

UNAPPROVED DRAFT

Nora Skolnick presented letter to Board signed by employees of RES (attached), then read letter to attendees. Nathalie Sugerman stood to speak about the RISE program, and distributed a handout (attached). They spoke about the history of the RISE program and how it was structured to allow the students to receive support and remain in their own classroom and school community. Layne Millington commented that the program was presented to the voters as a program that would benefit all area elementary school children, not just RES. Hannah Arias pointed out that the Board works from a policy-level, not an operational level so is unable to help generate an action plan. Layne Millington commented that the district had provided a skeletal action plan to the elementary school staff and building administration with the intent they would

build on that and craft a plan that suited their particular needs. They further commented that the subject of the conversation hadn't been made clear on the agenda so pertinent data might not be available at that moment. Rachel Gaidys commented that they didn't understand why different schools have access to different resources, Sam Hooper asked what the budget for the program was and Layne Millington answered it was budgeted at \$300,000 annually. Katya Evans asked how many staff were on that payroll, and was the budget being wholly used each year? There are currently 2 staff members, a para-professional position was budgeted but not filled. Layne Millington stated they will find out why that para position is vacant. Nora Skolnick stated the program was designed to be used at RES, and any Braintree or Brookfield student who needed those resources could receive them at RES. Layne Millington clarified that student participation in the district is determined at school year start, but there is intense push-back from RES to serve students from Brookfield and Braintree. Nathalie Sugarman was assigned to spend time this past week at Braintree to assess needs at that school. Richard Hayward, Brookfield teacher, spoke up that students get moved to Brookfield from Randolph, but Brookfield students have no access to RISE. There's discussion that a successful program should show evidence of a shrinking need, but that data has not been available to the superintendent. Melinda Robinson, RES, stated they support RISE across all schools, but it is difficult to have students from other schools come to RES to access the support. Hannah Arias states clarifying decisions cannot be made without further consideration. Nora Skolnick requests direction how to properly submit information to the Board, Hannah Arias responds written documents should be addressed/sent to the entire Board with the understanding that they may acknowledge receipt only, but not offer opinions, guidance or discussion outside of the public forum.

Presentation of Options for New Superintendent Search

5 mins Update

Heather Lawler presents information requesting the Board take action to begin a search for a new Superintendent immediately as Layne Millington tendered his resignation earlier this month, effective June 30, 2024. The Board is the hiring entity for the position and has 3 options – 1) Hire an outside firm to conduct the search; 2) The Board would head the search for suitable candidates or 3) the position would be posted internally. Each option has it's own financial burdens and time considerations. Sam Hooper moved to have the board chair look into hiring an outside search firm, Katya Evans seconded and the motion passed unanimously.

Review Annual Report to Voters (enclosed)

5 mins Update

No comment

Review Board Member Terms (list enclosed)

5 mins Review

Three positions are expiring in March

Review Complaint Procedure - Evans (enclosed)

Review/Adopt

Discussion that Step 1 of the Complaint Procedure (Complainants are to first bring complaints to the individual about whom they have a complaint) may be too difficult for some. Discussion regarding disparity of power, advocate/mediation options and the necessity of providing opportunity for the complaint to be resolved in the most direct manner. Layne Millington points out that revising Step 1 may require review and revision of other policies, and that the CBA (B27) requires an informal review of complaints before grievance is filed. Discussion of HR personnel

and the Restorative Justice Program prompts Anne Kaplan to suggest Katja review and generate suggestions for revision.

Keep Complaint Procedure on the agenda until resolved satisfactorily. Unanimously agreed.

Committee updates

15 mins Listen/Questions

Linkage -- Discussion about the annual letter to the community. The Board would like to make edits. Anne Kaplan suggests making a GoogleDoc that will track edits which the committee will insert where appropriate and re-submit the letter at the January meeting for vote.

III Monitoring: Organization

6:50 Brookfield Elementary Update from Principal Houston 10 min

Principal Cara Houston spoke about the community at Brookfield School – the students, teachers and outside community as well demonstrating their care for each other by helping the smaller kids sled, filling in for a colleague’s lunch duty when they’re working with a student or volunteering to work in the classrooms. Farm to School and Early Education grants make special events possible – Monthly Harvest and the purchase of a food cart allow the cooking of seasonal foods in the classroom. The Afterschool Program extends the composting program and sustainability lessons with related field trips and activities. The School Club is always looking for members, but the activities it sponsors have been well-attended – movie night, a bonfire, sledding, etc. STEM classes, to include robotics and coding as well as a BETA Technologies event in January. Students are being taught leadership and accountability using routine, clear expectations and positive reinforcements to help empower them and build interpersonal skills. Board questions revolved around school club strength, Farm to School and parking. The School Club meetings are the first Wednesday of every month.

Review EL Reports 2.4 & 2.5 (enclosed)

Millington

5 mins Listen

Policy 2.4 Financial Planning & Budgeting

First read of policy

Policy 2.5 Emergency Superintendent Succession

First read of policy

Accept Policy C9: Wellness and Comprehensive Health (enclosed)

Lawler

5 mins

Heather Lawler affirms any changes requested have been incorporated. Katja Evans moves to accept C9, Sam Hooper seconds, the motion passes unanimously.

Quarterly Facilities Monitoring Report (enclosed)

Millington

15mins Listen

Bob Worley reported on various projects – the green space behind the high school, the Brookfield well and meeting with the architect this week.

Budget Overview in Relation to Ends

Millington

30 mins

Listen/Questions

Layne Millington discusses state tax implications, tuition impact of RTCC, funding a third preschool site, and the difference between Tier 1 and Tier 2 funding as well as the flexibility of

several positions. They advise that the 5% cap applies to Tier 1 funding, not to discretionary Tier 2 items. Data is still missing from the state for firm figures, but the Board directed the conversation to grant-funded positions, the importance of on-site nurses and the role of HR vs Payroll. Heather Lawler commented that restructuring positions in the Central office may have some efficiency benefits, Sam Hooper questioned if payroll is done in-house, and there was conversation about the role of assistant superintendent versus that of a curriculum director. The role of Resource Officer and the potential benefit of having a full-time nurse in each school was also discussed.

Review/approve Raven and RTCC budgets

Two options for RTCC budget were presented and discussed at length -- Layne Millington and Heather Lawler responded to Board questions about combining programs for greater efficiency, opening up space in buildings and using resources more fully. Dean of Students position and expectations is discussed, academic outcomes are challenging but the budgetary piece is a consideration. Possibility of an adult ed program helping to offset some costs. Layne Millington presents costs of surrounding tech centers (RTCC is #3), explanation that the reason for the tuition jump initially was the failure to get a Perkins grant for instructor salaries resulting in those expenses being moved to local funding, and once a position is funded locally, it cannot go back to being grant funded. Layne Millington adds that as new programs are added to the curriculum, those new positions can be funded by Perkins money. Heather Lawler spoke of Nika Oakes' vision to add outdoor education components to increase enrollment, as well as a vet tech and animal husbandry program – grants have been written for these potential projects. Katja Evans asks if there is space in the building for expanded programs. There's discussion about use of grants to ease the ESSER cliff and upcoming CTE center legislative changes. Katya Evans moves to recommend combining the dental services program with Health Careers and funding the Dean through local funds. Rachel Gaidys seconds, motion passes unanimously.

Increase in RAVEN tuition is due to salary increases negotiated in the 2023-2025 CBA. Katya Evans moves to accept the RAVEN budget, Anne Kaplan seconds. Motion passes unanimously.

Update on internal investigation of 4500s

[Link](#)

15 mins

[Listen/Questions](#)

This entire conversation has been moved to Executive session

IV

Monitoring: Board

8:10

Assess Board's compliance with Board Governance Policy 4.5

Katja Evans moves to table discussion, Rachel Gaidys seconds motion, passes unanimously.

Assess Board's compliance with Board Governance Policy 4.4 (enclosed)

Read through of 4.4 with all in agreement. Katya moves to review all policies and change language to gender neutral. Sam Hooper seconds, motion passes unanimously.

Discuss Webinar "This Hearing is in Session; The Board's Role in Hearings"

10 min

Brief comment by Hannah Arias that the webinar is certainly of value, well done and occasionally witty

V

Policy Decisions: District Governance

8:35 **Discuss Need for Two Recommended Policies:** **Millington** **10 mins** **Listen**
 RTCC Policy on Student Work Projects and Conflict of Interest
 Parental Notification of Name Change

No response yet to previous request for clarification, hold on agenda for next meeting

VI **Advocacy**

8:45 **Plan Meeting with Legislators** **Evans** **15 mins** **Listen/Discuss/Decide**

Sam Hooper will contact Legislators and invite to February meeting

VII **Consent Agenda**

9:00 **Approve minutes from regular board meeting, 11/8/2023** **Kaplan** **5 min**

Approve minutes from special board meeting on 11/14/2023 (enclosed)

Approve minutes from special board meeting on 11/28/2023 (enclosed)

Approve contract for faculty hire, RES, .5 SPED/.5 Title funded (enclosed)

Approve RAVEN Budget (will be sent separately)

Katja Evans moves to approved consent agenda, Anne Kaplan seconds. Motion passes unanimously.

IX **Closing**

9:05 **Superintendent's Report (will be sent separately)** **Millington** **5 mins** **Listen**

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

Financial Report (enclosed)

Action Items Recap **GP 4.4.2.2 Chair's Role** **Kaplan** **5 min** **Review**

Review of actions assigned to various Board members prior to next meeting.

Adjournment

Meeting adjourns at 8:43 pm, Katja Evans moves to enter Executive session with the superintendent present, Anne Kaplan seconds. Motion is approved unanimously.

X **Executive Session:**

9:10 **Tuition Waiver Request**

Motion to delegate authority to Katya Evans to contact legal counsel on drafting a letter on topic of executive session was made by Rachel Gaidys, and seconded by Hannah Arias.

4500s Investigation, Further Discussion

At 9:31 a motion was made by Rachel Gaidys and seconded by Hannah Arias to enter a second Executive session to discuss 4500s investigation. Kayla Link, Layne Millington and Heather Lawler were also in attendance. Sam Hooper recused himself from the discussion and exited the facility.

There was discussion. No action was taken.

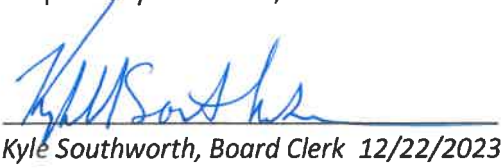
Rachel Gaidys moved to adjourn the meeting at 10:45 pm, seconded by Hannah Arias.

Future Meetings

Agenda Planning Meeting: TBD, last week of December 2023

OSSD Regular Meeting: Wed., Jan. 10, 2024 @ Braintree Elementary School -- 6:00 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Kyle Southworth", is written over a horizontal line.

Kyle Southworth, Board Clerk 12/22/2023

From: Orange Southwest Education Association

To: Orange Southwest School District Board

Dear Members of the Orange Southwest School District Board:

We, the undersigned faculty, and staff of Randolph Elementary School, have been working under some very challenging conditions. It is clear that we are in need of greater resources than we currently enjoy if we are to properly provide all care and services to all students.

There has been some progress made in improving conditions. Staff has been meeting weekly to create and improve systems to prevent and/or deal with disruptive behaviors. Our building administrators have been working with staff to help with the decision process regarding if/when restraint is necessary. We also will have two half days of inservice training on de-escalation techniques in January. There are however some serious items that have not been addressed. We come now before you seeking the following:

1. An action plan, created and agreed upon jointly by the SEL team, staff and administrators, for effectively engaging with challenging student behaviours.
2. In-person training, for all staff, in an agreed upon program, such as CPI or Handle with Care so that if a restraint is needed staff will be able to perform it in a safe and respectful manner. Training should include time for practice and clarification, and should be paid time.
3. Planning for, and development of in-district, alternative classroom options for students with demonstrated need.
4. Reinstating the RISE program in its original form. This program has done amazing work and that work is now being undermined. If the district wishes to expand the RISE program to other schools, then additional staff needs to be hired rather than taking staff from the existing program..
5. We ask, additionally, that communication between the district administration and the schools be improved. While we have full trust and confidence in our principal, Melinda Robinson, the same cannot be said in regards to other members of the district administration.

Melinda listens to staff, and does her best to provide remedies for problems disclosed to her in the interest of providing the best for students. She respects our intelligence, our education, experience, opinions, and professionalism. She trusts our intent to do our best based on our knowledge of, and experience with, the children we teach and guide each day.

Unfortunately, decisions made, and behaviours exhibited at the district level have shown that we are not held in the same regard. Staff morale is extremely low and there are many who are not certain whether they can continue now or return next year, if conditions do not improve sufficiently. What we are asking here will, we believe, help ease some of the burden by providing to us more of what we need to best support the children in our care.

We thank you for your time and attention to the matters set forth.

Sincerely,

Lindsay Meyer
Raithyn Bishop
Julie Hinman
Gus Howe Johnson
Amanda, Nether
Kristen Pava
Sean McAnulty
Brandon Tardiff
Arman
Martha Messier
Annell
Kathryn
Am
Amelia Garrett
Chet



Catalina Ruiz
 Julie Marie Smith
~~Andie~~ Catherine
 Stays
 Willy Wilh
 Min Zeely
 Pathy Smith
 Sara Desperance
 Alex McDi
 Pam Lyman
 CP

Wall M. Smith
 Dolores J. Hobbs
 Inge Cathal
 Haley Long
 Kelly Baum
 Omfady
 Sarah Mitchell
 Mahatma

Erin
 Wk
 Kristi AMO
 Cheryl Vincent
 Krista Sakers
 Nan Gurn
 Lam Jan
~~Ellen~~
 Alysa M. G.
 Andrea M. Laughel
 Jennifer Patterson
 Maria Forsyth
 Jennifer Moore

Ally Evans
 Sreger Currier
 Deanna King
 Frank Gonzalez
 Kathy VanHate
 Howell Celus
 Jane Etel

~~Donna~~ Amy
 Gille Kemp
 Melinda
 Lynn
 in 4th
 Bethany Link
 Kestrel
 Carin Pe
 Eileen
 Matt Patton
 MPK

Dear Board Members

The hand outs that have passed out include the Rise Program Description, which outlines what we do in Rise and two survey responses we completed last year and the year before.

Our Success

1. Deb and I were hired to create a program from scratch. We did it! Rise is doing exactly what this district had hoped it would do. Helping students with the most challenging behaviors be successful.
2. We are teaching students with trauma to understand why they are responding in unsuccessful ways and how to regulate their emotions and behaviors. This enables them to be successful as students and as children.
3. We have done this in a way that has allowed students to remain in their classroom and be a part of their school community. We did not need a school within a school to do it.
4. We have successfully supported numerous students who would have otherwise been considered for a referral to an alternative school. But the program we built allowed these students the opportunity to stay in their home school and learn the skills they needed to be successful. With the continued support of Rise, these students are doing very well.
5. Will there be a small fraction of students who need more? Yes, of course! It is impossible to believe we are going to be able to help every single child. There are some students who will need a greater level of care. But that is only a very small fraction of students.

The Expansion of Rise

6. The superintendent's report says that Rise is now expanded into Braintree. That is not correct. Right now, one staff member from Rise has been pulled away from her duties and caseload of students to support Braintree and offer support as they

try and fill the open counseling position that they were unable to fill earlier this year.

- a. Pulling someone out of their daily caseload and moving them over to another school, without notice, does not allow for any thoughtful planning or potential for success.

- b. We are more than happy to help Braintree, but this is not the way to do it. It takes away from the much-needed services at RES. I don't mean to be so blunt nor disrespectful but ... It's "Robbing Peter to Pay Paul."

7. We are happy that the district wants to develop services at Braintree and Brookfield. Deb and I have offered to help to consult and share curriculum in growing similar services in those two schools.

- a. In order to expand the services there needs to be thoughtful planning. It's important to figure out the unique needs of these two schools. Deb and I would welcome the opportunity to share our thoughts and ideas. But please, let's do it in the right way.

8. One final note. In 2019, the year Rise first started, the Superintendent wrote in the Annual Report to the Community (postscript page 7) that "... the full strength of the impact will not be seen until three-to-four years down the road"

- a. At the end of year three and year four of the development of Rise, we sent out surveys to parents, students and teachers. The results were very positive. Attached are some quotes that were taken from the surveys that demonstrate the achievement we have made.

Thank you.

Nathalie Sugarman & Deb Gattone
Rise Program Counselors

RISE Program Description

Resilience, Independence, Success, Engagement

Many children face challenges in their efforts to become capable learners and contributing members of their school communities. Multiple school, family, community, and personal factors can impact a child's capacity to function in an attentive, well-regulated manner that permits them to learn effectively and promotes the development of positive relationships with teachers and peers.

The RISE program supports students with these challenges to improve their abilities to be resilient, develop positive relationships, and increase social-emotional regulation skills. Ultimately, the goal of the program is for students to gain the skills they need to function successfully and independently in their regular classroom and school environments without the need for adult behavioral support. To accomplish this outcome, the program includes the following components.

- Daily check-ins with RISE staff to help students prepare for a successful day.
- Taking a break from negative situations and practicing coping skills that support them returning to their classroom.
- Engaging in individual counseling to work on emotional and self-regulation issues specific to particular students.
- Group counseling to work on more general self-regulation and social interaction skills.
- Home/school communication with parents to maintain consistent, positive messages for the students.
- Direct support to families, including the following:
 - Assistance in finding ways (including access to other community resources) to meet familial needs, so that stress is reduced and more attention can be directed to helping the children approach school with confident, optimistic mindsets.
 - Work to help parents bring into the home the vocabulary, responding process, and practice in self-regulation and social interaction that is being established at school.
 - Providing educational and therapeutic support as needed to help parents develop more consistent, supportive routines, expectations, and communication styles, so that the children develop good sleep and nutritional habits; feel safe and connected; and interact within the family in calm, respectful ways.
- Consulting with teachers, as well as all other special education and school resources, so that all areas of the school are working together to help students build resilience, emotional regulation skills and positive social skills.

The RISE program is staffed by two master's level clinicians at the Randolph Elementary School designed to promote students' overall physical, emotional, behavioral, family, social and academic development by incorporating a blend of therapeutic services. The program serves a limited number of students K through 6th grade, with parent support and willingness to engage in family outreach. Students and their families are identified through a referral process, taking into consideration their level of need and the factors which are impacting their functioning in school.

RISE Survey Feedback

School Year 2021-2022 (Year 3)

"I am beyond thankful for this program to help my child learn strategies with his feelings. It's extremely helpful to have the support for him as it's sometimes difficult on some days to function." -parent/guardian

"It is exciting." -student

"It is amazing." -student

"(They) are perfect matches for their work with children of trauma. Their gentle but firm approach is wonderful." -staff

"I am thrilled with the RISE program. The collaboration with RISE teachers to help our students who have experienced severe trauma is wonderful. (They) do a great job checking in with staff about students, adjust plans to best support students so they are in the classroom as much as possible, and provide services to build regulation skills. Having their support has provided more opportunities for our students to access their learning." -staff

"(Staff) are absolute rockstars! They have been so great with our son and helped him 1 on 1 more and given him the tools and confidence to succeed and achieve so much this year. Also to have such an amazing team that genuinely CARES about our child's education, success and growth in and out of school is phenomenal and so comforting to know." -parent/guardian

"I think the RISE program is essential for proactive positive behavioral intervention." -staff

"It is the best!" -student

"I am grateful for the RISE program for many reasons. It has helped my children and me as well. It's nice knowing we are not alone and there is support for us through the school years." -parent/guardian

RISE Survey Feedback

School Year 2022-2023 (Year 4)

"Overall I think it helps me be more calm and more focused on challenging things like my emotions."
-student

"The Rise program has been invaluable to my daughter's success in school." -parent/guardian

"RISE has been the turning point for my child, we would be lost without the support and guidance of (the staff)." - parent/guardian

"There is always great socialization in Rise with all of the staff and students." -student

"This program is amazing and I feel lucky to work in a school with this type of targeted support. My student in RISE benefits immensely from the program and is able to access her classroom learning in a much richer way. RISE has helped coordinate with the family when issues come up at school or surrounding medication, which is hugely helpful as well. Additionally, RISE staff have helped me be a better teacher by helping problem-solve specific issues that come up in the classroom. My student in RISE has been able to take her learning from lunch bunches and help teach the class valuable self-regulation strategies. Thanks to her time in RISE, my student is a budding leader in her classroom community. RISE has been empowering for both my student and me. Thank you to the RISE team for their difficult and skilled work and to the admin for supporting this type of learning for our students." -staff

"It helps me. It should be at our school always. And other schools should have RISE Programs too." -student

ORANGE SOUTHWEST SCHOOL DISTRICT

Layne W. Millington
Superintendent

Heather Lawler
Assistant
Superintendent



Twenty-Four Central Street
Randolph, VT 05060
TEL (802) 728-5052
FAX (802) 728-4844

Robin Pembroke
Business Manager

Kayla Link
Director of Special
Education

November 30, 2023

To: Chelsea Sprague, Rachel Gaidys, Megan Sault

Good morning,

This is to remind you that your Board term expires on Town Meeting Day in March 2024.

If you plan to run for another term, please see your Town Clerk to complete the paperwork necessary to have your name put on the ballot for your town of residence (Braintree, Brookfield or Randolph).

If you are not going to run for re-election, please let your Town Clerk know so they can have time to make other plans.

Thanks so much,

Kyle Southworth

Cc: Hannah Arias

ORANGE SOUTHWEST SCHOOL DISTRICT BOARD PROCEDURE FOR HEARING COMPLAINTS

The Orange Southwest School District Board recognizes that it is important to have a structure in place to formally respond to complaints from staff, parents, students, and/or community members. Below you will find the steps that the OSSD Board expects people to follow.

Step 1: Complainants are to first bring complaints to the individual about whom they have a complaint.

Step 2: If the problem can not be resolved with the individual concerned, it should be brought to the attention of their immediate supervisor or administrator. The complaint should be in writing stating the issue and supporting facts. The individual about whom there is a complaint, shall be given the opportunity for explanation, comment, and presentation of the facts as they see them.

Step 3: If the issue is not resolved by the involvement of the immediate supervisor or administrator, the complainant may request that the next level up in the administration/management review the decision that was made regarding the complaint.

Step 4: In the event that the complainant is not satisfied with the review of the decision regarding the complaint, the complainant may request in writing to the Superintendent for their review of the decision regarding the complaint.

Step 5: If after completing the above steps, the complainant feels the complaint was not treated in a manner consistent with procedures/policies or that the Superintendent did not act in compliance with procedures/policies, they may request in writing to the Board Chair a review of the Superintendent's decision at the next regularly scheduled meeting of the Board. The Board shall conduct a review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. The Board shall conduct such meetings in accordance with Board procedures and shall render a decision. Board decisions are final.

Board Procedures for Hearing Complaints:

Step 1: The Board Chair confirms the complainant followed procedure steps 1-5 above.

Step 2: The hearing is placed on the warned agenda and copies of the written complaint are distributed to the Board.

Step 3: At the proper time, the chair recognizes the complainant and asks for a verbal summary of how their complaint was not treated in a manner consistent with procedures/policies or how the Superintendent did not act in compliance with procedures/policies.

Step 4: Board members are then invited by the chair to ask clarifying questions of the complainant. Board members may also ask clarifying questions regarding policy or procedures. Board members should refrain from giving opinions.

Step 5: The chair then recognizes the Superintendent and asks for a verbal summary response to the complainant's allegations, with reference to relevant policies and procedures.

Step 6: Board members are then invited by the chair to ask clarifying questions of the Superintendent. Board members may also ask clarifying questions regarding policies or procedures. Board members should refrain from giving opinions.

Step 7: The Board makes a decision. The Board's decision will be based on its review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. Board decisions are final. The Board sends a written response to the complainant informing them of the Board's decision.

MONITORING REPORT

POLICY 2.4: FINANCIAL PLANNING & BUDGETING

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

Layne W. Millington
Superintendent

December 13, 2023
Date

The Superintendent shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's Ends priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.

Further, without limiting the scope of the foregoing by this enumeration, there will be no financial plans that:

- 1. Risk incurring those situations or conditions described as unacceptable in the board policy "Financial Condition and Activities"*
- 2. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions*
- 3. Provide less for board prerogatives during the year than is set forth in the Governance Investment Policy*
- 4. Omit disclosure of anticipated impact(s) of proposed budget.*

Policy Wording: *The Superintendent shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's ENDS priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.*

Interpretation: I interpret the intent of the overall policy to mean that the use of district funds shall be consciously directed towards achieving the board's ENDS and that those funds will be safeguarded through proper fiscal management. Lastly, I interpret compliance with the overall policy to mean that each enumerated provision is in compliance.

Rationale: An organization that expects to meet the goals it sets for itself can only do so when it strategically spends resources to meet those Ends. Sound fiscal management practices help to ensure that money that could be leveraged towards achieving the Ends is not lost due to incompetence or inefficiency. The primary purpose of "financial planning

and budgeting" is to ensure that the necessary resources are available to the organization to meet its goals and mandated obligations.

Evidence: The additional funding requests for the 2022-23 budget provide clear evidence of strategic choices designed to advance the achievement of the Board's Ends and to meet mandatory obligations.

The following **additional** funds were acquired and spent in direct support of the Board's foundational Knowledge Ends:

- | | |
|---|----------|
| • Carnegie Math Program (grades 6-13) | \$37,000 |
| • Robotics (Science, STEM) | \$13,600 |
| • Three English Programs: Geodes, Wit and Wisdom, Foundations | \$25,000 |
| • Project Lead the Way (Health, Life Skills) | \$7,400 |
| • Life Skill Program Supplies | \$10,000 |
| • Career Exploration (Life Skills) | \$4,200 |

The following **additional** funds were acquired and spent to directly support teachers in their work with students for increased achievement on the foundational knowledge Ends:

- | | |
|--|----------|
| • Curriculum Planning | \$11,351 |
| • Professional Development Boot Camp | \$25,000 |
| • Additional Librarian time to provide more planning time for Elementary Teachers: | \$29,775 |
| • Additional Personnel Supports to Aid the Work of Teachers | \$68,550 |

The following **additional** funds were acquired and spent to directly support students' academic proficiency in terms of the Board's foundational knowledge Ends.

- | | |
|---|----------|
| • After School Bussing to allow student access to after school academic and extracurricular programming as well as after school tutoring and extended time on learning opportunities. | \$70,000 |
| • Transportation to improve access to summer academic programming. | \$30,000 |
| • Additional academic intervention during the school day. | \$14,872 |

The following **additional** funds were acquired and spent to directly support student mental health needs which relates the adaptability End.

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|--|----------|
| • Student Assistance and Substance Abuse Counselor | \$35,000 |
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The following **additional** funds were needed to cover mandatory expenses: contracted salary increases, increased cost of benefits, inflation, and special education services:

- | | |
|----------------------|-------------|
| • Mandatory increase | \$1,969,915 |
|----------------------|-------------|

The amounts can be confirmed by checking with the business manager and by looking at the monthly financial documents.

I report compliance on the totality of EL 2.4.

Provision# 1: *Risk incurring those situations or conditions described as unacceptable in the board policy "Financial Condition and Activities"*

Interpretation: I interpret this to mean...

- That available funds within the most recent budget shall not be exceeded.
- That the district's bills (liabilities) will be paid in a timely fashion.
- That monies owed to the district are collected in a timely fashion.
- That unexpected revenues are used to support the district's ends.

Rationale: The limitations laid out in Policy 2.3 (Financial Conditions and Activities) are focused on ensuring that the OSSD is practicing basic and appropriate financial stewardship. These provisions ensure that the organization is meeting its financial obligations in a timely manner and ensures that spending is centered on meeting the Board's Ends.

Evidence: The district's financial statements from fiscal year 2024 that are shared with the Board on a monthly basis show compliance with the interpretation of this provision as does the yearly financial audit performed by Fothergill, Segale & Valley. Lastly, the district ended the 2022-23 year with a surplus.

I report compliance on this provision.

Provision # 2: *Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions*

Interpretation: I interpret this to mean that:

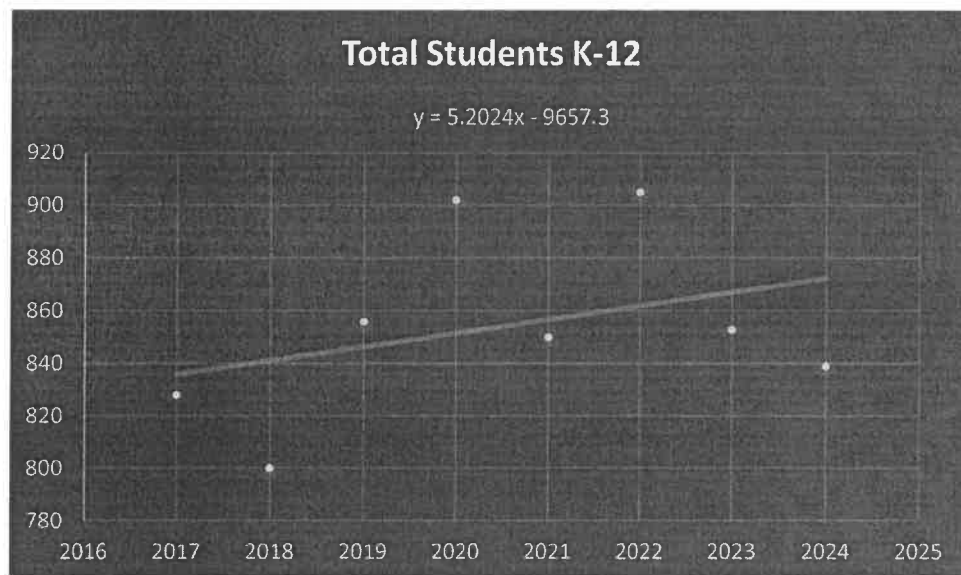
- Estimates of revenues and expenses used to create the yearly budget are reasonable and evidence based.
- Financial statements show enough detail to separate what is required to maintain the daily operation of the district in pursuit of the Board's Ends from individual projects that require significant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

Rationale: In order to provide adequate and dependable funding in support of the board's ENDS, the district budget must be created using evidenced-based assumptions about future revenues and expenses. Further, to provide evidence that district priorities are reflected in financial decisions, the budget creation process must explicitly state the purpose of any changes made to the budget from one fiscal year to the next.

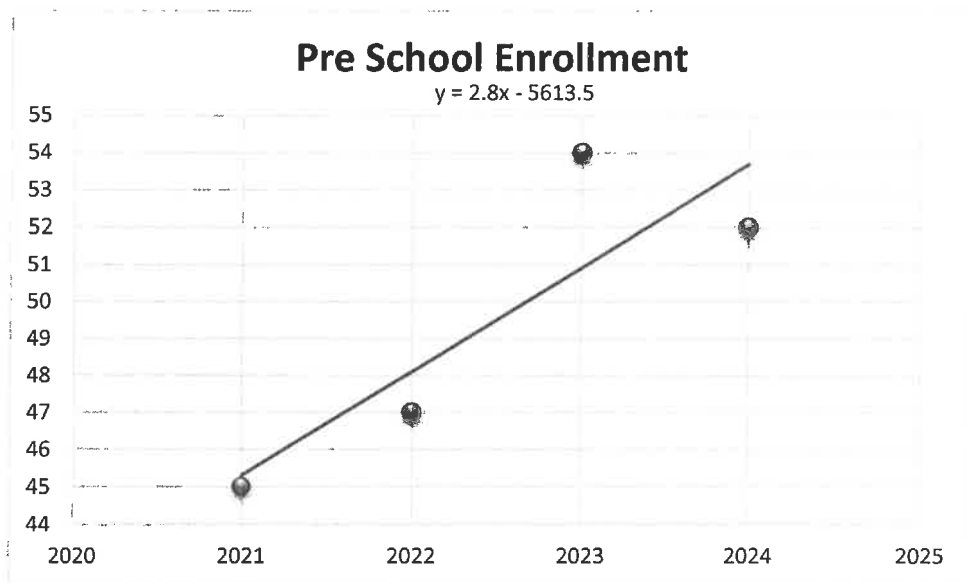
Evidence: The budget planning process relies heavily on formulas and forecasts supplied by the Vermont Agency of Education (AOE) to determine the amount of state and federal
Updated: December 2023

assistance the district will receive. Local data must be analyzed in light of the state's formulas and forecasts to provide credible estimates of both revenues and expenses that are then used to create the budget. The district therefore generates several different data sets for this analysis that allow the district to make funding decisions during budget creation, some examples include the following:

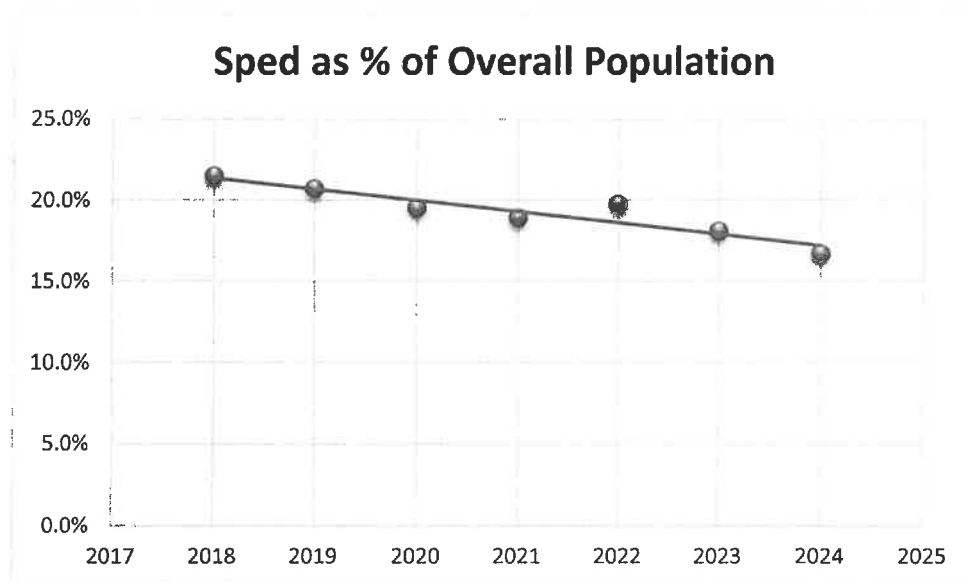
- Since the majority of our state assistance is dependent upon our average daily membership (ADM – the number of students who live in the district who are being educated by the district), we track enrollments across a three-to-five-year time span to predict future changes in state assistance in order to plan around any projected shortfalls. The below chart does not include pre-school students because state aid for preschool students is approximately 1/5 of that provided for grades K-12; it is tracked separately.



- Pre-School Enrollment.



- Shifting trends in the number of students needing special services.



- Salary and benefits changes dictated by local contracts and master agreements.
- Programming changes needed to address local pressures (e.g., COVID) that are interfering with the district's ability to meet its Ends.
- Regulatory changes that require mandatory implementation such as the state negotiated health insurance benefits and Act 173 (special education funding).

In cases where solid information does not exist to predict with fair certainty a revenue or expense, we use historical data to make an informed estimate.

Changes to the budget from year-to-year are explained during the budget presentations to the Board and community. These explicitly explain the rationale for the changes and touch on how they support the Board's overall Ends.

In terms of separating operational from capital expenses, the monthly financial reports provide evidence of this; further, all true capital expenses come from the reserve funds which require a direct and public vote of the Board to approve.

I report compliance.

Provision # 3: *Provide less for board prerogatives during the year than is set forth in the Governance Investment Policy*

Interpretation: I interpret this to mean the approved budget will contain adequate funding to support the board's reasonable interpretation of the Governance Process Policy 4.7.

Rationale: The intent of this limitation is to ensure that the board "invests in its own governance capacity," to ensure that it does not interfere with the attainment of the Ends through poor governance practices.

Evidence: During FY24, the amount requested by the board was allocated to the budget.

I report compliance.

Provision# 4: *Omit disclosure of anticipated impact(s) on proposed and adopted budgets*

Interpretation: I interpret this to mean that the superintendent will keep the board informed of all significant changes in the financial landscape that could or will affect either the budget planning process or the current budget.

Rationale: Providing and examining this type of information as soon as it is available allows for a thoughtful and informed response that may serve to mitigate any negative effects these changes may have on the district or its ability to meet its Ends. Further, should the changes be beneficial, advanced notice allows the district time to seek community input and to channel their impact towards meeting the Ends.

Evidence: The board has been kept current on financial changes, forecasts, and pressures

Updated: December 2023

through informational emails, superintendent's reports, the submission of monthly financial statements, and direct discussions.

- From the February 2023 Superintendent's Report:

Universal School Meals

Universal school meals is once again a topic of keen legislative interest. This session legislators will consider making the program, which has been in place since March 2020, permanent. From March 2020 through June 30, 2022, Vermont schools received full federal funding for universal meals and all Vermont students had access to free meals at school. On June 30, 2022, the federal government stopped funding the universal meals program, thus creating a decision point for legislators - return to the pre-pandemic model or continue to provide universal meals with a new funding source.

Legislators wrestled with this question last session and passed Act 151, which extended the universal meals program in Vermont for one year using \$29 million from surplus in the Education Fund. This move gave the General Assembly time to collect and review participation rates and other relevant data, and to consider possible revenue sources for the program going forward.

School Construction and PCBs

Since 2020, the State has been working to get a handle on the current condition of our public school facilities so that we can develop a comprehensive plan. Last spring, as required by Act 72 of 2021, the Agency of Education released the Vermont School Facilities Inventory and Assessment Report . The initial inventory report from last year indicated an aging physical infrastructure for Vermont public education with many buildings and building systems approaching the end of their useful life and the need for action by the General Assembly to come to grips with this very significant issue. In 2021, the General Assembly enacted a PCB testing and remediation requirement for schools, with money for testing but no funds for remediation. Last year, the General Assembly set aside money to fund the investigation, testing, assessment, remediation, and removal of PCBs in schools. The presence of PCBs in Vermont's public schools is understandably related to discussions about school facilities and construction, and we expect legislators to be looking closely at both issues as they develop a plan to help fund school construction projects, including PCB remediation.

I report compliance.

MONITORING REPORT

POLICY 2.5: EMERGENCY SUPERINTENDENT SUCCESSION

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

Layne W. Millington
Superintendent

December 13, 2023
Date

To protect the district from the sudden loss of Superintendent services, the Superintendent shall not permit the administrative cabinet to be unprepared to take over with reasonable proficiency until a successor is found.

Interpretation

I interpret this to mean that the district will hire and maintain an assistant superintendent who can be designated and authorized to assume the full decision-making and signing authority of the superintendent in the event of absence or incapacitation. Further, this designee will be cross trained in the full duties of the superintendency and will be kept sufficiently informed as to current matters and initiatives to effectively assume the superintendent's role with minimal downtime.

Rationale:

Ensuring that the district continues to achieve its ENDS on behalf of its students and the communities it serves requires the creation of contingencies that trigger when an unexpected loss occurs. Since the district relies on its staff to carry out its work, it is vital to engage in cross training efforts to ensure that the sudden absence of any individual's knowledge and skills does not destroy organizational integrity and functionality.

Aside from keeping the district operating smoothly during an unexpected transition, succession planning builds capacity and expertise within the administrative team that otherwise would not exist. Over the course of time, the additional training and communication serves to create a strong common vision and shared culture that promotes consistency, a sense of purpose, and an elevated sense of collegiality.

Evidence:

As of 2022-23, the district has hired and maintains an assistant superintendent who actively participates in all meetings and work related to the superintendency for the purposes of cross training and to remain informed of the district's current needs and priorities. This is to ensure a smooth transition should temporary or permanent succession be necessary.

The superintendent's authority is primarily signatory in nature and as such would require the action of the Board to transfer this power to a delegate. To ensure the Board understands its role in this process, the procedure for temporarily delegating the superintendent's authority is outlined below as part of the evidence showing compliance with this policy.

Procedure for Temporarily Delegating the Superintendent's Authority

This procedure should be followed in such cases where a superintendent is unable to perform his/her responsibilities. This may occur in a transition period between superintendents or for other reasons such as accident or illness. Under these circumstances, that authority temporarily may be delegated by the OSSD board to another licensed administrator within the district using the following process:

1. The OSSD Board should formally take action (vote) to temporarily delegate the superintendent's signatory authority to another licensed administrator within the district. This delegation may be general or limited to specific types of documents.
2. The current superintendent or chair of the OSSD board should submit notification via email to the secretary of education outlining the name and license type of the individual the board wishes to designate as the interim signatory authority for the district, the scope of that authority, and the start and end date of that authority.
3. The secretary will ensure relevant Agency of Education (AOE) divisions and teams are notified of the change, and that AOE's Grants Management System (GMS) is updated accordingly.
4. When the temporary signatory authority designation is no longer needed, or if it needs to be extended beyond the original request, the OSSD board chair or superintendent should email the secretary of education notification of the change. The secretary will follow the same process as item three (3) above in informing relevant parties within the AOE.

In addition, the administrative cabinet meets regularly the second and fourth Wednesdays of every month to discuss all matters affecting the district, which not only provides a forum for their input and guidance, but also ensures they remain current in the state of the district, its needs, and initiatives. The cabinet also meets (strategic planning) once or twice a year to analyze the current state of the district and to create and/or update school and continuous improvement plans in order to address any deficiencies relative to the Ends. These

meetings ensure that should both the superintendent and assistant superintendent be incapacitated; a member of the cabinet would be adequately prepared for temporary succession.

I report compliance.

Evidence Examples

- Copies of cabinet meetings and materials.
- Copy of the current OSSD Continuous Improvement Plan (CIP).

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:

OSSD Facilities Report Dec, 2023

Priority Level	Building	Description	Vendor	Estimate	Status	Final Cost	Date Complete Received	Inspection Initials	Notes
Work Orders			418 new work orders			4 declined	404 completed.		
1	RUHS	Remove Gym bleachers and replace gym floor	Danaher/Hussey	\$300,000	Complete				
1	RTCC	PA system update to include strobes where needed	MinuteMan Security and Life Safety	\$22,710	Planned				
1	RES	Install New Generator	TBD	\$270,000	In-Progress				
1	BRNT	Braintree Nurse Clinic Update	Lajeunesse	\$34,427	Complete	34,427.00			
1	BRNT	Braintree Trail	Apex Trailworks	\$19,450	Planned				
1	RES	Playground removal and disposal	Thad Giles Services	\$7,500	Complete	7,500.00			Aged
1	RES	New Playground equipment	TBD	Getting quotes	Planned				
1	RES	New Bleachers	Robert H Lord Co.	\$75,000	Planned				
1	RUHS	synchronization	and life Safety	\$39,526	Complete	39,526.00	Reviewing		recommendations, clock alone is
1	OSSD	Feasibility study for potential of new school	Lindberg Architect	\$150,000	In-Progress				
1	OSSD	Green Space near OSSD Office	Thad Giles Services	\$26,468	Planned				
1	RUHS	Renovation of space for Tech Dept move	TBD	Getting Quotes	Planned				
1	RUHS	Renovation of Media Center	TBD	Getting Quotes	Planned				
1	RTCC	Renovation of current PBL for RTCC	TBD	Getting Quotes	Planned				
2	OSSD	Restriping of pavement RES/RTCC/RUHS	\$20,000.00	Valley Line	Planned				
3	Fields	Aeration, fertilization and safety renovation		\$30,000	Planned				
2	All sites	labor and accident potential and maintenance	Empire Janitorial and well digger	\$30,000	In-Progress				total of five, ordered
1	BRK	abatement.		\$130,000	In Progress				Statement to go Out to bid.
1(1)	RES	remodel: ovens, faucets, stove, drains need	TBD	Quotes pending	Planned				Top Summer Priority
1	BRK	Fire suppression hood in kitchen			Planned				
1	RES	Boiler Chimney Repair	Chimney Savers	\$17,000	Planned				
1	BRT	climbing tree in the Pre-K area			Planned				
2(3)	Braintree	water booster. Remove wood from serving		Quotes Pending	Planned				
2(4)	Brookfield	components. Replace three bay sink.		Quotes Pending	Planned				
1(2)	RUHS	sink, faucets, walls, ceiling, sewing line		Quotes Pending	Planned				
3(5)	RUHS	Cafeteria - ceiling, lighting, tables.		Quotes Pending	In-Progress				
3	RTCC	replace ceiling ductwork, update electricity, add			In-Progress				Waiting on Schematics/Drawing
1	Raven	Sound			Planned				
1	Raven	Air Filtration or Outdoor Air Exchange System			Planned				
3	Raven	Upstairs Planning: Technology (Raven will Sell).			In-Progress				
1	RUHS	support a dedicated middle school wing.			Planned				Under Investigation
2	RUHS	stall Unisex will violate occupancy code			In-Progress				

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.4 Chair's Role
Time period being monitored: FY 22
Date Completed: 11/9/22

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

Policy Wording	Have we acted consistently with this item of the policy	Specific representative examples to support your response
The 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.		

<p>3. Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.</p>		
<p>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.</p> <ol style="list-style-type: none"> 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. 		

Which areas were rated as “some of the time,” “rarely,” or “never?”

Select ONE area of this policy for improvement over the next year.

What actions will we COMMIT to taking in the next year to improve our application of this policy?

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

WHEN will we reassess our progress?

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.5 Board Members' Code of Conduct

Time period being monitored: FY 22

Date Completed: 12/14/22

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

Policy Wording	Have we acted consistently with this item of the policy	Specific representative examples to support your response
The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.		
1. Members must demonstrate loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as Parents or Guardians.		
2. It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest. "Conflict of interest" means a situation when a board member's private interests, as distinguished from the board member's interest as a member of the general public, would benefit from or be harmed by his or her actions as a member of the		

<p>board. In order to comply with the obligations thus imposed, the Board and its members will adhere to the following standards.</p> <p>A. Board members will be familiar with, and adhere to, those provisions of Vermont education law which define School Board powers and govern board member compensation and public bidding processes.</p> <p>B. Board members will not take any action which is intended to give the impression that he or she would represent special interests or partisan politics for personal gain.</p> <p>C. Board members will not use his or her position on the Board in any manner intended to unfairly promote personal financial interests or the financial interests of family members, friends or supporters.</p> <p>D. Board members will not accept anything of value in return for taking particular positions on matters before the Board.</p> <p>E. Board members will do nothing intended to leave the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.</p>		
<p>Avoiding Conflicts When a board member becomes aware of involvement in a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the Board minutes, and will abstain from voting or</p>		

<p>participating in discussion of the issue giving rise to the conflict.</p>		
<p>Complaints of Conflict of Interest When a conflict of interest claim against a Board member is brought to the Board in writing and is signed by another Board member or a member of the public, and the Board member against whom the claim is made does not concur that a conflict in fact exists, the following Board procedures will be followed.</p> <p>A) Upon a majority vote of the remaining Board members, or upon order of the chair, the Board will hold an informal hearing on the conflict of interest claim, giving both the Board member and the person bringing the claim an opportunity to be heard.</p> <p>B) At the conclusion of the informal hearing, the remaining Board members will determine by majority vote to take one of the following actions:</p> <ol style="list-style-type: none"> 1. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed. 2. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the Board deliberations or decision related to that issue, as required by Vermont statute. 3. Issue a public finding that the conflict of interest charge is supported by the evidence and, in addition to disqualifying him or herself from voting or otherwise participating in the Board deliberations or decision, the Board member should be formally censured or subjected to such other action as may be allowed by law. 		

<p>3. Board members may not attempt to exercise individual authority over the organization. A Board member will do nothing intended to give the false impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration. As such;</p> <p>A) Board members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.</p> <p>B) Board members' interactions with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated board decisions.</p> <p>C) Except for participation in board deliberation about whether the Superintendent has achieved any reasonable interpretation of board policy, Board members will not express individual judgments of performance of employees, volunteers or the Superintendent.</p>		
4. Board members will respect the confidentiality appropriate to issues of a sensitive nature.		
5. Board members will be properly prepared for board deliberation.		
6. Board members will support the legitimacy and authority of the final determination of the board on any matter, irrespective of the Board member's personal position on the issue.		

Which areas were rated as “some of the time,” “rarely,” or “never?”

Select ONE area of this policy for improvement over the next year.

What actions will we COMMIT to taking in the next year to improve our application of this policy?

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

WHEN will we reassess our progress?

**Orange Southwest 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.**

I Opening: 6:01 – called to order by Hannah Arias

Board Attendance: Hannah Arias, Chelsea Sprague, Sam Hooper, Anne Kaplan, Katja Evans, Rachel Gaidys, Sarah Haupt

Guests: Layne Millington, Heather Lawler, Kyle Southworth, Lisa Floyd, Jason Finley, Kasi Thresher, Amanda Cotter, Lisa Wright, Alexandra McLaughlin, Cecile Smith, Julie Marie Bristol, Jane Ertel, Deb Chamberlin, Abby McFayden, Julie Zimmerman, Alejandro Ruiz, Jessica Allen, Nora Skolnick, Catalina Ruiz, Donald Green, Tevye Kelman, Haley Lary, Michael Dooley, Sonja Cattanach, Deb Lary, Michael Lary, Stephanie Reyes, Beth Osha, Molly Mullen, Sara Lesparance, Sean McAnulty, Julie Hinman, Lindsay Meyer, Heidi Schwartz, Jay Hooper, Emily McCall, Cory McCall, Nicolle Canales, Ali Hull, Steph Leonard, Jenny Engel, Meghan Westbrook, Erika Ready, Gabrielle Pozzani

Virtual: Kyla, Felicia Allard, Mason Allard, Cristie Arguin, Rachel Bent, Brooke Dingleline, Robin Dunican, Alexa Dwinell, Lauren Futtner, Linda Garrett, Deborah Gattone, Wes Gibbs, Lindsay Haupt, Cara Houston, Melissa Hurley, Gus Howe Johnson, John Lacey, Haddie Lary, Eva Loomis, Darren Marcy, ORCA Media, Brooke Naylor, Ryan O'Malley, Mindybeth Pike, Katie Rogstad, Isabel Ruiz, Troy Tabor, Jessamyn West, Bob Worley

Ensuring a Quorum Arias Overview

Meeting Purpose: Policy Discussion, 2024-25 Budget Overview, Monitoring Organization, and Ownership Linkage and Monitoring.

II Board Education and Ownership Linkage

Public comment (Recognize e-communications to the Board) Arias

Listen Only, Board welcomes comment but is not able to take any action, comments limited to three minutes per speaker

Chelsea Sprague will operate as timekeeper for public comment.

Haley Lary – produced a written document regarding meeting with the Superintendent on 10/23/23 on 4400 reports. Read segments of documents, handed out to Board and others. Copy attached.

Nora Skolnick – spoke about staff feeling unsupported. Requests the Board work on an action plan, have paid, in-person training for staff during the school day. Have re-entry plans for all students who have been aggressive, with all stakeholders involved present.

Lindsey Haupt – reminds Board there is a petition of 40+ signatures requesting non-renewal of the Superintendent's contract

Catalina Ruiz – commented positively about working with SEL (specifically Mike, Haley, Deb and Sonja) especially with lower income and traumatized students.

Lisa Wright – spoke about seeing students who are destructive, disruptive and dangerous. The paras are the first in line to receive these behaviors and need assistance from the administration.

Sean McAulty – spoke supporting Mike and Haley as maintaining the dignity of all students with unbelievable grace.

Gabrielle Pozzani – spoke about the importance of data, and how helpful the SEL team is in producing that.

Cecile Smith – spoke supporting Mike and Haley, said they are first responders that help teachers navigate the emotional landscape.

Julie Bristol – comments that the climate at the school is extremely challenging, and that teachers feels frustrated and unsupported. Not sure if teachers would return next year if the assistance of SEL is not available. Wants the District to improve how it shows it values employees, respect, kindness and assumption of best intentions

Elli Hall – spoke supporting Mike and Haley's supportiveness of students and parents

Emily McCall – spoke supporting Haley Lary's professionalism

Sonja Cattanach – spoke that the SEL team was very supportive and the District was not collaborative, and had treated the SEL staff unfairly.

Jenny – commented that when a teacher has to be focused on disruptive students, they are unable to facilitate learning with other students.

Molly Mullen – stated that 90% of the kids aren't traumatized, they are the ones missing out as the students with the problems get all the help. SEL is needed to balance and support students and staff.

Meghan Westbrook – encouraged the Board to spend time in the schools, said staff was amazing in spite of how unsafe they felt in that environment. Wants District to make sure needs of all can be met.

Mike Dooley – stated that for the last 3 years all training has been video, there has been no in-person training in spite of repeated requests. Wants the district to review how training is done, cited concerns about Crisis Prevention Intervention certification.

Felicia Allard – as a virtual attendee, sent voice recording to Board requesting an exit interview and review of separation agreement. Requested that contracts not be renewed for Layne Millington or Heather Lawler.

Discuss Annual Report to Voters: Ownership Linkage Draft Letter – discussion regarding the board’s consideration to hire someone to write the letter, Anne Kaplan suggests Ben Merrill. Sarah Haupt motions to engage Ben, Katja Evans seconds. Vote is unanimous.

Review and Discuss Complaint Procedure – Megan Sault moves to adopt complaint process as was crafted (but not adopted) last year. Sarah Haupt seconds, vote is unanimous. Board requests new process (attached) be distributed to schools immediately.

Review and Discuss Board Rules of Procedure – Discussion of annual review of Board Rules of Procedure, request that be put on the annual agenda. Megan Sault moves to adopt Rules of Procedure until the review in March 2024, seconded by Sam Hooper. Vote is unanimous.

Board Annual Agenda -- Discussion about adding review of procedures and evaluation goals, along with a timeline.

Sub Committee Updates	Committee	Report Out & Discuss
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Superintendent Evaluation – Board confirmed evaluation belongs in the personnel file, discussion moved to tools for evaluation – specific, measurable, realistic. Some goals may take longer than 1 yr but scores, national standards are reflection of progress. Discussed possibilities of hiring PR/HR firms to promote community relations and staff support.

Ends Committee – Sarah Haupt moves to have Anne Kaplan join the ENDS Committee, Sam Hooper seconds. Vote is unanimous.

Facilities Committee – Katja Evans moves to have Sarah Haupt join the Facilities Committee, Chelsea Sprague seconds. Vote is unanimous. Discussion about science labs, remodeling of physical plant, Hannah Arias suggests setting a meeting with Bob Worley and Wes Gibbs and reporting back. Discuss: is Reconstruction a Priority?

VSBA Budget Webinar Notification -- Board discusses availability of webinar re: Act 127. Hannah Arias requests all register, further discussion how to present budget to taxpayers in a manner that will fully explain the data.

III Monitoring: Organization

RUHS Presentation: Middle-High School Update	Floyd & Finley Discussion
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Slide-show presentation focused on increased time on learning, celebrations as well as work on behavioral issues. Waterfall scheduled has added 47 hours of instructional learning. Discussed increased engagement, reduced lapse of earning, good feedback from teachers. Presented tutoring and opportunities for learning outside of the classroom with clubs, theatre and dance, homework club, robotics, more clubs to come. Discussion with students around career planning and special diplomas promotes student engagement, and introducing the 5/6 students to the high school environment has been very positive. Advisory programming is being focused on and while all advisors have the same tools, each has its own unique 'vibe'. Discussed the importance of having a trusted, known adult, ALICE and multi-options drills, the new mascot mural and the upcoming grand opening for the new gymnasium floor.

Further discussion about attendance rates, student-led conferences, summer programming & increasing enrollment, remedial and exploratory extension.

Accept EL Reports 2.1 & 2.2 (2nd Read) B-MD 3. Millington

Policy 2.1 Treatment of Students, Parents/Guardians & Community

Megan Sault moves to accept, Sarah Haupt seconded. Vote is unanimous.

Policy 2.2 Treatment of Staff

Layne Millington recommends this is held in deference, requests independent person to investigate videos, comments, etc. He will put request in writing and submit to Board. Board discusses how policy is retrospective so they can accept it and then monitor and re-visit later. Sarah Haupt moves to table Policy 2.2 and review at next meeting, Chelsea Sprague seconds the motion. Sam Hooper and Sarah Haupt vote aye, Hannah Arias, Megan Sault, Chelsea Sprague, Katya Evans, Anne Kaplan and Rachel Gaidys vote nay. Motion does not pass. Much discussion about what needs to be changed in order to accept the policy, Hannah Arias suggests the Board would be voting on Layne Millington's interpretation of the policy itself, not on whether Layne Millington treats staff nicely or not. Rachel Gaidys moves to accept Policy 2.2 as written, Anne Kaplan seconds. Vote is passed unanimously. Katya Evans moves to reach out to legal counsel for guidance, Megan Sault seconds, vote is passed unanimously.

First Read: Policy C9: Wellness and Comprehensive Health (enclosed)

Heather Lawler presents new policy, changes are about health education and healthy snacks, language chosen reflects the district's agreement to "do our best".

2024-25 Budget Parameters Presentation . Millington Presentation & Discussion

Discussion of impact of Acts 127 & 173, budget data is still flowing from the state through mid-December. Concern over the ESSER funds that will leave grant-funded staff unfunded, the weighted funding and the impact on the district as local funding will have to increase. Much discussion about how and when the data will be available, what choices will need to be made and what impact will be seen immediately and in five years.

Ends Data Discussion - Limited to What is Available Millington Discussions

Discussion how District students are achieving proficiency in reading, writing, communication within 3% of the VTCAP for 3 consecutive years. Discussion about correlation between student test grades and teacher attendance, increase of students reaching math proficiency (+7.5% of entire school population) and how the pre-K data is now being seen in ¾ math scores.

IV Policy Decisions: Board

Discuss Need for Two Recommended Policies: Millington Discuss

RTCC Policy on Student Work Projects and Conflict of Interest -- Board wants to see a draft policy

Parental Notification of Name Change – state requirements allow students to change preferred name in system, the law requires that parents are involved in any of these changes until the student is emancipated or 18.

These items will be re-visited in December.

V Monitoring: Board

Assess Board's compliance with Board Governance Policy 4.4 – Kayja Evans motions to table, Megan Sault seconds. Vote is unanimous.

VI Advocacy

Report on VSBA Annual Meeting & Conference Kaplan/ Lawler Listen

General discussion of meeting and value of information

VII Consent Agenda

Approve minutes from regular board meeting on 10/12/2023 and **Approve corrected minutes** from regular board meeting on 9/13/23 – Katja Evans moves to approve, Chelsea Sprague seconds. Vote is unanimous.

Appoint Members of Sabbatical Committee – approve members by school, add a board member. Megan Sault motions to add Hannah Arias, Katja Evans seconds the motion. Vote is unanimous.

Reserve Request: PA Upgrade RTCC—Anne Kaplan comments purpose needs to be more specific (include policy 2.0 in request as the upgrades addresses safety) Katja Evans moves to approve, Sarah Haupt seconds, vote is unanimous.

IIX Closing

Superintendent's Report (enclosed)

Arias

Discussion

Discussion surrounding the Board's interest in getting involved in Union negotiations surrounding 2 half-days for conferences.

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

Financial Report – Facilities is a bit higher, but District is currently under-spending due to staff not being hired until later in the school year.

Action Items Recap –

Adjournment – Katya Evans moves to enter Executive Session, Sarah Haupt seconded. Vote was unanimous, Board adjourns public meeting and enters executive session at 10:08 p.m.

IX Executive Session(s):

T1, S313 (7): Student Discipline Millington

T1, S313 (3): Appointment and/or Evaluation of Public Employee Arias Possible Vote

Future Meetings

Agenda Planning Meeting: Monday, November 27, 2023 @ OSSD 6:00 p.m.

OSSD Special Meeting: Tuesday, November 28, 2023 @ RUHS Media Ctr 6:00 p.m.

OSSD Regular Meeting: Wednesday, December 13, 2023 @ Brookfield Elementary 6:00 p.m.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Kyle Southworth', is written over a horizontal line.

Kyle Southworth, Board Clerk 11/20/23

**ORANGE SOUTHWEST UNIFIED UNION SCHOOL DISTRICT
(ORANGE SOUTHWEST SCHOOL DISTRICT)**

**SPECIAL MEETING
Central Office Conference Room
24 Central Street, Randolph VT
Tuesday, Nov 14, 2023 6:30 p.m.**

Minutes --

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

Virtually: Kyle Southworth, Rachel Bent, Sara Richards

- I. 6:31 p.m. Called to Order by Hannah Arias, ensure a quorum
- II. 6:34 p.m. General conversation among board members regarding recent training.
- III. 6:37 p.m. Megan Sault moved to enter executive session as there was no public comment. Sam Hooper interjected that he wanted to recuse himself from the session due to conflict of interest. Executive session motion seconded by Katja Evans, passed by vote.
- IV. Enter Executive Session with legal counsel to discuss personnel.
- V. Rachel Gaidys made a motion for the Board to delegate its authority to Hannah Arias and Chelsea Sprague to meet with the superintendent regarding the ongoing investigation into 4500s. Megan Sault seconded, passed unanimously.
- VI. Katja Evans made a motion to adjourn, Chelsea Sprague seconded. Passed unanimously.
- VII. Adjourned at 8:39

11.28.23

OSSD Special Board Meeting

Special Board Meeting regarding the request for expenditure of Facilities Carry Over/ Reserve funds to clear land, creating usable green space and for consultation services regarding site survey assessment and analysis for building a new high school.

6:06 meeting is called to order

We have a quorum

No public comment because no one is present from the

New School analysis conversation

\$150,000 request

Chelsea Sprague moves to approve funding request of \$150,000 for new school analysis study

Sarah seconded this funding request

Passed unanimously

Raven space land clearing conversation

\$26,458 for land cleaning request

Katja Evans moves to use reserve funds to clear the Raven space.

Meg Sault seconds

Passes unanimously

Meg Sault moves to adjourn the meeting

Sarah Haupt Seconds

Passes unanimously

6:29pm meeting adjourned

Respectfully submitted by:

Sam Hooper

SUPERINTENDENT'S REPORT

December 13, 2023

Update: Challenging Student Behaviors

Advancing the Plan of Action

The Randolph Elementary Administrative team supported by the central office has been working with the elementary staff to fully develop and implement a plan of action designed to mitigate the challenging student behaviors we are experiencing. That work is ongoing and critical components are falling into place.

A guiding principle that must not be forgotten as we engage in this work is understanding that how staff and administrators respond to challenging behaviors can escalate or de-escalate a student, and what seems to be a logical, rational response can cause escalation depending upon the history of the student despite the best of intent. While no response will work in every situation, the district has committed two-half days for further professional development around best classroom practices when it comes to challenging behaviors. This training is for all elementary staff (teachers and support staff) and includes work on best practice and de-escalation techniques. If the training is well received and effective when put into practice, it may be expanded if desired by the staff.

Rise program

The Rise Program was created to serve students with challenging behaviors across all three elementary schools. It was intended to be a school within a school for students whose behaviors were so severe, they could not properly engage in learning nor access the curriculum. The goal was to have the students engage with a well-trained staff, focusing intensely and almost exclusively on modifying the difficult behaviors so that they could return to their regular classrooms as quickly as possible. In some cases, the transition back would be gradual – attending high interest lessons to practice their self-regulation skills, and as their skill increased, they would slowly increase their time in the regular classroom.

The Rise Program is currently re-evaluating how it is structured to better support the original vision in light of the current needs of the elementary schools. As they develop plans on how to restructure the program, they have expanded their operations to include Braintree Elementary and the expectation is that this will soon include Brookfield.

De-Escalation versus Processing

The etiology of the student behaviors we are seeing typically requires two types of responses. The first is designed to mitigate the current incident and the second is designed to provide students with the skills to better regulate their own behaviors over time: de-escalation and processing respectively. These are separate activities that serve different purposes.

When a student becomes dysregulated, our primary goal is to assist them in re-graining control as quickly as possible so that they can return to the learning environment. There are specific de-escalation techniques that the staff will be re-trained in to help a dysregulated child in the moment. This is typically not the time to process what happened with the child beyond what's necessary to help them regulate in the moment. Deep processing, of the type needed to improve the student's ability to regulate themselves, cannot happen at this time for two critical reasons: 1) as kind and caring as the staff are, only mental health professionals have the training to engage in this type of work, and 2) deep processing often hits on strong emotions and by its very nature can put the student in a dysregulated state. One of the reasons districts such as ours may be experiencing an increasing level of challenging behaviors is because they are combining both activities when they are trying to de-escalate a child.

Processing must happen, but it needs to happen in a controlled environment, with a highly trained professional, at a time that is conducive to this type of work. The plan of action must separate these two processes if we are to have a meaningful impact on challenging student behavior.

Restrain, Seclusion and Regulations

My office is required by law to review all intervention reports that are developed after a child is restrained at school. After doing our due diligence and reviewing these reports as well as the video footage from the incidents at RES, we became concerned, both in terms of student behavior and in the use of restraint and seclusion. In response, the district met both with the response team members as well as the RES staff to ensure both are appropriately using these methods only when the threshold for their use is met. We will continue to both support our staff with the training they need as well as continue to do our due diligence to ensure that our staff is handling these difficult situations appropriately and that every child and their rights are being protected.

As is required by statute, my office has submitted a preliminary report to the Secretary of Education regarding these concerns and a more holistic investigation into these matters is being performed by the student services director. That report will be:

- Submitted to the Secretary of Education to amend the preliminary report.
- Used to determine if a deeper investigation is required.
- Used to guide and focus the plan of action in regard to needed training and intervention.

The student services director is scheduled to provide an update to the Board at its December meeting.