call as of February 16, 2015, they confirmed that the meaning is the same and the change was made in conformance with ACPA protocol.

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

Respectfully submitted,
Carl Cassel, 2014 (appointed)
Paul Dalton, 2016
(One Unfilled Position)

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



entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Rivendell Interstate School District, Vermont, as of June 30, 2014, and the respective changes in financial position, and where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and pensions and other post-employment benefit information on pages 6, 37-46, and 31-33 and 27, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

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

Governments, and Non-Profit Organizations, and is also not a required part of the basic financial statements.

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 12, 2015, on our consideration of the Rivendell Interstate School District, Vermont's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rivendell Interstate School District, Vermont's internal control over financial reporting and compliance.

Angolano & Company

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

January 12, 2015

EXHIBIT III

Riverside Interstate School District
Combined Balance Sheet
All Fund Types - Fund Base
June 30, 2014

	Governmental Fund Type			Proprietary Fund Type		Totals (Memorandum Only)
	General Fund	Special Revenue Funds	Capital Project Fund	Enterprise Fund	Fiduciary Agency Fund	
ASSETS:						
Current Assets:						
Cash	\$ 755,775	\$ 200	\$ 153,206	\$ 23,198	\$ 42,639	\$ 821,812
Due From Other Funds	39,494	236,044	-	-	-	302,250
Accounts Receivable - State	65,952	25,153	-	-	-	94,617
Accounts Receivable - Other LEAs	5,684	-	-	-	-	65,952
Accounts Receivable - Other	-	-	-	-	-	5,984
Prepaid Expenses	28,718	-	153,206	23,198	42,639	38,718
Total Current Assets	905,953	264,397	153,206	23,198	42,639	1,389,053
Other Assets:						
Fixed Assets - net	-	-	-	21,528	-	21,528
Total Other Assets	-	-	-	21,528	-	21,528
TOTAL ASSETS	\$ 905,953	\$ 264,397	\$ 153,206	\$ 44,726	\$ 42,639	\$ 1,410,561
LIABILITIES AND FUND EQUITY:						
Liabilities:						
Due To Other Funds	\$ 225,289	\$ 120,594	-	\$ 46,397	-	\$ 392,250
Accounts Payable - Other	9,819	31,246	-	1,704	-	21,223
Deferred Revenue	8,000	13,223	-	-	43,639	43,639
Amount Held for Agency Funds	-	-	-	-	-	-
Total Liabilities	243,008	165,063	-	48,071	43,639	469,681
Fund Equity						
Fund Balances:	550,685	(32,718)	153,206	-	-	517,967
Unassigned	112,000	-	-	(3,345)	-	205,206
Committed	-	132,052	-	(3,345)	-	132,052
Restricted	662,685	99,334	153,206	(3,345)	-	(3,345)
Retained Earnings	-	-	-	-	-	911,880
Total Fund Equity	905,693	264,397	153,206	44,726	42,639	1,410,561
TOTAL LIABILITIES AND FUND EQUITY	\$ 905,693	\$ 264,397	\$ 153,206	\$ 44,726	\$ 42,639	\$ 1,410,561

EXHIBIT IV

Riverside Interstate School District
Combined Statement of Revenues, Expenditures
and Changes in Fund Balances
All Governmental Fund Types - Fund Base
For The Year Ended June 30, 2014

	General Fund	Special Revenue Fund	Capital Project Fund	Totals (Memorandum Only)
REVENUES:				
Tuition	-	-	-	-
Services to Other LEAs	-	-	-	-
Investment Income	\$ 319,778	-	-	\$ 319,778
Student Activities	8,000	-	-	8,000
Rental Income	2,085	-	-	2,085
Assessments	5,346	-	-	5,346
Program Fees	625	-	-	625
Donations	2,913,220	-	-	2,913,220
Miscellaneous	-	\$ 37,460	-	37,460
Private/Local	-	770	-	770
State	3	-	-	3
Federal	6,202,354	34,703	-	34,703
TOTAL REVENUES	6,202,354	18,227	-	6,220,581
		500,746	-	500,746
	9,451,411	591,906	\$ -	10,043,317
EXPENDITURES:				
Direct Services	-	-	-	-
Support Services:				
Students	5,179,707	563,785	-	5,743,492
Instructional Staff	288,117	-	-	288,117
General Administration	552,349	49,534	-	601,883
Area Administration	247,058	461	-	247,519
Fiscal Services	707,462	-	-	707,462
Operation and Maintenance of Building	172,640	-	-	172,640
Transportation	800,822	-	-	800,822
Construction Services	392,563	660	-	393,223
Debt Services	-	660	-	660
TOTAL EXPENDITURES	879,165	468,380	-	1,347,545
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	9,220,480	614,440	468,380	10,303,300
OTHER FINANCING SOURCES (USES):				
Loan Proceeds	230,901	(22,534)	(468,380)	(259,983)
Transfers In	-	-	-	-
Transfers Out	-	-	-	-
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(70,000)	91,049	495,000	495,000
		(91,049)	50,000	141,049
		-	-	(151,049)
FUND BALANCES, JULY 1, 2013	160,831	(22,534)	76,620	215,017
FUND BALANCES, JUNE 30, 2014	\$ 501,754	\$ 121,868	\$ 76,586	\$ 700,208
	\$ 662,685	\$ 99,334	\$ 153,206	\$ 915,225

The accompanying notes are an integral part of these financial statements



Rivendell Academy Graphic Design/Yearbook class



Sixth graders learning how to use Google docs