

# Orange Southwest Unified Union School District (Orange Southwest School District) OSSD

Wednesday - May 10, 2023  
Randolph Union High School  
6:00 p.m.

	Item	Related Board Policy	Presenter	Time Allotted	Action(s)
I 6:00	<b>Opening:</b>  Board Attendance: Ensuring a Quorum Meeting Purpose:	GP 4.2 Board Job Description	Arias	5 min	
II 6:05	<b>Board Education and Ownership Linkage</b>  Public comment (Recognize e-communications to the the Board) <i>Board welcomes comment but is not able to take any action</i> <i>Comments limited to three minutes per speaker</i> Ownership Linkage Committee Report/Plan: POG  Strategic Planning Session for Board Discussion	GP 4.2 Board Job Description  GP 4.2.1 Board Job Description	Arias  Lawler/Committee Members	6 min 10 min 10 min	Listen Only Listen/Questions Discussion
III 6:31	<b>Monitoring: Organization</b>  Board Self-Evaluation - Governance Policy 4.1 (enclosed) Second Review of Ends Report (enclosed) Ends Presentation Board Discussion of RUHS/RTCC	GP 4.1.6 Governing Style	Arias Millington Millington	15 min 10 min 20 min 10 min	Evaluate Review/Discuss Presentation Discussion
IV 7:26	<b>Policy Decisions: District Governance</b>  First Review of EL 2.7 Compensation and Benefits (enclosed)		Millington	5 min.	
V 7:31	<b>Advocacy</b>  Legislative Update	GP 4.2 Board Job Description	Millington	10 min	Listen
VI 7:41	<b>Consent Agenda</b>  Approve Minutes from regular meeting on 4/12/2023 (enclosed) Approve Professional Contracts for 2023-2024 (new hire list enclosed) Approve Administrator Contracts for 2023-2024 (form enclosed) Approve LEAP (form enclosed) Approve RTCC Reserve Funds request (see attached info)	GP 4.2 Board Job Description	Arias	5 min	Discuss/Vote
VII 7:46	<b>Closing</b>  Superintendent's Report (enclosed) Director & Principals reports (links sent separately) Financials (enclosed with agenda) Staff Appreciation Update (Week of May 8-12) Action Items Recap	EL 2.8 Communication to Board  GP 4.1 Governance Style	Millington  Evans Arias	2 min 2 min 2 min 2 min	Listen  Review
VIII 7:54	<b>Executive Session: Litigation</b>  Litigation				
	<b>Future Meetings</b>  Agenda Planning Meeting: ? Tuesday, May 30, 2023 @ OSSD Office Regular Meeting: Wednesday, June 14, 2023 @ Brookfield Elementary		6:00 p.m. 6:00 p.m.		

## Worksheet for Board Self-Evaluation of Governance Process Policy

**Policy Number 4.1 Governing Style**

**Time period being monitored:**

**Date Completed:**

**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 will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and superintendent roles, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity. Accordingly:		
1. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a		

<p>reactor to staff initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.</p>		
<p>2. The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives. Board values will be drawn from the diverse values of the community informed by expert sources both internal and external to the organization. The Board's major policy focus will be on the intended long-term impacts outside the staff organization (Ends), not on the administrative or programmatic means of attaining those effects.</p>		
<p>3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process</p>		

<p>policies at any time, it will scrupulously observe those currently in force</p>		
<p>4. Continual board development will include orientation of new board members in the board's Governance Process and periodic board discussion of process improvement.</p>		
<p>5. The Board will allow no officer, individual, or committee of the Board to hinder or serve as an excuse for not fulfilling group obligations.</p>		
<p>6. The Board will monitor and discuss the Board's process and performance on a regular basis. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Management Delegation categories</p>		

**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?**

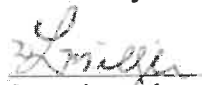
**Who will be accountable for the leadership to ensure it happens?**

**WHEN will we reassess our progress?**

## ENDS MONITORING REPORT

April 12, 2023

I certify that the information contained in this report is true and that any assertions made are reasonably based upon available evidence.

  
Superintendent

4/12/23  
Date

### Contextual Background

#### Covid Recovery

The COVID pandemic had a dramatic effect on the validity of statewide academic performance data and on the ability to compare that data from year-to-year.

- 2018-2019 The last normal year for statewide testing.
- 2019-2020 No Statewide testing was performed; start of COVID pandemic.
- 2020-2021 Schools operated using either a remote or hybrid modality. Instruction was constantly disrupted by the need to quarantine; individual schools were often shut down. The state warned that testing during this year was unreliable as most schools did not meet the required participation threshold of 95% (our district exceeded the threshold).
- 2021-2022 Students were in person, but instruction was constantly disrupted by COVID surges, COVID snow days, and class cancellations due to quarantine. *Since Ends reports look at the year behind, this is the year this Ends Report documents.* As of this writing, the Agency of Education still has an embargo on State testing data for this year with no explanation of why.

Since many of the Ends interpretations were created using state data as evidence, this has created problems both in the timeliness of Ends reporting this year and in the ability to make final judgements about student performance (many use the state averages as the standard of comparison).

#### Looking Ahead

Since student data can fluctuate from year-to-year, looking at trends over time is critical to determining the impact the district's initiatives are having on student performance. The state has not administered its testing in a consistent enough manner to gain true longitudinal data (it takes 3-5 years to establish a trend).

- In 2015, the state changed the assessments it used for State Testing from NECAP to SBAC.
- In 2018 it changed which high school grades take the statewide assessments.
- In 2019 it adopted a new science assessment the VTSA.
- In 2020 the state did not administer its assessments.
- In 2022 no state data was released; it is still embargoed.

- In 2023 the state has done away with the SBAC and the VTSA and is replacing them with a new assessment system run by Cognia. This change was made with six months notice to districts.

It is impossible to make truly meaningful judgements on such data because what is being collected changes from year-to-year: comparing apples to oranges.

### **Current Work**

Given the uncertainty around the meaningfulness of state data, the district has been onboarding our own internal assessment systems with Track My Progress (TMP) and STAR 360 at the forefront. Both systems evaluate student progress on the Common Core Standards and provide staff with real time data so that they can adjust instruction based on student performance. We use two different systems because individually they do not cover all grades. TMP is used through grade six, and STAR 360 is used at the middle-high school.

The curriculum teams this year have been working on re-interpreting the Ends and re-evaluating which assessments they will use to provide evidence of student progress, especially given the inconsistency of the state assessment system. Their new Ends interpretations will completely replace the current ones over the next two Ends reports.

## **OSSD ENDS Statement**

***Policy Title 1.0 Mission Statement: 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.***

*Further, our core focus is on the following:*

***1.1 Critical thinking: Students creatively apply experiences and critical analysis to solve problems and make informed decisions.***

***1.2 Foundational Knowledge: Students possess comprehensive knowledge of a core curriculum in the following areas:***

***1.2.1 Reading, writing and communication***

***1.2.2 Mathematics***

***1.2.3 Science***

***1.2.4 Social studies***

***1.2.5 Life Skills***

***1.2.6 The Arts***

***1.3 Ability to Adapt: Students are adaptable, resilient and can manage change.***

***1.4 Information Technology: Students use and apply information and technology appropriately, effectively and objectively.***

**Policy Preamble: *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.***

**Interpretation:** I interpret the Ends policy preamble as meaning that the district will pursue educational activities and programming that will ensure all students grow or acquire proficiency

in the Common Core Standards, the Next Generation Science Standards and the 21<sup>st</sup> Century Skills.

I further interpret the clause, “which justify the resources invested by the community,” as a constraint to how many Ends the district can afford, in a monetary sense, to pursue at one time. Given the starting point of the district, pursuing any of these Ends has a significant cost; pursuing all of the Ends at the same time may result in a budget increase that is higher than can be borne or justified to the community. That said, the district in 2022-23 engaged in work on all of the Board’s Ends.

Therefore, I interpret the preamble as directing the district to pursue as many of the Ends as the budgeting process will support until 1) they have crossed a pre-set threshold of achievement, and 2) they are self-sustaining.

Given this, I interpret that the district complies with this policy when one of the following two conditions are met:

1. Ends that have progressed beyond their achievement thresholds are self-sustaining; that is, they require only minimal additional budgetary support to maintain a steady state above the threshold, and they have exceeded the threshold for three consecutive years. These Ends are called **Mature Ends**.
2. Ends that are currently the focus of significant improvement efforts, called **Critical Ends**, are showing trend lines that indicate they are approaching their pre-set achievement thresholds.

By way of identification, Ends that are neither **Mature** nor **Critical** are called **Prospective Ends**, which indicates 1) they will be pursued in the future when limited resources can be shifted to support their achievement, or 2) they are actively being pursued but are not yet in a state that allows the generation of achievement data (e.g. because the curriculum team is currently developing the assessment tools to be used).

**Rationale:** During the final decades of the Twentieth Century, corporate, political, and educational leaders recognized that the economic foundation for prosperity in the United States was slowly shifting from a labor and production model to one based on digital information sharing and high technology. Since that recognition, governmental, academic, and corporate entities have worked together to deeply research the skills needed by the next generation of students if they are to succeed in this new economy.

The research identified two separate types of skills that are both equally needed by the modern world. The 21<sup>st</sup> Century Skills represent the personal abilities and inclinations that are required: analytical reasoning, problem solving, teamwork and communication. While the Common Core and Next Generation Science Standards (NGSS) represent the content-based academic knowledge that is required. It was determined that proficiency in both realms is requisite to preparing students to navigate the current rapidly evolving digital society. These skill and



content standards, if mastered, will, by well-researched design, fully prepare students for the next stage of their lives.

**Evidence:** Given the impact that the COVID pandemic has had on the validity and reliability of the data used in this report – especially the data taken from State assessments, it is impossible to reliably determine compliance on all enumerations of this Ends Policy. Further, the State’s failure to provide official 2022 testing data, combined with its failure to use a consistent assessment system over a period of three or more years makes it difficult to establish or interpret improvement trends.

**Provision #1.1 (Mature End) Critical Thinking:** *Students creatively apply experiences and critical analysis to solve problems and make informed decisions.*

**Interpretation:** All graduating seniors whose educational programming has not been modified by an educational plan (IEP, 504, ESP) will achieve a score of proficient or higher on all assessed categories of their senior project: the paper, the portfolio, the product, the display, and the defense.

**Rationale:** To, “...be prepared for the next stage of their lives,” students need to have the requisite skills to survive in the information age. Those skills, often referred to as the 21<sup>st</sup> Century Skills, are the core competencies students need to possess to thrive in their post-secondary lives with critical thinking being identified as the most needed aptitude.

Assessment of student performance on the senior project is an ideal means to measure achievement of this End as it requires students to apply what they have learned across their OSSD careers to solve unique problems. Further, students must communicate their process and findings effectively using appropriate technology to explain their solutions. Because of this, the senior project rubric evaluates students on all the components related to critical thinking and is uniquely suited to measuring achievement of this End.

**Evidence:** In 2021-22, all graduating seniors whose programming was not modified by an educational plan achieved proficiency on their senior project. In addition:

- 50% of graduating seniors earned “Exceeds” on at least one category
- 30% of graduating seniors earned “Exceeds” on at least two categories
- 7% of graduating seniors earned “Exceeds” on all five categories

This provision is in compliance.

**Provision # 1.2.1 (Critical End) Foundational Knowledge:** *Students possess comprehensive knowledge of a core curriculum in the following areas: reading, writing and communication.*

**Interpretation:** This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades three-through-nine collectively, are within three percentage points of the state on the English Language Arts SBAC (Smarter Balanced Assessment) for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

**Rationale:** The SBAC was chosen as it tests student achievement on the Common Core English Language Arts (ELA) standards, and proficiency on the Common Core was interpreted as a requirement for compliance with the overall Ends policy (see preamble rationale).

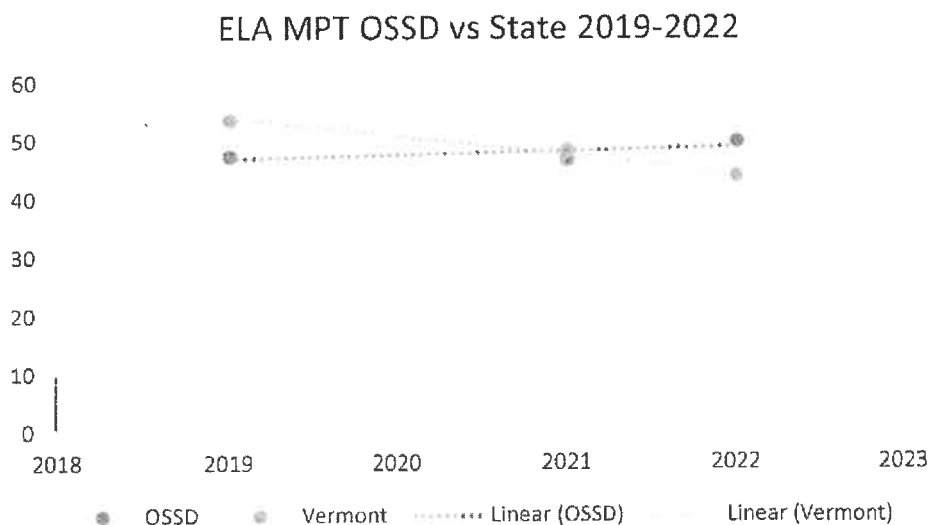
In 1997 Vermont signed into law Act 60, which was designed to equalize spending and educational opportunity across the state. Because funding correlates to student achievement<sup>1</sup>, equal funding should also equalize student performance on standardized tests. This is especially true in a state like Vermont that controls and mandates much of the educational process. Therefore, the state average was chosen as the compliance threshold for this provision.

In terms of including the three-percentage point variance, all assessments, including the SBAC have measurement error; that is, the total variance in scores that would be seen if the same students took the test several times. In terms of the percentage of students reaching proficiency, that variance typically amounts to about three percentage points<sup>2</sup>. Therefore, no achievement difference can be claimed when, for example, 55% of students achieve proficiency on the one hand, and 58% of students achieve proficiency on the other hand, because both amounts fall within the expected variance range that would be caused by measurement error.

<sup>1</sup>Unless funding is used to increase the focus on higher order thinking skills, then additional funding will have a limited impact on student achievement unless that funding is significant.

<sup>2</sup>Assumption based on MCAS research as the two assessments are very similar and contain similar variance in their raw scores.

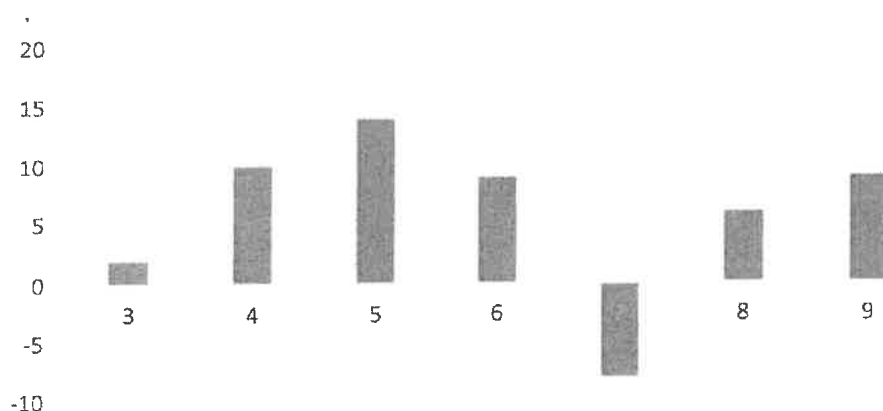
**Evidence:** The ELA SBAC was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state provided when responding to press questions.



In the graph above, you can see the percentage of OSSD students who achieved ELA proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The district has shown improvement during the COVID years, and students are performing better than they were in 2019, the last normal year before the pandemic.
- The trendlines show the OSSD improving over the COVID years, while the state's performance declined rapidly.

How far we are Outperforming the State 2022 by Grade



The chart above shows how much we are outperforming/underperforming the state by grade in 2022. For example, 14% more of our fifth graders are achieving proficiency compared to the state. Grade seven is the only grade that is trailing behind the state, but it has been catching up over time: in 2019 it trailed the state by twenty-one percentage points, it is currently trailing by eight percentage points.

I report compliance.

**Provision # 1.2.2 (Critical End) Foundational Knowledge:** *Students possess comprehensive knowledge of a core curriculum in the following areas: mathematics.*

**Interpretation:** This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades three through nine collectively are within three percentage points of the state on the mathematics SBAC (Smarter Balanced Assessment) for three consecutive years.

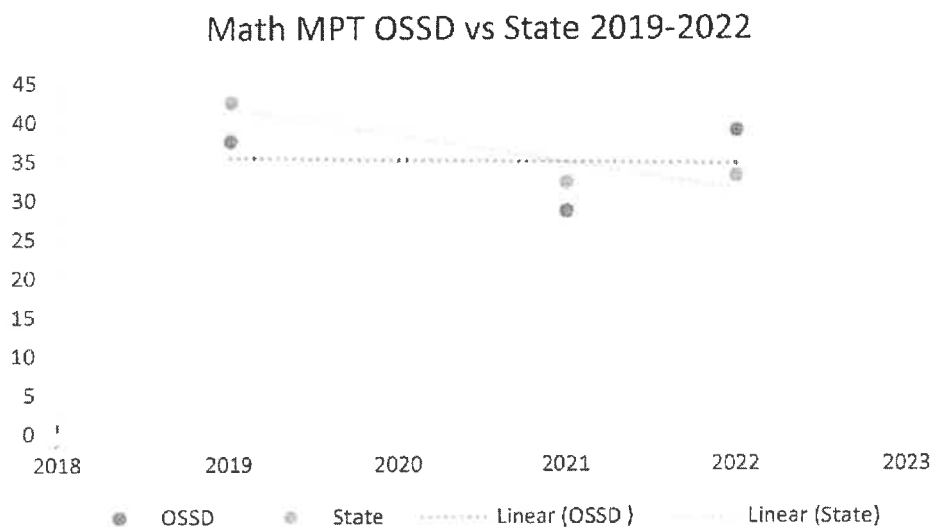
This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

**Rationale:** In addition to the rationale already presented in 1.2.1 above, the SBAC is an ideal assessment tool to measure students' foundational knowledge as it is a criterion-referenced test: it measures how well students have mastered a well-defined set of mathematical skills and

content. Further, it is designed to test mastery of the Common Core standards which were created specifically to ensure that students are prepared to either enter the 21<sup>st</sup> Century workforce or top tier post-secondary programs. Lastly, the SBAC is already mandatory, meaning that additional time does not need to be taken from students in order to collect data relative to this End. Its weakness is that in Vermont, it is a “no-stakes” test; therefore, scores on the assessment may not accurately reflect student mastery of mathematics because there is no consequence for poor performance and students may not be motivated to try their best. This has been evidenced in our district by the number of students who spend less than 5-10 minutes on these exams – a remnant of the old culture that downplayed the importance of the state assessments.

A final benefit of the SBAC is that it provides both a criterion-reference score (CRS), how much of the total expected content and skills each student has mastered, and a standards-referenced score (SRS), what level of proficiency each student achieved based on the portion of the content they know. The CRS is the scaled score and the SRS is the achievement level (I, II, III, and IV). The CRS is useful for determining growth over time, the SRS indicates if a student is considered to have mastered the required content in a subject area.

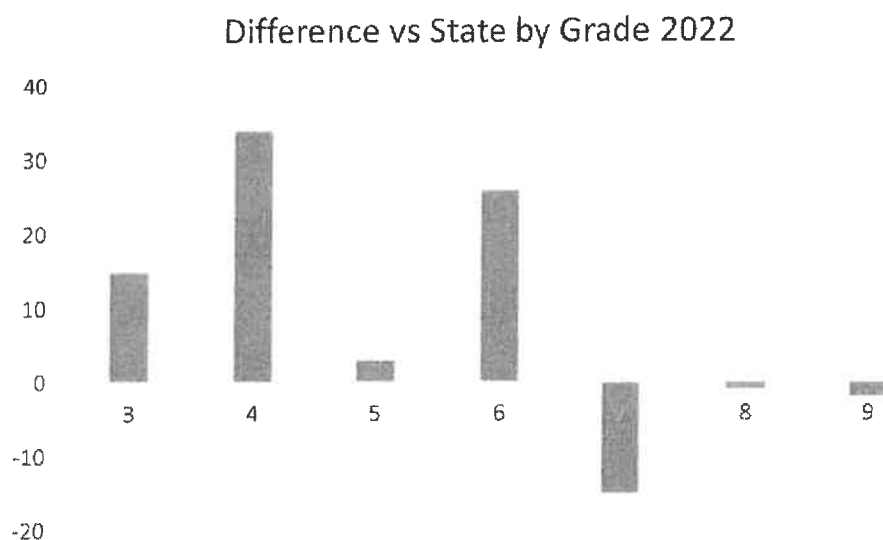
**Evidence:** The mathematics SBAC was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state provided when responding to press questions.



In the graph above, you can see the percentage of OSSD students who achieved mathematics proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The trendlines show that the OSSD stayed steady in terms of mathematics achievement while the state declined markedly during the COVID pandemic. The OSSD is doing better than it was pre-pandemic.

- The OSSD is currently outperforming the state by six percentage points. This is the first year looking back to 2015 that the OSSD has outperformed the state in mathematics.
- It should be noted that in 2021, there was an anomaly in the scores from RES that brought our total score down – RES scores dropped dramatically in 2021 and then jumped back up in 2022. We were unable to find a reason for the drop; the quick return to high scores implies that it was not due to an actual loss of knowledge by the students. It may have been due to how the tests from RES were scored by SBAC.



The graph above represents the difference between the percentage of OSSD students achieving mathematics proficiency and the percentage of students statewide achieving proficiency in each grade three-through-nine. For illustration, thirty-four percent more of our fourth-grade population achieved proficiency compared to the state.

- Only grade seven is statically underperforming the state (more than three percentage points below). That said, in 2019, grades 7-9 were underperforming the state by an average of nineteen percentage points, compared to an average of six percentage points in 2022 – this is a significant improvement.

I report compliance because we exceeded the state average in mathematics.

**Provision # 1.2.3 (Critical End) Foundational Knowledge:** *Students possess comprehensive knowledge of a core curriculum in the following areas: science.*

**Interpretation:** This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades 5 and 8 are within three percentage points of the state on the Vermont Science Assessment (VTSA) for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

**Rationale:** The VTSA replaced the New England Common Assessment Program (NECAP) in the spring of 2018. Its benefits are identical to those of the SBAC in terms of validity, ability to discriminate between levels of mastery, and minimization of measurement error. It too, is a criterion reference test. In support of the interpretation of the policy preamble and what it means to be in compliance with the Ends policy as a whole, the VTSA incorporates the Next Generation Science Standards (NGSS) as its basis, meaning that it is fully aligned with what current research sets as important for students to know and be able to do in science to prepare them for the, “next stage of their lives.”

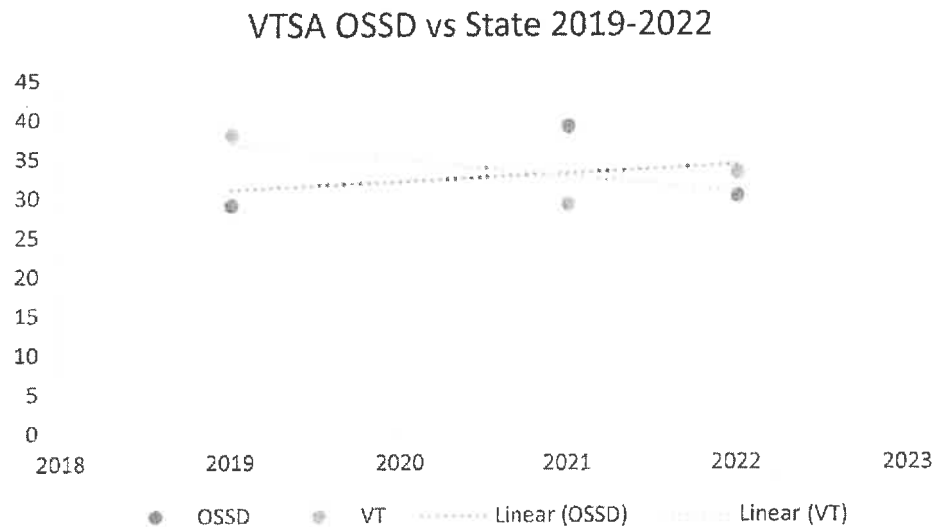
Because the NGSS focuses not just on content but also on process, the VTSA will also assess to some degree student’s critical thinking skills, adaptability, and technological literacy, all of which are Board Ends. The process goals of the NGSS are communication, collaboration, inquiry, problem solving and flexibility.

A final benefit of the VTSA is that like the SBAC, it provides both a criterion-reference score (CRS), how much of the total expected content and skills each student has mastered; and a standards-referenced score (SRS), what level of proficiency each student achieved based on the portion of the content they know. The CRS is the scaled score and the SRS is the achievement level (I, II, III, and IV). The CRS is useful for determining growth over time, the SRS indicates if a student is considered to have mastered the content in a subject area.

The assessment is also administered in grade eleven which is problematic for a district such as ours that sends approximately fifty-percent of its juniors to the technical center. Since juniors at the technical center do not take science, they miss a whole year of study prior to taking the VTSA. Therefore, comparison with the state average as an achievement threshold is not realistic considering that the vast majority of eleventh-grade students statewide do not attend a technical center.

Note that the VTSA will be replaced by a new assessment created by the Cognia organization this year: 2022-23.

**Evidence:** The VTSA was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state released to the press.



In the graph above, you can see the percentage of OSSD students who achieved science proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The trendlines show that the OSSD’s science performance has been improving over time relative to the state.

#### Difference vs State by Grade

Grade	Difference
5	-3
8	-2

The table above represents the difference between the percentage of OSSD students achieving science proficiency and the percentage of students statewide achieving proficiency in each grade five and eight. For illustration, two percent fewer of our eighth-grade population achieved proficiency compared to the state.

I report cautionary compliance. In 2022-23 significant resources were put into the further development of a K-12 STEM program to bolster the science curriculum work done in 2020.

**Provision # 1.2.4 Foundational Knowledge (Prospective End):** *Students possess comprehensive knowledge of a core curriculum in the following areas: social studies.*

**Note:** Beginning at the start of the 2022-23 school year, the social studies curriculum team has been working to develop a revised interpretation for this provision. What is included here is their

current draft – it will be finalized for the next Ends report. Because the social studies team needs to develop their performance tasks and assessment rubrics from scratch, their assessment of student progress will begin no later than the 2024-25 school year.

**Interpretation:** Student will achieve a score of proficient or higher on four assessments in each social studies class grades 7-12 or will show growth over time towards proficiency. Three of the assessments will be document based question (DBQ), and one will be a core research paper.

**Rationale:** DBQ are an assessment type used on Advanced Placement exams, they require students to use their own knowledge combined with information from several source documents to answer. The social studies department agreed that document-based question essays (DBQs) and research papers would be the most effective common assessments: “The DBQ assessment has many advantages for our content area. It is rigorous and requires higher-order thinking: students must read, comprehend, and analyze primary sources; they must think critically about the topic, connect/contextualize with prior knowledge and learning, develop an argument, select and analyze evidence, and express themselves clearly in writing. By doing this three times over the course of the year, we will generate rich data that should allow us to chart growth in individual students’ and groups’ skills over the course of the year. We included the research paper as one of our core assessments as well, both because it already happens at each grade level and is aligned to the capstone Senior Project Paper, and because it assesses the same standards as, and builds upon the skill set of, the DBQ assessments.”

**Evidence:** No current DBQ assessments and rubrics currently exist. The social studies department will begin work on creating these tools during the summer of 2023.

Because this is a Prospective End (currently being worked on), I report compliance.

**Provision # 1.2.5 Foundational Knowledge (Prospective End):** *Students possess comprehensive knowledge of a core curriculum in the following areas: life skills.*

**Note:** Following a series of listening sessions to determine what basic skills the OSSD community felt were essential, it was determined that the best way to deliver these skills was through the resurrection of the “On Your Own” course that had been a mandatory staple for students up until about a decade ago. The prospective teacher has agreed to update the course curriculum using the essential skills identified during the listening sessions. It should be noted that many of the critical skills identified are already embedded in current courses – those that are not, or which cannot be easily embedded – will be the focus of this course.

This is a work in progress, during 2023-24 the district will evaluate the course roll out and the impact on students. We may decide to create a series of semester courses that are taken at three different grade levels that focus on the skills most pertinent to each age of student: 1) study and executive functioning skills, 2) social interactions and taking care of oneself, and 3) financial, interview, and application skills. Since this may have a significant budgetary impact, we will need to balance this desire with what can be justified to the community.



**Interpretation:** All students will meet the required standards of the “On Your Own” course as evidenced by a passing grade.

**Rationale:** It was clear during the strategic planning session that the school community values the idea of the district providing training in basic life skills. The best way to provide these skills is by embedding them in our current curriculum where appropriate and teaching those not already embedded in a standalone course or courses. Students earning a passing grade in such a course is an effective means of evaluating student success; making the course mandatory for all students ensures that all students acquire these skills.

**Evidence:** Since this is a Prospective End (currently being worked on), I report compliance.

**Provision # 1.2.6 Foundational Knowledge (Prospective End):** *Students possess comprehensive knowledge of a core curriculum in the following areas: the arts.*

**Note:** Beginning at the start of the 2022-23 school year, the fine arts curriculum team has been working to develop a revised interpretation for this provision. What is included here is their current draft – it will be finalized for the next Ends report. Because the fine arts team needs to develop their performance tasks and assessment rubrics from scratch, their assessment of student progress will begin no later than the 2024-25 school year.

**Interpretation:**

All students will produce/perform/present a class project that will be scored with a rubric. The rubric will be designed around the National Core Art Standards (NCAS) and students will need to achieve a score of “meets expectations” in the four areas they support: 1) creating, 2) performing, presenting, or producing, 3) responding, and 4) connecting.

- Graduates will **create** work that shows skill, vocabulary and problem-solving.
- Graduates will **present** meaningful exhibitions and performances.
- Graduates will **make connections** through history and culture.
- Graduates will **respond** critically to the arts through their skills and analysis.

**Rationale:** The fine arts provide students with social-emotional learning, and gives them an outlet to process and regulate complicated emotions through creative expression and group collaboration. Through Theater, Art, and Music; students will produce evidence that shows a firm grasp of expertise and dexterity. Proof of this is demonstrated as performances, presentations, and displays. Assessing in this way gives students an opportunity to collaborate with their peers and also express themselves individually. These public-facing displays and events allow for a greater degree of community engagement and support.

We, collectively as an arts department, want each RUHS graduate to walk away with reflective and usable goals that will, in turn, create strong and gracious members of the community and society. These essential life goals are what the fine arts department bases their teachings around. Critical thinking and adaptability in the arts engages problem solving and growth through the development of new physical and visual skills. Critical thinking isn’t just about solving a

problem or strategizing for an end result, it is teaching students to think intellectually, ethically and creatively for the best possible outcome.

The class projects and the rubric used to assess them, being based on the National Core Arts Standards, will evaluate the very skills we hope to cultivate.

**Evidence:** No current rubric currently exists, and the department is currently engaged in aligning the fine arts curriculum with the NCAS. The fine arts department will begin work on creating these tools during the summer of 2023.

Since this is a Prospective End (and a work in progress), I report compliance.

**Provision # 1.3 Ability to Adapt:** *Students are adaptable, resilient and can manage change.*

**Interpretation (Critical End):** This End requires multiple data sources to 1) ensure that information from all students contributes to the evaluation of compliance, and 2) to allow the district to prioritize work in a current area of deficiency related to this end: special education and the number of students on IEP's.

- On average, students in the OSSD will have an attendance rate of 90% or higher – this is based on the state's threshold for acceptable attendance.
- The four-year graduation rate will meet or exceed the state average.
- The overall percentage of students served by an individualized education plan (IEP) will not exceed the state average by more than 1%, or the average severity of the district IEPs on a six-point scale will decline over time.

This provision will be considered a Mature End when each of the enumerations bulleted above have been achieved for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement thresholds outlined in the bullets above.

**Rationale:** Educational research is clear that the most effective means for students to achieve mastery of content and skills is to spend time with highly qualified teachers. Therefore, it makes sense that attendance is the most important component when it comes to student mastery of the Board's ends. Therefore, attendance is incredibly important, and students who have high rates of attendance show their ability to adapt to one of the primary needs of adult life: consistency and dependability.

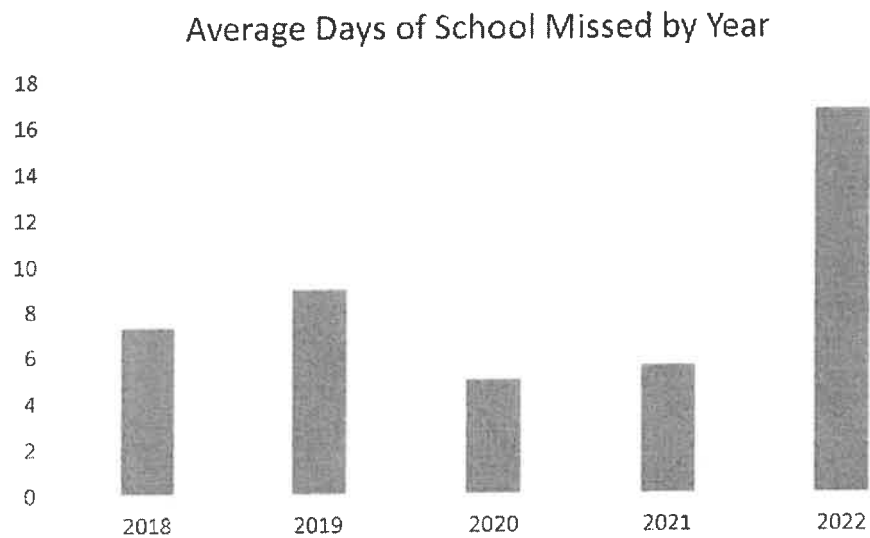
During their high school years, students face an enormous number of challenges academically, socially, and developmentally. Their ability to successfully navigate those challenges is easily measured by the percentage who make it through to graduation, making a district's graduation rate an effective measure of their adaptability.

In general, students with disabilities often need assistance identifying and internalizing strategies for learning that allow them to compensate for the effects of their disability. The act of learning

those strategies and using them effectively enough to either no longer need an IEP or to move along the continuum towards a less restrictive IEP is by its very definition adaptation.

**Evidence:** Compliance with this provision cannot yet be fully established due to missing data from the state Agency of Education.

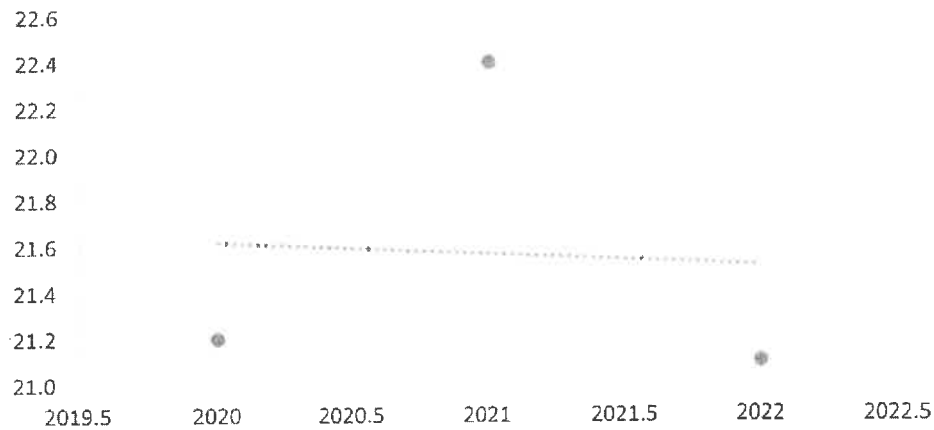
- Data on average daily attendance is skewed due to the impact of Covid during the 2021-2022 school year. Districts were still required to quarantine students and as a result had to shut down entire classes and schools as COVID infection rates fluctuated. We have between 177 and 179 student days per year meaning that on average the students should not miss more than 17.7 days per year for the district to be in compliance.



Even in the midst of the pandemic with all students attending in person where exposure was highest, the district was in compliance with this standard.

- Graduation rates have not been released by the State since 2021, it is unclear why.

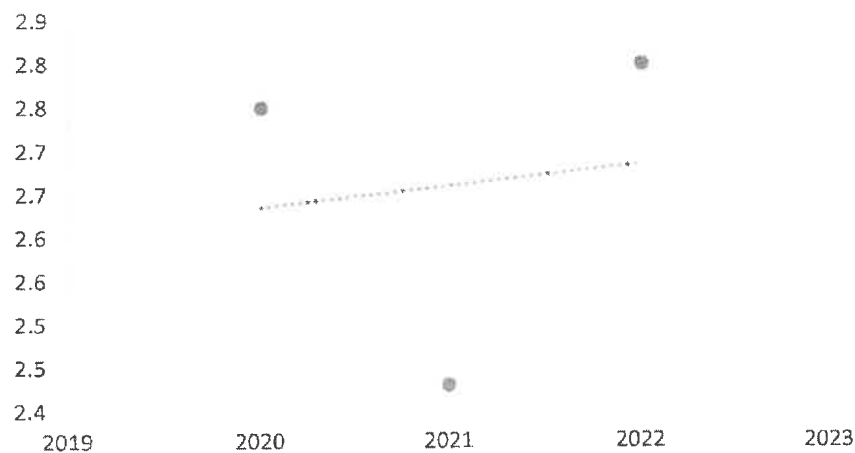
### IEP Students as a Percentage of the Population



The above graph shows the percentage of the district's overall population that is served by an IEP. The state average has not been updated recently, but historical trends place it at 14% which is closely aligned with the historic national average.

- There was a surge of new students at the elementary level between 2021 and 2022, with a high majority of those new students coming in on IEP's which has skewed the data a bit. Regardless, the overall trend of our IEP population over time is downwards.
- In addition, many regular education students (53) chose to homeschool during the 2021 school year due to the COVID pandemic which would cause the calculated percentage to rise even if the number of students on IEP's remained steady. Had this anomaly not existed, the overall trend line would still be down.

### Average Severity Rating of Students IEP's



The above graph shows the average severity rating of student IEPs; a higher number indicates a greater level of service. The score can range between one and six, but an IEP scoring higher than four is a very rare occurrence; therefore, the effective possible range is between one and four.

- There was a surge of new students on IEP's entering the district between 2021 and 2022 primarily at the elementary level which is the result of the increase seen 2022 – many of those incoming students needed a high level of services.
- Our expanded preschool program has served more and more students over time. The incoming preschool students have a high percentage of IEP needs; those needs increase with every new class. Currently, approximately 30-35% of incoming preschool students are in need of IEP services.

This provision is in compliance because the percentage of students on IEP's is declining.

**Note:** this interpretation should be updated to not include students on IEP's who move in during the course of a school year. Only students the district has had at least a full year to work with should be included in this data set as we are trying to measure the impact of the district's programs on these students.

**Provision # 1.4 (Mature End):** *Students use and apply information and technology appropriately, effectively and objectively.*

**Interpretation:** All students will use a Chromebook, computer, or tablet in a developmentally appropriate manner as the primary means of producing, managing, enhancing, and delivering their school-related work.

**Rationale:** Since the Board's description of this End relates to digital literacy, it makes sense to use the American Library Association's (ALA) definition of digital literacy as the guide to what constitutes compliance with this end: "the ability to use information and communication technologies (ICT) to find, evaluate, create, and communicate information." The interpretation therefore is reasonable because it embodies all the components of the ALA's definition.

**Evidence:** The best way to measure the acquisition of a defined skill set is to require the effective use of that skill set. By switching to a one-to-one model as the district has done which requires students to use ICT devices as a primary means of learning and engagement, each student, every day demonstrates compliance with this end.

I report full compliance with this End.

**Data Presented:** This Ends report only focuses on a limited set of data, just those data sets required to measure achievement of the Ends. There is plenty of other data that is important for the district that is worth reviewing, but if it's not directly tied to the Ends interpretations, it will not be in this report.

This report looks at the past year when COVID was still very active - data collected during the pandemic was frequently incomplete, missing or of questionable validity and reliability because

the last three years in no way resembled normal school years. Comparisons between previous normal years and the COVID years should be done using a critical eye and with this understanding.

**Final Thoughts:** It should also be noted that Policy Governance is a good model, but it is a business model and therefore encounters some difficulties in terms of Ends and how to measure progress when it is translated to education. In the business world, things are tangible, so goal setting is easier: profits will increase by 10%, the sales team will acquire fifteen new accounts each month, clerks will process twenty-three accounts a week. In education, goals are incredibly hard to measure because they are focused on changing and evaluating the processes that occur inside the human mind, and the only way to measure such a thing is indirectly and often imperfectly. If you ask us to increase productivity on the factory floor, we can interpret that and state how progress towards it will be measured in one sentence. If you ask us to ensure students have foundational knowledge in the Arts – that's going to require a long response and no single measurement tool will ever adequately assess the changes inside a human mind that are required to prove compliance with such a goal. While Policy Governance is a good model in terms of establishing the roles and responsibilities of the Board and superintendent; It is very cumbersome for educational goals that are stated as broadly as exist in our Ends Statement.

## MONITORING REPORT

### POLICY 2.7: COMPENSATION AND BENEFITS

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I certify that the information contained in this report is true and that any assertions made are reasonably based on available evidence.

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Date

*With respect to employment, compensation, and benefits to **non-unionized employees**, consultants, contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.*

*Further, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not:*

- 1. Change the Superintendent's own compensation and benefits;*
- 2. Promise or imply permanent or guaranteed employment;*
- 3. Establish or change compensation and benefits that deviate materially from the geographical or professional market for the skills employed;*
- 4. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue; or,*
- 5. Establish or change pension benefits so as to cause unpredictable or inequitable situations.*

**Policy Preamble:** *With respect to employment, compensation, and benefits to non-unionized employees, consultants, contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.*

**Interpretation:** Since the overall policy wording is a general statement that encapsulates the enumerations, I interpret that the overall policy is in compliance if each of its component provisions are in compliance.

**Rationale:** For a public institution to operate effectively, it must garner public trust. Fairness and just actions regarding the treatment of employees, especially when it comes to compensation, is a vital component of earning that trust. Salaries and benefits therefore must strike a balance between being competitive to attract talent without being

excessive. New employees sharing similar levels of education and work histories should be compensated equally. Veteran employees exhibiting equivalent efficacy in similar positions should also be compensated equally. Not doing so would harm the image of the organization by shadowing it under a pall of favoritism, cronyism, and capriciousness.

**Evidence:** Since all provisions are in compliance, the overall policy is therefore in compliance.

**Provision # 1:** *Change the Superintendent's own compensation and benefits*

**Interpretation:** The requirements of the provision are explicit and self-evident.

**Rationale:** Engaging in behaviors that are rampant with self-interest is abhorrent in any organization, but especially so in an organization whose purpose is to serve the greater public good. It is therefore appropriate that the School Board 1) be the agent that sets the superintendent's salary and benefits, and 2) that it does so based upon a review of the salaries and benefits of superintendents across the state to ensure fairness and competitiveness.

**Evidence:** the superintendent's contract is filed in the central office and can be reviewed by the Board at any time to ensure accuracy. Moreover, payroll data is provided to the Board on a monthly basis (green accounts payable sheets) which show that the actual compensation of the superintendent matches the contract. Finally, a statement from the Business Manager is attached confirming the superintendent has not altered his/her compensation or benefits.

I report compliance.

**Provision # 2:** *Promise or imply permanent or guaranteed employment*

**Interpretation:** The superintendent will not engage in negotiations nor sign contracts with employees outside of the CBA which provide for permanent employment.

**Rationale:** It is best practice not to encumber the financial resources of the district for longer than necessary; however, a balance must be met between protecting the financial integrity of the district given the uncertainty of yearly budgets and providing reasonable and comparable job security to employees. Further, engaging in the practice of contracting for permanent employment complicates and compromises the district's ability to remove poor performers, a necessary element in maintaining the performance of the organization.

**Evidence:** None of the OSSD's non-unionized employee contracts imply or guarantee permanent employment. A statement from the Business Manager is attached confirming that the superintendent has neither negotiated nor executed any permanent employment contracts.



I report compliance.

**Provision # 3:** *Establish or change compensation and benefits that deviate materially from the geographical or professional market for the skills employed*

**Interpretation:** The superintendent will use statewide compensation data (when available) to negotiate and establish salaries and benefits for all non-unionized employees. When this data is not available, the superintendent will use the salary and benefits of comparable district positions as a basis for determining overall compensation.

**Rationale:** Creating an environment that attracts highly qualified employees and contracted service providers while maintaining fiscal responsibility requires competitive remuneration for employees that is not excessive given local markets. Further, using normative data, where applicable and available, puts the district in a better position to publicly defend its employment practices which not only enhances public trust, but also preserves the district's public image.

**Evidence:** All non-unionized employment contracts are in the comparable range when education, work history and efficacy are considered. The business manager reviews and signs all new hire paperwork; her signature indicates that a contract meets the interpretation of this provision and that the district has the funds available to support the position. The business manager has provided a signed affirmation that this provision is in compliance and a spreadsheet has been included showing the benefits and salaries of non-unionized personnel in other district that is used to determine pay and benefits for equivalent positions in the OSSD.

I report compliance.

**Provision # 4:** *Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue*

**Interpretation:** The superintendent shall not commit the district to non-union employment or consultant contracts whose terms extend beyond one year without Board approval unless it is to provide reasonable, comparable job security for employees (see provision 2 rationale). When negotiating non-union contracts, the superintendent shall not commit the district to financial obligations that exceed what is reasonably projected to be provided by revenue streams.

**Rationale:** Since the lion's share of the district budget is expended on employee compensation and benefits, it is essential to maintain a high level of control over employment and consultant contracts as a small mistake in these areas may have a dramatic impact on the budget as a whole. Further, limiting these contracts to a year or less when appropriate ensures that if the services provided are deficient, their impact will be limited in time.

**Evidence:** No non-unionized employee has a contract whose term is longer than one year except for the Student Assistance Program Counselor (SAPC). The contract for this position was created in line with provision two of this document – it was required to ensure reasonable and equitable job security. All employment contracts are available for board review and can be accessed through central office. Audit reports annually confirm that employment contracts fall within budgeted expenditures and are covered by projected revenues. A statement from the Business Manager is enclosed confirming no inappropriate financial/employment obligations have been made by the superintendent.

I report compliance.

**Provision # 5:** *Establish or change pension benefits so as to cause unpredictable or inequitable situations.*

**Interpretation:** The superintendent shall not establish or change pension benefits unless those changes are equitable across an employee category; nor shall they be changed without prior notification to the Board.

**Rationale:** The establishment or change of pension benefits may be required to ensure compliance with provision three of this policy – the superintendent will use statewide compensation data (when available) to negotiate and establish salaries and benefits for all non-unionized employees. That said, such changes shall fall within the range of comparable benefits provided to equivalent staff in other districts.

**Evidence:** All employment contracts are available for board review and can be accessed through central office. A statement is attached from the Business Manager confirming all pension benefits are within what is comparable for our geographic region and professional market; further, that the superintendent has made no adjustments to pension benefits this monitoring cycle.

I report compliance.

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

**WEDNESDAY, APRIL 12, 2023 @ 6 P.M.  
RANDOLPH ELEMENTARY SCHOOL**

**To be approved at the May 10, 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:** John Helfant & sons (who left soon after public comment), Nathan Wright, Ethan Weinstein, ORCA Media Video Taping, and attached list of remote guests

**I. Opening**

The meeting was called to order by Chair, Hannah Arias at 6:00 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Review Ends Monitoring Report & Board Self-Evaluation on 4.1

A motion was made to add to the Consent Agenda approval to open a new bank account for the RUHS Senior Class.

By:	Megan Sault
Seconded by:	Sarah Haupt
Motion passed:	Yes

**II. Board Education and Ownership Linkage**

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

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

Nathan Wright spoke about the direction that the school is going and a recent survey and urged the school board to look at other types of governance for school boards. He told the board that maybe policy governance has been successful in the past, but not sure it is the best way now and asked the school board to review.

John Helfant spoke regarding his feeling about equality in filing an investigation and feels it is easier to start an investigation for certain students. He also stated the school board should look at both the survey & petition that is being circulated regarding not renewing the superintendent's contract.

**b. Ownership Linkage Committee Report**

Heather Lawler filled the board in on where the Portrait of a Graduate process is at. The team met on March 3<sup>rd</sup> & 9<sup>th</sup> and the team led a successful community dinner on April 4<sup>th</sup>. The data collection is out on Front Porch Forum and has been sent out to the school community. The next meeting is on April 18<sup>th</sup> to prepare a first draft of a Portrait of a Graduate. Katja Evans thanked the culinary team for their work on the dinner.

III. Monitoring: Organization

- a. Board Self-Evaluation - Governance Policy 4.1 (policy enclosed)  
Hannah Arias wanted to check in with the board to see if they feel this self-evaluation process still has value to the board. Monitoring is a main responsibility for the board. Hannah asked for the board's thoughts regarding the best way to review the policies annually. Feels the self-evaluation is more effective than before and likes the "chart" layout. Wonders how the board would change them. Haven't revisited one yet. Need to hold ourselves accountable and need to recommit for the process which has to have an accountability strategy. Discussed how to do this and capture everyone's input. Suggested adding a revisit date on the front of the form.

Hannah read the first part of Policy 4.1 Governing Style and Katja Evans took notes for future tracking. Discussed being proactive which is what the policies are supposed to do instead of being reactive. Discussed if the policy is working for the board and how the board could see if the policies are effective. All the board sees is reactivity as they wouldn't see if proactivity is working. Anne reminded the board that some of them are new and still have some learning to do about how to improve our policies. When the board feels they need to react to something, the board needs to look at the policies and if not what is needed, the board should change the policy. The board policies can be edited. They were adopted in 2016 and feels a lot has changed since then.

- a. First Review of Ends Report (emailed separately to the board)  
Layne explained that this report was from preliminary data but should be accurate within half of a percent. Layne asked if the board would like to take time to digest the report and to send any questions to him and he will create a presentation around those questions. There is more data available if the board wants more. Discussion around proficiency based rating which is subjective and of questionable value. The board also wondered what other school districts are incorporating in their Ends report. Layne told the board that they also may look at AP scores, SATs, ACTs, discipline & equity data. The Ends documents are usually short.

IV. Policy Decisions: District Governance

- a. Selection of Library Materials Policy 2<sup>nd</sup> Reading (enclosed with agenda)  
A motion was made to accept the Selection of Library Materials Policy as written.  
By: Katja Evans  
Seconded by: Anne Kaplan  
Motion passed: Yes
- b. Selection of Curriculum Materials Policy 2<sup>nd</sup> Reading (enclosed with agenda)  
A motion was made to accept the Selection of Curriculum Materials Policy as written.  
By: Katja Evans  
Seconded by: Sam Hooper  
Motion passed: Yes
- c. Consider addition to EL Policy 2.0 2<sup>nd</sup> Reading (enclosed with agenda)  
A motion was made to approve the addition of "inequitable" to EL Policy 2.0.  
By: Katja Evans  
Seconded by: Megan Sault  
Motion passed: Yes

V. Advocacy

a. Legislative Update

Universal free meals are moving forward, the legislature is working on figuring out funding. The legislators are combining PCB testing/mitigation with construction aid which has taken the focus off PCB. RUHS was at the end of its useful life when last looked at. Parts and pieces are getting worn out. We have been providing full time preschool in our 3 schools for 4 year olds which helps mitigate potential future needs & behavior issues. The state has only been reimbursing .46 per preschool child and we hope to get a 1.0 reimbursement.

VI. Consent Agenda (4.2)

a. Approve Minutes from OSSD Regular meeting on 3/16/2023 (enclosed with agenda)

b. Approve Minutes from OSSD Special meeting on 4/3/2023 (enclosed with agenda)

Motion to approve the Minutes for 3/16/2023 & 4/3/2023

By: Megan Sault

Seconded by: Anne Kaplan

Motion passed: Yes

c. Approve Professional Contracts for 2023-2024 (form enclosed)

d. Approve Administrator Contract for 2023-2024 (form enclosed)

Motion to approve the Professional & Administrator Contracts for 2023-2024

By: Katja Evans

Seconded by: Sarah Haupt

Motion passed: Yes

e. Approve Auditor for 2023-2024 (see enclosed document)

Layne explained to the board that our federal funding may be delayed by 1 ½ months due to not getting our audit completed by the deadline of March 31<sup>st</sup>. This is the last year of our current auditors and due to a staff shortage, they were not able to meet the deadline, but they have told us they would have it finalized by May 15. Nothing we can do about this. The bid for approval was the only auditor bid that we received which is for one year. Discussed adding to the auditor's contract the deadline of March 31<sup>st</sup> with consequences if not done by then. Layne reminded the board that one of his responsibilities is to protect the districts assets which is one of the EL policies.

Motion to approve RHR Smith & Company as our auditor for the 2023-2024 school year.

By: Katja Evans

Seconded by: Megan Sault

Motion passed: Yes

f. Approval of Facilities Reserve Funds request for RUHS Gym Floor replacement (quotes enclosed)

Layne told the board that water has been seeping up from the concrete underneath the gym floor and the layer of shock absorbent material needs to be replaced which has been gone for many years. They will also paint the gym and repair the broken bleachers. This work, if approved, will start next week. The board discussed the significant investment if there is a possibility of a new school in the next few years. Also discussed several needs at RUHS. The board wondered how we get started looking at a new building and discussed

some costs involved just to get started. The board will plan to add this as an agenda item at the next meeting for discussion.

Motion to approve the request for Facilities Reserve Funds of \$2,389,118 for replacement of the RUHS Gym Floor, painting of the gym & repair of the bleachers

By:	Rachel Gaidys
Seconded by:	Sarah Haupt
Motion passed:	Yes

- g. Approve Change of Signers on OSSD & RTCC bank accounts (document enclosed)

Motion to approve the Change of Signers on OSSD & RTCC bank accounts as listed on the attached document dated March 30, 2023 from Robin Pembroke.

By:	Katja Evans
Seconded by:	Megan Sault
Motion passed:	Yes

- h. Approve the opening of a bank account for the RUHS Senior Class

Motion to approve the opening of a bank account for the RUHS Senior Class

By:	Megan Sault
Seconded by:	Sarah Haupt
Motion passed:	Yes

## VII. Closing

- a. Superintendent's Report (enclosed)

This month was the Ends report.

- b. Principals' & Director Reports (newsletter links sent out separately)

- c. Financials (enclosed)

We are well in the black and should have a large surplus. We can't get grant funds until the auditor report is filed so the revenue is off until then.

- d. Staff Appreciation Update (Week of May 8 - 12)

Katja is arranging with five businesses for gift certificates for staff appreciation. She will get the names to Linda early next week. Discussed expiration dates.

Action Items Recap: Continue discussion around Policy 4.1 Governing Style  
Check VSBA site to look at quality standards  
Ends report review

## VIII. Executive Session: Personnel

8:02 p.m. A motion was made by Sarah Haupt & seconded by Sam Hooper to enter Executive Session to discuss Personnel with the superintendent & assistant superintendent present.  
Motion passed.

9:20 p.m. The board exited Executive Session.

As a result of the executive session: No action was taken.

With no further business to discuss, a motion was made by Katja Evans and seconded by Megan Sault to adjourn the meeting at 9:21 p.m.

OSSD Board Minutes

Page 5

April 12, 2023

Respectfully submitted,

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Linda Lubold, Board Clerk

Next Scheduled Meetings:

Ownership Linkage Committee Meeting: Wednesday, April 19, 2023 - 5:00 p.m. @ RUHS Media Center

Agenda Planning Meeting: Monday, April 24, 2023 - 6:00 p.m. @ RES

Regular Meeting: Wednesday, May 10, 2023 - 6:00 p.m. @ RUHS

RTCC Meeting: Wednesday, May 10, 2023 - 5:00 p.m. @ RUHS

First name	Last name	Email	Duration	Time joined	Time exited
Felicia	Allard	alla*****@***	1 hr 57 min	6:08 PM	8:05 PM
Jessica	Allen	jall*****@***.com	1 hr 26 min	5:55 PM	7:21 PM
Dana	Decker	dana*****@***	1 hr 2 min	6:41 PM	7:44 PM
Carolyn	Exler	caro*****@***	1 hr 15 min	6:48 PM	8:03 PM
Derek	Flint	dere*****@***	1 hr 41 min	5:54 PM	7:35 PM
Chris	Hurley	chri*****	40 min	6:35 PM	7:15 PM
Gus Howe	Johnson	gjohnson@orang	2 hr 1 min	6:02 PM	8:03 PM
MaryBeth	Jones	gidg***@***.com	19 min	6:58 PM	7:17 PM
Tevye	Kelman	tkelman@orange	3 min	6:04 PM	6:07 PM
Heather	Lawler	hlawler@orange	2 hr 6 min	5:56 PM	8:02 PM
Layne	Millington	lmillington@oran	2 hr 9 min	5:54 PM	8:03 PM
Edit	One	edit*@***.net	2 hr 24 min	5:54 PM	8:18 PM
Rosalind	Sumner	rosa*****@	2 hr 12 min	5:54 PM	8:06 PM
Caty	Sutton	csutton@orange	2 hr	6:02 PM	8:02 PM
Beverly	Taft	beve*****@*	1 hr 23 min	6:00 PM	7:23 PM



First name	Last name	Email	Duration	Time joined	Time exited
Heather	Lawler	hlawler@orange	1 hr 18 min	8:02 PM	9:20 PM
Layne	Millington	lmillington@oran	1 hr 17 min	8:04 PM	9:20 PM

## **Orange Southwest School District**

### **Special Monitoring Report for Required Approvals**

Description of the item requiring Board approval:

Board approval of all professional contracts.

Reason for required approval including applicable policies:

By Statute, Boards are required to make final approvals of all professional/licensed contracts for employment.

Evidence demonstrating policy compliance (attach any necessary documents):

All contracts are prepared within approved budgetary limits. Secondly, statewide comparisons and ranges are established for the majority of positions in the OSSD (in few cases, state-wide comparisons are not available) and all proposed contracts fall within comparable ranges. Finally, all proposed contracts meet the requirements established in Policy 2.7: Compensation and Benefits.

Signed:

Date:  
05/05/2023

## **Orange Southwest School District**

### **Special Monitoring Report for Required Approvals**

Description of the item requiring Board approval:

Board approval of all administrative contracts.

Reason for required approval including applicable policies:

By Statute, Boards are required to make final approvals of all administrative/licensed contracts for employment.

Evidence demonstrating policy compliance (attach any necessary documents):

All contracts are prepared within approved budgetary limits. Secondly, statewide comparisons and ranges are established for the majority of positions in the OSSD (in few cases, state-wide comparisons are not available) and all proposed contracts fall within comparable ranges. Finally, all proposed contracts meet the requirements established in Policy 2.7: Compensation and Benefits.

Signed:

Date:  
5/5/2023

New Teachers for Approval on May 10, 2023

Monica Farrington – RES Special Education Teacher (replacement)

Deanna Murray – RES PreSchool Teacher (replacement)

Tracy Gardner – Brookfield First Grade Teacher (replacement)

New Administrators for Approval on May 10, 2023

Mindybeth Gutzwiller – RES Assistant Principal (replacement)

## **Orange Southwest School District**

### **Special Monitoring Report for Required Approvals**

Description of the item requiring Board approval:

Board approval of the 2023-2024 LEAP – Local Education Agency Plan

Reason for required approval including applicable policies:

Approval of the LEAP has traditionally been approved by the OSSD Board.

Evidence demonstrating policy compliance (attach any necessary documents):

The LEAP covers all of the assurances for complying with receipt of federal funding pertaining to special education by the OSSD Board.

The grant monies are part of our anticipated and budgeted revenues for 2023-2024 and are an integral funding source for special education services in the OSSD.

Signed:

Date:  
05/05/2023

## Orange Southwest School District

### Special Monitoring Report Form

**Description of the item requiring Board approval:** RTCC is requesting the expenditure of Carry Over/ Reserve funds from the RTCC Reserve Fund for a replacement vehicle.

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

**Evidence demonstrating policy compliance (attach any necessary documents):** The RTCC Reserve Funds have sufficient carry over/reserve funds to support the expenditure requests. All requests are necessary to ensure our schools remain current and functional (Policy 2.6 Asset Protection).

Request for funds for the replacement of the RTCC 2007 Chevrolet Tahoe for the purchase of a 2023 GMC Acadia. Balance due of \$33,055.

Total of \$33,055 requested from the Facilities Reserve Fund.

The RTCC Reserve Fund has \$708,335 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:  
05/05/2023



**Date/Time:** May 1, 2023 10:50 AM  
**Buyer:** Howard Boutwell  
**Phone:** C: 8022729725  
**Address:** 24 Central St  
 Randolph, VT 05060

**Trade:**  
 2007 Chevrolet Tahoe, SUV  
 (136,571)

**Salesperson:** Joseph Lee

## 2023 GMC Acadia, Body Type: Sport Utility MT23185

Color: Sterling Metallic, 5 Miles VIN: 1GKKNRL4XPZ199937

<b>Cash</b>	Balance Due
\$ Down	
<b>\$0</b>	<b>\$33,055</b>

	Total Trade Allowance:	<b>\$6,650</b>
	Total Trade Adjustments:	<b>\$650</b>
	Net Trade Allowance:	<b>\$6,000</b>

<b>MSRP/Retail</b>	<b>\$43,390.00</b>
<b>Selling Price</b>	<b>\$43,390.00</b>
<b>Trade Allowance</b>	<b>\$6,000.00</b>
<b>Trade Difference</b>	<b>\$37,390.00</b>
<b>Government Fees</b>	<b>\$66.00</b>
<b>Proc/Doc Fees</b>	<b>\$399.00</b>
<b>Subtotal (Selling Price +</b>	<b>\$43,855.00</b>
<b>Rebates</b>	<b>\$4,800.00</b>
<b>Total Balance Due</b>	<b>\$33,055.00</b>

X  
 \_\_\_\_\_  
 Customer Signature

\_\_\_\_\_  
 Date

X  
 \_\_\_\_\_  
 Manager Signature

\_\_\_\_\_  
 Date

*With approved credit. Quote is valid for 24 hours and for internal use only.*

## **SUPERINTENDENT'S REPORT**

**May 10, 2023**

### **Legislative Update**

**As Understood from the Education Legislative Report of April 21, 2023**

At the time of this writing, the Vermont Senate and House are nearing the end of this year's legislative session, and the number of major bills under active consideration that could impact our district have been winnowed down to four.

#### **Childcare and Prekindergarten S.56**

This bill as it was originally written held considerable interest for the OSSD because it provided funding for full day, full week, preschool for four-year-olds. Our district recognized the significant benefits of such a program and created one nearly four years ago. Through it, we have built a system that produces exceptional results in terms of early socialization, numeracy, and literacy skills that are a crucial foundation for later learning. Currently, the state only provides us with funding for 10 hours a week, or about 46% of what it provides full day students in other grades. This bill, as originally proposed, would have provided full-day funding to these full-day students. The senate education committee removed this provision and then refused to hear testimony from districts which supported it. The house is still looking at the original version of this bill with the funding change in their version going into effect in 2026 if adopted.

#### **Mandated PCB Testing and Remediation**

In the last legislative session, a PCB testing program was created without input from school officials and was passed without consideration for funding the immediate remediation or repair work that would be required upon receipt of a positive test result. At the same time, the legislature commissioned a study on the current condition of the state's educational facilities which indicated that a high number of schools are approaching the end of their useful lives –



RUHS topped the list. Since these considerations both require renovation or new construction as a solution, it makes sense to combine them. House bill H.486 seeks to pause PCB testing, while S.124 commissions a study on school construction aid. These companion bills recognize that it makes little sense to immediately remediate a building that receives a positive test for PCB's when that building may need to be fully replaced within the next few years. These two bills would allow the state to coordinate both efforts – eradicating PCB's and new school construction – in order to achieve both ends at a significantly reduced cost to taxpayers,

### **School Safety S.138**

This bill would require schools to:

1. Adopt a policy mandating biannual options-based response drills.
2. Adopt all-hazards emergency operation plans.
3. Adopt an access control and visitor management policy.
4. Submit data to the Agency of Education if the school utilizes a behavioral threat assessment team.

Provision four originally required the formation of a behavioral threat assessment team with specifically prescribed members that would be beyond the scope of most districts to implement. That language has been removed while several education and safety agencies work to resolve the concerns raised in this section of the bill.

In anticipation of the passage of this bill, several senior OSSD administrators attended a State sponsored workshop in preparation for updating our emergency based operation plans.

### **Universal School Meals H.165**

Seeks to make the Universal School Meals (USM) program instituted during the COVID emergency permanent. The program is estimated to cost an additional \$30 million a year at a cost of three cents per \$100 of assessed property value for all taxpayers across the state: approximately \$115 on an average priced home (\$385,000) annually. This bill is moving forward and is expected to pass.

### **Miscellaneous Bills Still Under Consideration**

- S.133 to create a committee to study Vermont's proficiency-based report cards and graduation requirements.
- H.481 tasks the Director of Suicide Prevention with creating a model protocol and training for all schools.
- S.18 would ban flavored tobacco products and e-liquids to any person under the age of twenty-one and would prohibit their use on school grounds and at school functions.

While there are several other miscellaneous bills under active consideration, these are the ones if passed that could have a significant impact on the OSSD.

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

	2021-22 ACTUAL	APRIL 2022 YTD	2022-23 BUDGET	APRIL 2023 YTD	DIFFERENCE
<b>GENERAL FUND</b>					
<b>REVENUE:</b>					
LOCAL REVENUE	1,198,868	800,267	1,071,912	773,814	-298,098
SPECIAL PROGRAMS	2,086,380	2,054,400	2,120,149	1,891,124	-229,025
STATE REVENUES	16,069,870	10,823,031	17,350,584	10,301,628	-7,048,956
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
<b>TOTAL REVENUE</b>	<b>20,181,459</b>	<b>14,504,039</b>	<b>21,288,816</b>	<b>13,712,738</b>	<b>-7,576,078</b>
<b>EXPENDITURES:</b>					
INSTRUCTION	7,188,933	5,198,538	8,127,344	5,010,409	3,116,935
SPECIAL EDUCATION	3,369,191	2,622,631	3,995,922	2,553,849	1,442,073
ADMINISTRATION	1,210,574	1,023,887	1,352,596	998,976	353,620
CENTRAL OFFICE	665,013	568,129	899,455	707,977	191,478
SUPPORT SERVICES	1,564,167	1,105,593	1,895,527	1,188,450	707,077
MAINTENANCE	2,264,524	1,677,162	2,169,745	1,771,518	398,227
TECHNOLOGY	555,199	432,169	728,215	405,874	322,341
TRANSPORTATION	600,188	391,453	648,277	362,272	286,005
OTHER EXPENSES	90,011	65,077	126,409	65,593	60,816
TECHNICAL EDUCATION	863,221	413,948	928,674	444,736	483,938
PRE-SCHOOL	356,655	270,807	416,652	327,595	89,057
<b>SCHOOL TOTAL:</b>	<b>18,727,675</b>	<b>13,769,391</b>	<b>21,288,816</b>	<b>13,837,250</b>	<b>7,451,566</b>
SURPLUS/DEFICIT	0	0	0	0	0
<b>TOTAL EXPENDITURES</b>	<b>18,727,675</b>	<b>13,769,391</b>	<b>21,288,816</b>	<b>13,837,250</b>	<b>7,451,566</b>

**7/1/2022**

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	416,966	2,886,387	500,472	2,802,881
TITLE 1	0	225,605	225,605	0
EPSDT FUNDS	62,100	27,460	4,037	85,524
FOOD SERVICE	124,015	367,814	496,582	-4,753
FRESH FRUITS & VEGS	0	10,463	10,774	-311
MEDICAID FUNDS	623,516	179,033	117,165	685,384
R.A.V.E.N.	0	217,762	108,647	109,115
IDEA-B - FLOW-THROUGH	0	191,660	219,277	-27,617
IDEA-B - PRE-SCHOOL	0	4,297	4,678	-381
VEHICLE/BUS FUND	1,126,335	0	258,811	867,524
BUILDING MAINT FUND	3,364,012	0	733,570	2,630,442
LEGAL FUND	90,000	0	0	90,000
SPECIAL EDUCATION FUND	465,697	0	0	465,697
OPERATIONAL RESERVE	1,743,007	0	18,315	1,724,692
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	21,522	46,000	49,756	17,767
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	0	5,730	5,940	-210
SCHOOL WIDE PROGRAMS	0	269,201	288,085	-18,884
TITLE II	0	92,350	97,085	-4,735
TITLE IV	0	49,320	57,864	-8,543
CONSOLIDATED ADMIN	0	20,919	22,356	-1,437
CRF - LEA GRANT	0	0	0	0
CRF - ESSER GRANT	0	10,348	0	10,348
ESSER II GRANT	0	431,652	431,652	0
ARP - ESSER	0	725,997	841,323	-115,327
ARP - AFTERSCHOOL	3,139	8,869	6,292	5,716
ARP - PRESCHOOL	19,296	30,124	7,245	42,175
ARP - IDEA-B PRE-SCHOOL	0	230	230	0
ARP - IDEA-B	0	3,793	3,793	0
<b>TOTAL OTHER FUNDS</b>	<b>8,103,031</b>	<b>5,805,013</b>	<b>4,509,551</b>	<b>9,398,493</b>

# ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2021-22 Actual	April 2022 Revenue	2022-23 Budget	April 2023 Revenue	Under (Over)
<b><u>LOCAL REVENUES:</u></b>					
Tuition	465,465	328,747	348,000	411,355	63,355
Overhead Tuition	54,744	27,372	20,000	0	-20,000
Transportation	38,314	24,081	50,000	30,409	-19,591
Interest	87,025	72,713	85,000	88,267	3,267
Early Ed Receipts	0	0	0	2,612	2,612
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	347,350	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	4	0	-2,708	-2,708
Total Other Revenues:	1,198,868	800,267	1,071,912	773,814	-298,098
<b><u>SPECIAL ED:</u></b>					
Core Block Grant	368,860	368,860	0	0	0
Special Ed Reimbursement	1,379,262	1,508,690	1,426,162	1,765,288	339,126
State Placed Students	0	0	0	312	312
Extraordinary Reimbursement	212,695	70,147	601,338	32,979	-568,359
Essential Early Ed	75,327	75,327	80,649	80,649	0
IDEA-B - Pre-School	20,045	20,045	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	30,191	11,331	12,000	11,896	-104
Total Special Ed	2,086,380	2,054,400	2,120,149	1,891,124	-229,025
<b><u>STATE REVENUES:</u></b>					
State Technical Centers	449,273	0	483,574	0	-483,574
State Education Fund	15,159,988	10,373,033	16,430,804	10,012,867	-6,417,937
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	6,895	0	0	0	0
State Transportation	272,292	272,292	255,000	170,290	-84,710
Small Schools Grant	177,706	177,706	177,706	118,471	-59,235
Driver Education	3,716	0	3,500	0	-3,500
Total State Revenues	16,069,870	10,823,031	17,350,584	10,301,628	-7,048,956
<b>BEGINNING BALANCE:</b>	826,342	826,342	746,171	746,171	0
<b>SCHOOL TOTAL:</b>	<b>20,181,459</b>	<b>14,504,039</b>	<b>21,288,816</b>	<b>13,712,738</b>	<b>-7,576,078</b>
<b><u>FEDERAL FUNDS:</u></b>					
IDEA - B	0	0	202,846	0	202,846
IDEA - B - PreSchool	0	0	143,632	0	143,632
Title I and II - School Wide	0	0	415,000	0	415,000
Medicaid	0	0	95,000	0	95,000
EPSDT	0	0	20,000	0	20,000
Total Federal Funds	0	0	876,478	0	876,478
<b>TOTAL VOTER APPROVAL:</b>	<b>20,181,459</b>	<b>14,504,039</b>	<b>22,165,294</b>	<b>13,712,738</b>	<b>-6,699,600</b>

**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

<b>Account Name</b>	<b>2021-22 Actual</b>	<b>April 2022 Expenditure</b>	<b>2022-23 Budget</b>	<b>April 2023 Expenditure</b>	<b>Encumb</b>	<b>Balance Under (Over)</b>	<b>Percent Inc/Dec</b>
<b><u>INSTRUCTION:</u></b>							
Salaries	4,513,108	3,212,856	4,896,410	3,101,259	0	1,795,151	36.66%
Benefits	1,597,325	1,231,158	1,877,885	1,065,203	0	812,682	43.28%
Drivers Education	4,130	2,711	3,500	1,770	1,283	447	12.78%
Remedial/Interventionist Service	133,362	106,370	207,204	135,171	0	72,033	34.76%
Testing/Tutorial/OT-PT Svcs	10,264	6,312	13,775	19,144	998	-6,367	-46.22%
Contracted Services	45,496	31,969	44,400	27,828	700	15,872	35.75%
Staff Training	184,126	144,133	210,797	137,921	36,238	36,638	17.38%
Co/Extra Curricular	319,929	246,227	443,753	252,586	36,041	155,126	34.96%
Tuition	67,041	76,973	54,000	61,940	0	-7,940	-14.70%
Travel/Field Trips	14,292	4,045	40,280	45,366	5,526	-10,612	-26.35%
Supplies/Textbooks/Equip	299,860	135,784	335,340	162,221	34,200	138,918	41.43%
<b>Total Instruction</b>	<b>7,188,933</b>	<b>5,198,538</b>	<b>8,127,344</b>	<b>5,010,409</b>	<b>114,986</b>	<b>3,001,950</b>	<b>36.94%</b>
<b><u>SPECIAL EDUCATION:</u></b>							
Salaries	1,579,959	1,194,541	1,729,595	1,093,433	0	636,162	36.78%
Benefits	552,787	435,542	688,205	405,860	0	282,345	41.03%
Contracted/Prof Services	5,000	0	0	0	0	0	
Transportation	82,101	56,443	89,350	46,339	0	43,011	48.14%
Travel/Conferences	13,658	7,387	10,500	14,009	894	-4,402	-41.93%
Supplies/Textbooks/Equipment	21,156	21,532	26,700	14,070	378	12,252	45.89%
Tuition	509,396	435,849	840,000	603,086	0	236,914	28.20%
Behavioral Services	167,892	139,930	198,817	56,768	0	142,049	71.45%
Testing/Tutorial/OT-PT Svcs	220,905	204,171	139,000	157,182	23,307	-41,489	-29.85%
Speech Services	216,337	127,238	273,755	163,102	66,452	44,201	16.15%
<b>Total Special Education</b>	<b>3,369,191</b>	<b>2,622,631</b>	<b>3,995,922</b>	<b>2,553,849</b>	<b>91,031</b>	<b>1,351,042</b>	<b>33.81%</b>
<b><u>ADMINISTRATION:</u></b>							
Salaries	860,389	737,226	892,932	708,165	0	184,767	20.69%
Benefits	288,640	237,858	366,439	239,676	0	126,763	34.59%
Repairs/Maint	779	767	9,000	0	0	9,000	100.00%
Postage/Telephone	29,894	24,601	32,700	17,378	100	15,222	46.55%
Travel	13,621	10,838	9,300	12,409	7,500	-10,610	-114.08%
Supplies/Equipment	17,252	12,596	42,225	21,348	618	20,259	47.98%
<b>Total Administration</b>	<b>1,210,574</b>	<b>1,023,887</b>	<b>1,352,596</b>	<b>998,976</b>	<b>8,218</b>	<b>345,402</b>	<b>25.54%</b>
<b><u>CENTRAL OFFICE:</u></b>							
Salaries	412,234	360,876	548,250	455,275	0	92,975	16.96%
Benefits	177,361	146,968	250,055	158,524	0	91,531	36.60%
Contracted Services	29,038	22,248	26,000	20,513	1,415	4,072	15.66%
Legal Fees	0	0	0	0	0	0	
Staff Development	755	755	2,000	12,370	1,500	-11,870	-593.49%
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	325	5,900	5,089	483	328	5.56%
Supplies/Equipment	26,299	18,580	49,750	36,910	3,565	9,275	18.64%
<b>Total Central Office</b>	<b>665,013</b>	<b>568,129</b>	<b>899,455</b>	<b>707,977</b>	<b>6,962</b>	<b>184,515</b>	<b>20.51%</b>
<b><u>SUPPORT SERVICES:</u></b>							
Guidance	472,490	340,339	518,574	345,083	15,744	157,747	30.42%
Behavioral Interventionists	290,841	214,897	302,638	210,674	1,500	90,464	29.89%
School Nurse	269,269	191,402	329,824	221,078	492	108,255	32.82%
Media Services	259,544	180,551	318,141	195,316	7,008	115,817	36.40%
Curriculum Develop	38,879	34,973	30,555	1,779	34	28,742	94.07%
C.A.R.	40,221	28,166	113,500	63,227	29,358	20,915	18.43%
Teacher Mentoring	52,180	41,588	46,800	55,877	14,218	-23,295	-49.78%
Board of Education	101,559	61,815	100,495	50,701	4,295	45,498	45.27%
Legal Fees	18,515	14,509	53,000	44,716	0	8,284	15.63%
Fiscal Services	20,669	-2,648	82,000	0	0	82,000	100.00%
<b>Total Support Services</b>	<b>1,564,167</b>	<b>1,105,593</b>	<b>1,895,527</b>	<b>1,188,450</b>	<b>72,650</b>	<b>634,427</b>	<b>33.47%</b>
<b><u>MAINTENANCE:</u></b>							
Salaries	589,297	489,609	539,020	510,169	0	28,851	5.35%
Benefits	280,443	225,889	310,000	208,944	0	101,056	32.60%
Contracted Services	190,655	118,389	225,000	134,926	54,389	35,685	15.86%
General Liability Ins	64,461	64,461	69,200	73,756	0	-4,556	-6.58%
Repairs/Maintenance	303,875	165,475	230,000	212,346	40,456	-22,802	-9.91%
Utilities	424,138	346,949	405,250	350,599	0	54,651	13.49%
Supplies/Travel/Equipment	241,590	139,688	224,750	136,773	0	87,977	39.14%
Care of Grounds	148,183	112,363	147,000	135,786	5,050	6,164	4.19%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	21,882	14,341	19,525	8,219	7,320	3,986	20.41%
<b>Total Maintenance Svcs</b>	<b>2,264,524</b>	<b>1,677,162</b>	<b>2,169,745</b>	<b>1,771,518</b>	<b>107,215</b>	<b>291,011</b>	<b>13.41%</b>

**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

<b>Account Name</b>	<b>2021-22 Actual</b>	<b>April 2022 Expenditure</b>	<b>2022-23 Budget</b>	<b>April 2023 Expenditure</b>	<b>Encumb</b>	<b>Balance Under (Over)</b>	<b>Percent Inc/Dec</b>
<b><u>TECHNOLOGY:</u></b>							
Salaries	252,528	216,661	313,920	232,131	0	81,789	26.05%
Benefits	97,520	80,116	145,985	78,024	0	67,961	46.55%
Contracted Services	44,845	14,418	24,500	-5,468	0	29,968	122.32%
Technology Fund Transfer	0	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	0	0	2,500	-749	0	3,249	129.96%
Supplies	160,307	120,973	132,810	101,936	5,490	25,384	19.11%
Equipment	0	0	0	0	0	0	
<b>Total Technology</b>	<b>555,199</b>	<b>432,169</b>	<b>728,215</b>	<b>405,874</b>	<b>5,490</b>	<b>316,851</b>	<b>43.51%</b>
<b><u>TRANSPORTATION:</u></b>							
Salaries	235,971	187,938	245,081	193,169	0	51,912	21.18%
Benefits	45,189	38,793	51,863	39,430	0	12,433	23.97%
Contracted Svcs/Rent	67,986	61,354	66,785	51,405	0	15,380	23.03%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	43,215	37,627	55,300	39,226	0	16,074	29.07%
Diesel Fuel	59,500	31,247	59,500	30	0	59,470	99.95%
Unallowed Spec Ed	0	0	0	0	0	0	
COVID-19- Food Delivery	0	0	0	0	0	0	
Field Trips	9,855	4,836	25,118	5,711	516	18,891	75.21%
Tuition Student Transportation	38,472	29,658	44,530	33,302	11,724	-496	-1.11%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
<b>Total Transportation</b>	<b>600,188</b>	<b>391,453</b>	<b>648,277</b>	<b>362,272</b>	<b>12,240</b>	<b>273,765</b>	<b>42.23%</b>
<b><u>OTHER EXPENDITURES:</u></b>							
Food Service Transfer	0	0	35,000	0	0	35,000	100.00%
Operational Fund Transfer	0	0	0	0	0	0	
Special Ed Transfer	0	0	0	0	0	0	
Child Care - COVID-19	0	0	0	0	0	0	
Debt Service	16,353	16,353	10,760	10,759	0	1	0.01%
EEE Services	73,658	48,724	80,649	54,834	0	25,815	32.01%
<b>Total Other Expenditures</b>	<b>90,011</b>	<b>65,077</b>	<b>126,409</b>	<b>65,593</b>	<b>0</b>	<b>60,816</b>	<b>48.11%</b>
<b><u>TECHNICAL EDUCATION:</u></b>							
State - Act 68	449,273	0	483,574	0	0	483,574	100.00%
Local Tuition	413,948	413,948	445,100	444,736	0	364	0.08%
<b>Total Tech Education</b>	<b>863,221</b>	<b>413,948</b>	<b>928,674</b>	<b>444,736</b>	<b>0</b>	<b>483,938</b>	<b>52.11%</b>
<b><u>PRE-SCHOOL</u></b>							
Salaries	225,443	169,295	229,635	180,250	0	49,385	21.51%
Benefits	93,922	72,055	118,042	87,538	0	30,504	25.84%
Administration	0	0	0	39,017	7,618	-46,635	
Tuition/Partnerships	22,783	18,439	39,400	11,231	0	28,169	71.50%
Supplies/Travel/Equip	14,507	11,018	29,575	9,559	7,630	12,385	41.88%
<b>Total Pre-School</b>	<b>356,655</b>	<b>270,807</b>	<b>416,652</b>	<b>327,595</b>	<b>15,249</b>	<b>73,809</b>	<b>17.71%</b>
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<b><u>SCHOOL TOTAL:</u></b>	<b>18,727,675</b>	<b>13,769,391</b>	<b>21,288,816</b>	<b>13,837,250</b>	<b>434,040</b>	<b>7,017,526</b>	<b>32.96%</b>
<b><u>FEDERAL FUNDS:</u></b>							
IDEA - B	0	0	202,846	0	0	202,846	
IDEA - B - PreSchool	0	0	143,632	0	0	143,632	
Title I and II - School Wide	0	0	415,000	0	0	415,000	
Medicaid	0	0	95,000	0	0	95,000	
EPSDT	0	0	20,000	0	0	20,000	
<b>Total Federal Funds</b>	<b>0</b>	<b>0</b>	<b>876,478</b>	<b>0</b>	<b>0</b>	<b>876,478</b>	
<b>TOTAL VOTER APPROVAL:</b>	<b>18,727,675</b>	<b>13,769,391</b>	<b>22,165,294</b>	<b>13,837,250</b>	<b>434,040</b>	<b>7,894,004</b>	<b>35.61%</b>



## 



### 

- Orange Southwest School District
- Bountree Elementary School
- Brookfield Elementary School
- Randolph Elementary School
- Randolph Union High School/Middle School
- Randolph Technical Career Center

### 

- Uses knowledge and understanding to collaboratively develop solutions
- Able to ask questions, make predictions, and collect data
- Able to analyze information, observe patterns, and trends to identify possible solutions
- Able to collaborate effectively and respectfully with others to solve problems
- Draws on academic, hands-on, project based, and service learning experiences to address complex issues, both as an individual and in a group setting

### 

- Demonstrates a commitment to personal and community health and wellness and takes responsibility for personal decisions and actions
- Engages in healthy life activities including sports, play, movement, and mindfulness
- Engages in creative activities such as art, music, design, writing, and other outlets for creative expression
- Uses adaptability and coping mechanisms to recover from difficult situations and cultivates resilience of personal mental and physical health
- Makes and maintains healthy relationships by expressing needs, resolving conflicts, and building self-confidence

### 

- Learns and develops important life skills including financial literacy, digital literacy, organizational skills, and vocational skills
- Self-reliant and motivated with a strong foundation for a successful lifestyle
- Independent with critical thinking skills that help cultivate informed opinions and values
- Participates in project based learning, hands on learning experiences, vocational experiences, flexible pathways and/or work based learning experiences
- Able to use technology and digital tools strategically and capably

### 

- Responsible citizen who participates in and contributes to the enhancement of community life and the sustainability of the environment
- Empathetic and able to consider the perspectives of peers and members of both the local and global community
- Respects diversity and differing points of view
- Able to work collaboratively and inclusively with others
- Considers actions and impact, and how each person can contribute to a safe and healthy community for all

### 

- Engages in an ongoing pursuit of knowledge for personal and professional growth
- Maintains high expectations, a growth mindset, and intellectual curiosity both in and out of school to continually improve skills and expand knowledge
- Utilizes new information and learning experiences to build academic mastery and skills
- Remains focused, observant, responsive, and reflective during learning experiences
- Demonstrates initiative and personal responsibility for learning

### 

- Able to use diverse methods of communication to exchange ideas, thoughts, opinions, and knowledge so the information is received and understood
- Responsive to the learning community by listening and reading to understand
- Able to share spoken and written ideas with confidence and integrity
- Able to use evidence and logic appropriately in communication
- Adjusts communication based on the audience, context, and purpose

### 

- Has foundational knowledge of academic content and can apply information from various disciplines and contexts to real life situations
- Able to analyze information and sources for accuracy, bias, and usefulness
- Engages in questioning ideas and assumptions
- Uses logic, evidence, and reasoning to make, evaluate, and justify claims
- Skillfully analyzes, synthesizes, and evaluates information collected from observation, experience, reading, and reflection to guide belief and action



**Hill Background**



**Globe Background**





## Orange Southwest School District

### Special Monitoring Report Form

**Description of the item requiring Board approval:** The OSSD Facilities Department is requesting the expenditure of Carry Over/ Reserve funds from the Facilities Reserve Fund for Replacement of RUHS Gym Floor

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

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

Request for funds for the extra concrete work for the replacement of the RUHS gym floor (see the attached itemization of additional work needed) \$102,500.

Total of \$102,500 requested from the Facilities Reserve Fund.

The Orange Southwest SD Facilities Reserve Fund has \$2,248,357 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:  
05/10/2023



Bob Worley &lt;rworley@orangesouthwest.org&gt;

**Estimate of concrete work for gym floor**

1 message

Lori Danaher <danaherfloors@hotmail.com>  
To: Bob Worley <rworley@orangesouthwest.org>

Mon, May 8, 2023 at 5:17 PM

Hello Bob,  
Here is what we have so far and what our best estimate is  
for the completion of this slab prep.

This is starting on Monday, 4/24. There is no gym floor removal  
and disposal included in this. Just where we start to jack-hammer  
the concrete.

**Monday, 4/24/23 thru Monday, 5/1/23: Total Expenses \$13,455.00**

Hammerdrill/ASV rental \$3,000.00

Trucking charges for the Hammerdrill and excavator. \$360 x 2 trips \$720.00

125 man hrs. @ \$75.00 hr. \$9,375.00

Gas expense for each day @ \$60 day x 6 trips \$360.00

**Tuesday, 5/2/23 thru Friday, 5/5/23: Total Expenses \$9,570.00**

106 man hrs. @ \$75.00 hr. \$7,950.00

6 hrs. running excavator to load cement pieces @ \$140. hr. = \$840.00

60 bags of cement mix and sand \$420.00

6 trips for gas @ \$60 a trip = \$360.00

**The rest of this is our best guesstimate:**

5 9-hr. days x 4 men to repair cement @ \$75.00 hr. = \$13,500.00

200 bags of cement, 79 bags of primer and sand = \$2700.00

Grinding, planing, shotblast, Koster injection of cracks, apply Koster  
moisture mitigation included in contract. = -0-

2 lifts over the entire floor of concrete leveler. The 1<sup>st</sup> lift is 3/4" thick  
and the 2<sup>nd</sup> lift is 1/2" thick. 4 9-hr. days x 4 men to apply two lifts under  
the bleacher area and then 2 lifts over the main floor x 2 = \$21,600.00

1500 bags of Level Strong, 6 units of 1-06 primer for first lift and

10 units of SL Primer for 2<sup>nd</sup> lift and shipping charges = \$36,440.00

1 layer of 3/4" Advantech to raise the system up closer to the original  
slab depression. 225 sheets = \$12,000.00

**So our best guesstimate will be \$109,500.00 - less the \$7,000 that was allowed  
for concrete leveling = approximately \$102,500.00.**

Please let me know if it's ok to place the order for 1500 bags of level Strong.  
We'll order 1/2 first because we'll need it soon to work behind the bleachers first.

Also, I'll submit an invoice for a 40% deposit on the gym floor system. Can I also

submit a 40% deposit for the concrete work, because the material alone is over \$40,000.00.

Please give Matt a call with any questions or concerns and we can go from there.

Thank you, Bob, with all your help and assistance in getting through this process.  
Lori

**Danaher Floor Restoration, Inc.**  
**P.O. Box 96**  
**No. Clarendon, VT 05759**  
**Phone: (802) 492-3442**  
**Fax: (802) 492-3922**