

**Orange Southwest Unified Union School District**  
**(Orange Southwest School District) OSSD**  
**Regular Board Meeting on Wednesday -- December 14, 2022**  
**Randolph Elementary School**  
**6:00 p.m.**

	Item	Related Board Policy	Presenter	Time Allotted	Action(s)
I 6:00	<b>Opening:</b>  Board Attendance: Ensuring a Quorum Meeting Purpose: Ownership linkage planning and Financial Planning Budgeting in Relation to Ends Accomplishment	GP 4.2 Board Job Description	Kaplan	5 min	
II 6:05	<b>Board Education and Ownership Linkage</b>  Public comment (Recognize e-communications to the the Board) <i>Board welcomes comment but is not able to take any action</i> <i>Comments limited to three minutes per speaker</i> Review Annual Report to Voters Review Board Member Terms (list enclosed) Review & Adopt Complaint Procedure in light of legal counsel review (enclosed) Ownership Linkage Plan Committee update on Portrait of Grad etc.	GP 4.2.1 Board Job Description  GP 4.2.1 Board Job Description GP 4.2.1 Board Job Description GP 4.2.1 Board Job Description	Kaplan  Kaplan Kaplan Evans	  5 mins 5 mins 15 mins	Listen Only  Update Review Review/Adopt Listen/Questions
III 6:30	<b>Monitoring: Organization</b>  Review EL Reports 2.4 & 2.5 (enclosed) <i>Policy 2.4 Financial Planning &amp; Budgeting</i> <i>Policy 2.5 Emergency Superintendent Succession</i> Quarterly Facilities Monitoring Report (enclosed with agenda) Budget Overview in Relation to Ends	B-MD 3.4 Monitoring Superintendent Performance  EL 2.6 Asset Protection EL 2.4 Financial Planning and Budgeting	Millington  Millington Millington	5 mins  15mins 30 mins	Listen  Listen Listen/Questions
IV 7:20	<b>Monitoring: Board</b>  Assess Board's compliance with Board Governance Policy 4.5 (enclosed) <i>Select area of improvement/leader/when to reassess</i>	GP 4.1.6 Governing Style	Board Members	15 min	Evaluate/Decide
V 7:35	<b>Policy Decisions: District Governance</b>  Required State Policies: 1st Reading (enclosed with agenda)	EL 2.0 Global Executive Constraint	Millington	2 mins	Listen
VI 7:37	<b>Advocacy</b>  Report on VSBA Annual Meeting & Conference Plan Meeting with Legislators	GP 4.1.4 Governing Style GP Board Job Description 4.2.5	Lawler/Kaplan Evans	10 mins 15 mins	Listen Listen/Discuss Decide
VII 8:02	<b>Consent Agenda</b>  Approve minutes from regular board meeting on 11/9/2022 (enclosed) Approve minutes from special board meeting on 11/18/2022 (enclosed) Approve corrected construction estimate (enclosed with agenda) Approve RAVEN Budget (enclosed with agenda) Approval of OSSD Facilities Reserve Funds for heating system repairs at RUHS & RTCC (see enclosed form)	GP 4.2 Board Job Description  GP 4.2.7 Board Job Description EL 2.4 Financial Planning & Budgeting	Kaplan	5 min	Vote
VIII 8:07	<b>Other</b>  Update Negotiations with Unions	GP 4.2.10 Board Job Description	Millington	2 mins	Listen
IX 8:09	<b>Closing</b>  Superintendent's Report (enclosed) Principals' & Director Reports (newsletter links sent out separately) Financial Report (enclosed) Action Items Recap Adjournment	GP 4.4.2.2 Chair's Role	Millington  Kaplan	5 mins  4 min	Listen  Review
X 8:18	<b>Executive Session: If Needed</b>				
	<b>Future Meetings</b>  Agenda Planning Meeting: Tuesday January 3, 2023 @ RES Library OSSD Regular Meeting: Wednesday, January 11, 2023 @ Brookfield Elementary School		5:15 p.m. 6:00 p.m.		

## OSSD School Board Members

Anne Kaplan, Chair	Term 2025
Katja Evans, Vice Chair	Term 2023
Hannah Arias	Term 2023
Rachel Gaidys	Term 2024
Megan Sault	Term 2024
Chelsea Sprague, Clerk	Term 2024
Sarah Haupt	Term 2025
Samuel Hooper	Term 2023

## **ORANGE SOUTHWEST SCHOOL DISTRICT BOARD PROCEDURE FOR HEARING COMPLAINTS**

The Orange Southwest School District Board recognizes that it is important to have a structure in place to formally respond to complaints from staff, parents, students, and/or community members. Below you will find the steps that the OSSD Board expects people to follow.

**Step 1:** Complainants are to first bring complaints to the individual about whom they have a complaint.

**Step 2:** If the problem can not be resolved with the individual concerned, it should be brought to the attention of their immediate supervisor or administrator. The complaint should be in writing stating the issue and supporting facts. The individual about whom there is a complaint, shall be given the opportunity for explanation, comment, and presentation of the facts as they see them.

**Step 3:** If the issue is not resolved by the involvement of the immediate supervisor or administrator, the complainant may request that the next level up in the administration/management review the decision that was made regarding the complaint.

**Step 4:** In the event that the complainant is not satisfied with the review of the decision regarding the complaint, the complainant may request in writing to the Superintendent for their review of the decision regarding the complaint.

**Step 5:** If after completing the above steps, the complainant feels the complaint was not treated in a manner consistent with procedures/policies or that the Superintendent did not act in compliance with procedures/policies, they may request in writing to the Board Chair a review of the Superintendent's decision at the next regularly scheduled meeting of the Board. The Board shall conduct a review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. The Board shall conduct such meetings in accordance with Board procedures and shall render a decision. Board decisions are final.

### **Board Procedures for Hearing Complaints:**

**Step 1:** The Board Chair confirms the complainant followed procedure steps 1-5 above.

**Step 2:** The hearing is placed on the warned agenda and copies of the written complaint are distributed to the Board.

**Step 3:** At the proper time, the chair recognizes the complainant and asks for a verbal summary of how their complaint was not treated in a manner consistent with procedures/policies or how the Superintendent did not act in compliance with procedures/policies.

**Step 4:** Board members are then invited by the chair to ask clarifying questions of the complainant. Board members may also ask clarifying questions regarding policy or procedures. Board members should refrain from giving opinions.

**Step 5:** The chair then recognizes the Superintendent and asks for a verbal summary response to the complainant's allegations, with reference to relevant policies and procedures.

**Step 6:** Board members are then invited by the chair to ask clarifying questions of the Superintendent. Board members may also ask clarifying questions regarding policies or procedures. Board members should refrain from giving opinions.

**Step 7:** The Board makes a decision. The Board's decision will be based on its review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. Board decisions are final. The Board sends a written response to the complainant informing them of the Board's decision.


## MONITORING REPORT

### POLICY 2.4: FINANCIAL PLANNING & BUDGETING

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I certify the information contained in this report is true and that any interpretations are soundly based upon available evidence.

  
Superintendent

  
Date

*The Superintendent shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's Ends priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.*

*Further, without limiting the scope of the foregoing by this enumeration, there will be no financial plans that:*

- 1. Risk incurring those situations or conditions described as unacceptable in the board policy "Financial Condition and Activities"*
- 2. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions*
- 3. Provide less for board prerogatives during the year than is set forth in the Governance Investment Policy*
- 4. Omit disclosure of anticipated impact(s) of proposed budget.*

**Policy Wording:** *The Superintendent shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's ENDS priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.*

**Interpretation:** I interpret the intent of the overall policy to mean that the use of district funds shall be consciously directed towards achieving the board's ENDS and that those funds will be safeguarded through proper fiscal management. Lastly, I interpret compliance with the overall policy to mean that each enumerated provision is in compliance.

**Rationale:** An organization that expects to meet the goals it sets for itself can only do so when it strategically spends resources to meet those Ends. Sound fiscal management practices help to ensure that money that could be leveraged towards achieving the Ends is not lost due to incompetence or inefficiency. The primary purpose of "financial planning

and budgeting" is to ensure that the necessary resources are available to the organization to use to meet its goals.

**Evidence:** The changes in resource allocations since FY2021 provides evidence of strategic shifts designed to advance the achievement of the School Board's Ends despite the impact of the ongoing COVID pandemic. Over the past two years, district budgeting priorities have shifted to focus on three broad areas: 1) maintaining a safe and healthy environment, 2) providing for emotional and behavioral support, and 3) creating structures that allow for learning recovery and acceleration. In addition to the regular budget process, the district has applied for and received over six million dollars in grants to support the Ends through this work.

### **Safe and Healthy Schools**

The district's efforts to create a school environment in which students and staff can physically exist safely despite the pandemic have been ongoing and have been supported by several grants:

- Installation of small particulate filtration systems designed to remove the droplets that carry the coronavirus – both within the forced air ventilation systems and through stand alone filtration units in every classroom. This includes sensor upgrades and an enhanced control system to regulate and balance air flow.
- Upgraded ventilation fans to counterbalance the increased pressure caused by the filtration systems.
- Installation of negative pressure air systems in each of the nurses' offices.
- Purchase of new classroom furniture to support increased distancing.
- Construction of outdoor classroom spaces at each of the district's schools to support increased distancing.
- Ensuring an adequate supply of masks, hand sanitizer, and cleaning and disinfecting supplies.
- Providing for additional nursing and health clerical staff as well as additional custodial staff.
- Providing for COVID testing and mitigation services as well as the associated staff training.
- Providing universal free meals while school is in session and during vacations and closures.
- Providing PA systems that allow teachers who are wearing masks to be heard by socially distanced classes.

Currently, the district is pursuing HVAC grants to fully air condition Brookfield and Braintree in order to prevent mold outbreaks during the warm, humid months.

Providing a safe and healthy environment despite the pandemic promotes the Board's Ends by ensuring students are here at school and available to learn.

### **Emotional and Behavioral Support**

The pandemic added significant stress to the emotional health of students and their families due to social isolation, anxiety, increased food and monetary insecurity, and the magnification these factors had on incidents of child abuse. Such factors created a range of new trauma-based and aggressive behaviors not experienced previously by schools that need to be addressed and mitigated if students are going to learn effectively and meet the Board's Ends. By shifting regular budget resources and acquiring grants, the district was able to serve these needs:

- Hiring of additional staff to support emotional and behavioral health including guidance counselors, adjustment counselors, social workers, and behavioral interventionists.
- The purchase and implementation of an SEL program, Leader and Me, at the elementary level.
- Providing students with research based sensory tools to aid in self-regulation and maintaining a state of mind that is conducive to learning.
- Holding meetings designed to train parents on how to support the district's work on executive functioning, self-control, and self-regulation.
- Providing funding for outside consultants to support staff on the use of enhanced accommodations and differentiated learning to best support the most difficult student cases.

Through this work, funding was strategically and consciously directed towards supporting the Board's Ends by ensuring students were available for learning.

### **Learning Recovery and Acceleration**

Educational losses, especially in terms of the Board's Foundational Knowledge Ends were experienced due to remote learning, absences due to illness, school closures, and classroom level quarantines. The district shifted both regular budget resources as well as leveraged grants to mitigate the impact of the pandemic on these specific Ends:

- Increased internet connectivity both at school and in the homes of students with limited access.
- Replaced all SMART Boards with Clear Touch technology to take advantage of the skills acquired by the staff during remote session that promote enhanced in person instruction.
- Delivering summer programming (K-12) for the purpose of increasing socialization skills and providing for academic recovery. This included district supplied transportation.
- Providing after school programming to extend time on learning for academic recovery.
- Increased staffing to provide full day pre-school to reverse lost socialization due to isolation during the pandemic. Further, to increase academic readiness for elementary school.
- Hiring academic interventionists to provide extended time on learning opportunities during the school day for students in need.
- Hiring of an early education speech and language pathologist to address minor needs

early to prevent them from expanding into more severe issues over time.

- Delivered staff training in the STERN Center's Lead to Read program in order to improve losses to basic literacy.
- Employment of two STEM teachers (K-12) who also serve as integration specialists to increase students' foundational knowledge in science and to improve their critical thinking skills.
- Purchase and implementation of the Carnegie Math Program across grades 6-12 and a reinvestment in Bridges Math (PK-5) to increase and accelerate the acquisition of foundational knowledge in mathematics.
- Purchase and implementation of Geodes and Wit and Wisdom to increase student literacy and foundational knowledge across all disciplines.

Many of these initiatives were already underway as means to achieve the Board's Ends priorities, but their implementation has been altered to meet the new demands posed by COVID.

As further evidence, especially of multiyear planning, the following documents are available:

- OSSD Public Plan for ESSER Spending – which includes amounts spent in each category (safe and healthy schools, emotional and behavioral support, learning recovery and acceleration) through October of this year.
- The Consolidated Federal Programs Data Inventory.
- The OSSD Continuous Improvement Plan

I report compliance on the totality of EL 2.4.

**Provision# 1:** *Risk incurring those situations or conditions described as unacceptable in the board policy "Financial Condition and Activities"*

**Interpretation:** I interpret this to mean...

- That available funds within the most recent budget shall not be exceeded.
- That the district's bills (liabilities) will be paid in a timely fashion.
- That monies owed to the district are collected in a timely fashion.
- That unexpected revenues are used to support the district's ends.

**Rationale:** The limitations laid out in Policy 2.3 (Financial Conditions and Activities) are focused on ensuring that the OSSD is practicing basic and appropriate financial stewardship. These provisions ensure that the organization is meeting its financial obligations in a timely manner and ensures that spending is centered on meeting the Board's Ends.



**Evidence:** The district's financial statements from fiscal year 2023 that are shared with the Board on a monthly basis show compliance with the interpretation of this provision as does the yearly financial audit performed by Fothergill, Segale & Valley.

There were two non-critical matters noted by the auditors last year:

The first was that the extracurricular accounts (RUHS, RTCC) are managed using QuickBooks as opposed to being handled under the same financial software system we use for the rest of the district. This separation makes monitoring difficult but not impossible. These accounts were not combined in the past because our ancient software system will not support it. We have been waiting for the transition to the new financial software mandated by the state which will allow the consolidation of these accounts. Problems with the State's chosen software has delayed this transition since 2019. The state is in the final process of deciding how to proceed given the failures of the software package it chose and the contract it entered with the company.

Given that after five years of waiting, we still have no clarity from the state on how it is moving forward we have invested in purchasing the newest version of the Tyler Financial Software which will not only allow the district to move to a paperless process (more secure and less costly), it will also provide the module needed to include the extracurricular accounts. The software was purchased in the summer of 2022 and transition will begin in January of 2023.

The second was adopting a Fund Balance Reporting policy that includes a method for classifying fund balances. Fund Balance Policies help to define the constraints imposed upon the use of financial resources especially when there is a deficit. A recommended policy is set for first reading on 12/14/22.

Since neither of these Auditor recommendations are substantive, merely recommendations, I report compliance on this provision

**Provision # 2:** *Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions*

**Interpretation:** I interpret this to mean that:

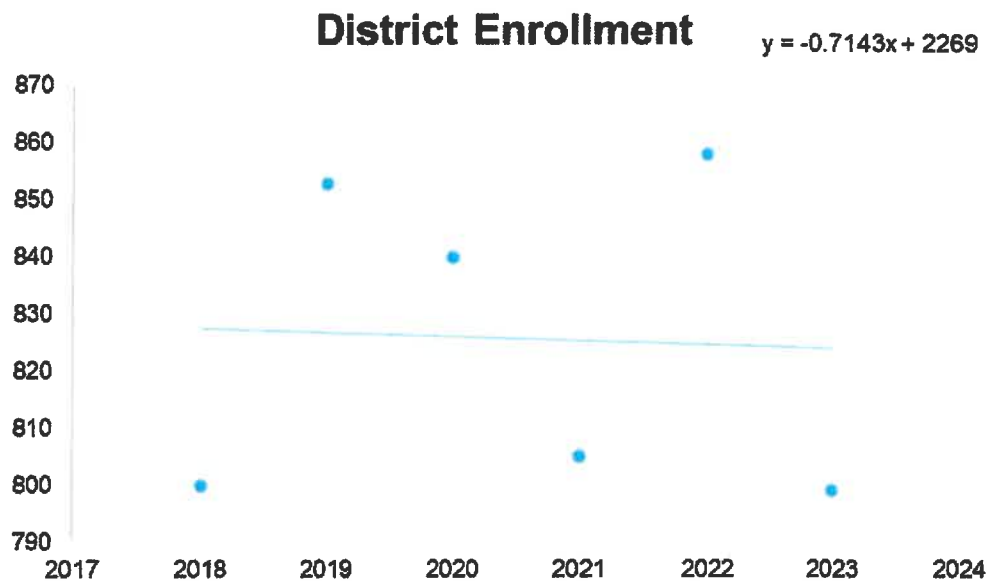
- Estimates of revenues and expenses used to create the yearly budget are reasonable and evidence based.
- Financial statements show enough detail to separate what is required to maintain the daily operation of the district in pursuit of the Board's Ends from individual projects that require significant investment (building projects, etc.).

**Rationale:** In order to provide adequate and dependable funding in support of the board's ENDS, the district budget must be created using evidenced-based assumptions about future revenues and expenses. Further, to provide evidence that district priorities

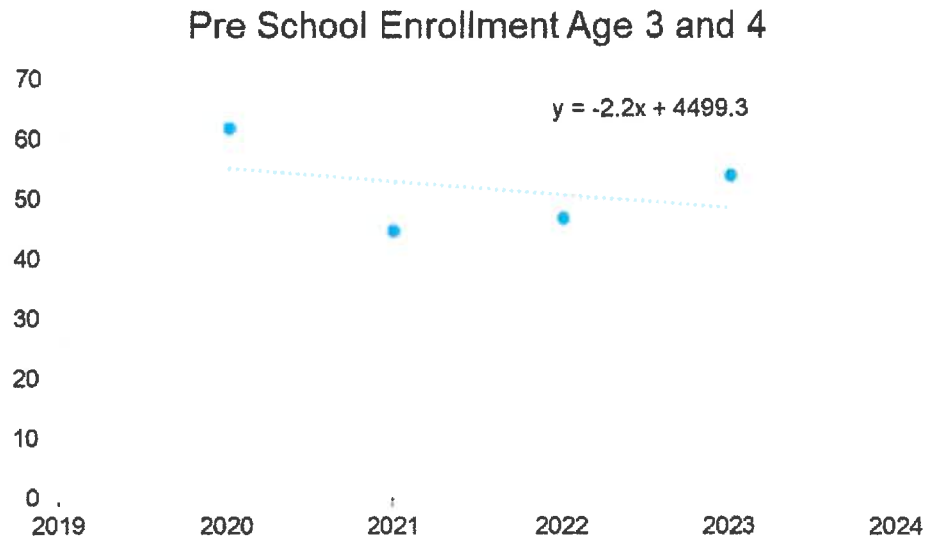
are reflected in financial decisions, the budget creation process must explicitly state the purpose of any changes made to the budget from one fiscal year to the next.

**Evidence:** The budget planning process relies heavily on formulas and forecasts supplied by the Vermont Agency of Education (AOE) to determine the amount of state and federal assistance the district will receive. Local data must be analyzed in light of the state's formulas and forecasts to provide credible estimates of both revenues and expenses that are then used to create the budget. The district therefore generates several different data sets for this analysis that allow the district to make funding decisions during budget creation, some examples include the following:

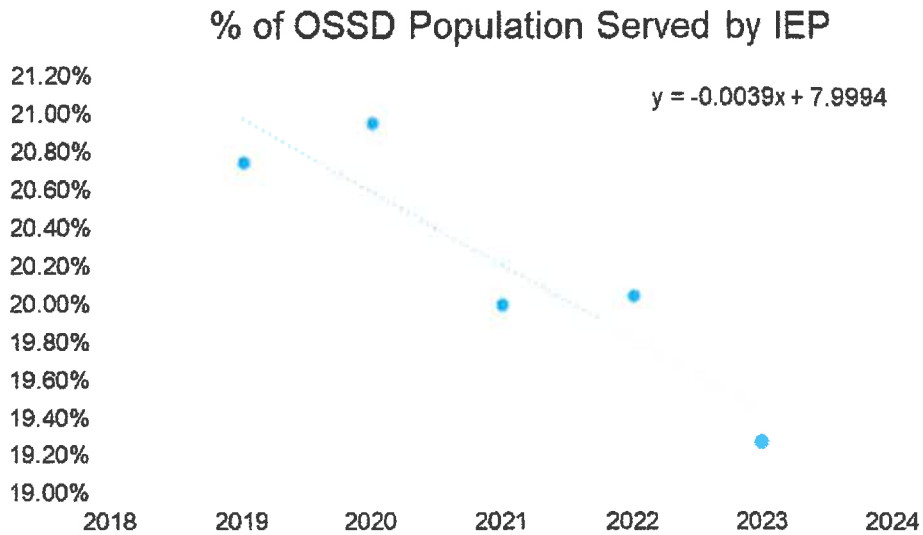
- Since the majority of our state assistance is dependent upon our average daily membership (ADM – basically the number of students enrolled in the OSSD), we track enrollments across a three-to-five-year time span to predict future changes in state assistance in order to plan around any projected shortfalls. The below chart does not include pre-school students because state aid for preschool students is approximately 1/5 of that provided for grades K-12.



- Pre-School Enrollment.



- Shifting trends in the number of students needing special services.



- Salary and benefits changes dictated by local contracts and master agreements.
- Programming changes needed to address local pressures (e.g., COVID) that are interfering with the district's ability to meet its Ends.
- Regulatory changes that require mandatory implementation such as the state negotiated health insurance benefits and Act 173 (special education funding).

In cases where solid information does not exist to predict with fair certainty a revenue or expense, we use historic data to make an informed estimate.

Changes to the budget from year-to-year are explained during the budget presentations to the Board and community. These explicitly explain the rationale for the changes and touch on how they support the Board's overall Ends.

In terms of separating operational from capital expenses, the monthly financial reports provide evidence of this; further, all true capital expenses come from the reserve funds which require a direct and public vote of the Board to approve.

I report compliance.

**Provision #3:** *Provide less for board prerogatives during the year than is set forth in the Governance Investment Policy*

**Interpretation:** I interpret this to mean the approved budget will contain adequate funding to support the board's reasonable interpretation of the Governance Process Policy 4.7.

**Rationale:** The intent of this limitation is to ensure that the board, "invests in its own governance capacity," to ensure that it does not interfere with the attainment of the Ends through poor governance practices.

**Evidence:** During FY 2023 the Board allocated \$10,000 for its own purposes. This was adequate to support the Board's own training initiatives

I report compliance.

**Provision# 4:** *Omit disclosure of anticipated impact(s) on proposed and adopted budgets*

**Interpretation:** I interpret this to mean that the superintendent will keep the board informed of all significant changes in the financial landscape that could or will affect either the budget planning process or the current budget.

**Rationale:** Providing and examining this type of information as soon as it is available allows for a thoughtful and informed response that may serve to mitigate any negative effects these changes may have on the district or its ability to meet its Ends. Further, should the changes be beneficial, advanced notice allows the district time to seek community input and to channel their impact towards meeting the Ends.

**Evidence:** The board has been kept current on financial changes, forecasts, and pressures through informational emails, superintendent's reports, the submission of monthly financial statements, and direct discussions.

- From the September 2021 Superintendent's Report:
  - ...insurers no longer are compelled to provide liability coverage for claims based on communicable diseases including COVID. This means that anyone who believes they contracted COVID in district can not only sue the district for damages, but that there is no insurance available anymore that would cover the cost of the district's legal defense or damages if any were awarded – those costs and awards would come directly from the district budget. Putting the two developments together leads to a potentially calamity – kids must be in school, full-time, in-person, regardless of the state of COVID in a school or community, and we can now be sued for exposing folks to COVID - all while being deprived of liability insurance that would protect us somewhat from this confluence of poorly thought policy. Our only defense against this new liability is strict adherence to all guidance related to COVID mitigation, and given the scarcity of guidance, that alone may not be enough. It would be pertinent to consider additional protocols in excess of the current guidance to keep our students and staff safe.
- From the October 2021 Superintendent's Report:
  - Vermont Act 173 was put into law during the legislative session of 2018. It's stated goal was to enhance the equity of service provided to students who require support by changing how special education is currently funded and allowing greater flexibility in the use of those funds. The law, based on a study by UVM, calls for a transition from the current reimbursement model used to fund special education to a census block grant model.
  - Under the current model, districts are reimbursed by the State at varying percentages depending upon the cost of the services provided to special education students. Under the new model, districts will receive a block style grant (i.e., lump sum of money), the amount of which is dependent upon the total number of students attending the district (three-year average). One immediate concern about the transition is what happens when multiple students with severe needs move into a district mid-year. Under the old system, the impact was small because of the reimbursement that would come from the state. Under the new model, no new funding will come to support the new students despite an already set budget. In anticipation of this scenario, the superintendent advised for the creation of a special education reserve fund to cover such unanticipated costs; that reserve fund is currently in place with a moderate balance.
- The 10.7.22 Budget Parameters Summary is included as further evidence.

I report compliance.

## MONITORING REPORT

### POLICY 2.5: EMERGENCY SUPERINTENDENT SUCCESSION

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I certify the information contained in this report is true and that any interpretations are soundly based upon available evidence.

  
Superintendent

  
Date

*To protect the District from the sudden loss of Superintendent services, the Superintendent shall not permit the administrative cabinet to be unprepared to take over with reasonable proficiency until a successor is found.*

#### **Interpretation**

I interpret this to mean that the district will hire and maintain an assistant superintendent who can be designated and authorized to assume the full decision-making and signing authority of the superintendent in the event of absence or incapacitation. Further, that this designee will be cross trained in the full duties of the superintendency and will be kept sufficiently informed as to current matters and initiatives to effectively assume the superintendent's role with minimal downtime.

#### **Rationale:**

Ensuring that the district continues to achieve its ENDS on behalf of its students and the communities it serves requires the creation of contingencies that trigger when an unexpected loss occurs. Since the district relies on its staff to carry out its work, it is vital to engage in cross training efforts to ensure that the sudden absence of any individual's knowledge and skills does not destroy organizational integrity and functionality.

Aside from keeping the district operating smoothly during an unexpected transition, succession planning builds capacity and expertise within the administrative team that otherwise would not exist. Over the course of time, the additional training and communication serves to create a strong common vision and shared culture that promotes consistency, a sense of purpose, and an elevated sense of collegiality.

### **Evidence:**

As of 2022-23, the district has hired and maintains an assistant superintendent who actively participates in all meetings and work related to the superintendency for the purposes of cross training and to remain informed of the district's current needs and priorities. This is to ensure a smooth transition should temporary or permanent succession be necessary.

The superintendent's authority is primarily signatory in nature and as such would require the action of the Board to transfer this power to a delegate. To ensure the Board understands its role in this process, the procedure for temporarily delegating the superintendent's authority is outlined below as part of the evidence showing compliance with this policy.

### **Procedure for Temporarily Delegating the Superintendent's Authority**

This procedure should be followed in such cases where a superintendent is unable to perform his/her responsibilities. This may occur in a transition period between superintendents or for other reasons such as accident or illness. Under these circumstances, that authority temporarily may be delegated by the OSSD board to another licensed administrator within the district using the following process:

1. The OSSD Board should formally take action to temporarily delegate the superintendent's signatory authority to another licensed administrator within the district. This delegation may be general or limited to specific types of documents.
2. The current superintendent or chair of the OSSD board should submit notification via email to the secretary of education outlining the name and license type of the individual the board wishes to designate as the interim signatory authority for the district, the scope of that authority, and the start and end date of that authority.
3. The secretary will ensure relevant Agency of Education (AOE) divisions and teams are notified of the change, and that AOE's Grants Management System (GMS) is updated accordingly.
4. When the temporary signatory authority designation is no longer needed or if it needs to be extended beyond the original request, the OSSD board chair or superintendent should email the secretary of education notification of the change. The secretary will follow the same process as item three (3) above in informing relevant parties within the AOE.

In addition, the administrative cabinet meets regularly the second and fourth Wednesdays of every month to discuss all matters affecting the district, which not only provides a forum for their input and guidance, but also ensures they remain current in the state of the district, its needs, and initiatives. The cabinet also meets (strategic planning) once to twice a year to analyze the current state of the district and to create and/or update school and continuous improvement plans in order to address any deficiencies relative to the Ends. These

meetings ensure that should both the superintendent and assistant superintendent be incapacitated; a member of the cabinet would be adequately prepared for temporary succession.

I report compliance.

**Evidence Examples**

- Copies of cabinet meetings and materials.
- Copy of the current OSSD Continuous Improvement Plan (CIP).



## OSSD Facilities Report Sept, 2022

Priority Level	Building	Description	Vendor	Estimate	Status	Final Cost	Date Complete Received	Inspection Initials	Notes
1	RUHS	New Phone in 108, 2 additional offices	First Choice	\$1200/line	In-Progress				
2	RUHS	Rennovate Nurse's Offices	Harmony, Lajeunesse		Complete	\$76,200	11/10/22		Waiting on Cabling Plumbing under the floor needs to be replaced (will require excavation) - it makes sense to rennovate entire space given the magnitude of this work.
1	BRT	Contract with an Excavator to Level the Pre-K outdoor space.	WB Rogers	\$9,000	Complete				Waiting on start date.
1	RTCC	Boys bathroom flood	ARC/servpro	\$10,000	Complete	\$10,500	11/4/22		
1	RUHS	Locker room privacy stalls	Lajeunesse	\$34,000	Planned				
1	OSSD	Additional Radios	R&R Communications	\$14,500	Complete	\$14,375	11/4/22		
1	RUHS	Speed bumps	Seton	\$5,000	In-Progress				
1	RUHS	Heat system failure	VT Mech, Harmony, Hilltop	\$300,000	In-Progress				
1	RUHS	Domestic HW replacement	VT Mech, Harmony, Hilltop		In-Progress				Additional project because of the conditions of heating lines
1	RUHS	Kitchen Line upgrades/grant			Planned				
2	RUHS	Field House Floor Replacement, Bleachers, Convert to LED, Ceiling in Weight Room		\$400,000	Planned				Water damage is sealed below surface making replacement necessary but not a high priority.
1	RUHS	Upgrade to Auditorim: Costume room	TBD	\$35,000	In-Progress				Work has commenced
1	RES	Boiler Chimney Repair	Chimney Savers	\$17,000	Planned				
1	BRK	Fire suppression hood in kitchen			Planned				
1	OSSD Office	OSSD Office building needs significant renovation.	TBD	\$500,000	In-Progress				Absetos Concern, HVAC, Ventilation, Heating Replaced, Not COVID Compliant
2	RUHS/RTC C	Repair PA system and include clock synchronization					Significant cost. Reviewing recommendations.		Significant Cost - reviewing vendor recommendations, clock alone is \$30K
2	RES	Purchase and installation of back-up generators		\$30,000	Planned				Meeting with Harmony to get data for bid/Electrical bid
3	RES	Playground removal and purchase of new.	TBD	\$65,000	Planned				Aged but safe
2	BRK	Paving		\$40,000	Planned				
3	Athletic Fields	Aeration, fertilization and safety renovation		\$30,000	Planned				
		Continued purchase of floor machines reducing labor and accident potential and maintenance contract.							
2	All sites		Empire Janitorial	\$30,000	In-Progress				\$15K each - we have two on way to total of five; ordered

## OSSD Facilities Report Sept, 2022

Priority Level	Building	Description	Vendor	Estimate	Status	Final Cost	Date Complete Received	Inspection Initials	Notes
1	BRK	Install a new well/ Osmotic System/ radium abatement.	Otter Creek Engineering and well digger contractor to be determined.	\$130,000	In Progress				Waiting for Scope of Work Statement to go Out to bid.
1(1)	RES	Repair Damaged Kitchen Floor: complete remodel: ovens, faucets, stove, drains need proper flow, hot water booster (propane), dishwasher, serving line (heating elements)	TBD	Quotes pending	Planned				Top Summer Priority
1	BRT	Add a layer of wood chips under the pine climbing tree in the Pre-K area			Planned				
2(3)	Braintree	Overhead Unit for Range, Dishwasher with hot water booster. Remove wood from serving line. Replace Refrigerator. Replace Flooring, Ceiling and Walls. Milk Cooler. Heat Pump for A/C.		Quotes Pending	Planned				
2(4)	Brookfield	Replace Serving Line to remove wood components. Replace three bay sink. Dishwasher Hot water Booster. Floor replacement. Air Conditioning. Hood vent. Refrigerator. Ceiling and walls redone.		Quotes Pending	Planned				
1(2)	RUHS	Steamer, Ovens (6), three bay sink, two bay sink, faucets, walls, ceiling, , serving line (rewired), lighting, new walk in freezers, AC, windows.		Quotes Pending	Planned				
3(5)	RUHS	Cafeteria - ceiling, lighting, tables.		Quotes Pending	In-Progress				
3	RTCC	Construction Trades - remove ceiling tiles, replace ceiling ductwork, update electricity, add 2 air outlets for pneumatic tools, install a smartboard, replace water fountain, remove loft.			In-Progress				Waiting on Schematics/Drawing
1	Raven	Sound Baffles: Figure out Best way to Deadend Sound			Planned				
1	Raven	Air Filtration or Outdoor Air Exchange System			Planned				
3	Raven	Upstairs Planning: Technology (Raven will Sell).			In-Progress				
1	RUHS	Convert 217 and 219 back to bathrooms to support a dedicated middle school wing.			Planned				Under Investigation
2	RUHS	Determine if converting all bathrooms to single stall Unisex will violate occupancy code			In-Progress				

**Worksheet for Board Self-Evaluation of Governance Process Policies**

**Policy Number 4.5 Board Members' Code of Conduct**

**Time period being monitored: FY 22**

**Date Completed: 12/14/22**

**Performance Ratings: always, most of the time, some of the time, never**

<b>Policy Wording</b>	<b>Have we acted consistently with this item of the policy</b>	<b>Specific representative examples to support your response</b>
The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.		
1. Members must demonstrate loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as Parents or Guardians.		
2. It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest. "Conflict of interest" means a situation when a board member's private interests, as distinguished from the board member's interest as a member of the general public, would benefit		

<p>from or be harmed by his or her actions as a member of the board. In order to comply with the obligations thus imposed, the Board and its members will adhere to the following standards.</p> <p>A. Board members will be familiar with, and adhere to, those provisions of Vermont education law which define School Board powers and govern board member compensation and public bidding processes.</p> <p>B. Board members will not take any action which is intended to give the impression that he or she would represent special interests or partisan politics for personal gain.</p> <p>C. Board members will not use his or her position on the Board in any manner intended to unfairly promote personal financial interests or the financial interests of family members, friends or supporters.</p> <p>D. Board members will not accept anything of value in return for taking particular positions on matters before the Board.</p> <p>E. Board members will do nothing intended to leave the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.</p>		
<p><b>Avoiding Conflicts</b> When a board member becomes aware of involvement in a conflict of interest as defined in state law or this policy, he or</p>		

<p>she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the Board minutes, and will abstain from voting or participating in discussion of the issue giving rise to the conflict.</p>		
<p><b>Complaints of Conflict of Interest</b> When a conflict of interest claim against a Board member is brought to the Board in writing and is signed by another Board member or a member of the public, and the Board member against whom the claim is made does not concur that a conflict in fact exists, the following Board procedures will be followed.</p> <p>A) Upon a majority vote of the remaining Board members, or upon order of the chair, the Board will hold an informal hearing on the conflict of interest claim, giving both the Board member and the person bringing the claim an opportunity to be heard.</p> <p>B) At the conclusion of the informal hearing, the remaining Board members will determine by majority vote to take one of the following actions:</p> <ol style="list-style-type: none"><li>1. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed.</li><li>2. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the Board deliberations or decision related to that issue, as required by Vermont statute.</li><li>3. Issue a public finding that the conflict of</li></ol>		

<p>interest charge is supported by the evidence and, in addition to disqualifying him or herself from voting or otherwise participating in the Board deliberations or decision, the Board member should be formally censured or subjected to such other action as may be allowed by law.</p>		
<p>3. Board members may not attempt to exercise individual authority over the organization. A Board member will do nothing intended to give the false impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration. As such;</p> <p>A) Board members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.</p> <p>B) Board members' interactions with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated board decisions.</p> <p>C) Except for participation in board deliberation about whether the Superintendent has achieved any reasonable interpretation of board policy, Board members will not express individual judgments of performance of employees, volunteers or the Superintendent.</p>		

4. Board members will respect the confidentiality appropriate to issues of a sensitive nature.		
5. Board members will be properly prepared for board deliberation.		
6. Board members will support the legitimacy and authority of the final determination of the board on any matter, irrespective of the Board member's personal position on the issue.		

**Which areas were rated as “some of the time,” “rarely,” or “never?”**

**Select ONE area of this policy for improvement over the next year.**

**What actions will we COMMIT to taking in the next year to improve our application of this policy?**

**Who will be accountable for the leadership to ensure it happens?**

**WHEN will we reassess our progress?**



## Orange Southwest Supervisory District

24 Central Street  
Randolph, Vermont 05060  
P: 802-728-5052 F: 802-728-4844

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To: OSSD Board  
From: Layne W. Millington, Superintendent  
Subject: Mandated Policy Updates  
Date: December 14, 2022

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Code	Name	Why Change	Notes
B8	Electronic Communications	Updated	Cleaner Language
C2	Student Alcohol and Drugs	Updated	Cleaner Language
C5	Firearms	Updated	Cleaner Language
C11	Student Freedom of Expression	Updated	Cleaner Language
C13	Students who are Homeless	Updated	Cleaner Language
C15	Student Conduct and Discipline	Updated	Cleaner Language
E1	Title I Parent and Family Engagement	Updated	Cleaner Language, Revised Procedure
F2	School Mascot and Branding	New Mandated	New State Law
G3	Fund Balance Policy	Recommended by Auditors	New



## **POLICY B8: ELECTRONIC COMMUNICATIONS BETWEEN EMPLOYEES AND STUDENTS**

### **Policy**

The Orange Southwest School District (OSSD) recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the OSSD recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this policy is adopted to provide guidance and direction to OSSD employees to prevent improper electronic communications between employees and students.

### **I. Definitions. For purposes of this policy, the following definitions apply:**

- A. **Electronic communication.** Electronic communication is any computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing, and communications made by means of an internet site, including social media and social networking websites.
- B. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites, and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.
- C. **Employee.** Employee includes any person employed directly by or retained through a contract of employment with the district, an agent of the school, a school board member, and including supervisory union employees.
- D. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated by the district.

### **II. Policy on Electronic Communication Between Students and Employees.**

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

- A. **Inappropriate content of an electronic communication.** Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:

1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the employees' or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or demeaning;
6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
7. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
8. Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.

**B. Procedures.** The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

#### **IV. Enforcement Responsibilities**

**A. Student communications violation of this policy.** In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

**B. Employee communications violation of this policy.** In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student shall or the student's parent or guardian may submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action.

- C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).
- D. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

## V. Reporting to Other Agencies

- A. **Reports to Department of Children and Families [DCF].** When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.
- B. **Reports to Vermont Agency of Education [AOE].** Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.
- C. **Reporting Incidents to the Police.** Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.
- D. **Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

VSBA Update:	June 25, 2020
Date Waved:	12/14/22
Date Adopted:	
Legal Reference(s):	2018 Acts and Resolves No. 5 (located at <a href="https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf">https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf</a> )
	16 V.S.A. § 1698
	16 V.S.A. § 570

## POLICY C2: STUDENT ALCOHOL AND DRUGS

**Statement of Philosophy:** This policy shall be concerned with the health and well-being of all students and the policy shall take into consideration the individual needs of students with problems (drug, alcohol, substance abuse problems) as well as the right of the majority of students to an education.<sup>[2]</sup>

It is therefore the policy of the Orange Southwest School District (OSSD) that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.<sup>[3]</sup> It is further the policy of the District to make appropriate referrals in cases of substance abuse.

### **Definitions**

1. The term “**substance abuse**” as used in this policy is the ingestion of a substance in such a way that it interferes with a person’s ability to perform physically, intellectually, emotionally, or socially.<sup>[4]</sup>
2. The term “**drug**” as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis or any other controlled substance as defined by state or federal regulation or statute.<sup>[5]</sup>

### **Administrative Responsibilities Related to Alcohol and Drugs**

**Educational Program.** The superintendent or designee shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.<sup>[6]</sup> The

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program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.<sup>[7]</sup> If the District is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.<sup>[8]</sup>

**Cooperative Agreements.**<sup>[9]</sup> The superintendent or designee shall annually designate an individual to be responsible for providing information to students and parents/guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The District shall have a cooperative agreement with at least one provider, approved by the Department of Health, that will provide substance abuse treatment to students who are referred through the school’s support and referral system, or who refer themselves for treatment.

**Immediate Procedures.**<sup>[10]</sup> The superintendent or designee shall establish procedures for handling any alcohol/drug related incident until the student has been discharged to the parent, guardian, social service, medical, or law enforcement agency.

**Emergency.**<sup>[11]</sup> The superintendent or designee shall establish procedures for administering emergency first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved.

### **Administrative Responsibilities Related to Student Conduct and Discipline**

Any student who violates this policy by knowingly possessing, using, selling, giving or otherwise transmitting, or being under the influence of any illegal drug, regulated substance, or alcohol, on any school property, or at any school sponsored activity away from or within the school shall be subject to discipline consistent with the District’s policy on Student Conduct and Discipline and the school’s overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

[1] This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. Unless otherwise noted in the following notes, the State Board rule requires that the policy include the elements contained in this model.

[2] SBE Rule 4212 requires the policy to have this statement of philosophy.

[3] 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school. See 16 V.S.A. §140 regarding prohibition of tobacco use on public school grounds or at public school sponsored functions.

[4] Vermont State Board of Education Manual of Rules and Practices, Rule 4211

[5] See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substances in 41 U.S.C. §706(3) and 21 U.S.C. §812.

[6] 16 V.S.A. §131(9) Definition of Comprehensive Health Education includes drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.

[7] SBE Rule 4212.2 requiring the education program be consistent with this Plan.

[8] 20 U.S.C. §§7101 et seq. Safe & Drug-Free Schools & Communities Act of 1994

[9] SBE Rule 4212.3 requiring the provision of support and referral system for students in distress.

[10] SBE Rule 4212.3A requiring a policy on the handling of any alcohol/drug-related incident.

[11] SBE Rule 4212.3B requiring that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

VSBA Version:	November 1, 2022
Date Warned:	12/14/22
Date Adopted:	
Legal Reference(s):	20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)
	16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)
	16 V.S.A. §131(9) (Comprehensive Health Education)
	16 V.S.A. §1045(b)(Driver Training Course)
	16 V.S.A. §1165 (Alcohol and drug abuse)
	18 V.S.A. §4226 (Drugs: minors, treatment, consent)
	18 V.S.A. § 4237 (Possession and Control of Regulated Drugs)
	7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, And Tobacco Definitions)
	Vt. State Board of Education Manual of Rules and Practices §§4200 -4212.3B)
Cross Reference:	Student Conduct and Discipline
	Search and Seizure of Students by School Personnel
	Wellness and Comprehensive Health
	Tobacco Prohibition

# **POLICY C5: FIREARMS**

## **Policy**

It is the policy of the Orange Southwest (OSSD) School District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

## **Definitions**

For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined consistent with the definitions required by state and federal law.

## **Sanctions**

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing.

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that they had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

## **Policy Implementation**

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or designee.

The superintendent shall refer to the appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department for Children and Families (DCF).

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of firearms involved.

VSBA Review:	Reviewed 9/22/2022
Date Warned:	12/14/22
Date Adopted:	
Legal Reference(s):	16 V.S.A. § 1166 (State law pursuant to Federal law)
	13 V.S.A. §§ 4004, 4016 (Criminal offenses)
	20 U.S.C. § 7151 (Gun Free Schools Act)
	18 U.S.C. § 921 (Gun Free School Zones Act of 1990)
	20 U.S.C. §§ 1400 et seq. (IDEA)

	29 U.S.C. § 794 (Section 504, Rehabilitation Act of 1973)
	Vt. State Board of Education Manual of Rules & Practices, §§ 4311, 4313
Cross Reference:	Search and Seizure
	Student Conduct and Discipline

## **POLICY C11: STUDENT FREEDOM OF EXPRESSION IN SCHOOL-SPONSORED MEDIA**

### **Policy**

Freedom of expression is a fundamental principle in a democratic society that provides all citizens, including students, with the right to engage in a robust discussion of ideas. It is the policy of the Orange Southwest School District (OSSD) to ensure that students enjoy free speech and free press protections related to school-sponsored media, and to encourage students to become educated, informed, and responsible members of society.

No expression made by students in school-sponsored media shall be deemed to be an expression of school policy.

### **Definitions**

1. **Media advisor** means a person employed, appointed, or designated by the district/supervisory union to provide instruction relating to school-sponsored media.
2. **School-sponsored media** means any material prepared, written, published, or broadcast as part of a school-supported program or activity by a student journalist that is distributed or generally made available as part of a school-supported program or activity to an audience beyond the classroom in which the material is produced.
3. **Student journalist** means a student enrolled in the district/supervisory union who gathers, compiles, writes, edits, photographs, records or prepares information for dissemination in school-sponsored media.
4. **Student supervisor** means a student who is responsible for editing school-sponsored media.

### **Implementation**

Subject only to the conditions 1-6 below, a student journalist may exercise freedom of speech and freedom of the press in school-sponsored media. Student supervisors of school-sponsored media are responsible for determining the content of their respective media.

This policy does not authorize or protect content of school-sponsored media that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. May be defined as obscene, gratuitously profane, threatening or intimidating;
4. May be defined as harassment, hazing, or bullying under Title 16 § 11;
5. Violates federal or state law; or
6. Creates the imminent danger of materially or substantially disrupting the ability of the school to perform its educational mission.

District staff may restrain the distribution of content in school-sponsored media that can be demonstrated to violate any of the conditions 1-6 above.

Content in school-sponsored media will not be restrained solely because it involves political or controversial subject matter, or is critical of the school or its administration.

A student journalist may not be disciplined for acting in accordance with this policy.



A media advisor may not be disciplined for taking reasonable and appropriate action to protect a student journalist in conduct protected by this policy or for refusing to infringe on conduct that is protected by this policy, by the first amendment to the U.S. Constitution, or by the Vermont Constitution.

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[1] 16 V.S.A. § 1623(i) states that each school or its governing body shall adopt a written policy consistent with the provisions of 16 V.S.A. § 1623.

<i>VSBA Review:</i>	<i>October 3, 2022</i>
<i>Date Warned:</i>	<i>12/14/22</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. § 1623</i>
<i>Cross Reference(s):</i>	<i>Student Distribution of Literature</i>

## **POLICY C13: STUDENTS WHO ARE HOMELESS**

The Orange Southwest School District (OSSD) is committed to the success of every student. Homeless students in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the school district in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students. Homeless students will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

### **Definitions**

**Homeless students** means those lacking a fixed, regular and adequate nighttime residence, which could include:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
  - a. Living in motels, hotels, trailer parks or camping grounds **due to** the lack of alternative adequate accommodations;
  - b. Living in emergency or transitional shelters;
  - c. Being abandoned in hospitals;
  - d. Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
  - e. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
  - f. Migratory children living in conditions described in the previous examples.
2. **Enroll and enrollment** mean attending classes and participating fully in school activities.
3. **Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian.
4. **School of Origin** means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

### **Administrative Responsibilities**

The superintendent or designee shall develop written procedures to ensure the following rights of eligible students:

1. Equal access to the same free, appropriate public education, including public prekindergarten education, as is provided to other children and youth;
2. Immediate enrollment, even when records normally required for enrollment are not present;
3. Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability;
4. Access to all educational and related services for which they are eligible, including Title I services, educational programs for children with disabilities, educational programs for English learners, career and technical education, programs for gifted and talented students, and free school meals;
5. Full participation in school, which may include participation in extracurricular activities;
6. Transportation, provided by the local education agency (LEA), to and from the school of origin;
7. Privacy, such that information about a homeless student's living situation will be treated as a student education record and not deemed to be directory information.
8. Dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

<i>VSBA Update:</i>	<i>September 13, 2022</i>
<i>Date Warned:</i>	<i>12.14.22</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>McKinney-Vento Homeless Assistance Act (as amended by ESSA) 42 U.S.C. §§ 11431 – 11432</i>
	<i>Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99</i>
<i>Cross References:</i>	<i>N/A</i>

## **POLICY C15: STUDENT CONDUCT AND DISCIPLINE**

It is the policy of the Orange Southwest School District (OSSD) to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

### **Definitions**

1. **Weapon** means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.<sup>[1]</sup>
2. **School** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.<sup>[2]</sup>
3. **Expelled** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.<sup>[3]</sup>
4. **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

### **Student Responsibilities**

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

### **Administrative Responsibilities**

The principal, in consultation with the educational staff, will develop an overall discipline plan (the "Plan") pursuant to 16 V.S.A. § 1161a.

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs<sup>[4]</sup> and/or where such student conduct violates the District's policy for the prevention of

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<sup>1</sup> See 13 V.S.A. § 4016(a)(2) for definition of "dangerous or deadly weapon."

<sup>2</sup> The Federal Gun Free Schools Act defines "school" as "...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f).

<sup>3</sup> 16 V.S.A. § 1162(a).

<sup>4</sup> See 16 V.S.A. § 1162(a)(3)

harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.<sup>[5]</sup>

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.<sup>[7]</sup>

<sup>7</sup> See 16 V.S.A. § 1162(d)

<i>VSBA Version:</i>	<i>November 2, 2022</i>
<i>Date Waved:</i>	<i>12.14.22</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §1161a (discipline)</i> <i>16 V.S.A. §1162 (suspension and expulsion)</i> <i>20 U.S.C. §§1400 et seq.(IDEA)</i> <i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i> <i>VT State Board of Education Manual of Rules &amp; Practices §§4311, 4312, 4313;</i> <i>2120.8.12, 2122.1,4500.</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i> <i>Public Complaints About Personnel</i> <i>Searches and Seizure of Students by School Personnel</i> <i>Student Drugs &amp; Alcohol</i> <i>Firearms</i> <i>Wellness and Comprehensive Health</i>

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<sup>5</sup> The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

## **POLICY E1: TITLE I, PART A PARENT AND FAMILY ENGAGEMENT**

### **Title I, Part A Parent and Family Engagement Policy**

It is the policy of the Orange Southwest School District (OSSD) to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and involvement of participating Title I parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such, the LEA is responsible for ensuring compliance with development and implementation of the following three documents:

1. **LEA PARENT AND FAMILY ENGAGEMENT POLICY:** As a Title I Part A served LEA we will outline and describe the ways in which we will be responsible for and address the Parent and Family Requirements listed and will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy that meets all requirements described below.

2. **SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PROCEDURE:** Each Of our schools served by Title I Part A will outline and describe the ways in which the school will be responsible for and address the Parent and Family Requirements listed. Each school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement procedure, agreed on by such parents, that will describe the means for carrying out the requirements described below.

2a. **SCHOOL-PARENT COMPACT:** Each of our school(s) served by Title I Part A, as part of their Parent and Family Engagement Procedure, will develop jointly with, agree on with, and distribute to, parents and family members of participating children a School-Parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

### **Definitions:**

**Local Education Agency:** for purposes of this policy, a supervisory union or supervisory district is the local education agency (LEA).

**Parent:** Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). <sup>[2]</sup>

**Parent and Family Engagement (PFE):** The inclusion of parents, families, schools, and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

### **Implementation**

The OSSD will ensure the successful development and implementation of the written LEA Parent and Family Engagement Policy, School Parent and Family Engagement Procedure(s), and School-Parent Compact(s) and will address all requirements in specific detail with review and revision on a periodic and timely basis.

### **1. LEA Parent & Family Engagement Policy <sup>[3], [4]</sup>**

In order to provide all children with significant opportunity to receive a fair, equitable, and high- quality education, and to close educational gaps, the OSSD receives Title I, Part A funds. Therefore, the OSSD will develop, with the parents and family members of participating students, a written parent and family engagement policy. This policy will outline the Local Education Agency's (LEA) expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

### **Part I: General Requirements and Expectations**

1. In order to support increased parent and family engagement to improve student academic achievement, the OSSD has the following objective(s):

**The OSSD will engage parents and families in meaningful ways to enhance collaboration and commitment regarding student learning and development. The goals of this partnership include but are not limited to:**

- **Improved student behavior.**
- **Higher academic achievement.**
- **Improved social skills.**
- **A reduction in high-risk behaviors such as substance use, violence, and the manifestations of mental health problems.**

2. The OSSD agrees to take the following actions to involve parents and family members in the joint development of its Local Educational Agency Plan:

**Parents will have the opportunity to be involved in the development of the OSSD plan through several venues:**

- **Providing input during community open forums.**
- **Through an annual survey.**
- **Through participation at/on school level advisory boards.**
- **Responding to community wide electronic communications soliciting feedback and input.**

3. The OSSD agrees to take the following actions to involve parents and family members in the joint development of its Support and Improvement Plans:

**Parents will have the opportunity to be involved in the development of the OSSD plan through several venues:**

- **Providing input during community open forums.**
- **Through an annual survey.**
- **Through participation at/on school level advisory boards.**
- **Responding to community wide electronic communications soliciting feedback and input.**

4. The OSSD agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance:

**The district will provide support to its Title I schools as they implement parent and family engagement activities by:**

- **Creating a process for each school to follow for the creation, review and revision of their Family Engagement Plans and School-Family compacts.**
- **Providing for professional development in increasing parent and family engagement.**
- **Ensuring a connection between this engagement plan and the development of school improvement plans.**

5. The OSSD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A Parent & Family Engagement Policy in improving the academic quality of all its Title I schools. The evaluation will include identifying the following:

- Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions

The OSSD agrees to take the following actions to conduct this annual evaluation:

- **Administer an annual survey, publicly communicate the data, and engage the community to develop recommended changes to this policy.**
- **Identify potential policy and compact changes through formal and informal conversations with staff, parents, students and community members.**

6. The OSSD agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

- **The survey data will be analyzed by the school level advisory committees who will provide recommendations to improve parent and family engagement.**



7. The OSSD agrees to take the following actions to involve parents in the activities of the schools:

- **Creation of school level parent advisory boards, PTO's or PTA's to serve as representatives in the development, revision and annual evaluation of the engagement policy.**

## **Part II: Building Capacity for Involvement**

To ensure effective involvement of parents and to support a partnership among the schools, parents, and the community in order to improve student achievement, the OSSD will use the following strategies:

- The OSSD will aid parents of children served by the LEA in understanding the following topics:
  - i. **The challenging State academic standards**
  - ii. **State and local academic assessments**
  - iii. **Title I, Part A requirements**
  - iv. **How to monitor their child's progress**
  - v. **How to work with educators to improve their children's achievement**

The OSSD agrees to take the followings actions in order provide this assistance:

- **The OSSD will continue to create Title IV investments in order to finance parent evenings designed to educate and empower parents and families when it comes to understanding state standards, understanding state and local assessments, understanding how to monitor their child's progress, and working with their schools to improve student achievement.**

The OSSD agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

- **Evening parent workshops designed to support both student academics and social skills development.**
- **Curriculum materials designed for parents to use at home, both physical copies and online.**
- **Skill building games for use at home, both physical and online.**
- **Age-appropriate reading books.**

The OSSD agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- b. The value of contributions of parents
- c. How to reach out to, communicate with, and work with parents as equal partners
- d. How to implement and coordinate parent programs
- e. How to build ties between parents and school

The OSSD agrees to provide materials and training, as appropriate, to help staff more fully engage with parents and families:

- **Workshops designed to build skills in better engaging parents and families.**
- **Printed resources on enhanced engagement practices.**
- **Dedicated PLC (professional learning community) time to plan implementation strategies.**
- **Integration of engagement strategies within our parent-teacher evenings.**

The OSSD will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The OSSD agrees to coordinate this work with our:

- **Preschool and kindergarten programs.**
- **School lunch program.**
- **Title II, Title III, Title IV programs.**
- **Apprenticeship and work-study programs.**
- **Dual enrollment program.**
- **Afterschool and summer programs.**

The OSSD agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

- **Providing translation service to support English Language Learners.**
- **Disseminating information using our mass email system and our website.**
- **Sending information home with students.**
- **Making information available via each school main office.**
- **Creating a calendar of district meetings and pertinent topics.**

The OSSD agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

**Parents and families may request further engagement activities through participation at any of the district or school open forums or advisory council meeting. Requests may also be made directly to school or district administrators. All such requests will be provided to the appropriate advisory council for consideration.**

### **PART III. Policy Adoption**

This LEA's Parent & Family Engagement Policy was adopted by the OSSD on **January 11, 2023**. The LEA will distribute this policy to all parents of participating Title I, Part A children annually on or before the last day of September.

VSBA Version:	9/24/2021
Date Warned:	12.14.2022
Date Adopted:	
Legal Reference:	20 USC § 7801(38) 20 U.S.C. § 6318 16 V.S.A § 43
Cross Reference:	

**[1]** This policy is mandatory for LEAs and schools that receive Title I, Part A funds. 20 U.S.C. § 6318(a)(2).

**[2]** 20 USC § 7801(38) definition of term “parent.”

**[3]** 20 U.S.C. § 6318

**Special Rule:** If the school has a parent and family engagement policy that applies to all parents and family members, the school may amend that policy, if necessary, to meet the requirements.

**[4]** 20 U.S.C. § 6318

**Amendment:** If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, the LEA may amend that policy, if necessary, to meet the requirements.

## **POLICY F2: NONDISCRIMINATORY MASCOTS AND SCHOOL BRANDING**

### **Statement of Policy**

It is the policy of the Orange Southwest School District (OSSD) to provide welcoming, positive, and inclusive learning environments for all students by prohibiting the use of discriminatory school branding, which undermines the educational experiences of members of all communities and perpetuates negative stereotypes.

### **Definitions**

1. “**School**” means a public school or an independent school approved under section 166 of Title 16.
2. “**School board**” or “**Board**” means the board of directors or other governing body of an educational institution when referring to an independent school.
3. “**School branding**” means any name, symbol, or image used by a school as a mascot, nickname, logo, letterhead, team name, slogan, motto, or other identifier.

### **Administrative Responsibilities**

The superintendent or designee shall:

1. periodically review and provide recommendations for necessary updates to the nondiscriminatory school branding policy as necessary;
2. assist the school board in its review of the district’s school branding to ensure compliance with the policy following any school branding changes or updates to the policy;
3. assist the school board in ensuring the prohibition of school branding that directly or indirectly references or stereotypes the likeness, features, symbols, traditions, or other characteristics that are specific to either:
  - a. the race, creed, color, national origin, sexual orientation, or gender identity of any person or group of persons; or
  - b. any person, group of persons, or organization associated with the repression of others;
4. Develop a procedure for an individual to file a complaint that an element of school branding is in violation of the policy.

### **Complaints**

An individual may request an opportunity to appear before the Board for purposes of presenting the complaint, relevant facts, and further explanations. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 days of the hearing, which must include a summary of facts and basis for the decision.

If the individual is unsatisfied with the Board's decision, the individual may appeal the decision to the Secretary of Education. Appeals shall be filed within 30 days of the school board's decision by sending a written notice of appeal to the Agency of Education.

<i>VSBA Review Date</i>	<i>August 15, 2022</i>
<i>Date Warned</i>	<i>12/14/22</i>
<i>Date Adopted</i>	
<i>Legal References</i>	<i>16 V.S.A. § 568</i>
<i>Cross References</i>	<i>District Equity Policy</i>

## POLICY G3 FUND BALANCE POLICY

### Statement of Policy

It is the policy of the Orange Southwest School District (OSSD) to address the implications of the Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Definitions*. This policy is created in consideration of unanticipated events that could adversely affect the financial condition of the School District and jeopardize the continuation of necessary public services.

### Definition(s)

1. **"Fund balance"** is the difference between the assets and liabilities reported in a governmental fund. There are five separate components of fund balance, each of which identifies the extent to which the School District/Supervisory Union is bound to honor constraints on the specific purpose for which amounts can be spent.
  - a) **Non-spendable fund balance** consists of funds that cannot be spent due to their form (e.g. prepaid expenses) or funds that legally or contractually must be maintained intact.
  - b) **Restricted fund balance** consists of funds that are mandated for a specific purpose by external parties, constitutional provisions, or enabling legislation (e.g. federal and state grants, trust and trustee accounts).
  - c) **Committed fund balance** consists of funds that are set aside for a specific purpose by the Board. Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds.
  - d) **Assigned fund balance** consists of funds that are set aside with the intent to be used for a specific purpose by the Board, body, or official that has been given the authority to assign funds (e.g. encumbrances, future budgets). Assigned funds cannot create a deficit in unassigned fund balance.
  - e) **Unassigned fund balance** consists of excess funds that have not been classified in the previous four categories. All funds in this category are considered spendable resources. This category provides the resources necessary to meet unexpected expenditures and revenue shortfalls as allowed by state law.

The OSSD expects that supervisory administrators will manage the school district budget so that revenue shortfalls and expenditure increases do not create a deficit in terms of the total unassigned fund balance. Financial updates will be provided at least quarterly should a deficit be predicted which will include recommended actions to minimize the impact of any projected losses.

*Date Written*                      12/14/22

*Date Adopted*

**ORANGE SOUTHWEST SCHOOL DISTRICT (Unified)  
BOARD MEETING**

**WEDNESDAY, NOVEMBER 9, 2022 @ 6 P.M.  
RANDOLPH UNION HIGH SCHOOL**

**To be approved at the December 14, 2022 board meeting**

**MINUTES**

BOARD MEMBERS PRESENT: Anne Kaplan, Katja Evans, Rachel Gaidys, Hannah Arias, Megan Sault, Chelsea Sprague, & Sarah Haupt  
ADMINISTRATORS PRESENT: Layne Millington & Heather Lawler  
GUESTS: See attached lists of guests & ORCA Media Video Taping

**I. Opening**

The meeting was called to order by Chair, Anne Kaplan at 6:03 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Ownership linkage plan, review of Board procedures, orientation information, and monitoring

**II. Board Education and Ownership Linkage**

**a. Public comment (4.2.1) (Recognize e-communications to the Board)**

The following is a summary of the public comments. Please refer to the recording on ORCA Media for the full account and more specific information.

Anne Kaplan read a statement regarding public comments at board meetings and then opened the meeting for public comments.

Lindsey Choiniere – Randolph – parent of a 3rd grade student, has major concerns about RUHS. School has been plagued, BLM, Chick Fil A, etc. Wonders how are you making a safe, happy learning environment for students. Cited the Zillow, attendance and graduation ratings. Credits parents for kids doing well. Has not heard one good thing about the high school. Need to focus on the academics. A different point of view should not make someone get suspended. Disappointed in the school district.

Jill Harper - Randolph - We live here and have a grandson in HS. Promised a track and field team in White River. On the 28th we found out that we don't have a team. It was promised and doesn't know what to do. Board Chair responded by directing her to speak with the Athletic Director

Nick Thresher - East Randolph - I am here to speak for others and to stand up for a bunch of young girls. Claimed that when Layne was informed he said, "whaa - its the law". "We all have feelings. No one is against the transgender community." Went on to talk about genitalia in the locker room, 14 year old brains, and encouraged home schooling. Stated that Layne needs to go and it is the board's job to do that. Could have been avoided with stalls in the locker rooms.

Sarah Crosby - Locker rooms should be safe and comfortable for everybody. Personal safety and comfort are two different things. Danger comes from behavior. We have conflicting reports about what happened in the locker room. It is confidential and none of the community's business. Kids are feeling unsafe. We should not assume the school board has

done the wrong thing. Teach our kids how to handle these things. Greatest divisiveness coming from hateful calls.

Anita Scott - Daughter (Ava) was seen in the locker room. My daughter was violated (Crying). Put a stall in there. Her daughter took the girls in to the boy's locker room to change. Feels bad she didn't stand up for her.

Molly Mullen - Randolph - We elected the school board. There is only so much that these people can do and they are not the issue. It is horrible being a teenager especially when they are different. Keep in mind that they are children. Shared a story of her son being bullied and the importance of confidentiality. Said we should be considerate of the board and administrators. We need to find the solution without being mean and harassing people because we are a model for our students. Wants every child to feel loved & safe.

Justin Ford - Randolph Center - People need to speak up for things but not by name calling, slander, falsely accusing students. He does not agree with LGBT, but he does not harass them. The issues of gender has no place in schools. To wrongly accuse his son is inappropriate.

John Helfant - parent of 3 OSSD students - This was never about gay/straight it is about different genitalia in the same dressing room. Talked about women's rights and referred to the all female school board. Cited school district rankings. Mentioned AP exams & wonders what other school districts are doing right.

Katie Ford - Randolph Center - Teaching students how to be adults. Parents are leaders. Expressed dissatisfaction with the superintendent. The school board should be responsible for what is going on and need to put their own feelings aside and stand up for everyone.

Kevin Taylor - East Randolph - This situation is all about opinions. What is being lost is that our kids have to go to school here. We don't have to agree. I don't agree with trans individuals mixing in, but it could have been handled different. We need to get past this, we are all adults.

Colin Duclos - Brookfield – Wonders if there are plans to address the locker room situation?

- b. Discuss Annual Report to Voters: Brainstorm Info that Board would like to share with community

Anne explained that the board puts together a piece for the town reports. The board decided to have a sub committee to prepare a report about what the board has been doing.

A motion was made for Chelsea Sprague, Sarah Haupt & Anne Kaplan to work on the annual report to voters

By:	Megan Sault
Seconded by:	Hannah Arias
Motion passed:	Yes

- c. Proposal for Ownership Linkage through the formation of a Portrait of a Graduate process  
Heather Lawler spoke about a plan for the Portrait of a Graduate process. Vermont has a recommended portrait of a graduate. This will be a document that speaks about outcomes. The process would include many voices from the community during a series of



meetings. It would capture the thinking to view the vision. We have been awarded a \$5,000 mini grant. We have a purpose & plan to move forward and invite community into this process. Last spring the board worked with Jackie Wilson and would like to work with the VSBA and Jackie. Discussed ownership linkage with this not being a board committee. Heather would like school board member input. This would be a document presented for implementation. Looking at outcomes from meeting with open dialogue and open communication. Administration would do this work.

Chelsea feels that the board still needs to do some ownership linkage besides this. The portrait may change our ends. Hannah also feels the board has work to do on ownership linkage and the board needs a plan for this work. The state is encouraging all schools to do this. May be a fresh start with the portrait of the graduate and then the board would review the ends. Felt it was good timing for conversations and wants student involvement. It will be a series of conversations and a process which should be able to be completed by the end of this school year and be implemented for the next budget cycle. Discussed it should be a long term linkage plan which is review annually.

A motion was made to direct the administration (assistant superintendent) to start the process of a Portrait of a Graduate

By:	Hannah Arias
Seconded by:	Sarah Haupt
Motion passed:	Yes, all in favor

The board discussed the formation of an Ownership Linkage Committee to think about other ownership linkage. Katja Evans, Anne Kaplan, Hannah Arias, & Megan Sault will serve on this committee. Reminder that all committee meetings need to be warned 48 hours prior to the meeting. Katja will poll the group for a meeting date.

d. Review & adopt Complaint Procedure in light of legal counsel review

The board reviewed the revised Complaint Procedure after legal counsel advice. Step 5 was clarified in this procedure. The board felt to make things clear, maybe some of the same language used in Step 5 should be reiterated in Step 7.

A motion was made for Anne Kaplan to talk with legal counsel again to suggest adding language in Step 5 be used again in Step 7 for clarity.

By:	Katja Evans
Seconded by:	Sarah Haupt
Motion passed:	Yes, all in favor

e. Review New Board Binders

Anne reviewed each section of the new board binders. The sections are:

1. OSSD Board Mtg Schedule April 2022-June 2023
2. OSSD Contact & Gen Info Apr 22-Feb 23
3. The Orientation Document: Welcome to the Board
4. Rules and Procedures for the OSSD Board 2022-23
5. General Public Comment Preamble
6. (Once adopted by the OSSD Board, the new Resolution of Complaints Procedure)
7. Board's Governance Policies
8. VLCT FAQ for Open Mtgs (Attached)

Discussed how email communications will be handled. Anne will respond to the sender and let the board know that she has responded.

III. Monitoring: Organization

a. Accept EL Reports 2.1 & 2.2 (enclosed)

*Policy 2.1 Treatment of Students, Parents/Guardians & Community*

*Policy 2.2 Treatment of Staff*

The two EL reports were reviewed for a second time.

A motion was made to accept both EL 2.1 Treatment of Students, Parents/Guardians & Community and EL 2.2 Treatment of Staff

By:	Megan Sault
Seconded by:	Sarah Haupt
Motion passed:	Yes, all in favor

b. Second reading of Policy: Prevention of Conflict of Interest in Procurement by Personnel

A motion was made to accept the Prevention of Conflict of Interest in Procurement by Personnel policy

By:	Sarah Haupt
Seconded by:	Hannah Arias
Motion passed:	Yes, all in favor

c. Share current OSSD Ends Info from last year

Layne presented a PowerPoint title Piecemeal Ends #1

He started with an overview about the state data being delayed & behind, the state has changed their website, and SBAC data could not be found which is likely in prep for the new testing coming up. Layne then reminded the board that 2018-19 was our last normal year, 2019-20 there wasn't testing due to COVID, 2020-21 was remote & hybrid, & 2021-22 was in person, but disrupted due to COVID surges. He also explained absolute data & trend data with trend data not being as strong. We can use trend data when we can't compare SBAC & NAEP in absolute terms. NAEP focuses on grades 4 & 8 and is across the country. Our kids have been improving (going up) when state data is going down. Layne provided a chart which shows this. When looking at 8<sup>th</sup> grade math, our trend line is going up and again the state is going down. This was the same result with ELA. Our students are improving faster than the state & nation in ELA & math. That improvement happened during the most challenging time for teaching in living memory. Also, the national data did not include all student groups. Next time Layne will present on the adaptability end.

IV. Monitoring: Board

a. Assess Board's compliance with Board Governance Policy 4.4 Chair's Role (enclosed)

*Select area of improvement/leader/when to reassess*

The board reviewed each section of 4.4 and looked at if the board has acted consistently with each item of the policy. The board discussed areas of improvement. Felt it was important if board members requested a meeting, they should have one. Felt it was important for the board to discuss issues so they can speak with one voice. Also discussed executive session with legal counsel, emergency & special meetings. Members of the community are choosing venues for one sided communication such as at board meetings and are not looking for a two way conversation. Members of the board expressed that saying something is important to make a statement to the public.

- V. Advocacy  
a. Report on VSBA Annual Meeting & Conference  
This was tabled for another time.
- VI. Consent Agenda (4.2)  
a. Approve Minutes from OSSD Regular meeting on 10/12/2022 (enclosed with agenda)  
Motion to approve the Consent Agenda  
By: Katja Evans  
Seconded by: Megan Sault  
Motion passed: Yes
- VII. Other  
a. Discuss Negotiations with Unions  
This was tabled for another meeting.
- VIII. Closing  
a. Superintendent's Report (enclosed) was reviewed.  
  
b. Principals' & Director Reports (newsletter links sent out separately)  
  
c. Financial Report (enclosed)  
Will be requesting reserve funds for emergency heating system repair at RUHS/RTCC and also requesting reserve funds for a complete revamp of the locker rooms.
- Action Items Recap: Complaint procedure  
Ownership linkage doodle poll  
Special board meeting doodle poll
- IX. Executive Session: Meeting with Legal Counsel re: Pending Lawsuit  
Personnel & Student Issue
- 8:49 p.m. A motion was made by Hannah Arias & seconded by Sarah Haupt to enter Executive Session to discuss the pending lawsuit with legal counsel, personnel & student issue with the superintendent & assistant superintendent present. Motion passed.  
9:33 p.m. The board exited Executive Session. There was no decision or action.

Respectfully submitted,

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Linda Lubold, Board Clerk

Next Scheduled Meetings:

Agenda Planning Meeting: Monday, November 28, 2022 - 6:00 p.m. @ OSSD

Regular Meeting: Wednesday, December 14, 2022 - 6:00 p.m. @ Randolph Elem.

Nick Blaisdel  
NICK THRESHER

Jimmy Rilly  
MARTINA HUENES

STEPHEN ALLIEN  
Emmaline Caswell  
Brenda Caswell  
Wally Caswell  
John Helfant  
James Helfant  
Jessica Ali  
Travis Allen  
Lindsay Choiniere  
Ja

Molly Mullen  
Erica Grygowski  
Ulita J. J.  
Alessa Bagaglio  
Rm Rilly  
Courtney Larocque  
Me & the Spouse  
Colin Duclos  
JUSTIN FORD  
Katie Ford  
Derck Flint  
Erika Graham  
SAM HOOPER  
Avery McMill

First name	Last name	Email	Duration	Time joined	Time exited
mb		beem*****@***.c	17 min	5:56 PM	6:13 PM
Sara		sjli*****@***.com	36 min	5:59 PM	6:35 PM
Sarah	Crosby	scro*****@***.cc	1 hr 14 min	6:00 PM	7:14 PM
Rachel	Gaidys	rgaidys@orange	13 min	5:55 PM	6:07 PM
Melissa	Hurley	hurl*****@***.cor	1 hr 19 min	5:58 PM	7:17 PM
Marybeth	Jones	volu*****@***.o	3 hr 7 min	6:22 PM	9:29 PM
Tevye	Kelman	tkelman@orange	56 min	6:04 PM	7:00 PM
Ashley	Lincoln	alin*****@***.co	58 min	6:00 PM	6:58 PM
ORCA	Media	stre*****@***.net	3 hr 50 min	5:56 PM	9:46 PM
Layne	Millington	lmillington@oran	2 hr 55 min	5:56 PM	9:34 PM
Maddox	Salls	25sallsm@orang	55 min	6:00 PM	6:55 PM
Hannah	Swift	swif*****@***.	36 min	6:00 PM	6:36 PM
Troy	Tabor	tabo*****@*	7 min	6:28 PM	6:35 PM

First name	Last name	Email	Duration	Time joined	Time exited
hthomaslynn	lynnlawvt.com	htho*****@***.c	42 min	8:40 PM	9:22 PM
Layne	Millington	lmillington@oran	42 min	8:50 PM	9:33 PM

Special Meeting of the Board  
Orange Southwest School Board  
November 18, 2022  
5:00 PM  
Randolph Elementary School

Attendees: All board members present  
Anne Kaplan (chair), Hannah Arias, Sarah Haupt, Megan Sault, Katja Evans, Chelsea Sprague, Rachel Gaidys, Layne Millington, & Heather Lawler

Additional attendees: Sam Hooper, Elaine Young, Tori Vinton, John Helfant, Jessica Allen & ORCA Media Video Taping

5:03 Call to Order

#### Public Comment

John Helfant - There are some federal court cases that have come out that indicate that the access to locker rooms is going to change. Cited cases where religious freedom was given consideration over the request for gender identity being respected. Also spoke about Title IX and women's sports in schools.

5:08

Board Chair invites Sam Hooper to speak regarding his application for the open Brookfield board seat. He spoke to his background as a Brookfield resident and his belief in community service and inclusive education. Believes in public education and forward progress. Small business owner in Randolph with 12 employees. Most of his employees have students in our public school system. He has two nephews in RES. He will dedicate himself to learning. He also has some experience with boards and board work. He has a firm understanding of the work. His goal when working on boards is to listen and add value when appropriate. Works in a collaborative manner. He would appreciate the opportunity to serve as a representative of Brookfield.

5:16

Board Chair invites Elaine Young regarding their application for the open Brookfield board seat. She shared that she has thought about joining the school board for several years. She is not working from home and has more time to give back. She has a daughter in RUHS and sees a lot of the things happening that are reflective of our nation. She sees this as a great opportunity to learn more and understand the work of the board before applying formally for a vote. She is an educator and teaches college courses. Has a unique lens of experience concerning academic integrity. She understands that boards do not set curriculum, but she has experience with looking at data and outcomes. Experience as a parent in schools in multiple schools across Vermont and also experience working with faculty. These experiences give her a good background to learn and contribute to the board. I have already read some of the materials you sent. Identifies as a lifelong learner and is ready to take on this learning.

OSSD Board  
November 18, 2022  
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Candidate asked, "What made each of you decide to join the board?"  
Several board members shared their experiences.

Katja Evans motions to move to executive session to select the board appointment  
Chelsea Sprague seconds the motion  
Unanimous vote to go to executive session

5:30 - Executive session begins  
5:45 - The board exited Executive Session

5:45  
Public Comment  
John Helfant - Asked a question about land being purchased. Board chair deferred the inquiry and directed the commenter to call the Superintendent with the question.

Megan Sault - Move to appoint Sam Hooper to the board  
Sarah Haupt Seconded appointment  
Unanimous vote to appoint Sam Hooper

Board Chair communicates the next steps to be sworn in and receive their school email and computer for official business.

5:48  
Consent agenda

Board Chair requests an update on the RUHS heating situation. Superintendent reports that we have identified a vendor who can repair the heating system the first week of December for a return to instruction on December 5th. Provided an estimate for the cost of the repair. Discussion of the reality and expenses of relocating instruction to remote locations. Costs connected to temporary heating, heating fuel, and emergency range. Approximately \$250,000 to \$300,000.

Katja Evans moves to approve the use of up to \$300,000 of reserve funds for heating repair  
And \$34,060 for locker room improvements  
Megan Sault Seconds  
Unanimous vote to approve the use of reserve funds

5:59 PM  
Katja Evans moves to enter executive session and invite the Superintendent and Assistant Superintendent to discuss personnel



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Hannah Arias seconds  
Unanimous vote to enter executive session

6:29 PM The board exited Executive Session

With no further business to discuss, a motion was made by Megan Sault and seconded by Katja Evans to adjourn the meeting at 6:30 PM. Unanimous agreement to adjourn.

Respectfully submitted,

Heather Lawler



P.O. Box 449  
East Barre, VT. 05649  
(802) 479-1078

Orange Southwest Supervisory Union  
24 Central Street  
Randolph, VT. 05060

November 7, 2022

Attn: Bob Worley

## **-PROPOSAL-**

### **PRIVATE CHANGING AREAS IN LOCKER ROOMS**

**2 Locker Rooms in High School, 2 Locker Rooms in Middle School**  
**3 changing areas per locker room = 12 changing areas (4 ADA accessible, 8 regular)**

**Includes:**

- Remove existing lockers as necessary, dispose on site
- Frame changing areas on existing floor with 2X4 spruce to be 7' high (open ceiling)
- Install drywall finish taped and painted
- Install vinyl base
- Install fabric curtain at access opening
- Install bench and wall hooks in each area
- 

**Exclusions.**

- Electrical
- Plumbing / HVAC

**Price for the above proposal = \$ 34,060.00**

ORANGE SOUTHWEST SUPERVISORY UNION

R.A.V.E.N.

BUDGET 2023-24

Function	Object	Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	2021-22 Budget	2022-23 Budget	2023-24 Draft 1	Dollar Inc/Dec	Percent Inc/Dec
1200	100	Teachers 1.0 FTE	\$ 143,250	\$ 132,486	\$ 148,425	\$ 138,655	\$ 81,535	\$ 82,670	\$ 87,632	\$ 4,962	5.66%
		Other stipends	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ -	0.00%
115		Aide Salary 1.0 FTE	\$ 10,555	\$ 10,500	\$ -	\$ -	\$ 19,875	\$ 20,580	\$ 22,730	\$ 2,150	9.46%
120		Substitutes	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	0.00%
200		Health Ins	\$ 36,085	\$ 36,500	\$ 39,660	\$ 43,585	\$ 21,170	\$ 16,500	\$ 18,420	\$ 1,920	10.42%
		Employer Taxes	\$ 12,005	\$ 11,075	\$ 11,495	\$ 10,750	\$ 7,875	\$ 8,040	\$ 8,580	\$ 540	6.29%
		Dental Ins	\$ 3,338	\$ 3,505	\$ 3,680	\$ 3,680	\$ 810	\$ 810	\$ 810	\$ -	0.00%
		Life Insurance	\$ 55	\$ 55	\$ 55	\$ 55	\$ 30	\$ 30	\$ 30	\$ -	0.00%
		Municipal Retirement	\$ -	\$ -	\$ -	\$ -	\$ 880	\$ 1,080	\$ 1,195	\$ 115	9.62%
		VSTRS Retirement	\$ -	\$ -	\$ 1,300	\$ 1,350	\$ 1,350	\$ 1,360	\$ -	\$ (1,360)	
		Long-Term Disability Ins	\$ 470	\$ 435	\$ 450	\$ 425	\$ 320	\$ 320	\$ 336	\$ 16	4.76%
		Unemployment Ins	\$ 500	\$ 500	\$ 500	\$ 500	\$ 350	\$ 350	\$ 350	\$ -	0.00%
		Workers Comp	\$ 1,055	\$ 950	\$ 1,068	\$ 885	\$ 565	\$ 630	\$ 730	\$ 100	13.70%
		Prof Dev	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	0.00%
400		Rent	\$ 22,000	\$ 30,600	\$ 30,600	\$ 32,600	\$ 32,600	\$ 32,600	\$ 32,600	\$ -	0.00%
		Heat/Utilities/Phone									
		Telephone	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,200	\$ 1,500	\$ 1,500	\$ -	0.00%
		Electricity	\$ 3,800	\$ 3,800	\$ 3,800	\$ 5,500	\$ 5,500	\$ 5,500	\$ 6,200	\$ 700	11.29%
		Propane/Heating	\$ 5,000	\$ 5,000	\$ 5,000	\$ 6,500	\$ 3,500	\$ 3,500	\$ 6,400	\$ 2,900	45.31%
		Equip Repair/Maint	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	0.00%
		Equipment Rental	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ -	0.00%
500		Travel/Field Trips	\$ 1,850	\$ 1,850	\$ 1,850	\$ 1,850	\$ 1,850	\$ 2,000	\$ 2,000	\$ -	0.00%
		Bus Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
		Student Insurance	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400	\$ -	0.00%
		Liability Insurance									
600		Supplies/Materials/Texts/Office									
		Supplies	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	0.00%
		Books/Periodicals	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	0.00%
		Software	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	0.00%
		Fuel	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ -	0.00%
700		Other Equip incl Computers	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ -	0.00%
2143		Counseling Services	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ -	0.00%
		<b>Total Operating Budget</b>	\$ 296,163	\$ 293,456	\$ 304,083	\$ 302,535	\$ 231,110	\$ 229,170	\$ 241,213	\$ 12,043	4.99%
		Overhead Costs									
2400		Administration (Voc Ctr staff)	\$ 21,065	\$ 21,581	\$ 22,308	\$ 23,695	\$ 23,800	\$ 11,830	\$ 11,150	\$ (880)	-6.10%
2520		OSSD Fiscal & Admin Svcs	\$ 14,960	\$ 13,600	\$ 13,600	\$ 13,950	\$ 12,020	\$ 11,405	\$ 11,732	\$ 327	2.79%
			\$ 14,960	\$ 13,600	\$ 13,600	\$ 13,950	\$ 12,020	\$ 11,405	\$ 11,732	\$ 327	2.79%
		<b>Total Budget</b>	\$ 332,188	\$ 328,637	\$ 339,991	\$ 340,180	\$ 266,930	\$ 252,405	\$ 264,095	\$ 11,690	4.43%
		Projected Enrollment	14.00	14.00	14.00	14.00	10.00	10.00	10.00		
		<b>Tuition Cost per Student</b>	\$ 23,728	\$ 23,474	\$ 24,285	\$ 24,299	\$ 26,693	\$ 25,241	\$ 26,410	\$ 1,169	4.43%

## Orange Southwest School District

### Special Monitoring Report Form

**Description of the item requiring Board approval:** The OSSD Facilities is requesting the expenditure of Carry Over/ Reserve funds from the Facilities Reserve Fund for emergency repair of the heating system at RUHS & RTCC.

**Reason for required approval including applicable policies:** In accordance with Policy 2.4, the Board must approve all expenditures of reserve funds.

**Evidence demonstrating policy compliance (attach any necessary documents):** The Orange Southwest School District's Facilities Reserve Funds have sufficient carryover/reserve funds to support the expenditure requests. All requests are necessary to ensure our schools remain current and functional (Policy 2.6 Asset Protection).

Request for Facility Reserve funds of \$150,000 for emergency repair of the RUHS & RTCC heating system.

The Orange Southwest SD Facilities Reserve Fund has \$3,364,012, therefore has sufficient funds to cover the proposed expenditures.

Date:  
12/08/2022

## **SUPERINTENDENT'S REPORT**

**December 14, 2022**

### **RUHS/RTCC Heating Update**

On Friday, November 11th, the system that provides heat to both RTCC and RUHS failed requiring both schools to close due to our inability to maintain the required temperature for occupancy. Further complicating the picture was the need to get enough heat flowing into the building complex to prevent the plumbing from suffering damage due to freezing. The work has been progressing through three phases, with the first two now complete.

#### **Phase 1: Protecting the Complex from Further Damage**

The facilities team was able to secure enough portable external propane heaters to get enough heat flowing into the buildings to prevent most of the pipes from freezing. This was a significant amount of work: securing the heating units from across the state, retrofitting windows to accept the large diameter tubing that would carry the heated air, bringing in one-thousand-gallon propane tanks to supply the fuel, securing traffic barriers to protect the equipment, and then running the tubing carrying the hot air through the buildings so that the heat could reach as many areas as possible. During this time, the team was also searching across the country for the parts needed to repair the system and to secure qualified contractors to do the actual work: mechanical, excavation, electrical, and plumbing.

#### **Phase 2: Conducting the Repairs as Quickly as possible to Get students back to School**

Students began missing school days on November 14<sup>th</sup>. The external propane heat after much adjustment was able to maintain the required temperature in the smaller RTCC facility and students there were able to return to classes on November 21<sup>st</sup>. Given the larger size of RUHS and the sprawling nature of the facility, we were only able to maintain enough heat to keep most of the pipes from freezing, so it would be December 5<sup>th</sup> before RUHS students could return to school.

The major repairs were completed on December 1<sup>st</sup> and then it became a long process (nearly three days) to refill the closed loop heating system with water and bleed out all the air so that heat could flow throughout the RTCC/RUHS complex. On Sunday, December 4<sup>th</sup>, the repaired heating system was running properly and maintaining the appropriate temperatures throughout both buildings.

### **Phase 3: Finalizing Repairs and Clean Up**

The district is in the final phase of the project. Currently the team has been disconnecting the portable propane heaters and associated tubing. They are replacing the windows that needed to be removed to allow the temporary heat to be pumped into the building. They have arranged to have the thousand-gallon propane tanks drained so that we can recoup the cost of the remaining fuel and then have the tanks removed.

There were other issues discovered during the excavation that involve our underground electrical wires and connections as well as a main pipe that delivers domestic hot water to the two buildings. The construction site cannot be closed until both of these other systems have been repaired.

### **Origin of the Problem and Further Complications**

Approximately 25 years ago, the district received a grant to build an auxiliary wood chip fired boiler to heat the RTCC/RUHS complex. It was manufactured and placed in a building behind the high school by a specialty company that is no longer in business. At that time, the main oil-fired burners were also moved to this building and integrated into a combined system – these factors are important as they contributed to both the failure and the difficulty of repairs.

### **Cause of the Failure**

The RTCC/RUHS complex is warmed by a forced hot water closed loop system. The water is heated by the boilers and piped to the main building. It was the main pipe transporting the water that failed. There are three reasons beyond simple age we can identify for this event:

- The pipe that failed was made of steel that is very susceptible to corrosion; for these applications cast iron, stainless steel or various plastics are typically used because of their corrosion resistance. Further, as the temperature rises, chemical reaction rates increase; since this pipe carried hot water, the corrosion rate was accelerated.
- The location of the building required the pipe to be run under the back parking lot which is frequently treated with road salt which leaches into the ground and further accelerates the deterioration of the pipe from the outside in.
- When the new facilities team took over during the first month of my tenure, they noticed that the water chemistry within the heating system was not being maintained and immediately engaged the services of State Chem to do this work. Maintaining the proper water chemistry is critical as it prevents both scale build up within the pipes and corrosion. We have no evidence that this maintenance was being done prior to our time which likely accelerated the corrosion failure from the inside out.

### **Why the Repairs Took So Long**

The integration of the fuel oil and wood chip boiler systems was performed by a specialty company that had used proprietary pipes and connectors in their work. With the company out of business, replacement parts were unavailable, and being non-standard would need to be fabricated from scratch. The team was directed to “scour the planet” for the parts or any construction outfit that could accelerate the repair beyond the initial three-month estimate. A company was found that had access to existing parts that they could modify for our need and who was able to complete the majority of the repair within three weeks.

### **Other Issues Revealed and Current Costs**

During the excavation, two other problems were revealed which have received temporary repairs in order to get the heating system up and running as quickly as possible so students could return to school. First, the wires and connectors supplying electricity to the heating system were protected by a steel conduit with has corroded away and needs to be replaced (with a plastic conduit). Second, the boilers also supply domestic hot water to the RTCC/RUHS

facility, the main water supply pipe also needs to be fully replaced. The permanent repairs are scheduled to occur during school vacation. Once they are complete, the back parking lot can be repaired.

- Total Cost of Repairs so far: \$285,000
- Estimated cost of remaining repairs (electrical, domestic hot water, paving): \$150,000

We will be seeking approval for the \$150,000 from the facilities' reserve fund at the December 14<sup>th</sup> School Board Meeting.

### **Final Thoughts**

It is always easier to see potential problems in hindsight, so this is not intended to be a criticism but thoughts that might be of value going forward.

- Had the main fuel oil boilers been left in place inside the RUHS building and not moved and integrated with the wood fired boiler, the school would have had two independent heating systems. In this scenario, turning two simple valves would separate one system from the other and allow them to operate independently – ensuring heat to the building if one system failed. Integrating the two systems was a poor choice because as we have discovered – if one fails, the other is taken offline as well.
- The use of steel pipes and running them underground in an area of extensive road salt use was a very poor engineering choice destined to cause a catastrophic failure.
- It is critical that anyone hired into the role of a facilities manager receive proper training in the upkeep of physical assets to include at a minimum, the functionality and maintenance of building systems, occupant safety, and meeting legal requirements.
- When replacing or upgrading building systems, the focus should be on standard as opposed to specialty equipment to ensure replacement parts are plentiful, easy to find, and will be manufactured long into the future. Further, so that repair services can be provided by any normally trained technician. This will guarantee that needed repairs, even those required due to a catastrophic failure, can be completed quickly and at minimal cost.



**ORANGE SOUTHWEST SCHOOL DISTRICT  
2022-23 SUMMARY**

	2021-22 ACTUAL	NOVEMBER 2021 YTD	2022-23 BUDGET	NOVEMBER 2022 YTD	DIFFERENCE
<b>GENERAL FUND</b>					
<b>REVENUE:</b>					
LOCAL REVENUE	1,198,868	152,167	1,071,912	311,426	-760,486
SPECIAL PROGRAMS	2,086,380	496,344	2,120,149	595,153	-1,524,996
STATE REVENUES	16,069,870	1,781,884	17,350,584	7,099,029	-10,251,555
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
<b>TOTAL REVENUE</b>	<b>20,181,459</b>	<b>3,256,737</b>	<b>21,288,816</b>	<b>8,751,779</b>	<b>-12,537,037</b>
<b>EXPENDITURES:</b>					
INSTRUCTION	7,188,933	1,388,899	8,127,344	2,058,830	6,068,514
SPECIAL EDUCATION	3,369,191	675,530	3,995,922	1,004,846	2,991,076
ADMINISTRATION	1,210,574	370,362	1,352,596	481,646	870,950
CENTRAL OFFICE	665,013	225,220	899,455	377,102	522,354
SUPPORT SERVICES	1,564,167	449,244	1,895,527	632,251	1,263,276
MAINTENANCE	2,264,524	551,063	2,169,745	814,703	1,355,042
TECHNOLOGY	555,199	253,991	728,215	243,305	484,910
TRANSPORTATION	600,188	122,835	648,277	115,315	532,962
OTHER EXPENSES	90,011	31,330	126,409	27,081	99,328
TECHNICAL EDUCATION	863,221	1,189	928,674	3,788	924,886
PRE-SCHOOL	356,655	84,666	416,652	138,392	278,260
<b>SCHOOL TOTAL:</b>	<b>18,727,675</b>	<b>4,154,329</b>	<b>21,288,816</b>	<b>5,897,258</b>	<b>14,188,412</b>
SURPLUS/DEFICIT	0	0	0	0	0
<b>TOTAL EXPENDITURES</b>	<b>18,727,675</b>	<b>4,154,329</b>	<b>21,288,816</b>	<b>5,897,258</b>	<b>15,391,558</b>

	<b>7/1/2022</b>			
<b>OTHER FUNDS</b>	<b>BEG BAL</b>	<b>REVENUE</b>	<b>EXPENDED</b>	<b>BALANCE</b>
TRANSFER FUND	416,966	2,821,878	171,692	3,067,152
TITLE 1	0	7,327	7,272	56
EPSDT FUNDS	62,100	13,278	4,037	71,341
FOOD SERVICE	124,015	6,759	183,075	-52,301
MEDICAID FUNDS	623,516	32,562	47,576	608,502
R.A.V.E.N.	0	66,708	40,630	26,078
IDEA-B - FLOW-THROUGH	0	27,112	79,743	-52,631
IDEA-B - PRE-SCHOOL	0	1,154	2,051	-896
VEHICLE/BUS FUND	1,126,335	0	258,811	867,524
BUILDING MAINT FUND	3,364,012	0	79,688	3,284,324
LEGAL FUND	90,000	0	0	90,000
SPECIAL EDUCATION FUND	465,697	0	0	465,697
OPERATIONAL RESERVE	1,743,007	0	15,600	1,727,407
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	21,522	10,141	17,934	13,729
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	0	5,730	5,940	-210
SCHOOL WIDE PROGRAMS	0	0	89,548	-89,548
TITLE II	0	31,001	43,165	-12,164
TITLE IV	0	32,168	38,841	-6,673
CONSOLIDATED ADMIN	0	0	10,897	-10,897
CRF - LEA GRANT	0	0	0	0
CRF - ESSER GRANT	0	10,260	89	10,171
ESSER II GRANT	0	431,652	439,877	-8,225
ARP - ESSER	0	298,789	401,093	-102,304
ARP - AFTERSCHOOL	3,139	2,696	209	5,625
ARP - PRESCHOOL	19,296	15,972	7,245	28,023
ARP - IDEA-B PRE-SCHOOL	0	0	0	0
ARP - IDEA-B	0	3,793	3,793	0
<b>TOTAL OTHER FUNDS</b>	<b>8,103,031</b>	<b>3,818,980</b>	<b>1,948,806</b>	<b>9,973,206</b>

# ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2021-22 Actual	November 2021 Revenue	2022-23 Budget	November 2022 Revenue	Under (Over)
<b><u>LOCAL REVENUES:</u></b>					
Tuition	465,465	126,646	348,000	140,168	-207,832
Overhead Tuition	54,744	0	20,000	0	-20,000
Transportation	38,314	8,777	50,000	13,535	-36,465
Interest	87,025	29,908	85,000	35,261	-49,739
Early Ed Receipts	0	0	0	522	522
Lease Land - Brookfield	0	0	5	0	-5
Secretary of State - Town Meeting	0	0	0	0	0
Contracted Services	27,685	0	35,292	0	-35,292
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	463,133	115,783	487,760	121,940	-365,820
Admin Svcs - EPSDT	3,294	0	1,500	0	-1,500
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	46,550	0	44,005	0	-44,005
Rental Income	0	0	350	0	-350
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	12,658	0	0	0	0
Total Other Revenues:	1,198,868	281,114	1,071,912	311,426	-760,486
<b><u>SPECIAL ED:</u></b>					
Core Block Grant	368,860	184,430	0	0	0
Special Ed Reimbursement	1,379,262	274,250	1,426,162	548,522	-877,640
State Placed Students	0	0	0	0	0
Extraordinary Reimbursement	212,695	0	601,338	0	-601,338
Essential Early Ed	75,327	37,664	80,649	46,631	-34,018
IDEA-B - Pre-School	20,045	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	30,191	0	12,000	0	-12,000
Total Special Ed	2,086,380	496,344	2,120,149	595,153	-1,524,996
<b><u>STATE REVENUES:</u></b>					
State Technical Centers	449,273	0	483,574	0	-483,574
State Education Fund	15,159,988	6,567,367	16,430,804	7,039,793	-9,391,011
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	6,895	0	0	0	0
State Transportation	272,292	0	255,000	0	-255,000
Small Schools Grant	177,706	59,236	177,706	59,236	-118,470
Driver Education	3,716	0	3,500	0	-3,500
Total State Revenues	16,069,870	6,626,603	17,350,584	7,099,029	-10,251,555
<b>BEGINNING BALANCE:</b>	826,342	826,342	746,171	746,171	0
<b>SCHOOL TOTAL:</b>	<b>20,181,459</b>	<b>8,230,403</b>	<b>21,288,816</b>	<b>8,751,779</b>	<b>-12,537,037</b>
<b><u>FEDERAL FUNDS:</u></b>					
IDEA - B	0	0	202,846	0	202,846
IDEA - B - PreSchool	0	0	143,632	0	143,632
Title I and II - School Wide	0	0	415,000	0	415,000
Medicaid	0	0	95,000	0	95,000
EPSDT	0	0	20,000	0	20,000
Total Federal Funds	0	0	876,478	0	876,478
<b>TOTAL VOTER APPROVAL:</b>	<b>20,181,459</b>	<b>8,230,403</b>	<b>22,165,294</b>	<b>8,751,779</b>	<b>-11,660,559</b>

**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

<b>Account Name</b>	<b>2021-22 Actual</b>	<b>November 2021 Expenditure</b>	<b>2022-23 Budget</b>	<b>November 2022 Expenditure</b>	<b>Encumb</b>	<b>Balance Under (Over)</b>	<b>Percent Inc/Dec</b>
<b><u>INSTRUCTION:</u></b>							
Salaries	4,513,108	1,146,209	4,896,410	1,196,489	0	4,828,377	98.61%
Benefits	1,597,325	487,118	1,877,885	481,648	0	1,396,237	74.35%
Drivers Education	4,130	1,065	3,500	142	891	2,468	70.51%
Remedial/Interventionist Service	133,362	37,743	207,204	43,930	0	163,274	78.80%
Testing/Tutorial/OT-PT Svcs	10,264	3,435	13,775	5,329	9,888	-1,442	-10.47%
Contracted Services	45,496	14,607	44,400	16,697	0	27,703	62.40%
Staff Training	184,126	70,052	210,797	71,900	86,664	52,234	24.78%
Co/Extra Curricular	319,929	96,429	443,753	113,491	92,841	237,421	53.50%
Tuition	67,041	26,692	54,000	33,658	4,500	15,842	29.34%
Travel/Field Trips	14,292	1,426	40,280	6,174	2,031	32,076	79.63%
Supplies/Textbooks/Equip	299,860	75,554	335,340	89,372	36,022	209,946	62.61%
<b>Total Instruction</b>	<b>7,188,933</b>	<b>1,960,330</b>	<b>8,127,344</b>	<b>2,058,830</b>	<b>232,836</b>	<b>6,964,134</b>	<b>85.69%</b>
<b><u>SPECIAL EDUCATION:</u></b>							
Salaries	1,579,959	432,123	1,729,595	399,552	0	1,330,043	76.90%
Benefits	552,787	186,642	688,205	181,011	0	507,194	73.70%
Contracted/Prof Services	5,000	0	0	0	0	0	
Transportation	82,101	9,723	89,350	16,906	0	72,444	81.08%
Travel/Conferences	13,658	952	10,500	6,994	3,646	-140	-1.33%
Supplies/Textbooks/Equipment	21,156	17,185	26,700	10,730	1,724	14,246	53.36%
Tuition	509,396	177,100	840,000	234,946	0	605,054	72.03%
Behavioral Services	167,892	20,416	198,817	19,309	0	179,508	90.29%
Testing/Tutorial/OT-PT Svcs	220,905	64,849	139,000	66,376	86,159	-13,535	-9.74%
Speech Services	216,337	49,432	273,755	69,022	114,297	90,435	33.04%
<b>Total Special Education</b>	<b>3,369,191</b>	<b>958,424</b>	<b>3,995,922</b>	<b>1,004,846</b>	<b>205,826</b>	<b>2,785,250</b>	<b>69.70%</b>
<b><u>ADMINISTRATION:</u></b>							
Salaries	860,389	341,703	892,932	342,460	0	550,472	61.65%
Benefits	288,640	102,052	366,439	110,548	0	255,891	69.83%
Repairs/Maint	779	80	9,000	0	0	9,000	100.00%
Postage/Telephone	29,894	11,751	32,700	11,136	100	21,464	65.64%
Travel	13,621	6,071	9,300	7,085	11,105	-8,891	-95.60%
Supplies/Equipment	17,252	9,097	42,225	10,416	1,439	30,370	71.92%
<b>Total Administration</b>	<b>1,210,574</b>	<b>470,755</b>	<b>1,352,596</b>	<b>481,646</b>	<b>12,644</b>	<b>858,306</b>	<b>63.46%</b>
<b><u>CENTRAL OFFICE:</u></b>							
Salaries	412,234	172,563	548,250	227,864	0	320,386	58.44%
Benefits	177,361	70,389	250,055	78,914	0	171,141	68.44%
Contracted Services	29,038	10,450	26,000	8,580	11,275	6,145	23.63%
Legal Fees	0	0	0	0	0	0	
Staff Development	755	0	2,000	9,144	0	-7,144	-357.20%
Repairs/Maintenance	18,377	18,377	17,500	19,296	0	-1,796	-10.26%
Board Expense	0	0	0	0	0	0	
Building Construction	0	0	0	0	0	0	
Insurance	0	0	0	0	0	0	
Travel	949	172	5,900	4,052	500	1,348	22.85%
Supplies/Equipment	26,299	13,330	49,750	29,252	127	20,371	40.95%
<b>Total Central Office</b>	<b>665,013</b>	<b>285,281</b>	<b>899,455</b>	<b>377,102</b>	<b>11,902</b>	<b>510,452</b>	<b>56.75%</b>
<b><u>SUPPORT SERVICES:</u></b>							
Guidance	472,490	131,930	518,574	141,112	10,735	366,727	70.72%
Behavioral Interventionists	290,841	108,431	302,638	84,208	454	217,976	72.03%
School Nurse	269,269	74,009	329,824	88,737	957	240,130	72.81%
Media Services	259,544	74,589	318,141	80,301	8,537	229,304	72.08%
Curriculum Develop	38,879	25,067	30,555	787	0	29,768	97.42%
C.A.R.	40,221	9,976	113,500	55,210	26,148	32,142	28.32%
Teacher Mentoring	52,180	10,219	46,800	18,344	50,983	-22,527	-48.13%
Board of Education	101,559	133,595	100,495	149,588	5,652	-54,744	-54.47%
Legal Fees	18,515	5,018	53,000	13,964	0	39,036	73.65%
Fiscal Services	20,669	-2,648	82,000	0	0	82,000	100.00%
<b>Total Support Services</b>	<b>1,564,167</b>	<b>570,186</b>	<b>1,895,527</b>	<b>632,251</b>	<b>103,466</b>	<b>1,159,810</b>	<b>61.19%</b>
<b><u>MAINTENANCE:</u></b>							
Salaries	589,297	219,960	539,020	245,490	0	293,530	54.46%
Benefits	280,443	87,131	310,000	91,455	0	218,545	70.50%
Contracted Services	190,655	55,048	225,000	62,944	90,270	71,787	31.91%
General Liability Ins	64,461	64,461	69,200	73,756	0	-4,556	-6.58%
Repairs/Maintenance	303,875	98,883	230,000	109,948	96,002	24,049	10.46%
Utilities	424,138	86,535	405,250	104,430	0	300,820	74.23%
Supplies/Travel/Equipment	241,590	56,852	224,750	83,737	31,395	109,618	48.77%
Care of Grounds	148,183	31,347	147,000	34,928	73,250	38,821	26.41%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	21,882	7,524	19,525	8,013	8,020	3,492	17.88%
<b>Total Maintenance Svcs</b>	<b>2,264,524</b>	<b>707,741</b>	<b>2,169,745</b>	<b>814,703</b>	<b>298,937</b>	<b>1,056,106</b>	<b>48.67%</b>

**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

Account Name	2021-22 Actual	November 2021 Expenditure	2022-23 Budget	November 2022 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<b><u>TECHNOLOGY:</u></b>							
Salaries	252,528	103,154	313,920	108,453	0	205,467	65.45%
Benefits	97,520	33,396	145,985	35,046	0	110,939	75.99%
Contracted Services	44,845	9,690	24,500	7,630	6,215	10,655	43.49%
Technology Fund Transfer	0	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	0	125	2,500	0	0	2,500	100.00%
Supplies	160,307	140,022	132,810	92,176	12,105	28,528	21.48%
Equipment	0	0	0	0	0	0	
<b>Total Technology</b>	<b>555,199</b>	<b>286,387</b>	<b>728,215</b>	<b>243,305</b>	<b>18,320</b>	<b>466,589</b>	<b>64.07%</b>
<b><u>TRANSPORTATION:</u></b>							
Salaries	235,971	64,776	245,081	76,064	0	169,017	68.96%
Benefits	45,189	11,277	51,863	12,250	0	39,613	76.38%
Contracted Svcs/Rent	67,986	41,458	66,785	-6,462	0	73,247	109.68%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	43,215	22,627	55,300	21,128	1,419	32,752	59.23%
Diesel Fuel	59,500	0	59,500	0	0	59,500	100.00%
Unallowed Spec Ed	0	0	0	0	0	0	
COVID-19- Food Delivery	0	0	0	0	0	0	
Field Trips	9,855	1,567	25,118	2,829	0	22,289	88.74%
Tuition Student Transportation	38,472	13,906	44,530	9,505	16,989	18,036	40.50%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
<b>Total Transportation</b>	<b>600,188</b>	<b>155,610</b>	<b>648,277</b>	<b>115,315</b>	<b>18,408</b>	<b>514,554</b>	<b>79.37%</b>
<b><u>OTHER EXPENDITURES:</u></b>							
Food Service Transfer	0	0	35,000	0	0	35,000	100.00%
Operational Fund Transfer	0	0	0	0	0	0	
Special Ed Transfer	0	0	0	0	0	0	
Child Care - COVID-19	0	0	0	0	0	0	
Debt Service	16,353	15,450	10,760	10,080	0	680	6.32%
EEE Services	73,658	24,041	80,649	17,001	25,607	38,041	47.17%
<b>Total Other Expenditures</b>	<b>90,011</b>	<b>39,491</b>	<b>126,409</b>	<b>27,081</b>	<b>25,607</b>	<b>73,722</b>	<b>58.32%</b>
<b><u>TECHNICAL EDUCATION:</u></b>							
State - Act 68	449,273	0	483,574	0	0	483,574	100.00%
Local Tuition	413,948	413,948	445,100	3,788	0	441,312	99.15%
<b>Total Tech Education</b>	<b>863,221</b>	<b>413,948</b>	<b>928,674</b>	<b>3,788</b>	<b>0</b>	<b>924,886</b>	<b>99.59%</b>
<b><u>PRE-SCHOOL</u></b>							
Salaries	225,443	68,638	229,635	68,033	0	161,602	70.37%
Benefits	93,922	27,993	118,042	38,044	0	79,998	67.77%
Administration	0	0	0	19,614	26,649	-46,263	
Tuition/Partnerships	22,783	4,950	39,400	8,306	0	31,094	78.92%
Supplies/Travel/Equip	14,507	14,147	29,575	4,395	2,128	23,052	77.94%
<b>Total Pre-School</b>	<b>356,655</b>	<b>115,728</b>	<b>416,652</b>	<b>138,392</b>	<b>28,778</b>	<b>249,483</b>	<b>59.88%</b>
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<b><u>SCHOOL TOTAL:</u></b>	<b>18,727,675</b>	<b>5,963,879</b>	<b>21,288,816</b>	<b>5,897,258</b>	<b>956,723</b>	<b>15,563,291</b>	<b>73.11%</b>
<b><u>FEDERAL FUNDS:</u></b>							
IDEA - B	0	0	202,846	0	0	202,846	
IDEA - B - PreSchool	0	0	143,632	0	0	143,632	
Title I and II - School Wide	0	0	415,000	0	0	415,000	
Medicaid	0	0	95,000	0	0	95,000	
EPSDT	0	0	20,000	0	0	20,000	
<b>Total Federal Funds</b>	<b>0</b>	<b>0</b>	<b>876,478</b>	<b>0</b>	<b>0</b>	<b>876,478</b>	
<b>TOTAL VOTER APPROVAL:</b>	<b>18,727,675</b>	<b>5,963,879</b>	<b>22,165,294</b>	<b>5,897,258</b>	<b>956,723</b>	<b>16,439,769</b>	<b>74.17%</b>