

Orange Southwest Unified Union School District
(Orange Southwest School District) OSSD
Regular Board Meeting on Wednesday – November 8, 2023
Randolph Union High 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: Policy Discussion, 2024-25 Budget Overview, Monitoring and Monitoring.	GP 4.2 Board Job Description	Arias	5 min	Overview
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> Discuss Annual Report to Voters: <i>Ownership Linkage Draft Letter (enclosed)</i> Review and Discuss Complaint Procedure (brochure enclosed) Review and Discuss Board Rules of Procedure (enclosed) Board Annual Agenda (enclosed) Sub Committee Updates <i>Superintendent Evaluation</i> <i>Possible Executive Session</i> <i>Ends Committee</i> <i>Facilities Committee</i> <i>Discuss: is Reconstruction is a Priority?</i> VSBA Budget Webinar Notification	GP 4.2.1 Board Job Description	Arias Arias Arias Arias Arias Committee Members Arais	10 min 10 min 10 min 10 min 10 min 20 min 5 min	Listen Only Discussion Discussion Discussion Vote Report Out & Discuss Notify & Discuss
III 7:20	Monitoring: Organization RUHS Presentation: Middle-High School Update Accept EL Reports 2.1 & 2.2 (Second Read) (enclosed both) <i>Policy 2.1 Treatment of Students, Parents/Guardians & Community</i> <i>Policy 2.2 Treatment of Staff</i> First Read: Policy C9: Wellness and Comprehensive Health (enclosed) 2024-25 Budget Parameters Presentation Ends Data Discussion - Limited to What is Available	B-MD 3.4 Monitoring Superintendent Performance	Floyd & Finley Millington Lawler Millington Millington	10 min 5 min 5 min 20 min 20 min	Discussion Vote Discuss Presentations & Discussions
IV 8:20	Policy Decisions: Board Discuss Need for Two Recommended Policies: <i>RTCC Policy on Student Work Projects and Conflict of Interest</i> <i>Parental Notification of Name Change</i>	GP 4.2.1 Board Job Description	Millington	10 min	Discuss
V 8:30	Monitoring: Board Assess Board's compliance with Board Governance Policy 4.4 (enclosed)	GP 4.1.6 Governing Style	Board Members	15 min	Evaluate/Decide
VI 8:45	Advocacy Report on VSBA Annual Meeting & Conference	GP 4.1.4 Governing Style	Kaplan/ Lawler	10 mins	Listen
VII 8:55	Consent Agenda Approve minutes from regular board meeting on 10/11/2023 (enclosed) Approve corrected minutes from regular board meeting on 9/13/2023 (enclosed) Appoint Members of Sabbatical Committee Reserve Request: PA Upgrade RTCC (enclosed)	GP 4.2 Board Job Description	Arias	5 min	Vote
IIIX 9:00	Closing Superintendent's Report (enclosed) Principals' & Director Reports (newsletter links sent out separately) Financial Report Action Items Recap Adjournment	GP 4.4.2.2 Chair's Role	Arias	5 mins	Discussion Review
IX 9:05	Executive Session(s): T1, S313 (7): Student Discipline T1, S313 (3): Appointment and/or Evaluation of Public Employee	EL 2.8. Communication and Support to The Board	Millington Arias	10 min 20 min	Possible Vote
	Future Meetings Agenda Planning Meeting: Monday, November 27, 2023 @ OSSD OSSD Regular Meeting: Wednesday, December 13, 2023 @ Brookfield Elementary		6:00 p.m. 6:00 p.m.		

Ownership Linkage Sub-Committee

October 18, 2021

Present: Hannah Arias and Katja Evans

Katja called the meeting to order at 5:30pm.

The board's next letter to the community was discussed.

Meeting adjourned at 6:28pm.

Respectfully submitted,

Hannah Arias

Rough draft, 2nd board letter to community:

With students falling into the rhythms of the school year, it's hard to believe that we are nearing the end of 2023.

This school year, our goal as a school board is connection - to connect with those within our schools to gain a deeper understanding of processes and outcomes, and to connect with those in our community to provide opportunities for open conversation. We aim to inform our work with the mindset that the school is part of the wider community, and we aim to guide our work with the goal of providing equitable education to all our students.

In our effort to build these connections, this year our school board meetings include regular biannual reports from each of our district schools. The board is able to hear directly from school administration about the successes and challenges within our schools. This allows the board to reflect on the work that we do to inform our policies and ENDS (ie. the goals of the district).

We continue to work to connect with the wider community, including parents, students, and taxpayers. Our Ownership Linkage committee is charged with finding meaningful ways to foster this relationship. We welcome participation at our board and committee meetings as we foster transparency and trust and growth. We commit to being available and accessible and welcome all to take the opportunity to join us in this work. This is not easy work and we hope you will continue to engage with us.

Our school board and committee meetings follow Vermont Open Meeting law and we welcome the public to attend. Please contact Kyle Southworth, OSSD Administrative Assistant for upcoming schedules and meeting links.

Your School Board
Names with email addresses

From time to time, issues or concerns may arise that, despite the best efforts of everyone involved, cannot be resolved through discussion, conversation, or compromise.

This is not uncommon, especially when parents, children, teachers, and school officials are involved. We all want the best outcomes for our students, but sometimes we disagree on what those "best outcomes" are, and/or how to administer and address them.

At other times, disagreements may arise over the use of school buildings or grounds; the curriculum being taught in a particular grade or classroom; or over policies and procedures that have been established based on the District's interpretation of State and Federal law.

When these disagreements cannot be resolved in a manner satisfactory to both sides, the OSSD "Procedure for the Resolution of Complaints" outlined in this brochure should be implemented.



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Procedure for the Resolution of Complaints



In the event an issue or concern arises that a complainant feels requires some kind of official resolution, the following 5 steps should be taken before the matter is brought before the School Board.

1. The complainant(s) should first bring their complaint(s) to the individual(s) concerned.
2. If the problem cannot be resolved in this manner, it should be put in writing and brought to the concerned individual's immediate supervisor stating the facts and circumstances. If the complaint involves an employee, the employee will have an opportunity to explain and/or present the facts as he/she sees them.
3. If the complaint cannot be resolved by the employee's supervisor, it should be brought to the Principal for his/her review and decision.
4. In the event the Principal's review and decision does not resolve the issue, it should be brought to the Superintendent for his/her review and decision.

5. In the event the Superintendent's review and decision does not resolve the issue, the complainant may request, in writing, a review by the Chairperson of the School Board at its next scheduled meeting.

In the event an issue or concern is elevated to the School Board level, the following procedure will be followed:

Step 1.

The Board Chair will confirm that steps 1-5 have been taken.

Step 2.

The hearing will be warned on the School Board agenda, and copies of the written complaint or appeal will be distributed to Board members.

Step 3.

At the scheduled time during the Board meeting, the Board will recognize the complainant and ask for a verbal summary of the complaint and the complainant's rationale for Board action.

Step 4.

The Chair will invite Board members to ask clarifying questions of the complainant; or clarifying questions about policy and procedure. Board members will refrain from offering their opinions on the issue.

Step 5.

The complainant will be thanked by the Board Chair.

Step 6.

The Board will determine if additional information is needed or if other parties need to be brought into the discussion. If additional information is required, the Board will gather such information; and/or invite others to attend the next Board meeting. Prior to that meeting, the Board will review relevant policy and the information presented to date.

Step 7.

The hearing will be continued at the next Board Meeting. At the scheduled time during that meeting, the Chair will review and summarize the materials presented to date.

Step 8.

The Board will review any new information that has been gathered; and/or it will hear from any individuals who were invited to comment and attend.

Step 9.

After reviewing any new information, the Board will review and discuss all of the information relative to the complaint.

Step 10.

Barring any unforeseen circumstances, the Board will make a decision to resolve the complaint.

The decision of the Board shall be final.



Orange Southwest School District Board Rules of Procedure

A. PURPOSE.

The Orange Southwest School District (OSSD) Board is required by law to conduct its meetings in accordance with the Vermont Open Meeting Law. 1 V.S.A. §§ 310-314. Meetings of the OSSD Board must be open to the public at all times, except as provided in 1 V.S.A. § 313.

B. APPLICATION.

These rules shall apply to all regular, special, and emergency meetings of the OSSD Board.

C. ORGANIZATION.

1. The OSSD Board shall annually elect a chair and a vice-chair. The chair of the OSSD Board or, in the chair's absence, the vice-chair shall preside over all meetings. If both the chair and the vice-chair are absent, a member selected by the OSSD Board shall act as chair for that meeting.
2. The chair shall preserve order in the meeting and shall regulate its proceedings by applying these rules and making determinations about all questions of order or procedure. In addition, the Chair of the OSSD Board must comply with the OSSD Board's Governance Policy 4.4 Chair's Role.
3. A majority of the members of the OSSD Board (5) shall constitute a quorum. If a quorum of the members of the OSSD Board is not present at a meeting, no meeting shall take place.
4. Motions made by members of the OSSD Board do require a second. The chair of the OSSD Board may make motions and may vote on all questions before the OSSD Board. A motion will only pass if it receives the votes of a majority of the OSSD Board members present at the school board meeting.
5. There is no limit to the number of times a member of the OSSD Board may speak to a question. A member may speak or make a motion without being recognized by the chair. Motions to close or limit debate will not be entertained.
6. Any member of the OSSD Board may request a roll call vote. Pursuant to 1 V.S.A. § 312(a)(2), when one or more members attend a meeting electronically, a roll call vote is required for votes that are not unanimous.
7. Meetings may be recessed to a time and place certain.
8. These rules may be amended by two thirds/majority vote of the OSSD Board, and must be readopted annually.

D. AGENDAS.

1. Each regular and special meeting of the body shall have an agenda, with time allotted for each item of business to be considered by the OSSD Board. An OSSD Board member may recommend or request an item for Board discussion by submitting the item to the Chair no later than five (5) days before the agenda is to be warned. (Governance Policy 4.3.3 Agenda Planning)
2. At least 48 hours in advance of a regular meeting, and at least 24 hours prior to a special meeting, a meeting agenda will be sent by the OSSD Clerk or their designee to the following locations for posting: the OSSD Central Office, the OSSD Schools and the OSSD Website.
3. All business shall be conducted in the same order as it appears on the noticed agenda, except that any addition to or deletion from the noticed agenda must be made as the first act of business at the meeting. No additions to or deletions from the agenda shall be considered once the first act of business at the meeting has commenced. Any other adjustment to the noticed agenda, for example, changing the order of business, postponing or tabling actions, may be made by two-thirds/majority vote of the OSSD Board.

E. MEETINGS.

1. Regular meetings shall take place on the 2nd Wednesday of the month at 6pm at an OSSD school on a rotating basis. See the meeting schedule on the OSSD website. 48 hours prior to the Regular meetings the OSSD Clerk or their designee will send out warnings to the following: the OSSD Schools, the Brookfield, Braintree, and Randolph Town Clerk's Offices, the OSSD Website, The Herald or WCVR, and to OSSD Board members.
2. The OSSD Board Clerk or their designee will send out warnings for Special meetings to those listed in E1 at least 24 hours in advance.
3. Emergency meetings may be held without public announcement, without posting of notices, and without 24-hour notice provided some public notice thereof is given as soon as possible before any such meeting. Emergency meetings may be held only when necessary to respond to an unforeseen occurrence or condition requiring immediate attention by the OSSD Board.
4. A member of the OSSD Board may attend a regular, special, or emergency meeting by electronic or other means without being physically present at a designated meeting location, so long as the member identifies him or herself when the meeting is convened, and is able to hear and be heard throughout the meeting. Whenever one or more members attend electronically, voting that is not unanimous must be done by roll call. If a quorum or more of the OSSD Board attend a meeting (regular, special, or emergency) without being physically present at a designated meeting location, the agenda for the meeting shall designate at least one physical location where a member of the public can attend and participate in the meeting. At least one member of the OSSD Board, or at least one staff or designee of the OSSD Board, shall be physically present at the designated meeting location.

F. PUBLIC PARTICIPATION.

1. All meetings of the OSSD Board are meetings in the public, not of the public. Members of the public shall be afforded a reasonable opportunity to express opinions about matters considered by the OSSD Board, so long as order is maintained according to these rules and those in the OSSD District Policy A21 Participation at Board Meetings. (See Below)
2. At the end of each agenda item, but before any action is taken by the OSSD Board at each meeting, there may be 10 minutes afforded for open public comment. By two-thirds majority vote, the OSSD Board may increase the time for open public comment and its place on the agenda.
3. Comments by the public or members of the OSSD Board must be addressed to the chair or to the OSSD Board as a whole, and not to any individual member of the OSSD Board or the public.
4. Members of the public must be acknowledged by the chair before speaking and must identify themselves by their first and last name and their town of residence.
5. If a member of the public has already spoken on a topic, he or she may not be recognized again until others have first been given the opportunity to comment.
6. Order and decorum shall be observed by all persons present at the meeting. Neither members of the OSSD Board, nor the members of the public, shall delay or interrupt the proceedings or the peace of the meeting or interrupt or disturb any OSSD Board member while speaking. Members of the OSSD Board and members of the public are prohibited from shouting, using profanity, and repeating comments that have already been expressed.
7. Members of the OSSD Board and members of the public shall obey the orders of the chair or other presiding OSSD Board member. The chair should adhere to the following process to restore order and decorum of a meeting, but may bypass any or all steps when he or she determines in his or her sole discretion that deviation from the process is warranted:
 - a. Call the meeting to order and remind the members of the applicable rules of procedure.
 - b. Declare a recess or table the issue.
 - c. Adjourn the meeting until a time and date certain.
 - d. Order the constable to remove disorderly person(s) from the meeting.

G. MINUTES (Adapted from Essential Work of School Boards Spring 2022 version)

1. Minutes of Board meetings are a matter of public record and shall include at least:
 - a. All members of the public body present
 - b. All other active participants in the meeting
 - c. All motions, proposals, and resolutions made, offered, and considered.
 - d. The results of any votes, with a record of the individual vote of each member if a roll call is taken.
2. The Clerk or secretary of the Board is charged with ensuring minutes are taken.

3. Minutes must be made available for inspection by any person upon request after 5 days from the date of any meeting.
4. Meeting minutes must be posted no later than 5 days from the date of the meeting to the website that the district has designated as its official website.

H. COMMITTEES (Adapted from VT School Board Assoc. Open Meeting Law Webinar 5/7/2020)

1. OSSD Board Committees are governed by the Vermont Open Meeting Law. 1 V.S.A. §§ 310-314. Thus, all committees must follow the meeting procedures outlined above with the following changes:
 - a. A quorum will consist of a majority of the Committee Members present.
 - b. The Chair of the Committee will run the meeting, be responsible for setting the agenda, and providing the OSSD Clerk with the necessary information to warn the meeting.
 - c. A Committee Member will be assigned by the Committee to take minutes and will be responsible for sending the minutes to the OSSD Clerk so they may be posted to the district's official website no later than 5 days from the date of the meeting.
 - d. Committees that meet multiple times, will approve their minutes at their next meeting and notify the OSSD Clerk that they have been approved and note if any changes need to be made to the minutes.

Email Communications to Board Members From the General Public

1. Treat as Public Comment
 - a. If the person has an operational question, direct them to the appropriate staff member or to the Superintendent/Assistant Superintendent if you are unsure.
 - b. If the person has a complaint, direct them to OSSD Complaint Procedure.
 - c. If it is a general comment, respond by letting them know that the email was received.
 - d. Thank all people for communicating with the OSSD Board.
2. The Board Chair will be responsible for responding to emails to the OSSD Board.
3. When in doubt about what to do with an email, forward it to the OSSD Board Chair and Vice Chair and to the Superintendent and Assistant Superintendent.

In Person Communications to Board Members From the General Public

1. Treat as Public Comment
 - a. If the person has an operational question, direct them to the appropriate staff member or to the Superintendent/Assistant Superintendent if you are unsure.
 - b. If the person has a complaint, direct them to OSSD Complaint Procedure.
 - c. If it is a general comment, listen, and let them know that you will share the comment with the entire OSSD Board at the next meeting.
 - d. Thank all people for communicating with the OSSD Board.
2. When in doubt, let the person know that you are unsure how to respond, but that you will get back to them after connecting with the OSSD Chair, Vice Chair, Superintendent, and/or Assistant Superintendent.

ADOPTED: 10/12/2022

POLICY A21: PARTICIPATION AT BOARD MEETINGS

It is the policy of the board to encourage public participation at its meetings. Public participation is very important to the successful function of the OSSD. The board wants to carry out its business with the benefit of public input and expertise. It also wants to keep the public informed and up to date on what is happening in the community's schools.

Implementation: Reasonable rules of participation may be used to ensure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment.

Persons Who May Address the Board:

1. Any district resident
2. School staff members, students and parents
3. Individuals who have been requested by the superintendent or the board to present a given subject
4. Persons who are directly affected by matters on the board agenda
5. Others at the discretion of the board

Public Comment on Agenda Items:

1. The chair will ask for comments on agenda items before action is taken by the board. 2. When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

Public input on items not on the agenda:

1. There will be time set aside for public input on items not on the agenda at every regular, special or emergency meeting of the board.
2. The time allotted to this item will be assigned by the chair or the person responsible for organizing the agenda.
3. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with Board policy on complaints.

Date Warned: March 9th 2020

Date Adopted: April 13th 2020

Legal Reference(s): 1 V.S.A. §§310 et seq. (Public meetings)

16 V.S.A. §554 (b) (School board meetings)

OSSD Annual Agenda 2023-2024

Date:	Wed, Aug 10	Wed, Sep 14 & RTCC Mtg. RUHS	Wed, Oct 11	Wed, Nov 8 & RTCC Mtg. RUHS	Wed, Dec 13	Wed, Jan 10	Wed, Feb 14 & RTCC Mtg. RUHS	Wed, Mar 13	Wed, Apr 10	Wed, May 8 & RTCC Mtg. RUHS	Wed, Jun 12	Sun, Jul 10
Location:	Brookfield											
Board Governance and Processes	Approve Annual Agenda & Goals (4.3.2)	Superintendent Evaluation - EL <i>Compliance & Ends</i>	Superintendent Evaluation - EL <i>Compliance & Ends</i>	Determine Board Governance Budget (4.7) Superintendent Evaluation - EL <i>Compliance & Ends</i>	Review members terms (4.1.3)	BrainTree		Randolph Elem Reorganize Board & Committees (4.1)	Brookfield Form Superintendent Evaluation Committee	Sand Superintendent Survey	BrainTree Apport Auditor (4.2.9)	Board Retreat Review Draft of Annual Agenda (4.3.2) Create Ownership Linkage Plan (4.2.1)
Ownership Linkage	Approve Ownership Linkage Plan (4.2.1)			Discuss Annual Report to Voters (4.2)	Review Annual Report to Voters (4.2)	BrainTree Attend & Report	Budget Information Meetings (4.2.1)	Report on Town Meetings (4.2.1)				
Board Education	Receive State Mandated Training (2.3.3)	VSBA Webinar Training - Suggested: "Community Engagement"	VSBA Webinar Training - Suggested: "How School Boards Can Support Student Achievement and Close Gaps"	VSBA Webinar Training - Suggested: "Budget & Finance Oversight"	VSBA Webinar Training - Suggested: "Successful Communication Strategies Webinar"	VSBA Webinar Training - Suggested: "The Governance Core"	VSBA Webinar Training - Suggested: "Reflective School Board Practice"	VSBA Webinar Training - Suggested: "New Board Member & Reorganizing the Board"	VSBA Webinar Training - Suggested: "Policy 101"	VSBA Webinar Training - Suggested: "How To Make The Most Of A Summer Board Retreat"		Assess Board Education Needs
Policy Review	Assess Board Education Needs							Policy Gov. Training/ Review & Board Orientation				Create Board Education Plan Board Orientation BMD 3.3 Self Eval
Ends Monitoring												
EL Monitoring	GP 4.2 Self Eval Ends Development & EL Policy Review?	GP 4.3 Self Eval Ends Development & EL Policy Review?	GP 4.0 Self Eval Ends Development & EL Policy Review?	GP 4.7 Self Eval Ends Development & EL Policy Review?	GP 4.5 Self Eval Ends Development & EL Policy Review?	GP 4.6 Self Eval Ends Development & EL Policy Review?	GP 4.4 Self Eval Ends Development & EL Policy Review?	BMD 3.0 Self Eval Ends Development & EL Policy Review?	GP 4.1 Self Eval Ends Development & EL Policy Review?	BMD 3.1 Self Eval Ends Development & EL Policy Review?	BMD 3.2 Self Eval BMD 3.4 Self Eval Ends Development & EL Policy Review?	
Other	Review EL Reports 2.0, 2.8, 2.9 (3.4)	Accept EL Reports 2.0, 2.8, 2.9 (3.4) Quarterly Facilities Monitoring Report incl report from Facilities Staff	Review & Discuss OSSD Ends Monitoring Report K-12 (2.3.4)	Accept OSSD Ends Monitoring Report K-12 (3.4) Accept EL Reports 2.1, 2.2 (3.4)	Review EL Reports 2.4,2.5 (3.4) Quarterly Facilities Monitoring Report incl report from Facilities Staff	Accept EL Reports 2.4,2.5 (3.4)	Review EL Reports 2.3, 2.6 (3.4)	Accept EL Reports 2.3,2.6 (3.4) Quarterly Facilities Monitoring Report incl report from Facilities Staff		Review EL Reports 2.7 (3.4) Meet with Auditor (3.4.2)	Accept EL Reports 2.7 (3.4) Quarterly Facilities Monitoring Report incl report from Facilities Staff	
Advocacy	Review Negotiation Committee Membership	Discuss Negotiations with Unions (4.2.10)	Discuss Negotiations with Unions (4.2.10)	Discuss Negotiations with Unions (4.2.10)	Plan Meeting with Legislators (4.2.5)		Meet with Legislators (4.2.5)	Legislative Update (4.2.5)	Legislative Update (4.2.5)	Legislative Update (4.2.5)	Legislative Update (4.2.5)	
Consent Agenda/ Incidentals	VSBA Regional Meeting	VSBA Regional Meeting	Report on VSBA Regional Meeting (4.2.5) VEH/VSBIT Proxy (2.9.2) VSBA Fall Conference	Report on VSBA Annual Meeting & Conference (4.2.5)	Approve RAVEN & RTCC Budgets (2.4)	Approve Budget & Warning (4.1)		Plan Staff Appreciation	Facilities Plans Update (2.6)	Teacher Appreciation 1st wk. of May	Approve SPD Contracts (2.4)	Approve Administration of Grants (2.8.9)
						Approval of AOE Financial Mgmt Questionnaire (2.4)			Professional Staff Contracts (2.4)		Approve Administrative Staff Contracts (2.4)	Approve Arbitrage
						Approve Announced Tuitions (2.4) Set HS Choice Capacity Limits (2.8.9)					Review & Accept District Continuous Improvement Plan	

RTCC Meetings Start at 5:30 PM
Meetings Start at 6:00 PM

MONITORING REPORT

POLICY 2.1: TREATMENT OF STUDENTS, PARENTS/GUARDIANS & COMMUNITY

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


Superintendent

10/11/23
Date

With respect to interactions with Students, Parents/Guardians Community or those applying to be Students, Parents/Guardians and Community, the Superintendent shall not cause or allow conditions, procedures, or decisions that are arbitrary or capricious, untimely, unclear, undignified, or unnecessarily intrusive.

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

1. *Elicit information for which there is no clear necessity*
2. *Use methods of collecting, reviewing, transmitting, or storing student/ family information that fail to protect against improper access to the material elicited*
3. *Operate facilities without appropriate accessibility and privacy*
4. *Allow Students, Parents/Guardians and Community to be unaware of what may be expected and what may not be expected from the district*
5. *Leave Students, Parents/Guardians and Community uninformed in writing of this policy or without a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

Policy Preamble: *With respect to interactions with Students, Parents/Guardians Community or those applying to be Students, Parents/Guardians and Community, the Superintendent shall not cause or allow conditions, procedures, or decisions that are arbitrary or capricious, untimely, unclear, undignified, or unnecessarily intrusive.*

Interpretation: I interpret “student” to mean all legal residents of the district who are entitled to receive educational services.

I further interpret “students or those applying to be students” to mean all children and young adults served by staff and programs of the district, including pre-school children, students enrolled in kindergarten through twelfth-grade, young adults ages 18 to 21 served in the district’s special education programs, and prospective students who are seeking enrollment in district programs.

I interpret “conditions” to mean existing circumstances which could have been reasonably foreseen.

I interpret compliance with the overall policy to mean that all five provisions are in compliance.

Rationale: As a public-school district, equality, equal access, justice, and fairness are regulatory and moral imperatives due to our nature as a public trust. Clearly communicated policies which are readily available to the community combined with well-established routines that serve those policies promote these imperatives and ensure compliance.

Evidence: All provisions comply with the policy; therefore, I report compliance.

Provision # 1: *Elicit information for which there is no clear necessity.*

Interpretation: I interpret this to mean that current, prospective, and former students and families will only be asked for information that is required for the district or its schools to make informed decisions that support board established Ends, initiatives, or mandatory regulations and statutes.

Rationale: Collecting unnecessary information wastes time and resources. It places the district in a position of increased liability due to the need to safeguard this information from improper access and use. Lastly, it can damage the relationship between the district and its constituents who may feel that such data collection is overly intrusive and overreaching in terms of their private lives.

Evidence: No information has been collected that exceeds either that needed to inform the Board’s Ends and initiatives nor that needed to comply with state and federal regulations and mandates.

I report compliance.

Provision # 2: *Use methods of collecting, reviewing, transmitting, or storing student/family information that fail to protect against improper access to the material elicited.*

Interpretation: I interpret this to mean that...

- Student information will be safeguarded following all state and federal guidelines, primarily the Family Educational Rights and Privacy Act (FERPA).
- Access to this information is restricted to authorized personnel who have a legitimate need to know, and who, if appropriate, have been provided a properly obtained and completed release document.

Rationale: It is essential for school districts to comply with all regulations governing district operations including the Family Educational Rights and Privacy Act (FERPA). This means ensuring that all confidential information is safely stored, is only accessible

to authorized personnel, and is only distributed through the channels established by statute.

Evidence: The district network is password protected and personnel access to confidential information is tiered by authorization level to ensure that only those with a legitimate need to know have access. Release forms are used when the distribution of confidential information is required. Faculty and staff are trained annually in information handling and sharing protocols. Confidential information that is no longer needed is destroyed if allowable under public records laws (temporary versus permanent records).

- Presentation used to train new staff on regulatory confidentiality.

I report compliance.

Provision # 3: *Operate facilities without appropriate accessibility and privacy*

Interpretation: I interpret this to mean that the district's facilities are in compliance with the Americans with Disabilities Act's (ADA) standards for accessible design. Further, that the district will comply with the confidentiality requirements of the ADA when it comes to providing accommodations to students and employees who need assistance entering/exiting and/or moving about/within the district's facilities.

Rationale: The district's buildings function in two capacities: during the day they are public schools; outside of those hours, they serve the community as public buildings. Because of the public nature of our buildings and grounds, it is a legal and moral imperative that we ensure equal access to the community at large so that **all** members of the public may participate in the programs and activities held on our grounds. Not doing so would intentionally and foreseeably cause the exclusion of specific segments of our community from participating in public activities which is both unethical and illegal.

Since students and employees who require reasonable accommodations to access and travel safely within our buildings typically provide medical documentation to illustrate their need, this information, like all medical information, must be kept confidential. In general, it is an individual's right to determine whether and to whom medical information is disclosed; therefore, it is the district's responsibility to protect this information when it is shared.

Evidence: There are no known compliance issues with the ADA requirements for building access or confidentiality. Further, the precepts of accessible design are being incorporated into the district's building and renovation projects on an ongoing basis as evidenced by:

- The additional pathways that were added and the existing ones that were modified during the repaving project at Braintree Elementary.
- Moving the Central Office conference room to the first floor.

We have not been cited for compliance issues.

I report compliance.

Provision # 4: *Allow Students, Parents/Guardians and Community to be unaware of what may be expected and what may not be expected from the district*

Interpretation: I interpret this to mean that students, parents/guardians, and community members will be provided with written and oral information (including electronic) about the services offered by the school district as well as the policies under which it operates.

Rationale: It is essential that school policies, procedures, rules, and expectations are readily available to all community members and followed by district staff. In doing so, these actions guide the governance and operations of the district in a manner that ensures fairness and equity for all.

Evidence: We provide the following written information to all families:

- Program of Studies
- Parent/Student Handbooks (updated and communicated yearly)
- Faculty Handbooks (updated and communicated yearly)
- School Calendar
- Co-Curricular Offerings
- Special Education Information and Services (updated and communicated yearly)
- Act 504 Information and Services
- School Board Policies (via the OSSD Website)
- Protocols and Policies surrounding District Operations
- Additionally, the superintendent sent over ninety communications to the OSSD community to update them on important programs, processes, and procedures last year.

In the fall of 2023, the new OSSD website went live and provides an intuitive interface through which the school community can access the full suite of school-based and district level policies, procedures, and program descriptions: orangesouthwest.org. The new website is simple enough that members from each school can update their pages at will, which accelerates the flow of information to the community. In addition, whenever policy updates are needed due to regulatory changes, the superintendent provides the board with vetted policy language that once approved is communicated to the relevant parties and is posted on the district website.

I report compliance.

Provision # 5: *Leave Students, Parents/Guardians and Community uninformed in writing of this policy or without a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

Interpretation: I interpret this to mean that the OSSD community will have access to the Board's governance policies and how they can appeal decisions; especially, policy B27 (Public Complaints about Personnel), which describes the proper process to challenge decisions and actions made or conducted by district staff.

Rationale: Access to the policies under which the district operates provides individuals with the means to interact effectively and appropriately with the OSSD. Since trust rests

on predictability, which written policies provide, individuals should have full access to an organization's policies. This allows them to know what to expect in any given exchange so they can determine when they are being treated fairly and what to do if they feel the district or any of its members has fallen short in terms of its own policies.

Evidence: All OSSD policies are available via the district website.

- <https://www.orangesouthwest.org/schoolboard/policies-and-procedures>

Additionally, a brochure was created and distributed that specifically outlines the district's conflict resolution protocols that can be given to parents and community members who need further guidance on how to appeal a decision or action.

I report compliance.

MONITORING REPORT
POLICY 2.2: TREATMENT OF STAFF

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



Superintendent

10/5/23

Date

Note: Numbers in superscript refer to evidence provided in the binder for this executive limitation.

With respect to the treatment of paid and volunteer staff, the Superintendent shall not:

1. *Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions.*
2. *Discriminate against any staff member for non-disruptive expression of dissent;*
or,
3. *Allow staff to be unprepared to deal with emergency situations.*

Provision # 1: *With respect to the treatment of paid and volunteer staff, the Superintendent shall not: Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions.*

Interpretation: All district employees will be provided with clear job responsibilities, procedures for registering complaints, as well as access to the district's human resource protocols. Since it is impossible to anticipate every concern or issue that may arise, the district will develop procedures and protocols to address unique issues when they occur so that future occurrences are managed in a consistent and fair manner.

Rationale: For staff to feel valued, which promotes retention and productivity, it is essential that they clearly understand their roles and responsibilities to the organization as well as the obligations the organization has to them. Job descriptions and behavioral expectations must be openly communicated to properly guide the climate and culture of the school system. Policies and procedures for human resource issues must be clear and followed in a fair, just, and reasonable manner to ensure predictability and equity in employment decisions. Procedures must be in place to allow for the airing of legitimate grievances without retribution and which provide a means for resolution. Such provisions create a pleasant environment for staff that promotes behaviors which are

geared towards the achievement of the Board's Ends. Additionally, these provisions guarantee that people with legitimate concerns understand the procedures to follow and how to access them while also ensuring that people without legitimate concerns are not allowed to consume district time and resources.

Evidence: All employee groups have one or more written documents that outline their roles and the extent of their responsibilities: job descriptions, collective bargaining agreements, or master contracts. Further, these documents clearly outline grievance procedures and the policies and protocols that protect against wrongful circumstances. The provisions of these documents are strictly adhered to, and all are current.

- Up to date teacher CBA as sample evidence
- Up to date support staff master contract as sample evidence
- Up to date confidential employee master agreement as sample evidence
- Up to date principal/director master agreements (Level I and Level II) as sample evidence
- Up to date Supervisor/Manager master agreement
- Up to date bus driver master agreement as sample evidence
- The OSSD boards conflict resolution/complaint policy.

I report compliance.

Provision # 2: *Discriminate against any staff member for non-disruptive expression of dissent;*

Interpretation: I interpret “expression of dissent” to mean any statement by a member of the staff that indicates disagreement with a decision made by the administration or the School Board. Such an expression is non-disruptive when there is no refusal to perform work, when there is no encouragement of others not to perform work, does not interfere with instruction or the day-to-day operations of a school, and is carried out in a professional, truthful, and respectful manner. Staff who disagree with administrative decisions through non-disruptive expression will not experience retaliation such as dismissal, reassignment to less desirable positions or working hours, or the initiation of formal discipline procedures.

Rationale: To create and maintain a healthy District climate, it is essential that all staff understand that professional and appropriate expressions of dissent are acceptable and encouraged. Unconstrained dialogue is an asset to any organization in that it promotes open channels of communication that many times will result in a more desirable solution to a problem. Any expression of dissent, however, is expected to be carried out with honesty and civility and is most effective when the people in conflict speak directly with one another in a public or private setting depending on the nature of the disagreement.

Evidence: The OSSD encourages its staff to openly communicate their suggestions and concerns and provides a variety of means to do so. The superintendent:

- Routinely responds to over 18,000 emails a year.

- Has an open-door policy in regard to meeting with staff (as well as students, parents, and community members).
- Does walk-throughs in each building to allow for chance informal conversations (when not hindered by high priority matters).
- Facilitates monthly open forum/listening sessions at each school to share ideas to discuss concerns, and to plan future initiatives.
- Meets with the union (currently twice a month) to discuss concerns and ways to work together for the betterment of the district.

I report compliance.

Provision # 3: *Allow staff to be unprepared to deal with emergency situations.*

Interpretation: I interpret unprepared to mean the staff are not informed nor trained in emergency response procedures. I interpret “emergency situations” to be conditions that threaten the safety and well-being of any student or member of the district staff.

Rationale: It is essential that clearly written procedures are implemented and communicated to all staff regarding emergency responses to unexpected situations. Only through explicit discussion and review will our staff be prepared to effectively manage such a crisis. While it is not possible to envision every possible event, being prepared for what is most likely to occur also promotes a more effective response to unique situations.

Evidence: Emergency drills and training are conducted on a regular basis (generally monthly) as required by law, this includes fire and lockdown drills – under the new model, the idea of lockdown has evolved to an options based response system. Evacuation procedures are in place and reviewed yearly.

Rapid communication with the staff and the greater community was enabled in 2018 with the purchase of the School Messenger platform and is used consistently by administration. Broadband emails are used to communicate low to mid-level concerns; robocalls are used when there is an immediate high-level concern (e.g., emergency school closures). Our communication ability has been accelerated further by the move to a new district website platform that can be updated by the administration at any of the schools (the old website had to be updated by an off-site webmaster).

In conjunction with the building security upgrades that occurred in the summer of 2018, the school principals have created specific procedures for the staff to follow in emergency situations. The detailed procedures (see sample evidence) outline what staff are required to do and are constantly updated with staff suggestions that are generated following practice drills.

All staff were re-trained in the updated ALICE protocols this fall (the district opted for the ALICE model and began implementation in 2018), and the schools have already completed their first options-based drills. Students were trained in Alice for the first time during the spring of 2019 and revisit that training during each year’s drills.

As per Act 29 of 2023, the district has begun to review and update its broader emergency operations plan (EOP). The access protocols required under Act 29 were already in place prior to this legislation.

I report compliance.

Policy C9: Wellness and Comprehensive Health

Local Wellness Policy (LWP)

Purpose

It is the intent of the Orange Southwest School District to comply with all applicable federal and state requirements (as outlined in the Vermont Local Wellness Policy Guide, updated October 2023). In accordance with those requirements, this local wellness policy (LWP) (hereafter referred to as “this policy”) has been developed in consultation with parents, students, school food service program/school food authority personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers, or behavioral health professionals.

Definition

For the purpose of this policy, the term “standard(s)” applies to all age and/or grade applicable learning standards.

Policy Statement

It is the policy of the Orange Southwest School District (hereafter referred to as “District”) to establish goals that are developed to promote student wellness and comprehensive health, and include the following goal areas:

1. Nutrition Promotion and Education
2. Nutrition Services/Guidelines for all foods available on school campus
3. Physical Education and Physical Activity
4. Comprehensive Health Education
5. Other school-based activities to promote student wellness

Goals for Nutrition Promotion and Education

1. Provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the District will provide a nutrition component in its Comprehensive Health Education program and will develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.
2. Conduct nutrition promotion and education programs through appropriately licensed staff members.
3. Limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.
4. Integrate nutrition promotion and education into core curricula in areas such as science and family and consumer science courses, to the extent practicable.

Goals for Nutrition Services/Guidelines for All Foods Available on School Campus

1. Provide adequate space for eating and serving school meals.
2. Provide a clean and safe meal environment for students.
3. Establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
4. Prohibit the use of food in District schools as a reward or punishment.

5. Provide training opportunities, as appropriate for food service and other staff members, in areas of nutrition and wellness.
6. Make free potable water available to children in meal service areas (for schools participating in the National School Lunch and School Breakfast program).
7. Ensure that nutrition services will reference USDA geographic preference rules and seasonal and local agricultural information when planning school meal menus, to the extent practicable.
8. Ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the United States Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.

Nutrition Guidelines

- i. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines)
- ii. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards.
- iii. District fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards.
- iv. The District is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. Foods provided but not sold may include food that is part of a classroom celebration or provided by parents or community organizations free of charge. It is the policy of the district that, when feasible, food provided but not sold should be limited to those foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.

Goals for Physical Education and Physical Activity

1. Offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum but does not replace physical education classes.
2. Ensure that physical education is designed to enable all students, including those who may need adapted physical education, to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in physical education.
3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

Goals for Comprehensive Health Education

1. Ensure the development and delivery of comprehensive health education as required by state law (currently 16 V.S.A. § 131, 16 V.S.A. § 906(3), 16 V.S.A. § 909) and Education Quality Standards Rules (Series 2000), Pupils Rules (Series 4000 as specified), and in coordination with expectations delineated in 16 V.S.A. § § 131,132.
2. Consider the promotion and integration of health education throughout the school day and within various curriculum areas in addition to health education courses. This will be

done to the extent practicable, under the supervision of the superintendent or designee, and aligned with state rules and standards.

3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

Other School-based Activities to Promote Student Wellness

The district will comply with the federal requirement for an “Other” goal through compliance with state level requirements, as established in Act 66, for setting goals specific to the implementation of Comprehensive Health Education.

The district will implement other wellness based school activities at the discretion of the superintendent or his or her designee. These activities will be in accordance with evidence based strategies such as those provided in the Vermont Local Wellness Policy Guide and may include: Community health promotion and engagement, Staff wellness, Dental care, and Farm to school programing.

Policy Development, Implementation, and Assessment

The local wellness team will participate in the development, implementation, monitoring, and annual review and update of the LWP in order to prepare annual progress reports and triennial assessments.

Annually, the District will issue a progress report to inform and update the public about the content and implementation of this policy, including the extent to which District schools are in compliance with this policy, the extent to which this policy compares to the model local wellness policies and a description of the progress made in attaining the goals of this policy.

Every three years, the District will conduct an assessment of:

1. How well the District’s LWP aligns with the AOE’s model LWP,
2. Compliance within the District with regard to its LWP, and
3. Progress made in attaining the goals of the District’s LWP.

Administrative Responsibilities

The superintendent or designee will:

1. Convene a local wellness team that includes parents, students, school food service program personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers or behavioral health professionals.
2. Periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
3. Provide a report at least annually to the board and to the public on the District’s compliance with law and policies related to student wellness and the school nutrition environment. The report shall include information as to the content and implementation of this policy, and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
4. Assist in ensuring compliance with the District’s LWP including goals for all required

components and that evidence-based strategies have been reviewed and considered in the development of those goals.

5. Be responsible for ensuring that the District complies with applicable state law and regulations governing the provision of and access to physical activity, physical education, and comprehensive health education as set forth in 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941, and Education Quality Standard Rules (Series 2000).
6. Be responsible for ensuring that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals.
7. Be responsible for ensuring that the District complies with any Administrative Review procedures of the State Educational Agency.
8. Develop a plan to respond to a parent's signed statement that the teaching of disease, its symptoms, development, and treatment, conflicts with the parents' religious convictions. In the case of a student exemption from such instruction, the exempted student shall not be penalized by reason of that exemption.

Date Warned:

Date Adopted:

Policy Title: 4.4. Chair's Role

The Chair, a specially empowered member of the Board, ensures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties. Accordingly:

1. The assigned result of the Chair's job is that the Board behaves consistently with its own rules and those legitimately imposed on it from outside the organization.
 1. Meeting discussion content will consist solely of issues that clearly belong to the Board to decide or to monitor according to board policy.
 2. Information that is for neither monitoring performance nor board decisions will be avoided or minimized and always noted as such.
 3. Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
2. The authority of the Chair consists in making decisions that fall within topics covered by board policies on Governance Process and Board-Management Delegation, with the exception of (a) employment or termination of a Superintendent and (b) areas where the Board specifically delegates portions of this authority to others. The Chair is authorized to use any reasonable interpretation of the provisions in these policies.
 1. The Chair is empowered to chair board meetings with all the commonly accepted powers of that position, such as ruling and recognizing.
 2. The Chair has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the Superintendent.
 3. The Chair may represent the Board to outside parties in announcing board-stated positions and in stating chair decisions and interpretations within the area delegated to her or him and report such activity at the next meeting of the Board.
 4. The Chair may delegate this authority but remains accountable for its use.
 5. The Chair will ensure that the Board fulfills its obligations and work to improve the Board's performance.

**OSSD Board, Regular Meeting minutes – unapproved
Oct 11, 2023 6 pm, Randolph Elementary School**

Board members present: Hannah Arias, Sam Hooper, Katja Evans, Megan Sault, Chelsea Sprague, Anne Kaplan. Board attending virtually: Sarah Haupt.

Administrators attending – Layne Millington and Heather Lawler

Guests: Neil Richardson, Bethany Silloway, Melinda Robinson, ORCA Media. Guests attending virtually: Lindsay Haupt, Haidi Arias

I Opening

Call to order 6:03 p.m. by Hannah Arias, chair.

Board attendance: Ensuring a quorum.

Introductions around the table.

II Board Education and Ownership

Review of public comment policy by Hannah Arias.

Public comment: Neil Richardson spoke regarding Ethnic and Social Equity Standards, and actions being taken on a state-wide level. He indicated interest in involvement on a local level.

Discuss upcoming Board trainings: Hannah Arias invited comment regarding the availability of free trainings through VSBA. Much conversation regarding trainings from various sources.

Board Newsletter Response – no new response, briefly touched on a letter to the editor published approx. 5 weeks ago

Possible Goal Change of Ownership Linkage Sub Committee. Discussion of tasking committee with regularly scheduled communications. Confirmed 3 committee members (Hannah Arias, Megan Sault, Katja Evans) Anne Kaplan will step off. Discussion of warning meetings, minutes, recording proceedings. Discussed connecting with Ben Merrill for design/writing input.

III Monitoring: Organization

Layne Millington presented Policy 2.1 and 2.2 (Treatment of students, parents/guardians & community and Treatment of staff) First reading. Brief conversation about the master agreement. Katja Evans confirmed superintendent is meeting with Union reps regularly biweekly. Sam Hooper notes there are broken links on the website (404 errors), Layne Millington will review.

Update on status of OSSD Ends Report -- Layne Millington reported glitches at the state-level have delayed this, but he believes the report will be produced and in the Board's hand for the November meeting

Update on Easement Request

Layne Millington worked to resolve Mr. Garrow's concerns (tree pruning, stop signs) and is awaiting confirmation Mr. Garrow is satisfied by the District's effort.

Informational Discussion – Board Job Description. This subject was included in conversations about training.

Policy F2 – Nondiscriminatory Mascots and School Branding

Heather Lawler informed the Board the language of this mandated policy is exactly as provided by the State. The policy was adopted in Jan. 2023.

RES Mascot

Discussion led by Melinda Robinson, RES Principal, that the RES Wizards mascot was being reviewed internally to confirm it complied with state regulations, and OSSD policy.

Public Discussion

Concern that the imagery could be evocative, but there have been no complaints, no negative comments, parent groups had no difficulties. Student population is involved in democratic process of deciding if they want a different mascot, voting is scheduled for next week.

Bethany Silloway spoke regarding student engagement in the mascot review process.

RES Update

Melinda Robinson spoke of the school's goals this year, leadership building among the student population, Yoga and other research-based tools being used to assure students are achieving standards at each grade level. The role of the PTO in school community events was discussed. Board initiated discussions around structured reading programs, staffing requirements to assist all students who need it, Melinda Robinson responded regarding staff burn-out, hardship, making sure teachers feel supported. Reports attendance has been very good.

Board collectively agreed that moving forward, acronyms should be explained.

IV Monitoring: Board

Assess compliance with Board Governance. Layne Millington shared information about the Board's budget, expenses as well as explaining how operations reserve funds perform.

Continued conversation about available trainings.

Subcommittee Reports:

Ends Subcommittee -- Megan Sault and Hannah Arias discussed need for committee to be focused on mission statement

Superintendent Evaluation Subcommittee -- discussion about timing the evaluation to leverage the best efforts for the superintendent. Chelsea Sprague reported that 100% of the Board took the survey, currently going through data and highlighting goals. Next meeting Friday Oct 13, 2023.

Facilities Subcommittee -- Sam Hooper reported the meetings need to be warned and there needs to be more than one person on the committee for a quorum. Will wait to see if Rachel Galdys and Sarah Haupt are interested

Annual Agenda Subcommittee -- Hannah Arias spoke of the need to schedule trainings strategically, Anne Kaplan would like to move the quarterly report up to monitoring, Katja Evans would like to re-arrange the principals presentations and Sam Hooper wants check-ins.

Discuss creation of Negotiations Committee for Contract -- Superintendents contract (intention) is due by December '23. Charge of committee clarifies -- to review current contract and see if changes should be made. Layne Millington commented that the VSBA had put out a model contract, suggested such changes be run by legal. Reminders that meetings need to be warned.

Discuss standing committees -- Potential expansion/revision of committees. Discussion regarding committee assignments as a Board requirement, or maintaining as a voluntary system.

Determine Board Governance budget -- Current budget seems appropriate for needs.

Discussion about SVA toolkit webinars being assigned as "homework"

V Advocacy

Reminder VSBA/VSA Fall Conference at Lake Morey Inn -- Hannah Arias reminded of event, several board members are planning to go

VI Consent Agenda

Approve Minutes from 9/13/23 Board Meeting – strike error from minutes (6B – Special Board Meeting did not take place)

Approve Facility Reserve Funds for Braintree walking trail – discussion of ADA requirements and review of scope of project

Approve Transportation Reserve Funds for purchase of “new” van – current vehicle will not pass inspection in January.

Approval of change of signers for Community Bank – reviewed and signed.

Katja Evans moved to approve all items, Megan Sault seconded, Sam Hooper abstained. All items approved.

VIII Superintendent’s report

Layne informed all emergency plans need to be reviewed by July 1

Principals’ & Director Reports

No comments

Financial Report

Anne Kaplan requests to move report to monitoring section, discussion of how running totals and reserve funds work by Layne Millington.

Action items

Watch the webinar (Governance Core)

Hannah Arias will edit training grid

Think about sub-committees

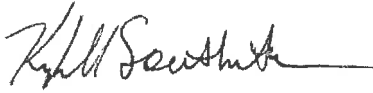
Chelsea will email survey results

Sam will follow up on Facilities committee

At 8:30 pm Katja Evans moved to enter executive session with the inclusion of Layne Millington and Heather Lawler. Seconded by Megan Sault. Passed unanimously.

Executive session:

Respectfully submitted,



Kyle Southworth,
Board Clerk

Next meeting: RTCC, November 8, 2023 at 5:00 pm
OSSD, November 8, 2023 at 6 pm

**FORM FOR TAKING MINUTES AT
EXECUTIVE SESSION**

Name of Board: OSSD Board Meeting

Date of Meeting: 10/11/23

Continuation of minutes provided by Sam Hooper

Executive Session

8:30 p.m. A motion was made (EVANS) & seconded
(SAULT) to enter Executive Session to discuss
YES (with the superintendent present*).

Passed unanimously (or vote: ☒ yes; ☐ no; ☐ abs.).

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

9:02 p.m. The board exited Executive Session.

As a result of the executive session:

No action taken

With no further business to discuss, a motion was made by EVANS and
seconded by HOOPER to adjourn the meeting at 9:03 p.m.

Respectfully submitted,

Sam Hooper

(CORRECTED)

**ORANGE SOUTHWEST SCHOOL DISTRICT
BOARD MEETING**

**WEDNESDAY, September 13, 2023 @ 6 P.M.
RANDOLPH UNION HIGH SCHOOL**

MINUTES

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

ADMINISTRATORS PRESENT: Layne Millington & Heather Lawler

GUESTS: ORCA Media Video Taping, Robert Worley, Wes Gibbs, Jamie Salls & son, Bethany Silloway.

I. Opening

The meeting was called to order by Hannah Arias at 6:02 PM.

Board Attendance: Ensuring a Quorum, YES.

Meeting Purpose: Self-Monitoring, Review of Sub-Committee's Progress, amongst other things

II. Board Education and Ownership Linkage

- a. Public comment (4.2.1) (Recognize e-communications to the Board) No one online.
Hannah Arias read a statement regarding public comments at board meetings and then opened the meeting for public comments.

Bethany Silloway - Asked the Board to put on the October Board agenda the changing of the Randolph Elementary School Mascot. She thinks that the school is spending too much time on this subject, and it is taking away from more important issues.

Howard Garrow - Very unhappy with the roadway repair. His sod has been damaged, the elevation has been raised, the stop sign is not working, traffic needs to be slowed down, damage to his apple trees. Would like to have a construction meeting with Mr. Millington. Mr. Garrow will contact him.

The Board had no comment at this time.

b. Consider Student Request

Jamie Salls requested that her son be allowed to continue his junior year at RTCC as an OSSD guest student after the family moves to Williamstown in December. The family would apply for school choice in March for the 2024-2025 school year.

Katja Evans moved to go into an Executive session to discuss request.
Seconded by Sarah Haupt. Passed unanimously.

Layne Millington, Heather Lawler and Sue Smith were invited into the Executive session.
Jamie Salls and son left the meeting.

Chelsea Sprague made the motion to have the student have guest status for the 2023-2024 school year. Seconded by Sam Hooper. Passed unanimously.

III. Monitoring: Organization

- a. Second Reading/Accept EL 2.0, 2.8. 2.9 Reports
2.0, Anne Kaplan said the wording in the first paragraph needs to be updated Layne Millington said he would fix it.
2.8 is OK.
2.9 is OK.

Hannah Arias made the motion to approve all, along with edits to 2.0. Seconded by Chelsea Sprague. Passed unanimously.

- b. Quarterly Facilities Monitoring Report

Hannah Arias asked for general questions from the Board addressed to Robert Worley & Wes Gibbs, Co-Facility Directors on the Facilities Report.

Robert Worley & Wes Gibbs answered questions from the Board.

Robert Worley discussed the issue of an older facility and the repairs that have been done in the last year. And in the process of repairing those issues they end up finding more issues that need to be repaired.

Robert Worley thanked the Board for always approving the Facility Requests. He also said that they would never request any repairs that did not absolutely need to be done.

IV. Monitoring Board

- a. Access Boards compliance with Board Governance Policy 4.2 & 4.3

4.2 - Sarah Haupt said that the Board was being proactive with the Superintendents Evaluation and the Letter to the Community. Maybe write another letter in the spring. Maybe posting warnings on another platform as well as continuing posting in the paper and on the website.

Anne Kaplan said that there were Parent Advisory Boards in each school. Maybe we need to get our message out to them. Provide them with the resources to bring issues (good and bad) to the Boards.

4.3 - Maybe the Board could promote the Board during Community events.

b. Subcommittee Verbal Reports

Superintendent Evaluation - Chelsea Sprague reports that only 25% had responded to the survey. Would like to see 60% before the survey closes at noon on Friday, September 15, 2023.

Ends Report - Trying to begin being more descriptive. More detailed and overview knowledge of the work that is going on.

Annual Report - Items are being added to it. Involving Administration to the Board meetings. Possibly some Board member training/webinars on some months. Maybe a Student representative.

V. Advocacy

a. Determine VEHI/VSBIT/VSBA Proxy

The annual meeting is on October 26 + 27, 2023. Layne Millington, Heather Lawler and Hannah Arias will be attending.

A motion was made by Katja Evans to make Hannah Arias the Boards Proxy.

Seconded by Rachel Gaidys and Sarah Haupt. Passes unanimously.

VI. Consent Agenda

a. Approve Minutes from the OSSD Regular Board meeting on 8/10/2023 6 pm (enclose with agenda)

Request for date correction, 8/10/2023 changed to 8/9/2023. Request for removal of Katja Evans name from 8/9/2023 minutes, she did not attend that meeting.

b. Approve minutes from special board meeting on 8/23/2023 6 pm (enclosed with agenda)

c. Approve Facilities Reserve Funds Requests (form enclosed).

Layne Millington explained the reason for the request.

d. List of Professional Contracts for 2023-2024 issued since the last Board Meeting.

A motion was made by Hannah Arias to except the Consent Agenda with edits.

Seconded by Katja Evans and Chelsea Sprague.

Passed unanimously.

VII. Closing

a. Superintendent's Report (enclosed with Agenda)

No discussion

b. Principals & Director Reports

No discussion

c. Action Items Recap

No discussion

d. Financials (handout)

A small discussion

VII. Executive Session:

At 8:35 pm, A motion was made by Sarah Haupt and Seconded by Chelsea Sprague to enter into Executive Session to discuss Personnel and a Legal Issue. Motion passed unanimously. Layne Millington and Heather Lawler were invited to the Executive Session.

Respectfully submitted,



Sue Smith, Board Clerk

Next Scheduled Meeting:

Agenda Planning Meeting: September 25, 2023, 6 pm at OSSD.

Regular Meeting: September October 11, 2023, Randolph Elementary School, 6 pm.

OSSD Board Executive Session Minutes
9/13/2013

At 8:35pm Sarah Haupt moved to enter executive session with the inclusion of Layne Millington and Heather Lawler
Seconded by Chelsea Sprague
Passed unanimously.

The board exited executive session at 9:05pm

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

Motion to adjourn public meeting by Katja Evans
Seconded by Sarah Haupt

Meeting adjourned at 9:06pm

Respectfully submitted,

Sam Hooper

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
FAX (802) 728-4844*

November 8, 2023

RE: Sabbatical Committee Formation, Recommended Committee Members

Contract Language

No more than one (1) sabbatical leave shall be approved in any school year. Requests for sabbatical leave shall be submitted to the Superintendent on or before November 15 of the school year immediately preceding the year for which leave is being requested. Leave requests shall be reviewed by a committee appointed by the OSSD Board, composed of two teachers, one administrator and one school board member, which shall make a recommendation to the OSSD Board. The OSSD Board shall have the ultimate authority to grant or deny a sabbatical leave, or may delegate that authority to the appropriate local board. The decision will be made on or before February 1 of the preceding school year.

Recommend Members

Administrator:

- Melinda Robinson, RES Principal

Teachers (Chosen at Random Amongst Those who Asked to Serve):

- Rebbie Carlton, Art Teacher RES
- Collin Chicoine, Pre-Tech Teacher, RTCC

Board Member:

- To be Chosen by the Board

Orange Southwest School District	
Special Monitoring Report Form	
Description of the item requiring Board approval: OSSD is requesting the expenditure of Facilities Carry Over/ Reserve funds to purchase additional paging/strobe units for classroom.	
Reason for required approval including applicable policies: In accordance with Policy 2.4, the Board must approve all expenditures of reserve funds.	
<p>Evidence demonstrating policy compliance (attach any necessary documents): The Orange Southwest School District's facilities reserve fund has sufficient carryover/reserve funds to support the expenditure requests. All requests are necessary to ensure our schools remain current and functional (Policy 2.6 Asset Protection).</p> <p>Attached please find a quote from Minuteman Security & Life Safety to provide a new paging system at RTCC. The system would replace or upgrade all paging speakers, add or connect 5 interior and 2 exterior horns and 6 LED strobes.</p> <p>This project is expected to cost \$22,710.00.</p> <p>The Orange Southwest SD facilities reserve fund has \$1,769,569 available and, therefore, has sufficient funds to cover the proposed expenditures.</p>	
	Date: 10/30/2023

Tech Ctr IP Paging

Quote #023509 v2



Prepared For:
Orange Southwest School District
Wes Gibbs
Facilities Director
24 Central Street
Randolph, VT 05060
P: (802) 728-5052
E: wgibbs@orangesouthwest.org

Prepared by:
Vermont
Dame Diette
12 Gregory Drive
Unit #6
South Burlington, VT 05403
P: 802-458-2021
E: ddiette@minutemanst.com

Date Issued:
10.16.2023
Expires:
10.14.2023

Scope of Work

Minuteman Security & Life Safety to provide a new Telecor all call paging system, with phone system and portable radio system integration capability at Tech Ctr

IP based head end, phone system (SIP) interface, interior and exterior speakers upgraded, as well as radio system interface provided and installed.

Tech Ctr. - Replace / upgrade all (32) paging speakers, add / cable (5) interior and 2 exterior horns. Also (6) LED strobes.

Minuteman Security & Life Safety to configure and test system to ensure proper functioning and train relevant staff on using new paging system.

*OSSD IT Dept to provide network drops as needed, as well as all IP based phone system extensions and programming on ph system side.

EXCLUSIONS: Current Radio Vendor of school district will need to be contracted for at least (1) site visit of labor (or more and some parts) to complete radio system integration to this new paging system, this vs # 1 of quote excludes such cost as delayed quotation from vendor. OSSD to pay / contract their radio vendor for this work separately, not included in this quotation.

Additional notes:

- Some hardware may have extended lead times. Minuteman will not be held responsible for product delays due to supply chain issues.
- Quote includes 1-year labor warranty on all Minuteman installed hardware.
- Quote is valid for 14 days.

Minuteman assumes the following will be provided and/or installed by others:

- 110VAC as needed.
- POE/POE+ network switches and patch panels, unless otherwise specified.
- Conduit, conduit installation and back-boxes as needed.
- Coring/building penetrations.
- Rack/wall space will be made available as needed.
- Cable and cable installation.
- Painting and patching as needed.

Minuteman assumes:

- Assumes all work will be completed during normal business hours of Monday - Friday 7:00AM - 5:00PM.
- That there is not a requirement for prevailing wage and or union labor.



Scope of Work

Customer Supplied Connections:

- A high-speed internet connection with a static IP address must be provided by the customer at the head-end location for remote access.
- A network connection must be provided at each specified location. An IP address may also be required.

Existing Devices:

- This proposal assumes that any & all existing conduit, wire, devices & hardware to be used are in satisfactory condition and meet minimum requirements.
- Replacement, repairs and or changes to equipment will require change order authorization by both the customer & Minuteman Security Technologies, Inc.

Payment Info:

- Payment Terms: [Net30].
- Final Payment due upon completion of project.



Materials & Labor	Price	Qty	Ext. Price
Wall Mount Speaker	\$91.00	37	\$3,367.00
Horn Loudspeaker, 15 W	\$121.00	3	\$363.00
Terminal Cover for Conduit	\$12.00	3	\$36.00
LED Eseries Strobe for paging	\$506.00	6	\$3,036.00
Cable, Shipping, Misc Install Parts	\$2,620.00	1	\$2,620.00
Installation, Cabling & Programming Labor	\$13,288.00	1	\$13,288.00
Subtotal:			\$22,710.00

Quote Summary	Amount
Materials & Labor	\$22,710.00
Total:	\$22,710.00

Payment Terms: Net 30 Days

Acceptance

Vermont


Dame Diette

Signature / Name

10/16/2023

Date

Orange Southwest School District


Wes Gibbs

Signature / Name

Facilities Director

Job Title


Date

Initials

Sales Agreement T&C's

Standard

OPERATION: Customer shall be responsible for: (i) properly testing and setting the system on every closing and to properly turn off the system on each opening (if applicable); (ii) testing any detection device, or other electronic equipment designated in the Proposal prior to setting the System for closed periods; (iii) notifying Minuteman promptly if such equipment fails to respond to the test; and (iv) using and operating the System and the equipment properly and in accordance with proper operating procedures (if customer requires Minuteman Security Technologies). Whenever Minuteman employees or authorized representatives are sent to the Covered Premises in response to a service call or alarm signal caused by the Customer improperly following operating instructions or failing to close or properly secure a protected point, Customer agrees to pay an additional service charge at Minuteman's prevailing rate per occurrence.

DELAYS - INTERRUPTION OF SERVICE: Minuteman shall not be liable for any delays, however caused, or for interruptions of service caused by strikes, riots, floods, acts of God, loss of communication and or other signal transmission lines, or by any event beyond the control of Minuteman. Minuteman will not be required to furnish service to Customer while such interruption shall continue.

EXCLUSIONS: Services to be provided by Minuteman pursuant to this Agreement do not include:

- Repair of damage or increase in service time caused by failure to continually provide a suitable operating environment for the System as prescribed by Minuteman and/or the manufacturer of any equipment used in the System, including, but not limited to, the failure to provide, or the failure of, adequate and regulated electrical power, air conditioning or humidity control; or such special requirements as contained in the Proposal hereto.
- Repair of damage or increase in service time caused by use of the equipment for other than the ordinary use for which the equipment was designed or purpose for which it was intended.
- Repair of damage, replacement parts (due to other than normal wear) or repetitive service calls caused by the use of unauthorized supplies or equipment.
- Repair of damage or increase in service time caused by: accident, disaster, which shall include, but not be limited to, fire, flood, water, wind and lightning; transportation, neglect or misuse, alterations, which shall include, but not be limited to, any deviation from Minuteman's physical, mechanical or electrical machine design; attachments, which are defined as the mechanical, electrical or electronic interconnecting to non-Minuteman equipment and devices not supplied by Minuteman.
- Electrical work external to the equipment or accessories furnished by Minuteman.

ADDITIONAL CHARGES: Unless otherwise specified in the Proposal, service charges for the system are based upon coverage during "normal business hours of operation." Service performed outside this window, or as a result of the failure of the Customer to adhere to the requirements as specified by either the manufacturer or outside the scope of the Agreement, shall be chargeable at Minuteman's prevailing rates. Customer shall not tamper with, adjust, alter, move, remove, or otherwise interfere with equipment without Minuteman's specific permission, nor permit the same by other contractors. Any work performed by Minuteman to correct Customer's breach of the foregoing obligation shall be corrected and paid for by Customer at Minuteman's prevailing rates. Remedial maintenance due to Acts of God or events beyond the control of Minuteman shall be corrected by Minuteman and paid for by Customer in accordance with Minuteman's prevailing rates.

Minuteman shall have the right to increase or decrease the periodic service charge provided above at any time or times after the expiration of one year from the date service is operative under this Agreement, upon giving Customer written notice thirty (30) days in advance of the effective date of such increase or decrease.

LIQUIDATED DAMAGES - MINUTEMAN'S LIMITS OF LIABILITY: Customer understands that Minuteman is not an insurer; that Customer is responsible for obtaining insurance for such reasons or purposes, including theft and vandalism, and in such amounts, as Customer shall determine. Customer further understands and agrees that the sums payable hereunder to Minuteman are based upon the value of services offered and equipment value provided and such sums are not related to the value of property belonging to Customer or to others located on the Covered Premises. Customer does not and shall not seek indemnity under this Agreement from Minuteman, and specifically waives any rights for indemnity for any damages or losses caused by hazards to customers, invitees, guests, or property of customer or third parties. Customer understands and agrees that the System and the services to be supplied hereunder are designed to detect security breaches, and

that MINUTEMAN MAKES NO WARRANTY, EXPRESS OR IMPLIED, THAT THE SYSTEM OR THE SERVICES IT FURNISHES WILL AVERT OR PREVENT OCCURRENCES, OR THE CONSEQUENCES THEREFROM. Customer agrees that Minuteman shall not be liable to Customer, its employees, agents or guests, or to any third party, for any losses or damages, irrespective of origin, to person or property, whether directly or indirectly caused by performance or non-performance of obligations imposed upon Minuteman under this Agreement or by negligent acts or omissions of Minuteman, its agents or employees. In all events, it is further agreed that if Minuteman should become liable for any losses or damages for any reason having to do with this Agreement, Minuteman's total liability to Customer shall be limited \$250., which sum the Customer agrees is reasonable. The payment of this amount shall be Minuteman's sole and exclusive liability regardless of the amount of loss or damage incurred by the Customer.

INDEMNIFICATION: Each party shall indemnify and hold harmless the other, their trustees, officers, professional staff, employees and agents from and against any loss, damage, claim or liability, including reasonable attorneys' fees (collectively "liabilities"), arising out of the performance of this Agreement to the extent that such liabilities arise from the acts or omissions, negligence, gross or reckless misconduct, or intentional wrongdoing of the indemnifying party, its trustees, officers, professional staff, employees or agents.

WARRANTY: Minuteman Security Technologies, Inc. Full One Year Limited Warranty:

- **What is Covered:** This warranty covers any defects in materials or workmanship, including installation, with the exceptions stated below.
- **How Long Coverage Lasts:** This warranty runs for one year from the date your system was installed and accepted.
- **What Is Not Covered:** This warranty does not cover intentional or un-intentional misuse or of any of the system components or software. The warranty does not cover damage as a result of acts of god (lighting, floods, storms, etc...) or electric surge.
- **What Minuteman Will Do:** Minuteman will repair any part of the system that is proved to be defective in materials or workmanship. In the event repair is not possible on certain system components, Minuteman will replace said component with similar specification and price.
- **How To Get Service:** Contact our service department at your nearest service center. A service representative will review your system and take any necessary action to correct problems covered by this warranty.
- **How State Law Applies:** This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

Turnkey Installation

THIS QUOTE INCLUDE: Only the items and quantities of devices listed on this quotation. The design is pending approval of authorities having jurisdiction where approval is required. Pre-installation rough-in followed by one site visit for final connection of head-end w/ training if needed and all required testing to be performed during the same visit. Acceptance and testing documentation (when applicable). For alarm systems with a key lock box, if shown on plans the least expensive lock box will be provided unless specified otherwise. Work is to be performed during the hours of 8:00 AM and 4:30 PM. We may choose to make a network connection in the building to facilitate commissioning and service remotely.

THIS QUOTE DOES NOT INCLUDE: Multiple site visits for phased projects unless it was specifically advised of the phasing schedule prior to providing this quote. Permits, licenses, sales tax, or shipping costs to the customer unless each is specifically listed. Third party approvals or third-party testing or inspections unless specifically listed. Return visits if other trades could not be coordinated to be present during our original site visit. Labeling of devices, controls or any required signs unless specifically listed on the quote. Unforeseen existing conditions that were not brought to our attention prior to the quote.

IT IS THE CUSTOMER'S RESPONSIBILITY TO: Provide a revised equipment count if the quantities shown are incorrect. Provide a minimum of FIVE business days to schedule. Provide a clean and safe working environment that complies with all OSHA rules and standards. Provide a safe and secure, climate-controlled storage area for tools and the equipment being installed. Provide labeling and any required signs. Provide trash receptacles and pay for all trash removal unless trash removal is specifically listed. Cutting, patching, and painting of any areas affected by the installation unless each of these functions are specifically listed on the quote. If there is a custom annunciator/map or custom control panel, etc. then AutoCAD files must be provided to work from. To pay additional travel and labor costs for any additional unplanned site-visits.



Escalation Clause

TC-Escalation Clause

Due to recent market volatility and ongoing supply chain issues, Minuteman is incorporating the following clause into all proposals and maintenance contracts:

Through no fault of Minuteman, In the event of a delay in product availability or price increase of materials procured by any manufacture and/or distributor, the contract sum, time of completion, or contract requirements shall be adjusted by a change order in accordance with the procedures of the Contract Documents. A change in price of any item of material from our manufactures or distributors will be considered between the date of this contract and the date of installation. Issuance of a purchase order or signed proposal constitutes acceptance of this clause.

SUPERINTENDENT'S REPORT

November 8, 2023

Mental health issues, emotional disturbance, and the sometimes severe behaviors they manifest are a statewide problem in both the adult and student populations. The action plan below was developed and is being implemented in order to find a better way of managing such behaviors in our elementary grades and was created through the input of those who work closely with our most challenging students.

It must always be remembered that the severe behaviors we sometimes see in children typically serve a purpose that may be unknown to us: protection, survival, coping with uncertainty, releasing stress and anxiety. While difficult to manage, this does not make them “bad” kids; they are like any other who simply need love, kindness, understanding, and patience while we implement developmentally appropriate ways to hold them to reasonable expectations and standards when it comes to their behavior. Tablu Rasa: we do not come into this world knowing how to conform to expected behaviors – we need someone to show us the way. That is the goal of this action plan.

Action Plan

DIFFICULT STUDENTS, ELEMENTARY LEVEL

The severity of student behaviors at the elementary level has caused changes in how those who work with these students respond. In fact, recent statewide VSBIT data on workman's compensation shows that being injured by students currently ranks second in terms of the number of claims filed. While some student behaviors can be extreme, most do not meet the requirements for restraint or seclusion; however, staff fear that the behaviors are too severe for other techniques. Because of this, there has been an increase in the use of restraint and seclusion at the elementary level. This raises many questions that need to be investigated to inform the creation of a strong, effective system that better supports both the needs of the staff and the social development of students.

- Are the laws and regulations regarding restraint and seclusion being followed?
- What liability is the district being exposed to both in terms of restraint and in terms of protecting staff?
- Are the current techniques being used unintentionally increasing the number and severity of student behaviors?
- Do the current techniques allow students to meaningfully process their behaviors so that future incidents become less likely – that is, is each incident used to teach the students how to better self-regulate over time?
- How are these behaviors impacting the ability of all students to learn?
- What impact do these behaviors and the way they are responded to have on the elementary school climate?

PLAN OF ACTION

Goal 1: Re-Training to Re-Focus

Teachers: Classroom staff need to have clear expectations on what behaviors they are expected to manage in the classroom, and which behaviors should be handed off to the SEL (social emotional learning) team. Managing behaviors in the classroom, when possible, serves to build strong, positive relationships with students; such relationships can prevent future incidents and lessen the severity of behaviors when they occur. Further, this frees up the SEL team to focus on the higher-level behaviors that take significant time to process so that a positive, lasting outcome is achieved.

Actions:

- The MTSS (Multi-Tiered Systems of Support – Student Services) team will identify a trainer and plan dates for this instruction.
- The elementary administration will work with the trainer to create a document listing examples of behaviors that should be handled in the classroom. The training will focus on how to manage these behaviors.
 - They will commit this list to the faculty handbook.

- They will work with the staff to support them in managing these behaviors in the proper setting.
- The central office will create half-days to support the training and will notify the community of the schedule changes.

Support Staff and Interventionists (SSI): The SSI will receive additional training in 1) de-escalation techniques, and 2) techniques that promote student acquisition of self-regulation skills over time. Since the SSI team has more time to spend directly interacting with these students, they can have a greater impact in terms of building student self-regulation skills than the teaching staff.

Actions:

- The MTSS team will identify a trainer and plan dates for this instruction. They will create a protocol for de-escalation intervention based on the training.
- The elementary administration will include the protocol in the faculty handbook and will work with the SSI to support the implementation of the new protocols.
 - The district BCBA will be consulted whenever a de-escalation technique is consistently ineffective.
- The central office will create half-days to support the training and will notify the community – this training should run concurrently with that for the teachers. Assuming that it will take multiple half days to complete the training – the teaching staff should also participate in the de escalation training if possible.

Goal II: Protocol for Removing a Student from the Classroom

Purpose: There are times when it is appropriate to move a disruptive student to another location, it is therefore important for the staff to be trained in how to identify such times and how to provide a physical escort when needed without resorting to restraint.

Actions:

- The central office will work with the MTSS team and legal counsel to develop a protocol for removing a student who is unwilling to leave a space voluntarily.

Goal III: Talking Points

Purpose: Given the public nature of these behavioral incidents, they can evoke feelings of anger or fear (fight or flight) in those who witness them, and students who have experienced violence can be re-traumatized. It is therefore important to be able to communicate effectively and within the confines of legal confidentiality to those who have witnessed an out-of-control child at school to reduce or eliminate the stress associated with such events.

Actions:

- The central office and MTSS team will 1) conduct a survey of the staff to understand the talking points the staff needs fluency in to effectively communicate with those who witness and experience these incidents.
 - The talking points will be used to create a script for the staff to use that is developed by mental health professionals.

Goal IV: Clear and Prescribed Communication path

Purpose: Since a majority of the involved students are on educational plans, it is imperative that frequent and effective communication about the students' needs, behavioral changes, and plan changes occur on a regular and an as needed basis between members of the student services teams. Further, SSI members should be included in team meetings so that their insights can be incorporated into student education and behavioral plans.

Actions:

- The MTSS Team will create written expectations for 1) student meetings, and 2) effective communication regarding changes to student plans or routines.
 - This includes the delivery of training when needed to ensure staff can properly implement plan changes.
 - This includes SSI participation at team meetings.

- The elementary administration along with MTSS will roll out the expectations to staff, will include them in the faculty handbook, and will communicate and address any failures to follow the expectations.
- The central office will work with the SSI's to create time to meet, either during the school day or for additional pay before or after school.

Goal V: Rise Program Support

Purpose: The most qualified people in the district when it comes to student behavior modification at the elementary level are the BCBA (Board Certified Behavioral Analyst) and the two Rise program mental health professionals. It is therefore vital to restructure the focus of these individuals on the district's most behaviorally challenged students with the goal of providing the processing and support necessary for these students to learn how to self-regulate over time.

Actions:

- The MTSS team and the Central Office team will meet with the BCBA and Rise program professionals to create a structure to support 1) the de-escalation of our most severely challenging students, and 2) the acquisition of self-regulation skills over time.
- Elementary administration will help implement the restructuring plan once created.
- Central office will provide resource support.

Goal VI: Space and Resources

Purpose: Discussions with the staff have revealed space and resource needs at RES that are interfering with the effective implementation of structures that might improve severe student behavior. A lack of available rooms to process and debrief with students for the purposes of de-escalation and self-regulation skills acquisition exists. This may be due to the expansion of pre-school programming across the district. Further, RES does not have fully equipped and utilized sensory spaces within each classroom for students to practice de-escalation strategies. Both are vital safe spaces, when properly equipped, at promoting self-care, resilience, and self-regulation.

Actions:

- Central office will revisit the feasibility of moving the 6th grade to RUHS to improve space issues caused by the full day pre-school program.
- Elementary administration will work with staff to determine the composition of the sensory spaces and create purchase orders to request the furniture and supplies.
 - The central office will secure funding for these needs.
- MTSS staff will develop a usage protocol and train the teachers and SSI on how to effectively use the sensory spaces.

UNDERSTANDINGS AND FUTURE WORK

There are three separate support structures that must function together in a thoughtful manner to reduce and hopefully eliminate severe behaviors: 1) the SSI, 2) the Rise Program, and 3) the SEL (social emotional learning) team. At the conclusion of the action plan, representatives from each of these three teams must meet on a periodic basis to maintain and adjust the collaboration that is required to effectively support the district's students. Further, once the immediate needs at RES subside, the RISE program needs to be re-envisioned to fully support all three elementary schools equally. The input of the RISE program personnel will be instrumental in creating this vision and how to best structure a program in support of it.