

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

Wednesday - April 12, 2023

Randolph Elementary School

6:00 p.m.

	Item	Related Board Policy	Presenter	Time Allotted	Action(s)
I 6:00	Opening: Board Attendance: Ensuring a Quorum Meeting Purpose:	GP 4.2 Board Job Description	Arias	5 min	
II 6:05	Board Education and Ownership Linkage Public comment (Recognize e-communications to the the Board) <i>Board welcomes comment but is not able to take any action</i> <i>Comments limited to three minutes per speaker</i> Ownership Linkage Committee Report/Plan	GP 4.2 Board Job Description GP 4.2.1 Board Job Description	Arias Lawler/Committee Members	6 min 10 min	Listen Only Listen/Questions
III 6:21	Monitoring: Organization Board Self-Evaluation - Governance Policy 4.1 (policy enclosed) First Review of Ends Report (emailed separately)	GP 4.1.6 Governing Style	Arias Millington	15 min 10 min	Evaluate Review/Discuss
IV 6:46	Policy Decisions: District Governance Selection of Library Materials Policy 2nd Reading (enclosed with agenda) Selection of Curriculum Materials Policy 2nd Reading (enclosed with agenda) Consider addition to EL Policy 2.0 2nd Reading (enclosed with agenda)	GP 4.2 Board Job Description GP 4.2 Board Job Description	Arias	5 min	Discuss/Vote
V 6:51	Advocacy Legislative Update	GP 4.2 Board Job Description	Millington	10 min	Listen
VI 7:01	Consent Agenda Approve Minutes from regular meeting on 3/16/2023 (enclosed) Approve Minutes from special meeting on 4/3/2023 (enclosed) Approve Professional Contracts for 2023-2024 (form enclosed) Approve Administrator Contract for 2023-2024 (form enclosed) Approve Auditor for 2023-2024 (see enclosed documents) Approval of Facilities Reserve Funds Request for RUHS Gym Floor Replacement (see enclosed document) Approve Change of Signers on OSSD & RTCC Accounts (document enclosed)	GP 4.2 Board Job Description	Arias	9 min	Discuss/Vote
VII 7:10	Closing Superintendent's Report Director & Principals reports (links sent separately) Financials (enclosed with agenda) Staff Appreciation Update (Week of May 8-12) Action Items Recap	EL 2.8 Communication to Board GP 4.1 Governance Style	Millington Evans Arias	2 min 2 min 2 min 2 min	Listen Review
VIII 7:18	Executive Session: Personnel Personnel				
	Future Meetings Ownership Linkage Committee: Wednesday, April 19, 2023 @ RUHS Agenda Planning Meeting: Monday, April 24, 2023 @ RES Regular Meeting: Wednesday, May 10, 2023 @ RUHS RTCC Meeting: Wednesday, May 10, 2023 @ RUHS		5:00 p.m. 6:00 p.m. 6:00 p.m. 5:00 p.m.		

Policy Title: 4.1. Governing Style

The Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and superintendent roles, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity. Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a reactor to staff initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
2. The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives. Board values will be drawn from the diverse values of the community informed by expert sources both internal and external to the organization. The Board's major policy focus will be on the intended long-term impacts outside the staff organization (Ends), not on the administrative or programmatic means of attaining those effects.
3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.
4. Continual board development will include orientation of new board members in the board's Governance Process and periodic board discussion of process improvement.
5. The Board will allow no officer, individual, or committee of the Board to hinder or serve as an excuse for not fulfilling group obligations.
6. The Board will monitor and discuss the Board's process and performance on a regular basis. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Management Delegation categories.

POLICY D22: SELECTION OF LIBRARY MATERIALS

Policy

The freedom to read is essential to our democracy. The school library plays an important role in helping students to inquire, to study and evaluate information, and to gain new understandings and knowledge. Therefore, library materials provided by the Orange Southwest School District (District), regardless of technology, format, or methods of delivery, should be readily, equally, and equitably accessible to all students.

This policy exists to ensure that the District provides access to a diverse library collection, that supports students in the curriculum, their personal research, and recreational reading, and that sustains students' First Amendment Rights to access information and to read freely.

Definitions

For the purpose of this policy:

1. **Library Materials** include all materials considered part of the library collection, including but not limited to print, digital, and media production resources. Library materials may be found in both physical and virtual library spaces.
2. **Educational Technology** means instruction and/or preparation in the appropriate use of current technology to provide students with the knowledge and skills needed to communicate, solve problems, and to access, manage, integrate, evaluate and create information.^[1]
3. **Diverse library collection** means that the library collection intentionally contains content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences, including those from traditionally marginalized and underrepresented communities.

[1] SBE Rule 2114 (Definition of Educational Technology)

Access to Instructional Materials ^[2]

Each school shall:

- a. provide a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develop, maintain, and expand as needed a library collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensure that the curriculum is supported by necessary digital and print resources;
- d. ensure that students, educators, administrators, and staff have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provide students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provide access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provide broadband internet service for students and educators to access educational resources;

- h. adopt and implement written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. support a schedule that provides opportunities for a library media specialist to collaborate with educators as they integrate information research skills into their curriculum; and
- j. ensure that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

Administrative Responsibilities

The superintendent or designee will develop and implement procedures that address the selection of library materials and the provision of access to those materials. The superintendent or designee will develop procedures to address:

- a. selection of materials;
- b. deselection of materials;
- c. donations of materials; and
- d. reconsideration of materials.

The superintendent or designee will ensure that the District provides services of a certified library media specialist to students and staff. Schools with over 300 students shall have at least one full-time library media specialist and sufficient staff to implement a program that supports literacy, information and technology standards. Schools with fewer than 300 students shall employ a library media specialist on a pro-rata basis.^[3]

[2] SBE Rule 2122.2 (Access to Instructional Materials)

[3] SBE Rule 2121.2 (Staff)

Use of School Library Materials and Resources

The library media specialist may consult with faculty, the student body, community members and organizations to develop library collections that are diverse, inclusive, and representative of the history, contributions, and perspectives of ethnic groups and social groups.

At the discretion of the building principal, students, staff, and family members of the District may be allowed use of library materials and resources. However, such access shall not interfere with regular school use of those materials and resources.

<i>VSBA Version:</i>	<i>May 11, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563(14) (Powers of school boards)</i> <i>State Board of Education Rules 2121.2 (Staff)</i> <i>State Board of Education Rules 2114 (Definition of Technology Integration)</i> <i>State Board of Education Rules 2122.2 (Access to Instructional Materials)</i>
<i>Cross Reference:</i>	<i>District Equity Policy (C29)</i> <i>Selection of Instructional Materials (D32)</i>

POLICY D23: SELECTION OF INSTRUCTIONAL MATERIALS

Policy

It is the policy of the Orange Southwest School District (District) to provide students with a broad variety of instructional materials to support individual student learning. As such, instructional practices will include a range of evidenced-based instructional practices that most effectively improve student learning, as required by national and Vermont guidance and locally collected and analyzed student data. Instructional practices will promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements that are aligned with mandated Vermont Standards.^[1]

Implementation

The District shall use the standards issued by the State Board of Education as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school.^[2]

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be:^[3]

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the SU/SD, including sending high schools and technical centers;
- d. informed by ongoing review of new research and evidence, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines.

¹ See State Board of Education Rule 2120.1

² See State Board of Education Rule 2111

³ See State Board of Education Rule 2120.6 and 16 V.S.A. § 261a(a)(1)

Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in:^[4]

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation,

inquiry, problem solving and the use of technology).

Further, each school with a pre-kindergarten early education program shall offer high-quality programs as outlined in State Board Rule 2600.

Administrative Responsibilities

The superintendent or designee will develop procedures addressing access to instructional materials to ensure that each school:^[5]

- a. provides a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develops, maintains, and expands as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensures that the curriculum is supported by necessary digital and print resources;
- d. ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provides students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provides access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provides broadband Internet service for students and educators to access educational resources;
- h. adopts and implements written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. supports a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and

⁴ See State Board of Education Rule 2120.5

⁵ See State Board of Education Rule 2122.2

- j. ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

The superintendent or designee shall ensure the implementation of developmentally appropriate curriculum which is aligned with Vermont's Early Learning Standards in any prequalified public prekindergarten program.^[6]

The superintendent or designee will develop procedures to 1) address the selection of instructional materials within the context of the alignment with mandated state standards and 2) respond to requests for reconsideration of instructional materials. All concerns regarding the selection of instructional materials shall be directed to the superintendent for handling consistent with those procedures.

⁶ See State Board of Education Rule 2606

<i>VSBA Version:</i>	<i>November 1, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (14) (Powers of school boards)</i>
	<i>State Board of Education Rule Series 2000 (Education Quality Standards)</i>
	<i>State Board of Education Rule Series 2600 (Prekindergarten Education)</i>
<i>Cross Reference:</i>	<i>Selection of Library Materials</i>
	<i>Curriculum Development and Coordination (SU)</i>
	<i>Responsible Computer Internet & Network Use</i>

Policy Type: EXECUTIVE LIMITATIONS

Policy Title: 2.0. Global Executive Constraint

The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, **inequitable**, or in violation of commonly accepted educational and professional ethics and practices.

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

**THURSDAY, MARCH 16, 2023 @ 6 P.M.
BRAINTREE ELEMENTARY SCHOOL**

To be approved at the April 12, 2023 board meeting

MINUTES

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

ADMINISTRATORS PRESENT: Layne Millington & Heather Lawler

GUESTS: Felicia Allard, Haidi Arias, Sierra Bond, Nika Oakes, ORCA Media Video Taping & Peter Busha @ 6:37

I. Opening

The meeting was called to order by Chair, Anne Kaplan at 6:04 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Board Reorganization and Re-Orientation

Anne Kaplan suggested an addition to the agenda that the Board ratify the March 8th meeting where no action could be taken because of a technical issue: the Board had a full quorum of duly elected members present, but not all were sworn in.

A motion was made to add to this agenda a review of the March 8th meeting and to vote to ratify the March 8th meeting where no action could be taken.

By:	Katja Evans
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)

Anne Kaplan read a statement regarding public comments at board meetings and then opened the meeting for public comments. There were no public comments.

b. Report on Town Meetings

Linda Lubold, OSSD Clerk, gave a brief summary about the Town Meeting Day OSSD Budget Vote. The vote results were included in the board packet. Hannah, Katja & Sam were all re-elected to the board, and the budget & surplus reserve funds were all approved.

c. Introduce Newly Elected Board Members

Hannah Arias, Katja Evans & Sam Hooper were all re-elected for three year terms.

d. Discuss & Reorganize Board & Committees

Elect Chair (currently Kaplan)

Motion to elect Anne Kaplan as Chair

By: Rachel Gaidys

Motion to elect Hannah Arias as Chair

By: Megan Sault

Vote results: Anne - 2 Hannah - 6

Elect Vice-Chair (currently Evans)
Motion to elect Chelsea Sprague as Vice-Chair
By: Katja Evans
Motion to elect Megan Sault as Vice-Chair
By: Anne Kaplan
Vote results: Chelsea - 5 Megan - 3

Elect Clerk (currently Sprague)
Motion to elect Sam Hooper as Clerk
By: Katja Evans
Vote results: Sam - Unanimous

Approve schedule for regular meetings (2nd Wednesday of each month - see schedule)
Motion to approve the schedule for the regular OSSD board meetings
By: Megan Sault
Seconded by: Sarah Haupt
Motion passed: Yes

Assign member to sign official documents in absence of the Chair (currently Evans)
Motion to assign Chelsea Sprague to sign official documents.
By: Megan Sault
Seconded by: Sarah Haupt
Motion passed: Yes

Appoint RTCC representatives (currently Haupt & Sault)
Motion to appoint Sarah Haupt & Sam Hooper to be RTCC representatives.
By: Katja Evans
Seconded by: Megan Sault
Motion passed: Yes

Appoint Teacher contract negotiating committee (currently Sprague, Arias & Sault)
Motion to appoint Chelsea Sprague, Hannah Arias & Megan Sault
to serve on the Teacher contract negotiating committee.
By: Katja Evans
Seconded by: Sarah Haupt
Motion passed: Yes

Appoint Support Staff contract negotiating committee (currently Kaplan, Haupt & Evans)
Motion to appoint Anne Kaplan, Sarah Haupt & Katja Evans
to serve on the Support Staff contract negotiating committee.
By: Sarah Haupt
Seconded by: Anne Kaplan
Motion passed: Yes

- e. Review of Board Expectations, Rules & Orientation
Hannah Arias reminded the board members that it was important to leaf through the new OSSD board binder. Everyone should have a copy of the book on Policy Governance.
Hannah read a section from the board binder on unity of purpose - the board

acting as one. A board goal to review and refocus on the Ends. Suggested board members go to vsba.org for training and reminded all that there is money set aside for training.

f. Ownership Linkage Committee Report/Plan

Heather Lawler filled in the board about the Portrait of a Graduate committee. On March 3 & 9 there were about 30 stakeholders made up of students, parents, & teachers. The committee is leading a student lead data collection with a post card campaign and community dinner on April 4 at 5:30 p.m. at the RUHS Cafeteria. Facilitation of the committee is by Up For Learning with data analysis on April 18. The plan is to go out to the community for feedback and also include folks who have left the district in the past three years. The next Ownership Linkage Committee meeting is on April 19th at 5 p.m. The Portrait of a Graduate committee meets on April 18 at RUHS Media Center from 8:00 a.m. to 12:30 p.m. for Data Analysis and then on May 2 from 8:00 a.m. to 12:30 p.m. Suggested maybe a RSVP for the dinner on April 4, but would not be required.

III. Monitoring: Organization

a. District Equity Policy Monitoring Update

Sierra Bond, a RUHS grade 11 student, is doing an independent learning in equity work. She is working on getting student input on policies that affect them. She wants the Equity policy to be effective.

b. Quarterly Facilities Monitoring Report was included in the agenda packet.

Layne reviewed the report. The locker room privacy stalls have been installed. Speed bumps will be installed. Aging pipes were discovered during the heat system failure and hot water pipes are also being replaced. A grant was received towards kitchen equipment and the remainder will be requested from reserve funds. The floor in the field house at the high school needs replacement and will try to do this summer when we have an estimate. Also need pre-K fencing. The OSSD office needed structural support as the building was sagging on the main floor and the second floor and also the exterior will be painted.

c. Second Review & Approval of Executive Limitations Reports

EL 2.3 Financial Conditions and Activities - makes sure the district uses funds appropriately.

EL 2.6 Asset Protection - makes sure district facilities & equipment are maintained and protected. Discussed that last year the board approved an amendment to increase the amount when comparative bids are required from \$15,000 to \$40,000. This needs to be changed in #5 of the first page of the monitoring report.

A motion was made to approve EL 2.3 & EL 2.6 with the amendment change in EL 2.6 to increase the amount when comparative bids are required as was approved by the board last year from \$15,000 to \$40,000.

By: Katja Evans
Seconded by: Sarah Haupt
Motion passed: Yes

IV. Monitoring: Board

a. Assess Board's compliance with Board Governance Policy 4.0 (enclosed)

Hannah read the Board Governance Policy 4.0 wording and it was discussed. The board felt they are in process of this policy. Layne felt that by the June board meeting, there should be an Ends report regardless of where things are at.

V. Policy Decisions: District Governance

a. Selection of Library Materials Policy 1st Reading

The policy was reviewed and discussed. The 2nd reading will be next month. This is a recommended policy that came directly from the VSBA. We are currently in excess of what this policy requires for staffing, but it is something to keep in mind.

b. Selection of Curriculum Materials Policy 1st Reading

The policy was reviewed. The 2nd reading will be next month.

c. Consider addition to EL Global Restraints Policy 2.0 1st Reading

1st reading of this policy with the word “inequitable” added to the policy.

VI. Advocacy

a. Legislative Update

The superintendent’s report has legislative updates. Layne reviewed the PCB testing & remediation. The state is trying to find a way to combine funds for remediation with construction projects. After the recent swatting incident, there has been a refocus and discussion about task groups. Also discussion about funding of independent schools since public schools have to follow many guidelines for protection and private schools don’t have to do anything. The intent has two pathways. Not to give funding to private schools or private schools would have the same requirements as public schools. Also the legislators are looking at workforce development to create a better pool of workers as many folks are not certified.

VII. Consent Agenda (4.2)

At the March 8th meeting, we arranged to hear the complaint of the NAACP of Rutland and the Gedakina organization. When no delegate from either organization appeared to present their complaint, as is required by policy, we closed the complaint and adjourned the meeting. The Board members then remained to hear the comments of the public that were present.

Motion to ratify the March 8th meeting where no action could be taken because of a technical issue: the Board had a full quorum of duly elected members present, but not all were sworn in.

By: Rachel Gaidys

Seconded by: Anne Kaplan

Motion passed: 6-Yes, Sarah & Megan Abstained

- a. Approve Minutes from OSSD Regular meeting on 2/8/2023 (enclosed with agenda)
- b. Approve Minutes from OSSD Budget Informational meeting on 3/1/2023 (enclosed)
- c. Approve Minutes from OSSD Annual meeting on 3/6/2023 (enclosed)
- d. Approve Minutes from OSSD Special meeting on 3/8/2023 (enclosed)

Motion to approve the above minutes in the Consent Agenda

By:	Katja Evans
Seconded by:	Anne Kaplan
Motion passed:	6-Yes, Sarah & Megan Abstained

- e. Approve RTCC Carry Over Funds for balance on purchase of vehicle (see enclosed documents)
- f. Approve Facility Reserve Funds request for Food Service (see enclosed documents)
- g. Approve Facility Reserve Funds request for Central Office renovations (see enclosed documents)
- h. Approval of Emergency Construction Aid Application for repair of heating system at RUHS/RTCC
- i. Approval of the Fay Cowdrey probate report
- j. Approval of Administrator's Contract for RTCC

Motion to approve the remainder of the above Consent Agenda items

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

VIII. Closing

- a. Superintendent's report (2.8) (enclosed with agenda) reviewed in meeting already.
- b. Director & Principals reports (2.8) (links sent separately)
- c. Financials (enclosed with agenda)
Some areas we are waiting for reimbursements from grants. Waiting for reimbursements to come in for Food Service.

Plan Staff Appreciation (week of May 8-12)

Katja will contact local businesses for gift cards as we have done in the past. Sam offered to help and Linda will work on the details.

Action Items Recap: Community Dinner on April 4
POG Group on April 18 & May 2
Read up on fundamentals

IX. Executive Session: Labor Negotiations

7:22 p.m. A motion was made by Katja Evans & seconded by Sam Hooper to enter Executive Session to discuss Labor Negotiations with the superintendent and assistant superintendent present. Motion passed.

7:47 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 Sarah Haupt to adjourn the meeting at 7:48 p.m.

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Respectfully submitted,

Linda Lubold, Board Clerk

Next Scheduled Meetings:

Agenda Planning Meeting: Monday, March 27, 2023 - 6:00 p.m. @ Randolph Elementary School

Regular Meeting: Wednesday, April 12, 2023 - 6:00 p.m. @ Randolph Elementary School

BOARD MINUTES

To be approved at the next OSSD (Unified) Meeting on 4/12/2023

SCHOOL BOARD: Orange Southwest School District (Unified)
MEETING DATE: Special Board Meeting on 4/3/2023
MEETING PLACE: Randolph Union High School Media Center & Remote

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

ADMINISTRATORS PRESENT: Layne Millington & Heather Lawler

GUESTS: Pietro Lynn, Attorney & see attached list of remote guests

The meeting was called to order by Hannah Arias at 5:00 p.m.

- I. Public Comment
Public comment was taken from Tevye Kelman who thanked the board for their time on the matter of negotiations.
- II. 5:04 p.m. A motion was made by Katja Evans and seconded by Megan Sault to enter Executive Session to discuss Professional Staff Negotiations with our Attorney, the Superintendent, and Assistant Superintendent present. Motion passed.

5:38 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 Sam Hooper and seconded by Chelsea Sprague to adjourn the meeting at 5:43 p.m.

Respectfully submitted,

Sam Hooper, Clerk

First name	Last name	Email	Duration	Time joined	Time exited
		plynn@lynnlawvt.com	plyn*@***.com 4 min	5:00 PM	5:04 PM
Hannah	Arias	haarias@orange	14 min	4:56 PM	5:43 PM
Betsy	Baker	bbaker@oranges	47 min	4:56 PM	5:43 PM
Bob	Bartlett	rbartlett@orange	45 min	4:58 PM	5:43 PM
Angela	Bauer	abauer@oranges	10 min	5:33 PM	5:43 PM
Linda	Berthiaume	lind*****@***.co	43 min	5:00 PM	5:43 PM
Katie	Clark Johnson	kati*****@***.con	42 min	5:01 PM	5:43 PM
Megan	Currier	mega*****@***.co	45 min	4:58 PM	5:43 PM
Laura	Davidson	laur*****@***.co	39 min	5:04 PM	5:43 PM
Katja	Evans	kevans@oranges	10 min	4:59 PM	5:43 PM
Steven	Forman	sforman@orange	6 min	4:59 PM	5:05 PM
Rachel	Gaidys	rgaidys@orange	9 min	4:57 PM	5:41 PM
Sarah	Haupt	shaupt@oranges	6 min	5:02 PM	5:43 PM
Julie	Hinman	juli*****@***.co	44 min	4:59 PM	5:43 PM
Sam	Hooper	shooper@orange	3 min	5:40 PM	5:43 PM
Carolyn	Howard Exler	cann*****@***.co	6 min	5:04 PM	5:43 PM
Gus Howe	Johnson	gjohnson@orang	30 min	5:13 PM	5:43 PM
Anne	Kaplan	akaplan@orange	6 min	5:03 PM	5:43 PM
Nick	Kuhn	nkuhn@oranges	26 min	5:09 PM	5:35 PM
Heather	Lawler	hlawler@orange	8 min	5:02 PM	5:43 PM
Alyssa	Matz	amatz@oranges	30 min	5:13 PM	5:43 PM
Lindsay	Meyer	lmeyer@oranges	44 min	4:59 PM	5:43 PM
Layne	Millington	lmillington@oran	16 min	4:53 PM	5:43 PM
Timothy	Moynihan	tmoynihan@orar	48 min	4:55 PM	5:43 PM
Katie	Rogstad	krogstad@orang	43 min	5:00 PM	5:43 PM
Megan	Sault	msault@oranges	9 min	5:00 PM	5:43 PM
Cecile	Smith	csmith@oranges	40 min	5:03 PM	5:43 PM
Chelsea	Sprague	chel*****@***.co	7 min	4:59 PM	5:43 PM
Cheryl	Vincent	cvvi*****@***.co	31 min	4:56 PM	5:27 PM

First name	Last name	Email	Duration	Time joined	Time exited
		plynn@lynnlawvt.com	plyn*@***.com 34 min	5:04 PM	5:38 PM
Hannah	Arias	haarias@orange	33 min	5:05 PM	5:38 PM
Katja	Evans	kevans@orange	33 min	5:05 PM	5:38 PM
Rachel	Gaidys	rgaidys@orange	32 min	5:05 PM	5:38 PM
Sarah	Haupt	shaupt@oranges	33 min	5:05 PM	5:39 PM
Sam	Hooper	sam.*****@***.c	30 min	5:05 PM	5:39 PM
Anne	Kaplan	akaplan@orange	34 min	5:02 PM	5:38 PM
Heather	Lawler	hlawler@orange	33 min	5:05 PM	5:38 PM
Layne	Millington	lmillington@oran	33 min	5:05 PM	5:38 PM
Megan	Sault	msault@oranges	33 min	5:05 PM	5:39 PM
Chelsea	Sprague	chel*****@	32 min	5:06 PM	5:38 PM

Orange Southwest School District

Special Monitoring Report for Required Approvals

Description of the item requiring Board approval:

Board approval of all professional contracts.

Reason for required approval including applicable policies:

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

Evidence demonstrating policy compliance (attach any necessary documents):

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

Signed:

Date:
04/07/2023

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:
4/7/2023

New Teacher Contracts for Approval on April 12, 2023

Anthony Christiano – RUHS Social Studies Teacher (replacement)

Julie-Marie Bristol – RES Special Education Teacher (replacement)

Raymond Nadeau – RTCC Diesel Program Teacher (replacement)

Caroline Zeilenga – RTCC English Teacher (replacement)

Alexa Harrison – RES 5th Grade Teacher (replacement)

Administrator Contract for Approval on April 12, 2023

Cara Houston – Brookfield Principal (replacement)

TO: Layne Millington

FROM: Robin Pembroke

DATE: March 28, 2023

RE: Audit Bids

Please find enclosed the proposal received in response to our request for an audit for the Orange Southwest School District for the 2022-23 through 2023-25 school years.

I sent out requests for proposals to eight different audit firms.

In reviewing the proposals, I recommend that we award the contract to RHR Smith & Company.

OSSD Audit Estimate:	\$31,000
Single Audit:	<u>\$ 5,000</u>
Total:	\$36,000

RTCC Audit Estimate: \$	\$ 5,000
Single Audit:	<u>\$ 5,000</u>
Total:	\$10,000

If you have any questions or concerns please let me know.

Thank you.

RHR Smith & Company
Certified Public Accountants

COST PROPOSAL

Estimate of Hours and All-Inclusive Maximum Fee

Staff	Rate	Preparation of Financial Statements	Audit of Financial Statements	Total Hours	Cost
Engagement Partner	\$150	8	19	27	\$4,050
Audit Managers	\$125	0	78	78	\$9,750
Quality Control	\$125	39	0	39	\$4,875
Staff Accountants	\$85	66	79	145	\$12,325
Total				289	\$31,000

ANNUAL AUDIT PRICE WILL NOT EXCEED \$31,000 broken down as follows:

Audit Year – June 30, 2023:	\$31,000
Audit Year – June 30, 2024:	\$31,000
Audit Year – June 30, 2025:	\$31,000

If required, the Annual Price of Single Audit is \$5,000 for one (1) major program and \$3,000 for each additional major program.

Our price includes travel and all out of pocket expenses related to the audit, and all client communications related to the audit.

Other Services

Hourly rates for accounting services beyond the scope of the audit through non-attest engagements:

- Management Advisory and Consulting: \$125 to \$150 (Principal)
- Accounting Services: \$100 to \$150
- Fixed Assets Services: \$100

Hourly rates are based on the level of expertise required and are subject to change.

Invoicing

Progress bills are sent periodically as work progresses. The final bill will not be sent until the audit is complete and presentation has been made to the Orange Southwest School District.

RHR Smith & Company
Certified Public Accountants

COST PROPOSAL

Estimate of Hours and All-Inclusive Maximum Fee

Staff	Rate	Preparation of Financial Statements	Audit of Financial Statements	Total Hours	Cost
Engagement Partner	\$150	0	2	2	\$300
Audit Managers	\$125	0	15	15	\$1,875
Quality Control	\$125	9	0	9	\$1,125
Staff Accountants	\$85	6	14	20	\$1,700
Total				46	\$5,000

ANNUAL AUDIT PRICE WILL NOT EXCEED \$5,000 broken down as follows:

Audit Year – June 30, 2023:	\$5,000
Audit Year – June 30, 2024:	\$5,000
Audit Year – June 30, 2025:	\$5,000

If required, the Annual Price of Single Audit is \$5,000 for one (1) major program and \$3,000 for each additional major program.

Our price includes travel and all out of pocket expenses related to the audit, and all client communications related to the audit.

Other Services

Hourly rates for accounting services beyond the scope of the audit through non-attest engagements:

- Management Advisory and Consulting: \$125 to \$150 (Principal)
- Accounting Services: \$100 to \$150
- Fixed Assets Services: \$100

Hourly rates are based on the level of expertise required and are subject to change.

Invoicing

Progress bills are sent periodically as work progresses. The final bill will not be sent until the audit is complete and presentation has been made to the Randolph Technical Career Center.

Orange Southwest School District

Special Monitoring Report Form

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

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

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

Request for funds for the replacement of the RUHS gym floor (see the attached itemization of work needed) \$208,400, RUHS Gym wall painting \$35,000, and RUHS Gym bleacher repair \$20,000.

Total of \$263,400 requested from the Facilities Reserve Fund.

The Orange Southwest SD Facilities Reserve Fund has \$2,389,118 available and, therefore, has sufficient funds to cover the proposed expenditures.

Date:
04/07/2023



**Randolph Union High School
New Gym Floor replacement – Spring, 2023
(Robbins Bio-Channel Star – 2 1/2" depression)**

Tear out approximately 7,200 sq. ft. of existing gym floor and dispose of debris. Shotblast the slab, and apply Koster VAP 1 2000 high modular epoxy moisture mitigation. This includes crack-injection of Koster in cracks and seams of slab. Any unforeseen leveling or slab repair that is needed to accept a new floor will be billed on T&M basis. Bleachers will be moved back and forth to accommodate removal and re-install under both sets.

Install approximately 7,200 sq. ft. of **Robbins Bio-Channel Star Gym Floor System with 25/32" x 2 1/4" XLplus maple and 3/4" Zero G Shock pad to raise system depression to 2 1/2"**. This system consists of installing a Bio-Channel Star (floating) subfloor system, Install solid blocking in the closed position of bleachers and install partial blocking in opened area of bleachers.

Sand the entire gym floor. Apply two coats of Hillyard Courtguard. Paint pre-existing gamelines, and center logo inside the 12' circle and 30" block letters on the ends with One-shot gameline paint. Apply a third coat of Basecoat and two final coats of Hillyard Pro waterbase finish for a **(5-coat system)**. Installation of new black vented baseboard and interior thresholds. Any door-cutting, if needed, will be done by Others. Any new athletic plates are not included.

Danaher Floor Restoration, Inc.

P.O. Box 96
Clarendon, VT 05759
(802) 492-3442



03/21/23

**Randolph Union High School
New Gym Floor replacement – Spring, 2023
(Robbins Bio-Channel Star – 2 ¼" depression)**

Breakdown of cost:

**Shotblast, crack injection and apply Koster VAP 1 – 2000
moisture mitigation system @ \$5.50 sq. ft. = \$39,600.00**

**Material & labor to remove existing gym floor and install a
new Bio-Channel Star system @ \$20.50 sq. ft. = \$147,600.00**

**Additional labor cost to move bleachers (2nd removal and
installation process) to accommodate bleaches in the gym.
Cost: additional labor cost \$7,200.00**

Total Cost: material & labor @ \$26.00 sq. ft. = \$194,400.00

Recommended Allowances:

**Allow \$3,500 to \$7,000 for any possible and unforeseen concrete repair
and/or leveling that would be required to install a new floor. This
would be billed on T&M basis if needed.**

**Allow \$3,500 to \$7,000 for any additional artwork not included; ie, stain
3-pt. areas, added letters, logos, artwork.**

Terms: 40% deposit – balance upon completion

**Note: The School will be responsible to supply an electrician to hook up
power. We'll clean our work area when complete. This does not include
dusting of walls, ceiling or bleachers.**

Lori Danaher, President (M/WBE)

*TOTAL w/ Allowances
\$ 208,400.00*



Brent Gagne
69 Hill Street
Barre, VT 05641
Gagnepainting@gmail.com
H-802 476-6199
C-802 371-7396

Estimate

Name/Address

Orange Southwest School District
 24 Central Street
 Randolph, Vermont 05060

Date	Estimate No.	Customer
04/03/23	1314	Randolph School Gym Walls

Item	Description	Quantity	Cost	Total
	Gym Walls, doors			
Material	Mud	5	32.00	160.00
Material	Primer	30	35.00	1,050.00
Material	Finish semi gloss White	60	68.00	4,080.00
Material	Accent color	10	72.00	720.00
Material	Misc	1	350.00	350.00
Material	Lift rental	1	5,000.00	5,000.00
Labor	Primer coat, two coats of finish, paint doors Price Not to exceed 35,000.00	1	22,000.00	22,000.00
			Total	\$33,360.00

Tri-State Folding Partitions Inc.
608 Chestnut Ridge Road
Chestnut Ridge, New York 10977

Phone 800-448-7848
Fax 845-352-3788
llipete@tristatefolding.com
alexis@tristatefolding.com

April 5, 2023

Orange Supervisory School District
15 Forest Street
Randolph, VT 05060

P – 802-728-2879 / 802-989-4759
E – rworley@orangesouthwest.org

Re: High School Bleacher Repairs

Attn: Bob Worley

We are pleased to submit our proposal to repair/install the material and/or labor described at the prices shown below in accordance with the terms hereon:

Miscellaneous Bleacher Repairs at High School

- Repairs to include new wheel brackets, anchors, hardware, etc. as needed where applicable to achieve, but not guarantee better operation.

*Your cost for the above not to exceed **\$20,000.00***

NOTES

- > Pricing is valid for 30 days
- > Pricing is FLAT RATE. It is not subject to further break down or alterations to above.
- > Pricing is based upon standard operation hours Mon-Sat 7a-3p.
- > Terms: 100% due upon completion

Seller: Tri-State Folding Partitions, Inc. Peter Mucciolo, President llipete@tristatefolding.com	Customer Approval: Signed: _____ Name/Title: _____ Date: _____
--	--

To: OSSD School Board
 From: Robin Pembroke
 Date: March 30, 2023
 Re: Bar Harbor Bank Accounts

Effective April 14, 2023 the accounts at Bar Harbor Bank will need to remove Teresa Godfrey as OSSD Treasurer and add Linda Lubold.

<u>Account #</u>	<u>Acct Name</u>	<u>Remove Signers</u>	<u>New Signers</u>	<u>Authorized Power</u>
8330195432	Braintree Student Activity	Teresa Godfrey	Heather Lawler Patti Sprague Linda Lubold	Endorse Checks Endorse Checks Endorse Checks
8330186902	RES Student Activity	Teresa Godfrey	Melinda Robinson Cara Houston Linda Lubold	Endorse Checks Endorse Checks Endorse Checks
410081251	RES Student Council	Teresa Godfrey	Melinda Robinson Cara Houston Linda Lubold	Endorse Checks Endorse Checks Endorse Checks
5457	OSSD Food Service	Teresa Godfrey	Linda Lubold Jennifer Lacaillade	Endorse Checks Endorse Checks
2481	OSSU Food Service	Teresa Godfrey	Linda Lubold Jennifer Lacaillade	Endorse Checks Endorse Checks
32655	Tara Stratton Memorial CD	Felicia Allard Jen Jolls Teresa Godfrey	Linda Lubold Nika Oakes Heather Lawler Robin Dunican	Endorse Checks Endorse Checks Endorse Checks View/Monitor
8330445258 830198311	RTCC-Sales RTCC - Student	Felicia Allard Teresa Godfrey	Linda Lubold Nika Oakes Heather Lawler Robin Dunican Robin Pembroke	Endorse Checks Endorse Checks Endorse Checks View/Monitor View/Monitor
8330082754 8830144455 2201 2227 2367 2235 2359 2243 2029	RU Activity RU Alumni Drew, G Hutchinson, I Bethel Lodge Meruis, L Cowdrey, F Hutchinson, R Richmond, W	Teresa Godfrey	Lisa Floyd Catherine Vaneyck Linda Lubold Kelly Tucker	Endorse Checks Endorse Checks Endorse Checks View/Monitor

The Orange Southwest School Board needs to make a motion and approve these changes at the April 12, 2023 school board meeting.
 Thank you.

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

	2021-22 ACTUAL	MARCH 2022 YTD	2022-23 BUDGET	MARCH 2023 YTD	DIFFERENCE
GENERAL FUND					
REVENUE:					
LOCAL REVENUE	1,198,868	541,163	1,071,912	748,796	-323,116
SPECIAL PROGRAMS	2,086,380	1,373,760	2,120,149	1,337,933	-782,216
STATE REVENUES	16,069,870	8,741,319	17,350,584	9,671,066	-7,679,518
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
TOTAL REVENUE	20,181,459	11,482,583	21,288,816	12,503,966	-8,784,850
EXPENDITURES:					
INSTRUCTION	7,188,933	4,438,531	8,127,344	4,641,247	3,486,097
SPECIAL EDUCATION	3,369,191	2,285,333	3,995,922	2,321,464	1,674,458
ADMINISTRATION	1,210,574	875,084	1,352,596	931,542	421,054
CENTRAL OFFICE	665,013	499,162	899,455	660,339	239,116
SUPPORT SERVICES	1,564,167	936,428	1,895,527	1,220,865	674,662
MAINTENANCE	2,264,524	1,518,250	2,169,745	1,605,368	564,377
TECHNOLOGY	555,199	390,804	728,215	382,834	345,381
TRANSPORTATION	600,188	323,108	648,277	318,652	329,625
OTHER EXPENSES	90,011	57,016	126,409	58,612	67,797
TECHNICAL EDUCATION	863,221	413,948	928,674	444,736	483,938
PRE-SCHOOL	356,655	232,714	416,652	304,347	112,305
SCHOOL TOTAL:	18,727,675	11,970,377	21,288,816	12,890,007	8,398,809
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	18,727,675	11,970,377	21,288,816	12,890,007	8,398,809

7/1/2022

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	416,966	2,862,227	411,880	2,867,314
TITLE 1	0	145,469	127,180	18,289
EPSDT FUNDS	62,100	17,694	4,037	75,757
FOOD SERVICE	124,015	347,853	448,704	23,164
FRESH FRUITS & VEGS	0	2,115	7,183	-5,069
MEDICAID FUNDS	623,516	106,602	108,332	621,786
R.A.V.E.N.	0	205,142	100,277	104,864
IDEA-B - FLOW-THROUGH	0	155,939	191,660	-35,721
IDEA-B - PRE-SCHOOL	0	3,597	4,297	-701
VEHICLE/BUS FUND	1,126,335	0	258,811	867,524
BUILDING MAINT FUND	3,364,012	0	464,321	2,899,691
LEGAL FUND	90,000	0	0	90,000
SPECIAL EDUCATION FUND	465,697	0	0	465,697
OPERATIONAL RESERVE	1,743,007	0	18,315	1,724,692
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	21,522	41,230	46,304	16,448
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	0	5,730	5,940	-210
SCHOOL WIDE PROGRAMS	0	191,695	269,205	-77,510
TITLE II	0	81,474	92,350	-10,875
TITLE IV	0	47,151	49,320	-2,169
CONSOLIDATED ADMIN	0	15,411	20,919	-5,507
CRF - LEA GRANT	0	0	0	0
CRF - ESSER GRANT	0	10,348	0	10,348
ESSER II GRANT	0	431,652	431,652	0
ARP - ESSER	0	725,997	795,511	-69,514
ARP - AFTERSCHOOL	3,139	8,869	5,638	6,369
ARP - PRESCHOOL	19,296	30,124	7,245	42,175
ARP - IDEA-B PRE-SCHOOL	0	230	230	0
ARP - IDEA-B	0	3,793	3,793	0
TOTAL OTHER FUNDS	8,103,031	5,440,342	3,873,104	9,670,270

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2021-22 Actual	March 2022 Revenue	2022-23 Budget	March 2023 Revenue	Under (Over)
<u>LOCAL REVENUES:</u>					
Tuition	465,465	200,219	348,000	402,051	54,051
Overhead Tuition	54,744	27,372	20,000	0	-20,000
Transportation	38,314	21,321	50,000	30,409	-19,591
Interest	87,025	60,681	85,000	72,866	-12,134
Early Ed Receipts	0	0	0	2,298	2,298
Lease Land - Brookfield	0	0	5	0	-5
Secretary of State - Town Meeting	0	0	0	0	0
Contracted Services	27,685	0	35,292	0	-35,292
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	463,133	231,567	487,760	243,880	-243,880
Admin Svcs - EPSDT	3,294	0	1,500	0	-1,500
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	46,550	0	44,005	0	-44,005
Rental Income	0	0	350	0	-350
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	12,658	4	0	-2,708	-2,708
Total Other Revenues:	1,198,868	541,163	1,071,912	748,796	-323,116
<u>SPECIAL ED:</u>					
Core Block Grant	368,860	368,860	0	0	0
Special Ed Reimbursement	1,379,262	916,047	1,426,162	1,216,767	-209,395
State Placed Students	0	0	0	312	312
Extraordinary Reimbursement	212,695	2,195	601,338	28,309	-573,029
Essential Early Ed	75,327	75,327	80,649	80,649	0
IDEA-B - Pre-School	20,045	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	30,191	11,331	12,000	11,896	-104
Total Special Ed	2,086,380	1,373,760	2,120,149	1,337,933	-782,216
<u>STATE REVENUES:</u>					
State Technical Centers	449,273	0	483,574	0	-483,574
State Education Fund	15,159,988	8,441,320	16,430,804	9,382,305	-7,048,499
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	6,895	0	0	0	0
State Transportation	272,292	181,528	255,000	170,290	-84,710
Small Schools Grant	177,706	118,471	177,706	118,471	-59,235
Driver Education	3,716	0	3,500	0	-3,500
Total State Revenues	16,069,870	8,741,319	17,350,584	9,671,066	-7,679,518
BEGINNING BALANCE:	826,342	826,342	746,171	746,171	0
SCHOOL TOTAL:	20,181,459	11,482,583	21,288,816	12,503,966	-8,784,850
<u>FEDERAL FUNDS:</u>					
IDEA - B	0	0	202,846	0	202,846
IDEA - B - PreSchool	0	0	143,632	0	143,632
Title I and II - School Wide	0	0	415,000	0	415,000
Medicaid	0	0	95,000	0	95,000
EPSDT	0	0	20,000	0	20,000
Total Federal Funds	0	0	876,478	0	876,478
TOTAL VOTER APPROVAL:	20,181,459	11,482,583	22,165,294	12,503,966	-7,908,372

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2021-22 Actual	March 2022 Expenditure	2022-23 Budget	March 2023 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>INSTRUCTION:</u>							
Salaries	4,513,108	2,645,517	4,896,410	2,908,319	0	1,988,091	40.60%
Benefits	1,597,325	1,103,326	1,877,885	945,023	0	932,862	49.68%
Drivers Education	4,130	2,517	3,500	1,516	218	1,766	50.46%
Remedial/Interventionist Service	133,362	88,546	207,204	125,527	0	81,677	39.42%
Testing/Tutorial/OT-PT Svcs	10,264	4,757	13,775	18,854	1,298	-6,376	-46.29%
Contracted Services	45,496	25,738	44,400	27,828	0	16,572	37.33%
Staff Training	184,126	123,817	210,797	129,672	41,251	39,874	18.92%
Co/Extra Curricular	319,929	241,884	443,753	278,663	38,832	126,257	28.45%
Tuition	67,041	76,973	54,000	51,854	0	2,146	3.97%
Travel/Field Trips	14,292	3,926	40,280	5,302	3,303	31,675	78.64%
Supplies/Textbooks/Equip	299,860	121,530	335,340	148,691	32,421	154,228	45.99%
Total Instruction	7,188,933	4,438,531	8,127,344	4,641,247	117,323	3,368,774	41.45%
<u>SPECIAL EDUCATION:</u>							
Salaries	1,579,959	984,176	1,729,595	1,024,337	0	705,258	40.78%
Benefits	552,787	391,190	688,205	357,709	0	330,496	48.02%
Contracted/Prof Services	5,000	0	0	0	0	0	
Transportation	82,101	56,443	89,350	34,812	0	54,538	61.04%
Travel/Conferences	13,658	9,286	10,500	11,514	1,724	-2,738	-26.08%
Supplies/Textbooks/Equipment	21,156	19,833	26,700	13,443	270	12,988	48.64%
Tuition	509,396	411,287	840,000	547,623	0	292,377	34.81%
Behavioral Services	167,892	121,685	198,817	52,433	0	146,384	73.63%
Testing/Tutorial/OT-PT Svcs	220,905	151,191	139,000	129,827	59,277	-50,104	-36.05%
Speech Services	216,337	140,242	273,755	149,766	74,723	49,265	18.00%
Total Special Education	3,369,191	2,285,333	3,995,922	2,321,464	135,993	1,538,465	38.50%
<u>ADMINISTRATION:</u>							
Salaries	860,389	627,964	892,932	671,514	0	221,418	24.80%
Benefits	288,640	204,074	366,439	212,042	0	154,397	42.13%
Repairs/Maint	779	767	9,000	0	0	9,000	100.00%
Postage/Telephone	29,894	21,585	32,700	23,422	100	9,178	28.07%
Travel	13,621	8,664	9,300	11,794	8,020	-10,514	-113.05%
Supplies/Equipment	17,252	12,029	42,225	12,769	845	28,612	67.76%
Total Administration	1,210,574	875,084	1,352,596	931,542	8,964	412,090	30.47%
<u>CENTRAL OFFICE:</u>							
Salaries	412,234	309,518	548,250	432,540	0	115,710	21.11%
Benefits	177,361	133,580	250,055	139,325	0	110,730	44.28%
Contracted Services	29,038	20,398	26,000	20,513	1,415	4,072	15.66%
Legal Fees	0	0	0	0	0	0	
Staff Development	755	4,297	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	4,732	483	685	11.61%
Supplies/Equipment	26,299	12,667	49,750	31,563	3,134	15,052	30.26%
Total Central Office	665,013	499,162	899,455	660,339	6,532	232,583	25.86%
<u>SUPPORT SERVICES:</u>							
Guidance	472,490	288,063	518,574	317,178	33,660	167,737	32.35%
Behavioral Interventionists	290,841	179,210	302,638	194,407	200	108,031	35.70%
School Nurse	269,269	162,416	329,824	204,386	753	124,685	37.80%
Media Services	259,544	149,380	318,141	182,849	4,794	130,499	41.02%
Curriculum Develop	38,879	10,698	30,555	1,765	48	28,742	94.07%
C.A.R.	40,221	53,241	113,500	62,827	29,018	21,655	19.08%
Teacher Mentoring	52,180	31,318	46,800	55,877	14,218	-23,295	-49.78%
Board of Education	101,559	54,531	100,495	159,604	4,126	-63,236	-62.92%
Legal Fees	18,515	10,219	53,000	41,973	0	11,028	20.81%
Fiscal Services	20,669	-2,648	82,000	0	0	82,000	100.00%
Total Support Services	1,564,167	936,428	1,895,527	1,220,865	86,817	587,846	31.01%
<u>MAINTENANCE:</u>							
Salaries	589,297	415,635	539,020	484,266	0	54,754	10.16%
Benefits	280,443	206,248	310,000	171,887	0	138,113	44.55%
Contracted Services	190,655	116,436	225,000	131,102	54,401	39,497	17.55%
General Liability Ins	64,461	64,461	69,200	73,756	0	-4,556	-6.58%
Repairs/Maintenance	303,875	165,841	230,000	191,312	33,802	4,886	2.12%
Utilities	424,138	309,023	405,250	305,928	0	99,322	24.51%
Supplies/Travel/Equipment	241,590	130,091	224,750	134,243	7,961	82,546	36.73%
Care of Grounds	148,183	93,683	147,000	104,655	14,151	28,194	19.18%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	21,882	16,833	19,525	8,219	7,320	3,986	20.41%
Total Maintenance Svcs	2,264,524	1,518,250	2,169,745	1,605,368	117,636	446,741	20.59%

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2021-22 Actual	March 2022 Expenditure	2022-23 Budget	March 2023 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>TECHNOLOGY:</u>							
Salaries	252,528	185,628	313,920	219,861	0	94,059	29.96%
Benefits	97,520	71,048	145,985	69,633	0	76,352	52.30%
Contracted Services	44,845	13,998	24,500	-6,408	0	30,908	126.16%
Technology Fund Transfer	0	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	0	125	2,500	-749	0	3,249	129.96%
Supplies	160,307	120,005	132,810	100,497	6,271	26,042	19.61%
Equipment	0	0	0	0	0	0	
Total Technology	555,199	390,804	728,215	382,834	6,271	339,109	46.57%
<u>TRANSPORTATION:</u>							
Salaries	235,971	154,201	245,081	181,170	0	63,911	26.08%
Benefits	45,189	34,880	51,863	24,990	0	26,873	51.81%
Contracted Svcs/Rent	67,986	54,722	66,785	44,846	0	21,939	32.85%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	43,215	33,980	55,300	35,738	0	19,562	35.37%
Diesel Fuel	59,500	16,882	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	4,090	25,118	3,636	400	21,082	83.93%
Tuition Student Transportation	38,472	24,352	44,530	28,242	13,976	2,312	5.19%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	600,188	323,108	648,277	318,652	14,376	315,249	48.63%
<u>OTHER EXPENDITURES:</u>							
Food Service Transfer	0	0	35,000	0	0	35,000	100.00%
Operational Fund Transfer	0	0	0	0	0	0	
Special Ed Transfer	0	0	0	0	0	0	
Child Care - COVID-19	0	0	0	0	0	0	
Debt Service	16,353	16,353	10,760	10,759	0	1	0.01%
EEE Services	73,658	40,663	80,649	47,853	0	32,796	40.67%
Total Other Expenditures	90,011	57,016	126,409	58,612	0	67,797	53.63%
<u>TECHNICAL EDUCATION:</u>							
State - Act 68	449,273	0	483,574	0	0	483,574	100.00%
Local Tuition	413,948	413,948	445,100	444,736	0	364	0.08%
Total Tech Education	863,221	413,948	928,674	444,736	0	483,938	52.11%
<u>PRE-SCHOOL</u>							
Salaries	225,443	141,068	229,635	167,831	0	61,804	26.91%
Benefits	93,922	64,067	118,042	79,559	0	38,483	32.60%
Administration	0	0	0	36,817	9,520	-46,337	
Tuition/Partnerships	22,783	17,428	39,400	11,231	0	28,169	71.50%
Supplies/Travel/Equip	14,507	10,150	29,575	8,911	7,853	12,811	43.32%
Total Pre-School	356,655	232,714	416,652	304,347	17,373	94,931	22.78%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<u>SCHOOL TOTAL:</u>	18,727,675	11,970,377	21,288,816	12,890,007	511,287	7,887,523	37.05%
<u>FEDERAL FUNDS:</u>							
IDEA - B	0	0	202,846	0	0	202,846	
IDEA - B - PreSchool	0	0	143,632	0	0	143,632	
Title I and II - School Wide	0	0	415,000	0	0	415,000	
Medicaid	0	0	95,000	0	0	95,000	
EPSDT	0	0	20,000	0	0	20,000	
Total Federal Funds	0	0	876,478	0	0	876,478	
TOTAL VOTER APPROVAL:	18,727,675	11,970,377	22,165,294	12,890,007	511,287	8,764,001	39.54%

OSSD Board Meeting Schedule 2023 - 2024

Meetings @ 6:00 p.m. on the Second Wednesday of the Month

DATE

Wednesday, April 12, 2023 @ 6 p.m. @ Randolph Elem.

Wednesday, May 10, 2023 @ 6 p.m. @ RUHS (RTCC Mtg. also)

Wednesday, June 14, 2023 @ 6 p.m. @ Brookfield Elem.

Wednesday, July 12, 2023 (ONLY IF NEEDED – TBD)

Wednesday, August 9, 2023 @ 6 p.m. @ Braintree Elem.

Wednesday, September 13, 2023 @ 6 p.m. @ RUHS (RTCC Mtg. also)

Wednesday, October 11, 2023 @ 6 p.m. @ Randolph Elem.

Wednesday, November 8, 2023 @ 6 p.m. @ RUHS (RTCC Mtg. also)

Wednesday, December 13, 2023 @ 6 p.m. @ Brookfield Elem.

Wednesday, January 10, 2024 @ 6 p.m. @ Braintree Elem.

Wednesday, February 14, 2024 @ 6 p.m. @ RUHS (RTCC Mtg. also & ? legislators)

Wednesday, March 13, 2024 @ 6 p.m. @ Randolph Elem.

Wednesday, April 10, 2024 @ 6 p.m. @ Brookfield Elem.

Wednesday, May 8, 2024 @ 6 p.m. @ RUHS (RTCC Mtg. also)

Wednesday, June 12, 2024 @ 6 p.m. @ Braintree Elem.

ORANGE SOUTHWEST SCHOOL DISTRICT

2023 - 2024 SCHOOL CALENDAR

SUPERINTENDENT OF SCHOOLS OFFICE

 24 Central Street
 Randolph, Vermont 05060

					MNTH SDNT DAYS	SDNT CUM. DAYS	TOTAL CUM. DAYS	
AUGUST								
M	T	W	T	F				
14	15	16	17	18				Aug. 21-25 New Teacher Boot Camp
21	22	23	24	25				Aug. 28 & 29 Inservice Days No School
28	29	30	31		1	1	4	Aug. 30 All Schools Begin Including RTCC
								Aug. 31 Inservice Day - No School
SEPTEMBER								
4	5	6	7	8				Sept. 1 Inservice Day - No School
11	12	13	14	15				Sept. 4 Labor Day Holiday - No School
18	19	20	21	22				
25	26	27	28	29	19	20	24	
OCTOBER								
2	3	4	5	6				Oct. 9 - Indigenous Peoples Day - No School
9	10	11	12	13				Oct. 10 Inservice Day - No School
16	17	18	19	20				Oct. 11 Early Release at 11:30 for Parent Conferences Including RTCC
23	24	25	26	27				
30	31				20	40	45	
NOVEMBER								
		1	2	3				
6	7	8	9	10				Nov. 10 - Veterans Day Holiday - No School
13	14	15	16	17				Nov. 22,23,24 Thanksgiving Holiday - No School
20	21	22	23	24				
27	28	29	30		18	58	63	
DECEMBER								
				1				
4	5	6	7	8				
11	12	13	14	15				Dec. 25 - Jan. 2 Holiday Break
18	19	20	21	22				
25	26	27	28	29	16	74	79	
JANUARY								
1	2	3	4	5				Jan. 1 New Year's Holiday
8	9	10	11	12				Jan. 3 Students return from Holiday Break
15	16	17	18	19				Jan. 15 Martin Luther King Day - No School
22	23	24	25	26				Jan. 16 In Service, Early Release for Students at 11:30
29	30	31			20	94	99	
FEBRUARY								
			1	2				
5	6	7	8	9				
12	13	14	15	16				Feb. 19 - 23 Winter Vacation
19	20	21	22	23				
26	27	28	29		16	110	115	
MARCH								
				1				March 4 In Service - No School
4	5	6	7	8				March 5 Town Meeting & Budget Vote
11	12	13	14	15				No School
18	19	20	21	22				March 20 Early Release for Parent
25	26	27	28	29	20	130	136	Conferences at 11:30 Including RTCC
APRIL								
1	2	3	4	5				Apr. 22 - 26 Spring Vacation
8	9	10	11	12				
15	16	17	18	19				Apr. 29 In Service, Early Release
22	23	24	25	26				for Students at 11:30
29	30				17	147	153	
MAY								
6	7	8	9	10				May 24 Senior Projects In P.M.
13	14	15	16	17				May 27 Memorial Day Holiday
20	21	22	23	24				
27	28	29	30	31	22	169	175	
JUNE								
3	4	5	6	7				
10	11	12	13	14				June 14 Last Day If no Snow Days
17	18	19	20	21				June 19 Last Day If Five Snow Days
24	25	26	27	28	10	179	185	

Marking Periods End Grades 7-12

October	TBD
January	TBD
April	TBD
June	TBD

District Offices Closed

September 4th
November 10th
November 23rd & 24th
December 25th
January 1st
March 5th
May 27th
July 4th

Inservice Day (bold/italic)
School holidays/vacations (bold)
Early Release @ 11:30 am
Parent Conference Day

 179 Student Days *Includes Conferences
 6 Inservice Days

185 Total Teacher Days

ENDS MONITORING REPORT

April 12, 2023

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


Superintendent


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 the Common Core Standards, the Next Generation Science Standards and the 21st 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 21st 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

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).

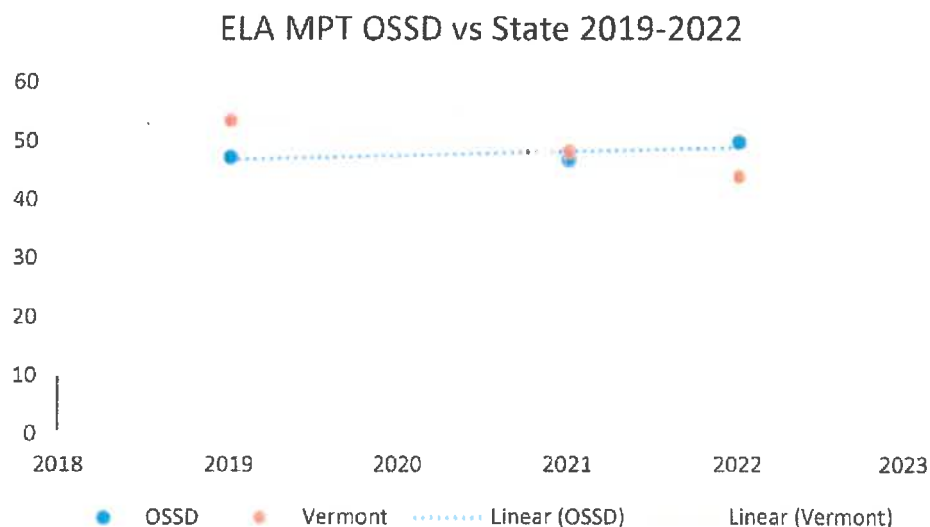
In 1997 Vermont signed into law Act 60, which was designed to equalize spending and educational opportunity across the state. Because funding correlates to student achievement¹, equal funding should also equalize student performance on standardized tests. This is especially true in a state like Vermont 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 points². 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.

¹Unless 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.

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

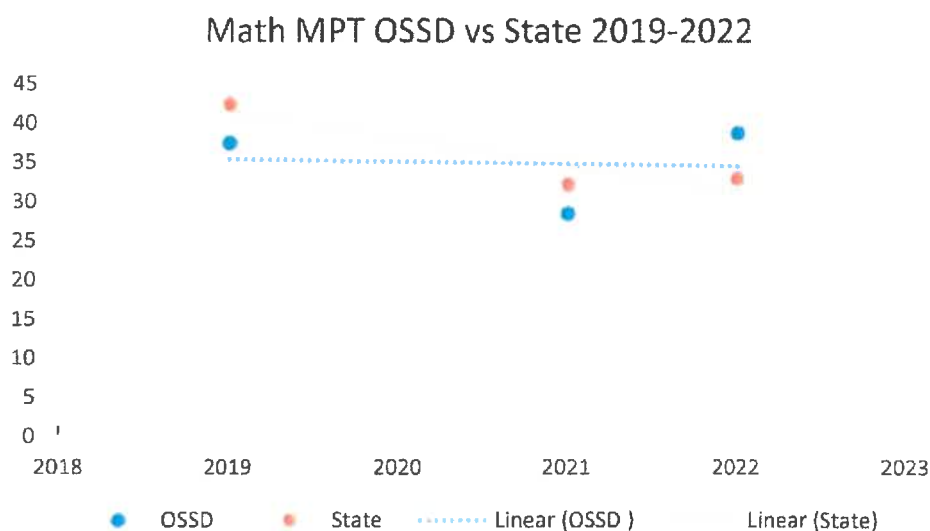
Evidence: The ELA SBAC was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following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



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 21st 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.

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.

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.

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.

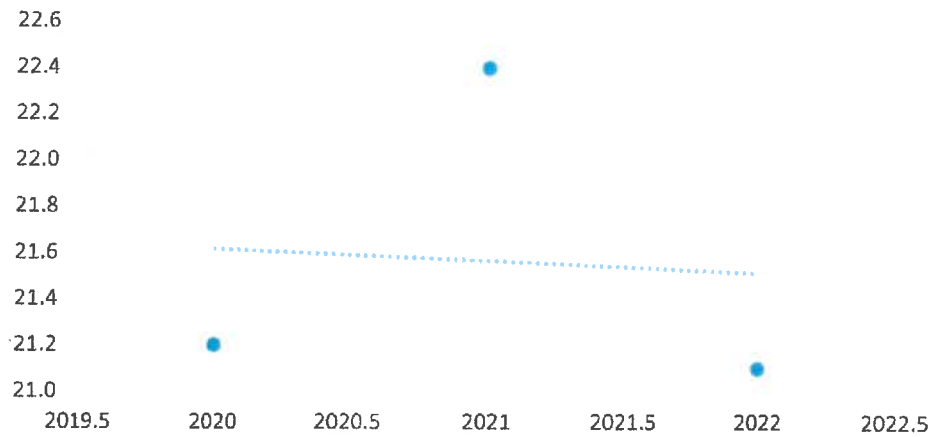
This Critical End will be considered in compliance if it shows improvement over time relative to the achievement thresholds outlined in the bullets above.

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

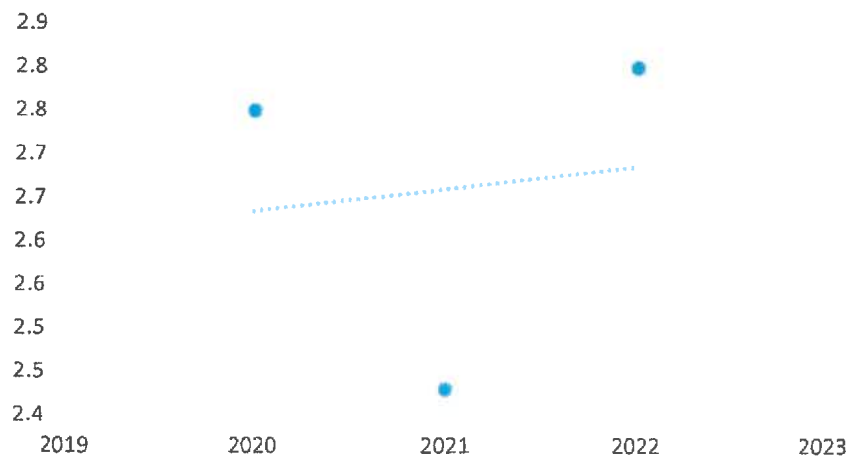
IEP Students as a Percentage of the Population



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 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.