

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

Wednesday - June 21, 2023  
Brookfield Elementary School  
6:00 p.m.


|              | Item  | Related Board Policy   | Presenter   | Time Allotted                        | Action(s)                                   |
|--------------|---|--|---|--------------------------------------|---|
| I<br>6:00    | <b>Opening:</b><br><br>Board Attendance: Ensuring a Quorum<br>Meeting Purpose: Ends Report, Review of Ends  | GP 4.2 Board Job Description                                     | Arias   | 5 min                                |   |
| II<br>6:05   | <b>Board Education and Ownership Linkage</b><br><br>Public comment (Recognize e-communications to the the Board)<br><i>Board welcomes comment but is not able to take any action</i><br><i>Comments limited to three minutes per speaker</i><br>Written Communication to the Public   | GP 4.2 Board Job Description                                     | Arias<br><br>Sprague                                | 6 min<br><br>10 min                  | Listen Only<br><br>Discuss                  |
| III<br>6:21  | <b>Monitoring: Organization</b><br><br>Superintendent Evaluation Process<br>Approve Ends Report (enclosed)<br>VSBA Ends Discussion<br>Quarterly Facilities Report (enclosed)  |  | Arias<br>Millington<br>Millington<br>Millington     | 10 min<br>5 min<br>5 min<br>5 min    | Discuss<br>Review/Vote<br>Discuss<br>Review |
| IV<br>6:46   | <b>Policy Decisions: District Governance</b><br><br>Second Review/Approval of EL 2.7 Compensation and Benefits (enclosed)<br>First Review of Required Policy - F3 Fire & Emergency Preparedness Drills (enclosed)<br>First Review of Required Policy - F4 Access Control & Visitor Management (enclosed)  |  | Millington<br>Millington<br>Millington              | 5 min.                               | Review/Vote<br>Review<br>Review             |
| V<br>6:51    | <b>Advocacy</b><br><br>Legislative Update   | GP 4.2 Board Job Description                                     | Millington  | 10 min                               | Listen                                      |
| VI<br>7:01   | <b>Consent Agenda</b><br><br>Approve Minutes from regular meeting on 5/10/2023 (enclosed)<br>Approve Minutes from special meeting on 5/26/2023 (enclosed)<br>Approve Professional Contracts for 2023-2024 (new hire list enclosed)<br>Approve Administrator Contracts for 2023-2024 (list enclosed)<br>Approve Arbitrage for 2023-2024 (form enclosed)<br>Approve Professional Staff Agreement for 2023-2025 (enclosed)<br>Approval for the Superintendent to Sign New Professional Staff Contracts during the Summer<br>Approve Facilities Reserve Funds Requests (forms enclosed)<br>Approve Operational Reserve Funds Transfer to Subsidize 2023-2024 Budget (form enclosed) | GP 4.2 Board Job Description                                     | Arias   | 10 min                               | Discuss/Vote                                |
| VII<br>7:11  | <b>Closing</b><br><br>Superintendent's Report (enclosed)<br>Director & Principals reports (links sent separately)<br>Financials (enclosed with agenda)<br>Incidental Information: Climate & Exit Surveys<br>Action Items Recap  | EL 2.8 Communication to Board<br><br><br>GP 4.1 Governance Style | Millington<br><br>Millington<br>Millington<br>Arias | 2 min<br><br>2 min<br>2 min<br>2 min | Listen<br><br><br>Listen<br>Review          |
| VIII<br>7:19 | <b>Executive Session: Personnel, Real Estate &amp; Student</b><br><br>Personnel, Real Estate & Student  |  |   |                                      |   |
|              | <b>Future Meetings</b><br><br>Agenda Planning Meeting: TBD<br>Regular Meeting: TBD  |  |   |                                      |   |

## ENDS MONITORING REPORT

April 12, 2023

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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.

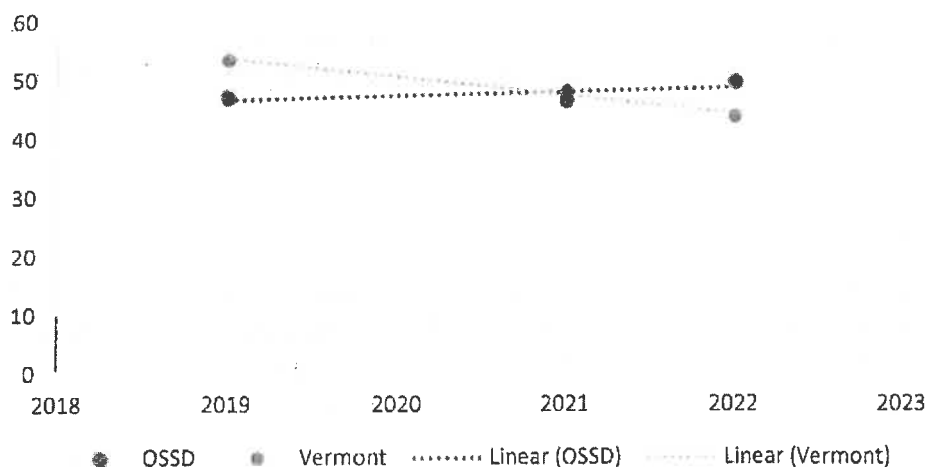
In terms of including the three-percentage point variance, all assessments, including the SBAC have measurement error; that is, the total variance in scores that would be seen if the same students took the test several times. In terms of the percentage of students reaching proficiency, that variance 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.

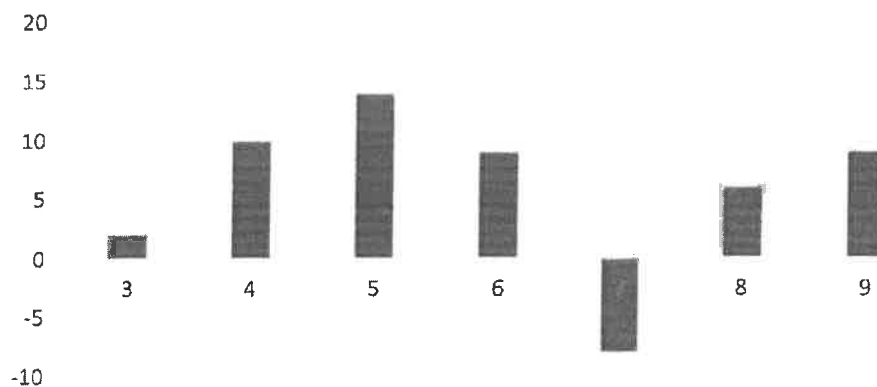
ELA MPT OSSD vs State 2019-2022



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.

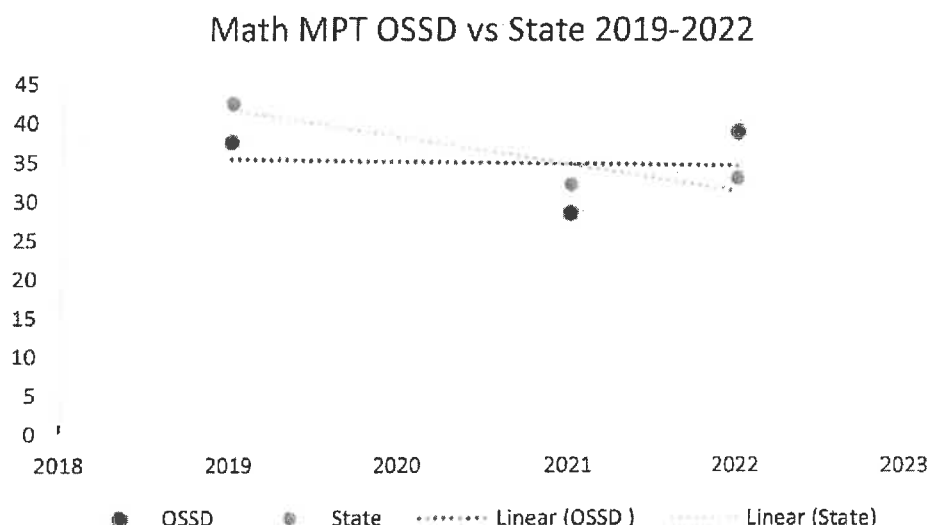
This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

**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.



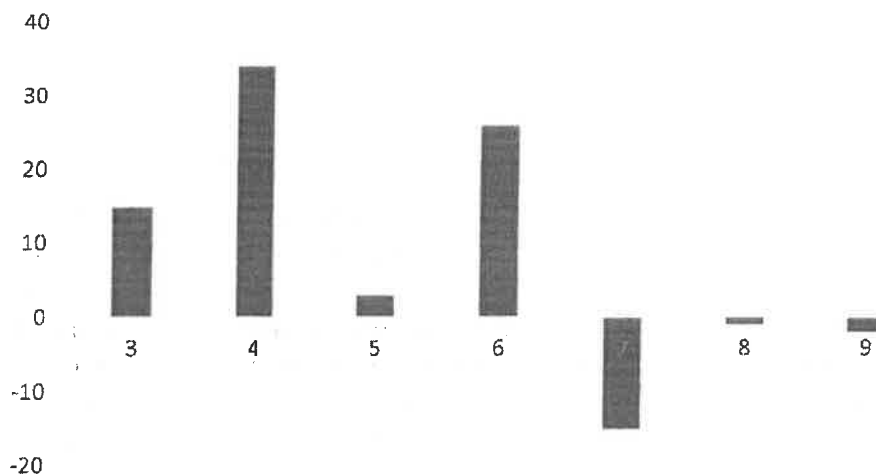
In the graph above, you can see the percentage of OSSD students who achieved mathematics proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- 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.

Difference vs State by Grade 2022



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.”

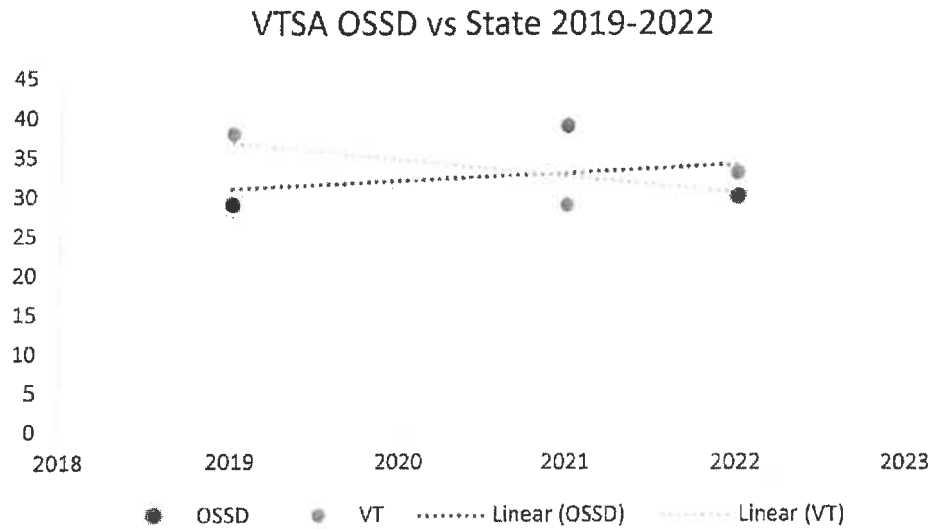
Because the NGSS focuses not just on content but also on process, the VTSA will also assess to some degree student’s critical thinking skills, adaptability, and technological literacy, all of which are Board Ends. The process goals of the NGSS are communication, collaboration, inquiry, problem solving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

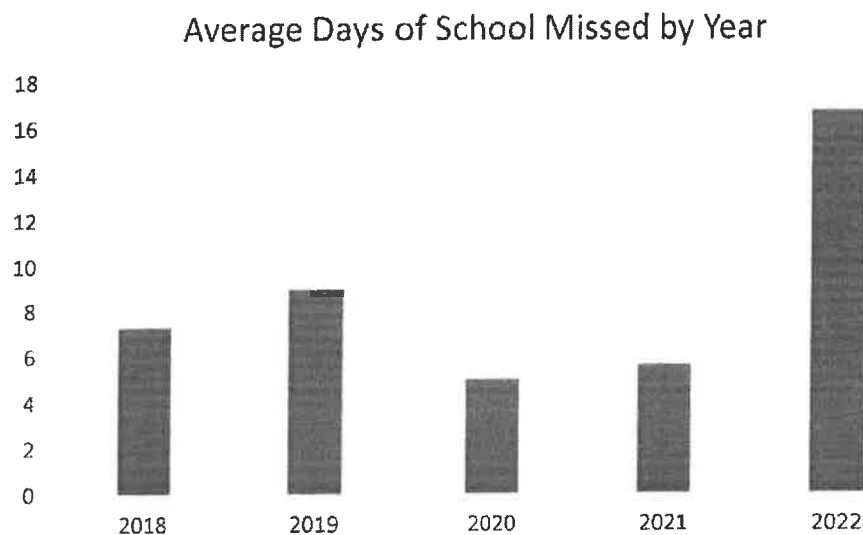
During their high school years, students face an enormous number of challenges academically, socially, and developmentally. Their ability to successfully navigate those challenges is easily measured by the percentage who make it through to graduation, making a district's graduation rate an effective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

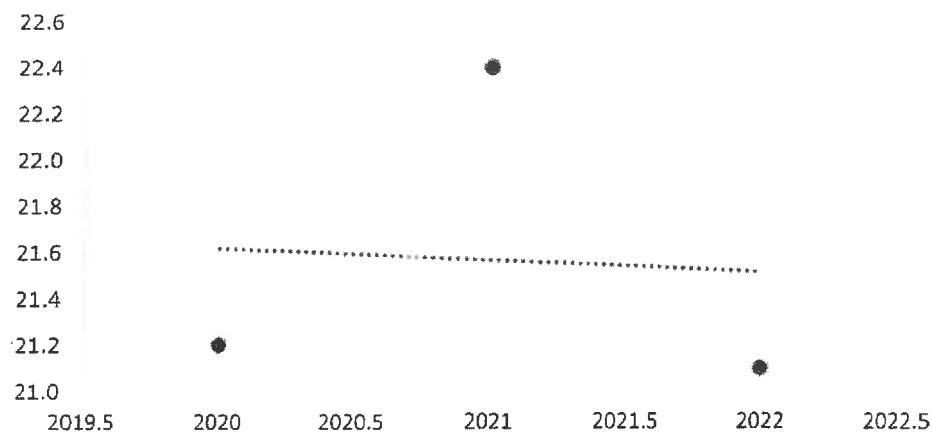
- Data on average daily attendance is skewed due to the impact of Covid during the 2021-2022 school year. Districts were still required to quarantine students and as a result had to shut down entire classes and schools as COVID infection rates fluctuated. We have between 177 and 179 student days per 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.

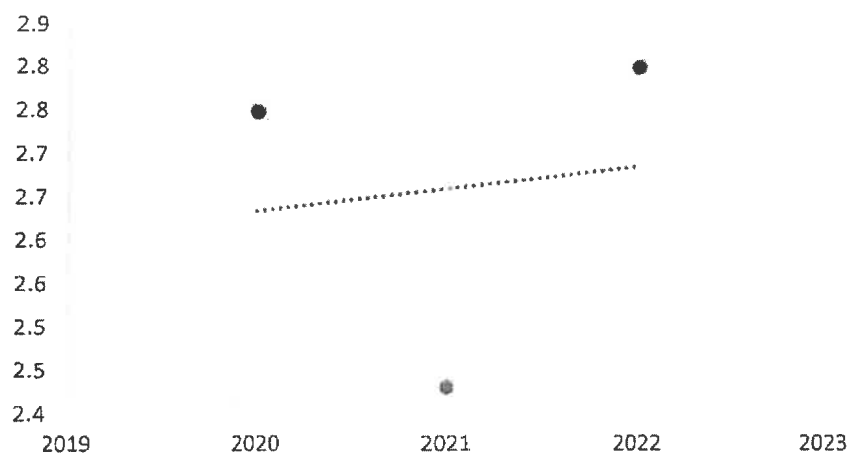
### IEP Students as a Percentage of the Population



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.

# **Policy Type: ENDS**

## **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.

# OSSD Facilities Report June, 2023

| Priority Level      | Building        | Description  | Vendor   | Estimate       | Status      | Final Cost    | Date Complete Received                       | Inspection Initials | Notes  |
|---------------------|-----------------|--|--|----------------|-------------|---------------|--|---------------------|--|
| 305 new work orders |                 |  |  |                |             |               |  |                     |  |
| Work Orders         |                 |  |  |                |             |               |  |                     |  |
| 1                   | RUHS            | Locker room privacy stalls   | Lajeunesse   | \$34,000       | Complete    | \$34,785      | 273 completed.                               |                     | Stalls built. Being painted.   |
| 1                   | RUHS            | Speed bumps  | Saton  | \$5,000        | Complete    | \$3,003       |  |                     | In house, but not installed.   |
| 1                   | RUHS            | Heat system failure  | VT Mech, Harmony, Hilltop  | \$300,000      | Complete    | \$225,000     |  |                     |  |
| 1                   | RUHS            | Domestic HW replacement  | VT Mech, Harmony, Hilltop  | \$200,000      | Complete    | \$198,000     |  |                     | Awaiting final invoices.   |
| 1                   | RUHS            | Pave over back drive beside Boiler room.   |  | \$7,500        | Planned     |               |  |                     |  |
| 1                   | RUHS            | Kitchen Line upgrades/grant  | Kitridge   | \$30,800       | In-Progress |               |  |                     |  |
| 1                   | BRK             | Remove Gym bleachers and replace gym floor   | Danaher/Hussey   | \$300,000      | In-Progress |               |  |                     |  |
| 1                   | BRK             | Install New water softener   | Clear Water  | \$5,800        | Complete    | \$5,789       |  |                     |  |
| 1                   | BRK             | PreK fencing   | Springfield Fence  | \$16,050       | In-Progress |               |  |                     |  |
| 1                   | BRNT            | PreK fencing   | Springfield Fence  | \$16,000       | Planned     |               |  |                     |  |
| 1                   | RES             | PreK fencing   | Springfield Fence  | \$11,000       | Complete    | \$10,785      |  |                     |  |
| 1                   | RUHS            | Boundary Fencing   | Springfield Fence  | \$7,000        | Complete    | \$147,830     |  |                     | Scope of work was added to.  |
| 1                   | OSSD            | Painting/Upates Outside OSSD Office  | TBD  | \$35,000       | In-Progress |               |  |                     |  |
| 1                   | RTCC            | Boys bathroom Flood  | Servpro/ARC/Gagne  | \$20,000       | Complete    | 12000 to date |  |                     | Finishing painting and trim.   |
| 1                   | OSSD Office     | OSSD Office building needs significant renovation.   | GC-Lajeunesse  | \$500,000      | Complete    | \$441,365     |  |                     | Absetos Concern, HVAC, Ventilation, Heating Replaced, Not COVID Compliant                  |
| 2                   | RUHS            | Field House Floor Replacement- Bleachers, Convert to LED, Ceiling in Weight Room   |  |                | Planned     |               |  |                     | Water damage is sealed below surface making replacement necessary but not a high priority. |
| 1                   | RES             | Upgrade to Auditorium: Costume room  | TBD  | \$200,000      | Complete    | \$33,000      |  |                     |  |
| 1                   | BRK             | Boiler Chimney Repair  | Chimney Savers   | \$17,000       | Planned     |               |  |                     |  |
| 1                   | RES             | Fire suppression hood in Kitchen   |  |                | Planned     |               |  |                     |  |
| 1                   | RTCC            | Install New Generator  | TBD  | \$270,000      | Planned     |               |  |                     |  |
| 1                   | RTCC            | RTCC Clinic  |  |                |             |               |  |                     |  |
| 1                   | RTCC            | Brookfield Sports field Update   |  | \$8,000        | In-Progress |               |  |                     |  |
| 1                   | BRNT            | RTCC Staff Room  | Lajeunesse   |                |             |               |  |                     |  |
| 1                   | BRNT            | Blossoms Shed  | Multiple   | \$25,000       | In-Progress |               |  |                     |  |
| 2                   | RUHS/RTCC       | Repair PA system and include clock synchronization   | TBD  | \$30,000       | Planned     |               | Significant cost. Reviewing recommendations. |                     | Significant Cost - reviewing vendor recommendations, clock alone is \$30K                  |
| 2                   | RES             | Purchase and installation of back-up generators  | TBD  | \$65,000       | Planned     |               |  |                     | Meeting with Harmony to get data for bid/Electrical bid                                    |
| 3                   | RES             | Playground removal and purchase of new.  |  | \$40,000       | Planned     |               |  |                     | Aged but safe  |
| 1                   | BRK             | Paving   |  | \$80,000       | Planned     |               |  |                     |  |
| 3                   | Athletic Fields | Aeration, fertilization and safety renovation  |  | \$30,000       | Planned     |               |  |                     |  |
| 2                   | All sites       | Continued purchase of floor machines reducing labor and accident potential and maintenance contract.   |  |                |             |               |  |                     |  |
| 2                   |                 |  | Empire Janitorial  | \$30,000       | In-Progress |               |  |                     | \$15K each - we have two on way to total of five, ordered                                  |
| 1                   | BRK             | Install a new well/ Osmotic System/ radium abatement.  | Otter Creek Engineering and well digger contractor to be determined. | \$130,000      | In Progress |               |  |                     | Waiting for Scope of Work Statement to go Out to bid.                                      |
| 1(1)                | RES             | Repair Damaged Kitchen Floor: complete remodel: ovens, faucets, stove, drains need proper flow, hot water booster (propane), dishwasher, serving line (heating elements) |  |                |             |               |  |                     |  |
| 1                   | RUHS            | New Phone in 108, 2 additional offices   | TBD  | Quotes pending | Planned     |               |  |                     | Top Summer Priority  |
|                     |                 |  | First Choice   | \$1200/line    | In-Progress |               |  |                     | Waiting on Cabling   |

## OSSD Facilities Report June, 2023

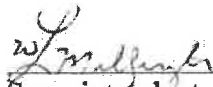
| Priority Level | Building   | Description   | Vendor | Estimate       | Status      | Final Cost | Date Complete Received | Inspection Initials | Notes                         |
|----------------|------------|---|--------|----------------|-------------|------------|------------------------|---------------------|-------------------------------|
| 1              | BRT        | Add a layer of wood chips under the pine climbing tree in the Pre-K area  |        |                | Planned     |            |                        |                     |                               |
|                |            | Overhead Unit for Range, Dishwasher with hot water booster. Remove wood from serving line. Replace Refrigerator. Replace Flooring, Ceiling and Walls. Milk Cooler. Heat Pump for A/C.         |        |                |             |            |                        |                     |                               |
| 2(3)           | Braintree  | Replace Serving Line to remove wood components. Replace three bay sink. Dishwasher Hot water Booster. Floor replacement. Air Conditioning. Hood vent. Refrigerator. Ceiling and walls redone. |        | Quotes Pending | Planned     |            |                        |                     |                               |
| 2(4)           | Brookfield | Steamer, Ovens (6), three bay sink, two bay sink, faucets, walls, ceiling, serving-line (rewired), lighting, new walk in freezers, A/C, windows.  |        | Quotes Pending | Planned     |            |                        |                     |                               |
| 1(2)           | RUHS       | Cafeteria - ceiling, lighting, tables.  |        | Quotes Pending | Planned     |            |                        |                     |                               |
| 3(5)           | RUHS       | Construction Trades - remove ceiling tiles, replace ceiling ductwork, update electricity, add 2 air outlets for pneumatic tools, install a smartboard, replace water fountain, remove loft.   |        | Quotes Pending | In-Progress |            |                        |                     |                               |
| 3              | RTCC       | Sound Barriers: Figure out Best way to Deadend Sound  |        |                | In-Progress |            |                        |                     | Waiting on Schematics/Drawing |
| 1              | Raven      | Air Filtration or Outdoor Air Exchange System   |        |                | Planned     |            |                        |                     |                               |
| 1              | Raven      | Upstairs Planning: Technology (Raven will Sell).  |        |                | Planned     |            |                        |                     |                               |
| 3              | Raven      | Convert 217 and 219 back to bathrooms to support a dedicated middle school wing.  |        |                | In-Progress |            |                        |                     |                               |
| 1              | RUHS       | Determine if converting all bathrooms to single stall Unisex will violate occupancy code  |        |                | Planned     |            |                        |                     | Under Investigation           |
| 2              | RUHS       |   |        |                | In-Progress |            |                        |                     |                               |

## 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

5/1/23  
\_\_\_\_\_  
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.

**POLICY F3: FIRE AND EMERGENCY PREPAREDNESS DRILLS**

**Statement of Policy**

It is the policy of the Orange Southwest School District (OSSD) to require each school site to conduct options-based response drills in the fall and spring of each academic year, and to adopt and maintain an all-hazards emergency operations plan, as part of the District’s overall school safety plan.

**Definitions**

- 1. **Options-based Response Drill:** For the purpose of this policy, options-based response drill means that there are different actions educators and students can take if confronted by an active shooter/intruder.
- 2. **School site:** school building(s) operated by the school district.

**Administrative Responsibilities**

The superintendent or designee will ensure that:

- 1. Each school site in the district conducts age-appropriate, options-based response drills, including fire drills, in the fall and spring of each academic year. The district must evaluate which approach is best and adapt that approach to the developmental level of their students, including for students with disabilities, language barriers, and mobility needs.
- 2. The options-based response drills follow the guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team, which includes trauma-informed best practices for implementing options-based response drills.
- 3. Parents and guardians are notified not later than one school day before an options-based response drill is conducted.
- 4. Completion of the biannual drills is reported to the Agency of Education in a format approved by the Secretary.
- 5. On or by July 1, 2024, an all-hazards emergency operations plan is adopted and maintained for each school site. This plan must be reviewed and updated annually and in collaboration with local emergency first responders and local emergency management officials.

|                         |   |
|-------------------------|---|
| <i>VSBA Review Date</i> |   |
| <i>Date Wamed</i>       | 6/14/23   |
| <i>Date Adopted</i>     |   |
| <i>Legal References</i> | 16 VSA §§ 1480,1481                                       |
| <i>Cross References</i> | Access Control and Visitor Management<br>Security Cameras |

## **POLICY F4: ACCESS CONTROL AND VISITOR MANAGEMENT**

### **Statement of Policy**

It is the policy of the Orange Southwest School District (OSSD) to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the District.

### **Definitions**

1. **School site:** school building(s) operated by the school district.

### **Administrative Responsibilities**

The Superintendent, or designee, will develop procedures to ensure:

1. Access control procedures are established to address the design, administration and management of access control systems and measures. The superintendent, or designee, must determine and assign access-control privileges based on the specific needs and requirements of the district and the electronic identification/access badge.
2. All school sites and district office exterior doors are locked during the school day.
  - a. The district recognizes the need to allow restricted access to students and staff as needed for purposes of health, safety and those that directly relate to the school's mission or curriculum.
3. Regulation of visits to the school by parents, community members or news media.
4. All visitors check in at a centralized location prior to gaining full access to the school or office site.
5. Each school site maintains a log showing the names of visitors and the date, time, and purpose of each visit.

|                         |  |
|-------------------------|--|
| <i>VSBA Review Date</i> |  |
| <i>Date Wamed</i>       | 6/14/23  |
| <i>Date Adopted</i>     |  |
| <i>Legal References</i> | 16 VSA §1484   |
| <i>Cross References</i> | Security Cameras<br>Fire and Emergency Preparedness Drills |

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

**WEDNESDAY, MAY 10, 2023 @ 6 P.M.  
RANDOLPH UNION HIGH SCHOOL**

**To be approved at the June 14, 2023 board meeting**

**MINUTES**

|                         |  |
|-------------------------|--|
| BOARD MEMBERS PRESENT:  | Rachel Gaidys, Hannah Arias, Megan Sault, Chelsea Sprague,<br>Sarah Haupt & Sam Hooper |
| ADMINISTRATORS PRESENT: | Layne Millington & Heather Lawler  |
| GUESTS:                 | ORCA Media, Ava Ferris, Elena Burson & see list of remote guests                       |

I. Opening

The meeting was called to order by Chair, Hannah Arias at 6:01 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Continued discussion of Policy 4.1, Portrait of a Graduate presentation & Ends presentation

A motion was made for the following additions to the agenda: On the Consent Agenda to add two more new teacher contracts for approval and to add a request for Facilities Reserve Funds to be approved for additional work on the RUHS gym floor. Also to add Personnel to Executive Session.

|                |             |
|----------------|-------------|
| 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. There were no public comments.

b. Ownership Linkage Committee Report/Plan: POG

Two RUHS students who worked on the Portrait of a Graduate committee, Ava Ferris & Elena Burson presented about some of the work they were part of and a video of some of their committee work was also shared. Ava explained that the portrait was divided into seven categories and she listed them. She told the board that the document will help the students move forward, be prepared for the future, and integrate with the community. A copy was shared which still needs some refinements. Plan to put it up at graduation and other public events for feedback. The board thanked the POG committee and remarked that it was a lot of work in a short amount of time and were impressed. The plan is to start with professional development for the teachers, include in advisory, and then involve the community. This is a beginning. The POG process usually completes a mission statement and then the board enacts it. Discussed the strategic plan that was worked on a few years ago and felt it was worthwhile to review the strategic plan. Layne reviewed some areas on that plan that we are already implementing and integrating. Discussed using the July board meeting to possibly reassess our Ends, maybe a work session with a facilitator or a guided working session/retreat. The board will organize this through emails. Chelsea will contact VSBA about a possible facilitator and Sarah offered to help. The board will discuss this again at the June meeting.

III. Monitoring: Organization

a. Board Self-Evaluation - Governance Policy 4.1 (enclosed)

The board reviewed Governance Policy 4.1 Governing Style. The board felt community members appreciated the previous conversation regarding what more or different we can do. Hannah read the sections to review on 4.1 Governing Style. The board discussed being proactive and wondered if the board had this policy in front of them when big issues came up if it would have helped. Also discussed reaching out to other stakeholders so they would be directly informed and if it would be valuable to have administrators present areas they are working on and the impact. Caty Sutton felt it makes good sense to share useful information and feel connected. Reminder that the board is also invited to the schools to observe classes. Discussed adding stakeholders to an agenda for a community discussion and how we add it to a board agenda. It would be an open discussion being very present. Discussed having a principal at each meeting, maybe the three elementary together, and maybe at respective schools. Topics could include a "hot" one, preparing for the future, next steps, etc. Hannah & Chelsea will meet with Ben Merrill to create a write up over the summer to put out to the community.

A motion was made to create a sub committee of Hannah Arias, Chelsea Sprague & Ben Merrill to draft a letter to the community regarding adding public discussion on the board agenda.

By: Sarah Haupt  
Seconded by: Sam Hooper  
Motion passed: Yes

a. Second Review of Ends Report (enclosed)

At the next board meeting will vote to accept the Ends report.

b. Ends Presentation

Layne presented a PowerPoint on the Ends. He told the board to ask questions along the way. He explained that there were some misconceptions from the Newsweek polling. We are in the rankings and we haven't been before. The rankings are based on AP programs. He told the board that there is a lot of other data we could be looking at. His presentation reviewed Meaningful Data, Looking at Trends, Basic Definitions, Overall Ends Policy Goal, Overall Policy Goal Interpretation, and then each of the following Ends with interpretation/evidence. He also listed each End as Mature (have dedicated a lot of time on and is self sustaining) or Critical (actively working on). The Ends are as:  
1.1 Critical Thinking, 1.2 Foundational Knowledge, 1.2.1 ELA, 1.2.2 Math, 1.2.3 Science, 1.2.4 Social Studies, 1.2.5 Life Skills, 1.2.6 The Arts, 1.3 Ability to Adapt, and 1.4 Digital Literacy.

Layne told the board that the new testing with Cognia has been a difficult rollout. Not sure if they will release school level data. They have to release student level data which may have by October.

c. Board Discussion of RUHS/RTCC

The board previously talked a little about the possibility of new construction for RUHS/RTCC. Discussion was continued at this meeting. Some thoughts were to possibly create a sub committee, community discussions, whether to create a central campus, possible sites, connecting with an architectural firm, use of reserve funds to start the process, state construction aide, savings from multiple buildings (pros & cons), looking at previous structures, cost comparisons for revamp verses new. Discussions can be

integrated with the monthly forums. The board felt it should be a combined committee with board members and OSSD staff.

A motion was made to form a committee to start looking at a new facility with Sam Hooper as a representative from the board.

By: Chelsea Sprague  
Seconded by: Sarah Haupt  
Motion passed: Yes

IV. Policy Decisions: District Governance

a. First Review of EL 2.7 Compensation and Benefits

The EL 2.7 report was reviewed. Layne explained it ensures that non-union contracts are fair, competitive and not showing favoritism. Second review at the next meeting.

V. Advocacy

a. Legislative Update

Layne's superintendent report gave a legislative update. He reviewed a couple of the updates. Legislation around school safety policy & procedures and a threat assessment system which all schools already have in place at this time. There's a study committee looking at standards based report cards

VI. Consent Agenda (4.2)

a. Approve Minutes from OSSD Regular meeting on 4/12/2023 (enclosed with agenda)

b. Approve Professional Contracts for 2023-2024 (form & list enclosed)

c. Approve Administrator Contracts for 2023-2024 (form & list enclosed)

d. Approve LEAP (form enclosed)

e. Approve RTCC Reserve Funds request for vehicle purchase (see enclosed info & form)

f. Approve Facilities Reserve Funds request for additional concrete work on RUHS gym floor (see enclosed info & form)

Motion to approve the Consent Agenda

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

VII. Closing

a. Superintendent's Report (enclosed) was reviewed.

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

c. Financials (enclosed)

All is in the black.

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

Sam checked and there can't be an expiration date on the gift cards.  
Linda will get them out by the end of this week to all staff.

Action Items Recap: Two committees  
Community Message  
New Facility

VIII. Executive Session: Litigation & Personnel

8:17 p.m. A motion was made by Megan Sault & seconded by Sarah Haupt to enter Executive Session to discuss Litigation with the superintendent & assistant superintendent present.

Motion passed.

8:40 p.m. The superintendent & assistant superintendent were excused for the board to discuss Personnel.

9:35 p.m. The board exited Executive Session. No Action was taken.

With no further business to discuss, a motion was made by Sarah Haupt and seconded by Megan Sault to adjourn the meeting at 9:40 p.m.

Respectfully submitted,

---

Linda Lubold, Board Clerk

Next Scheduled Meetings:

Agenda Planning Meeting: ? Tuesday, May 30, 2023 - 6:00 p.m.

Regular Meeting: Wednesday, June 14, 2023 - 6:00 p.m. @ Brookfield

| First name | Last name  | Email             | Duration    | Time joined | Time exited |
|------------|------------|-------------------|-------------|-------------|-------------|
| Felicia    | Allard     | alla*****@***     | 2 hr 14 min | 6:04 PM     | 8:18 PM     |
| Wes        | Gibbs      | wgibbs@orange     | 2 hr 37 min | 6:00 PM     | 8:37 PM     |
| Sam        | Hooper     | sam.*****@***.c   | 2 hr 20 min | 5:58 PM     | 8:18 PM     |
| Heather    | Lawler     | hlawler@orange    | 5 min       | 6:07 PM     | 6:12 PM     |
| Ben        | Matthews   | bmat*****@***.cc  | 2 hr 25 min | 5:58 PM     | 8:25 PM     |
| ORCA       | Media      | stre*****@***.net | 2 hr 27 min | 5:58 PM     | 8:25 PM     |
| Layne      | Millington | lmillington@oran  | 2 hr 20 min | 5:58 PM     | 8:17 PM     |
| Rosalind   | Sumner     | rosa*****@***     | 2 hr        | 6:18 PM     | 8:18 PM     |
| Caty       | Sutton     | csutton@orange    | 1 hr 2 min  | 6:15 PM     | 7:17 PM     |



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

**FRIDAY, MAY 26, 2023 @ 4 P.M.  
ORANGE SOUTHWEST SCHOOL DISTRICT OFFICE**

**To be approved at the June 14, 2023 board meeting**

**MINUTES**

BOARD MEMBERS PRESENT: Anne Kaplan, Katja Evans, Rachel Gaidys, Hannah Arias, Chelsea Sprague, Sarah Haupt & Sam Hooper

I. Opening

The meeting was called to order by Chair, Hannah Arias at 4:01 p.m.

II. Executive Session:

4:04 p.m. A motion was made by Sarah Haupt & seconded by Anne Kaplan to enter Executive Session to discuss personnel. Motion passed.

5:30 p.m. The board exited Executive Session.

As a result of Executive Session: No action was taken.

With no further business to discuss, a motion was made by Katja Evans and seconded by Sam Hooper to adjourn the meeting at 5:31 p.m.

Respectfully submitted,

---

Anne Kaplan, Board Member

## **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 a 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:  
06/09/2023

## **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:  
06/09/2023

### New Teachers for Approval on June 14, 2023

David Amidon – RUHS Social Studies (replacement)

Stefanie Cole – Braintree Math Grades 4-6 (new position)

Bev Taft – PBL Director & Senior Project (internal transfer)

Mathew Dussault – RUHS English (replacement)

Cathleen Brouillette – RTCC Math (new position)

Michael Abadi – RUHS Special Ed (replacement)

### Administrators for Approval on June 14, 2023

Kathryn Fredericks – K-12 Literacy Coach

Patti Sprague – Braintree Principal

Jason Finley – RUHS Assistant Principal

## **Orange Southwest School District**

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

Description of the item requiring Board approval:

1. Board approval of arbitrage allows the Business Manager and Superintendent to borrow and invest tax anticipation/assessment monies in the best interest of the school districts for the period of July 1, 2023 through June 30, 2024

Reason for required approval including applicable policies:

1. Legally, only the Board can allow administration to borrow and invest money on behalf of the school districts.

Evidence demonstrating policy compliance (attach any necessary documents):

1. Arbitrage (or the borrowing and investing of money) is essential to maintain the fiscal integrity of the districts. Because tax monies are not received in equal monthly payments, districts borrow money to allow its daily operations to continue without disruption. Additionally, when large tax installments are received, the administration invests the monies to garner interest until the revenues are needed. This process is part of Policies 2.3 Financial Conditions & Activities and 2.4 Financial Planning & Budgeting.

Signed:

Date:  
06/09/2023

**ORANGE SOUTHWEST  
SCHOOL DISTRICT**

**24 Central Street  
Randolph, VT 05060**

Phone: 802-728-5052 Fax: 802-728-4844

*Serving the Communities of Braintree, Brookfield and Randolph*

To: Layne Millington

From: Robin Pembroke

Date: June 6, 2023

Re: Tax Anticipation Borrowing

Letters requesting rates to borrow and invest for the 2023-24 school year were sent to several banks on May 11, 2023, with bids due on May 25, 2023. We received borrowing and or investing rates from two different banks.

After reviewing the tax anticipation bid results with you, I recommend the O.S.S.D. School Board approve the borrowing from the Community Bank, \$2,229,371 at the rate of 3.25% for the period of July 1, 2023, through June 30, 2024 and to invest with the Community Bank at the rate of 4.00%.

The O.S.S.D. Board also needs to approve the RTCC borrowing from the Community Bank, \$410,162 at the rate of 3.25% for the period of July 1, 2023 through June 30, 2024 and to invest with the Community Bank at the rate of 4.00%.

We will need the OSSD Board to approve the OSSD Chair to sign the documents on behalf of the OSSD School Board.

Thanks.



**Commitment to Excellence**

### Memorandum of Agreement

This is the tentative agreement between the Orange Southwest Supervisory Union and the Orange Southwest Education Association, Vermont-Nea/NEA made on May 15, 2023. All items not mentioned are in accordance with the terms of the collective bargaining agreement that will expire June 30, 2023, or as previously agreed. The agreed-upon items are as follows:

1. Modify ARTICLE 4 – SALARY AND RELATED MATTERS 4.8 as follows:

A. For any class not taken as part of the Technical Center Instructional Staff CTE Teacher Prep program, the Board will pay 100% of the cost of tuition for the first six (6) credits and 50% of the tuition cost of the next three (3) credits per contract year, subject to prior approval in writing from the Superintendent. Tech Center Staff who must take classes for licensure are covered under section 4.8b of this section. Tuition reimbursement shall be up to the current University of Vermont tuition rate, and shall reflect the deduction of fellowship grants. Upon approval by the Superintendent, the District shall pre-pay fifty percent (50%) of the tuition for the approved course and shall reimburse the employee for the remaining tuition once the employee has provided proof of payment and satisfactory completion of the course. In the event the employee fails to satisfactorily complete the course with a grade of B- or higher or its equivalent, the employee shall repay the District the amount of the money pre-paid by the District and said payment shall be automatically deducted from the employee's paycheck(s) based on a payment schedule determined by the Superintendent.

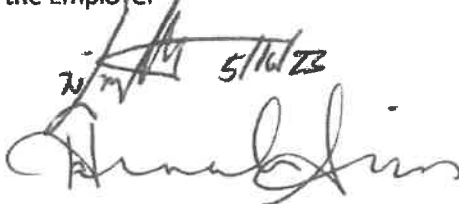
B. The Board will pay 100% of the cost of tuition for the first six (6) credits and 50% of the tuition cost of the next three (3) credits per contract year for all Instructional Staff at the Randolph Technical Career Center who are required to attend and complete the "C.T.E. Teacher Prep Program" required to obtain a Level 1 Vermont Teacher License. Payment will be made directly to the institution offering/providing the courses that Instructional Staff are required to take as part of the "C.T.E. Teacher Prep Program." In the event the employee fails to satisfactorily complete the course with a grade of B- or higher or its equivalent, the Staff Member is required to pay the District for that class. Payment shall be made via automatic deductions based on a payment scale determined by the Superintendent with consultation with and agreement by the Staff Member.

2. Wages:

- a. 2023-2024 – 6% new money wage increase, inclusive of steps
- b. 2024-2025 – 8% new money wage increase, inclusive of steps

3. Contract to expire June 30, 2025

For the Employer

 5/16/23

For the Union


 5/16/2023

## Association Outstanding Proposals at Mediation

### ARTICLE 10 – OTHER CONDITIONS OF EMPLOYMENT

- 10.1 For purposes of this agreement, for any staff member, the contract for the regular school year shall not exceed 185 days, including orientation, teachers' convention, and in-service days beginning no earlier than ~~two~~ five days before the first student day and ending no later than the last day of school. However, state requirements change so as to affect these time periods, the School Board may adjust the schedule to comply with the state requirements. The limitations of this section shall not apply to newly employed staff members. The school calendar shall include:
- A. One hundred and seventy-nine (179) student days. Two (2) student days each year shall be contingency days for unanticipated school closings.
  - B. Six (6) teacher in-service education days, during which School Board sponsored activities shall be conducted. The in-service day immediately preceding the first day of classes at the beginning of the school year will be for the exclusive use of individual teachers to prepare for the beginning of the school year, unless other arrangements have been made with the consent of a majority of the teachers in their respective buildings.

Megan Sault 3/15/23

 3/15/2023



## Association Outstanding Proposals at Mediation

### ARTICLE 8 – LEAVE POLICY

- 8.7 A sick leave bank for use by professional staff covered by this contract who have exhausted accrued sick leave will be established.
- A. All professional staff will contribute one (1) day of sick leave to the bank to establish it.
  - B. Therefore, professional staff new to the system shall contribute one (1) day of sick leave to the bank in the first year of employment.

Any professional staff may request the use of days from this pool under the conditions noted herein. Such requests will be submitted, in writing, accompanied by supporting documentation to the superintendent. Use of these days must be consistent with the following provisions:

- A. The staff member, their child, stepchild, ward, parent, parent-in-law, spouse or domestic partner (as defined under the District's health insurance plan) must suffer from a major health condition or serious illness ~~such that it would qualify for leave under FMLA/VPFLA. Major health condition or serious illness would be as is defined by FMLA/VPFLA. A professional staff member need not, necessarily be eligible for FMLA/VPFLA as is defined by FMLA/VPFLA.~~
- B. The recipient(s) must have exhausted all personal sick leave.
- C. Adequate medical evidence of serious illness will be provided.

Initial grant of sick leave to an eligible professional staff member shall not exceed sixty (60) days. Upon completion of the first sixty (60) days, the period of entitlement may be extended to the superintendent upon demonstration of need by the applicant.

If the sick leave bank is exhausted, each professional staff member with thirty (30) or more days of accrued sick leave will donate one (1) day to replenish the bank.

Megan Sault 3/15/23



3/15/2023

4.13

- A. *A non-degree instructional staff member at the Randolph Technical Career Center ("RTCC") may be placed on the bachelor's column of the salary schedule by either (A.) the demonstration of six (6) years trade experience directly related to his/her instructional area, or (B.) holding an Associates degree in a relevant field plus three (3) years of experience directly related to his/her instructional area. Each additional two (2) years of directly related experience may allow ~~him~~ the staff member to advance one (1) step within his column. Initial step placement ~~Advancement for teaching experience and for additional education, once on the bachelor's column, will be governed by the same rules that apply to a staff member with a degree.~~ Paragraph C. of this section. The Superintendent shall have the discretion to consider prior experience, work experience, and other market conditions when considering an upward departure in initial placement on the salary scale.*
- B. *Instructional staff members hired by the RTCC who hold either a bachelor's or master's degree in a field relevant to their area of instruction and less than four (4) years of prior experience shall be placed on Step 1 of the appropriate column of the salary schedule at the time they are hired; such a teacher shall be placed on Step 2 if he/she has four (4) years of prior experience and each additional two (2) years of prior experience shall equate to one (1) additional step on the salary schedule for initial schedule placement. All prior work experience must be directly related to the teacher's instructional area. Thereafter the staff member shall advance one (1) step for each year of teaching experience at RTCC. ~~All prior experience must be directly related to the teacher's instructional area.~~ Initial step placement will be governed by Paragraph C. of this section.*
- C. All Instructional staff members, regardless of degrees, hired by RTCC with prior teaching experience shall be given one (1) step for each year of licensed teaching experience. This step credit shall be applied during the initial placement of the new employee.

Megan Jault 11/29/22  
Kathy [Signature] 11/29/2022

## 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 purchase & installation of a Generator at Randolph Elementary School.

**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 Generator Package for Randolph Elementary School \$150,000, installation & labor \$80,000, and documents for siting & installation record \$6,500.

Total of \$236,500 requested from the Facilities Reserve Fund.

The Orange Southwest SD Facilities Reserve Fund has \$2,386,675 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:  
06/14/2023

**Harmony Electric P.C.  
1847 Hebard Hill Road  
Randolph, VT 05060  
802-728-3111**

June 1, 2023

RE: Bob & Wes

Below is a projected cost for the generator set up at RES. This is not locked in on price as we would need a deposit down to secure the generator. The cost of the project should be in the area of the amount below and once a final go ahead is given we can lock down pricing.

**Project costs:**

**Generator package - \$ 150,000** 120/208 VAC with all components as listed in the attached vendor quotation.

This is a full capacity unit equivalent to the existing commercial service ampacity. The diesel unit will have operating capacity on board for twenty-four (24) hours at full capacity. Fueling to be provided by the customer.

This includes the generator and transfer switching.

**Installation plant and labor \$ 80,000**

This includes plant, labor, and material for the installation of the GenSet as a separately derived system, with the machine located in the area adjacent to the existing padmount transformer. A total plant shutdown of 72 hours will be required. Additional security arrangements for the building may be required, but costs are not included in this estimate, for the period with NO electrical service to the building.

Concrete work \$18,000.00  
Conduit \$9,000.00  
Wire \$20,000.00  
Labor \$33,000.00

**Documents for siting and installation record \$ 6,500**

It is anticipated that a site plan review will be conducted and environmental review for noise and air quality conformance will be required. this documentation will provide support for that review. Permitting costs are not specifically identified nor included.

**Total \$ 236,500**

Estimate #087

PRICE IS GOOD FOR 15 DAYS DUE TO MATERIAL FLUCUATION COSTS.

This price is only an estimate, not a quote. The cost of the job could be more than the price given due to unforeseen issues. If the job cost less than the estimate you will be billed for that cost and not what was given in the estimate.

If you have any questions or concerns, please don't hesitate to call and ask.

Shawn Neun, Vice President  
Harmony Electric, P.C.

## 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 Repair of the Access Road between RTCC and Forest Street.

**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 Repair of the Access Road between RTCC and Forest Street \$14,734.

Total of \$14,734 requested from the Facilities Reserve Fund.

The Orange Southwest SD Facilities Reserve Fund has \$2,386,675 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:  
06/14/2023

W.B. ROGERS, INC.

PO Box 75  
Bethel, VT 05032

## Estimate

| Date      | Estimate # |
|-----------|------------|
| 4/17/2023 | 1482       |

| Name / Address  |
|---|
| Howard Garrow<br>25 Forest Street<br>Randolph, VT 05060 |

|                             |     |     |              | Project            |
|-----------------------------|-----|-----|--------------|--------------------|
|                             |     |     |              |                    |
| Description                 | Qty | U/M | Cost         | Total              |
| School Right of way road    |     |     |              |                    |
| 100yd of material removal   |     |     |              |                    |
| hr. 315 Excavator           | 8   |     | 175.00       | 1,400.00           |
| hr.Truck                    | 8   |     | 135.00       | 1,080.00           |
| hr. Labor                   | 8   |     | 75.00        | 600.00             |
| hr. Labor - Grades          | 8   |     | 100.00       | 800.00             |
| Gravel                      |     |     |              |                    |
| yd. Screened gravel         | 126 |     | 16.50        | 2,079.00           |
| yd. Plant Mix/Hardpack      | 70  |     | 26.00        | 1,820.00           |
| Road Fabric/sq.yd.          | 300 |     | 3.00         | 900.00             |
| hr. 259D CAT                | 16  |     | 140.00       | 2,240.00           |
| hr. Labor                   | 16  |     | 75.00        | 1,200.00           |
| Cleanup                     |     |     |              |                    |
| hr. 259D CAT w/grader       | 4   |     | 160.00       | 640.00             |
| hr. 304 Cat Excavator       | 8   |     | 125.00       | 1,000.00           |
| yd. Screened Topsoil        | 14  |     | 35.00        | 490.00             |
| Hay Bales                   | 5   |     | 10.00        | 50.00              |
| 25 lb. Seed                 | 1   |     | 135.00       | 135.00             |
| hr. Truck & Trailer, Moving | 2   |     | 150.00       | 300.00             |
| VT Sales Tax                |     |     | 6.00%        | 0.00               |
|                             |     |     | <b>Total</b> | <b>\$14,734.00</b> |

Customer Signature

| Phone #      | Fax #        | E-mail                |
|--------------|--------------|-----------------------|
| 802.234.5959 | 802.234.2166 | wbrogersinc@yahoo.com |

## 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 Paving of the Brookfield Parking Lot.

**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 Paving of the Brookfield Paving of Brookfield Parking Lot of \$72,535.

Total of \$72,535 requested from the Facilities Reserve Fund.

The Orange Southwest SD Facilities Reserve Fund has \$2,386,675 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:  
06/21/2023



W.B. ROGERS, INC.

PO Box 75  
Bethel, VT 05032

# Estimate

| Date      | Estimate # |
|-----------|------------|
| 5/25/2023 | 1491       |

|  |
|--|
| Name / Address   |
| Randolph Union High School<br>15 Forest Street<br>Randolph, VT 05060 |

Project

| Description   | Qty | U/M | Cost         | Total              |
|---|-----|-----|--------------|--------------------|
| Brookfield School - Parking Lot - 22,000SF<br>Asphalt Removal |     |     |              |                    |
| hr. 315 Excavator   | 9   |     | 175.00       | 1,575.00           |
| hr. Truck   | 18  |     | 110.00       | 1,980.00           |
| hr. 259D CAT  | 4   |     | 125.00       | 500.00             |
| hr. Labor   | 8   |     | 75.00        | 600.00             |
| yd. Plant Mix/Hardpack  | 140 |     | 30.00        | 4,200.00           |
| hr. 259D CAT w/ Grader  | 8   |     | 140.00       | 1,120.00           |
| hr. 259D CAT w/ Roller  | 4   |     | 140.00       | 560.00             |
| hr. Labor   | 16  |     | 75.00        | 1,200.00           |
| Paving  | 1   |     | 60,500.00    | 60,500.00          |
| hr. Truck & Trailer, Moving                                   | 2   |     | 150.00       | 300.00             |
| VT Sales Tax  |     |     | 6.00%        | 0.00               |
|   |     |     | <b>Total</b> | <b>\$72,535.00</b> |

Customer Signature

| Phone #      | Fax #        | E-mail                |
|--------------|--------------|-----------------------|
| 802.234.5959 | 802.234.2166 | wbrogersinc@yahoo.com |

## Orange Southwest School District

### Special Monitoring Report Form

**Description of the item requiring Board approval:** The OSSD Central Office is requesting a transfer from the Operational Reserve Fund to subsidize the 2023-2023 Budget.

**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 Operational Reserve Funds have sufficient carry over/reserve funds to support the request. The request is necessary to ensure our schools remain current and functional (Policy 2.6 Asset Protection).

Request for approval of a transfer of \$746,503 from the Operational Reserve Fund to subsidize the 2023-2024 Budget.

Date:  
06/21/2023

## **SUPERINTENDENT'S REPORT**

**June 14, 2023**

### **Legislative Update: VSA Report**

The legislative session for this year was closed on May 12, 2023. It will reconvene on June 20, 2023, to consider and address any vetoes by the Governor. As of this writing, the Governor has signed the school safety bill into law and has vetoed the budget bill. The governor has five days to either sign or veto a bill once it reaches his desk, if five days elapse with no action, the bill becomes law without his signature.

#### **S.138 School Safety – Signed into Law**

Gives districts until July 1, 2024, to have a comprehensive emergency operation plan in place. It also requires districts to adopt two policies. The first relates to access during the school day and the second requires districts to conduct age-appropriate response drills, the OSSD board is conducting its first reading of these policies on June 14, 2023. Lastly, it requires districts to maintain a threat assessment team and protocols and to conduct threat assessment and bias training with that team on a yearly basis. The Agency of education is charged with developing guidance and resources for this training.

#### **H.42 Alternate Municipal Meetings**

Continues the provisions of Act 1 of 2023.

- Annual meetings can be moved to later in the year.
- Meetings may be held electronically without a physical location.
- Australian Ballots may be used at annual meetings.
- Meeting postings may be done electronically instead of in physical locations.
- School Boards do not have to use specific language for the budget ballot.

If signed, these provisions will stay in force through July 1, 2024.

### **H. 217 Child Care**

Creates a committee to study the implementation of prekindergarten for all four-year-olds with the goal of having this program in place by July 1, 2026.

### **H.165 Universal Free Meals**

Proposes that districts provide breakfast and lunch at no charge to all students. Schools must seek to involve as many students as possible in this program. The program will be paid for via supplements from the education fund. The total cost is projected to be \$29,000,000 and will add three cents to the property tax rate for every \$100 dollars of assessed value: an annual increase of \$101 on the average priced home (approximately \$338,000).

### **H. 461 Home Study**

Proposes that children in a home study program will be assessed at the end of each school year via:

- Standardized assessment given by the local school district.
- Review of student progress by an individual who holds a Vermont teaching license.
- A portfolio maintained by the parent or guardian.
- Grades from an online academy.
- Passing the GED.

## **General Goals for 2023-24**

### **Clear Expectations, Setting Boundaries, Recognizing Excellence**

The primary goal of the district has been recovery following the COVID pandemic and achievement of the Board's Ends. During the current 2022-23 school year, students with gaps in their knowledge, identified by our local assessment systems, were provided the opportunity of additional time on learning through afterschool and summer programing. In addition, our curriculum teams re-envisioned what it means to have foundational knowledge in our academic programs, revamped their respective curricula, and reinvested their efforts across our

new Math, English and STEM programming. Our students' achievement rose during the COVID pandemic while state and national averages fell. 2022-23 also saw the inclusion of some basic structures that are common in most districts that have historically been missing in the OSSD. In service to the Board's Ends, our homework policy is nearing completion after being revised with student, staff, and community input; and to better understand the issues affecting the well-being of our community, the district is following through on its engagement plan.

For the first time, each school has an advisory panel populated by community members to help them predict and understand problems, vet and expand current ideas, develop strategies to combat current challenges, and to give honest advice and feedback about current initiatives. Similar structures are in place at the district level: community open forums have been reconstituted after the decline of COVID, and monthly listening sessions are conducted at each school to allow for input and advice. While this is a good start, next year's focus turns to greater engagement with the students.

The recent climate surveys indicate that students have a lot to say about the general feelings, attitudes, beliefs, and opinions that exist within the district and across the community. They have identified several areas that need attention, and since they are the ones most affected, they should also have the best ideas on how to address them. As we move into the next school year, the district will open new channels for both student leadership and engagement to ensure their voices add to our collective work.

The main focus for 2023-24 however is trifold, with each of the three areas of concentration supporting the other two. As a district, we need to do a better job of setting clear expectations for staff and students that are communicated during our professional development workshops and assemblies and codified into our handbooks, processes, and procedures. Organizations improve quickly when everyone is rowing in the same direction; we guide the ship by working together to establish clear, reasonable expectations for everyone to follow, and then by holding each other accountable for their achievement.

Expectations set boundaries for our actions; they constitute the social rules we follow because we as a school community have deemed them reasonable and helpful to student success and achievement. Part of establishing boundaries is determining how we respond when they are crossed. Part of the work of 2023-24 is creating reasonable responses when people act outside the district's boundaries, responses designed to bring them back within the borders of acceptable behavior. We need to work together to find a better balance between restorative practices and traditional consequences when responding to out of bounds behaviors, as our current practices are not producing the results we would hope to see.

Lastly, we need to do a better job of recognizing excellence. Just as restorative practices and reasonable consequences can be used to reduce out of bounds behaviors, recognition can reinforce and increase in-bounds behaviors. We need both if we are to change and improve the climate with the district, a foundational requirement for academic success and social well-being. The district teams have begun discussions about the best ways to recognize excellence through new traditions and activities that will be implemented over the course of the next few years.

We currently have the academic structures in place to support effective learning and improvements have been happening slowly. We can accelerate these gains by improving school culture and climate by establishing clear expectations, setting reasonable boundaries, and recognizing excellence amongst the students and staff. Furthermore, this work, if done well, can improve well-being, satisfaction, and joy for those who work within and those who attend the district. This is our focus for the coming year.

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

|                           | 2021-22<br>ACTUAL | MAY 2022<br>YTD   |  | 2022-23<br>BUDGET | MAY 2023<br>YTD   | DIFFERENCE        |
|---------------------------|-------------------|-------------------|--|-------------------|-------------------|-------------------|
| <b>GENERAL FUND</b>       |                   |                   |  |                   |                   |                   |
| <b>REVENUE:</b>           |                   |                   |  |                   |                   |                   |
| LOCAL REVENUE             | 1,198,868         | 861,186           |  | 1,071,912         | 1,112,011         | 40,099            |
| SPECIAL PROGRAMS          | 2,086,380         | 2,054,400         |  | 2,120,149         | 1,873,242         | -246,907          |
| STATE REVENUES            | 16,069,870        | 15,609,500        |  | 17,350,584        | 13,263,882        | -4,086,702        |
| BEGINNING BALANCE:        | 826,342           | 826,342           |  | 746,171           | 746,171           | 0                 |
| <b>TOTAL REVENUE</b>      | <b>20,181,459</b> | <b>19,351,427</b> |  | <b>21,288,816</b> | <b>16,995,306</b> | <b>-4,293,510</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          | 2,892,227        | 620,855          | 2,688,339        |
| TITLE 1                  | 0                | 225,605          | 225,605          | 0                |
| EPSDT FUNDS              | 62,100           | 27,460           | 4,037            | 85,524           |
| FOOD SERVICE             | 124,015          | 380,721          | 565,056          | -60,321          |
| FRESH FRUITS & VEGS      | 0                | 10,463           | 15,889           | -5,426           |
| MEDICAID FUNDS           | 623,516          | 179,033          | 129,089          | 673,459          |
| R.A.V.E.N.               | 0                | 227,281          | 179,497          | 47,784           |
| IDEA-B - FLOW-THROUGH    | 0                | 191,660          | 250,879          | -59,219          |
| IDEA-B - PRE-SCHOOL      | 0                | 4,297            | 5,209            | -912             |
| VEHICLE/BUS FUND         | 1,126,335        | 0                | 258,811          | 867,524          |
| BUILDING MAINT FUND      | 3,364,012        | 0                | 977,337          | 2,386,675        |
| LEGAL FUND               | 90,000           | 0                | 0                | 90,000           |
| SPECIAL EDUCATION FUND   | 465,697          | 0                | 0                | 465,697          |
| OPERATIONAL RESERVE      | 1,743,007        | 0                | 18,920           | 1,724,087        |
| ESSENTIAL EARLY ED       | 43,426           | 0                | 0                | 43,426           |
| AFTER SCHOOL PROGRAM     | 21,522           | 56,939           | 55,577           | 22,885           |
| STANDARDS BOARD          | 0                | 0                | 0                | 0                |
| SUMMER FEEDING           | 0                | 5,730            | 5,940            | -210             |
| SCHOOL WIDE PROGRAMS     | 0                | 269,201          | 334,725          | -65,524          |
| TITLE II                 | 0                | 92,350           | 104,904          | -12,554          |
| TITLE IV                 | 0                | 49,320           | 59,108           | -9,787           |
| CONSOLIDATED ADMIN       | 0                | 20,919           | 24,646           | -3,728           |
| 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                | 890,221          | 937,876          | -47,655          |
| ARP - AFTERSCHOOL        | 3,139            | 8,869            | 6,858            | 5,150            |
| ARP - PRESCHOOL          | 19,296           | 30,124           | 21,396           | 28,024           |
| 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>6,008,442</b> | <b>5,237,888</b> | <b>8,873,585</b> |

# ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

| Account Name                       | 2021-22<br>Actual | May 2022<br>Revenue | 2022-23<br>Budget | May 2023<br>Revenue | Under<br>(Over)   |
|------------------------------------|-------------------|---------------------|-------------------|---------------------|-------------------|
| <b><u>LOCAL REVENUES:</u></b>      |                   |                     |                   |                     |                   |
| Tuition                            | 465,465           | 387,400             | 348,000           | 454,939             | 106,939           |
| Overhead Tuition                   | 54,744            | 27,372              | 20,000            | 0                   | -20,000           |
| Transportation                     | 38,314            | 26,347              | 50,000            | 36,615              | -13,385           |
| Interest                           | 87,025            | 72,713              | 85,000            | 88,267              | 3,267             |
| Early Ed Receipts                  | 0                 | 0                   | 0                 | 3,134               | 3,134             |
| 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           | 487,760             | 0                 |
| 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            | 44,005              | 0                 |
| 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         | 861,186             | 1,071,912         | 1,112,011           | 40,099            |
| <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         | 1,645,565           | 219,403           |
| State Placed Students              | 0                 | 0                   | 0                 | 599                 | 599               |
| Extraordinary Reimbursement        | 212,695           | 70,147              | 601,338           | 134,533             | -466,805          |
| 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         | 1,873,242           | -246,907          |
| <b><u>STATE REVENUES:</u></b>      |                   |                     |                   |                     |                   |
| State Technical Centers            | 449,273           | 0                   | 483,574           | 492,283             | 8,709             |
| State Education Fund               | 15,159,988        | 15,158,596          | 16,430,804        | 12,423,603          | -4,007,201        |
| 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           | 177,706             | 0                 |
| Driver Education                   | 3,716             | 906                 | 3,500             | 0                   | -3,500            |
| Total State Revenues               | 16,069,870        | 15,609,500          | 17,350,584        | 13,263,882          | -4,086,702        |
| <b>BEGINNING BALANCE:</b>          | 826,342           | 826,342             | 746,171           | 746,171             | 0                 |
| <b>SCHOOL TOTAL:</b>               | <b>20,181,459</b> | <b>19,351,427</b>   | <b>21,288,816</b> | <b>16,995,306</b>   | <b>-4,293,510</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>19,351,427</b>   | <b>22,165,294</b> | <b>16,995,306</b>   | <b>-3,417,032</b> |



**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

| <b>Account Name</b>              | <b>2021-22<br/>Actual</b> | <b>May 2022<br/>Expenditure</b> | <b>2022-23<br/>Budget</b> | <b>May 2023<br/>Expenditure</b> | <b>Encumb</b>  | <b>Balance<br/>Under<br/>(Over)</b> | <b>Percent<br/>Inc/Dec</b> |
|----------------------------------|---------------------------|---------------------------------|---------------------------|---------------------------------|----------------|-------------------------------------|----------------------------|
| <b><u>INSTRUCTION:</u></b>       |                           |                                 |                           |                                 |                |                                     |                            |
| Salaries                         | 4,513,108                 | 3,401,664                       | 4,896,410                 | 3,485,717                       | 0              | 1,410,693                           | 28.81%                     |
| Benefits                         | 1,597,325                 | 1,320,962                       | 1,877,885                 | 1,173,271                       | 0              | 704,614                             | 37.52%                     |
| Drivers Education                | 4,130                     | 2,894                           | 3,500                     | 2,953                           | 1,151          | -604                                | -17.26%                    |
| Remedial/Interventionist Service | 133,362                   | 112,388                         | 207,204                   | 152,061                         | 0              | 55,143                              | 26.61%                     |
| Testing/Tutorial/OT-PT Svcs      | 10,264                    | 4,612                           | 13,775                    | 20,682                          | 998            | -7,905                              | -57.39%                    |
| Contracted Services              | 45,496                    | 38,042                          | 44,400                    | 31,310                          | 1,770          | 11,320                              | 25.49%                     |
| Staff Training                   | 184,126                   | 157,410                         | 210,797                   | 194,439                         | 24,603         | -8,245                              | -3.91%                     |
| Co/Extra Curricular              | 319,929                   | 257,746                         | 443,753                   | 311,708                         | 27,869         | 104,176                             | 23.48%                     |
| Tuition                          | 67,041                    | 84,473                          | 54,000                    | 61,940                          | 27,125         | -35,065                             | -64.93%                    |
| Travel/Field Trips               | 14,292                    | 9,028                           | 40,280                    | 8,267                           | 6,570          | 25,443                              | 63.17%                     |
| Supplies/Textbooks/Equip         | 299,860                   | 171,340                         | 335,340                   | 194,672                         | 67,819         | 72,849                              | 21.72%                     |
| <b>Total Instruction</b>         | <b>7,188,933</b>          | <b>5,560,558</b>                | <b>8,127,344</b>          | <b>5,637,020</b>                | <b>157,904</b> | <b>2,332,419</b>                    | <b>28.70%</b>              |
| <b><u>SPECIAL EDUCATION:</u></b> |                           |                                 |                           |                                 |                |                                     |                            |
| Salaries                         | 1,579,959                 | 1,260,740                       | 1,729,595                 | 1,222,018                       | 0              | 507,577                             | 29.35%                     |
| Benefits                         | 552,787                   | 466,081                         | 688,205                   | 445,096                         | 0              | 243,109                             | 35.33%                     |
| Contracted/Prof Services         | 5,000                     | 5,000                           | 0                         | 0                               | 0              | 0                                   |                            |
| Transportation                   | 82,101                    | 70,086                          | 89,350                    | 46,339                          | 0              | 43,011                              | 48.14%                     |
| Travel/Conferences               | 13,658                    | 10,702                          | 10,500                    | 16,361                          | 0              | -5,861                              | -55.82%                    |
| Supplies/Textbooks/Equipment     | 21,156                    | 20,818                          | 26,700                    | 19,536                          | 406            | 6,758                               | 25.31%                     |
| Tuition                          | 509,396                   | 491,197                         | 840,000                   | 660,919                         | 0              | 179,081                             | 21.32%                     |
| Behavioral Services              | 167,892                   | 144,282                         | 198,817                   | 63,621                          | 0              | 135,196                             | 68.00%                     |
| Testing/Tutorial/OT-PT Svcs      | 220,905                   | 197,646                         | 139,000                   | 169,391                         | 15,200         | -45,591                             | -32.80%                    |
| Speech Services                  | 216,337                   | 182,694                         | 273,755                   | 183,467                         | 0              | 90,288                              | 32.98%                     |
| <b>Total Special Education</b>   | <b>3,369,191</b>          | <b>2,849,246</b>                | <b>3,995,922</b>          | <b>2,826,747</b>                | <b>15,606</b>  | <b>1,153,569</b>                    | <b>28.87%</b>              |
| <b><u>ADMINISTRATION:</u></b>    |                           |                                 |                           |                                 |                |                                     |                            |
| Salaries                         | 860,389                   | 772,890                         | 892,932                   | 780,830                         | 0              | 112,102                             | 12.55%                     |
| Benefits                         | 288,640                   | 251,490                         | 366,439                   | 260,184                         | 0              | 106,255                             | 29.00%                     |
| Repairs/Maint                    | 779                       | 767                             | 9,000                     | 0                               | 0              | 9,000                               | 100.00%                    |
| Postage/Telephone                | 29,894                    | 25,846                          | 32,700                    | 27,282                          | 100            | 5,318                               | 16.26%                     |
| Travel                           | 13,621                    | 11,028                          | 9,300                     | 12,609                          | 7,500          | -10,810                             | -116.23%                   |
| Supplies/Equipment               | 17,252                    | 12,836                          | 42,225                    | 14,092                          | 1,415          | 26,719                              | 63.28%                     |
| <b>Total Administration</b>      | <b>1,210,574</b>          | <b>1,074,858</b>                | <b>1,352,596</b>          | <b>1,094,998</b>                | <b>9,015</b>   | <b>248,583</b>                      | <b>18.38%</b>              |
| <b><u>CENTRAL OFFICE:</u></b>    |                           |                                 |                           |                                 |                |                                     |                            |
| Salaries                         | 412,234                   | 377,996                         | 548,250                   | 500,924                         | 0              | 47,326                              | 8.63%                      |
| Benefits                         | 177,361                   | 155,739                         | 250,055                   | 171,205                         | 0              | 78,850                              | 31.53%                     |
| Contracted Services              | 29,038                    | 26,938                          | 26,000                    | 21,998                          | 700            | 3,302                               | 12.70%                     |
| 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                     | 5,977                           | 3,987          | -4,063                              | -68.87%                    |
| Supplies/Equipment               | 26,299                    | 14,475                          | 49,750                    | 43,236                          | 3,822          | 2,692                               | 5.41%                      |
| <b>Total Central Office</b>      | <b>665,013</b>            | <b>594,605</b>                  | <b>899,455</b>            | <b>775,005</b>                  | <b>10,009</b>  | <b>114,441</b>                      | <b>12.72%</b>              |
| <b><u>SUPPORT SERVICES:</u></b>  |                           |                                 |                           |                                 |                |                                     |                            |
| Guidance                         | 472,490                   | 362,911                         | 518,574                   | 397,116                         | 15,396         | 106,063                             | 20.45%                     |
| Behavioral Interventionists      | 290,841                   | 225,328                         | 302,638                   | 237,067                         | 1,500          | 64,071                              | 21.17%                     |
| School Nurse                     | 269,269                   | 204,913                         | 329,824                   | 246,285                         | 463            | 83,076                              | 25.19%                     |
| Media Services                   | 259,544                   | 191,970                         | 318,141                   | 216,275                         | 7,942          | 93,924                              | 29.52%                     |
| Curriculum Develop               | 38,879                    | 34,973                          | 30,555                    | 1,809                           | 34             | 28,712                              | 93.97%                     |
| C.A.R.                           | 40,221                    | 28,966                          | 113,500                   | 65,577                          | 0              | 47,923                              | 42.22%                     |
| Teacher Mentoring                | 52,180                    | 41,588                          | 46,800                    | 63,094                          | 7,432          | -23,726                             | -50.70%                    |
| Board of Education               | 101,559                   | 61,869                          | 100,495                   | 59,708                          | 2,530          | 38,258                              | 38.07%                     |
| Legal Fees                       | 18,515                    | 15,847                          | 53,000                    | 62,651                          | 0              | -9,651                              | -18.21%                    |
| Fiscal Services                  | 20,669                    | 21,812                          | 82,000                    | 0                               | 0              | 82,000                              | 100.00%                    |
| <b>Total Support Services</b>    | <b>1,564,167</b>          | <b>1,190,175</b>                | <b>1,895,527</b>          | <b>1,349,581</b>                | <b>35,296</b>  | <b>510,650</b>                      | <b>26.94%</b>              |
| <b><u>MAINTENANCE:</u></b>       |                           |                                 |                           |                                 |                |                                     |                            |
| Salaries                         | 589,297                   | 513,037                         | 539,020                   | 562,967                         | 0              | -23,947                             | -4.44%                     |
| Benefits                         | 280,443                   | 238,817                         | 310,000                   | 227,220                         | 300            | 82,480                              | 26.61%                     |
| Contracted Services              | 190,655                   | 141,017                         | 225,000                   | 176,152                         | 35,997         | 12,851                              | 5.71%                      |
| General Liability Ins            | 64,461                    | 64,461                          | 69,200                    | 73,756                          | 0              | -4,556                              | -6.58%                     |
| Repairs/Maintenance              | 303,875                   | 165,198                         | 230,000                   | 240,972                         | 39,295         | -50,267                             | -21.86%                    |
| Utilities                        | 424,138                   | 374,382                         | 405,250                   | 376,145                         | 0              | 29,105                              | 7.18%                      |
| Supplies/Travel/Equipment        | 241,590                   | 152,074                         | 224,750                   | 144,943                         | 15,310         | 64,498                              | 28.70%                     |
| Care of Grounds                  | 148,183                   | 121,831                         | 147,000                   | 143,975                         | 14,000         | -10,975                             | -7.47%                     |
| Reserve - Repairs/Maint          | 0                         | 0                               | 0                         | 0                               | 0              | 0                                   |                            |
| Vehicle Services                 | 21,882                    | 14,341                          | 19,525                    | 8,219                           | 500            | 10,806                              | 55.34%                     |
| <b>Total Maintenance Svcs</b>    | <b>2,264,524</b>          | <b>1,785,158</b>                | <b>2,169,745</b>          | <b>1,954,349</b>                | <b>105,402</b> | <b>109,994</b>                      | <b>5.07%</b>               |

**ORANGE SOUTHWEST SCHOOL DISTRICT -  
EXPENDITURES**

| Account Name                       | 2021-22<br>Actual | May 2022<br>Expenditure | 2022-23<br>Budget | May 2023<br>Expenditure | Encumb         | Balance<br>Under<br>(Over) | Percent<br>Inc/Dec |
|------------------------------------|-------------------|-------------------------|-------------------|-------------------------|----------------|----------------------------|--------------------|
| <b><u>TECHNOLOGY:</u></b>          |                   |                         |                   |                         |                |                            |                    |
| Salaries                           | 252,528           | 226,817                 | 313,920           | 256,964                 | 0              | 56,956                     | 18.14%             |
| Benefits                           | 97,520            | 85,610                  | 145,985           | 86,089                  | 0              | 59,896                     | 41.03%             |
| Contracted Services                | 44,845            | 15,998                  | 24,500            | -3,768                  | 0              | 28,268                     | 115.38%            |
| 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           | 130,580                 | 132,810           | 108,894                 | 1,395          | 22,521                     | 16.96%             |
| Equipment                          | 0                 | 0                       | 0                 | 0                       | 0              | 0                          |                    |
| <b>Total Technology</b>            | <b>555,199</b>    | <b>459,005</b>          | <b>728,215</b>    | <b>447,430</b>          | <b>1,395</b>   | <b>279,390</b>             | <b>38.37%</b>      |
| <b><u>TRANSPORTATION:</u></b>      |                   |                         |                   |                         |                |                            |                    |
| Salaries                           | 235,971           | 198,576                 | 245,081           | 214,946                 | 0              | 30,135                     | 12.30%             |
| Benefits                           | 45,189            | 39,900                  | 51,863            | 42,247                  | 0              | 9,616                      | 18.54%             |
| Contracted Svcs/Rent               | 67,986            | 61,354                  | 66,785            | 57,964                  | 0              | 8,821                      | 13.21%             |
| Travel/Conferences                 | 0                 | 0                       | 100               | 0                       | 0              | 100                        | 100.00%            |
| Repairs/Supplies/Equip             | 43,215            | 38,359                  | 55,300            | 43,597                  | 1,079          | 10,624                     | 19.21%             |
| 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             | 4,984                   | 25,118            | 6,038                   | 2,549          | 16,531                     | 65.81%             |
| Tuition Student Transportation     | 38,472            | 31,527                  | 44,530            | 37,869                  | 7,164          | -503                       | -1.13%             |
| Bus Fund Reserve                   | 100,000           | 0                       | 100,000           | 0                       | 0              | 100,000                    | 100.00%            |
| <b>Total Transportation</b>        | <b>600,188</b>    | <b>405,946</b>          | <b>648,277</b>    | <b>402,691</b>          | <b>10,793</b>  | <b>234,794</b>             | <b>36.22%</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            | 53,517                  | 80,649            | 65,412                  | 0              | 15,237                     | 18.89%             |
| <b>Total Other Expenditures</b>    | <b>90,011</b>     | <b>69,870</b>           | <b>126,409</b>    | <b>76,171</b>           | <b>0</b>       | <b>50,238</b>              | <b>39.74%</b>      |
| <b><u>TECHNICAL EDUCATION:</u></b> |                   |                         |                   |                         |                |                            |                    |
| State - Act 68                     | 449,273           | 0                       | 483,574           | 492,283                 | 0              | -8,709                     | -1.80%             |
| Local Tuition                      | 413,948           | 413,948                 | 445,100           | 445,644                 | 0              | -544                       | -0.12%             |
| <b>Total Tech Education</b>        | <b>863,221</b>    | <b>413,948</b>          | <b>928,674</b>    | <b>937,927</b>          | <b>0</b>       | <b>-9,253</b>              | <b>-1.00%</b>      |
| <b><u>PRE-SCHOOL</u></b>           |                   |                         |                   |                         |                |                            |                    |
| Salaries                           | 225,443           | 178,884                 | 229,635           | 202,558                 | 0              | 27,077                     | 11.79%             |
| Benefits                           | 93,922            | 78,333                  | 118,042           | 102,427                 | 0              | 15,615                     | 13.23%             |
| Administration                     | 0                 | 0                       | 0                 | 42,864                  | 3,814          | -46,678                    |                    |
| Tuition/Partnerships               | 22,783            | 21,773                  | 39,400            | 12,902                  | 0              | 26,498                     | 67.25%             |
| Supplies/Travel/Equip              | 14,507            | 13,624                  | 29,575            | 11,224                  | 12,253         | 6,098                      | 20.62%             |
| <b>Total Pre-School</b>            | <b>356,655</b>    | <b>292,614</b>          | <b>416,652</b>    | <b>371,975</b>          | <b>16,067</b>  | <b>28,610</b>              | <b>6.87%</b>       |
| SUPRLUS/DEFICIT                    | 0                 | 0                       | 0                 | 0                       | 0              | 0                          |                    |
| <b><u>SCHOOL TOTAL:</u></b>        | <b>18,727,675</b> | <b>14,695,983</b>       | <b>21,288,816</b> | <b>15,873,893</b>       | <b>361,487</b> | <b>5,053,436</b>           | <b>23.74%</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>14,695,983</b>       | <b>22,165,294</b> | <b>15,873,893</b>       | <b>361,487</b> | <b>5,929,914</b>           | <b>26.75%</b>      |

## ORANGE SOUTHWEST SCHOOL DISTRICT

Layne W. Millington  
Superintendent

Heather Lawler  
Assistant  
Superintendent



Robin Pembroke  
Business Manager

Kayla Link  
Director of Special  
Education

Twenty-Four Central Street  
Randolph, VT 05060  
TEL (802) 728-5052  
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### OSSD EXIT SURVEY

#### Overview

Thank you for giving of your time to complete this questionnaire.

- Please answer the following questions on a separate sheet of paper.
- Please put your responses together with this question sheet in a sealed envelope and deliver to Linda Lubold at central office via interoffice mail.
- This survey is designed to be anonymous – so there is no need to sign or indicate your name unless you would like to do so.
- Detailed responses are helpful.
- If you would like to have an exit interview, please reach out directly to Linda Lubold to set up a time to meet with the superintendent.

#### Questions

1. How long have you worked for the OSSD?
2. What did you love most about your position?
3. Did you feel safe on the job?
4. Were you provided with the training and resources necessary to perform your duties effectively?
5. Did you feel you were treated fairly by your supervisors? What issues do you feel were unresolved?
6. Were there any specific issues that influenced your decision to leave?
7. Were you satisfied with your pay for the duties you performed? If not, what would have been your desired pay rate?
8. Were you satisfied with the benefits offered by the district? If not, what was missing that should be included?
9. What would you like to convey to management?
10. Are there other concerns, comments, or suggestions you'd like to provide?