

Orange Southwest Unified Union School District
(Orange Southwest School District) OSSD
Regular Board Meeting on Wednesday -- January 11, 2023
Brookfield Elementary School
6:00 p.m.

	Item	Related Board Policy	Presenter	Time Allotted	Action(s)
I 6:00	Opening: Board Attendance: Ensuring a Quorum Meeting Purpose: Ownership linkage Ends & Budget and policy	GP 4.2 Board Job Description	Kaplan	5 mins	
II 6:05	Board Education and Ownership Linkage 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> Approve Annual Report to Voters (enclosed) Set date for Budget Informational Meeting 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	Kaplan Kaplan Millington Lawler Evans	5 mins 5 mins 5 mins	Listen Only Update
III 6:20	Monitoring: Organization Accept EL Reports 2.4 & 2.5 (enclosed) <i>Policy 2.4 Financial Planning & Budgeting</i> <i>Policy 2.5 Emergency Superintendent Succession</i> 2023-24 Budget Presentation RTCC & OSSD	B-MD 3.4 Monitoring Superintendent Performance B-MD 3.4 Monitoring Superintendent Performance	Millington Millington	5 mins 20 mins	Listen/Vote Listen/Vote
IV 6:45	Monitoring: Board Assess Board's compliance with Board Governance Policy 4.6 (enclosed) <i>Select area of improvement/leader/when to reassess</i>	GP 4.1.6 Governing Style	Board Members	15 mins	Evaluate/Decide
V 7:00	Policy Decisions: District Governance Required State Policies: 2nd Reading (enclosed with agenda) Recommended State Policy: 1st Reading Equity Policy (enclosed with agenda)	EL 2.0 Global Executive Constraint	Millington Lawler	2 mins 2 mins	Listen/Vote Listen/Vote
VI 7:04	Advocacy Plan Meeting with Legislators	GP Board Job Description 4.2.5	Kaplan	10 mins	Listen/Discuss
VII 7:14	Consent Agenda Approve minutes from regular board meeting on 12/14/2022 (enclosed) Approve OSSD Budget & Annual Warning (handout) Approve AOE Financial Management Questionnaire (form enclosed) Approve Announced Tuitions (handout) Set High School Choice Capacity Limits (handout) Approve RAVEN Collaborative Agreement for 2023-2024 (form enclosed)	GP 4.2 Board Job Description	Kaplan	5 mins	Discuss/Vote
VIII 7:19	Other General Update Regarding Negotiations with Unions	GP 4.2.10 Board Job Description	Millington	2 mins	Listen
IX 7:21	Closing Superintendent's Report (sent separately) Principals' & Director Reports (newsletter links sent out separately & annual reports enclosed) Financial Report (enclosed) Action Items Recap Adjournment	GP 4.4.2.2 Chair's Role	Millington Kaplan	5 mins 4 mins	Listen Review
X 7:30	Executive Session: If Needed Labor Contract Negotiations Update				
	Future Meetings Agenda Planning Meeting: Monday January 23, 2023 @ RES OSSD Regular Meeting: Wednesday, February 8, 2023 @ Randolph Union High School RTCC Regular Meeting: Wednesday, February 8, 2023 @ Randolph Union High School		6:00 p.m. 6:00 p.m. 5:00 p.m.		

Letter from the Board

To the Communities of Randolph, Braintree, and Brookfield

Greetings. It has been a busy year here at OSSD, and we are pleased to provide this report to the community on the activities, initiatives, and accomplishments taking place at our five schools. With the worst of the pandemic finally behind us, we have been grateful to return to a sense of normalcy in our day to day operations. Like most school districts across the country, we do have some catching up to do, but our schools continue to be happy and vibrant places of learning, and we are making good progress on a number of fronts. We hope you will take a few minutes to read through this year's report to learn more about where we are - and where we are going - as a unified school district.

We spent a good deal of time this past year looking at the district's "Ends," otherwise known as our student learning outcomes. As a reminder, our Ends Statement reads: Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community. Examples of Ends include critical thinking, foundational knowledge (math, science, reading, writing and communication, social studies, life skills and the arts), the ability to adapt, and an understanding of information technology. In addressing student learning outcomes on a statewide basis, the Vermont Agency of Education recently released its "Portrait of a Graduate," and encouraged school districts throughout the state to do the same. A Portrait of a Graduate defines what a student should know and be able to do by the time he/she/they are ready to graduate. While Ends tend to be more focused on specific academic areas, the Portrait tends to be more general, and includes such skills as Learning, Global Citizenship, Academic Proficiency, Well-Being, Critical Thinking & Problem Solving, and Communication. We will continue to work on defining a Portrait of an OSSD Graduate through the balance of the school year, adjusting and aligning our Ends in these general categories.

As we approach this work, we will also be addressing how we can best manage the impacts of social, political, and cultural disagreements that influence the learning climate in our schools, with an emphasis on ensuring that all of our stakeholders (students, parents, and caregivers) feel safe, accepted, heard, and included, regardless of their differences. While we are bound to a certain degree by state and federal laws, it is our goal to listen to, and be sensitive to, the concerns of all constituencies, and make decisions based on equity, fairness, and best practices. This is not always an easy task, and we ask for the community's patience and support as we work through these sometimes polarizing processes and decisions. In all cases, our work is directed towards ensuring that every student has equal access to the best education possible.

Directly related to this work and to the development of our Portrait of an OSSD Graduate, we have formed a committee to look at "Ownership Linkage." Ownership Linkage involves gleaning information from large groups of people (the above stakeholders, plus taxpayers, community members, and other interested parties) through meetings, forums, interviews, and other means to

determine what they believe is important in our schools and what our current Ends might be missing. We invite your participation in this process.

The Board has also continued its work on policy governance this year with an eye towards helping new and existing board members understand what their roles as board members are in terms of overseeing the operation and direction of the OSSD schools. This work includes examining board policies, processes, and procedures in the areas of communications, handling and settling complaints, and setting district goals, which are then carried out by our administrative teams. After a strategic planning process completed at the end of the 2021 school year, our administrators have been focusing on four primary goals: strengthening school climate and culture; improving communication between the school and community; building students' capacity to acquire foundational knowledge; and expanding students' personal development skills.

Our school district has so much to offer, and many families from outside the district choose to send their children here. We are grateful for the support our communities give to each of our schools every day. Our administrators, teachers, support staff, coaches, volunteers, and everyone connected with our schools go above and beyond in their efforts to provide a safe and healthy learning environment; and they prove time and again that it really does take a village to raise a child. And while we may have our differences on how to best educate and protect and nurture our students, there is no doubt that we all have their best interests in mind. Serving on your school board is a privilege and responsibility that each of us takes very seriously, and we will continue to do all we can to live up to the trust you have placed in us to govern and oversee your schools.

Anne Kaplan, Katja Evans, Chelsea Sprague, Hannah Arias,
Rachel Gaidys, Sarah Haupt, Megan Sault & Sam Hooper

MONITORING REPORT

POLICY 2.4: FINANCIAL PLANNING & BUDGETING

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



Superintendent

12/14/22

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:

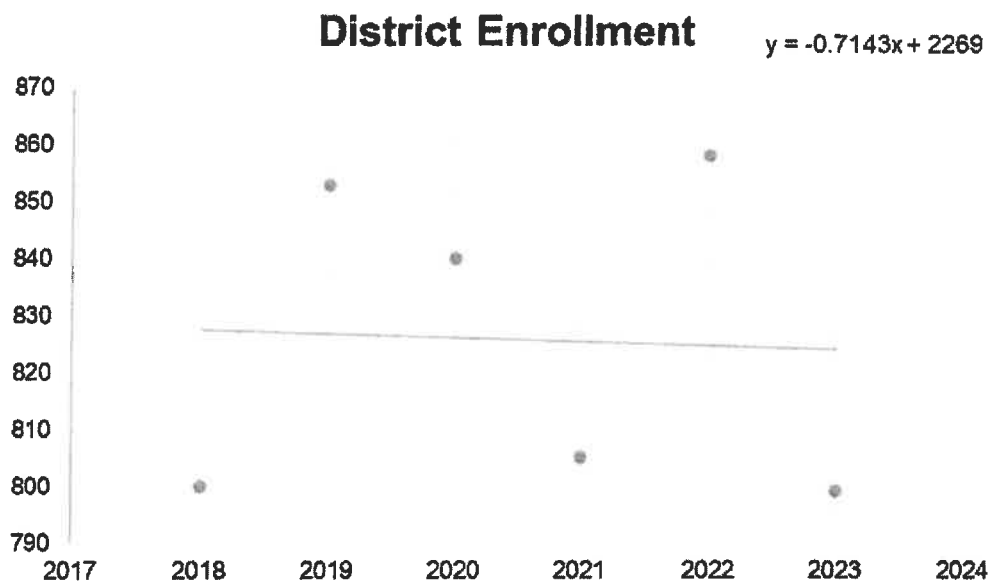
- Estimates of revenues and expenses used to create the yearly budget are reasonable and evidence based.
- Financial statements show enough detail to separate what is required to maintain the daily operation of the district in pursuit of the Board's Ends from individual projects that require significant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

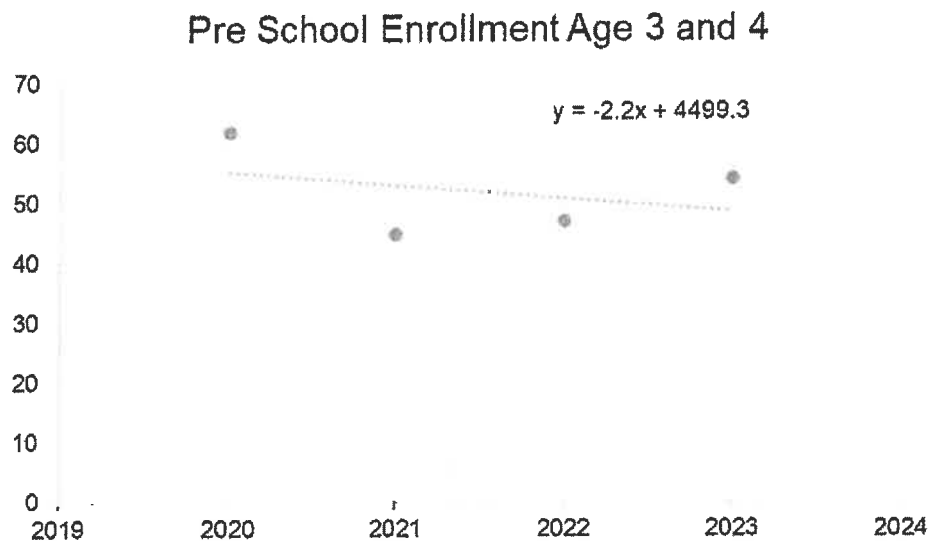
are reflected in financial decisions, the budget creation process must explicitly state the purpose of any changes made to the budget from one fiscal year to the next.

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:

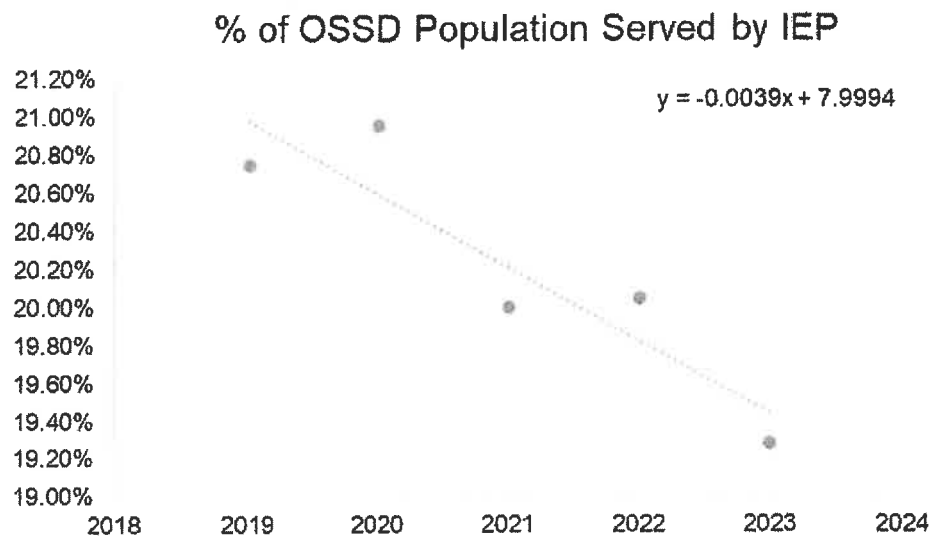
- Since the majority of our state assistance is dependent upon our average daily membership (ADM – basically the number of students enrolled in the OSSD), we track enrollments across a three-to-five-year time span to predict future changes in state assistance in order to plan around any projected shortfalls. 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.

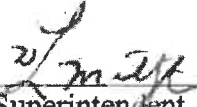
- From the September 2021 Superintendent's Report:
 - ...insurers no longer are compelled to provide liability coverage for claims based on communicable diseases including COVID. This means that anyone who believes they contracted COVID in district can not only sue the district for damages, but that 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

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).

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.6 Board Committee Principals
Time period being monitored: FY 22-23
Date Completed: 1/11/23

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

Policy Wording	Have we acted consistently with this item of the policy	Specific representative examples to support your response
Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from board to Superintendent. Accordingly:		
1. Board committees are to help the Board do its job, not to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the Board's broader focus, board committees will normally not have direct dealings with current staff operations.		
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will		

be carefully stated in order not to conflict with authority delegated to the Superintendent.		
3. Board committees cannot exercise authority over staff, beyond the bounds of typical support functions for committees with assigned staff. Because the Superintendent works for the full board, he or she will not be required to obtain the approval of a board committee before an executive action.		
4. Board committees are to avoid over identification with organizational parts rather than the whole. Therefore, a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on that same subject.		
5. Committees will be used sparingly and ordinarily in an ad hoc capacity.		
6. This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the Superintendent.		

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

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

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 https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf)
	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.^[2]

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.^[3] 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.^[4]
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.^[5]

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.^[6] The

program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.^[7] 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.^[8]

Cooperative Agreements.^[9] 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.^[10] 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.^[11] 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."

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

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.

[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 Wamed:</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.^[1]
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.^[2]
3. **Expelled** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.^[3]
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^[4] and/or where such student conduct violates the District's policy for the prevention of

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

² 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).

³ 16 V.S.A. §1162(a).

⁴ 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.^[5]

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.^[7]

⁷ 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 & 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 & Alcohol</i>
	<i>Firearms</i>
	<i>Wellness and Comprehensive Health</i>

⁵ 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).^[2]

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 ^{[3], [4]}

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 Wamed:	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 Wamed</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

POLICY C29: DISTRICT EQUITY POLICY

Policy

The Orange Southwest School District (OSSD) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The Orange Southwest School Board holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

Definitions

Equity: Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

Culturally Responsive Practices: The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

Implementation

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;
- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;

- Incorporate the principle of equity into the District’s strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide an annual status report to the Board.

<i>VSBA Version:</i>	<i>July 21, 2020</i>
<i>Date Warned:</i>	<i>January 11, 2023</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. § 570 (Harassment Hazing and Bullying)</i> <i>9 V.S. A. § 4502(a) (Discrimination, Public Accommodation)</i> <i>3 1 V.S.A. §144, (Gender identity)</i> <i>16 V.S.A. § 164(9) (Prepare students to participate in and contribute to the democratic process and global marketplace)</i> <i>VT LEG #339768 v.1. Act No.1. (H.3). (Education; ethnic and social equity studies standards; public schools)</i>
<i>Cross Reference</i>	

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

**WEDNESDAY, DECEMBER 14, 2022 @ 6 P.M.
RANDOLPH ELEMENTARY SCHOOL**

To be approved at the January 11, 2023 board meeting

MINUTES

BOARD MEMBERS PRESENT: Anne Kaplan, Katja Evans, Rachel Gaidys, Hannah Arias, Megan Sault, Chelsea Sprague, Sarah Haupt & Sam Hooper
ADMINISTRATORS PRESENT: Layne Millington & Heather Lawler
GUESTS: ORCA Media Video Taping, John & James Helfant, & Ashley Lincoln

I. Opening

The meeting was called to order by Chair, Anne Kaplan at 6:02 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Ownership linkage planning & Financial planning, Budgeting in relation to Ends Accomplishment

Anne Kaplan requested an addition to the agenda under Board Education regarding an update to board procedures which was emailed out to the board & will be replaced in their binders.

II. Board Education and Ownership Linkage

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

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

John Helfant - Feels that parents should be the main participant in the Portrait of the Graduate. He also feels that business owners are important as they know what the students need for the local workforce. He feels that Layne's comment regarding bigotry and hatefulness was highly inappropriate and feels it is an example of divisiveness in our community.

Anne Kaplan spoke about the addition to the agenda regarding an update to board procedures under section H of the binders. Anne reviewed the one change on sub committee meetings which have to be warned. There is no requirement that sub committee minutes have to be approved, but they should be sent to Linda to be posted on our website.

b. Review Annual Report to Voters

The sub committee met and Ben Merrill put together a first draft of the Annual Report to Voters which Anne has emailed out to the board. This report will be approved by the board at the January board meeting. Anne asked the board to let Chelsea or herself know if there should be any revisions to this report.

c. Review Board Member Terms

Katja, Hannah & Sam will be up for re-election at the town meetings in March. Discussed contacting the town clerks for the required paperwork to be added to the ballot.

- d. Review & Adopt Complaint Procedure in light of legal counsel review
Anne reviewed the language in the Complaint Procedure again with our lawyer to ensure all steps of the procedure were clear.

A motion was made to adopt the Complaint Procedure as written after review by legal counsel.

By:	Megan Sault
Seconded by:	Rachel Gaidys
Motion passed:	Yes

- e. Ownership Linkage Plan Committee update on Portrait of Grad etc.
The sub-committee met for a planning meeting to see what a Portrait of a Graduate would look like. Discussed community involvement with potential dinners to discuss ideas, how it would be structured and the importance of getting this work done by the end of the school year. Looking at the first dinner in late January or early February. This would be a base meal with an optional potluck option. The full meal would be under \$10 per person. Discussed how to calculate how many folks would attend - maybe asked to pre-register and maybe would rotate locations to reach out and get some diversity. Our Digital Film instructor will help create a marketing video. The plan is for student & parent and community & business involvement. Discussed maybe starting at RUHS with a tentative date of Thursday, Feb. 2. Also talked about a possible facilitator and timeline. Planning to have a January sub-committee meeting.

III. Monitoring: Organization

- a. Review EL Reports 2.4 & 2.5 (enclosed)

Policy 2.4 Financial Planning & Budgeting

Policy 2.5 Emergency Superintendent Succession

This is the first review of these EL policies, next month will be the second review and approval. EL 2.4 is making sure we are following accepted financial procedures and making sure the data we use is credible for budgeting. EL 2.5 includes the procedure and process the board would follow for emergency superintendent succession.

- b. Quarterly Facilities Monitoring Report

There are two big things on this report. The total cost for the heating repairs so far is at \$285,000 with an estimated cost of \$150,000 for the remaining repairs. See Layne's report regarding other problems that were uncovered while doing the repair work. Layne expressed much gratitude to the facilities staff, the vendors, & community contractors for all their help with this emergency situation.

The structural engineer is concerned about the basement support at the OSSD Central office. The projection on the locker room revamp is six to eight weeks. There are currently 9 other spaces available for privacy.

Sarah Haupt asked if it is possible to hold the company who installed the heating system accountable. Layne explained that it was approximately 20 years ago when the wood chip boiler was put in by a Specialty company which has gone out of business. The Co-Facility Directors also discovered a few years ago that the water chemistry was not being monitored previously.

c. Budget Overview in Relation to Ends

Layne presented his PowerPoint of a proposed OSSD Budget with the best data that is available at this time. He reviewed the budget process. Currently missing the impact of negotiations, what the state will do with their 64 million surplus, if they will keep it in the education fund or not, and the amount of the OSSD surplus from last year. The auditors have to finalize the surplus amount. At this point there would be an 8.5% expected increase. The budget overview was reviewed noting the following revenue considerations: ACT 173 Block Grant for SPED, Equalized Pupils increase, Tuition students & the Operational Fund subsidy. The following new expenses were outlined:

General - Carnegie math, robotics, ELA Geodes, Wit & Wisdom, Foundations, Project Lead the Way, Lead curriculum (health), curriculum director planning, boot camp & transportation.

Pre-School - One paraprofessional for Brookfield due to pre-school enrollment rising

Braintree - Library/Media .2 FTE, Academic Interventionist .2 FTE

Brookfield - Library/Media .2 FTE

RES - None

RUHS - .5 Drug/Alcohol Counselor, Life Skills Program supplies/stipend, Career Exploration transportation

SPED - One paraprofessional, transportation for student's tuition to other facilities, OT for the growing need of daily life skills, move speech from grant funds to the regular budget, & vision equipment for a student

Reviewed contractual/mandatory obligations which there isn't much control over which are: salary increases, health insurance, supplies, heating, utilities & RTCC tuition increase. If all these changes happened would be looking at a 10% increase, but there are significant revenues so actually the budget would be \$901,005 less than last year. If the CLA comes in about what it was last year, the average tax reduction would be around \$180.

The RTCC proposed new expenses were reviewed as follows: An additional math & ELA/social studies teacher since there is only one math and one ELA/social studies teacher serving 160 kids. Moving a .3 FTE out of the Perkins grant & moving a .5 para out of Perkins grant as they have been in that grant for more than 3 years. The dental program moved to regular budget from Time grant, benefits for an administrative assistant replacement due to retirement, and a portion of the nurse share salary. These would be an 18% increase. Current tuition is \$18,670, projected would be \$23,291, a 20% increase. The board asked about the thought of changing to ½ days and we were advised to leave it alone as the state is looking at how tech centers are funded.

RAVEN - Collaborative program for high needs students. Looking at a 4.43% increase. Tuition currently at \$25,241 with projected at \$26,410.

Chelsea Sprague asked about the surplus. We should get the surplus amount soon. Layne explained the Facilities Reserve fund & the Operational Reserve fund set up to reduce taxes. Chelsea asked if the high school had plans for new programs. Layne told the board that they are looking at the master schedule, Carnegie math, a new ELA program, Life Skills program, equity work that Heather is working on, and a possible AP music theory course.

IV. Monitoring: Board

- a. Assess Board's compliance with Board Governance Policy 4.5 - Board Member's Code of Conduct

Select area of improvement/leader/when to reassess

Anne reviewed each section of the Board Governance 4.5 policy - Board Member's Code of Conduct. Everyone felt the board was in the compliance with this policy. Will plan to review it again next year.

V. Required State Policies: 1st Reading

Next meeting will be the 2nd reading of these required state policies. Layne reminded the board that when our website was hacked, the hackers were adding things where there were links on the website. We already have most of these policies, just cleaner language. The new one is F2 School Mascot & Branding and our auditors suggested the G3 Fund Balance.

VI. Advocacy

- a. Report on VSBA Annual Meeting & Conference

Heather Lawler & Anne Kaplan attended the VSBA/VSA Annual Fall Conference. Heather told the board that "How Are the Students Doing" was one topic dealing with equity & diversity issues. The topics are still available online. Anne emailed a list of them to the board and will resend them again. They mentioned ACT 1 which is coming on equity & inclusion. Anne attended sessions on comprehensive assessments, VSBA procedures & board members thinking in a systemic way. She recommended attending next year if board members can.

- b. Plan Meeting with Legislators

Since Braintree was redistricted, Katja feels it may be a good idea to invite the legislators to the February board meeting to connect with them. Anne Kaplan will invite the house representatives and the senate representatives for both Orange & Washington county to the February board meeting. Will put them on the agenda right after public comments.

VII. Consent Agenda (4.2)

- a. Approve Minutes from OSSD Regular meeting on 11/9/2022 (enclosed with agenda)
Approve Minutes from OSSD Special meeting on 11/18/2022 (enclosed with agenda)
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)

Motion to approve the Consent Agenda

By: Katja Evans
Seconded: Hannah Arias
Motion passed: Yes

VIII. Other

- a. Update Negotiations with Unions

The support staff negotiations are at impasse and next session which will be mediation is scheduled for January 25. The teachers are in violation of the ground rules and if there is not significant movement at their next meeting on January 3, they will also be at impasse.

IX. Closing

- a. Superintendent's Report (enclosed) was reviewed.
- b. Principals' & Director Reports (newsletter links sent out separately)
- c. Financial Report (enclosed)
Layne reviewed with the board and noted there are lots of negative numbers in revenue as we are waiting for reimbursement from grants, etc. General liability insurance is a little over budget. Some lines in maintenance are significantly spent. Layne explained that we wait until the end of the year to spend approved reserve funds. Says that things are good.

Action Items Recap: Anne will invite legislators for February
Portrait of a Graduate committee meeting in January
Portrait of a Graduate gathering first part of February
Review monitoring reports

X. Executive Session: None needed

A motion was made by Katja Evans and seconded by Megan Sault to adjourn the meeting at 8:13 p.m.

Respectfully submitted,

Linda Lubold, Board Clerk

Next Scheduled Meetings:

Agenda Planning Meeting: Tuesday, January 3, 2023 - 5:15 p.m. @ RES

Regular Meeting: Wednesday, January 11, 2023 - 6:00 p.m. @ Brookfield

Orange Southwest School District

Special Monitoring Report for Required Approvals

Description of the item requiring Board approval:

Approval of Required Agency of Education Financial Management Questionnaire

Reason for required approval including applicable policies:

Vermont State Requirement

Evidence demonstrating policy compliance (attach any necessary documents):

Relates to Policy 2.3 Financial Activities & Conditions

Signed:

Date:

1/06/2023

Orange Southwest School District

Special Monitoring Report for Required Approvals

Description of the item requiring Board approval:

RAVEN Collaborative Agreement for 2023-2024

Reason for required approval including applicable policies:

When the program became a collaborative program, we completed new agreements for all sending supervisory unions for the coming school year to sign and agree to. This is a requirement under the Vermont special education rules.

Evidence demonstrating policy compliance (attach any necessary documents):

Vermont special education rules and written collaborative agreements.

Signed:

Date:
01/06/2023

Annual Report for Braintree Elementary, Brookfield Elementary and Randolph Elementary Schools

We are excited to have a year that looks more like a normal school year. We are still finding some effects from Covid19, with some students and staff having to be out, but our classes are able to continue moving forward in the schools. With students in school each day, we are working diligently on all academic areas.

Our math curriculum is the focus for all elementary school teachers this year. The kindergarten through fifth grade teachers have readopted Bridges Mathematics to improve consistency in language and numeracy approaches throughout the grades. Our sixth grade teachers adopted a program called Carnegie, the same curriculum used by seventh through ninth graders in middle school. This alignment between sixth grade math and the middle school will aid in a smoother transition to middle school math and create the consistency we are looking for to bridge the elementary and middle schools.

In literacy, our elementary schools are increasing the amount of time spent on word work (or phonics) in the classrooms. All kindergarten through fourth grade classrooms continue to implement the research based curriculum, Foundations, to improve decoding skills, which is critical for developing successful readers.

We welcomed Jeff Green to the district this year as our new Science, Technology, Engineering, and Math (STEM) instructor. He collaborates with classroom teachers to provide STEM instruction in all of our schools in grades kindergarten through six while classroom teachers continue with our regular science curriculum.

This year, the Agency of Education changed the statewide assessment from the Smarter Balanced Assessment Consortium (SBAC) that we have been administering to the Cognia Assessment which we will give at the end of this school year. This change will take time this winter and spring so that we can ensure that our teachers and students are prepared for any changes in format or testing protocols.

Braintree Elementary School

At Braintree Elementary, students enjoy a place-based learning environment that encourages an appreciation of the natural world and its inhabitants. This mission is supported by several partnerships and opportunities.

Farm to School

Our Farm to School program provides students with hands-on experiences growing, harvesting, cooking, and eating fresh produce. This year, we opened Braintree Blossoms, our school farmstand. Students in all grades have made items to sell at the farmstand, including apple

sauce and pies, granola, and potpourri. Our intermediate students are learning firsthand how to operate a small business. They set prices, create advertisements, organize inventory, engage with customers, and complete financial analyses. We have also been fortunate to partner with local farmers and families who have donated items to support the farmstand, and students had a great time designing and painting the farmstand sign with local artist Barbara Carter. This year we have also been utilizing a social studies curriculum provided through a grant with the Clemmons Family Farm that highlights the diversity in agriculture and history in Vermont and the rest of the United States.

STEM Learning

With the introduction of Jeff Green, district STEM instructor, students in kindergarten through grade six receive weekly lessons in STEM (Science, Technology, Engineering, and Math). These lessons support and extend science learning already happening in the classroom. Students have studied adaptations of birds, created interactive online books, and built robots to solve problems using Makey Makey and LittleBit components. We celebrated National STEM Day in November with stations celebrating each letter of STEM. Students built their own LED flashlights and coded robots to cruise the gym with Tina Scheindel, OSSD's Director of Technology.

Family & Community Engagement

Braintree students have been taking advantage of being able to go on field trips again. Students have visited apple orchards, farms, and the Chandler Music Hall to see a performance from the Garifuna Collective. They've hiked Mount Cardigan, visited the Rock of Ages Quarry after learning about minerals and the rock cycle, and had a blast at Motio Recreation Center as a school-wide reward.

Families have come together as our Partners in Education (PiE) Club, a family advisory council which meets monthly. Seeing a need for field trip fundraising, they have already held a successful fundraiser baking and selling pies for Thanksgiving. We had excellent turnouts for our annual pumpkin carving and story walk event as well as our winter concert and community potluck. Inviting families back inside our building has been wonderful!

Brookfield Elementary School

Outdoor learning:

At Brookfield Elementary School we continue our commitment to outdoor education and our connection to nature. Beginning in our preK classroom, classes use the outdoors as a calming learning environment as well as a natural laboratory. Last spring we constructed a timber frame structure nestled against the north side of the pine windbreak which classes now use for outdoor learning in all seasons and weather.

Farm to School:

We provide opportunities for our students to make the vital connection between healthy farms, healthy foods and healthy communities. We already have raised beds that are planted by fourth grade students and have plans to increase the number of them, so more classes can participate. Students have participated in preparation and taste-testing of local foods in

collaboration with our farm to school coordinators and will continue with a monthly schedule. It is always fun to watch them prepare and enjoy these foods.

After School Program:

Our after school program provides a safe and nurturing environment for students who need a place to be after school. The Arts Bus comes weekly to provide enriching opportunities for participants. The program which serves one-third of our students is at capacity.

School Club:

Our parent organization has re-formed and seeks greater participation from families. They have sponsored a bake sale on election day and put on a successful movie night that was well attended. They have scheduled a bonfire evening in January to bring families together.

Randolph Elementary

Student Leaders: Our students at Randolph Elementary continue their work on learning what it means to be a leader this year through our new Social Emotional curriculum called Leader In Me. This curriculum centers around teaching the seven habits of highly effective people (which are highlighted in blue for your reference). Students are focusing on how they can be proactive and make choices in an insightful manner rather than a reactive way. Classes are learning to choose goals and set targets for themselves within their social and academic life by beginning with the end in mind. Prioritization of tasks is taught within classrooms by putting first things first - students decide what they need to do first, second, third, etc., in order to make progress on or achieve their goals. Students are also learning to work together by thinking of win-win scenarios, meaning individuals involved in a problem work together towards a compromise where everyone wins rather than someone having to lose. Another skill promoted within the classrooms is to "seek first to understand, then to be understood," meaning students are practicing actively listening to one another and then sharing their thoughts on an idea. The next skill that is developed is to synergize, where students collaborate and incorporate individual ideas to create something even bigger and better. Finally, students are taught and modeled the importance of "sharpening the saw," discussion and practice around living healthy and balanced lives, physically, mentally and emotionally. Through this development of leadership skills, students are learning to set academic and personal goals and how to embark on the steps it takes towards achieving or revising these goals. This life-long critical skill is fostered through this learning and opportunities around our school. Students can apply for a variety of leadership positions within the school and are given opportunities to help others within our school community. From helping the kindergarteners pack up at the end of the day to helping with the care of our school garden to helping plan school wide assemblies,

our student leaders work together to apply these skills on a regular basis within their positions at school. We are excited to see the growth in our students throughout this process and the teaching of this new curriculum.

PBIS Targeted Interventions: Our school has focused for many years on Universal PBIS (Positive Behavior Interventions and Supports). Students are taught what it means to respect themselves, respect others, and respect the environment in each setting within the school and children earn tokens for following these expectations. This year, we added targeted support for some of our students who are struggling with these three areas. A team of teachers and staff work to set clear goals, create interventions for behavior and monitor the progress of the interventions for students who need them. These new target supports have made a positive impact for our students to increase their access to learning within our school.

CLiF Year of the Book- We are excited we received a \$25,000 grant for our first through sixth grade through the Children's Literacy Foundation. With this grant, students meet authors, are exposed to new books, and learn about the process of writing a book to inspire the young writers in our school. The grant has allowed for authors and storytellers like Duncan McDougall and James Arnosky to come and present to our students and for students to select a free book to take home each month.

Since our kindergarten and prekindergarten grades are not included within the Year of the Book grant, Randolph Elementary School applied for and received an early literacy grant that allows for books to go home with our youngest students six times a year. We are so thankful for these opportunities to provide more reading material to our students as well as have authors come and present their paths towards becoming an author.

RU Middle & High School Annual Report

To the Randolph Union School Community,

It is our privilege to share with you all of the wonderful things that are happening at your local middle and high school and we feel very fortunate that we get the chance to share these details with you every year in anticipation of Town Meeting Day. We continue to be so inspired by this resilient, caring community, and the students who we have the privilege of working with every day. In the following report, you will find information about the various areas of focus that have been maintaining our attention throughout this year and last. While we could not possibly relay everything we have been working on, we have done our best to feature some of the most relevant information for your knowledge and review, with a particular emphasis on the efforts we have made to address the learning needs of our students. As you know, the ongoing pandemic has necessitated innovation, adaptation, and flexibility on the part of both students and faculty alike.

To provide some context, Randolph Union serves between 375-400 students in grades 7-12. While most of our students come from our three sending towns, 22 families from neighboring towns have chosen to send their children to our school. There are many reasons why families make this choice, and why we feel so proud to represent this caring and vibrant school community:

Co-curricular Opportunities

For a school of our size, we offer an incredible bounty of co curricular opportunities. Students can choose to participate in 11 different options for athletics, as well as numerous clubs and extra curricular activities. Our new Athletics and Activities Director, Nick Bent, reports that currently about half of our students take part in a co curricular activity, and his goal is to increase student participation to 55% by the Fall of 2023. He will also work towards providing more options for students to grow these programs and increase student participation and engagement.

Career Education and Flexible Pathways

This year, Jason Finley joined RUHS as the Director of Career Education and Flexible Pathways. In this role, he hopes to help students explore career education and flexible pathways as a means to making better-informed decisions about their aspirations and goals.

Currently, Mr. Finley is working with students to support internships, such as at Applied Research Associates (ARA), a local scientific research and engineering company with a focus on safety and national security. Students at ARA are developing CAD and engineering skills using SolidWorks. Other students are working towards high-demand, high-pay careers in healthcare, such as through enrollment in Gifford Health Care's Medical Assistant Training Program, which is a 14-week training program where students spend half the day in a classroom setting led by Gifford staff and the remainder of the day in supervised clinical training in primary care and surgical clinics. Students enrolled in this program are paid employees for the duration of the program and at the end of the training - and after passing the national exam - will be Certified Medical Assistants and guaranteed a job at Gifford!

Another high-demand career path that RU students are exploring with Mr. Finley is in the area of Early Childhood Education. Mr. Finley and school counselor Beverly Taft recently helped students explore this

career path through a social mixer with educators in PreK through Middle School as well as from Capstone Community Action's Head Start, Montessori School of Central Vermont, and the Turtle Island Children's Center. This event was followed by a session learning about postsecondary education and professional development opportunities through the Community College of Vermont, Aspirations with Northern Lights, Vermont Association for the Education of Young Children, and learning about the financial support available through the Vermont Student Assistance Corporation. Like most of Mr. Finley's work, a key component of the day was to help students understand the intersection of career and education pathways.

Next semester we are excited to announce that Mr. Finley will also be offering, through the Community College of Vermont, a free 3 credit college course at RU. Students participating in CCV's INT-1520: Exploratory Workplace Experience course will be exploring careers, practicing professional communications, and making connections between classroom learning and a career-based field study.

We look forward to seeing more career education woven throughout our school as well as the exciting ways students are personalizing their education through RU's flexible pathways!

Advanced Placement Courses and Standardized Assessments

Randolph Union offers a large selection of Advanced Placement courses for a school of its size. This year we are offering Calculus, Computer Science Principles, Literature and Composition, French Language and Culture, Physics, and United States History, and in alternating and previous years we have also offered Biology, Language and Composition, and World History.

Last year, around 40% of students who sat for an Advanced Placement exam at RU received a "passing" score of a "3" or higher, which allows them to fill a prerequisite at most colleges and universities. This includes 55% of our students enrolled in Advanced Placement Computer Science Principles, 53% of students enrolled in Advanced Placement Language and Composition, and 100% of students who were enrolled in Advanced Placement World History.

As far as standardized assessments are concerned, this Fall's "Star" assessment data, which maps to the state's standardized assessments, indicates that each grade level has at least 40% of students scoring "proficient" in reading and math, with the grade 9 cohort with the highest proficiency rate of 63% in math.

The state is currently rolling out a new standardized assessment this year (Cognia), to replace the former SBAC. We will resume a similar testing schedule as we have in the past and will report those results as we receive them.

Project- Based Learning and Community Partnerships

RU's Project-Based Learning program prepares students for their postsecondary pursuits by providing them with exposure to authentic and relevant problem-solving experiences to further develop the transferable skills that our community partners have highlighted as being vital to prepare students for work and study beyond high school. This work includes opportunities for on-site field work with our community partners. This year, RUHS is offering five Project-Based Learning courses: Yearbook PBL, Interact PBL, Digital Music PBL, Racial Justice PBL, and Mindfulness and Movement PBL.

Across these classes, students and lead teacher partners pursue authentic and engaging learning experiences employing the Core Elements of Project-Based Learning: Personalizing Learning, Keeping It Real, Engaging Experts, Engaging Emotions, Igniting Inquiry, Showcasing Success, Infusing the Arts, Gamifying, Fostering Design Thinking, Teaching/Learning Across Disciplines, Empowering The Team, and Reimagining The Classroom.

The Interact PBL has already partnered with experts at the Red Cross to offer a blood drive in the RUHS gymnasium. The Yearbook PBL seeks to showcase success by creating a stunning, professional and polished yearbook. Digital Music PBL personalizes learning through skill-building in creating personalized ring tones. The Racial Justice PBL has reimagined the classroom by attending the Day of Racial Justice on the State House lawn, as well as participating in an evening listening session at Kimball Library. Mindfulness and Movement engages the emotions through daily mindfulness activities, journaling, and collaborative group work focused on improving student wellness across the building.

Two primary goals focus our work moving forward: the first goal is to pursue opportunities for high quality exhibitions of learning for an authentic audience by the end of the year. The second goal is to reestablish a PBL Advisory Board made up of a diverse group of students, teachers and local community members to brainstorm, collaborate, and expand upon project-based learning opportunities already offered at RUHS.

Mathematics & STEM

RU's mathematics/STEM department has been working to re-adopt the newest edition of the award-winning Carnegie Learning Math program. This year, our district grade 6 classrooms have joined the RU continuum so as to help students bridge the transition from elementary to middle school. This now offers our students a fully aligned integrated mathematics Common Core State Standards (CCSS) curriculum from grades 6 to 12, with Computer Science, Robotics, Pre-Calculus, Calculus, Math For Everyday Life, and Innovation Center courses as program offerings for extensions.

Our instructors have participated in program specific implementation training throughout the year, as well as meeting in team collaborations for materials use and assessment analysis. The Carnegie Learning company trainer will be onsite in our classrooms in the Spring, and continues to be available for troubleshooting and advice as it is needed. This program meets the CCSS expectations for rigor and mathematical practices by utilizing tasks that are aligned to real world situations and by supporting foundational content through multiple formats.

RU has also continued our work to enhance STEM opportunities by expanding our Robotics offering in Middle School with Tom Zani, and fielding a Robotics Team, coached by Tim Moynihan.

Student Services: Support, College Exploration & Graduate Data

At Randolph Union, we have a department mission to create universal social emotional support by pushing into classrooms and co-teaching specific units with classroom teachers. Last year, Beverly Taft co-taught a unit within the US History course during an economics unit. Beverly led classes that looked at cost of living, level of education, and projected incomes along with how to be an informed consumer. Additionally, Kara Merrill co-taught a unit with Angela Bauer in English 9. As students read the book *Speak*, Kara used the SAFE-T curriculum from Prevent Child Abuse Vermont. This seven-week unit that includes the topics of consent and sexual abuse fulfills the school's responsibility laid out in Act 1, a bill passed in the legislature

in 2009. Student Services will continue co-teaching these classes, with the intention to add more co-teaching across more grade levels in the coming years.

Martha Gold, our licensed mental-health counselor, currently offers specific therapeutic work to students whose families might not have the resources to engage in outside mental health services. She offers two different small groups, she meets for individual therapy with 25 students, and she offers drop in support and Act 264 coordination for the school.

Student Services at RU has long been an exemplar across the state in terms of the college exploration process. Prior to the pandemic, Student Services coordinated one visit per year for each grade level. This year we were able to once again take our juniors to visit Northeastern University and Suffolk University last May. Furthermore, we anticipate being able to bring our grade 8 students to Vermont State University, Johnson; our grade 9 students to a CCV access day; our grade 10 students to the University of Vermont; and our grade 11 students on a trip to explore college campuses in Boston. Lastly, this will be the first year that we will be able to help seniors attend school-specific instant decision days.

With a 5-year average graduation rate of 95%, RU continues to graduate students well above the statewide average of 85%. Just about half of our senior students attend a 2 or 4 year college upon graduation, with 15% taking a gap year to pursue college the following year, and 30% entering the workforce or an apprenticeship.

Thank you for this opportunity to share with you some of the amazing work happening at RU. We are grateful for the dedication and commitment of our colleagues, who earnestly strive to provide the best possible educational experiences for our students, as well as the support of our nursing staff, technology, maintenance, transportation, and food services departments, who are instrumental in providing us with the support we need to provide our students with incredible resources and expertise.

Finally, we wish to thank you, the Randolph Union school community, for your unwavering support throughout these most challenging years; years that have consisted of tremendous adversity as we continue to face the repercussions of the ongoing pandemic. So many of you have generously donated your time and expertise on behalf of our students; we are deeply grateful to you, and deeply fortunate to work in service of this community.

On behalf of our faculty, staff, and students,

Caty Sutton & Lisa Floyd
RU Co-Principals

Dear Community,

It is with great pride that I share with you the successes of RTCC over the past year.

Our students' desire to learn a trade through a hands-on approach is what makes RTCC special. Students have thrived this year as we have had the most "normal" educational year since the onset of the pandemic in 2020. Aside from the time away during the recent heating break, students have had more classroom and shop hours than they have had in the past 3 years. Enrollment is steady and through a comprehensive local needs assessment completed in 2022, we know that our programs are of high quality and scope.

Work Based Learning provides RTCC students with practical experience and opportunities to interact with professionals from industry in order to extend and deepen the learning that happens in our programs. This also supports and promotes the development of college and career readiness. Students receive valuable experience and the opportunity to work and learn new skills. As many former graduates can attest to, these experiences range from job shadows to paid internships, which can often lead to full-time job offers following graduation.

All of our technical programs offer students the chance to earn valuable industry-recognized certifications (IRCs). In addition to being requested and accepted by business and industry, these IRCs are another way our students and programs demonstrate competence. This year our IRCs include Licensed Nursing Assistant (LNA), Game of Logging, which is the premier international forestry certification, OSHA 10 safety training, ASE Certifications, Vermont Department of Motor Vehicle Inspection License and many more. As always, we are looking to expand the IRC opportunities throughout all of our programs. Students also earn American Heart Association certificates in Basic Life saving (BLS), which is taught in house by our nurse within all program areas.

Students can take two free college level courses at over 20 Vermont Colleges via their sending school and are also able to access additional "Fast Forward" college credits through the Community College of Vermont and Vermont Technical College. Taking college classes and earning college credit while still enrolled in high school not only helps students understand the demands of college, but also helps them make the leap from high school to post-secondary education. RTCC works with a number of colleges and universities to connect our programs to theirs.

We are also proud of the number of community partnerships we have. It's long been our tradition to invite guests to share their experiences in their career pathway, as well as college and post-secondary technical school representatives to help students envision the next steps in their pathway towards successful careers. This year we have hosted speakers from numerous industries and backgrounds who have shared their unique perspectives on what the "real world" looks like; what career paths are available; the educational paths that are available after high school; and to offer words of advice along the lines of: "this is what I wish I knew when I was your age."

We will continue to host our annual "Challenge Day" to young women in grades 7, 8, and 9, virtually in March. Challenge Day allows students to learn about non-traditional career fields. These activities are

funded by our Perkins grant and help us to have some of the best non-traditional program enrollments in the state.

There is simply not enough room in this report to describe the accomplishments of all of our programs so, please, follow us on Facebook at www.facebook.com/rtcc/ or visit our website at www.orangesouthwest.org/rtcc to keep abreast of what's happening at RTCC! The website includes program information, applications for enrollment, and other RTCC information.

To the voters of our region: thank you for your ongoing support of career and technical education. We take seriously the trust you have placed in us to educate your children to be college and career ready. Please join us for our annual Spring Fling and Signing Night on Thursday, May 25 from 5pm-7pm. At this event we celebrate our students, staff, community partnerships, and families with food, games, activities, raffles and more. We also welcome the class of 2024 to RTCC.

With appreciation,
Felicia Allard, Director

RTCC offers students an opportunity to learn from one of twelve different pathways that can lead to college or career placements. We value and appreciate the community's support of our teachers, staff, and center. We hope you see the return from your investment, and thank you for validating our student outcomes by approving our budget.

What does RTCC provide for our students and community?

- ✓ Teachers who care deeply about our students and in helping them connect with what's important to them; as well as provide them with skills (technical, academic, personal) that allow them to 1) make the most of their education; 2) start on a path toward college, career and beyond; and 3) build positive relationships that lead to personal growth and lifelong learning, which leads to being positive members of our community.
- ✓ An extremely high quality technical education program. Every program is organized around industry-approved competencies so that students learn exactly what is "prescribed" by our state and national business leaders. Our programs benefit from the review and advice of nearly 65 local program advisory board members.
- ✓ Quality Math and English instruction and access to support for SAT, Accuplacer, ASVAB, and other entry exams into the post-secondary world of education. Students also receive one on one support from our Student Services Academic Center for all course work.
- ✓ The newly re-designed Pre-technical Explorations program. This is a year-long program for students in grades 9-10. Through integrated projects in a variety of career

pathways, students earn academic credits in English/Humanities, Math and Science while identifying different career pathways they may want to investigate and explore.

- ✓ Programs that leave students truly “College and Career Ready” and that provide college credit upon successful program completion. College level courses are offered outside of their programs as well.
- ✓ Opportunities for students to learn and apply state-of-the-art skills that are important components of their field of study. Students get to use current software and equipment that is exactly what they will experience when they go on to college and career.
- ✓ Valuable industry-recognized certifications (IRCs) that put students well ahead of those who don’t participate in technical education.
- ✓ Every year almost all of our students participate in some kind of business-based experience from business tours to guest speakers. More than half of our students participate in formal internships or multiple job shadows of varying intensities with over 200+ business/community partners throughout the region. These “co-ops” may be paid or unpaid, long- or short-term but they all help our students to clarify their college and career plans, gain experience, and often propel them into a paid position. Businesses from across our region welcome RTCC students and often celebrate how prepared they are for working in the real world.

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

	2021-22 ACTUAL	DECEMBER 2021 YTD	2022-23 BUDGET	DECEMBER 2022 YTD	DIFFERENCE
GENERAL FUND					
REVENUE:					
LOCAL REVENUE	1,198,868	456,634	1,071,912	484,653	-587,259
SPECIAL PROGRAMS	2,086,380	1,362,429	2,120,149	1,300,098	-820,051
STATE REVENUES	16,069,870	8,559,791	17,350,584	9,500,776	-7,849,808
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
TOTAL REVENUE	20,181,459	11,205,196	21,288,816	12,031,699	-9,257,117
EXPENDITURES:					
INSTRUCTION	7,188,933	2,798,555	8,127,344	2,878,094	5,249,250
SPECIAL EDUCATION	3,369,191	1,398,991	3,995,922	1,352,954	2,642,968
ADMINISTRATION	1,210,574	611,000	1,352,596	623,987	728,609
CENTRAL OFFICE	665,013	336,625	899,455	468,515	430,940
SUPPORT SERVICES	1,564,167	765,814	1,895,527	809,513	1,086,014
MAINTENANCE	2,264,524	917,513	2,169,745	1,005,616	1,164,129
TECHNOLOGY	555,199	330,135	728,215	291,993	436,222
TRANSPORTATION	600,188	211,265	648,277	171,397	476,880
OTHER EXPENSES	90,011	38,047	126,409	34,753	91,656
TECHNICAL EDUCATION	863,221	413,948	928,674	444,736	483,938
PRE-SCHOOL	356,655	157,670	416,652	194,384	222,268
SCHOOL TOTAL:	18,727,675	7,979,562	21,288,816	8,275,943	12,306,668
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	18,727,675	7,979,562	21,288,816	8,275,943	13,012,873

7/1/2022

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	416,966	2,845,388	199,982	3,062,372
TITLE 1	0	7,272	7,272	0
EPSDT FUNDS	62,100	13,278	4,037	71,341
FOOD SERVICE	124,015	89,564	244,213	-30,634
MEDICAID FUNDS	623,516	32,562	65,315	590,764
R.A.V.E.N.	0	97,430	59,750	37,680
IDEA-B - FLOW-THROUGH	0	27,112	104,762	-77,649
IDEA-B - PRE-SCHOOL	0	1,154	2,737	-1,583
VEHICLE/BUS FUND	1,126,335	0	258,811	867,524
BUILDING MAINT FUND	3,364,012	0	160,735	3,203,277
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	22,826	27,976	16,372
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	0	5,730	5,940	-210
SCHOOL WIDE PROGRAMS	0	48,476	157,306	-108,830
TITLE II	0	31,001	54,443	-23,442
TITLE IV	0	32,168	38,841	-6,673
CONSOLIDATED ADMIN	0	0	14,119	-14,119
CRF - LEA GRANT	0	0	0	0
CRF - ESSER GRANT	0	10,260	89	10,171
ESSER II GRANT	0	431,652	431,654	-2
ARP - ESSER	0	298,789	531,612	-232,823
ARP - AFTERSCHOOL	3,139	6,004	290	8,853
ARP - PRESCHOOL	19,296	22,748	7,245	34,799
ARP - IDEA-B PRE-SCHOOL	0	0	0	0
ARP - IDEA-B	0	3,793	3,793	0
TOTAL OTHER FUNDS	8,103,031	4,027,207	2,396,521	9,733,717

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2021-22 Actual	December 2021 Revenue	2022-23 Budget	December 2022 Revenue	Under (Over)
<u>LOCAL REVENUES:</u>					
Tuition	465,465	175,132	348,000	185,012	-162,988
Overhead Tuition	54,744	0	20,000	0	-20,000
Transportation	38,314	10,655	50,000	18,360	-31,640
Interest	87,025	39,281	85,000	38,960	-46,040
Early Ed Receipts	0	0	0	1,149	1,149
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	231,567	487,760	243,880	-243,880
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	-2,708	-2,708
Total Other Revenues:	1,198,868	456,634	1,071,912	484,653	-587,259
<u>SPECIAL ED:</u>					
Core Block Grant	368,860	368,860	0	0	0
Special Ed Reimbursement	1,379,262	916,047	1,426,162	1,216,767	-209,395
State Placed Students	0	0	0	312	312
Extraordinary Reimbursement	212,695	2,195	601,338	2,370	-598,968
Essential Early Ed	75,327	75,327	80,649	80,649	0
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	1,362,429	2,120,149	1,300,098	-820,051
<u>STATE REVENUES:</u>					
State Technical Centers	449,273	0	483,574	0	-483,574
State Education Fund	15,159,988	8,441,320	16,430,804	9,382,305	-7,048,499
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	118,471	177,706	118,471	-59,235
Driver Education	3,716	0	3,500	0	-3,500
Total State Revenues	16,069,870	8,559,791	17,350,584	9,500,776	-7,849,808
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
SCHOOL TOTAL:	20,181,459	11,205,196	21,288,816	12,031,699	-9,257,117
<u>FEDERAL FUNDS:</u>					
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
TOTAL VOTER APPROVAL:	20,181,459	11,205,196	22,165,294	12,031,699	-8,380,639

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2021-22 Actual	December 2021 Expenditure	2022-23 Budget	December 2022 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>INSTRUCTION:</u>							
Salaries	4,513,108	1,720,067	4,896,410	1,793,280	0	4,791,801	97.86%
Benefits	1,597,325	658,141	1,877,885	598,528	0	1,279,357	68.13%
Drivers Education	4,130	1,223	3,500	464	1,258	1,778	50.80%
Remedial/Interventionist Service	133,362	57,284	207,204	72,861	0	134,343	64.84%
Testing/Tutorial/OT-PT Svcs	10,264	3,763	13,775	16,340	7,088	-9,653	-70.07%
Contracted Services	45,496	17,390	44,400	16,697	0	27,703	62.40%
Staff Training	184,126	87,788	210,797	91,221	74,064	45,512	21.59%
Co/Extra Curricular	319,929	132,549	443,753	147,517	87,421	208,815	47.06%
Tuition	67,041	26,692	54,000	33,658	4,500	15,842	29.34%
Travel/Field Trips	14,292	1,778	40,280	3,263	3,063	33,955	84.30%
Supplies/Textbooks/Equip	299,860	91,880	335,340	104,266	38,181	192,894	57.52%
Total Instruction	7,188,933	2,798,555	8,127,344	2,878,094	215,573	6,722,347	82.71%
<u>SPECIAL EDUCATION:</u>							
Salaries	1,579,959	664,292	1,729,595	595,752	0	1,133,843	65.56%
Benefits	552,787	244,373	688,205	227,177	0	461,028	66.99%
Contracted/Prof Services	5,000	0	0	0	0	0	
Transportation	82,101	45,626	89,350	17,165	0	72,185	80.79%
Travel/Conferences	13,658	5,342	10,500	7,606	3,975	-1,081	-10.30%
Supplies/Textbooks/Equipment	21,156	18,029	26,700	10,942	1,952	13,806	51.71%
Tuition	509,396	228,115	840,000	288,428	0	551,572	65.66%
Behavioral Services	167,892	31,742	198,817	29,424	0	169,393	85.20%
Testing/Tutorial/OT-PT Svcs	220,905	94,094	139,000	85,986	83,949	-30,935	-22.26%
Speech Services	216,337	67,378	273,755	90,473	124,420	58,862	21.50%
Total Special Education	3,369,191	1,398,991	3,995,922	1,352,954	214,295	2,428,673	60.78%
<u>ADMINISTRATION:</u>							
Salaries	860,389	452,477	892,932	453,274	0	439,658	49.24%
Benefits	288,640	127,251	366,439	136,336	0	230,103	62.79%
Repairs/Maint	779	80	9,000	0	0	9,000	100.00%
Postage/Telephone	29,894	14,119	32,700	15,548	363	16,789	51.34%
Travel	13,621	7,579	9,300	7,435	11,168	-9,303	-100.04%
Supplies/Equipment	17,252	9,493	42,225	11,394	1,368	29,463	69.78%
Total Administration	1,210,574	611,000	1,352,596	623,987	12,899	715,710	52.91%
<u>CENTRAL OFFICE:</u>							
Salaries	412,234	223,921	548,250	296,070	0	252,180	46.00%
Benefits	177,361	85,474	250,055	93,771	0	156,284	62.50%
Contracted Services	29,038	10,450	26,000	10,450	9,405	6,145	23.63%
Legal Fees	0	0	0	0	0	0	
Staff Development	755	0	2,000	10,729	0	-8,729	-436.45%
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	4,320	0	1,580	26.79%
Supplies/Equipment	26,299	-1,770	49,750	33,880	715	15,156	30.46%
Total Central Office	665,013	336,625	899,455	468,515	10,120	420,820	46.79%
<u>SUPPORT SERVICES:</u>							
Guidance	472,490	183,919	518,574	196,984	11,707	309,883	59.76%
Behavioral Interventionists	290,841	157,142	302,638	120,433	43,589	138,616	45.80%
School Nurse	269,269	101,219	329,824	123,357	1,779	204,688	62.06%
Media Services	259,544	107,830	318,141	110,259	7,545	200,337	62.97%
Curriculum Develop	38,879	25,529	30,555	787	0	29,768	97.42%
C.A.R.	40,221	28,166	113,500	55,373	26,563	31,564	27.81%
Teacher Mentoring	52,180	21,048	46,800	35,030	35,330	-23,560	-50.34%
Board of Education	101,559	137,094	100,495	153,275	12,649	-65,429	-65.11%
Legal Fees	18,515	6,517	53,000	14,014	0	38,986	73.56%
Fiscal Services	20,669	-2,648	82,000	0	0	82,000	100.00%
Total Support Services	1,564,167	765,814	1,895,527	809,513	139,161	946,853	49.95%
<u>MAINTENANCE:</u>							
Salaries	589,297	297,800	539,020	328,781	0	210,239	39.00%
Benefits	280,443	112,013	310,000	117,948	0	192,052	61.95%
Contracted Services	190,655	70,285	225,000	96,595	67,906	60,499	26.89%
General Liability Ins	64,461	64,461	69,200	73,756	0	-4,556	-6.58%
Repairs/Maintenance	303,875	111,863	230,000	110,014	99,025	20,961	9.11%
Utilities	424,138	132,152	405,250	139,310	0	265,940	65.62%
Supplies/Travel/Equipment	241,590	79,865	224,750	84,874	31,028	108,847	48.43%
Care of Grounds	148,183	41,474	147,000	46,325	60,903	39,771	27.06%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	21,882	7,599	19,525	8,013	8,020	3,492	17.88%
Total Maintenance Svcs	2,264,524	917,513	2,169,745	1,005,615.85	266,882	897,247	41.35%

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2021-22 Actual	December 2021 Expenditure	2022-23 Budget	December 2022 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>TECHNOLOGY:</u>							
Salaries	252,528	134,469	313,920	144,206	0	169,714	54.06%
Benefits	97,520	41,317	145,985	43,393	0	102,592	70.28%
Contracted Services	44,845	10,918	24,500	8,530	6,215	9,755	39.82%
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	143,306	132,810	95,864	9,092	27,854	20.97%
Equipment	0	0	0	0	0	0	
Total Technology	555,199	330,135	728,215	291,993	15,307	420,915	57.80%
<u>TRANSPORTATION:</u>							
Salaries	235,971	99,421	245,081	115,124	0	129,957	53.03%
Benefits	45,189	15,159	51,863	16,404	0	35,459	68.37%
Contracted Svcs/Rent	67,986	44,774	66,785	-6,462	0	73,247	109.68%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	43,215	24,384	55,300	27,607	0	27,693	50.08%
Diesel Fuel	59,500	3,793	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	1,861	25,118	3,729	0	21,389	85.15%
Tuition Student Transportation	38,472	21,874	44,530	14,995	14,383	15,151	34.03%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	600,188	211,265	648,277	171,397	14,383	462,497	71.34%
<u>OTHER EXPENDITURES:</u>							
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	22,597	80,649	24,673	25,607	30,369	37.66%
Total Other Expenditures	90,011	38,047	126,409	34,753	25,607	66,049	52.25%
<u>TECHNICAL EDUCATION:</u>							
State - Act 68	449,273	0	483,574	0	0	483,574	100.00%
Local Tuition	413,948	413,948	445,100	444,736	0	364	0.08%
Total Tech Education	863,221	413,948	928,674	444,736	0	483,938	52.11%
<u>PRE-SCHOOL</u>							
Salaries	225,443	97,481	229,635	104,609	0	125,026	54.45%
Benefits	93,922	37,951	118,042	49,612	0	68,430	57.97%
Administration	0	0	0	25,334	20,936	-46,270	
Tuition/Partnerships	22,783	12,983	39,400	8,932	0	30,468	77.33%
Supplies/Travel/Equip	14,507	9,254	29,575	5,896	1,205	22,474	75.99%
Total Pre-School	356,655	157,670	416,652	194,384	22,141	200,127	48.03%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<u>SCHOOL TOTAL:</u>	18,727,675	7,979,562	21,288,816	8,275,943	936,369	13,765,175	64.66%
<u>FEDERAL FUNDS:</u>							
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	
Total Federal Funds	0	0	876,478	0	0	876,478	
TOTAL VOTER APPROVAL:	18,727,675	7,979,562	22,165,294	8,275,943	936,369	14,641,653	66.06%

Worksheet for Board Self-Evaluation of Governance Process Policy

Policy Number 3.0 Board-Management Delegation
Time period being monitored: FY 22-23
Date Completed: 3/8/23

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

Policy Wording	Have we acted consistently with this item of the policy	Specific representative examples to support your response
The Board's sole official connection to the operational organization, its achievements, and its conduct will be through the Superintendent of schools.		

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?

**FORM FOR TAKING MINUTES AT
EXECUTIVE SESSION**

Name of Board: _____

Date of Meeting: _____

Continuation of minutes provided by _____

Executive Session

_____ p.m. A motion was made (_____) & seconded
(_____) to enter Executive Session to discuss
_____ *(with the superintendent present*)*.

Passed unanimously (or vote: ____yes; ____no; ____abs.).

**cross out this section if supt. is excused from Exec. Session.*

_____ p.m. The board exited Executive Session.

As a result of the executive session:

With no further business to discuss, a motion was made by _____ and
seconded by _____ to adjourn the meeting at _____ p.m.

Respectfully submitted,
