

Orange Southwest Unified Union School District

(Orange Southwest School District) OSSD

Regular Board Meeting on Wednesday -- January 10, 2024

Braintree Elementary School 6:00 p.m.

#### DRAFT – Minutes

**I Opening:** *Hannah Arias calls meeting to order at 6:02 p.m.*

**Board Attendance:** *Hannah Arias, Chelsea Sprague, Anne Kaplan, Sam Hooper, Rachel Gaidys with guests Layne Millington, Heather Lawler, Patti Sprague, Kayla Link, ORCA and Kyle Southworth. Remote attendees Sarah Haupt, Katja Evans, Jackie Wilson, Megan Sault, Megan Currier.*

**Meeting Purpose:** Ownership linkage Ends & Budget and policy

#### II Board Education and Ownership Linkage

**Public comment (Recognize e-communications to the Board)** Board welcomes comment but is not able to take any action Comments limited to three minutes per speaker: *there was no public or written comment*

**Approve Contract with VSBA for Superintendent Search Services:** *Anne Kaplan moves to accept contract with Jackie Wilson to help Board with the Superintendent Search and charge Hannah Arias to sign on behalf of Board. Sam Hooper seconds, motion passes with all attending.*

**Approve Annual Report to Voters:** *Confusion over which version of the annual report is the most current leads Hannah Arias to suggest reviewing the approving the document at the fully remote special meeting scheduled for Friday, Jan. 12 at 5 p.m.*

**Set date for Budget Informational Meeting (Thurs, Feb 29 @ 6 p.m.):** *Chelsea Sprague moves to accept Feb 29, 2024 at 6 p.m. for the Budget Informational Meeting. Sam Hooper seconds, the motion passes unanimously.*

**Review Complaint Procedure:** *Legal suggests making no change to procedure wording. No edits to approve.*

**Superintendent Evaluation Process Update:** *Chelsea Sprague and Anne Kaplan discussed the finalization of goals, and the VSBA evaluation service. Conversation about the difference between the OSSD and the VSBA survey processes.*

**Ownership Linkage Plan Committee update:** *no committee update. OSSD has hired a PR firm to promote pillars but still in the planning stage.*

**Superintendent Search Process & Timeline, Committee Charge:** *Consultant Jackie Wilson spoke about how because the start date for the superintendent search is about a month later than she'd like, the timeline has been condensed. This may flex, ideally the process should wrap in early March. Discussion of an upcoming stakeholder survey to be used to inform the process, answers would not be public and*

*will assist the search committee in their work.*

~~would not impact the superintendent search.~~ Discussion about the Board setting up a search committee that Jackie would lead, finalizing candidates after extensive review and meetings. The Board would be the final hiring authority. Email request for committee members to be distributed district wide, including IT, Facilities and Transportation. IT to maintain space on OSSD website for search information and updates.

Hannah Arias moves to enter executive session at 6:57 pm, Sam Hooper seconds. Motion passes unanimously. Board enters executive session with Jackie Wilson, Layne Millington, Heather Lawler and Kyle Southworth.

#### **EXECUTIVE SESSION**

**Screening Committee & Job Posting:** minutes attached.

Board moves back to public session at 7:03 pm. Anne Kaplan moves to accept job posting as presented by Jackie with the discussed edits. Seconded by Chelsea, the motion passes unanimously.

Board members to be on the screening committee are to be Anne Kaplan, Randolph; Sam Hooper, Brookfield, Katja Evans, Braintree with Anne Kaplan operating as POC for Jackie Wilson.

Jackie Wilson discusses advertising on SchoolSpring and through the National Association of School Superintendents website. Rachel Gaidys moves to have Jackie Wilson send job posting to the NASS, seconded by Sam Hooper. Motion passes unanimously.

Chelsea Sprague moves to enter executive session at 7:14 pm, Sarah Haupt seconds. Motion passes unanimously. Board enters executive session with Layne Millington, Heather Lawler, Kayla Link and Kyle Southworth. Sam Hooper recuses himself and leaves the room.

#### **EXECUTIVE SESSION**

**Update on 4500s Investigation:** minutes attached.

Board moves back to public session at 8:40 pm

#### **III Monitoring: Organization**

**Accept EL Reports 2.4 Financial Planning & Budgeting and 2.5 Emergency Superintendent Succession:** Anne Kaplan moves to accept both 2.4 and 2.5, Rachel Gaidys seconds, motion passes unanimously.

**2024-25 Budget Presentation OSSD:** Layne Millington presents budget update and explains change in trajectory since previous meeting, discussion about impact of CLA and why there is an annual surplus (staffing changes, retirement of senior employees, benefits of reimbursement of expenses through grant funding, etc.) Reviews RTCC budget information from December presentation.

#### **IV Monitoring: Board**

**Assess Board's compliance with Board Governance Policy 4.5 and Policy 4.6**

Discussion of Board performance, sub-committees, consolidating and/or shifting responsibilities, explore role of committees. Suggestion to review committees more thoroughly at the first meeting with new members.

## **VI Advocacy**

**Update Meeting with Legislators:** *nothing to report yet, no replies to messages Sam Hooper has left.*

## **VII Consent Agenda**

**Approve minutes from regular board meeting on 12/19/2023, approve minutes from ~~special board~~ committee meeting on 1/8/24 and minutes from ~~special board~~ committee meeting on 1/9/24:** *Hannah Arias moves to approve minutes, Anne Kaplan seconds, the motion passes unanimously.*

**Approve OSSD Budget, Annual Warning and RTCC Budget:** *Hannah Arias moves to approve the OSSD and RTCC Budgets as presented, Anne Kaplan seconds, motion passes unanimously.*

**Approve AOE Financial Management Questionnaire, Announced Tuitions, new copier lease, Set High School Choice Capacity Limits and Approve RAVEN Collaborative Agreement for 2023-2024:** *Hannah Arias moves to approve financial management data, tuitions, copier lease, capacity limits and the collaborative agreement, Anne Kaplan seconds the motion. The motion passes with five ayes and 3 abstentions (Katja Evans, Megan Sault & Sarah Haupt)*

**Operational Reserve Fund Request: Taxpayer Subsidy:** *this item will be reviewed at the special meeting to be held Friday, Jan 12 at 5 pm*

## **IX Closing**

**Superintendent's Report, Principals' & Director Reports and Financial Report:** *brief discussion*

## **Action Items Recap**

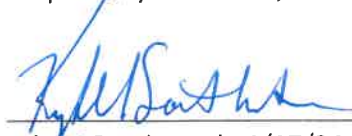
## **Adjournment**

*Sam Hooper moves to enter executive session at 10:05 to discuss personnel transition process with Layne Millington and Heather Lawler. Chelsea Sprague seconds, motion passes unanimously.*

## **X Executive Session: If Needed**

### **Personnel Transition Process**

Respectfully submitted,



Kyle M Southworth, 1/17/24

**FORM FOR TAKING MINUTES AT  
EXECUTIVE SESSION**

Name of Board: OSSD

Date of Meeting: 1/10/24

Continuation of minutes provided by Kyle Southworth

**Executive Session**

6:57 p.m. A motion was made ( Sam Hooper ) & seconded  
( Katja Evans ) to enter Executive Session to discuss  
personnel w/ Jackie Wilson (~~with the superintendent present~~\*).

Passed unanimously (or vote: x yes; \_\_\_ no; \_\_\_ abs.).

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

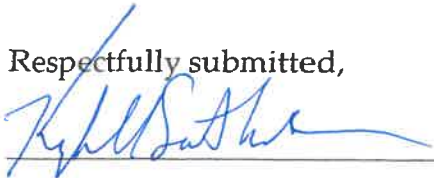
7:03 p.m. The board exited Executive Session.

As a result of the executive session:

Discussion, no action

With no further business to discuss, a motion was made by \_\_\_\_\_ and  
seconded by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ p.m.

Respectfully submitted,



**FORM FOR TAKING MINUTES AT  
EXECUTIVE SESSION**

Name of Board: OSSD

Date of Meeting: 1/10/24

Continuation of minutes provided by Kyle Southworth

**Executive Session**

7:14 p.m. A motion was made (Chelsea Sprague) & seconded  
(Sarah Haupt) to enter Executive Session to discuss  
Kayla Link 4500, state personnel issue (with the superintendent present\*).

Passed unanimously (or vote: X yes; \_\_\_ no; \_\_\_ abs.).

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

Sam Hooper recused himself

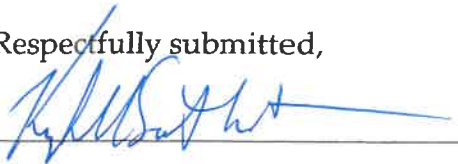
8:40 p.m. The board exited Executive Session.

As a result of the executive session:

Discussion, no action

With no further business to discuss, a motion was made by \_\_\_\_\_ and  
seconded by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ p.m.

Respectfully submitted,



# Superintendent Search Service Agreement

Between

**Orange Southwest School District**

And

**Vermont School Boards Association**

## **BOARD CONTRACT**

### **I. Purpose**

The Vermont School Boards Association (VSBA) and the Orange Southwest School District Board (Board) mutually agree to the following terms and conditions regarding search services to fill the position of superintendent of schools.

### **II. Scope of Service**

The VSBA will provide comprehensive assistance to the Board in its search for a new superintendent of schools. The VSBA will assist the Board and the screening committee by facilitating meetings and organizing the search process. The VSBA agrees to:

- meet with members of the school leadership team and educators to establish goals for the search process and to become familiar with the culture of the district and community;
- assist the Board to develop a written charge for the screening committee that identifies the specific roles and responsibilities for the current superintendent, school staff, students, and community members during the search process;
- work with the Board to identify priorities intended to assist the screening committee to recruit superintendent candidates who possess the necessary leadership skills, attributes, and experience level established by the Board;
- guide the development of selection criteria, salary/benefit range, and other details for the search process;
- assist with planning for the inclusion of internal candidates currently employed within the district;
- develop with the search committee a plan for disseminating advertising materials for the search pursuant to a plan approved by the committee, including the notices of the vacancy for identified web sites, selected newspapers, education journal(s), as well as phone calls and personal communication to potential candidates. Costs associated with advertising are not included in this contractual agreement.
- help the screening committee and Board to keep the process moving forward in a timely and lawful manner;
- assist the screening committee with the initial candidate review and recommend candidates whose credentials indicate they are well-qualified for the position and should be interviewed
- schedule first-round interview appointments and provide assistance during the interview process;

- help the Board and screening committee formulate interview questions, and manage an effective interview process that follows the provisions of the Open Meeting Law;
- guide the screening committee in conducting in-depth reference checks for finalist candidates that include, at minimum, telephone inquiries to their current employer, school board members, professional organizations, licensing board, and local teacher's union;
- schedule final interview appointments and provide assistance during the selection process;
- forward names and credentials of finalist candidates to the Vermont Secretary of Education's office for licensure compliance and reference screening;
- organize a school and community forum for finalist candidates to meet teachers, administrators, students, parents, and community members;
- if requested, arrange for district representatives to visit schools and communities where the finalist candidate(s) are currently employed;
- forward the name of the selected superintendent to the Vermont Secretary of Education for advice pursuant to 16 V.S.A. § 241, and a criminal record check and registry check pursuant to 16 V.S.A. § 254, if applicable;
- send letters of regret and/or other correspondence necessary to complete the search process; and
- assist the Board and selected candidate to create a transition plan for the leadership team.

### **III. Conditions**

- A. The VSBA will provide the identified search services on behalf of the Board.
- B. The VSBA will work with the Board and screening committee to complete the search process.
- C. Candidate names will remain confidential until such time as the screening committee indicates that information is to become public.
- D. The Board will approve all costs in excess of those included within this agreement before any additional costs are incurred.
- E. The services and advice furnished by the VSBA does not constitute the provision of legal advice. The Board shall obtain any required legal opinions from its counsel.
- F. The Board agrees for itself, its employees and agents not to assert any claim or institute any legal proceedings against the VSBA its officers, employees, or agents based upon services or advice furnished under this agreement. However, this paragraph does not apply to the failure on the part of the VSBA to perform the services stated within this agreement or to any intentionally wrongful act or failure to act in connection with performance under this contract. Such liability of the VSBA for failure of performance shall not exceed the amount of the fee stated within this agreement.

- 81 G. The VSBA will continue to provide oversight and quality control throughout the scope of  
82 the search process.
- 83 H. Once the outlined search steps above have been completed, if the Board has not hired a  
84 satisfactory superintendent, the Board may choose to negotiate an additional contractual  
85 agreement with the VSBA to begin a new search process for either a permanent or an  
86 interim superintendent.
- 87 I. In the event the search process is terminated early by the Board or the VSBA, notification  
88 will be communicated in writing to all parties explaining the reason(s) for the decision and  
89 a suggested resolution.
- 90 J. Once the search process has been completed, the VSBA will distribute and compile a  
91 client satisfaction survey to evaluate the effectiveness of the VSBA's services provided  
92 during the search.

93  
94 **IV. Fees and Payment Schedule**

- 95 A. In consideration for the services described herein, the Board agrees to pay the VSBA a  
96 fee of \$9,750 - one-half of the total fee will be due thirty (30) days after signing the search  
97 contract, with the remainder due within thirty (30) days of completion of this agreement.  
98
- 99 B. Provided, however, that if the Board terminates or suspends its search before making an  
100 offer of employment to a superintendent candidate, the Board shall pay the VSBA \$150  
101 dollars per hour for services. In the event that the Board terminates or suspends the  
102 search, and the VSBA has not provided services resulting in a fee equal to the initial  
103 installment paid by the Board, the VSBA will return the balance to the Board within thirty  
104 (30) days of notification by the Board that it has terminated or suspended the search.  
105
- 106 C. The cost of mileage, meals, and/or overnight accommodations required to complete the  
107 services as described herein are not included in his contract.  
108  
109

110 **V. Duration**

111 The terms and conditions of this agreement and commitments begin on the date signed by both  
112 parties and terminate upon:

- 113  
114 1. completion of the specified search process by the VSBA; or  
115 2. suspension of the search by the Board (Section IV.C); or  
116 3. March 31, 2024  
117

118   
119 \_\_\_\_\_  
120 Sue Ceglowski, VSBA Executive Director

118 1/2/24  
119 \_\_\_\_\_  
120 Date

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125 \_\_\_\_\_  
Hannah Arias, Board Chair

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123  
124  
125 \_\_\_\_\_  
Date



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

**SPECIAL BOARD BUDGET INFORMATIONAL MEETING**

**THURSDAY, FEBRUARY 29, 2024**

**RANDOLPH UNION HIGH SCHOOL AUDITORIUM  
@ 6:00 P.M.**

Following updated guidance from state agencies and in order to comply with those directives, this meeting will be also be available remotely. Members of the public wishing to join the meeting remotely, please use the following link:

[meet.google.com/fjm-etmz-rhy](https://meet.google.com/fjm-etmz-rhy)

Phone Number  
(US)+1 413-308-2399  
PIN: 945 669 436#

**IMPORTANT DISCUSSION BEFORE AUSTRALIAN BALLOT VOTE  
ON TOWN MEETING DAY -  
TUESDAY, MARCH 5, 2024**

## OSSD Superintendent Search Process & Timeline: 2024

Proposed on 1/3/24

Date	Responsibility	Task/s	Notes
<b>January</b>	Consultant	<ul style="list-style-type: none"> <li>Develop job posting draft</li> <li>Develop salary range recommendation</li> <li>Develop Process &amp; Timeline</li> <li>Share Screening Committee Charge draft document</li> <li>Post job vacancy by 1/12/24</li> <li>Welcome Screening Committee Members &amp; develop meeting schedule</li> </ul>	<ul style="list-style-type: none"> <li>Discuss need to determine salary range for posting</li> <li>Identify CO person for Jackie to communicate with regarding agendas</li> <li><b>Suggest resume reviews begin on 2/1</b>(use language resume reviews will begin on 2/1 and will continue until the position is filled).</li> </ul>
	Board	<ul style="list-style-type: none"> <li>Approve job posting w/salary range</li> <li>Review Process &amp; Timeline</li> <li>Approve Screening Committee Charge &amp; Membership</li> <li>Contact potential Screening Committee members &amp; identify members by <b>January 19</b>.</li> <li>Develop plan for communications - should have a SU website page.</li> <li>Notify AOE of vacancy (chair)</li> </ul>	<ul style="list-style-type: none"> <li>Decide how communications will be handled - identify the point person for Jackie to work with.</li> </ul>
<b>February</b>	Consultant	<ul style="list-style-type: none"> <li>Develop final board interview process draft for board consideration</li> <li>Launch Screening Committee Work</li> <li>Develop &amp; Distribute Stakeholder Feedback to inform the process</li> </ul>	

	Board	<b>Approve Final Board Interview Process:</b> dates, possible inclusion of stakeholder interview groups; site visits, etc.	
<b>Week of 1/29/24</b>	Consultant/ Committee	<b>First Screening Committee Meeting (virtual):</b> Meet to review search process charge; elect chair and clerk; establish ground rules; provide committee access to SchoolSpring; review application ranking criteria & process; discuss possible interview questions/scenarios; discuss interview structure/timeline	Jackie will provide Application Ranking Tool to Committee Members following the meeting.
<b>Week of 2/4/24</b>	Committee  Consultant/ Committee  Consultant	Evaluate candidates individually; select preferred interview questions  <b>Second Screening Committee Meeting (in-person):</b> discuss candidates and select those to be interviewed as semi-finalists; finalize interview structure/timeline; select interview questions  Schedule semi-finalist interviews; Develop summary of committee applicant rankings for committee deliberations.	
<b>Week of 2/12/24</b>	Consultant/ Committee	Conduct first-round interviews; select finalists; prepare finalist recommendations for the board	
<b>Week of 2/19/24</b>	Consultant	Conduct finalist reference checks, prepare summary for Board  Recommend finalist interview schedule to Board; schedule finalist interviews; inform	

		candidates of status; send out final interview questions for board input	
	Board	Special Meeting to approve finalist candidate recommendations from Screening Committee; approve final interview schedule	
	Consultant/Board	Develop & circulate communications to stakeholders naming finalists.	
<b>Week of 2/26/24</b>	Board	Engage in final interviews; make final decision	
	Consultant	Assist Board with finalist interviews; share reference checks	
	Board Chair	Negotiate contract contingent on AOE background check; notify AOE for final approval	

## **OSSD Screening Committee Charge**

### Screening Committee Mission

The OSSD Board charges the Superintendent Candidate Screening Committee with the authority and responsibility to conduct the initial superintendent screening process. This process shall start following the receipt of the Secretary of Education's permission to begin the search process and shall conclude with recommending finalist candidates to the full board. The Screening Committee shall work with the VSBA Consultant, Jackie Wilson, to complete the screening process. The Screening Committee shall strive to present up to three licensable candidates to the full board that meet the search criteria established by the board. The Screening Committee shall provide information on the finalist candidates' experience, specific skills, and related background details to the Board following completion of the initial screening process but shall not rank order the candidate list. The full OSSD Board retains authority to hire the new superintendent.

### Committee Membership

The Screening Committee shall be constituted as follows:

- 3 Board Members (1 from each of the member towns)
- 2 Building Administrators
- 2 Central Office Staff
- 2 Teachers
- 1 Support Staff

for a total of 10 members.

The Board will select members of the Screening Committee based on prioritization that includes stakeholder roles, background and experience from the list outlined above.

### Committee Process

The Screening Committee is authorized to work with the VSBA consultant to prepare, distribute, and review candidate materials using electronic resources, and to conduct first-round applicant interviews.

Each Screening Committee member will be expected to review all candidates applying for the Superintendent position and assess and rate each applicant. It is important that each Committee member complete their own assessment of each candidate, and that Committee members not discuss the candidates with one another, or others, before a full group discussion to ensure fairness and confidentiality for the candidates.

The Committee members' individual ratings and comments will be put together by the VSBA Consultant, possibly together with other information gathered by the VSBA Consultant, to inform the group's decision of what candidates the Committee will interview as semi-finalists. The Committee will interview semi-finalists and then choose up to 3 finalist candidates to recommend for interviews by the WSESU Board.

Screening Committee members shall agree to keep all applicant information confidential. The Board will publicly announce the list of finalist candidates once references have been completed

following the first round of interviews. The Screening Committee Chair is responsible for communications between the Consultant and the SU Board Chair.

All Screening Committee meetings shall be warned and open to the public. However, the Screening Committee shall review candidate materials and deliberate in executive session, complying with Vermont Open Meeting Law requirements. The Screening Committee shall keep meeting minutes and send a copy to the Board Clerk within five days following each Screening Committee meeting.

Approved by OSSD Board on

## Orange Southwest Unified Union School District Superintendent Job Posting

The Orange Southwest School District (OSSD) is seeking a visionary, resourceful, community-minded leader to serve as its next Superintendent. The next Superintendent will be someone with the ability to engage all stakeholders around a common vision that promotes high levels of academic, social, and emotional growth in an educational environment that values opportunity and access for each student. The successful candidate will be a team player, with demonstrated skills in relationship building and problem solving. The position begins on July 1, 2024.

OSSD serves approximately 900 students preK-12 from Braintree, Brookfield and Randolph. The District's schools include three K-6 elementary schools, one in each of the communities. Randolph Union High School serves all district students from grades seven through twelve; and the Randolph Technical Career Center provides technical education services for juniors and seniors from communities throughout central Vermont. The OSSD Board uses a policy governance approach to educational governance and the Board is composed of eight representatives.

The OSSD communities are situated in central Vermont. This beautiful area offers a rural lifestyle while also providing easy interstate access to Montpelier, Burlington, and New Hampshire. The area is characterized by its scenic back roads, outdoor recreational activities, and working farms and forests. Braintree, Brookfield, and Randolph are hosts to lively arts communities and a robust local food culture.

**The successful candidate must possess:**

- Successful relevant experience in educational leadership
- Excellent communication and human relation skills
- Excellent community engagement skills
- Leadership skills that promote continuous improvement
- Knowledge of and commitment to practices that are inclusive and honor all learners
- Consensus, collaboration, and capacity building skills
- Open and flexible mind-set
- Certification or eligibility for Vermont Superintendent license

**Interested applicants should apply online through [schoolspring.com](https://schoolspring.com) - submit a letter of interest, resume, 3 current letters of recommendation, copies of transcripts and proof of licensure. Only complete applications will be considered.**

**Salary Range: \$140,000 to \$155,000.**

Resumé reviews will begin on February 1, 2024 and will continue until the position is filled. All inquiries should be directed to Jackie Wilson, VSBA Search Consultant at [jwconsultvt@gmail.com](mailto:jwconsultvt@gmail.com)

## MONITORING REPORT

### POLICY 2.4: FINANCIAL PLANNING & BUDGETING

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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.

- |  |          |
|--|----------|
| • Student Assistance and Substance Abuse Counselor | \$35,000 |
|--|----------|

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 |
|----------------------|-------------|

Updated: December 2023

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:

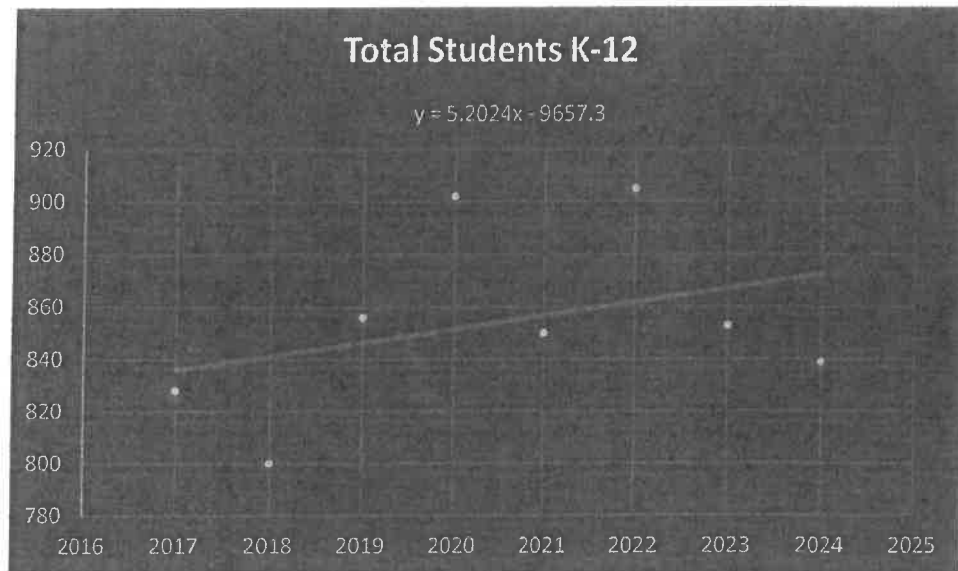
- Estimates of revenues and expenses used to create the yearly budget are reasonable and evidence based.
- Financial statements show enough detail to separate what is required to maintain the daily operation of the district in pursuit of the Board's Ends from individual projects that require significant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

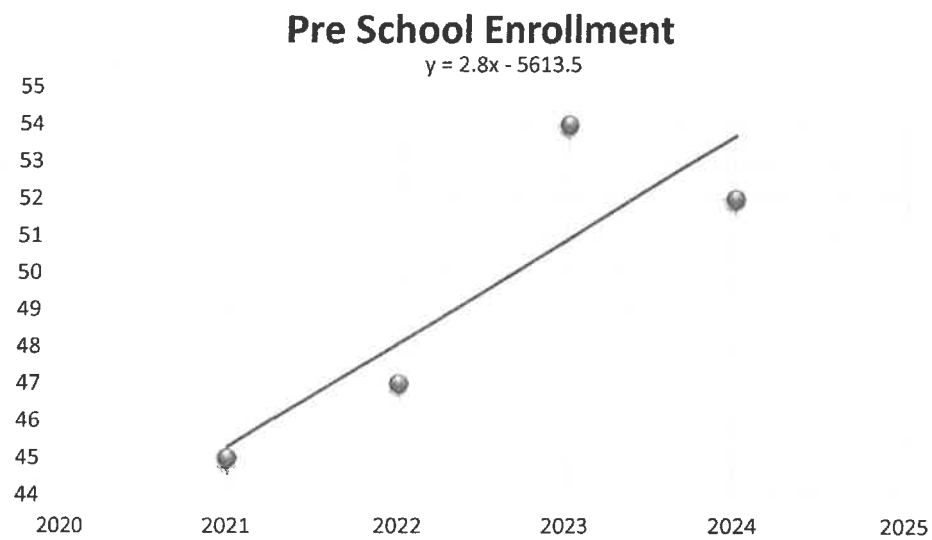
**Evidence:** The budget planning process relies heavily on formulas and forecasts supplied by the Vermont Agency of Education (AOE) to determine the amount of state and federal  
Updated: December 2023

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:

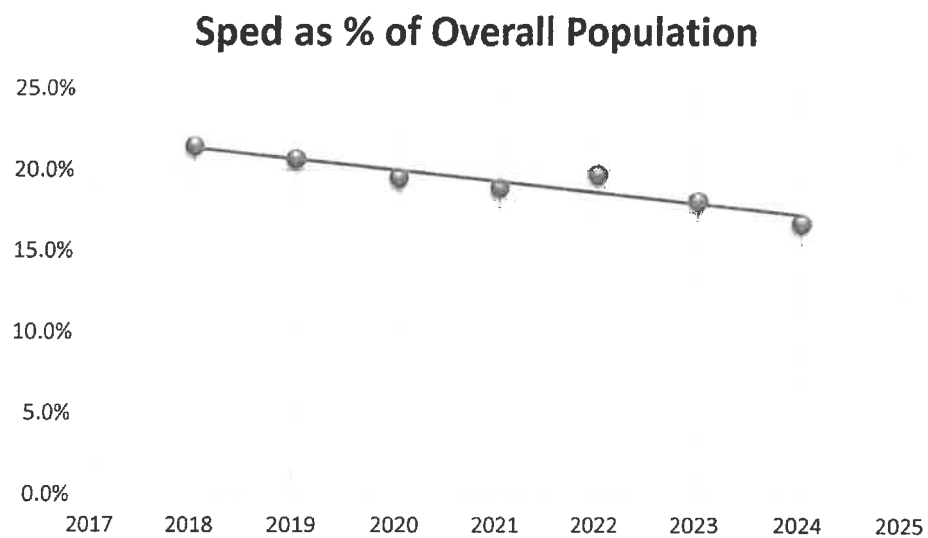
- Since the majority of our state assistance is dependent upon our average daily membership (ADM – the number of students who live in the district who are being educated by the district), we track enrollments across a three-to-five-year time span to predict future changes in state assistance in order 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

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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).

## 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><b>Avoiding Conflicts</b> 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><b>Complaints of Conflict of Interest</b> 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"> <li>1. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed.</li> <li>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.</li> <li>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.</li> </ol>		

<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?**

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.6 Board Committee Principals  
Time period being monitored: FY 22-23  
Date Completed: 1/11/23

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
Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from board to Superintendent. Accordingly:		
1. Board committees are to help the Board do its job, not to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the Board's broader focus, board committees will normally not have direct dealings with current staff operations.		
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will		

be carefully stated in order not to conflict with authority delegated to the Superintendent.		
3. Board committees cannot exercise authority over staff, beyond the bounds of typical support functions for committees with assigned staff. Because the Superintendent works for the full board, he or she will not be required to obtain the approval of a board committee before an executive action.		
4. Board committees are to avoid over identification with organizational parts rather than the whole. Therefore, a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on that same subject.		
5. Committees will be used sparingly and ordinarily in an ad hoc capacity.		
6. This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the Superintendent.		

**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?**

## **Warning**

### **Superintendent Evaluation Meeting**

**Monday January 8, 2024**

**3:30pm (remote only)**

Meeting ID

[meet.google.com/atp-jsac-xou](https://meet.google.com/atp-jsac-xou)

Phone Numbers

(US)+1 219-515-4323

PIN: 591 352 027#

## **Agenda**

1. Public Comment
2. [Executive Session 1 V.S.A. § 313(a)(3)] Finalize Superintendent Evaluation document
3. Adjourn

1 4

**ORANGE SOUTHWEST SCHOOL DISTRICT (Unified)**  
**Superintendent Evaluation COMMITTEE MEETING**

January 8, 2024 3:30pm (remote only)

Meeting ID

[meet.google.com/atp-jsac-xou](https://meet.google.com/atp-jsac-xou)

Phone Numbers  
(US)+1 219-515-4323  
PIN: 591 352 027#

**MINUTES**

BOARD MEMBERS PRESENT: Anne Kaplan, Chelsea Sprague, & Sarah Haupt

ADMINISTRATORS PRESENT: Layne Millington

GUESTS: None

I. Opening

The meeting was called to order by Chair, (Chelsea Sprague) at 3:33 p.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Finalize superintendent's evaluation document

Public Comment: None

II. Committee Work

A motion was made to enter executive session at 3:35 citing the evaluation of personnel and finalization of the accompanying document. [Executive Session 1 V.S.A. § 313(a)(3)]

Motion made by Anne Kaplan and seconded by Sarah Haupt.

III. Adjournment

The meeting was adjourned at 4:50 p.m. no action taken.

Annual Report Committee Minutes

Respectfully submitted,

  
Anne Kaplan, Committee Secretary

Next Scheduled Meetings:  
mid March

## **Warning**

**Annual Report to Voters Committee**  
**Tuesday January 9, 2024**  
**10:00 am (remote only)**

Meeting ID

[meet.google.com/edn-aury-fpy](https://meet.google.com/edn-aury-fpy)

Phone Numbers

(US)+1 470-327-0643

PIN: 235 274 193#

## **Agenda**

1. Public Comment
2. ~~Finalize Annual Report to present to OSSD Board for approval~~
3. Adjourn

**ORANGE SOUTHWEST SCHOOL DISTRICT (Unified)**  
**Annual Report to Voters COMMITTEE MEETING**

January 9, 2024 10:00 am (remote only)

Meeting ID  
[meet.google.com/edn-aury-fpy](https://meet.google.com/edn-aury-fpy)

Phone Numbers  
(US)+1 470-327-0643  
PIN: 235 274 193#

**MINUTES**

BOARD MEMBERS PRESENT: Anne Kaplan & Chelsea Sprague

ADMINISTRATORS PRESENT: None

GUESTS: None

I. Opening

The meeting was called to order by Chair, (Chelsea Sprague) at 10 a.m.

Board Attendance: Ensuring a Quorum

Meeting Purpose: Finalize edits to Annual Report to Voters letter.

Public Comment: None

II. Committee Work

Reviewed edits to Annual Report to Voters letter. Finalized letter to be reviewed and approved by the OSSD Board at the January 10, 2024 Board Meeting.

III. Adjournment

The meeting was adjourned at 10:15am.

Annual Report Committee Minutes

Respectfully submitted,

  
Anne Kaplan, Committee Secretary

Next Scheduled Meetings:  
None

## Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts

Orange Southwest School District				
Do you know by whom the following is maintained?	Yes	No	Don't know	By whom
School District Checkbook				
School District receipts	X			Linda Lubold/Rachel Bent
Student Activity Cash/Check receipts	X			Linda Lubold/Rachel Bent
School District payments:	X			Kelly Tucker, Stephanie Reyes, Rachel Bent, Lisa Becker
Payroll				
Accounts Payable	X			Brenda Caswell/Melissa Maxey
Bank Deposit slips	X			Brenda Caswell/Melissa Maxey
Bank reconciliations	X			Brenda Caswell/Linda Lubold
Are the all bank statement and ledger balances reconciled monthly, by whom?	X			Linda Lubold/Robin Pembroke
Does someone other than the treasurer review bank reconciliations?	X			Linda Lubold/Robin Pembroke
Are checks always written to specified payees and not to cash?	X			Robin Pembroke
Are financial records maintained in a computerized system?	X			
Are all payees registered in accounting software?	X			
Are all invoices, original, on vendor letterhead or format, with individual invoice number?	X			
Are all payments recorded and mailed with notation to the associated invoice number?	X			
Does the School District hold current W9 forms for all vendors?	X			
Does the same individual open the mail and deposit checks?	X			Brenda Caswell
Are pre-numbered checks used for all bank accounts?		X		
Are unopened bank statements delivered directly to the treasurer as received?		X		
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?		X		
Have School Board members attended financial trainings?		X		
Do the financial accounting personnel take regular vacations?		X		
Have you deposited School District monies anywhere other than a School District account?		X		
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			
Are student activity receipts deposited within 48 hours of the event?		X		
Have you experienced a theft or embezzlement during the last five years?		X		RUHS Deposits Twice a Week
Does the School District have written policies and procedures for financial operations?	X			

	Yes	No	Don't know	By whom
Does each Town and School District official have copies of these policies and procedures?	X			
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?			N/A	
Is interest in School District accounts apportioned to each account?		X		
Have there been any changes in authorized signatures during the fiscal year?	X			
Has a signature stamp ever been used for any School District account?		X		
Do you have pre-numbered receipt books for cash payments?	X			
Have you attended trainings on recordkeeping?	X			
Are any School District financial records maintained in manual form?	X			Elementary Student Activity Funds Only
Do you maintain separate pages, columns or running balances for each fund?	X			
Are checks written by the same individual who approves payments?		X		
Do you participate in any business which does business with the School District?		X		
Does any employee that you know of participate in any organization as a vendor?			X	
Have you questioned if the lifestyle of any associate reflects their normal income?	X			
Are bank accounts and fund balances reconciled on a monthly basis?	X			
Does the School District loan money to town employees?		X		

**As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the supervisory union, supervisory district, or school district of Orange Southwest School District, Vermont**

Preparer:  Printed Name: Layne Millington

Title: Superintendent Date submitted: January 4, 2024

**As an official of the supervisory union board, I certify that the board has reviewed this questionnaire within two months of receiving it from the superintendent.**

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

**ORANGE SOUTHWEST SCHOOL DISTRICT**  
**2024-25 ANNOUNCED TUITION**

**ANNOUNCED ELEMENTARY TUITION RATE CALCULATION**

<b>Full Time Equivalent Student Count</b>		
2023-24 Tuition FTE		432
<b>Current Instructional Expenditures</b>		
Function 1100 - Instructional	\$4,421,996.00	
Function 2100-2600 - Support Services	\$4,318,617.00	
Function 2712 And 2720 - Transportation	\$0.00	
Function 2800 - 2900 - Support Services	\$0.00	
Function 5210 - Adjustments	\$0.00	
Function 5300 - Fund Transfers	\$35,000.00	
Function 5500 - Subgrants	<u>\$0.00</u>	
Total Current Instructional Expenditures		\$8,775,613.00
<b>Offsetting Revenues</b>		
Transportation Fees	\$0.00	
Revenue for services provided to other districts	<u>\$458,497.50</u>	
Total Offsetting Revenues		\$458,497.50
<b>Net Regular Education</b>		
Current Instructional Expenses Less Offsetting Revenues		\$8,317,115.50
<b>Net Regular Education Current Instructional Expenditures Per Pupil</b>		\$19,253.00
<b>Long-Term Facility Cost (Only if Included in Tuition)</b>		
Function 4000 - Facility Acquisitions and Construction	\$0.00	
Function 5100 - Other Debt Service	<u>\$10,315.00</u>	
Total Long-Term Facilities		\$10,315.00
<b>Net Long-Term Facility Cost-Per Pupil FTE</b>		\$24.00
<b>Combined Announced Tuition Per Pupil with Debt</b>		<b>\$19,277.00</b>
 <i>2023-24 ANNOUNCED TUITION</i>		 <i>\$17,707.00</i>



**ORANGE SOUTHWEST SCHOOL DISTRICT**  
**2024-25 ANNOUNCED TUITION**

**ANNOUNCED HIGH SCHOOL TUITION RATE CALCULATION**

<b>Full Time Equivalent Student Count</b>		
2023-24 Projected FTE	7-12	335.00
<b>Current Instructional Expenditures</b>		
Function 1100 - Instructional	\$4,501,308.00	
Function 2100-2600 - Support Services	\$4,726,351.00	
Function 2712 And 2720 - Transportation	\$0.00	
Function 2800 - 2900 - Support Services	\$0.00	
Function 5210 - Adjustments	\$0.00	
Function 5300 - Fund Transfers	\$0.00	
Function 5500 - Subgrants	<u>\$0.00</u>	
Total Current Instructional Expenditures		\$9,227,659.00
<b>Offsetting Revenues</b>		
Driver's Ed	\$3,500.00	
Revenue for services provided to other districts	<u>\$763,147.00</u>	
Total Offsetting Revenues		\$766,647.00
<b>Net Regular Education</b>		
Current Instructional Expenses Less Offsetting Revenues		\$8,461,012.00
<b>Net Regular Education Current Instructional Expenditures Per Pupil</b>	7-12	\$25,257.00
<b>Long-Term Facility Cost (Only if Included in Tuition)</b>		
Function 4000 - Facility Acquisitions and Construction	\$0.00	
Function 5100 - Other Debt Service	<u>\$0.00</u>	
Total Long-Term Facilities		\$0.00
<b>Net Long-Term Facility Cost-Per Pupil FTE</b>	7-12	\$0.00
<b>Combined Announced Tuition Per Pupil with Debt</b>	<b>7-12</b>	<b>\$25,257.00</b>
 <i>2023-24 ANNOUNCED TUITION</i>	 7-12	 \$21,031.00

**RANDOLPH TECHNICAL CAREER CENTER**  
**FY 2024-25 Estimated Technical Tuition Worksheet**  
**DRAFT 2**

**12/12/2023**

Total Budgeted Expenditures \$3,892,883  
(Less Adult Ed )

LESS: Relevant Budgeted Revenues \$748,455

Local Technical Education Spending: \$3,144,428

Estimated Full-Time Equivalent (SENDING DISTRICTS) 133.75  
*FY 2024-25 FTE ESTIMATED*

LESS: General State Support Grant \$1,520,069  
*(133.75 x \$13,063) 87%*

Amount to be Raised from Vermont Tuition \$1,624,359

Net Tuition to be raised \$1,624,359

**2024-25 Estimated Tuition per Full-time Equivalent Vt. Student** **\$12,145**  
*(\$1,624,359/133.75)*

*ANNOUNCED TUITION - 2023-24* **\$12,000**

*INCREASE/(DECREASE)* **\$145**

<b><i>TOTAL ANNOUNCED TUITION:</i></b>		<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
	2012-13	\$7,589	\$6,012	\$13,601
	2013-14	\$7,961	\$6,631	\$14,592
	2014-15	\$8,078	\$7,069	\$15,147
	2015-16	\$8,229	\$7,212	\$15,441
	2016-17	\$8,440	\$6,791	\$15,231
	2017-18	\$8,342	\$6,306	\$14,648
	2018-19	\$8,567	\$7,922	\$16,489
	2019-20	\$8,813	\$9,112	\$17,925
	2020-21	\$9,189	\$8,589	\$17,778
	2021-22	\$9,197	\$8,482	\$17,679
	2022-23	\$9,785	\$8,885	\$18,670
	2023-24	\$10,876	\$12,000	\$22,876
<b><i>Draft</i></b>	2024-25	\$11,365	\$12,145	\$23,510

Orange Southwest School District  
Robin Pembroke  
24 Central Street  
Randolph, VT 05060



**Five-Year Basis beginning with the 2023/2024 Fiscal Year**  
**Present vs. Proposed Recommendations as of 1/20/2024**

<b>PRESENT SITUATION</b>	<b>PROPOSED RECOMMENDATION</b>
1) Guarantees on Photocopiers: End of Contract	1) Guarantees for All Machines: 5 Years
2) Annual Price Ceilings Left: End of Contract	2) 8% or CPI Annual Ceilings, whichever is less: 5 Years
3) A3 11 x 17 MFPs with 3M+ Copy Warranty: 10	3) A3 11 x 17 MFPs with 3M+ Copy Warranty: 16
4) Units to be Traded: 25 Lease Returns	4) Units to be Replaced: 23 New
5) A3 11 x 17 MFP: 20	5) A3 11 x 17 MFP: 19
6) A3 11 x 17 Color MFP: 7	6) A3 11 x 17 Color MFP: 6
7) A4 MFP: 5	7) A4 MFP: 4
8) A4 Printers: 0	8) A4 Printers: 0
9) Duplexers: 25	9) Duplexers: 23
10) Finishers: 20	10) Finishers: 19
11) Wide Format: 0	11) Wide Format: 0
Total number of Units: 25	Total number of Units: 23

**Overall Description of Equipment Fleet**

Currently, there are two FMV leases on the 25 machines in the School District. These do not pass ownership to the school district and have a higher interest rate than a municipal lease. The current fleet is overall under spec'd based on the volumes being done. That requires the equipment be replaced earlier than if the equipment was right-sized. Randolph Elementary's Main office is a good example of this where it has already exceeded its warranty life in 4 years.

In SPC's cooperative—with about 105K students—the average number of mono pages per student is 1,788 while color is 243. At 897 students, you are averaging 1,652 mono pages per student and 402 color copies per student.

**Capital**

Presently, you have one fair market value lease that will be paid off on January 20, 2024. With our recommendation, you can pay cash or lease with a \$1.00 buyout. Your first of 5 annual payments will begin on August 1, 2024. The amounts below consider a down payment of \$11,415 (5 months remaining in FY24).



Board Approval Date: January 10, 2024

### Service & Supplies

With all consumable cost centers combined—including service—you are averaging \$0.0033 for black and \$0.39 for color. The new contract will come in at a CPC of \$0.003177 for black and \$0.03885 for color. These figures are an average of both printers and copiers. *Symquest was the only vendor to lock in pricing for the service rate for 5 years.*

### Vendor Packages

SPC has received 4 qualified bids which meet bid specs. They match up the best technology available to meet your needs:

Cost Center	Present*	Symquest
1. Service Color*:	\$18,987.01	\$14,040.53
2. Service Black*:	Combined in #1	\$4,710.50
3. Capital Expenditure:	\$27,816.96	\$29,603.98
4. Papercut MF Costs:	\$4,788.00	Included in #3
5. Faxing	\$2,217.60	\$2,554.32
Totals:	\$53,809.57	\$50,909.33

\*These numbers are based on 1,843,913 copies per year and will fluctuate based on usage.

Annual Cost Savings Equal **\$2,900.24** or **\$14,501.12** over 5 years.

The successful bidders will have a blanket servicing contract that includes all consumables—excluding staples and paper—for all the equipment that is under their factory authorized ability to service. They will provide one easy CPC billing plan done twice a year in July and January with a reconciliation invoice in June. Your service contract will be fixed through June 30, 2029. You, however, only commit funds for one-year at a time to the servicing vendor. This scenario even allows you to upgrade, lowering the service costs, by allowing you to go out to bid at any time. SPC will set up both the service- supply contracts and the warranty cards with the successful bidding vendors.

### Print Management

STARDoc is included for all devices. Papercut MF and card readers are included in the above figures.

### Security package

Hard Drive Wipes are included in these prices.

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Orange Southwest School District Amort Schedule 2024

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Compound Period ..... : Annual

Nominal Annual Rate .... : 5.240 %

## CASH FLOW DATA

Event	Date	Amount	Number	Period	End Date
1 Loan	01/15/2024	141,514.25	1		
2 Payment	08/01/2024	32,158.29	5	Annual	08/01/2028

## AMORTIZATION SCHEDULE - Normal Amortization

Date	Payment	Interest	Principal	Balance
Loan 01/15/2024				141,514.25
1 08/01/2024	32,158.29	4,042.89	28,115.40	113,398.85
2024 Totals	32,158.29	4,042.89	28,115.40	
2 08/01/2025	32,158.29	5,942.10	26,216.19	87,182.66
2025 Totals	32,158.29	5,942.10	26,216.19	
3 08/01/2026	32,158.29	4,568.37	27,589.92	59,592.74
2026 Totals	32,158.29	4,568.37	27,589.92	
4 08/01/2027	32,158.29	3,122.66	29,035.63	30,557.11
2027 Totals	32,158.29	3,122.66	29,035.63	
5 08/01/2028	32,158.29	1,601.18	30,557.11	0.00
2028 Totals	32,158.29	1,601.18	30,557.11	
Grand Totals	160,791.45	19,277.20	141,514.25	

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Orange Southwest School District Amort Schedule 2024

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Last interest amount decreased by 0.01 due to rounding.

## Orange Southwest School District

### Consent Agenda Form – January, 2024

Description of the item requiring Board approval:

1. The Agreement to join the Winooski Valley and Statewide Choice of Public High School Collaborative for the 2024-2025 School Year under Act 129 (Sec.34, §822d 2A)

Reason for required approval including applicable policies:

1. By State law, School Boards are required to approve high school choice programs, therefore, in accordance with Policy 2.0, Global Constraints, the School Board must take action to comply with Vermont state law.

Evidence demonstrating policy compliance (attach any necessary documents):

1. According to Act 129, school choice for high school students is now state-wide. Districts are required to allow a minimum of 5% or 10 RUHS students, whichever is fewer, to participate in school choice. At the same time, districts are not permitted to exceed the cumulative upper limit of 10% or 40 students, whichever is fewer, to participate in school choice. There is no required formula for setting acceptance limits of students wishing to attend RUHS from another school.
2. Accordingly, I am recommending the OSSD Board approve allowing 15 students participate in the school choice program and be allowed to transfer from RUHS to another high school and that up to 50 students be allowed to transfer to RUHS from another high school..
3. The school choice agreement requires sending schools to bear the costs of all above normal educational expenditures, such as special education needs. Therefore, allowing students to attend RUHS, through school choice agreement, will not negatively jeopardize the fiscal integrity of the school.
4. Finally, the school choice agreement is compliant with the district's procedures for admission of non-resident tuition students..

Signed:

Date:  
1/10/24

**Agreement to Join the Winooski Valley & Statewide  
Choice of Public High School Collaborative  
for the 2024-2025 School Year  
Under Act 129 (Sec. 34. § 822d 2A)**

Randolph Union High School agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2024-2025 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than 50 students and will send no more than 15 students\* for the 2024-2025 school year.

\*\* Please make sure this number agrees with the guidelines provided  
by Act 129 Sec. 34. § 822a.(b)\*\*

For the Board of School Directors of Orange Southwest Unified Union School District

Signature & Title: \_\_\_\_\_

Dated: January 10, 2024

Please fill in the name of the school contact who will send out & receive applications (usually the Principal or Guidance Director) for your school.

School Contact Name & Position: Lisa Floyd, Principal & Jason Finley, Associate Principal

E-mail for School Contact: lfloyd@orangesouthwest.org / jfinley@orangesouthwest.org



Orange Southwest School District

**Special Monitoring Report for Required Approvals**

Description of the item requiring Board approval:

RAVEN Collaborative Agreement for 2024-2025

Reason for required approval including applicable policies:

When the program became a collaborative program, we completed new agreements for all sending supervisory unions for the coming school year to sign and agree to. This is a requirement under the Vermont special education rules.

Evidence demonstrating policy compliance (attach any necessary documents):

Vermont special education rules and written collaborative agreements.

Signed:

Date:

1/10/24

# **The RAVEN Collaborative Agreement Randolph Area Vocational Education Network 2024 - 2025**

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This agreement is made among the following supervisory unions: the RAVEN Collaborative and the Orange Southwest School District for the period beginning July 1, 2024. As a member of the Collaborative, member supervisory unions agree to the conditions stated below and to participate in the support and operation of RAVEN.

## **I. Program Description**

RAVEN (also referred to as “the Program”) is an alternative pre-vocational program for students who have been unsuccessful in regular education programs due primarily to emotional and/or behavioral factors. The program provides a strong balance of academic and hands-on group and individualized activities. The Program provides group and individualized activities designed to teach students to receive direction and instruction, complete tasks, increase problem-solving skills and work within a team. The goals of the Program are to: 1) increase students’ sense of responsibility and self-esteem; 2) develop basic academic, vocational, and employability skills which prepare them to enter a technical or educational program. RAVEN is designed as a four-year program for students in grades 7-10; however, first priority is given to grades nine and ten.

## **II. Member Responsibilities**

**Members of the RAVEN Collaborative agree to:**

1. pay necessary tuition costs;
2. provide LEA case management services including development of IEP’s, Section 504 plans, or other individual student plans in consultation with RAVEN staff
3. implementation of IEP, Section 504 and other individual student plans as developed by LEA and RAVEN staff for students within the member’s LEA;
4. participate in development and oversight of the budget;
5. review program evaluation information and make recommendations for program/services development and broad curriculum direction;
6. pay all costs associated with litigation and due process hearings for students within the member’s LEA;
7. provide any and all transportation to and from the RAVEN at the LEA’s own expense and any assistance or supervision as may be necessary for the transportation of students; and
8. pay any agreed upon costs related to the education, related services, and testing of its students as may be called for in a student’s plan if such services are not provided for in Tuition or Excess program costs.

**The Orange Southwest School District agrees to ensure:**

1. provision of teaching staff, individual instructional assistants, and educational materials, equipment, and supplies;
2. employee contract management of staff under the conditions set forth in the Orange Southwest School District's collective bargaining agreement;
3. financial services including, but not limited to, processing of purchase orders, financial reports, and billing; and
4. insurance for liability claims or errors and omissions as a result or arising from the Program's operation;
5. classroom and instructional facilities as required to conduct the Program;
6. registrar services (e.g. grade reports, attendance);
7. day-to-day supervision for program staff in any matter of student issues, discipline, and immediate operational practices;
8. maintenance of facilities and RTCC/RAVEN-owned equipment.

***III. Financial Agreements***

Tuition shall be calculated in accordance with the Handbook for Financial Accounting of Vermont School Systems and section 2366.6.2 of the Vermont Department of Education Special Education Regulation using the Announced Tuition Worksheet provided by the Vermont Department of Education. Notice of tuition shall be provided by Orange Southwest School District to Collaborative Members and the Vermont Department of Education by February 1<sup>st</sup> of the year prior to program operation. If a student is transferred by the RAVEN program during the course of a school year members will receive a tuition rebate for the unused per diem costs.

- **Revenue Surplus** - Any funds remaining at the end of each fiscal year will be rebated to member districts calculated in the same proportion as each member's tuition payment is to the total tuition payments received by the Program.

- **Revenue Shortfall** - If the tuition collected under this plan does not meet the program costs, members agree to pay a portion of the shortfall calculated in the same proportion as each member's tuition payment is to the total tuition payments received by the Program. Orange Southwest School District will notify members of impending shortfalls as soon as possible.

#### **IV. Referral /Placement Process**

Applications may be made any time during the year. However, in order to allow for proper placement and education planning, referrals should be received no later than February 1<sup>st</sup> for the following school year.

Consideration of applicants in grades nine and ten will be given first priority, followed by students in grade 8, then grade 7.

Consideration of applications from non-member districts will be on a space-allowable basis.

#### **V. Tuition and Excess Costs Services**

##### ***Tuition Services***

Tuition services are the basic services provided for by the Program. Costs for these services are used to calculate base program costs and tuition. The services will include:

1. Academic skill instruction;
2. Pre-vocational training;
3. Individual student plan implementation, coordination;
4. Interagency coordination;
5. Instructional and support staff;
6. Administration;
7. Counseling services (limited to one session per week);
8. Supplies and equipment;
9. Operation and maintenance; and
10. Transportation other than to/from the Program.

##### ***Excess Cost Services***

Excess cost services are those services not required by the majority of students and are not provided as part of tuition services. Costs for excess services are calculated individually and are to be paid by the student's LEA and are anticipated to include but not limited to:

1. Individual evaluation and assessments;
2. Psychological services;
3. Psychiatric evaluation;
4. Individual interpreters, paraprofessionals;
5. Individual equipment including adaptive and communication aids;
6. Physical/occupational therapy;
7. Speech services;
8. Health service (other than usually provided nurse services);
9. Counseling services above those provided in tuition services; and/or
10. Other related services per the student's IEP or individual team.

**The following signatures indicate agreement for the period beginning July 1, 2024.**

**Collaborative Members – Supervisory Board Chair or Designee**

ORANGE SOUTHWEST SCHOOL DISTRICT \_\_\_\_\_ Date: \_\_\_\_\_

WHITE RIVER VALLEY SU \_\_\_\_\_ Date: \_\_\_\_\_

CENTRAL VERMONT SU \_\_\_\_\_ Date: \_\_\_\_\_

## SUPERINTENDENT'S REPORT

January 10, 2023

### Mental Models and OSSD Staffing Levels



#### Mental Models

Mental models are beliefs that people have about the world around them; they are internal representations of reality. They are normal and typically harmless. They can, however, cause harm to an organization if they are misaligned with reality. For instance, if folks believe that a school is high performing, when in fact it is struggling, it will be difficult to enlist staff and the community to help in addressing the challenges. Mental models at a community level can misinform decision making and hinder progress over time. I believe the biggest challenge for the incoming superintendent is to find a way to align the mental models that exist within the community with the district's reality. Objective Data, and open public discussions about the stories it tells is the way forward, but it must also be tied to the understanding that when the data reveals challenges, these discussions are not criticism – merely seeking understanding about where the district currently stands relative to where we would like it to be; and further, information to help us create a plan to get there.

There's been significant discussion recently over whether the district and its schools have an appropriate level of staff. The data below will hopefully provide some insight and generate thoughtful and informed discussions and plans.

#### Staffing Levels Across OSSD

The State of Vermont as part of its required reporting to the federal government collects data each year and uses it to rate the performance of schools relative to its Education Quality Standards. One standard, investment priorities, rates the district and our schools on whether we have appropriate and effective student to staff ratios. A school or district can be considered failing on this standard if it has **too many staff** or **too few**. Looking at the district's overall score

Indicator (Weight)	Performance	
	Current	Change
Education Quality Standards Staffing Ratio (100% of domain)	 Meeting	 Excelling

**Current Performance ⓘ**

	ORANGE SOUTHWEST SU	VERMONT
Overall	Meeting	Exceeding
Elementary	Approaching	Meeting
Secondary	Exceeding	Exceeding

ORANGE SOUTHWEST SU

Overall	   	Excelling
Elementary	   	Excelling
Secondary	   	Excelling

VERMONT

Declining

Declining

Declining

### Counselors

Based on the state standards, at the elementary level, there shall be no more than **300 students** per school counselor and other support personnel\*. At the secondary level, there shall be no more than **200 students** per counselor and other support personnel\*.

School	Students	Counselors*	Stdnt to Cnslr Ratio
Braintree	88	1.0**	88
Brookfield	64	1.0**	64
RES	290	2.8	104
RUHS	274 (345)	4	69

- The elementary data is for grades K-6.
- The RUHS Data is for grades 7-12 and takes into consideration that 71 students are at RTCC.
- \*Support personnel included are mental health counselors.
- \*\*The funding exists for a .5 guidance counselor; the position has gone unfilled due to a lack of qualified candidates.

### Nurses

There shall be no more than **500 students** per school nurse.

School	Students	Nurse	Stdnt to Nurse Ratio
Braintree	88	.5	176
Brookfield	64	.5	128
RES	290	1.0	290
RUHS	274 (345)	1.5	230



### **Staff K-3**

When taken together, classes in grades K-3 shall average fewer than 20 students per teacher.

School	Students K-3	*Teachers	K-3 Stdnt to Tchr Ratio
Braintree	43	3	14
Brookfield	34	3	11
RES	158	10.5	15

\*This does not include art, music, PE, library, interventionists.

### **Staff 4-12**

When taken together, classes in grades 4-12 shall average fewer than 25 students per teacher.

School	Students 4-6	*Teachers	4-6 Stdnt-Tchr Ratio
Braintree	45	3	15
Brookfield	30	2	15
RES	132	7.5	18
School	Students 7-12	**Teachers (FTE)	7-12 Stdnt-Tchr Ratio
RUHS	274 (345)	37.7	7.3

\*This does not include art, music, PE, library, interventionists.

\*\*This does not include library or interventionists.

### **IEP Students to Special Education Teachers**

The state has no defined standard for this ratio.

School	IEP Students	SPED Tchrs	IEP Stndts to SPED Tchrs
Braintree	11	1	11
Brookfield	9	1	9
RES	64	7	9
RUHS	56	6.5	9

Does not include preschool.

**IEP Students to Total Support Staff: SPED Teachers, counselors, interventionists, paraprofessionals.**

The state has no defined standard for this ratio.

School	IEP Students	Total Support Staff	Stndt to T. Support Staff
Braintree	11	6.3*	1.7
Brookfield	9	3*	3.0
RES	64	28.6	2.24
RUHS	56	17.5	3.2

\* This does not include the unfilled .5 guidance position.

**Total Students to Total Support Staff: SPED Teachers, counselors, interventionists, paraprofessionals.**

The state has no defined standard for this ratio.

School	Total Student	Total Support Staff	Stndt to T. Support Staff
Braintree	88	6.3*	13.97
Brookfield	64	3*	21.3
RES	290	28.6	10.1
RUHS	274 (345)	17.5	16.1

\* This does not include the unfilled .5 guidance position.

The data should be examined with some common understandings:

- Because not all students are the same, “equity may not always be equal.”
- This data was collected in October and November – staffing levels may have changed slightly since that time.

The elementary schools of the OSSD work closely together to ensure equitable access across the district. This year we added stipend positions for teacher leaders at each grade level to facilitate work within our professional learning communities (or PLCs). In our PLC meetings, teacher leaders work with grade-level colleagues to analyze assessment data from math and reading. Observations and conclusions drawn from the data are used to adjust instructional strategies to benefit all students in the classroom. Routinely engaging in these conversations helps teachers share resources, strategies, and best practices to support all of our students across the district. This year we also implemented building-level professional learning communities to ensure intervention and enrichment is in place for students who are in need of those supports.

While our primary focus is on the academic success of our students, we know the social and emotional development of our children is crucial as well. This year, we have implemented a social emotional screener to help us better serve the needs of students in the elementary schools. This assessment collects information on students' self-management, social awareness, and responsible decision-making skills. Analyzing the information from this screener allows teachers and our social emotional team to home in on particular skills that classes or groups of students need to bolster their overall growth. It also helps the teachers and administrators gauge the effectiveness of professional development training to support the needs of behavior we have seen recently.

The three elementary schools work to support one another, and each school has its own personality as well. Each building has areas of specific focus - please read further to see what each of our schools is focusing on.

### **Randolph Elementary School**

**Student Leaders:** We are continuing a focus that we have been working on for three years in our school, around increasing students' ability to set goals for themselves and to take leadership in the school. All students in third through sixth grade learn about the Habits of Highly Effective people and how they can take ownership of their own lives. They learn how to set goals, make an action plan to reach their goals, and celebrate success. We give our students the chance to demonstrate their proactive behaviors by taking on leadership roles in the school. This year, we are giving the older students the opportunity to take on mentorship roles with younger students. They are supporting students and demonstrating to that younger student what it means to be in charge of their own learning. The focus on leadership has been a big success at RES. We have students proposing ways that they can be a leader in the building and we have created applications for those roles.

**ECO/STEM:** We are in our second year of increasing our eco classroom and STEM work at RES. We have our outdoor classroom space that is utilized and an eco space that has been recently updated. We have kindergarten, several first grade classrooms, and several 3rd/4th grade classrooms that have regularly scheduled outdoor education times during the week. Our school also has a STEM teacher that comes in three times a week to support our science curriculum in classrooms throughout the building.

**Emotional Learning:** Our school has been working hard to meet the emotional needs of all of our students. We have learning that happens for all of our students using PBIS and Responsive Classroom. We also

have the Second Step program in kindergarten through 2nd grade and Leader in Me program in the 3rd-6th grade. These programs are universal classroom programs that help our students to set goals for themselves and understand the control they have over their own actions and choices.

The staff has also been working diligently to create clear expectations for our students and protocols for how we are helping our students that are struggling. Our school has worked in professional committees to work on areas of concern. Specifically, we have tightened up what are minor vs. major behaviors and what steps will be taken for both of those. The teachers are working on what needs to be done to improve a universal approach to PBIS in the building. There is a group working on alternative spaces for students that are struggling in the general education classroom for periods of time. The group has created a structure that allows these students to be able to continue their education while they are in a safe environment for a short period of time. Another committee is focusing on helping our teachers who are feeling anxiety around some of the behavioral issues that they have been managing. This gives them a protocol for unpacking these stressors with a trusted colleague. Finally, we have a committee that has worked on creating a mentor program with the older students supporting our younger students. This allows for leadership opportunities for the older students, and it provides supports and targeted times for our younger students. Our teachers have taken the emotional needs of our students and staff very seriously this year and are working hard to meet everyone's needs.

Randolph Elementary has a lot of wonderful community support. We have a strong Parent Teacher Organization, that is creating wonderful opportunities for families to become more engaged in the school. We have volunteers who regularly help to support our school and we have an amazing staff who create an exciting environment for our children.

### **Brookfield Elementary School**

#### Farm to School:

This year, Brookfield Elementary School received the Farm to School and Early Childhood Education grant, and we decided to expand our program in a few different ways. Students receive monthly lessons from the Harvest of the Month curriculum which are taught by our nurse, Mrs. Brooke. The harvest food from these monthly lessons is then utilized to conduct a cooking lesson and taste test with classes. At the beginning of the school year, with Mrs. Ferris's direction, the fourth-grade class created a robust composting program for our entire school. The class put together a thorough presentation about the benefits of composting and how it impacts our environment and our school garden. Through these lessons, children learn about where our local food comes from, the sustainability of farms and our land, and local economies. Funds from the grant have been used to purchase a food chart for easy classroom cooking experiments. We also hope to use the funds to build more garden beds, add fruit trees to the school property, market our harvests to the school and community, and possibly create our own farmstand.

#### STEM:

We are excited to continue our second year with Science, Technology, Engineering and Mathematics (STEM) education at Brookfield. Students work with our STEM teacher, Ms. Conte, and in their grade level science units which are taught by their classroom teachers. Students engage in a variety of STEM-

related experiences such as outdoor learning, robotics, coding, engineering experiments, and more. This kind of learning provides students with early exposure to STEM concepts, with hands-on learning in real-world applications, and it nurtures creativity as students explore new ideas and find innovative solutions to problems. Through our STEM program, students are preparing for a technological future and building a range of communication, collaboration and analytical skills. As our program continues, we hope to build in more opportunities for project-based learning, integrate STEM activities into other content areas, and expand our partnerships within the community to illustrate the variety of STEM-related careers to our students.

#### After School Program:

At Brookfield, our after-school program includes a variety of activities, such as arts, sports, STEM and tutoring in order to foster the holistic development of our children. Some teachers provide opportunities beyond the regular classroom hours for academic enrichment and tutoring to reinforce learning. We have contracted with ArtsBus to provide fun projects for our students once a week. Our PE teacher taught students how to disc golf in the fall and will teach students to cross country ski on our property this winter. STEM and Farm to School also extend into our after-school program. For example, a few classes picked apples at Liberty Orchard for a field trip this fall and the kids in after school used some of these apples to make dehydrated apple snacks. For two months, a group of students worked with Linking Engineering to Life and participated in weekly virtual STEM challenges and visited Beta Technologies to see electric airplane engineering and production for a field trip. We hope to continue to build our program to support our students and the families we serve after school hours.

#### School Club:

Our School Club is our parent teacher organization which works to connect and build relationships between families to create a cohesive school community. The School Club works to support and facilitate communication between school and families and our team plans and organizes fun events for all to enjoy. This year, we are working on growing our membership and increasing participation in a wide variety of events. So far, the School Club organized a Halloween event where parent and family volunteers ran stations for our classes to rotate through; for example, students made Trick or Treat bags and played exciting Halloween games in some of the stations. In early December, we also held a family movie night where more than 80 people enjoyed pizza and a movie. We look forward to holding an afternoon event with a bonfire and sledding, and then a Community Variety Show for kids to show off their skills along with a silent auction during the intermission to raise funds for the School Club to continue to put on these types of events. As we work to increase membership, we hope we can continue to build more opportunities for community members to present their skills to our students and incorporate a range of learning experiences from local businesses. We look forward to more of our work building a collaborative group of staff, parents, and families who actively support our children's education.

### **Braintree Elementary**

#### Academic Excellence & Outdoor Learning

We were proudly named the #5 elementary school in the state of Vermont, based on performance on state assessments. Our teachers are dedicated to the academic and social/emotional development of each and

every student. With engaging and differentiated lessons and a cohesive team of classroom teachers, interventionists, and other staff, students receive a rigorous, holistic education at Braintree Elementary.

We make the most of our beautiful 17-acre campus. Each classroom has a dedicated outdoor classroom available to them. On a typical day at Braintree, you may see the preschoolers playing in their mud kitchen, primary students measuring the results of experiments, and older children drawing the abundant wildlife on campus and making scientific observations and hypotheses. Incorporating the natural world in order to connect students with their environment and community is of utmost importance at our school. Ground will break this year on an ADA-accessible trail that will connect outdoor classrooms and provide the most access for our community members.

Our Farm to School program provides students with hands-on experiences growing, harvesting, cooking, and eating fresh produce. Braintree Blossoms, our school farmstand, provides additional real-life learning. Students in all grades have made items to sell at the farmstand, including apple sauce and pies, granola, and potpourri. Intermediate students are learning firsthand how to operate a small business. They set prices, create advertisements, organize inventory, engage with customers, and complete financial analyses. We have also been fortunate to partner with local farmers and families who have donated items to support the farmstand. Last year, RTCC students in the electrical and construction trades installed solar panels on the farmstand. We are grateful for the community support of this endeavor!

### STEM

Braintree continues our focus on helping students prepare for the future. Science, Technology, Engineering, and Math (STEM) is now a permanent part of our specials rotation. In the STEM lab, students learn the process of design thinking and the importance of testing and revision of projects. They learn how to collaborate and communicate with peers and leaders in the field. For our recent celebration of National STEM Day, Braintree students created a school-wide marble run, with each grade having a particular role in the building and assembly. We are proud to partner with community organizations for material and financial support of these exciting projects.

### Enrichment Opportunities

We strive to make Braintree a place students want to return to every day. Exciting field trips and visitors to our building allow us to enrich day-to-day instruction. Farmer Anne comes monthly to cook with local produce and provide a taste test for all students in conjunction with our Farm to School program. We welcome artists in residence throughout the year, including Bread & Puppet Circus, Guinean singer Sayon Camara, and a weeklong drumming residency in the spring. Deonne Myrick comes for monthly yoga instruction for all grade-levels. There are opportunities for students to increase their capacity for leadership; 4H visited this fall to facilitate leadership activities for intermediate students, and our Student Council meets biweekly to identify and address areas for growth within our school. After-school academic tutoring, band, and physical activity clubs are also available. We are proud to offer these opportunities for Braintree students to deepen their learning and find success in and out of the classroom.

## RU Annual Report 2023

December 20, 2023

Dear Randolph Union Middle/High School Community,

It is our honor to be able to share with all of you the positive things that have been happening at our school. Earlier this school year we polled staff and adults at our Advisory Board meeting to learn more about community perceptions of our school. We learned that there are positive perceptions about students being seen and heard by caring staff, and also negative perceptions about substance use among the student population, concern about low academic standards and achievement, and concerns about behavior. Perhaps our biggest take away was the need to communicate clearly and frequently the things that are, in reality, happening at our school.

Student achievement continues to improve. The numbers of students taking Advanced Placement classes, as well as the number of students receiving credit for AP tests is improving. And, through our Student Engagement Survey we can see that students are feeling more interested in their classes than they were last spring. In the spring 61% of students reported feeling interested in their classes; this fall that number has jumped to 68.7%. We know we have work to do, but we know we have the right staff to do the work.

Additionally, we have added significant after school supports and activities for students, augmented by a late bus that helps ensure that any student who wants to engage in activities or after school learning opportunities can access them. We offer after school tutoring (targeted around specific subject areas), homework support (more general), and classes such as theater and dance. These opportunities allow our students to access learning beyond the school day in order to maximize their access to education and resources provided by the school. This year also marks the return to eligibility requirements in athletics. Students must show strong Habits of Work and Heart in order to remain eligible to access co-curricular activities. Our Athletics and Activities Director, Nick Bent, uses this data to stay in communication with students to help them meet and exceed expectations.

We have also seen tremendous growth in our flexible pathways programming. Students in both the Project Based Learning led by Beverly Taft, and Innovation Center programs, led by Nasser Abdel Fatah have been engaging in hands-on, deep learning. Students have provided professional development for teachers within the OSSD and other Vermont school districts and they have also worked together to create community and prepare for a service trip to Peru. The Innovation Center and Robotics Lab have hosted students who are able to 3D print a variety of items, and build robots which will compete against robotics teams from around Vermont, New York, and the broader New England area. Tim Moynihan leads our robotics team, and Tom Zani teaches middle level robotics and STEM classes. Zani and Abdel Fatah have also teamed up to offer after school STEM programming to students in grades 5 - 8 on Thursday and Friday afternoons. All of this helps our students find a sense of belonging and apply what they learn in our core academic programs.

We have also increased learning opportunities that get students outside. Our Social Emotional Learning Coordinator, Mitch Wenz brings with him a great depth of knowledge related to outdoor survival which he is passing on to our students. We have run a section of this class for 7th graders which began in late November and we will offer a section for 9th graders beginning in January.

We have begun offering dance classes after school and our theater program now is credit bearing. Moving these classes outside of the school day has allowed students who fill their schedules completely to access these fine arts classes. The late bus has really allowed these programs to flourish.

Kara Merrill, our Director of Student Services, has also been hard at work this past year after winning a grant from the McClure Foundation. Merrill has long been a champion of flexible pathways for students and post secondary planning. When she noticed that many students were struggling to adjust to life outside of our supportive, close knit community, she wrote a grant that would allow her to offer training and stipends to people to support first year college students. The goal of the program is for students to feel an increased level of confidence as first year college students in order to increase the rates of students who are staying in college. So far, we are seeing a lot of success in the program.

Another part of our school culture that we are immensely proud of is the travel that our students have access to. Students are able to apply to be a part of these programs and regardless of their family's income they are able to travel if they are accepted into the programs. Students have traveled to Japan, Germany, Morocco, the Bahamas, and Marine Lab in Key Largo, Florida. Additionally, last summer 13 students were able to become certified SCUBA divers.

We focus, as a school community, on knowing all of our students well, while pushing them to set goals that they can work toward and grow to meet. Over the past several years we have continued to refine our focus to strengthen our academic program. As a staff, we are continuously learning ourselves, in order to serve our students and their families better. We are grateful for the support that this community provides. We know that the level of support that we receive is not something to be taken for granted. We appreciate all of you!

Sincerely,

Lisa Floyd  
Principal

Jason Finley  
Associate Principall





Randolph Technical Career Center (RTCC) is ahead of the curve in meeting the workforce needs of the State of Vermont. It is an exciting time to be a Career Technical Education (CTE) student as the job market opens up and welcomes newly graduated students into their chosen fields. Now, more than ever, the demands of our state are being met by CTE students who become hard workers, business owners, and entrepreneurs.

### Current CTE Programs offered at RTCC

Automotive Technology  
Construction Trades & Management  
Criminal Justice and Cybersecurity  
Culinary Arts & Hospitality Management  
Dental Assisting  
Diesel Technology  
Digital Filmmaking & Media Arts  
Diversified Agriculture  
Education Services  
Electrical Technology  
Health Careers  
Manufacturing & Fabrication  
Pre-Technical Foundations

An RTCC education takes perseverance and grit. It is not the easy way out. Rather, it shows an exemplary commitment to both academics and tradesmanship. It is a calling, a craft, and a lifestyle. CTE is high-quality education in the state of Vermont.

Here at RTCC, we focus on small class sizes for Math and English, leading to more one-on-one focused instruction and outstanding relationships between students and teachers. Our school has a family atmosphere where all adults in the building are trusted members of a student's team. We share responsibility for our students' learning, behavior, and overall satisfaction with their experience.

Our teachers have been hand-selected from industry and come from an array of highly skilled careers to mentor and educate our students. We each bring a unique perspective just as each student brings their own life experience and expertise.

Together, we are a strongly-woven community of continuous learners with an emphasis on safety and support.

RTCC is unique in its ability to offer extremely small conference-style academic classes and program classes led by experts in their field; several of whom graduated from RTCC in the past. We offer a truly personalized learning experience for students that prepares them for college and career and we are proud of our RTCC community of current students, graduates, and employees.

In addition to our small class sizes and personalized academic plans, our students have the opportunity to participate in Work-Based Learning. This could be either a paid or unpaid internship and/or job shadow that can be completed during the school day and even outside of school during summers and vacations. This offering provides students with the chance to build their resumes, earn credit, make money, and gain real-world experience. Work-Based Learning, aka Co-op, is a great way to build your resume and to make yourself more attractive to employers and colleges. It also builds work ethic and helps students develop a sense of personal responsibility.

Working hard in one's chosen career path also helps to build character and define interests. Students who take on a Co-op will also build their capacity for learning and leadership, making them more likely to succeed in college and career, down the line.

In addition to all these positive benefits of an RTCC education, students earn Industry Recognized Credentials (IRCs) through their program. These are qualifications that employers are looking for and applicants who possess them are far more likely to be hired. RTCC also offers a number of ways for students to earn college credit through their program. Our connections with colleges, employers, and industry professionals makes an RTCC education unique, valuable, and a staple in our community and throughout the state.

We would like to thank everyone who has chosen RTCC from community members to sending schools. We are proud to be your chosen educational institution. We

look forward to bringing new technology, learning experiences, college and career connections, and a plethora of programs to choose from in the coming years.

Stay tuned! We have more in store!

With gratitude and sincerity,

Nika Oakes  
RTCC Director

**ORANGE SOUTHWEST SCHOOL DISTRICT  
2023-24 SUMMARY**

	2022-23 ACTUAL	DECEMBER 2022 YTD	2023-24 BUDGET	DECEMBER 2023 YTD	DIFFERENCE
<b>GENERAL FUND</b>					
<b>REVENUE:</b>					
LOCAL REVENUE	1,229,985	484,653	1,165,277	236,857	-928,420
SPECIAL PROGRAMS	1,890,513	1,300,098	2,377,539	1,265,991	-1,111,548
STATE REVENUES	17,354,421	9,500,776	18,895,649	10,333,899	-8,561,750
BEGINNING BALANCE:	746,171	746,171	1,096,503	0	-1,096,503
<b>TOTAL REVENUE</b>	<b>21,221,090</b>	<b>12,031,699</b>	<b>23,534,968</b>	<b>11,836,748</b>	<b>-11,698,220</b>
<b>EXPENDITURES:</b>					
INSTRUCTION	7,481,302	2,880,853	8,531,955	2,937,803	5,594,152
SPECIAL EDUCATION	3,485,915	1,352,954	4,554,839	1,439,571	3,115,268
ADMINISTRATION	1,276,848	623,987	1,429,672	657,048	772,624
CENTRAL OFFICE	851,400	468,515	949,273	494,419	454,854
SUPPORT SERVICES	1,764,064	809,513	2,096,351	795,583	1,300,768
MAINTENANCE	2,655,228	1,005,616	2,545,420	1,164,200	1,381,220
TECHNOLOGY	623,899	291,993	768,715	490,747	277,968
TRANSPORTATION	645,588	171,397	779,306	229,971	549,335
OTHER EXPENSES	950,907	34,753	148,989	30,596	118,393
TECHNICAL EDUCATION	937,927	444,736	1,216,132	9,823	1,206,309
PRE-SCHOOL	471,603	194,384	514,316	209,955	304,361
<b>SCHOOL TOTAL:</b>	<b>21,144,683</b>	<b>8,278,701</b>	<b>23,534,968</b>	<b>8,459,717</b>	<b>13,564,581</b>
SURPLUS/DEFICIT	0	0	0	0	0
<b>TOTAL EXPENDITURES</b>	<b>21,144,683</b>	<b>8,278,701</b>	<b>23,534,968</b>	<b>8,459,717</b>	<b>15,075,251</b>

7/1/2023

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	420,704	2,424,595	464,552	2,380,746
TITLE 1	0	0	0	0
EPSDT FUNDS	85,524	18,326	3,767	100,083
FOOD SERVICE	120,684	121,850	335,044	-92,510
FRESH FRUITS & VEGS	0	2,154	6,464	-4,310
MEDICAID FUNDS	719,451	25,002	68,276	676,177
R.A.V.E.N.	35,050	0	60,567	-25,517
IDEA-B - FLOW-THROUGH	0	57,752	85,696	-27,943
IDEA-B - PRE-SCHOOL	0	1,626	2,443	-818
VEHICLE/BUS FUND	971,524	0	109,000	862,524
BUILDING MAINT FUND	2,441,242	0	452,152	1,989,090
LEGAL FUND	140,000	0	0	140,000
SPECIAL EDUCATION FUND	515,697	0	0	515,697
OPERATIONAL RESERVE	2,476,193	0	30,225	2,445,968
TECHNOLOGY RESERVE	108,500	0	0	108,500
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	21,133	29,637	26,007	24,762
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	-210	28,059	13,544	14,305
SCHOOL WIDE PROGRAMS	-4	67,539	97,664	-30,129
TITLE II	0	35,667	60,665	-24,998
TITLE IV	0	0	322	-322
CONSOLIDATED ADMIN	0	0	0	0
CRF - LEA GRANT	10,348	0	0	10,348
ARP - ESSER	133,981	379,783	557,317	-43,553
ARP - AFTERSCHOOL	159	0	0	159
ARP - PRESCHOOL	3,547	0	0	3,547
ARP ESSER AFTERSCHOOL	0	0	2,153	-2,153
ARP - IDEA-B	0	0	0	0
<b>TOTAL OTHER FUNDS</b>	<b>8,246,950</b>	<b>3,191,990</b>	<b>2,375,858</b>	<b>9,063,081</b>