

Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday April 9, 2025
Braintree Elementary
6pm

Google Meeting Joining Info
Video call link: <https://meet.google.com/upd-xcaz-qno>
Or Dial: (US)+1 513-472-0826
PIN: 499 934 387#

I. Opening (6:00 - 6:05)

- Board Attendance: *Ensuring a quorum*
- Meeting Purpose: Braintree Report
- Review and Accept Agenda

II. Ownership Linkage (6:05 - 6:35)

- Public Comment for items not listed on agenda: *Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
- Braintree Elementary Presentation from Principal Patti Sprague
- Federal and State Legislative Update
 - Late Liquidation

IV. Board Process (6:35 – 6:45)

- Plan Staff Appreciation
 - Temporary Subcommittee

IV. Board Education (6:45 – 6:55)

- Excelerator Module 5 (PG Training)
 - What will be the full process follow up

V. Monitoring the Organization (6:55 – 7:30)

- Review, Discuss, and possible Vote to Approve Executive Limitation 2.8 (3.4) – 1st read
- Continuous Improvement Plan

VI. Policy Decisions for District Governance

- None

VII. Monitoring the Board (7:30 – 7:45)

- Board Self-Evaluation: GP 4.1 (enclosed)

VIII. Consent Agenda (7:45 – 8:00)

- Approve minutes from March 12 board meeting
- Approve New Hires
- Approve Teacher Contracts
- Approve Summary of Account – Trust of Fay A. Cowdrey
- Approve leave request
- Approve Auditor Engagement Letter

IX. Closing/Incidental Information (8:00 – 8:25)

- Superintendent's Report

- Resignation Updates
- School Newsletters/Principal Reports
- Action Item Recap

X. Executive Session

Future Meetings

- Agenda Planning Meeting: Monday May 5, 2025 @ remote, 6pm
- Regular Board Meeting: Wednesday May 14, 2025, 6pm @ RUHS, RTCC Advisory Committee @ 5pm



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

March 28, 2025

Dear State Chiefs of Education:

I write to inform you of a modification to the time period to liquidate obligations under the Education Stabilization Fund, including all programs funded by the CRRSA and ARP acts.

Under 2 CFR § 200.344(c), a federal award recipient must liquidate all obligations no later than 120 calendar days after the conclusion of the award. A federal agency “may approve extensions” if the agency, in its discretion, finds that such an extension is “justified.” *Id.* Here, the period to liquidate obligations for these Grant Awards expired. In response to a liquidation extension request, the Department of Education previously granted a discretionary extension of the period of liquidation. But the Department has reconsidered your request.

After careful review, the Department is modifying the liquidation period to end on March 28, 2025. The Department has concluded that the further extension of the liquidation period for the aforementioned grants, already well past the period of performance, was not justified. You and your subrecipients have had ample time to liquidate obligations. Indeed, the applicable regulation provided clear notice of the deadline for liquidating “all financial obligations incurred”: “no later than 120 calendar days after the conclusion of the period of performance.” *Id.* By failing to meet the clear deadline in the regulation, you ran the risk that the Department would deny your extension request. Extending deadlines for COVID-related grants, which are in fact taxpayer funds, years after the COVID pandemic ended is not consistent with the Department’s priorities and thus not a worthwhile exercise of its discretion.

The Department’s initial approval of your extension request does not change anything. The extension approval was issued recently, so any reliance interests developed are minimal. Moreover, an agency may reconsider its prior decision.¹ So you could not rely on the Department adhering to its original decision. That is especially true because the extension was a matter of administrative grace. You were entitled to the full award only if you liquidated all financial obligations within 120 days of the end of the period of performance. You failed to do so. Any reliance on a discretionary extension subject to reconsideration by the agency was unreasonable. Accordingly, on reconsideration, the Department amends the period of liquidation to end on March 28, 2025, at 5:00pm ET.

However, even though the COVID pandemic and the liquidation period under the applicable regulations have ended, the Department will consider an extension to your liquidation period on an individual project-specific basis. To obtain an extension, please submit a statement to the email address listed below explaining (1) how a particular project’s extension is necessary to mitigate the effects of COVID on American students’ education, and (2) why the Department should exercise its discretion to grant your request.

¹ *Ivy Sports Med., LLC v. Burwell*, 767 F.3d 81, 86 (D.C. Cir. 2014) (Kavanaugh, J.) (“[T]he power to reconsider is inherent in the power to decide.” (cleaned up)).

Thank you for your work to implement the Education Stabilization Fund. If you have any questions, please contact the Department at ESSERF@ed.gov

Sincerely,

A handwritten signature in black ink, appearing to read "Linda McMahon", with a long, sweeping horizontal flourish extending to the right.

Linda McMahon
Secretary of Education
U.S. Department of Education

Staff Appreciation, May 5-9 2025?

326 staff across district

Funds remaining in budget = \$7,000

Monitoring Report

Superintendent Monitoring Report:	Internal	Organization:	Orange Southwest School District
Policy Type:	Executive Limitations	Policy Number/Title:	2.8 Communication and Support to the Board
Submitted on:	7 April 2025	Period Covered	July 2024 -April 2025

Policy

The superintendent shall not cause or allow the Board to be uninformed or unsupported in its work.

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

- 1. Neglect to submit monitoring data required by the Board (see policy 3.4 on monitoring Superintendent performance) in a timely, accurate, and understandable fashion, directly addressing the provisions of board policies being monitored;*
- 2. Allow the Board to be unaware of any actual or anticipated noncompliance with any Ends or Executive limitations policy, regardless of the Board's monitoring schedule;*
- 3. Neglect to submit unbiased decision information required periodically by the Board or let the Board be unaware of relevant trends;*
- 4. Let the Board be unaware of any significant incidental information it requires, including anticipated media coverage, threatened or pending lawsuits, and material internal and external changes;*
- 5. Let the Board be unaware if, in the Superintendent's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of board behavior that is detrimental to the work relationship between the Board and the Superintendent;*
- 6. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental;*
- 7. Allow the Board to be deprived of a workable mechanism for official board, officer, or committee communications;*

8. *Deal with the Board in a way that favors or privileges certain board members over others except when responding to officers or committees duly charged by the Board;*
9. *Allow the Board to do its work without the necessary items on its consent agenda. Necessary items are those decisions delegated to the Superintendent yet required by law, regulation or contract to be board-approved, along with applicable monitoring information;*
10. *Allow the Board to be uninformed in a timely manner of all significant gifts;*
11. *Allow the Board to be unsupported and uninformed in its role as a quasi-judicial hearing body; or,*
12. *Allow the Board to be uninformed on an annual basis of all required policies currently in effect and where to access them.*

Interpretation

This executive limitation serves to ensure that the Superintendent does not abdicate responsibility for keeping the Board fully informed and supported in its oversight and decision-making functions. The Superintendent's role is to provide the Board with the necessary tools, data, and context for it to fulfill its governance duties, and the following stipulations serve as specific safeguards to uphold this principle.

Observable Conditions:

a)	The Board receives regular, comprehensive, and clear monitoring data that is aligned with the provisions of Board policies being monitored. These reports should be submitted in a timely manner and presented in an easily understandable format.
b)	If any noncompliance with Ends or Executive Limitations policies occurs, the Superintendent proactively informs the Board, even outside of the regular monitoring schedule.
c)	The Board receives objective and unbiased information on key decision-making topics, including significant trends or developments that may influence future decisions.
d)	The Superintendent ensures that the Board is kept informed about any external or internal changes, such as media coverage, lawsuits, or other critical developments that may affect the organization.
e)	The Board is informed if the Superintendent believes that the Board is not in compliance with its own governance policies, particularly concerning the Board-Management relationship.
f)	The information provided to the Board is clearly formatted, with distinctions between monitoring data, decision-making information, and incidental information.

g)	The Board has access to a functional and transparent system for official communications between Board members, officers, and committees.
h)	The Superintendent treats all Board members equally, ensuring that no member is given preferential treatment, except in cases where a specific officer or committee has been duly authorized by the Board.
i)	The Board receives all necessary items for the consent agenda, including decisions that the Superintendent is authorized to make but are legally or contractually required to be Board-approved, along with required monitoring information.
j)	The Board is informed promptly about any significant gifts that may impact the organization, whether financial or otherwise.
k)	The Board is provided with all necessary support and information to perform its quasi-judicial functions effectively, such as during hearings or adjudicatory processes.
l)	The Board is informed annually about the policies in effect, and knows where to access these policies for reference.

Rationale:

1)	The rationale for these limitations is to ensure that the Board is adequately informed and supported in fulfilling its governance role while maintaining transparency, accountability, and proper oversight.
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Evidence:

Observable Condition	Data/Result
a) Regular Reports	<i>All monitoring reports are submitted prior to the board meetings on the agreed to schedule.</i>
b) Non Compliance	<i>The Board is informed immediately when any anticipated or actual noncompliance arises, with clear explanations and corrective actions suggested by the Superintendent. The only example so far being the partial non-compliance with salary.</i>
c) Unbias Decision Information	<i>The Superintendent regularly provides the Board with comprehensive reports on Executive Limitations and Ends, ensuring that all relevant monitoring data aligns with Board policy. These reports include pertinent state and national trends, which the Superintendent typically discusses in reports to the Board or as incidental updates during Board meetings. The</i>

	<i>Board receives monthly financial reports and quarterly facilities reports to ensure necessary oversight and transparency on organizational performance and resource utilization. The Superintendent communicates confidential information to the Board through secure means, such as email or in-person during executive sessions, maintaining confidentiality and ensuring appropriate governance.</i>
d) Significant Incidental Information	The superintendent has keep the board aware of media coverage, potential challenges and possible solutions.
e) Board Compliance With Its Policies	<i>The Superintendent has not experienced the board being out of compliance with its policies.</i>
f) Clear Susscint Relevant Information	<i>The Superintendent has accomplished this using the new monitoring report format and is also evidenced by the board not having questions about the written report</i>
g) Board Communication	<i>Board communication has generally happened in open session following the expectation in Vermont Open Meeting Law. The board maintains its own budget to fund need that exceed what is provided.</i>
h) Equal Board Member Treatment	<i>The superintendent has made himself available as needed to each board member as requested.</i>
i) Consent Agenda	<i>The board's legal contractual and regulator responsibility were placed on board agendas in a timely manner. The board usually had access to consent agenda material in the board packet which has been provided 5 days before each meeting</i>
j) Gifts	<i>OSSD has not accepted significant gifts in the last 10 months</i>
k) Quasi Judicial Hearing Boady	<i>The board has not needed to perform Quasi Judicial work in the last 10 months</i>

I) Policies	<i>The board regularly reviews its policies and is updated when new required policies are introduced at the state level.</i>
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Compliance:

I report partial compliance <i>Michael J Clark, Superintendent</i>
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Notes:

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Micheal Clark, Superintendent of OSSD

School Name: OSSD Elementary Schools

ESEA and State [Designations](#) (check all that apply):

☐ Title 1 Schoolwide Program

☐ Comprehensive Support and Improvement

☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Heather Lawler

School Continuous Improvement Plan Point of Contact Email: hlawler@orangesouthwest.org

Assurances

☐ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the [Comprehensive Needs Assessment Toolkit](#), and the [Data Profiles: Protocol for Analysis](#) document may assist you in defining your current assets and challenges.

☐ A [data inventory](#) demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems ([per Act 139](#)).



- ___ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Heather Lawler.
- ___ This plan was/will be approved by the school board.
- ___ This plan was approved by the LEA Superintendent or designee.
- ___ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ___ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Vermont Educational Quality Standards (EQS), Attendance Works, Gifford Medical Center, Clara Martin, C9 Wellness Policy, Upper Valley Service, and Individuals with Disability Education Act (IDEA).
- _X_ This plan is in effect for the 2025 - 2026 school year
- _X_ This plan will be monitored **monthly** by the school and will be updated by the school monthly to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input - All Schools complete this section

Collaborative Stakeholders Represented: Assistant Superintendent Heather Lawler, Principals Melinda Robinson, Mindybeth Pike, Cara Houston, and Patti Sprague.

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

All schools complete this section.

Goal Number	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
Goal 1	We will create clear protocols for analyzing math data and building interventions based on the needs identified in the data.	Intervention schedules Coach's classroom visits/meeting agendas	Center for Leadership & Educational Equity and Data Wise protocols	3 elementary interventionists support for tier 2 and 3 instruction Math coach eduCLIMBER training for administrators and staff
Goal 2	We will increase our proficiency in science, specifically accessing information from multiple sources and synthesizing that information to lead to a conclusion.	Cognia scores Our 2023-2024 school year scores are showing 55% below proficiency in our Cognia scores.	Boston Museum of Science engineering kits NGSS science standard implementation	STEM Teacher with investment in time for curriculum work on integration PD work with using multiple sources of information with students.
Goal 3	We will increase family engagement within the school and its academic programming, particularly for families who have historically been less active in the school community.	Parent attendance at community events and students' school attendance	Providing age-appropriate books and games Surveying community for needs and sense of connection within the school	Investments for family and community events Investments for staff wellness

Add additional rows, as needed.

Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) implementation)

All schools with grades K-3 complete this section.

Goal Number	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
Goal 4	We will strengthen our MTSS systems with clear protocols for analyzing data, creating in and out of class interventions, and following up with the family regarding the students that are working below grade level expectations	Completion of Act 139 communication letters Reduction in tier 2 services needed for literacy Protocol use included in staff trainings and meeting agendas 100% student participation on Star assessments in reading and math	Star assessments are being implemented in May 2025. This holistic, quantifiable data is currently unavailable.	Academic programs: Fundations, EBLI, UFLI Need to add: Orton Gillingham	eduCLIMBER training for administrators and staff Literacy coach is needed to support tiered instruction 3 elementary Interventionists support for tiers 2 and 3 instruction Professional development about supporting literacy curriculum (Orton Gillingham)

Goal 5	In order to improve student achievement of age-level or grade-level typical development in specific literacy skills, OSSD will implement screening and parent/guardian notification as required by Act 139.	Student achievement data and parent/guardian notification data.	Star assessments are being implemented in May 2025. This holistic, quantifiable data is currently unavailable.	Academic intervention	In order to improve student achievement of age-level or grade-level typical development in specific literacy skills, OSSD will employ academic interventionists to target literacy skills.
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Add additional rows, as needed.

Section 3: Schools Identified for Comprehensive or Targeted Support Complete This Section (CSI & TSI/ATSI/Equity 2 and 3)

Problem(s) of Practice & Root Cause Analysis: Please upload a copy of your [fishbone](#) or 5 Whys Diagram.

Equitable Resource Allocations:

- For which student populations did you identify inequities? We will be implementing a new data warehouse that would allow us to track specific student populations, but we don't have access to that information at this time.
- What are the root causes of these inequities?

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas

Section 4: Progress Monitoring

All schools complete this section.

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 1	Star 360 Windows assessment data	Star 360 Spring 2025 and Fall 2025	Winter Window (January)	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 2	Cognia District created assessments	Cognia scores from 2023	District created assessments Teacher survey for curriculum check-in	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 3	Family surveys	Spring 2025 family survey	Spring 2026 family survey	Results:
	Monthly Attendance Reports	Open House Attendance/October PTC Attendance 2025 24 - 25 Attendance Report	Monthly Attendance Reports	Was Goal Met?
				Next Steps:

Worksheet for Board Self-Evaluation of Governance Process Policy

Policy Number 4.1 Governing Style
Time period being monitored:
Date Completed: 4/9/2025

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 will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and superintendent roles, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity. Accordingly:		
1. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a reactor to staff		

initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.		
2. The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives. Board values will be drawn from the diverse values of the community informed by expert sources both internal and external to the organization. The Board's major policy focus will be on the intended long-term impacts outside the staff organization (Ends), not on the administrative or programmatic means of attaining those effects.		
3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process		

policies at any time, it will scrupulously observe those currently in force		
4. Continual board development will include orientation of new board members in the board's Governance Process and periodic board discussion of process improvement.		
5. The Board will allow no officer, individual, or committee of the Board to hinder or serve as an excuse for not fulfilling group obligations.		
6. The Board will monitor and discuss the Board's process and performance on a regular basis. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Management Delegation categories		

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

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

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

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

WHEN will we reassess our progress?

Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday March 12, 2025
Brookfield Elementary 6pm

MINUTES

meet.google.com/upd-xcaz-gno

Phone Numbers

(US) [+1 513-472-0826](tel:+15134720826)

PIN: 499 934 387#

I. Opening (6:00 - 6:05)

Superintendent Michael Clark called meeting to order at 6:01 p.m.

- Board Attendance: *Ensuring a quorum*
Board members present were Hannah Arias, Anne Kaplan, Aimil Parmelee, Sam Hooper, Ryan Anderson, Rachel Gaidys, Rachel Fish and Martha Hafner. Administrators present were Michael Clark and Heather Lawler with Bob Worley, Cara Houston, ORCA Media & Kyle Southworth. Virtually attending was Joe Bent, public present were Amy Ingrassia and Jack.
- Meeting Purpose: Board Reorganization, Facilities Monitoring Report
- Review and Accept Agenda

II. Ownership Linkage (6:05 - 6:35)

- Public Comment for items not listed on agenda: *Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*

No comments from public

- Introduce Board Members
Board members go around the table and introduce themselves by name and town they represent.
- Discuss & Reorganize Board & Committees
 - Elect Chair (currently Arias)
Motion: Rachel Gaidys moves to re-elect Hannah Arias as Board Chair. Motion is seconded by Aimil Parmelee and Ryan Anderson and passes unanimously by voice vote.
 - Elect Vice-Chair (currently Kaplan)
Motion: Ryan Anderson moves to re-elect Anne Kaplan as Vice-Chair. Motion is seconded by Martha Hafner and passes unanimously by voice vote.
 - Elect Clerk (currently Anderson)
Motion: Ryan Anderson moves to elect Martha Hafner as Board Clerk. Motion is seconded by Sam Hooper and passes unanimously by voice vote.
 - Approve schedule for regular meetings (currently 2nd Wed of each month, enclosed)
Motion: Aimil Parmelee moves to approve schedule for regular meetings as presented. Motion is seconded by Rachel Gaidys and passes unanimously by voice vote.
 - Assign member to sign official documents in absence of the Chair (currently Kaplan)
Motion: Rachel Gaidys moves to assign Anne Kaplan to sign official documents in the absence of the Chair. Motion is seconded by Aimil Parmelee and passes unanimously by voice vote.
 - Appoint RTCC representative (currently Kaplan)
Motion: Aimil Parmelee moves to appoint Anne Kaplan as the RTCC representative. Motion is seconded by Sam Hooper and passes unanimously by voice vote.
 - Appoint Teacher contract negotiating committee (currently Arias, Parmelee, and 1 vacancy)
Motion: Sam Hooper moves to appoint Sam Hooper to the teacher contract negotiating committee. Motion is seconded by Aimil Parmelee and passes unanimously by voice vote.

- Appoint Support Staff contract negotiation committee (currently Kaplan, Gaidys & Anderson)

Motion: Hannah Arias moves to appoint Rachel Gaidys, Anne Kaplan and Ryan Anderson to the Support Staff negotiation committee. Motion is seconded by Rachel Fish and fails to pass unanimously by voice vote. Rachel Gaidys moves to keep the standing members on the Support Staff contract negotiation committee and add Martha Hafner. Motion is seconded by Aimil Parmelee and passes unanimously by voice vote.

- Report on Town Meetings/Votes

Chair Hannah Arias thanked communities for passing the school budget at last week's Town Meetings, acknowledging it was a tough vote and hard work on the parts of the Superintendent, cabinet, the voters and community, faculty and staff members who partook in budget meetings over the winter. Superintendent Clark echoed those sentiments, the

- Brookfield Elementary Presentation from Principal Cara Houston

Cara Houston welcomes all to Brookfield School, discusses how traditions foster a sense of communication and collaboration within the school and community. Special events lately have included a visit from an herbalist and a sheep shearer, as well as a Thanksgiving feast and celebration of holidays. Brookfield has re-started spelling bee participation and has a 6th grader competing in the state spelling bee on March 24th. The I Love to Read program is still engaging students and the school staff are adjusting to changes in the evolving needs of students with targeted interventions. The logistics of moving the After School Program to Randolph Elementary School has required adjustment. NECAP testing should be completed before Spring Break. The school club has seen increased membership with events both in and out of school. Fund-raising events this school year have included Halloween movie night, a bonfire and sledding, selling baked goods at a local Christmas tree farm as well as chili and cornbread at Town Meeting. The school community is looking forward to an auction, community talent show with BINGO, bridge building competition for the 5th and 6th grade and an artist-in-residence who will be sharing contra dance. Members of the board ask if behavioral issues are still trending up, and the role of the behavioral response team and receive the information that an interventionist trained in CPI, a guidance counselor and Principal Cara Houston are working to help students work through a greater number of issues than they saw last year.

IV. Board Process (6:35 – 6:45)

- Review of Board Expectations, Rules & Orientation

Hannah Arias comments that the board evaluates themselves, and stresses how important it is that members read the packets and be prepared for meetings. Other things noted were becoming familiar with policies and speaking with one voice once a decision or policy has been made by the board. Anne Kaplan points out that members' board binders contain policies, rules and procedures that can assist new board members, and it is important to make a "board buddy" to help clarify concepts as needed. Michael Clark reminds that written and public communications could be subject to the Freedom of Information act and counsels that members keep their board communications secure and limited to their OSSD laptops and emails accounts. Open meeting law is reviewed to ensure members understand, among other things, that conversations between board members outside of meetings must adhere to those laws. Martha Hafner asks if all school boards operate under the policy governance model and is answered that policy governance is recommended by the VSBA but not required.

IV. Board Education (6:45 – 6:55)

- Excelerator Module 4 (PG Training)

Board members discuss how the Excelerator module training program works, Anne Kaplan points out that the OSSD is using the program in a unique manner, taking a module a month. Aimil Parmelee says taking the modules in a slower manner allows for better absorption of the content. A trainer could potentially have a virtual meeting with the board to review training if requested. Hannah Arias suggests using the optional July board meeting as a retreat for the board to review and discuss all modules of the program as it will be complete by then. Perhaps that would be the best time to invite a trainer.

V. Monitoring the Organization (6:55 – 7:10)

- Review, Discuss, and possible Vote to Approve Executive Limitation 2.7 (3.4) – 2nd read

The board and superintendent discuss how each might define the term “materially deviate” as that is the language that keeps this EL from being compliant. The board has a conversation about how this would be deliberate work to bring salaries into market conditions over a period of time, bringing union and non-union into compliance. Rachel Gaidys and Anne Kaplan discuss at what point the district would be in compliance, and does the board accept as reasonable that the issue will take time, and the superintendent has a plan? Michael Clark points out that the Executive Limitations are how the board evaluates each month, so non-compliance really forces a conversation and allows the board and superintendent to fine-tune their relationship. Members discuss how this could deviate every year, and what their expectation of compliance might be.

Motion: Rachel Gaidys moves to approve Executive Limitation 2.7 (3.4). Motion is seconded by Anne Kaplan and passes unanimously by voice vote.

- Quarterly Facilities Monitoring Report

Bob Worley requests questions from the board and discussion turns to the 67-year-old transformer(s) at RUMHS. The typical lifespan for a transformer is 30 years. Martha Hafner asked what other challenges our buildings faced and was directed to the feasibility report from the Nov 2024 board meeting. Ryan Anderson confirms that the feasibility report is in fact complete as the line is still not closed on the report. Bob Worley responds he is keeping that open in case a third-party review is needed. Anne Kaplan questioned the renovation of the media center and auditorium as noted in the report, questions if the renovation would open those projects up to bring the entire reno up to code. Bob Worley answers that he would suggest the renovations not be undertaken until decisions have been made about which way the district will move forward.

VI. Policy Decisions for District Governance

- None

VII. Monitoring the Board (7:10 – 7:15)

- Board Self-Evaluation: BMD 3.0 (enclosed)

Board discusses communication with the Superintendent and OSSD staff, noting that an individual may ask a question of Michael Clark but if there is to be a directive, it must come from a quorum of the board. And Michael Clark will direct staff as needed, those directions would not come from the board itself. Martha Hafner asks for an example, Michael Clark responds this hasn't been an issue.

VIII. Consent Agenda (7:15 – 7:20)

- Approve minutes from February 12 board meeting
- Approve minutes from March 3 annual meeting
- Approve New Hires

Motion: Aimil Parmelee moves to accept the consent agenda items as presented. Motion is seconded by Anne Kaplan and passes unanimously by voice vote.

IX. Closing/Incidental Information (7:20 – 7:35)

- Superintendent's Report

Michael Clark addresses the latest news since the Superintendent's Report was written -- the Federal Gov't is doing something with the Department of Education. The effects of these newest changes are not yet known but Michael Clark warns that this could affect 13 grant-funded positions and programs, in addition to existing RIF notices. While the district still expects the money to come through, an allocation has not yet been received. Heather Lawler says that typically comes in April, and they expect that the forward funded grants will come through for the '25-26 school year. Programs that are reliant on federal funds include intervention, STEM, Physical Education and social work as well as Farm to School, Robotics, Artist in Residence, Family Engagement and Global Music. Heather Lawler and Michael Clark agree that the funds being discussed total more than \$1 million dollars. Michael Clark had hoped to come to the board with a work-around but with the funding level being so uncertain, there aren't any assurances. It is noted that RIFs can't be issued with assurances until the big picture is clarified. Michael Clark confirms that no paras will receive a RIF notice and all 4 of the cut positions are currently open. They have been working with the Association, Robin Pembroke and Heather Lawler as contracts are due to be out in roughly a month.

- Resignation Updates (included with new hires)
- School Newsletters/Principal Reports
- Action Item Recap

Hannah Arias makes a motion to have the board, Michael Clark and Heather Lawler enter into Executive Session per Title 1 Section 313 to discuss contract negotiations. Aimil Parmelee seconds the motion and the board moves into Executive Session at 7:53 pm.

X. Executive Session

- Title 1 Section 313: Contract Negotiations (non-union contracts)

Future Meetings

- Agenda Planning Meeting: Monday March 31, 2025 @ remote, 6pm
- Regular Board Meeting: Wednesday April 9, 2025, 6pm @ Braintree Elementary

Respectfully submitted:

Kyle Southworth

District Clerk

3/13/2025

Name of Board: OSSD

Date of Meeting: 3/12/25

Continuation of Minutes by: Martha Hafner

Executive Session

7:52 A motion was made by Michael Clark and seconded by Rachel Fish to enter Executive Session to discuss Contract Negotiations (with the superintendent present*).

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

8:42 The board exited the Executive Session.

As a result of the executive session:

No action was taken.

With no further business to discuss, a motion was made by _____ and seconded by _____ to adjourn the meeting at 8:44pm

Respectfully submitted,

Martha S.K. Hafner

New Hires, March to April 4, 2025

Name	PAR Type	Description	Effective Date	DAC
Brons, Kenneth C	New Hire Assignment	Coach-RUHS	2/26/2025	RUMHS
Anair, Sirena	Current Employee Assignment	Substitute Teacher	3/5/2025	BRT
Mitchell, Skylynn R	Current Employee Assignment	Paraeducator Special Education	3/11/2025	BRK
McLaughlin, Andrea L	Current Employee Assignment	Long Term Substitute	3/17/2025	RES
Locarno, Jaymeson L	New Hire Assignment	Coach-RUHS	3/21/2025	RUMHS
French, Lily C	New Hire Assignment	Substitute-RUHS	3/24/2025	RUMHS
Higgins, Katie	Current Employee Assignment	Substitute Teacher	4/21/2025	BRT
Hafner, Martha S	New Hire Assignment	Board Member	3/5/2025	OSSD
O'Connor, Claudia L	New Hire Assignment	Substitute Teacher	4/7/2025	BRT



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

Professional Staff Contract

This agreement between <<FirstName>> <<LastName>> and the Orange Southwest School District Board of School Directors is hereby made for the school year beginning July 1, 2025, and ending June 30, 2026.

- The period of service shall begin August 19, 2025, and continue for not more than 185 teaching days.
- Your salary for 2025-2026 is <<Amount>> at <<FTE>> FTE. You are on Step <<Step>> of the <<Column>> column.
- Said teacher holds the following license(s) to teach in Vermont:
 - <<LicenseLevel>> which will expire June 30 <<ExpireYear>> in endorsement areas <<Endorsement>>,
 - <<LicenseLevel2>> which will expire June 30 <<ExpireYear2>> in endorsement areas <<Endorsement2>>, <<Endorsement3>>, <<Endorsement4>>
 - Years of service in this district: <<YearsService>>
- It is a professional obligation to maintain a current Vermont Teaching license. Failure to do so may invalidate this contract. Conditions of employment and fringe benefits are described in the current Agreement, available online at www.orangesouthwest.org/central-office/union-agreements.
- As a member of the school staff, you agree to conform to policies and procedures of the school administration and School Board located at www.orangesouthwest.org/schoolboard/policies-and-procedures.
- The validation of this contract is dependent upon a clean criminal record check.

Contract Notes:

Date Signed _____

Date Signed _____

by _____
Superintendent of Schools

by _____
Teacher

Please sign this contract and return it to the OSSD Superintendent of Schools within 15 calendar days of receipt. In the absence of this signed contract, after 15 days, this position will be considered vacant and applicants will be sought for the opening.

The Orange Southwest School District does not discriminate on the basis of race, color, religion (creed), national origin, place of birth, sex, sexual orientation, gender identity, age, political affiliation, marital status or disability.

2025

Teaching Assignment 2025-2026

Teacher's Name: <<FirstName>> <<LastName>>

School: <<PrimaryWorksite>>

Pursuant to Article Six, Section 6.3 of the current Collective Bargaining Agreement, your 2025-2026 teaching assignment will be <<PositionDescription>>.

"A change in such assignment after August 1 of the contract year shall give the staff member the option of release from the contract without penalty. This option must be exercised within fifteen (15) days of notice to the staff member of such change."

Surname	First Name	Description	FTE	Amount	Avg. Classes	License Level	Unassigned #2	Exam Pass	Expenditure	Indemnity	Endowment	Endorsement	Years Service	Reasons Grades	Remarks/Status
Barrett	Any	Academic Interventionist	1	\$84,820.00	15 MASTERS 30	Provisional	Level II	2026	2026	14-36	0-36		4	Academic Interventionist	BRAINTREE
Bellanger	Noralee	Reg Ed 1-6 Teacher	1	\$56,625.00	12 MASTERS	Level I	Level II	2026	2026	7-40	4-198	12-82	6	Elementary Teachers (Grades 1-6)	BRAINTREE
Ceccolini	Adeline	Academic Interventionist	1	\$76,062.00	12 BACHELORS 15	Level II	Level II	2026	2026	1-400			5	Speech/Language Pathologist	BRAINTREE
Cole	Shirley	Reg Ed 1-6 Teacher	1	\$95,116.00	8 BACHELORS	Level I	Level II	2026	2026	3-45			2	Nurses	BRAINTREE
Gray	Brooke	Reg Ed 1-6 Teacher	0.5	\$81,327.00	15 MASTERS	Level II	Level II	2026	2026	1-400	0-36		44	Elementary Teachers (Grades 1-6)	BRAINTREE
Jacobs	Elena	Reg Ed 1-6 Teacher	1	\$62,118.00	5 MASTERS	Level II	Level II	2026	2026	1-400			3	Elementary Teachers (Grades 1-6)	BRAINTREE
Kassabian	Melissa	Reg Ed 1-6 Teacher	1	\$92,148.00	15 MASTERS	Level II	Level II	2026	2026	1-400	0-36		7	Elementary Teachers (Grades 1-6)	BRAINTREE
Kuskielwitz	Raymond	Special Ed. Teacher	1	\$53,387.00	30 MASTERS	Level II	Level II	2027	2027	8-42	17-02		16	Special Ed. Teacher	BRAINTREE
Millar	Sara	Art Teacher	0.4	\$84,820.00	15 MASTERS 30	Level I	Level I	2025	2027	8-42			9	Art Teacher	BRAINTREE
Richards	Sira	Reg Ed 1-6 Teacher	1	\$72,596.00	13 BACHELORS 15	Level II	Level II	2027	2027	1-400			7	Elementary Teachers (Grades 1-6)	BRAINTREE
Robinson	Heather	Reg Ed 1-6 Teacher	1	\$60,372.00	7 BACHELORS	Level II	Level II	2026	2026	1-400			1	Music Teacher	BRAINTREE
Villalobos	Ernesto	Music Teacher	0.9	\$55,133.00	1 MASTERS	Provisional	Level II	2026	2026	17-12			20	Guidance Counselors/Directors - Elem (Grades 1-6)	BRAINTREE
Walters	Rebecca	Guidance Counselor K-6	0.8	\$84,820.00	15 MASTERS 30	Level II	Level II	2025	2025	3-64			6	Elementary Teachers (Grades 1-6)	BROOKFIELD
Cattasach	Sonya	Guidance Counselor K-6	0.8	\$81,327.00	15 MASTERS 30	Level II	Level II	2027	2027	3-64			28	Elementary Teachers (Grades 1-6)	BROOKFIELD
Clark-Johnson	Katherine	Reg Ed 1-6 Teacher	1	\$66,103.00	12 BACHELORS	Level II	Level II	2026	2026	1-400	0-36		25	Librarians	BROOKFIELD
Ferris	Any	Reg Ed 1-6 Teacher	1	\$84,820.00	15 MASTERS 30	Level II	Level II	2026	2026	1-400	2-11		8	Elementary Teachers (Grades 1-6)	BROOKFIELD
Gilbert	Tracy	Reg Ed 1-6 Teacher	1	\$84,820.00	15 MASTERS 30	Level II	Level II	2026	2026	1-400			12	Preschool/Prekindergarten Teachers	BROOKFIELD
Gardner	Christine	Librarian	0.6	\$81,327.00	15 MASTERS	Level II	Level II	2028	2028	1-400	1-00		2	Physical Educator	BROOKFIELD
Hayward	Richard	Reg Ed 1-6 Teacher	1	\$81,327.00	15 MASTERS	Level II	Level II	2027	2027	16-36			2	Reading Interventionist	BROOKFIELD
Langlois	Harold	Reg Ed 1-6 Teacher	1	\$93,984.00	14 BACHELORS 30	Level II	Level II	2027	2027	1-400			2	Special Ed. Teacher	BROOKFIELD
Perkins	Sarah	Preschool Teacher	1	\$76,068.00	2 BACHELORS 15	Level I	Level I	2026	2026	3-31			1	SpEd Ungraded teachers	BROOKFIELD
Stephanie	Stefanie	PE Teacher	1	\$51,640.00	8 BACHELORS	Level I	Level I	2027	2027	3-31			3	Elementary Teachers (Grades 1-6)	BROOKFIELD
Peternan	Mark	PE Teacher	1	\$51,640.00	2 BACHELORS	Level I	Level I	2026	2026	3-31			1	Special Ed. Teacher	BROOKFIELD
Sanjalla	Christine	Academic Interventionist	1	\$83,074.00	15 MASTERS 15	Level I	Level I	2025	2025	1-400			1	Speech/Language Pathologist	BROOKFIELD
Hease	Nathan	Special Ed. Teacher	1	\$65,611.00	7 MASTERS	Level I	Level I	2027	2027	2-11			3	Elementary Teachers (Grades 1-6)	OSSD
Annes	Kaitlin	Reg Ed 1-6 Teacher	1	\$56,625.00	3 MASTERS	Level I	Level I	2026	2026	1-400			15	Elementary Teachers (Grades 1-6)	RANDOLPH
Armstrong	Christopher	Reg Ed 1-6 Teacher	1	\$81,327.00	15 MASTERS	Level II	Level II	2029	2029	1-400			5	Elementary Teachers (Grades 1-6)	RANDOLPH
Bonassar	Hannah	Reg Ed 1-6 Teacher	1	\$56,679.00	5 BACHELORS	Level II	Level II	2028	2028	1-400			4	Librarians	RANDOLPH
Cotter	Amara	Reg Ed 1-6 Teacher	1	\$52,118.00	5 MASTERS	Level II	Level II	2029	2029	1-400			26	Guidance Counselors/Directors - Elem (Grades 1-6)	RANDOLPH
Currier	Megan	Counselor	1	\$66,118.00	2 MASTERS	Level I	Level I	2025	2025	3-61			3	Elementary Teachers (Grades 1-6)	RANDOLPH
Desjarreau	Cassandra	Reg Ed 1-6 Teacher	1	\$56,679.00	12 BACHELORS	Level I	Level I	2026	2026	0-36			3-64	Elementary Teachers (Grades 1-6)	RANDOLPH
Revel	Druy	Preschool Teacher	1	\$69,103.00	12 BACHELORS	Level I	Level I	2026	2026	1-400			2	Special Ed. Teacher	RANDOLPH
Alexa	Monica	Special Ed. Teacher	1	\$51,640.00	2 BACHELORS	Level II	Level II	2025	2025	1-400	8-82		1	Special Ed. Teacher	RANDOLPH
Fridgen	Kathleen	Special Ed. Teacher	1	\$65,611.00	7 MASTERS	Provisional	Level II	2026	2026	12-82			6	Physical Educator	RANDOLPH
Futner	Lauren	PE Teacher	1	\$63,944.00	6 MASTERS	Level II	Level II	2027	2027	3-38	3-31		3	Elementary Teachers (Grades 1-6)	RANDOLPH
Gale	Eric	Reg Ed 1-6 Teacher	1	\$79,581.00	14 MASTERS 15	Level II	Level II	2026	2026	1-400			20	Elementary Teachers (Grades 1-6)	RANDOLPH
Himan	Jude	Academic Interventionist	1	\$84,820.00	15 MASTERS 30	Level II	Level II	2030	2030	1-400	8-82		3	Elementary Teachers (Grades 1-6)	RANDOLPH
Johnson	Amybeth	Reg Ed 1-6 Teacher	1	\$84,820.00	15 MASTERS 30	Level II	Level II	2026	2026	1-400			5	Elementary Teachers (Grades 1-6)	RANDOLPH
McNeilly	Sean	Reg Ed 1-6 Teacher	1	\$65,611.00	8 BACHELORS 30	Level I	Level I	2026	2026	15-36	1-00		5	Preschool/Prekindergarten Teachers	RANDOLPH
McGradyen	Allygit	Preschool Teacher	1	\$65,611.00	8 BACHELORS 30	Level I	Level I	2026	2026	1-400			5	Kindergarten Teachers	RANDOLPH
Alexandra	Kieragratien	Kindergarten Teacher	1	\$65,118.00	15 MASTERS 30	Level II	Level II	2027	2027	1-400			19	Elementary Teachers (Grades 1-6)	RANDOLPH
Mayer	Lindsay	Reg Ed 1-6 Teacher	1	\$84,620.00	12 BACHELORS	Level II	Level II	2027	2027	1-400			20	Elementary Teachers (Grades 1-6)	RANDOLPH
Moore	Sylvia	Reg Ed 1-6 Teacher	1	\$69,103.00	12 BACHELORS	Level II	Level II	2026	2026	1-400			7	Nurses	RANDOLPH
Osha	Beth	Nurse	1	\$81,327.00	12 MASTERS	Level II	Level II	2028	2028	8-82			3	Special Ed. Teacher	RANDOLPH
Persons	Kristen	Special Ed. Teacher	1	\$74,342.00	12 MASTERS	Level II	Level II	2029	2029	8-82			1	Special Ed. Teacher	RANDOLPH
Payette	Allison	Special Ed. Teacher	0.5	\$56,625.00	6 BACHELORS	Level II	Level II	2029	2029	8-82			3	Elementary Teachers (Grades 1-6)	RANDOLPH
Pannoyer	Caroline	Special Ed. Teacher	0.6	\$60,372.00	4 MASTERS	Level II	Level II	2027	2027	1-400			4	Elementary Teachers (Grades 1-6)	RANDOLPH
Remp	Alexandra	Reg Ed 1-6 Teacher	1	\$77,635.00	12 MASTERS 30	Level II	Level II	2030	2030	1-400			11	Elementary Teachers (Grades 1-6)	RANDOLPH
Regstad	Katharine	Reg Ed 1-6 Teacher	1	\$77,635.00	13 MASTERS 15	Level I	Level I	2030	2030	1-400			3	Elementary Teachers (Grades 1-6)	RANDOLPH
Smith	Cecile	Kindergarten	1	\$56,625.00	3 MASTERS	Level I	Level I	2027	2027	1-400	3-40	8-82	2	Elementary Teachers (Grades 1-6)	RANDOLPH
Tardiff	Brendan	Special Ed. Teacher	1	\$51,640.00	2 BACHELORS	Level I	Level I	2026	2026	3-12			15	Elementary Teachers (Grades 1-6)	RANDOLPH
Thon	Kathy	Music Teacher	1	\$51,640.00	2 BACHELORS	Level I	Level I	2026	2026	1-400			17	Speech/Language Pathologist	RANDOLPH
Van Houten	Cheryl	Reg Ed 1-6 Teacher	1	\$79,581.00	13 MASTERS 30	Level II	Level II	2026	2026	6-84			3	Vocational Teachers	RICC
Vincent	Scott	Speech/Language Pathologist	1	\$61,327.00	15 MASTERS	Level II	Level II	2027	2027	2-17			1	Vocational Teachers	RICC
Brock	Peter	CTE Instructor	1	\$70,849.00	12 BACHELORS 15	Apprentice	Level II	2026	2026	11-176			3	Nurses	RICC
Busha	Ku	CTE Instructor	1	\$63,074.00	15 MASTERS 15	Provisional	Level I	2026	2026	2-11			4	Vocational Teachers	RICC
Leonard	Stephanie	Nurse	1	\$81,327.00	15 MASTERS	Level I	Level I	2026	2026	3-66			10	Vocational Teachers (Grades 7-12)	RICC
O'Malley	Ryan	CTE Instructor	1	\$72,596.00	13 BACHELORS 15	Level II	Level II	2026	2026	2-17A	2-170		3	Vocational Teachers	RICC
Pearson	Brent	CTE Instructor	1	\$72,596.00	15 MASTERS 15	Level II	Level II	2028	2028	12-82			2	Vocational Teachers	RICC
Van Dalinda	Doug	CTE Instructor	1	\$63,074.00	11 BACHELORS	Apprentice	Level II	2025	2025	11-178			2	Vocational Teachers	RICC
Yett	Dominic	CTE Instructor	1	\$63,387.00	4 NON-DEGREE	Apprentice	Level I	2027	2027	2-17L			2	Vocational Teachers	RICC
Zelleriga	Caroline	CTE Instructor	1	\$62,118.00	5 MASTERS	Level I	Level I	2027	2027	2-05			2	Special Ed. Teacher	RUHS
Abadi	Michael	Special Ed. Teacher	1	\$64,820.00	15 MASTERS 30	Level I	Level I	2026	2026	2-15	10-82		5	Secondary Teachers (Grades 7-12)	RUHS
Albandia	Kelsey	High School Teacher 7-12	1	\$77,835.00	12 MASTERS 30	Level II	Level II	2030	2030	4-198	4-190		3	Secondary Teachers (Grades 7-12)	RUHS
Amidon	David	High School Teacher 7-12	1	\$80,849.00	11 BACHELORS 30	Level I	Level I	2027	2027	2-15			13	Speech/Language Pathologist	RUHS
Baker	Betsy	Speech/Language Pathologist	1	\$64,820.00	15 MASTERS 30	Level II	Level II	2026	2026	6-84			24	Special Ed. Teacher	RUHS
Bauer	Angela	ELA Academic Support	1	\$63,074.00	15 MASTERS 15	Level II	Level II	2028	2028	2-05			20	Physical Educator	RUHS
Brett	Wilson	Special Ed. Teacher	1	\$81,327.00	15 MASTERS	Level II	Level II	2025	2025	2-15	12-85		12	Secondary Teachers (Grades 7-12)	RUHS
Buck	Hayley	PE Teacher	1	\$72,596.00	13 BACHELORS 15	Level II	Level II	2030	2030	3-08	3-31		2	Secondary Teachers (Grades 7-12)	RUHS
Casellano	Rebecca	High School Teacher 7-12	1	\$81,327.00	15 MASTERS	Level II	Level II	2027	2027	2-05			2	Secondary Teachers (Grades 7-12)	RUHS
Christiano	Anthony	High School Teacher 7-12	1	\$69,103.00	9 MASTERS	Level II	Level II	2026	2026	2-15			54	Secondary Teachers (Grades 7-12)	RUHS
Daniels	Addison	High School Teacher 7-12	0.5	\$51,640.00	2 BACHELORS	Level I	Level I	2028	2028	3-12			2	Secondary Teachers (Grades 7-12)	RUHS
Down	Jane	High School Teacher 7-12	0.4	\$64,820.00	15 MASTERS 30	Level II	Level II	2026	2026	2-05			3	Vocational Teachers	RUHS
Dussault	Mathew	High School Teacher 7-12	1	\$91,327.00	15 MASTERS	Level II	Level II	2028	2028	2-11			2	Secondary Teachers (Grades 7-12)	RUHS
Ergel	Jennifer	High School Teacher 7-12	1	\$55,133.00	4 BACHELORS	Level I	Level I	2028	2028	2-13			3	Vocational Teachers	RUHS
Hance	Gregory	High School Teacher 7-12	1	\$77,835.00	14 MASTERS	Level I	Level I	2026	2026	2-13			14	Librarians	RUHS
Holder	Michelle	Librarian	1	\$83,074.00	15 MASTERS 15	Level II	Level II	2027	2027	2-61			12	Secondary Teachers (Grades 7-12)	RUHS
Johnson	Victoria	High School Teacher 7-12	1	\$69,103.00	12 BACHELORS	Level I	Level I	2025	2025	2-13	2-11		17	Secondary Teachers (Grades 7-12)	RUHS
Kanan	Toyee	High School Teacher 7-12	1	\$81,327.00	15 MASTERS	Level II	Level II	2029	2029	2-15			25	Secondary Teachers (Grades 7-12)	RUHS
Kearney	Ryan	High School Teacher 7-12	1	\$81,327.00	15 MASTERS	Level II	Level II	2027	2027	2-05			25	Secondary Teachers (Grades 7-12)	RUHS

Lay	Doborah	High School Teacher 7-12	1	\$84,820.00	15 MASTERS 30	Level II	2030	3-31	26	Secondary Teachers (Grades 7-12)	RUHS
Lyford	Sadie	Nurse	1	\$59,103.00	12 BACHELORS	Level II	2025	3-65	40	Nurses	RUHS
Merlin	Patrick	High School Teacher 7-12	1	\$59,635.00	6 BACHELORS	Level II	2029	2-13	6	Secondary Teachers (Grades 7-12)	RUHS
McCord	Megan	Special Ed. Teacher	1	\$72,586.00	10 MASTERS 15	Level II	2027	1-00	5	Special Ed. Teacher	RUHS
Merrill	Karen	Guidance Counselor 7-12	1	\$65,974.00	15 MASTERS 15	Level II	2027	3-64	18	Guidance Counselors/Directors - Sec (Grades 7-12)	RUHS
Moylman	Timothy	High School Teacher 7-12	1	\$84,820.00	15 MASTERS 30	Level II	2026	2-11	4	Secondary Teachers (Grades 7-12)	RUHS
Parsons	Paula	High School Teacher 7-12	1	\$84,820.00	15 MASTERS 30	Level II	2026	2-05	7	Secondary Teachers (Grades 7-12)	RUHS
Quevedo	Flora	High School Teacher 7-12	1	\$81,327.00	15 MASTERS	Level I	2026	2-11	4	Secondary Teachers (Grades 7-12)	RUHS
Rau	George	High School Teacher 7-12	1	\$49,884.00	1 BACHELORS	Provisional	2026	2-05	1	Secondary Teachers (Grades 7-12)	RUHS
Schauer	Deborah	High School Teacher 7-12	1	\$76,063.00	11 MASTERS 30	Level II	2027	2-13	4	Special Ed. Teacher	RUHS
Schwartz	Hilcil	Special Ed. Teacher	1	\$76,068.00	13 MASTERS	Level II	2029	12-82	9	Secondary Teachers (Grades 7-12)	RUHS
Sell	Mary	High School Teacher 7-12	0.6	\$81,327.00	14 MASTERS 30	Level II	2025	2027 1-00	9	Secondary Teachers (Grades 7-12)	RUHS
Shands	Elizabeth	High School Teacher 7-12	1	\$74,342.00	10 MASTERS 30	Level II	2030	2025 1-00	11	Secondary Teachers (Grades 7-12)	RUHS
Slevert	Erik	High School Teacher 7-12	1	\$63,864.00	4 MASTERS 30	Emergency	2029	2-15	4	Guidance Counselors/Directors - Sec (Grades 7-12)	RUHS
Taft	Beverly	High School Teacher 7-12	1	\$84,820.00	15 MASTERS 30	Level II	2026	3-64	21	Special Ed. Teacher	RUHS
Vincent-Roller	Katherine	High School Teacher 7-12	1	\$63,074.00	15 MASTERS 15	Level II	2026	2026 2-06A	6	Ungraded Teacher	RUHS
Wheeler	Lindsay	High School Teacher 7-12	1	\$58,879.00	5 BACHELORS	Level I	2027	3-02	3	Secondary Teachers (Grades 7-12)	RUHS
Whitmore	Zachary	High School Teacher 7-12	0.5	\$55,133.00	1 MASTERS	Emergency	2025	2-08	2		RUHS

post 6400 depend on guidance counselor director position

Board Approval: _____, Board Chair 4/8/2025

Bar Harbor Bank & Trust

82 Main St
Bar Harbor ME 04609
888-853-7100

Municipal/State Activity Statement**Orange Southwest School District**

Fay & Rose Cowdrey Fund
24 Central St
Randolph VT 05060

Customer Number:

OAB2489

Account Number:

XXXXXXXXXX2359

Interest Rate:

4.410000 %

Date Range:

11/1/2023-4/2/2025

Date	Tran Code	Description	Amount	Balance
11/03/2023	671	Accrued Interest Credited to Account	\$34.20	\$14,857.24
12/01/2023	671	Accrued Interest Credited to Account	\$33.16	\$14,890.40
01/03/2024	671	Accrued Interest Credited to Account	\$34.34	\$14,924.74
02/02/2024	671	Accrued Interest Credited to Account	\$34.34	\$14,959.08
03/01/2024	671	Accrued Interest Credited to Account	\$32.19	\$14,991.27
04/03/2024	671	Accrued Interest Credited to Account	\$34.48	\$15,025.75
05/03/2024	671	Accrued Interest Credited to Account	\$33.46	\$15,059.21
06/03/2024	671	Accrued Interest Credited to Account	\$34.73	\$15,093.94
07/03/2024	671	Accrued Interest Credited to Account	\$33.70	\$15,127.64
08/02/2024	671	Accrued Interest Credited to Account	\$34.89	\$15,162.53
09/03/2024	671	Accrued Interest Credited to Account	\$34.98	\$15,197.51
10/03/2024	671	Accrued Interest Credited to Account	\$33.93	\$15,231.44
11/01/2024	671	Accrued Interest Credited to Account	\$57.04	\$15,288.48
12/03/2024	671	Accrued Interest Credited to Account	\$55.42	\$15,343.90
01/03/2025	671	Accrued Interest Credited to Account	\$57.47	\$15,401.37
02/03/2025	671	Accrued Interest Credited to Account	\$57.69	\$15,459.06
03/03/2025	671	Accrued Interest Credited to Account	\$52.29	\$15,511.35

Re: Request for Leave

1 message

Michael Clark <mclark@orangesouthwest.org>

Thu, Mar 13, 2025 at 1:20 PM

To: Megan Currier <mcurrier@orangesouthwest.org>Cc: Melinda Robinson <mrobinson@orangesouthwest.org>, Mindybeth Pike <mpike@orangesouthwest.org>, Kyle Southworth <ksouthworth@orangesouthwest.org>, Heather Lawler <hlawler@orangesouthwest.org>

Megan

Thank you for reaching out. I support your request and anticipate the board will too. I'm trying to make sure that the process makes sense. Because this is a request that applies to the 2025-2026 school year I think it makes sense to wait until that contract is issued and returned. We are in the process of getting the contracts ready to go out. Hope this helps.

On Thu, Mar 13, 2025 at 1:10 PM Megan Currier <mcurrier@orangesouthwest.org> wrote:

Hello,

I was unable to attend the school board meeting last night. Was this leave issue addressed and if so, what additional steps do I need to take to ensure all the appropriate paperwork is completed?

Best,

Megan Currier

On Fri, Feb 14, 2025 at 11:11 AM Michael Clark <mclark@orangesouthwest.org> wrote:

Megan, Melinda, and Mindybeth

Sorry the timing of this did not allow me to get it in front of the board at the February meeting. I'll ask Kyle to put the request into the folder for the March meeting.

On Sun, Feb 9, 2025 at 2:52 PM Megan Currier <mcurrier@orangesouthwest.org> wrote:

Dear Superintendent Clark,

I am writing to formally notify you of my intention to request 30 days paid sick leave and 155 days unpaid leave, or the equivalent of the 25-26 professional teaching staff contracted days less the 30 days paid sick leave should there be a difference, for the birth and care of my newborn child due on August 2, 2025. The requested leave would begin at the start of the 2025-2026 school year and conclude at the end of the 2025-2026 school year (on yet to be determined dates). I am committed to make this transition as smooth as possible and will do my utmost to ensure my responsibilities as the Randolph Elementary School Librarian are up to date before I leave.

I have the approval of my building administrators, principals Robison and Pike. If you are also amenable to this plan it is my understanding that final approval rests with the OSSD school board. The Professional CBA states under Article 9. Extended Leaves:

"9.2 Following the birth or adoption of a child, teachers will be granted a six (6) work week childcare leave without pay upon request. Additional unpaid leave may be granted at the discretion of the School Board."

I am therefore hoping that this matter could be brought to the school board at the upcoming board meeting Wednesday February 12, 2025. I know that Melinda and

Mindybeth are eager to get hiring underway for the 2025-2026 school year and a resolution to this matter would assist them in finding the best staffing.

Attached is a letter addressed to the school board stating my request. Please let me know of any additional information that would be helpful in this endeavor. I appreciate your understanding and support during this important time.

Sincerely,
Megan Currier
Randolph Elementary School Librarian

--
Michael J. Clark
Orange Southwest School District
Superintendent
(802) 728-5052



WE ARE ALL PARTICIPANTS!

Pronouns: he/him/his ([Why?](#))

******My workday may not be your workday. Please do not feel obligated to reply to this email outside of your normal work hours.******

CONFIDENTIAL COMMUNICATION. THIS MESSAGE MAY NOT BE FORWARDED.

The information contained in this communication, including any attachments, is confidential, constitutes privileged communication, and is intended only for the use of the addressee. This message may not be forwarded without prior consent from the sender. The information in this e-mail is also protected by the rights afforded under Family Educational Rights and Privacy Act (FERPA) and school district policies. Any unauthorized use, forwarding, distribution, disclosure, printing or copying is strictly prohibited and may be unlawful. If you have received this communication in error, please notify us immediately at (802) 728-5052

or return e-mail, and delete any copies of this message immediately. Any inadvertent disclosure of this communication shall not compromise the confidential nature of the communication.

--
Michael J. Clark
Orange Southwest School District
Superintendent
(802) 728-5052



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or return e-mail, and delete any copies of this message immediately. Any inadvertent disclosure of this communication shall not compromise the confidential nature of the communication.



Proven Expertise & Integrity

March 31, 2025

Ms. Robin Pembroke, Business Manager
Orange Southwest School District
24 Central Street
Randolph, Vermont 05060

Dear Ms. Pembroke,

We are pleased to confirm our understanding of the services we are to provide for the Orange Southwest School District for the year ended June 30, 2025.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of the Orange Southwest School District as of and for the year ended June 30, 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the Orange Southwest School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. As part of our engagement, we will apply certain limited procedures to the Orange Southwest School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedule - Budgetary Basis - Budget and Actual - General Fund
3. Budgetary Comparison Schedule - Budgetary Basis - Budget and Actual - Technical Career Center
4. Schedule of Proportionate Share of the Net Pension Liability
5. Schedule of Contributions - Pensions
6. Schedule of Proportionate Share of the Net OPEB Liability
7. Schedule of Contributions - OPEB

We have also been engaged to report on supplementary information other than RSI that accompanies the Orange Southwest School District's financial statements. We will subject the supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements.

1. Combining Nonmajor Governmental Fund Schedules
2. Combining Fiduciary Fund Schedules
3. Capital Asset Schedules
4. Schedule of Expenditures of Federal Awards

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs.

However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Orange Southwest School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the Orange Southwest School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Orange Southwest School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes

relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Orange Southwest School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the School District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of RHR Smith & Company, CPAs and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the oversight agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of RHR Smith & Company, CPAs personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Ronald H.R. Smith is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, confirmation service provider fees, etc.) except that we agree that our gross fee, including expenses, will not exceed the amount broken down as follows:

June 30, 2025 Financial Statement Audit:

Orange Southwest School District	\$31,000
Randolph Technical Career Center	\$5,000

June 30, 2025 Single Audit:

Orange Southwest School District	\$5,000
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Single Audit of one major program is included in Single Audit price.

Additional annual price of Single Audit (if required) - \$3,000 for each program.

We kindly ask that this engagement letter be signed within 30 days from the date of the letter. Along with this, a retainer invoice for 50% of the estimated engagement will be sent separately and will also be due within 30 days. If we do not receive both within this timeframe, we will unfortunately have to consider the engagement terminated. We truly appreciate your attention to these details and look forward to working together.

Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

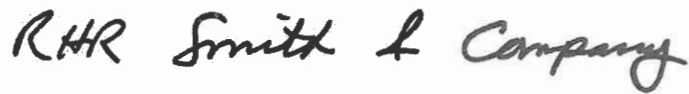
Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the School Board of the Orange Southwest School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the Orange Southwest School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very Best,



RHR Smith & Company, CPAs
RHRS/SA/25

RESPONSE:

This letter correctly sets forth the understanding of the Orange Southwest School District.

Management signature: _____

Title: _____

Date: _____

Rodrigues, Drum & Company, LLC

Certified Public Accountants

215 Pleasant St. Fl. 4 – PO Box 2979
Fall River, Massachusetts 02722

Tel: (508)679-6079 (508)999-0020
Fax: (508)672-4938

Report on the Firm's System of Quality Control

To RHR Smith & Company, CPAs and the
Peer Review Committee of New England Peer Review:

We have reviewed the system of quality control for the accounting and auditing practice of RHR Smith & Company, CPAs (the Firm) in effect for the year ended September 30, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the Firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act. As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of RHR Smith & Company, CPAs for the year ended September 30, 2023 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. RHR Smith & Company, CPAs has received a peer review rating of *pass*.

Rodrigues, Drum & Company, LLC

June 12, 2024

Where Your Financial Success Begins

Member: American Institute of Certified Public Accountants - Division for Firms
Web: WWW.Rodriguesaccounting.com Email: Doug@rodriguesaccounting.com

**ORANGE SOUTHWEST SCHOOL DISTRICT
2024-25 SUMMARY**

	2023-24 ACTUAL	MARCH 2024 YTD	2024-25 BUDGET	MARCH 2025 YTD	DIFFERENCE
GENERAL FUND					
REVENUE:					
LOCAL REVENUE	1,425,183	486,258	1,217,650	240,397	-977,253
SPECIAL PROGRAMS	2,440,959	1,347,997	2,703,635	1,371,071	-1,332,564
STATE REVENUES	18,911,598	10,335,535	20,591,511	11,500,039	-9,091,472
BEGINNING BALANCE:	1,096,503	1,096,503	1,033,333	1,033,333	0
TOTAL REVENUE	23,874,243	13,266,294	25,546,129	14,144,840	-11,401,289
EXPENDITURES:					
INSTRUCTION	7,795,243	4,572,076	8,977,304	4,620,703	4,356,601
SPECIAL EDUCATION	3,758,426	2,222,564	4,750,610	2,453,246	2,297,364
ADMINISTRATION	1,279,241	930,993	1,500,859	1,074,935	425,924
CENTRAL OFFICE	937,190	686,732	1,178,019	792,431	385,588
SUPPORT SERVICES	1,885,780	1,141,596	2,377,842	1,276,440	1,101,402
MAINTENANCE	2,804,042	1,750,151	2,999,230	1,637,705	1,361,525
TECHNOLOGY	742,941	580,945	784,205	411,372	372,833
TRANSPORTATION	651,657	339,910	809,049	387,938	421,111
OTHER EXPENSES	148,683	42,307	140,668	49,155	91,513
TECHNICAL EDUCATION	1,200,876	623,863	1,265,030	658,592	606,438
PRE-SCHOOL	499,764	317,461	763,313	408,751	354,562
SCHOOL TOTAL:	21,703,843	13,208,597	25,546,129	13,771,268	11,774,861
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	21,703,843	13,208,597	25,546,129	13,771,268	11,774,861

7/1/2024

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	459,945	159,370	671,646	-52,331
TITLE 1	0	169,722	76,606	93,116
EPSDT FUNDS	89,085	23,317	141	112,261
FOOD SERVICE	0	324,146	557,738	-233,592
FRESH FRUITS & VEGS	-2,850	9,537	16,058	-9,371
MEDICAID FUNDS	781,520	34,039	61,284	754,275
R.A.V.E.N.	30,068	88,318	97,433	20,953
IDEA-B - FLOW-THROUGH	0	114,888	124,403	-9,515
IDEA-B - PRE-SCHOOL	0	4,006	4,313	-307
VEHICLE/BUS FUND	922,024	0	0	922,024
BUILDING MAINT FUND	1,673,819	0	65,917	1,607,903
LEGAL FUND	140,000	0	0	140,000
SPECIAL EDUCATION FUND	515,697	0	0	515,697
OPERATIONAL RESERVE	2,808,140	0	1,033,333	1,774,807
TECHNOLOGY RESERVE	217,000	0	0	217,000
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	52,040	49,799	30,273	71,565
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	12,132	54,907	33,150	33,889
SCHOOL WIDE PROGRAMS	0	239,172	310,322	-71,150
TITLE II	0	85,623	87,661	-2,038
TITLE IV	0	63,532	63,124	408
CONSOLIDATED ADMIN	0	1,000	4,500	-3,500
CRF - LEA GRANT	10,348	0	0	10,348
ARP - ESSER SUMMER	0	223,437	223,437	0
ARP - ESSER	12,522	115,081	153,942	-26,339
ARP - AFTERSCHOOL	159	13,645	23,586	-9,782
ARP - PRESCHOOL	3,547	0	0	3,547
TOTAL OTHER FUNDS	7,768,623	1,773,537	3,638,866	5,903,293

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2023-24 Actual	March 2024 Revenue	2024-25 Budget	March 2025 Revenue	Under (Over)
<u>LOCAL REVENUES:</u>					
Tuition	401,994	26,186	385,000	109,602	-275,398
Overhead Tuition	0	0	40,000	0	-40,000
Transportation	43,768	2,250	40,000	15,864	-24,136
Interest	321,826	170,376	78,000	110,312	32,312
Early Ed Receipts	9,258	6,247	0	0	0
Lease Land - Brookfield	0	0	5	0	-5
Secretary of State - Town Meeting	0	0	0	0	0
Contracted Services	56,840	0	0	0	0
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	562,400	281,200	626,995	0	-626,995
Admin Svcs - EPSDT	0	0	0	0	0
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	29,097	0	47,650	0	-47,650
Rental Income	0	0	0	0	0
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	0	0	0	4,618	4,618
Total Other Revenues:	1,425,183	486,258	1,217,650	240,397	-977,253
<u>SPECIAL ED:</u>					
Core Block Grant	0	0	0	0	0
Special Ed Reimbursement	1,743,537	1,154,668	1,798,682	1,199,122	-599,560
State Placed Students	39,069	15,181	0	18,438	18,438
Extraordinary Reimbursement	543,449	63,245	794,600	58,158	-736,442
Essential Early Ed	103,674	103,674	95,353	95,353	0
IDEA-B - Pre-School	0	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	11,230	11,230	15,000	0	-15,000
Total Special Ed	2,440,959	1,347,997	2,703,635	1,371,071	-1,332,564
<u>STATE REVENUES:</u>					
State Technical Centers	573,600	0	604,280	0	-604,280
State Education Fund	17,885,408	10,213,724	19,551,025	11,140,718	-8,410,307
ELL Categorical Grant	0	0	0	50,000	50,000
State Unenrolled Residents at Tech	7,287	0	0	0	0
State Transportation	261,781	0	255,000	187,768	-67,232
Small Schools Grant	177,706	118,471	177,706	118,471	-59,235
Driver Education	5,816	3,340	3,500	3,082	-418
Total State Revenues	18,911,598	10,335,535	20,591,511	11,500,039	-9,091,472
BEGINNING BALANCE:	1,096,503	1,096,503	1,033,333	1,033,333	0
SCHOOL TOTAL:	23,874,243	13,266,294	25,546,129	14,144,840	-11,401,289
<u>FEDERAL FUNDS:</u>					
IDEA - B	0	0	329,400	0	329,400
IDEA - B - PreSchool	0	0	6,800	0	6,800
Title I and II - School Wide	0	0	680,960	0	680,960
Medicaid	0	0	155,000	0	155,000
EPSDT	0	0	10,500	0	10,500
Total Federal Funds	0	0	1,182,660	0	1,182,660
TOTAL VOTER APPROVAL:	23,874,243	13,266,294	26,728,789	14,144,840	-12,583,949

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2023-24 Actual	March 2024 Expenditure	2024-25 Budget	March 2025 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>INSTRUCTION:</u>							
Salaries	4,727,619	2,850,503	5,202,040	2,967,256	0	2,234,784	42.96%
Benefits	1,538,284	874,060	2,074,962	863,255	0	1,211,707	58.40%
Drivers Education	4,262	3,204	4,000	1,172	2,029	799	19.99%
Remedial/Interventionist Service	224,806	132,563	273,237	167,249	0	105,988	38.79%
Testing/Tutorial/OT-PT Svcs	13,041	7,629	36,930	19,800	3,017	14,112	38.21%
Contracted Services	39,150	22,316	45,600	39,100	405	6,095	13.37%
Staff Training	223,382	179,895	273,500	93,087	41,090	139,323	50.94%
Co/Extra Curricular	428,982	264,807	526,192	288,878	80,566	156,748	29.79%
Tuition	209,325	69,205	54,000	20,544	0	33,456	61.96%
Travel/Field Trips	63,348	15,771	39,020	6,996	3,238	28,787	73.77%
Supplies/Textbooks/Equip	323,044	152,123	447,823	153,368	77,425	217,030	48.46%
Total Instruction	7,795,243	4,572,076	8,977,304	4,620,703	207,770	4,148,831	46.21%
<u>SPECIAL EDUCATION:</u>							
Salaries	1,637,457	1,081,696	1,936,595	1,062,534	0	874,061	45.13%
Benefits	555,432	321,109	819,132	329,578	0	489,554	59.76%
Contracted/Prof Services	5,000	0	0	23,334	15,863	-39,197	
Transportation	66,894	3,662	152,500	1,557	3,480	147,462	96.70%
Travel/Conferences	9,018	3,263	11,700	14,612	1,921	-4,832	-41.30%
Supplies/Textbooks/Equipment	18,906	15,318	27,275	16,960	1,134	0	0.00%
Tuition	838,234	433,352	1,069,700	496,829	146,536	426,335	39.86%
Behavioral Services	205,234	119,522	230,249	113,217	73,507	43,526	18.90%
Testing/Tutorial/OT-PT Svcs	125,804	73,024	164,000	201,290	100,406	-137,696	-83.96%
Speech Services	296,447	171,616	339,459	193,334	118,139	27,986	8.24%
Total Special Education	3,758,426	2,222,564	4,750,610	2,453,246	460,985	1,827,199	38.46%
<u>ADMINISTRATION:</u>							
Salaries	866,804	659,844	935,231	754,365	0	180,866	19.34%
Benefits	326,196	210,483	458,163	257,420	0	200,743	43.81%
Repairs/Maint	235	235	9,000	255	0	8,745	97.17%
Postage/Telephone	37,249	27,492	36,250	21,987	4,777	9,487	26.17%
Travel	23,555	15,883	17,100	20,965	4,620	-8,485	-49.62%
Supplies/Equipment	25,202	17,056	45,115	19,944	2,783	22,389	49.63%
Total Administration	1,279,241	930,993	1,500,859	1,074,935	12,179	413,744	27.57%
<u>CENTRAL OFFICE:</u>							
Salaries	602,469	443,731	737,688	544,159	0	193,529	26.23%
Benefits	202,902	131,275	333,986	166,290	0	167,696	50.21%
Contracted Services	18,318	16,398	10,000	8,057	7,680	-5,737	-57.37%
Legal Fees	0	0	0	0	0	0	
Staff Development	20,498	13,333	5,000	10,323	2,334	-7,657	-153.14%
Repairs/Maintenance	26,570	26,570	30,000	24,180	0	5,820	19.40%
Board Expense	0	0	0	0	0	0	
Building Construction	0	0	0	0	0	0	
Insurance	0	0	0	0	0	0	
Travel	3,216	1,384	7,900	3,601	2,260	2,039	25.80%
Supplies/Equipment	63,217	54,041	53,445	35,820	4,062	13,563	25.38%
Total Central Office	937,190	686,732	1,178,019	792,431	16,336	369,252	31.35%
<u>SUPPORT SERVICES:</u>							
Guidance	468,090	259,981	592,054	333,430	44,602	214,022	36.15%
Behavioral Interventionists	360,854	207,860	412,237	197,694	404	214,140	51.95%
School Nurse	347,506	199,671	516,582	267,845	719	248,019	48.01%
Media Services	358,228	202,687	390,339	221,542	8,347	160,451	41.11%
Curriculum Develop	9,794	6,720	31,255	12,977	0	18,278	58.48%
C.A.R.	58,320	17,100	113,500	13,831	9,240	90,428	79.67%
Teacher Mentoring	58,214	27,487	58,010	14,539	13,540	29,931	51.60%
Board of Education	124,309	201,877	118,865	189,309	6,018	-76,461	-64.33%
Legal Fees	29,801	19,112	60,000	25,274	0	34,726	57.88%
Fiscal Services	70,665	-899	85,000	0	0	85,000	100.00%
Total Support Services	1,885,780	1,141,596	2,377,842	1,276,440	82,869	1,018,533	42.83%
<u>MAINTENANCE:</u>							
Salaries	716,782	521,616	904,750	592,270	0	312,480	34.54%
Benefits	322,747	171,209	531,465	207,312	0	324,153	60.99%
Contracted Services	195,641	115,374	118,720	312,173	99,024	-292,477	-246.36%
General Liability Ins	89,269	0	88,000	0	0	88,000	100.00%
Repairs/Maintenance	488,438	297,904	287,260	3,933	83,739	199,589	69.48%
Utilities	447,765	312,333	541,000	257,230	0	283,770	52.45%
Supplies/Travel/Equipment	345,955	194,171	298,350	115,307	40,029	143,013	47.93%
Care of Grounds	180,979	126,724	205,600	139,905	25,000	40,695	19.79%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	16,465	10,820	24,085	9,574	600	13,911	57.76%
Total Maintenance Svcs	2,804,042	1,750,151	2,999,230	1,637,705	248,392	1,113,133	37.11%

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

	2023-24 Actual	March 2024 Expenditure	2024-25 Budget	March 2025 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>TECHNOLOGY:</u>							
Salaries	319,470	243,015	354,630	239,177	0	115,453	32.56%
Benefits	116,070	70,177	148,975	80,234	0	68,741	46.14%
Contracted Services	13,519	7,537	24,500	12,374	1,430	10,696	43.66%
Technology Fund Transfer	108,500	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	2,348	1,700	2,500	279	174	2,047	81.87%
Supplies	183,034	258,517	145,100	79,307	97,755	-31,962	-22.03%
Equipment	0	0	0	0	0	0	
Total Technology	742,941	580,945	784,205	411,372	99,359	273,474	34.87%
<u>TRANSPORTATION:</u>							
Salaries	253,199	171,330	266,055	216,968	0	49,087	18.45%
Benefits	47,398	24,305	62,664	30,035	0	32,629	52.07%
Contracted Svcs/Rent	72,162	59,337	73,000	54,245	0	18,755	25.69%
Travel/Conferences	98	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	64,102	26,650	59,300	35,367	11,744	12,190	20.56%
Diesel Fuel	50,220	16,920	90,800	24,599	14	66,188	72.89%
Unallowed Spec Ed	0	0	0	0	0	0	
After School Bus	15,628	10,587	75,000	1,056	141	73,803	98.40%
Field Trips	11,248	5,891	33,000	3,227	9,221	20,552	62.28%
Tuition Student Transportation	37,602	24,889	49,130	22,440	25,629	1,060	2.16%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	651,657	339,910	809,049	387,938	46,748	374,363	46.27%
<u>OTHER EXPENDITURES:</u>							
Food Service Transfer	35,000	0	35,000	0	50,000	-15,000	-42.86%
Operational Fund Transfer	0	0	0	0	0	0	
Special Ed Transfer	0	0	0	0	0	0	
Child Care - COVID-19	0	0	0	0	0	0	
Debt Service	10,009	10,009	10,315	9,588	0	727	7.05%
EEE Services	103,674	32,298	95,353	39,567	30,755	25,031	26.25%
Total Other Expenditures	148,683	42,307	140,668	49,155	80,755	10,758	7.65%
<u>TECHNICAL EDUCATION:</u>							
State - Act 68	573,600	0	604,280	0	0	604,280	100.00%
Local Tuition	627,276	623,863	660,750	658,592	0	2,158	0.33%
Total Tech Education	1,200,876	623,863	1,265,030	658,592	0	606,438	47.94%
<u>PRE-SCHOOL</u>							
Salaries	290,877	181,809	435,731	263,108	0	172,623	39.62%
Benefits	122,739	73,313	189,478	91,857	0	97,621	51.52%
Administration	49,248	36,409	56,029	20,175	6,725	29,129	51.99%
Tuition/Partnerships	17,021	10,378	50,000	17,286	16,701	16,013	49.92%
Supplies/Travel/Equip	19,880	15,553	32,075	16,324	5,452	10,299	1.35%
Total Pre-School	499,764	317,461	763,313	408,751	28,877	325,684	42.67%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<u>SCHOOL TOTAL:</u>	21,703,843	2,029,660	25,546,129	13,771,268	1,284,271	10,481,409	41.03%
<u>FEDERAL FUNDS:</u>							
IDEA - B	0	0	329,400	0	0	329,400	
IDEA - B - PreSchool	0	0	6,800	0	0	6,800	
Title I and II - School Wide	0	0	680,960	0	0	680,960	
Medicaid	0	0	155,000	0	0	155,000	
EPSDT	0	0	10,500	0	0	10,500	
Total Federal Funds	0	0	1,182,660	0	0	1,182,660	
TOTAL VOTER APPROVAL:	21,703,843	2,029,660	26,728,789	13,771,268	1,284,271	11,664,069	43.64%

**RANDOLPH TECHNICAL CAREER CENTER
2024-25 FINANCIAL SUMMARY**

	2023-24 ACTUAL	MARCH 2024 YTD	2024-25 BUDGET	MARCH 2025 YTD	BALANCE	% BAL
1 GENERAL FUND						
A. STATE REVENUES	2,121,150	1,345,657	2,254,574	1,014,668	-1,239,906	-55.00%
B. OTHER REVENUES	1,621,099	1,576,087	1,640,493	1,636,054	-4,439	-0.27%
C. SURPLUS/DEFICIT	783,335	783,335	0	783,335	783,335	
TOTAL REVENUE	4,525,584	3,705,079	3,895,067	3,434,058	-461,009	-11.84%

EXPENDITURES:

D. INSTRUCTION	1,931,821	980,128	2,114,914	967,012	1,147,902	54.28%
E. ADMINISTRATION	299,709	195,063	478,719	304,479	174,240	36.40%
F. SUPPORT SERVICES	361,186	161,604	535,450	211,248	324,202	60.55%
G. MAINTENANCE OF PLANT	152,337	77,878	225,800	61,819	163,981	72.62%
SCHOOL TOTAL:	2,745,053	1,414,673	3,354,883	1,544,558	1,810,325	53.96%
H. OSSU/ADMIN/MAINT	480,000	240,000	538,000	0	538,000	100.00%
I. ADULT EDUCATION	0	0	2,184	0	2,184	
J. DEBT SERVICE	0	0	0	0	0	
K. TUITION REFUND	0	0	0	0	0	
SURPLUS/DEFICIT	517,195	0	0	0	0	
TOTAL EXPENDITURES	3,742,248	1,654,673	3,895,067	1,544,558	2,350,509	60.35%

	7/1/2024 OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
2	TECH GRANTS	5,859	72,637	105,300	-26,805
3	TRANSFERS	800	0	0	800
4	CARL PERKINS	0	61,940	68,856	-6,917
5	GEER II - ROUND 3	0	71,008	71,008	0
6	VACTED	30,444	-10,603	1,740	18,102
7	VACTED - PERKINS	0	225,310	260,731	-35,421
8	ADULT ED - DEPT LABOR	0	0	0	0
9	ADULT ED EVENING	-1,836	100	0	-1,736
	TOTAL:	35,267	420,391	507,635	-51,977

**RANDOLPH TECHNICAL CAREER CENTER
REVENUE**

Account Name	2023-24 Actual	March 2024 Revenue	2024-25 Budget	March 2025 Revenue	\$ Inc/Dec
<u>A. STATE REVENUE:</u>					
General State Support Grant	1,408,442	938,962	1,520,069	1,014,668	-505,401
Overhead Support	566,563	283,281	611,505	0	-611,505
Health Insurance Payback	0	0	0	0	0
Program Innovation Grant	0	0	0	0	0
Adult Ed	0	0	0	0	0
Coop Salary Reimb	24,075	24,075	31,000	0	-31,000
Guidance Salary Reimb	49,257	26,525	30,000	0	-30,000
Director Salary Reimb	72,813	72,813	62,000	0	-62,000
Adult Coord Salary Reimb	0	0	0	0	0
Carl Perkins	0	0	0	0	0
Total State Revenue:	2,121,150	1,345,657	2,254,574	1,014,668	-1,239,906
<u>B. OTHER REVENUES:</u>					
Adult Ed Services	0	0	2,184	0	-2,184
Tuition	1,554,000	1,554,000	1,624,359	1,626,458	2,099
Tuition - Other Sources	0	0	0	0	0
Interest	41,814	22,087	5,000	9,596	4,596
Services to Other Districts	0	0	0	0	0
Maintenance Reimb - VIP	0	0	0	0	0
Overhead Costs - RAVEN	32,600	0	8,950	0	-8,950
Prior Year Refunds	-7,315	0	0	0	0
Total Other Revenues:	1,621,099	1,576,087	1,640,493	1,636,054	-4,439
<u>C. SURPLUS/DEFICIT</u>	783,335	783,335	0	783,335	783,335
SCHOOL TOTAL:	4,525,584	3,705,079	3,895,067	3,434,058	-461,009

**RANDOLPH TECHNICAL CAREER CENTER
EXPENDITURES**

Account Name	2023-24 Actual	March 2024 Expenditure	2024-25 Budget	March 2025 Expenditure	Encumb	Difference
<u>D. INSTRUCTION:</u>						
Salaries	1,004,147	604,993	1,061,600	672,503	0	389,097
Benefits	323,599	195,052	500,279	174,047	0	326,232
Staff Development	13,578	4,103	16,800	9,992	859	5,948
Computer Network	82,400	41,200	88,995	0	0	88,995
Co/Extra Curricular	35,509	7,541	61,440	2,400	1,645	57,395
Overhead Tuition	3,900	0	55,000	0	0	55,000
Carl Perkins	0	0	0	0	0	0
Travel/Field Trips	13,479	3,736	32,230	-1,955	1,327	32,858
Supplies/Textbooks/Equip	455,209	123,502	298,570	110,025	56,020	132,526
Total Instruction	1,931,821	980,128	2,114,914	967,012	59,851	1,088,051
<u>E. ADMINISTRATION:</u>						
Salaries	184,179	135,030	293,010	210,450	0	82,560
Benefits	58,181	24,198	102,484	58,246	0	44,238
Contracted Svcs	0	0	1,000	0	0	1,000
Overhead Tuition	0	0	0	0	0	0
Repairs/Maintenance	9,208	10,245	22,525	6,645	1,264	14,615
Travel	832	832	3,000	1,469	338	1,193
Supplies/Equipment	47,308	24,757	56,700	27,669	12,507	16,524
Total Administration	299,709	195,063	478,719	304,479	14,109	160,131
<u>F. SUPPORT SERVICES:</u>						
Assessment Coordinator	112,758	64,442	143,837	55,386	0	88,451
Cooperative Education	77,524	39,237	136,557	74,837	0	61,720
Guidance	73,784	51,702	147,416	46,420	5,620	95,376
School Nurse	54,402	1,028	62,040	33,196	464	28,379
Board of Education	10,885	1,243	15,600	1,002	6,679	7,919
Legal Fees	18,666	3,953	4,000	406	0	3,595
Fiscal Services	13,166	0	26,000	0	0	26,000
Total Support Services	361,186	161,604	535,450	211,248	12,763	311,439
<u>G. MAINTENANCE OF PLANT:</u>						
Salaries	0	0	0	0	0	0
Benefits	0	0	0	0	0	0
Contracted Svcs	0	0	0	0	0	0
General Liability Insurance	33,457	0	28,000	0	0	28,000
Utilities	118,475	77,617	188,800	58,520	0	130,280
Repairs & Maintenance	406	261	9,000	3,298	114	5,588
Supplies/Equipment	0	0	0	0	0	0
Total Maintenance	152,337	77,878	225,800	61,819	114	163,867
<u>SCHOOL TOTAL</u>	2,745,053	1,414,673	3,354,883	1,544,558	86,836	1,723,489
H. OSSU/ADMIN/SP ED	135,000	67,500	153,000	0	0	153,000
OSSU MAINTENANCE	345,000	172,500	385,000	0	0	385,000
<u>I. ADULT ED:</u>						
Salaries	0	0	2,000	0	0	2,000
Benefits	0	0	184	0	0	184
Travel	0	0	0	0	0	0
Supplies/Textbooks/Equip	0	0	0	0	0	0
Total Adult Ed	0	0	2,184	0	0	2,184
<u>J. DEBT SERVICE:</u>	0	0	0	0	0	0
<u>K. TUITION REFUND</u>	0	0	0	0	0	0
<u>SURPLUS/DEFICIT</u>	0	0	0	0	0	0
<u>TOTAL</u>	3,225,053	1,654,673	3,895,067	1,544,558	86,836	2,263,673



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April Board Report

Prepared by Michael J. Clark and Heather F. Lawler

4 April 2025

Individual Contracts Covered by the Collective Bargaining Agreements

Individual contracts for employees covered by the Licensed Educator Master Agreement are due to be provided to individual employees by April 15, 2025. As negotiations between the OSSD Board and OSWEA for the 2025-2026 school year are ongoing, employees will initially receive contracts at the same level as the 2024-2025 school year. These contracts will be distributed after the April School Board meeting and no later than the end of the day on April 11, 2025. Once a final agreement is reached, a new individual contract reflecting the negotiated changes will be issued to each employee.

Individual contracts for employees covered by the Non-Licensed Support Staff Master Agreement will be issued to employees by May 1, 2025. We are hopeful that a settled agreement will be reached in time to meet this deadline. I will keep both employees and the Board informed of any updates and will outline the procedure to follow if there are any unforeseen delays. In the unlikely event of a delay, we plan to follow a process similar to the one described for the Licensed Educator contracts.

Continuous Improvement Plan

The Orange Southwest School District Continuous Improvement Plan outlines the goals and strategies aimed at enhancing educational outcomes and addressing areas of improvement.

Key elements of the plan include:

Goals and Focus Areas:

1. Math Data Protocols & Interventions
2. Science Proficiency
3. Family Engagement
4. Literacy Proficiency (Act 139)
5. Screening and Parent Notification for Literacy: Implement screening and notifications as required by Act 139, supported by academic interventionists and targeted literacy programs.



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Identified Needs:

- Interventionists, literacy coaches, and professional development investments.
- Utilization of tools such as eduCLIMBER and Star 360 assessments to track and monitor progress.
- Curriculum integration
- Providing resources to families for better engagement.

Plan for CIP Monitoring

- The plan will be regularly monitored with monthly updates to ensure goals are being met, using tools like Star 360 assessments, Cognia scores, and family surveys.
- Specific milestones are outlined for each goal, with clear action steps for improving student achievement, family involvement, and resource allocation.

The OSSD Continuous Improvement Plan is designed to foster a collaborative and inclusive learning environment that directly addresses areas of need within the Orange Southwest School District.

Late Liquidation

At the beginning of this school year, OSSD staff worked diligently to extend the availability of our remaining ESSER COVID relief funds, which were set to expire on 9/30/2025, into late liquidation. Late liquidation was offered to use these funds through the first quarter of 2026. OSSD moved approximately \$450,000 (from 4 different federal grants) into late liquidation.

Since 9/30/2025, these funds have supported a variety of activities across the district, including yoga instruction, art enrichment, STEM supplies, technology, professional development, field trips, after-school programming, and summer programs. Unfortunately, the federal government ended this funding abruptly.

On Friday, March 28, Linda McMahon, the U.S. Secretary of Education, sent a letter to states announcing that the late liquidation of ESSER COVID relief funds is ended, effective 3/28/2025.

A further complication is that the announcement from the Department of Education also requires all recipients to reapply for a waiver to receive reimbursement for utilized Late liquidation funds.



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OSSD utilized approximately \$300,000 of late liquidation funds from 9/30/2024 to 3/28/2025. We are participating in the required newly created waiver process to secure reimbursement of these funds. It is uncertain how the Department of Education will respond to waiver requests.

OSSD Randolph Elementary After School Program Update

On March 5, 2025, the OSSD Randolph Elementary After School Program was audited by the state and 9 violations in paperwork were cited. The program has been making steady progress towards compliance. This is an update on the violations and steps made toward compliance:

- #1 Emergency Response Plan - Complete - The Emergency Response Plan has been reviewed and is maintained on site.
- #2 Snack Menus - Complete - Monthly snack menus are posted and a record will be maintained.
- #3 Mandated Reporter - Complete - All program staff have completed [Protecting Vermont's Children: Reporting Abuse and Neglect](#) and certificates have been sent to the monitoring organization.
- #4 Student Files - In-Progress - Children's Files are under review. Some files are still incomplete.
- #5 Immunizations - Complete - All immunization records are now maintained on site.
- #6 Background Checks - Complete - All program staff have completed and submitted Record Check Authorization forms.
- #7 Fingerprints - Complete - All record checks and fingerprints are submitted. The director has implemented a protocol to prevent any person with uncompleted background checks and fingerprinting from being alone with children.
- #8 Required Training - In-Progress - Most staff have completed and submitted certification of [Better Kid Care VT Training](#). Efforts to become fully compliant will continue and a follow up report will be sent upon completion.
- #9 CPR & Pediatric First Aid - In-Progress - Most staff have completed and submitted certification of First Aid and CPR and sent documentation and cover letter to CCV.

We appreciate the support of the board and the community as we engage in the required corrective actions to bring our After School Program into full compliance.



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OSSD Elementary Report Card Committee

OSSD Elementary Report Card Committee has met 8 times and has created a draft of the updated OSSD Elementary Report Card. We are entering our final feedback loop with teachers and families. We are proud to say that we are on track to move report cards into PowerSchool with assessed proficiencies for the 2025-2026 school year.

We extend our gratitude to the team and recognize the efforts of Amanda Cotter, Christine Spinella, Tracy Gardner, Sean McAnulty, Rachel Bent, Heather Danahar, Betsy Shands, Izzy Thon, Cecile Smith, Betty Young, Kathryn Fredericks, Mindybeth Pike, and Heather Lawler.

Links to Report Card Drafts:

[K Report Card](#)

[1 Report Card](#)

[2 Report Card](#)

[3 Report Card](#)

[4 Report Card](#)

[5 Report Card](#)

[6 Report Card](#)

March and April Monthly Community Meeting on Google Meet

We had six people attend our March Community Google Meet meeting and talked about the Governor's plan for district governance changes and consolidation. Thank you to everyone who was able to join

As a reminder, the monthly Community Google Meet will take place on the third Wednesday of each month, unless it falls on a school vacation week, following a consistent format: an introduction of a key topic, followed by an opportunity for community members to ask questions or share their thoughts.

No Community Google Meet in April. Hope you are able to enjoy the break.

Our next Community Google Meet will be on May 21, 2025 at 6:00 p.m. The meeting link is: meet.google.com/bco-dimc-wrf. All community members are encouraged to attend.



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RTCC Enrollment Update

The Technical Center enrollment continues to improve. As of April 4, of the 10 programs offered, 6 have met the requirement of having eight or more students to qualify for Perkins funding. This is up from 3 in February. We now have 4 programs with 14 or more students and we are continuing to receive applications. Currently there are 107 students interested in RTCC programs for next year.

Legislative Update

Originally published in the Vermont School Boards Weekly Update on March 31, 2025

On March 28, the House Education Committee approved [H.454 draft 8.1](#) on a [7-4-0 vote](#). H.454 is generally modeled after the [VSA's Timeline and Framework for Incremental Change in Vermont's Education System](#), supported by the VSBA.

The House Ways and Means Committee will take up H.454 this week with plans to incorporate its [education financing proposal](#) into the bill. House Education Committee Chair Peter Conlon and Legislative Counsel Beth St. James explained H.454 to the Ways and Means Committee today in [this video](#), [this video](#) and [this video](#).

[Senator Bongartz's counter proposal to H.454](#) draws district lines this legislative session based on [this map](#) and does not address class size, school size, state aid for school construction, or other provisions covered by H.454.

Governor Scott stated last week, "I also want to be upfront with legislators, I will not support adjourning this session without a bill to transition to a new funding system, establish a new governance structure that unlocks transformation, and includes a specific implementation timeline. All these steps are necessary to improve equity, maximize efficiency, achieve educational excellence and be cost effective for taxpayers". Read the [full statement here](#).

Summary of H.454 as approved by the House Education Committee:

District Consolidation

Section 2 of H.454 adds five non-voting members to the Commission on the Future of Public Education as the School District Boundary Subcommittee. The subcommittee must recommend not more than three school district boundary proposals to the General Assembly on or before December 1, 2025. The proposals must meet these eight criteria:

1. increase equitable access to educational opportunity;



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2. maximize opportunities for modern, regional middle and high schools with the least disruption to students;
3. provide access to education for their resident students in grades kindergarten through 12;
4. provide access to career and technical education (CTE) for all eligible students;
5. to the extent practical, not separate towns within school districts as those boundaries exist on July 1, 2025;
6. to the extent practical, consider the availability of regional services for students, such as designated agencies, and how those services would integrate into the new proposed school district boundaries;
7. to the extent practical, result in school districts with a minimum average daily membership of approximately 4,000 students; and
8. to the extent practical, consider historic attendance patterns in geographic areas that do not operate public schools at all grade levels from kindergarten through grade 12.

Additionally, the subcommittee may consider and make recommendations for the optimal location of schools, including CTE programs, to meet the above requirements.

Class Sizes

Section 4 of H.454 adds these average class size minimums to the Education Quality Standards: kindergarten (12 students), grades 1-4 (15 students), grades 5-12 (18 students).

The following are excluded from the class size minimum requirements: career and technical education, flexible pathways, terminal courses, advanced placement courses, courses that require specialized equipment, driver's education classes, small group services for the purpose of providing special education, supplemental or targeted academic intervention, and English learner instruction.

Additionally, H.454 states that class sizes shall not exceed the maximum occupancy limits established by local and State fire codes, including egress and safety requirements.

Class Size Minimum Waivers

If a school board determines that it operates a school that is unable to comply with the class size minimum standards due to geographic isolation, or a school has developed an implementation plan to meet the standards, the school board may ask the State Board of Education to grant a waiver.



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The State Board is required to conduct rulemaking to define geographic isolation. Independent schools intending to accept public tuition would have a substantially similar opportunity to come into compliance with the class size minimum standards as public schools.

Failure to Comply with Education Quality Standards; State Board Action

Section 5 of H.454 prohibits the State Board from ordering school district consolidation or school consolidation if a school fails to comply with class size minimum education quality standards and the resulting consolidation would result in school construction costs in excess of the applicable district's capital reserve account until the General Assembly establishes new school district boundaries and takes further action regarding the consequences for failure to meet education quality standards.

State Board of Education; Rules; Report

Section 6 of H.454 requires the State Board to:

1. initiate rulemaking to amend the Education Quality Standards on or before August 1, 2026, to ensure compliance with the class size minimum standards;
2. adopt standards for statewide proficiency-based graduation requirements on or before July 1, 2027; and
3. initiate rulemaking to amend the approved independent school rule 2200 series on or before August 1, 2026 to require approved independent schools that intend to accept public tuition to comply with the class size minimum standards and create a process for review by the State Board for failure to meet the class size minimum requirements and the corresponding actions the Board may take for such noncompliance. The Board must provide an approved independent school a substantially similar opportunity to come into compliance with class size minimum standards that it would provide to a public school.
4. submit a written report to the House and Senate Committees on or before December 1, 2025 with proposed standards for schools to be deemed "small by necessity."

School Size Intent

Section 7 of H.454 has intent language stating each public school operating grades six through 12, or some subset of those grades, shall have a minimum average daily membership of at least 450 students. This language is not a school size requirement for existing schools - it is related to providing a robust state aid for school construction program that is driven by standards for



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quality for public schools, geographic accessibility, statewide enrollment trends, and capacity and scale that support substantially equal educational opportunities for all Vermont students.

Prohibition on School Closure and Transition to Paying Tuition

Section 8 of H.454 states that a school district shall be prohibited from closing an existing public school and then providing for the education of its resident students by paying tuition for its students to attend a public or approved independent school chosen by the parents of the district's students. If a school district that closes an existing public school is unable to provide for the education of its affected resident students in a different school or schools operated by the district, the school district shall provide for the education of its resident students by designating three or fewer public schools to serve as the public school or schools of the district.

State Aid for School Construction Program

Sections 10 and 11 of H.454 outline the responsibilities of the Agency of Education for implementing the State Aid for School Construction Program and create an advisory board to advise the Agency on the implementation of the program. Section 13 of the bill creates a School Construction Aid Special Fund to be administered by the Agency, provides a process for legislative appropriation to the fund and transfers rulemaking authority pertaining to school construction to the Agency. The bill does not appropriate any funds to school construction aid.

Approval and Funding of School Construction Projects

Section 14 of H.454 covers preliminary applications for construction aid, approval of preliminary applications, a point system for placing projects on a priority list, requests for legislative appropriation of funds, final approval of construction aid, award of construction aid, and granting of emergency aid.

Transfer of Rulemaking Authority; Transfer of Rules

Section 16 of H.454 transfers rulemaking authority pertaining to school construction and capital outlay from the State Board of Education to the Agency of Education. All rules pertaining to school construction and capital outlay previously adopted by the State Board of Education are deemed the rules of the Agency of Education and remain in effect until amended or repealed by the Agency of Education.



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Tuition to Approved Schools

Section 18 of H.454 provides that a school district shall not pay tuition of a student except to a:

1. Vermont public school;
2. Vermont independent school approved on or before July 1, 2025 which has at least 51 percent of its student enrollment composed of students attending on a district-funded tuition basis as of July 1, 2025 and complies with the minimum class size requirements outlined above (subject to waiver by the State Board);
3. independent school meeting Education Quality Standards;
4. tutorial program approved by the State Board;
5. approved education program;
6. public school located in another state; or
7. therapeutic approved independent schools located in Vermont or another state or country that is approved under the laws of that state or country.

Tuition Transition

Under section 19 of H.454, school districts that pay tuition for a resident student enrolled for the 2024–2025 school year or accepted for enrollment for the 2025–2026 school year by an approved independent school must continue paying tuition on behalf of the student until the student graduates from that school.

Statewide Cohesion

Section 21 of H.454 requires the Agency of Education to recommend statewide proficiency based graduation requirements to the State Board of Education and develop a statewide calendar for the public schools of the State, including career and technical centers.

Additionally, Section 21 of H.454 requires the Agency of Education to submit a written report and recommended legislative language to the House and Senate Committees on Education with the following:

1. In consultation with educators and administrators, a proposed implementation plan for statewide financial data and student information systems.
2. Recommendations for a school construction division within the Agency of Education, including position descriptions and job duties for each position within the division, a detailed description of the assistance the division would provide to the field, and the overall role the Agency would play within a State aid to school construction program.



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3. A progress report regarding the development of clear, unambiguous guidance that would be provided to school officials and school board members regarding the business processes and transactions that would need to occur to facilitate school district mergers into larger, consolidated school districts, including the merging of data systems, asset and liability transfers, and how to address collective bargaining agreements for both educators and staff. The report must include a detailed description of how the Agency will provide support and consolidation assistance to the field in each of these areas and an estimate of the costs associated with the work.
4. In consultation with superintendents, directors of therapeutic independent schools, special education directors, and other experts, recommendations for the need for cooperative education services and the oversight of therapeutic schools within the school governance framework both at a state and local level.

State Level Governance

Section 23 of H.454 changes the appointment process for the State Board of Education from the Governor as the sole appointment authority to eight members appointed by the Governor, one member appointed by the Speaker of the House and one member appointed by the Senate Committee on Committees. Under section 24 of the bill, members currently serving on the State Board of Education would continue to serve for the duration of the term to which they were appointed.

VSBA will continue to update you on the progress of H.454 and other education transformation proposals. We encourage all school board members to stay informed and communicate with legislators during this consequential legislative session.

Thank you for your hard work to support education in Braintree, Brookfield, and Randolph.

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>
GRADE: <<GRA K

Standards Based Report Card	
GRADING SCALE:	
4 - Student is exceeding mastery in the grade level expectations consistently and independently	
3 - Student is proficient or shows mastery in the grade level expectations	
2 - Student is progressing toward proficiency or mastery in the grade level expectations	
1 - Student is not yet demonstrating consistent progress towards the grade level expectations	
IE - Insufficient evidence of progress	
N/A - Not assessed during this trimester	

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

TRIMESTER		Tri 1	Tri 2	Tri 3
MATHEMATICS				
Overall Mathematics Proficiency:				
Quantity/Operations				
I can count forward, backward, and from a given number within 100.				
I can write and identify numbers within 20.				
I can demonstrate understanding of teen numbers as 10 and some more.				
Geometry/Measurement				
I can describe and name shapes.				
Algebraic Reasoning				
I can use various strategies to represent addition and subtraction.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				

TRIMESTER		Tri 1	Tri 2	Tri 3
ENGLISH LANGUAGE ARTS: Reading				
Overall Reading Proficiency:				
TEXT COMPREHENSION				
I can ask and answer questions about any genre of text.				
I can identify characters, settings, and major events in a story.				
I can recall details from informational texts.				
I can read grade level text with purpose and understanding.				
FOUNDATIONAL SKILLS				
I can hear and identify parts of words.				
I can identify letter-sound relationships.				
I can use decoding strategies to read.				
ENGLISH LANGUAGE ARTS: Writing				
Overall Writing Proficiency:				
I can properly form upper- and lowercase letters.				
I can write a basic sentence with appropriate grammar.				
I can use a combination of drawing, dictating, and writing that is appropriate for the task and purpose.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				

Trimester 3				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Social Studies				
Overall Writing Proficiency:				
I can explain concepts taught in the topics of civics, economics, geography, and history.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Science				
Overall Science Proficiency:				
I can explain concepts taught in life, physical, and earth sciences.				
I can apply inquiry and engineering skills to investigate scientific concepts.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Art				
Overall Art Proficiency:				
Create				
I can experiment, plan, and create art using a variety of tools and materials to build skills while exploring my creative process				
Present				
I can exhibit my artwork at school, galleries, and online to share with my family and community				
Respond				
I can describe the meaning of an image using art vocabulary				
Connect				
I can connect my projects with art made by people from various places and times				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Music				
Overall Music Proficiency:				
Create				
I can create and improvise musical ideas and express them through song and rhythm				
Perform				
I can perform simple melodies and rhythms in a group and by myself.				
Respond				
I can focus on the task and respond to my teacher and my peers.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				

TRIMESTER		Tri 1	Tri 2	Tri 3
PE				
Overall PE Proficiency:				
Motor Skills				
I can perform locomotor skills (e.g.: running, jumping, skipping, hopping) while maintaining balance and spatial awareness.				
I can perform manipulative skills (e.g: throwing, kicking, tossing) at age level proficiency while identifying with the opposite foot.				
I can differentiate between movement in personal space and general space.				
Movement				
I can differentiate between movements in personal space and general space.				
I can travel in general space with various speeds in different pathways.				
Social Skills				
I can share equipment and space with others.				
I can recognize the established protocol for class activities.				
I can follow teacher directions for safe participation and proper use of equipment with minimal reminders.				
Personal Skills and Engagement				
Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors during physical activity.				
I can recognize that movement positively affects personal health, self expression and social interaction.				
I can recognize that movement has a positive effect on my personal health, self expression and social interaction.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
TRIMESTER		Tri 1	Tri 2	Tri 3
Wellness				
Overall Wellness Proficiency:				
I can use functional health information to support health and well being.				
I can analyze influences that affect health and well - being of self and others.				
I can access valid and reliable resources to support health and well- being of self and others.				
I can use interpersonal communication skills to support health and well- being of self and				
I can use a decision- making process to support health and well- being of self and others.				
I can use a goal- setting process to support health and well- being of self and others.				
I can demonstrate practices and behaviors to support health and well- being of self and				*
I can advocate to promote health and well- being of self and others.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRA 1

Address

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

Standards Based Report Card
GRADING SCALE:
4 - Student is exceeding mastery in the grade level expectations consistently and independently
3 - Student is proficient or shows mastery in the grade level expectations
2 - Student is progressing toward proficiency or mastery in the grade level expectations
1 - Student is not yet demonstrating consistent progress towards the grade level expectations
IE - Insufficient evidence of progress
N/A - Not assessed during this trimester

TRIMESTER	Tri 1	Tri 2	Tri 3
-----------	-------	-------	-------

MATHEMATICS
<i>Overall Mathematics Proficiency:</i>

Quantity/Operations
I can add and subtract within 20 (I can use strategies to determine a missing number in an addition or subtraction equation/understand relationship).
I can identify and count forward and backward from any given number within 120.
I can demonstrate understanding of place value related to two digit numbers.

Geometry/Measurement
I can measure length using various tools and units of measure.
I can represent and interpret data.
I can reason with shapes and their attributes.

Algebraic Reasoning
I can solve real word problems using addition and subtraction.

TEACHER NAME:
COMMENTS
Trimester 1
Trimester 2
Trimester 3

TRIMESTER	Tri 1	Tri 2	Tri 3
-----------	-------	-------	-------

ENGLISH LANGUAGE ARTS: Reading
<i>Overall Reading Proficiency:</i>

TEXT COMPREHENSION
I can ask and answer questions about any genre of text.
I can identify characters, settings, and major events in a story.
I can retell a story using key details.
I can identify the main topic and recall key details in informational texts.

FOUNDATIONAL SKILLS
I can hear and identify parts of words.
I can demonstrate knowledge of letter-sound relationships to think about and decode words.
I can read grade level text with sufficient accuracy and fluency.

ENGLISH LANGUAGE ARTS: Writing
<i>Overall Writing Proficiency:</i>
I can properly form upper and lowercase letters.

I can spell words with common spelling patterns and frequently occurring irregular words.			
I can write simple and compound sentences with appropriate grammar.			
I can use writing to share my ideas in a way that fits the task and purpose.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Social Studies			
Overall Social Studies Proficiency:			
I can explain concepts taught in the topics of civics, economics, geography, and history.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Science			
Overall Science Proficiency:			
I can explain concepts taught in life, physical and earth sciences.			
I can apply inquiry and engineering skills to investigate scientific concepts.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Art			
Overall Art Proficiency:			
Create			
I can experiment, plan, and create art using a variety of tools and materials to build skills while exploring my creative process			
Present			
I can exhibit my artwork at school, galleries, and online to share with my family and			
Respond			
I can describe the meaning of an image using art vocabulary and express my preferences			
Connect			
I can connect my projects with art made by people from diverse places and times for various purposes			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Music			
Overall Music Proficiency:			
Create			
I can create and improvise musical ideas and express them through song and rhythm			
Perform			
I can perform simple melodies and rhythms in a group and by myself at different volumes			
Respond			
I can focus on the task and identify and express simple emotions through music			

TEACHER NAME:					
COMMENTS					
<i>Trimester 1</i>					
<i>Trimester 2</i>					
<i>Trimester 3</i>					
		TRIMESTER	Tri 1	Tri 2	Tri 3
PE					
		Overall PE Proficiency:			
Motor Skills					
I can perform locomotor skills (e.g.: running, jumping, skipping, hopping) while maintaining balance and spatial awareness.					
I can perform manipulative skills (e.g: throwing, kicking, tossing) with the correct technique					
I can perform manipulative skills using a variety of PE equipment (e.g.: tennis rackets, hockey sticks).					
Movement					
I can combine locomotor skills in personal space and in general space.					
I can combine shapes, levels and pathways into simple travel.**					
Social Skills					
I can work independently with others in a variety of class environments (e.g., small and large					
I can exhibit the established protocols for class activities.					
I can respond to appropriately to general feedback and accept specific-corrective feedback from the teacher.					
Personal Skills and Engagement					
I can demonstrate techniques (e.g., breathing, counting) to assist with managing emotions and behaviors during physical activity.					
I can recognize that movement positively affects personal health, self expression and social interaction.					
I can recognize the need for individual improvement, practice, and challenge in physical activity.					
TEACHER NAME:					
COMMENTS					
<i>Trimester 1</i>					
<i>Trimester 2</i>					
<i>Trimester 3</i>					
		TRIMESTER	Tri 1	Tri 2	Tri 3
Wellness					
		Overall Wellness Proficiency:			
I can use functional health information to support health and well being.					
I can analyze influences that affect health and well - being of self and others.					
I can access valid and reliable resources to support health and well- being of self and others.					
I can use interpersonal communication skills to support health and well- being of self and					
I can use a decision- making process to support health and well- being of self and others.					
I can use a goal- setting process to support health and well- being of self and others.					
I can demonstrate practices and behaviors to support health and well- being of self and					
I can advocate to promote health and well- being of self and others.					
TEACHER NAME:					
COMMENTS					
<i>Trimester 1</i>					
<i>Trimester 2</i>					
<i>Trimester 3</i>					

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRA 2

Standards Based Report Card	
GRADING SCALE:	
4 - Student is exceeding mastery in the grade level expectations consistently and independently	
3 - Student is proficient or shows mastery in the grade level expectations	
2 - Student is progressing toward proficiency or mastery in the grade level expectations	
1 - Student is not yet demonstrating consistent progress towards the grade level expectations	
IE - Insufficient evidence of progress	
N/A - Not assessed during this trimester	

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

TRIMESTER	Tri 1	Tri 2	Tri 3
MATHEMATICS			
<i>Overall Mathematics Proficiency:</i>			
Quantity / Operations			
I can count and skip count (5's, 10's, 100's) from any given number within 1000.			
I can apply various strategies to add and subtract within 100.			
I can understand that the digits of a three-digit number represent hundreds, tens, and ones.			
Geometry / Measurement			
I can describe basic 2-D and 3-D shapes using attributes.			
I can measure length using various tools and units of measure.			
Algebraic Reasoning			
I can solve real world problems using addition and subtraction within 20.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
ENGLISH LANGUAGE ARTS: Reading			
TRIMESTER	1	2	3
<i>Overall Reading Proficiency:</i>			
TEXT COMPREHENSION			
I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details.			
I can describe how characters in a story respond to major events and challenges.			
I can efficiently locate key information and facts in a text to describe events and ideas.			
I can identify the main purpose of an informational text to include what the author wants to answer, explain, or describe.			
FOUNDATIONAL SKILLS			
I can hear and identify parts of words.			
I can demonstrate knowledge of letter-sound relationships, prefixes, and suffixes to think			
I can read grade level text with sufficient accuracy and fluency to support comprehension.			
ENGLISH LANGUAGE ARTS: Writing			
<i>Overall Writing Proficiency:</i>			
I can properly form upper and lowercase letters.			
I can spell words with common spelling patterns and frequently occurring irregular words.			
I can write, expand, and rearrange simple and compound sentences while using correct			
I can produce writing to share my ideas that fits the task and purpose.			

TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
TRIMESTER		1	2	3
SOCIAL STUDIES				
Overall Social Studies Proficiency:				
I can explain concepts taught in the topics of civics, economics, geography, and history.				
COMMENTS				
TEACHER NAME:				
Trimester 1				
Trimester 2				
Trimester 3				
TRIMESTER		1	2	3
SCIENCE				
Overall Science Proficiency:				
I can explain concepts taught in life, physical and earth sciences.				
I can apply inquiry and engineering skills to investigate scientific concepts				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
TRIMESTER		Tri 1	Tri 2	Tri 3
Art				
Overall Art Proficiency:				
Create				
I can experiment, plan, and create art using a variety of tools and materials to build skills while exploring my creative process				
Present				
I can exhibit my artwork at school, galleries, and online to share with my family and				
Respond				
I can describe the meaning of an image using art vocabulary and express my preferences				
Connect				
I can connect my projects with art made by people from diverse places and times for various purposes				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				
TRIMESTER		Tri 1	Tri 2	Tri 3
Music				
Overall Music Proficiency:				
Create				
I can create and improvise musical ideas and express them through song and rhythm				
Perform				
I can perform simple melodies and rhythms in a group and by myself using my voice and an instrument at different volumes (dynamics) and speeds (tempi)				
Respond				

I can focus on the task and identify and express emotions through music			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
PE			
Overall PE Proficiency:			
Motor Skills			
I can perform locomotor skills (e.g.: running, jumping, skipping, hopping) while maintaining balance and spatial awareness.			
I can perform manipulative skills (e.g: throwing, kicking, tossing) with the correct technique			
I can perform manipulative skills using a variety of PE equipment (e.g.: tennis rackets, hockey sticks).			
Movement			
I can combine locomotor skills in personal space and in general space.			
I can combine shapes, levels and pathways into simple travel.**			
Social Skills			
I can work independently with others in a variety of class environments (e.g., small and large			
I can exhibit the established protocols for class activities.			
I can respond to appropriately to general feedback and accept specific-corrective feedback from the teacher.			
Personal Skills and Engagement			
I can demonstrate techniques (e.g., breathing, counting) to assist with managing emotions and behaviors during physical activity.			
I can recognize that movement positively affects personal health, self expression and social interaction.			
I can recognize the need for individual improvement, practice, and challenge in physical activity.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Wellness			
Overall Wellness Proficiency:			
I can use functional health information to support health and well being.			
I can analyze influences that affect health and well - being of self and others.			
I can access valid and reliable resources to support health and well- being of self and others.			
I can use interpersonal communication skills to support health and well- being of self and			
I can use a decision- making process to support health and well- being of self and others.			
I can use a goal- setting process to support health and well- being of self and others.			
I can demonstrate practices and behaviors to support health and well- being of self and			
I can advocate to promote health and well- being of self and others.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRA 3

Standards Based Report Card	
GRADING SCALE:	
4 - Student is exceeding mastery in the grade level expectations consistently and independently	
3 - Student is proficient or shows mastery in the grade level expectations	
2 - Student is progressing toward proficiency or mastery in the grade level expectations	
1 - Student is not yet demonstrating consistent progress towards the grade level expectations	
IE - Insufficient evidence of progress	
N/A - Not assessed during this trimester	

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

TRIMESTER	Tri 1	Tri 2	Tri 3
MATHEMATICS			
Overall Mathematics Proficiency:			
Quantity / Operations			
I can fluently multiply and divide within 100.			
I can fluently add and subtract within 1000			
I can demonstrate understanding of fractions as numbers and as parts of a whole.			
Geometry / Measurement			
I can classify shapes based on their attributes.			
I can solve problems involving measurement and estimation of time, mass, and liquid			
I can use addition and multiplication to find area.			
Algebraic Reasoning			
I can apply all four operational strategies to real world tasks.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			

TRIMESTER	Tri 1	Tri 2	Tri 3
ENGLISH LANGUAGE ARTS: Reading			
Overall Reading Proficiency:			
TEXT COMPREHENSION			
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.			
I can analyze how characters' thoughts and behaviors contribute to the theme of a story and how those behaviors contribute to a sequence of events.			
I can determine the main idea of an informational text while referring to key details to explain ways in which those key details support the main idea. I can determine the main idea of an			
I can determine my own point of view from that of the author when reading informational text.			
FOUNDATIONAL SKILLS			
I can demonstrate knowledge of spelling patterns, spelling rules, and the use of prefixes and suffixes to think about and decode text.			
I can read grade level text with sufficient accuracy and fluency.			
ENGLISH LANGUAGE ARTS: Writing			
Overall Writing Proficiency:			
I can use conventional spelling to spell high-frequency words.			
I can use taught patterns and spelling rules to correctly write words.			

I can write simple, compound, and complex sentences with appropriate grammar, usage, and mechanics.			
I can produce writing that is appropriate for the task and purpose.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
SOCIAL STUDIES			
Overall Social Studies Proficiency:			
I can explain concepts taught in the topics of civics, economics, geography, and history.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
SCIENCE			
Overall Science Proficiency:			
I can explain concepts taught in life, physical, and earth sciences.			
I can apply inquiry and engineering skills to investigate scientific concepts.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
Art			
Overall Art Proficiency:			
Create			
I can experiment, plan, and create art using a variety of tools, materials, and techniques to build skills while exploring and refining my creative process			
Present			
I can exhibit and explain my artwork at school, galleries, and online to share with my family and community			
Respond			
I can describe and interpret the meaning of an image using art vocabulary while expressing my preferences and knowledge of art with exposure to historic and contemporary art in the classroom and gallery settings.			
Connect			
I can connect my projects with art made by people from diverse places and times for various purposes that reflect societal and cultural beliefs and values			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
Music			
Overall Music Proficiency:			
Create			
I can explore and compose rhythmic and melodic ideas and refine them based on feedback			
Perform			

I can perform melodies and rhythms in a group and by myself using my voice and an instrument at different volumes (dynamics) and speeds (tempi)			
Respond			
I can use my personal interests and experiences to connect to music.			
Connect			
I can explain the value of universal connection through storytelling and music			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
PE			
Overall PE Proficiency:			
Motor Skills			
I can combine a variety of locomotor skills (e.g: jumping, galloping) while moving and stationary.			
I can perform manipulative skills (e.g: striking, throwing, dribbling) using a variety of PE equipment during practice tasks.			
I can combine manipulative skills and moving the body to a target in a variety of practice tasks.			
Movement			
I can apply the concept of open spaces to combine skills that involve traveling.			
I can apply locomotor skills specific to a wide variety of physical activities.			
Social Skills			
I can use communication skills to appropriately negotiate roles and responsibilities with others in a physical activity setting.			
I can be respectful and fair to others (during instruction, practice and application times).			
I can solve problems independently with partners and small groups.			
Personal Skills and Engagement			
I can explain how physical activities meet the need for personal expression and social			
I can describe how movement positively affects one's health and set long term goals to benefit personal health.			
I can recognize personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
Wellness			
Overall Wellness Proficiency:			
I can use functional health information to support health and well being.			
I can analyze influences that affect health and well-being of self and others.			
I can access valid and reliable resources to support health and well-being of self and others.			
I can use interpersonal communication skills to support health and well-being of self and			
I can use a decision-making process to support health and well-being of self and others.			
I can use a goal-setting process to support health and well-being of self and others.			
I can demonstrate practices and behaviors to support health and well-being of self and			
I can advocate to promote health and well-being of self and others.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRADE>> 4

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

Standards Based Report Card
GRADING SCALE:
4 - Student is exceeding mastery in the grade level expectations consistently and independently
3 - Student is proficient or shows mastery in the grade level expectations
2 - Student is progressing toward proficiency or mastery in the grade level expectations
1 - Student is not yet demonstrating consistent progress towards the grade level expectations
IE - Insufficient evidence of progress
N/A - Not assessed during this trimester

	TRIMESTER	Tri 1	Tri 2	Tri 3
MATHEMATICS				
<i>Overall Mathematics Proficiency:</i>				
Quantity / Operations				
I can efficiently solve and compare multiplication equations for real world tasks.				
I can apply place value understanding to solve multi digit arithmetic.				
I can identify equivalent fractions and decimal notations to compare and order fractions.				
Geometry / Measurement				
I can demonstrate understanding of and measure angles.				
I can draw and identify lines and angles, and classify shapes by their lines and angles.				
Algebraic Reasoning				
I can create, interpret, use, and analyze expressions and equations to solve real world problems.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				

	TRIMESTER	1	2	3
ENGLISH LANGUAGE ARTS: Reading				
<i>Overall Reading Proficiency:</i>				
TEXT COMPREHENSION				
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as				
I can analyze and infer how characters' thoughts and behaviors contribute to the theme of a story, drama, or poem.				
I can compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narratives.				
I can determine the main idea and key details of an informational source.				
I can describe the overall structure of events, ideas, concepts or information in an informational text.				
FOUNDATIONAL SKILLS				
I can combine what I know about all letter-sound correspondences, syllabication patterns, root words and affixes, to read unfamiliar multisyllabic words in and out of context.				
I can read grade level text with sufficient accuracy and fluency to support comprehension.				
ENGLISH LANGUAGE ARTS: Writing				
<i>Overall Writing Proficiency:</i>				
I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.				

I can write complete sentences, recognizing and correcting inappropriate fragments and run-ons with appropriate grammar, usage, and mechanics.			
I can produce writing that is appropriate for the task and purpose.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER			
	Tri 1	Tri 2	Tri 3
SOCIAL STUDIES			
Overall Social Studies Proficiency:			
I can explain concepts taught in the topics of civics, economics, geography, and history.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER			
	Tri 1	Tri 2	Tri 3
SCIENCE			
Overall Science Proficiency:			
I can explain concepts related to life, physical, and Earth sciences.			
I can apply inquiry and engineering skills to investigate scientific concepts.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER			
	Tri 1	Tri 2	Tri 3
Art			
Overall Art Proficiency:			
Create			
I can experiment, plan, and create art using a variety of tools, materials, and techniques to build skills while exploring and refining my creative process			
Present			
I can exhibit and explain my artwork at school, galleries, and online to share with my family and community			
Respond			
I can describe and interpret the meaning of an image using art vocabulary while expressing my preferences and knowledge of art with exposure to historic and contemporary art in the classroom and			
Connect			
I can connect my projects with art made by people from diverse places and times for various purposes that reflect societal and cultural beliefs and values			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER			
	Tri 1	Tri 2	Tri 3
Music			
Overall Music Proficiency:			
Create			

I can explore and compose rhythmic and melodic ideas and refine them based on feedback			
Perform			
I can convey meaning through artistic work and demonstrate knowledge of musical structure			
Respond			
I explain the connection between music and my personal interests and experiences.			
Connect			
I can explore and form an opinion on different styles of music			
I explain the value of universal connection through storytelling and music			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
PE			
Overall PE Proficiency:			
Motor Skills			
I can combine a variety of locomotor skills (e.g: jumping, galloping) while moving and stationary.			
I can perform manipulative skills (e.g: striking, throwing, dribbling) using a variety of PE equipment during practice tasks.			
I can combine manipulative skills and moving the body to a target in a variety of practice tasks.			
Movement			
I can apply the concept of open spaces to combine skills that involve traveling.			
I can apply locomotor skills specific to a wide variety of physical activities.			
Social Skills			
I can use communication skills to appropriately negotiate roles and responsibilities with others in a physical activity setting.			
I can be respectful and fair to others (during instruction, practice and application times).			
I can solve problems independently with partners and small groups.			
Personal Skills and Engagement			
I can explain how physical activities meet the need for personal expression and social interaction.			
I can describe how movement positively affects one's health and set long term goals to benefit personal health.			
I can recognize personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.			
TEACHER NAME:			
Trimester 1			
Trimester 2			
Trimester 3			
	TRIMESTER	Tri 1	Tri 2
Wellness			
Overall Wellness Proficiency:			
I can use functional health information to support health and well being.			
I can analyze influences that affect health and well-being of self and others.			
I can access valid and reliable resources to support health and well-being of self and others.			
I can use interpersonal communication skills to support health and well-being of self and others.			
I can use a decision-making process to support health and well-being of self and others.			
I can use a goal-setting process to support health and well-being of self and others.			
I can demonstrate practices and behaviors to support health and well-being of self and others.			
I can advocate to promote health and well-being of self and others.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRA 5

Standards Based Report Card	
GRADING SCALE:	
4 - Student is exceeding mastery in the grade level expectations consistently and independently	
3 - Student is proficient or shows mastery in the grade level expectations	
2 - Student is progressing toward proficiency or mastery in the grade level expectations	
1 - Student is not yet demonstrating consistent progress towards the grade level expectations	
IE - Insufficient evidence of progress	
N/A - Not assessed during this trimester	

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

TRIMESTER			
Tri 1	Tri 2	Tri 3	
MATHEMATICS			
<i>Overall Mathematics Proficiency:</i>			
Quantity/Operations			
I can apply my knowledge of the place value system to the hundredths to perform operations with multi-digit numbers.			
I can use equivalent fractions as a strategy to solve tasks involving addition and subtraction.			
Geometry/Masurement			
I can classify angles within 180 degrees.			
I can graph points on the coordinate plane to solve real-world and mathematical problems.			
I can understand concepts of volume and relate volume to multiplication and addition.			
Algebraic Reasoning			
I can write and interpret numerical expressions for real world scenarios.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			

TRIMESTER			
1	2	3	
ENGLISH LANGUAGE ARTS: Reading			
<i>Overall Reading Proficiency:</i>			
TEXT COMPREHENSION			
I can ask and answer questions by quoting and/or citing evidence from any genre of text.			
I can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of literature.			
I can describe how a narrator's or speaker's point of view influences how events are described in literature.			
I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.			
I can analyze multiple accounts of the same event or topic, noting important similarities and difference in the perspective they represent.			
FOUNDATIONAL SKILLS			
I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable			
I can read grade level text with sufficient accuracy and fluency.			
TRIMESTER			
Tri 1	Tri 2	Tri 3	
ENGLISH LANGUAGE ARTS: Writing			
<i>Overall Writing Proficiency:</i>			

I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.			
I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style with appropriate grammar, usage, and mechanics.			
I can produce writing that is appropriate for the task and purpose.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER		Tri 1	Tri 2
Tri 3			
SOCIAL STUDIES			
Overall Social Studies Proficiency:			
I can explain concepts taught in the topics of civics, economics, geography, and history.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER		Tri 1	Tri 2
Tri 3			
SCIENCE			
Overall Science Proficiency:			
I can explain concepts taught in life, physical, and earth science.			
I can apply inquiry and engineering skills to investigate scientific concepts.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER		Tri 1	Tri 2
Tri 3			
Art			
Overall Art Proficiency:			
Create			
I can experiment, plan, and create art with personal meaning using a variety of tools, materials, and techniques to build skills while exploring and revising my creative process			
Present			
I can exhibit, curate, and explain my artwork at school, galleries, and online to share with my family and community			
Respond			
I can describe and interpret the meaning of an image and infer the artists' intent using art vocabulary while expressing my preferences and knowledge of art with exposure to historic and contemporary art in the			
Connect			
I can connect my projects with art made by people from diverse places and times for various purposes that reflect and shape societal and cultural beliefs and values			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER		Tri 1	Tri 2
Tri 3			
Music			
Overall Music Proficiency:			
Create			

I can explore and compose rhythmic and melodic ideas and refine them based on feedback to express			
Perform			
I can convey meaning through artistic work and demonstrate knowledge of musical structure, demonstrating both expression and technical accuracy.			
Respond			
I can evaluate the connection between music and musical performances to my personal interests and experiences.			
Connect			
I can explore and form an opinion on different styles of music			
I explain the value of connection to other cultures through storytelling and music			
	TRIMESTER	Tri 1	Tri 2
Band			
Overall Band Proficiency:			
	TRIMESTER	Tri 1	Tri 2
I come to class prepared: with my instrument, with my music and having practiced consistently			
I can perform the assigned repertoire confidently, proficiently, and with expression			
I am responsive during class and actively connect with my teacher and classmates, evaluating and improving my performance			
TEACHER NAME:			
Chorus			
Overall Chorus Proficiency:			
I come to class prepared: with my with my music and a readiness to rehearse			
I can perform the assigned repertoire confidently, proficiently, and with expression			
I am responsive during class and actively connect with my teacher and classmates, evaluating and improving my performance			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
PE			
Overall PE Proficiency:			
Motor Skills			
I can demonstrate jumping and landing in a variety of physical activities.			
I can demonstrate striking and serving equipment in in a variety of practice tasks.			
I can apply a variety of manipulative skills and movement patterns at age level proficiency in both practice and application based activities.			
Movement			
I can combine movement concepts with skills in small sided practice tasks, with self direction.			
I can apply movement concepts to stratagey in modified game situations.			
Social Skills			
I can use communication skills appropriately negotiate roles, responsibilities and describe the perspective of tothers during a physical activity setting.			
I can be respectful and fair to others (during instruction, practice and application times).			
I can solve problems independetly with partners and small groups.			
Personal Skills and Engagement			
I can explain how physical activities meet the need for personal expresssion and social interaction.			
I can describe how movement positively affects ones health and set long term goals to benefit personal health.			
I can recognize personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			

TRIMESTER		Tri 1	Tri 2	Tri 3
Wellness				
Overall Wellness Proficiency:				
I can use functional health information to support health and well being.				
I can analyze influences that affect health and well - being of self and others.				
I can access valid and reliable resources to support health and well- being of self and others.				
I can use interpersonal communication skills to support health and well- being of self and others.				
I can use a decision- making process to support health and well- being of self and others.				
I can use a goal- setting process to support health and well- being of self and others.				
I can demonstrate practices and behaviors to support health and well- being of self and others.				
I can advocate to promote health and well- being of self and others.				
TEACHER NAME:				
COMMENTS				
Trimester 1				
Trimester 2				
Trimester 3				

Orange Southwest School District
<<SCHOOL>> Elementary School



Student NAME: <<First Name>> <<Last Name>>

GRADE: <<GRA 6

Standards Based Report Card	
GRADING SCALE:	
4 - Student is exceeding mastery in the grade level expectations consistently and independently	
3 - Student is proficient or shows mastery in the grade level expectations	
2 - Student is progressing toward proficiency or mastery in the grade level expectations	
1 - Student is not yet demonstrating consistent progress towards the grade level expectations	
IE - Insufficient evidence of progress	
N/A - Not assessed during this trimester	

ATTENDANCE	Tri 1	Tri 2	Tri 3	Total
Absent				
Tardy				

TRIMESTER			
	Tri 1	Tri 2	Tri 3
MATHEMATICS			
<i>Overall Mathematics Proficiency:</i>			
Quantity/Operations			
I can demonstrate understanding of ratio concepts and use ratio reasoning to solve problems.			
I can apply previous understandings of numbers to the system of rational numbers including fractions and decimals.			
Geometry/Measurement			
I can use operations with fractions and decimals to find area, surface areas, and volumes.			
Algebraic Reasoning			
I can apply previous understandings of numbers to create and solve algebraic expressions.			
I can use operations with fractions and decimals to find surface areas and volumes.			
TEACHER NAME:			
COMMENTS			
Trimester 1			
Trimester 2			
Trimester 3			
TRIMESTER			
	1	2	3
ENGLISH LANGUAGE ARTS: Reading			
<i>Overall Reading Proficiency:</i>			
TEXT COMPREHENSION			
I can ask and answer questions by quoting and/or citing evidence from any genre of text.			
I can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of literature.			
I can describe how a narrator's or speaker's point of view influences how events are described in literature.			
I can analyze how a particular sentence, paragraph, chapter, or section of a text fits into the overall structure of an informational text and contributes to the development of ideas.			
I can analyze multiple accounts of the same event or topic, noting important similarities and difference in the perspective they represent.			
I can integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.			
FOUNDATIONAL SKILLS			
I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when reading words.			
I can read grade level text with sufficient accuracy and fluency.			
ENGLISH LANGUAGE ARTS: Writing			
<i>Overall Writing Proficiency:</i>			

WRITING				
I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.				
I can vary sentence patterns (expand, combine, reduce) for meaning, reader/listener interest, and style with appropriate grammar, usage, and mechanics.				
I can produce writing that is appropriate for the task and purpose.				
TEACHER NAME:				
COMMENTS				
<i>Trimester 1</i>				
<i>Trimester 2</i>				
<i>Trimester 3</i>				
	TRIMESTER	Tri 1	Tri 2	Tri 3
SOCIAL STUDIES				
Overall Social Studies Proficiency:				
I can explain concepts taught in the topics of civics, economics, geography, and history.				
TEACHER NAME:				
COMMENTS				
<i>Trimester 1</i>				
<i>Trimester 2</i>				
<i>Trimester 3</i>				
	TRIMESTER	Tri 1	Tri 2	Tri 3
SCIENCE				
Overall Science Proficiency:				
I can explain concepts taught in life, physical and earth sciences.				
I can apply inquiry and engineering skills to investigate scientific concepts.				
TEACHER NAME:				
COMMENTS				
<i>Trimester 1</i>				
<i>Trimester 2</i>				
<i>Trimester 3</i>				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Art				
Overall Art Proficiency:				
Create				
I can experiment, plan, and create art with personal meaning using a variety of tools,				
Present				
I can exhibit, curate, and explain my artwork at school, galleries, and online to share with my family and community				
Respond				
I can describe and interpret the meaning of an image and infer the artists' intent using art vocabulary while expressing my preferences and knowledge of art with exposure to historic and contemporary art in the classroom and gallery settings.				
Connect				
I can connect my projects with art made by people from diverse places and times for various purposes that reflect and shape societal and cultural beliefs and values				
TEACHER NAME:				
COMMENTS				
<i>Trimester 1</i>				
<i>Trimester 2</i>				
<i>Trimester 3</i>				
	TRIMESTER	Tri 1	Tri 2	Tri 3
Music				
Overall Music Proficiency:				
Create				

I can explore and compose rhythmic and melodic ideas and refine them based on feedback to express artistic intention			
Perform			
I can convey meaning through artistic work and demonstrate knowledge of musical structure, demonstrating both expression and technical accuracy.			
Respond			
I can evaluate the connection between music and musical performances to my personal			
Connect			
I can explore and form an opinion on different styles of music			
I explain the value of connection to other cultures through storytelling and music			
TEACHER NAME:			
Band			
Overall Band Proficiency:			
TRIMESTER	Tri 1	Tri 2	Tri 3
I come to class prepared: with my instrument, with my music and having practiced consistently			
I can perform the assigned repertoire confidently, proficiently, and with expression			
I am responsive during class and actively connect with my teacher and classmates, evaluating and improving my performance			
TEACHER NAME:			
Chorus			
Overall Chorus Proficiency:			
I come to class prepared: with my with my music and a readiness to rehearse			
I can perform the assigned repertoire confidently, proficiently, and with expression			
I am responsive during class and actively connect with my teacher and classmates, evaluating and improving my performance			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
TRIMESTER			
Tri 1	Tri 2	Tri 3	
PE			
Overall PE Proficiency:			
Motor Skills			
I can combine and demonstrate the correct technique/ form of a variety of locomotor skills (e.g.: running, jumping, landing) in modified game play.			
I can apply and demonstrate the correct technique/ form of a variety of manipulative skills (e.g.: catching, throwing) in modified game play.			
I can demonstrate moving by body and equipment for accuracy, distance, and power in a variety of practice tasks and small-sided games.			
Movement			
I can create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement.			
I can make appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.			
Social Skills			
I can use communication skills, feedback and cooperation to negotiate strategies and tactics in a physical activity setting.			
I can show respect, understand/ accept others' differences and demonstrate consideration for others while contributing positively to the group.			
I can implement safe and appropriate behaviors in class while also solving problems amongst others.			
Personal Skills and Engagement			

I can explain how choice, self expression, and social intecation impacts indiviual engagement in physical activity.			
I can set goals to particapte in individual and group physical activities (based on individual abilities).			
I can reflect on movement experiences during physical education to develop understanding of how movement is personally meaningful.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			
	TRIMESTER	Tri 1	Tri 2
Wellness			
Overall Wellness Proficiency:			
I can use functional health information to support health and well being.			
I can analyze influences that affect health and well - being of self and others.			
I can access valid and reliable resources to support health and well- being of self and others.			
I can use interpersonal communication skills to support health and well- being of self and			
I can use a decision- making process to support health and well- being of self and others.			
I can use a goal- setting process to support health and well- being of self and others.			
I can demonstrate practices and behaviors to support health and well- being of self and			
I can advocate to promote health and well- being of self and others.			
TEACHER NAME:			
COMMENTS			
<i>Trimester 1</i>			
<i>Trimester 2</i>			
<i>Trimester 3</i>			