

Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday December 10, 2025
Braintree Elementary School
6pm

Google Meeting Joining Info
Video call link: [https:// meet.google.com/zac-vfvb-aqq](https://meet.google.com/zac-vfvb-aqq)
Or Dial: (US)[+1 502-518-3415](tel:+15025183415)
PIN: 480 799 316#

I. Opening (6:00 pm)

- Board Attendance: *Ensuring a quorum*
- Meeting Purpose: Initiation of Budget Process
- Review and Accept Agenda: *Meeting purpose? Are these the right agenda items? Is the right amount of time allotted?*

II. Ownership Linkage (6:05)

- Public Comment: Please hold comments on the budget until the second public comment. *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
- Review Updated Budget Numbers and Preliminary Data
 - **Public Comment:** specific to the *updated budget information*. *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
 - Board Discussion: Does the Board believe this is supportable by the taxpayers?
 - Next steps and Budget Timeline reviewed
- Up for Learning Update

III. Board Process (7:30)

- Support Staff Negotiations (Pick a date for committee)
- Sabbatical Request: Accept/Reject Sabbatical Request
- Review Draft of Annual Report from the Board
- Discussion around meeting with Legislators

IV. Board Education (7:45)

- Reminder of Policy Governance Virtual Training January 22,2026

V. Monitoring the Organization (7:50).

- Review EL 2.4 & 2.5 (BMD 3.4.5) 1st Read

- Financials (EL 2.3 Financial Conditions)

VI. Policy Decisions for District Governance (8:00)

- None for the this month

VII. Monitoring the Board (8:10)

- Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.
- GP 4.5 Governance Investment – Self Evaluation

VIII. Consent Agenda (8:20)

- Vote on acceptance of Consent Agenda: *Items that the Board has previously delegated to the Superintendent, but that an external authority requires the Board to approve. The entire Consent Agenda is adopted by one motion, without discussion. However, an item can be removed from the Consent Agenda for discussion with a majority vote GP 4.3.4.*
- Approve Minutes from November 12, 2025
- New Hires

IX. Closing/Incidental Information (8:25)

- Superintendent's Report
 - Up for Learning Project
 - Ends Snapshot
- Action Item Recap

X. Executive Session *First Motion: I move to find that premature general knowledge regarding the superintendent's contract clearly places the board at a substantial disadvantage because the board risks disclosing its negotiation strategy if it discusses the superintendent's contract in public.*

Second Motion: I move to enter Executive Session for the purpose of discussing the superintendent's contract under Title 1, Section 131 (a)(1).

Future Meetings

- Agenda Planning Meeting: Monday January at 6 pm
- Regular Board Meeting: 6pm January 14, 2025 at Randolph Elementary

2026-2027 OSSD Recommended Budget Adjustments

Adjustment recommended to ensure the budget does not exceed the Excess Spending Threshold

At the November School Board meeting a Level Service Budget was presented to the board which had a 5.08% expenditure increase.

Significant additions included the transition of 0.5 FTE Elementary Physical Education position from the expiring Stronger Connections Grant to the local budget.. We are also budgeting for an increase of out-of-district special education placements, representing an approximate \$800,000 increase in costs.

Notable reduction • Retirement of the Assistant Superintendent position, to be replaced with a Director of Curriculum and Student Achievement.

Preliminary data related to the OSSD Long-Term Average Weighted Daily Membership, revenue and expenditures indicate that the Level Service budget would cause OSSD to exceed the excess cost threshold of \$16,470/student. Therefore, the Administrative Leadership Team has met and is proposing the following:

1. Retire the Associate Principal Position at the high school level. Use some of the savings to restructure the work to pay for the additional work load. Overall savings \$150,000 (salary and benefits)
2. Retire the Assistant Director of Special Education position which is funded with .5 FTE local funds and .5 FTE federal IDEA grant funds. Overall savings \$68,000
 - a. This position would be replaced with an Inclusion Specialist type role which would work closely with special education teams, teachers, families, and the Special Education Director to help meet student needs before being placed on an IEP and while on IEPs. The funding for this position would come from .5 FTE federal IDEA grant funds and .5 Medicaid surplus funds (note there is enough Medicaid surplus funds to fund a position like this for three years).
3. Remove an unfilled OSSD-level interventionist position from the budget and look towards how interventionists are used throughout the OSSD. Overall savings \$123,000.
4. Replace teacher PC laptops and MacBooks with high-end Chromebooks. Overall savings \$50,000
 - a. A limited number of positions will require staying on a laptop platform (ie. robotics).
 - b. In addition to the upfront replacement costs above, additional ongoing savings are realized through:
 - i. Creating an annual cost-to-own efficiency
 - ii. Streamlining IT management and deployment
 - iii. Enhancing security and operational reliability
 - iv. Optimizing platform integration
 - v. Cultivating a shared technical ecosystem

These four reductions represent a reduction of \$391,000 from the Level Service Budget presented in November. It reduces the expenditure budget increase from 5.08% to 3.63% increase. The projected cost per equalized pupil would be \$16,248. It is important to note that we are still working with the state to finalize the Long-Term Weighted Average Daily Membership which OSSD believes should be slightly higher than the AOE is currently recognizing and we also anticipate the potential for a slightly higher revenue than we are currently using for these projections.

Very Preliminary Tax Rate Projections

Everything that follows is highly speculative. While it uses the best data available at this time, most of the data is in flux and while we have worked to make our best predictions, the data is likely to change and legislators and the governor may make different choices. These predictions rely heavily on the December 1, 2025 tax letter.

With the current data available, the OSSD would be below the Excess Cost Threshold. Based on the data provided by the December 1, 2025 Tax letter the early projection of the Equalized Homestead Tax Rate to be \$1.8362, which is up .61 of a penny from last year's \$1.8301.

Additionally, the Tax Department has projected Common Level of Assessment rates and using the information they provided, tax rates in each town would be affected in the following way:

- Braintree–Level tax rate
- Brookfield- Increase by 12 cents
- Randolph- increase by 8 cents

** Please note with the Equalized Homestead Tax Rate essentially held level, the increase in the tax rates in each of the towns is being driven by the Common Level of Appraisal, which means that home values are likely increasing in Brookfield and Randolph.*

***To reduce the tax rates by each additional cent, we would need to reduce net expenditures by \$120,000.*

Further Reduction Options

With these reductions, the OSSD Administrative Leadership Team believes that it has accomplished the budget goals the School Board has discussed through the budget process to this point.

The Administrative Leadership Team has identified an additional 2 rounds of reductions it could present. Additional round 1: \$114,000 and Additional round 2: \$143,000. However, the items in these rounds will negatively impact students significantly, with a majority of the savings coming from staffing reductions.

Any further reductions would require restructuring the way elementary and middle school education is delivered in the Orange Southwest School District- i.e closing the Brookfield School, repurposing the Braintree School to teach all of the early elementary students, and moving the sixth grade to RU.

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

| Account Name | 2024-25 Budget | 2024-25 Actual | 2025-26 Budget | 2026-27 Draft 2 | Balance Under (Over) | Percent Inc/Dec |
|----------------------------------|---------------------------|---------------------------|---------------------------|----------------------------|-------------------------------------|----------------------------|
| <u>INSTRUCTION:</u> | | | | | | |
| Salaries | 5,202,040 | 5,082,570 | 5,611,830 | 5,820,246 | 208,416 | 3.71% |
| Benefits | 2,074,962 | 1,746,726 | 2,212,209 | 2,393,354 | 181,145 | 8.19% |
| Drivers Education | 4,000 | 0 | 4,000 | 4,000 | 0 | 0.00% |
| Remedial/Interventionist Servc | 273,237 | 295,262 | 455,272 | 324,179 | -131,093 | -28.79% |
| Testing/Tutorial/OT-PT Svcs | 36,930 | 34,718 | 47,560 | 48,160 | 600 | 1.26% |
| Contracted Services | 45,600 | 39,535 | 48,250 | 48,250 | 0 | 0.00% |
| Staff Training | 273,500 | 148,808 | 278,730 | 269,735 | -8,995 | -3.23% |
| Co/Extra Curricular | 526,192 | 470,048 | 541,536 | 555,985 | 14,449 | 2.67% |
| Tuition | 54,000 | 102,719 | 58,000 | 58,000 | 0 | 0.00% |
| Travel/Field Trips | 39,020 | 8,083 | 26,400 | 26,400 | 0 | 0.00% |
| Supplies/Textbooks/Equip | 447,823 | 318,870 | 433,523 | 433,523 | 0 | 0.00% |
| Total Instruction | 8,977,304 | 8,247,339 | 9,717,310 | 9,981,832 | 264,522 | 2.72% |
| <u>SPECIAL EDUCATION:</u> | | | | | | |
| Salaries | 1,936,595 | 1,637,092 | 2,087,862 | 1,890,625 | -197,237 | -9.45% |
| Benefits | 819,132 | 634,533 | 1,006,270 | 861,161 | -145,109 | -14.42% |
| Contracted/Prof Services | 0 | 30,804 | 0 | 0 | 0 | 0.00% |
| Transportation | 152,500 | 261,849 | 252,275 | 325,000 | 72,725 | 28.83% |
| Travel/Conferences | 11,700 | 21,639 | 12,800 | 12,800 | 0 | 0.00% |
| Supplies/Textbooks/Equipment | 27,275 | 17,927 | 28,520 | 29,125 | 605 | 2.12% |
| Tuition | 1,069,700 | 840,570 | 1,189,000 | 2,001,700 | 812,700 | 68.35% |
| Behavioral Services | 230,249 | 204,746 | 226,211 | 234,720 | 8,509 | 3.76% |
| Testing/Tutorial/OT-PT Svcs | 164,000 | 262,879 | 144,000 | 144,000 | 0 | 0.00% |
| Speech Services | 339,459 | 316,142 | 392,039 | 373,113 | -18,926 | -4.83% |
| Total Special Education | 4,750,610 | 4,228,182 | 5,338,977 | 5,872,244 | 533,267 | 9.99% |
| <u>ADMINISTRATION:</u> | | | | | | |
| Salaries | 935,231 | 1,061,637 | 1,122,282 | 1,052,952 | -69,330 | -6.18% |
| Benefits | 458,163 | 416,746 | 547,402 | 533,550 | -13,852 | -2.53% |
| Repairs/Maint | 9,000 | 255 | 9,000 | 9,000 | 0 | 0.00% |
| Postage/Telephone | 36,250 | 35,565 | 39,750 | 39,750 | 0 | 0.00% |
| Travel | 17,100 | 26,455 | 14,100 | 14,100 | 0 | 0.00% |
| Supplies/Equipment | 45,115 | 52,009 | 55,815 | 56,665 | 850 | 1.52% |
| Total Administration | 1,500,859 | 1,592,667 | 1,788,349 | 1,706,017 | -82,332 | -4.60% |
| <u>CENTRAL OFFICE:</u> | | | | | | |
| Salaries | 737,688 | 743,493 | 713,922 | 727,905 | 13,983 | 1.96% |
| Benefits | 333,986 | 257,657 | 340,022 | 382,010 | 41,988 | 12.35% |
| Contracted Services | 10,000 | 8,057 | 10,000 | 10,000 | 0 | 0.00% |
| Legal Fees | 0 | 0 | 0 | 0 | 0 | 0.00% |
| Staff Development | 5,000 | 11,651 | 7,500 | 8,500 | 1,000 | 13.33% |
| Repairs/Maintenance | 30,000 | 24,180 | 30,000 | 30,000 | 0 | 0.00% |
| Board Expense | 0 | 0 | 0 | 0 | 0 | 0.00% |
| Building Construction | 0 | 0 | 0 | 0 | 0 | 0.00% |
| Insurance | 0 | 0 | 0 | 0 | 0 | 0.00% |
| Travel | 7,900 | 7,112 | 13,900 | 13,000 | -900 | -6.47% |
| Supplies/Equipment | 53,445 | 42,126 | 64,350 | 64,550 | 200 | 0.31% |
| Total Central Office | 1,178,019 | 1,094,277 | 1,179,694 | 1,235,965 | 56,271 | 4.77% |
| <u>SUPPORT SERVICES:</u> | | | | | | |
| Guidance | 592,054 | 742,463 | 664,975 | 702,978 | 38,003 | 5.71% |
| Behavioral/Social Work | 412,237 | 343,590 | 383,110 | 414,822 | 31,712 | 8.28% |
| School Nurse | 516,582 | 476,043 | 383,647 | 403,211 | 19,564 | 5.10% |
| Media Services | 390,339 | 381,278 | 358,437 | 391,386 | 32,949 | 9.19% |
| Curriculum Develop | 31,255 | 12,977 | 31,310 | 31,310 | 0 | 0.00% |
| C.A.R. | 113,500 | 47,992 | 113,500 | 113,500 | 0 | 0.00% |
| Teacher Mentoring | 58,010 | 33,487 | 58,010 | 58,220 | 210 | 0.36% |
| Board of Education | 118,865 | 92,517 | 123,450 | 126,450 | 3,000 | 2.43% |
| Legal Fees | 60,000 | 42,870 | 64,500 | 69,000 | 4,500 | 6.98% |
| Fiscal Services | 85,000 | 0 | 85,000 | 85,000 | 0 | 0.00% |
| Total Support Services | 2,377,842 | 2,173,217 | 2,265,939 | 2,395,877 | 129,938 | 5.73% |
| <u>MAINTENANCE:</u> | | | | | | |
| Salaries | 904,750 | 852,328 | 856,950 | 908,500 | 51,550 | 6.02% |
| Benefits | 531,465 | 383,982 | 523,880 | 556,793 | 32,913 | 6.28% |
| Contracted Services | 118,720 | 520,351 | 235,531 | 235,531 | 0 | 0.00% |
| General Liability Ins | 88,000 | 94,929 | 98,500 | 115,000 | 16,500 | 16.75% |
| Repairs/Maintenance | 287,260 | 102,586 | 287,260 | 295,878 | 8,618 | 3.00% |
| Utilities | 541,000 | 435,651 | 564,200 | 569,800 | 5,600 | 0.99% |
| Supplies/Travel/Equipment | 298,350 | 202,917 | 353,400 | 358,280 | 4,880 | 1.38% |
| Care of Grounds | 205,600 | 215,128 | 224,200 | 249,000 | 24,800 | 11.06% |
| Reserve - Repairs/Maint | 0 | 0 | 0 | 0 | 0 | 0.00% |
| Vehicle Services | 24,085 | 13,574 | 30,485 | 30,485 | 0 | 0.00% |
| Total Maintenance Svcs | 2,999,230 | 2,821,446 | 3,174,406 | 3,319,267 | 144,861 | 4.56% |

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

| Account Name | 2024-25 Budget | 2024-25 Actual | 2025-26 Budget | 2026-27 Draft 2 | Balance Under (Over) | Percent Inc/Dec |
|------------------------------------|---------------------------|---------------------------|---------------------------|----------------------------|-------------------------------------|----------------------------|
| <u>TECHNOLOGY:</u> | | | | | | |
| Salaries | 354,630 | 325,002 | 384,024 | 375,610 | -8,414 | -2.19% |
| Benefits | 148,975 | 123,421 | 202,499 | 146,756 | -55,743 | -27.53% |
| Contracted Services | 24,500 | 19,539 | 24,500 | 24,500 | 0 | 0.00% |
| Technology Fund Transfer | 108,500 | 108,500 | 108,500 | 58,500 | -50,000 | -46.08% |
| Repairs/Maintenance | 2,500 | 453 | 2,500 | 2,500 | 0 | 0.00% |
| Supplies | 145,100 | 157,350 | 151,450 | 171,450 | 20,000 | 13.21% |
| Equipment | 0 | 0 | 0 | 0 | 0 | |
| Total Technology | 784,205 | 734,265 | 873,473 | 779,316 | -94,157 | -10.78% |
| <u>TRANSPORTATION:</u> | | | | | | |
| Salaries | 266,055 | 302,319 | 324,750 | 321,295 | -3,455 | -1.06% |
| Benefits | 62,664 | 55,921 | 76,783 | 76,867 | 84 | 0.11% |
| Contracted Svcs/Rent | 73,000 | 68,014 | 73,000 | 73,500 | 500 | 0.68% |
| Travel/Conferences | 100 | 0 | 100 | 100 | 0 | 0.00% |
| Repairs/Supplies/Equip | 59,300 | 76,647 | 69,250 | 88,550 | 19,300 | 27.87% |
| Diesel Fuel | 90,800 | 55,601 | 92,000 | 96,000 | 4,000 | 4.35% |
| Unallowed Spec Ed | 0 | 2,734 | 0 | 0 | 0 | |
| After School Transportation | 75,000 | 2,462 | 0 | 0 | 0 | |
| Field Trips | 33,000 | 25,056 | 32,830 | 33,030 | 200 | 0.61% |
| Tuition Student Transportation | 49,130 | 43,779 | 31,125 | 37,486 | 6,361 | 9.19% |
| Bus Fund Reserve | 100,000 | 100,000 | 100,000 | 100,000 | 0 | 0.00% |
| Total Transportation | 809,049 | 732,534 | 799,838 | 826,828 | 26,990 | 3.37% |
| <u>OTHER EXPENDITURES:</u> | | | | | | |
| Food Service Transfer | 35,000 | 138,443 | 70,000 | 70,000 | 0 | 0.00% |
| Operational Fund Transfer | 0 | 0 | 0 | 0 | 0 | |
| Special Ed Transfer | 0 | 0 | 0 | 0 | 0 | |
| Legal Fund Transfer | 0 | 0 | 0 | 0 | 0 | |
| Debt Service | 10,315 | 9,754 | 10,050 | 0 | -10,050 | -100.00% |
| EEE Services | 95,353 | 67,748 | 95,353 | 93,487 | -1,866 | -1.96% |
| Total Other Expenditures | 140,668 | 215,945 | 175,403 | 163,487 | -11,916 | -6.79% |
| <u>TECHNICAL EDUCATION:</u> | | | | | | |
| State - Act 68 | 604,280 | 627,121 | 560,420 | 560,420 | 0 | 0.00% |
| Local Tuition | 660,750 | 663,498 | 634,500 | 634,500 | 0 | 0.00% |
| Total Tech Education | 1,265,030 | 1,290,619 | 1,194,920 | 1,194,920 | 0 | 0.00% |
| <u>PRE-SCHOOL</u> | | | | | | |
| Salaries | 435,731 | 418,276 | 337,262 | 348,950 | 11,688 | 3.47% |
| Benefits | 189,478 | 178,535 | 198,722 | 203,144 | 4,422 | 2.23% |
| Administration | 56,029 | 26,904 | 0 | 0 | 0 | |
| Tuition/Partnerships | 50,000 | 26,633 | 82,000 | 83,500 | 1,500 | 1.83% |
| Supplies/Travel/Equip | 32,075 | 21,363 | 18,650 | 18,650 | 0 | 0.00% |
| Total Pre-School | 763,313 | 671,711 | 636,634 | 654,244 | 17,610 | 2.77% |
| SUPLUS/DEFICIT | 0 | 0 | 0 | 0 | 0 | |
| <u>SCHOOL TOTAL:</u> | 25,546,129 | 23,802,200 | 27,144,943 | 28,129,997 | 985,054 | 3.63% |
| <u>FEDERAL FUNDS:</u> | | | | | | |
| IDEA - B | 329,400 | 0 | 329,400 | 329,400 | 0 | |
| IDEA - B - PreSchool | 6,800 | 0 | 6,800 | 6,800 | 0 | |
| Title I and II - School Wide | 680,960 | 0 | 680,960 | 680,960 | 0 | |
| Medicaid | 155,000 | 0 | 155,000 | 155,000 | 0 | |
| EPSDT | 10,500 | 0 | 10,500 | 10,500 | 0 | |
| Total Federal Funds | 1,182,660 | 0 | 1,182,660 | 1,182,660 | 0 | |
| TOTAL VOTER APPROVAL: | 26,728,789 | 0 | 28,327,603 | 29,312,657 | 985,054 | 3.48% |

October 23, 2025

To Whom It May Concern:

I'm writing to request a paid sabbatical year for the 2026 - 2027 school year. According to Article 9.5A having taught for 25+ years in the OSSD I meet the requirements for a paid sabbatical leave.

I'm requesting this leave because it's time for me to regroup from multiple personal challenges as a parent and caregiver. Teaching through my daughter's leukemia and medical challenges related to the late effects, my sister's untimely death and my youngest son's recent life threatening farm accident have taken a toll on who I am as a person. I would like to pursue some professional learning around the changing landscape of education and take some much needed time for myself before I have to face the caregiving challenges of my aging parents.

This past spring and summer I had the opportunity to participate in some in person professional development for the first time in a long time. I found it interesting, exciting and reinvigorating! There's many things I've done over the years and some got lost with COVID, it was refreshing to be reminded of some of the management strategies I once used and other techniques and strategies. It was also beneficial to learn more about the upcoming changes to Vermont and our nation's educational landscape. This is where I would focus the second half of my sabbatical, thinking about the educational committees and professional development that is most pertinent to rural Vermont elementary schools and how to thoughtfully and creatively, engage students in learning in today's world.

I believe this paid sabbatical will help me become a better teacher, team player, community leader and person. Brookfield and the OSSD have always been an integral part of my life professionally and personally.

I look forward to the opportunity to take a leave and come back rejuvenated and ready to inspire students and support colleagues as an elementary educator for many years to come.

I hope you'll consider my request and contact me with any questions or concerns.

Sincerely,



Amy Churchill-Ferris
3/4 Classroom Teacher
Brookfield Elementary School

If the sick leave bank is exhausted, each professional staff member with thirty (30) or more days of accrued sick leave will donate one (1) day to replenish the bank.

ARTICLE 9 - EXTENDED LEAVES

- 9.1 A leave of absence without pay for a full school year or the balance of the present contractual year will be granted to a staff member for the purpose of caring for a sick member of his or her immediate family or other persons of similar attachment. Such staff member will notify the Superintendent in writing of a desire to take such leave, and except in case of an emergency, shall give such notice at least thirty (30) days before the date on which the leave is to begin. The notice of leave shall include a physician's statement certifying the illness of the person for whom care is to be given.
- 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.
- 9.3 A staff member on extended leave, as authorized by this article, will be allowed to continue insurance benefits under any group insurance policy, provided the staff member pays the monthly group premium and obtains the approval of the insurer.
- 9.4 All benefits to which a staff member is entitled at the time a leave of absence commences shall be restored upon return to duty, and the staff member shall be assigned to the same position which held at the time the leave commenced, if available, otherwise, to an equivalent position for which the staff member is properly licensed and endorsed, if available. Notice of a staff member's intention to return to the School District shall be given, in writing, to the School Board between January 1 and January 20, inclusive, prior to the commencement of the school year for which he/ she intends to return.
- 9.5 Sabbatical leave with pay shall be granted as follows:
- A. **Eligibility:** Teachers who have been employed by any school in the Orange Southwest School District for fifteen (15) consecutive years shall be eligible to apply for a paid sabbatical leave. Any teacher who has previously been granted a paid sabbatical leave shall be eligible for a second such leave after completing ten (10) consecutive years of employment in any school in the Orange Southwest School District subsequent to the completion of his or her first sabbatical leave. Upon completing a sabbatical leave, a teacher shall be obligated to teach in the Orange Southwest School District for a minimum of two (2) consecutive years. Any teacher who fails to complete said two (2) years of employment shall reimburse the Orange Southwest School District the full amount of salary and benefit costs he or she received while on sabbatical leave.
- B. **Approval:** No more than one (1) sabbatical leave shall be approved in any school year. Requests for sabbatical leave shall be submitted to the Superintendent on or before November 15 of the school year immediately preceding the year for which leave is being requested. Leave requests shall be reviewed by a committee appointed by the OSSD Board, composed of two teachers, one administrator and one school board member, which shall make a recommendation to the OSSD Board. The OSSD Board shall have the ultimate authority to grant or deny a sabbatical leave, or may delegate that authority to the appropriate local board. The decision will be made on

or before February 1 of the preceding school year.

- C. **Compensation:** A teacher on sabbatical leave shall receive fifty percent (50%) of the salary he/she would have received for teaching during the school year he/she is granted sabbatical leave. The School Board shall also continue to provide coverage under all insurance policies provided pursuant to this Agreement. Time spent on sabbatical leave shall be credited as employment for purposes of salary schedule placement, leave accrual and seniority pursuant to the terms of this Agreement.

9.6 Sabbatical leave without pay shall be granted as follows:

A sabbatical leave without pay for one full school year or for one semester shall be granted to a professional staff member for the purpose of study or travel. Leave under this provision shall be limited to one professional staff member unless no leave has been granted under 9.5 in which case two (2) professional staff members shall be eligible. Application under this section shall be made to the School Board on or before November 15 of the year preceding the leave. Additional leaves may be granted at the discretion of the School Board. The School Board will notify the teacher applicant on or before February 1 of the preceding school year.

ARTICLE 10 - OTHER CONDITIONS OF EMPLOYMENT

- 10.1 For purposes of this agreement, for any staff member, the contract for the regular school year shall not exceed 185 days, including orientation, teachers' convention, and in-service days beginning no earlier than five days before the first student day and ending no later than the last day of school. However, if state requirements change so as to affect these time periods, the School Board may adjust the schedules to comply with the state requirements. The limitations of this section shall not apply to newly employed staff members. The school calendar shall include:
 - A. One hundred and seventy-nine (179) student days. Two (2) student days each year shall be contingency days for unanticipated school closings.
 - B. Six (6) teacher in-service education days, during which School Board sponsored activities shall be conducted. The in-service day immediately preceding the first day of classes at the beginning of the school year will be for the exclusive use of individual teachers to prepare for the beginning of the school year, unless other arrangements have been made with the consent of a majority of the teachers in their respective buildings.
- 10.2 When the Technical Career Center sending schools' Superintendents have voted on a calendar for the ensuing year, the OSSD Superintendent will (as soon as practical) provide the Association President with a copy.
- 10.3 The Board agrees to provide duty free lunches for all professional staff members during the student day barring any temporary, extraordinary, or unusual circumstances. The length of a teacher's duty-free lunch shall be at least as long as his/her students' lunch period.

Dear Community Members,

It has been a busy and important year for our district.

Much of our time has been spent unpacking and trying to understand the potential impact of Act 73 on our district, as well as on how we should respond. With the establishment of the statewide Redistricting Task Force—charged with drawing new school district maps—we chose to be both cautious and proactive.

On the proactive side, we met this past fall with neighboring districts, including Paine Mountain, Echo Valley, and White River Valley, to better understand their perspectives, concerns, and needs; and to discuss the shared challenges we all face. On the cautious side, we held off moving forward with replacing any of our aging school buildings - two of which require a fair amount of repair work. We do not want to invest in a major bonding project only to learn later that state-driven consolidation will require us to merge with another district. To that end, until the future of our district is more clear, we will continue to maintain our infrastructure as best we can. Like many others across Vermont, we are watching closely to see what the Legislature decides in the months ahead.

This year we also encouraged our Superintendent, Michael Clark, to give students a voice regarding their vision for the future of education in Vermont. Act 73 had no formal mechanism for students to share their thoughts and perspectives. To address this deficiency, Michael partnered with Up for Learning and brought together a group of students from area districts to discuss their vision for the future of education. UP for Learning is an organization that helps educational institutions fully engage youth in their own learning and in reimagining and transforming education. As their work progresses, these students will have the opportunity to testify before the Legislature, and hopefully have an impact on the future of education here in Vermont.

We are also exploring the possibility of adding student representation to the school board. This idea has surfaced before, and remains of strong interest. Our next steps include developing a clear process: defining the role students would play on the board; communicating the expectations; identifying interested students; and determining a fair method of selection. The VT School Boards Association (VSBA) has provided resources on this topic, and we are also considering connecting with a national organization that supports student participation on school boards. We believe student input will be both essential, and beneficial, as we lead the district into the future.

In other achievements, the Board completed a full update and revision of our Ends policies, which we have now officially accepted. These policies have evolved considerably since they were first created more than a decade ago. The next step will be to work with our administrators to determine how they will meet the outcomes outlined in the Ends. We look forward to sharing this information with the community as the work unfolds. [Note: if there is a document with the new ends on the website, we could do a QR code here that would direct people to that.]

This year we also navigated changes in Board leadership. We said goodbye to our Board Chair, Hannah Arias at the end of the summer and appointed Beverly Lauchner to fill her seat. We are grateful for Hannah’s time, effort, and leadership over the years. Under Hannah’s guidance, the board participated in the VSBA “EXCEerator” training, and we also held an in-person workshop to refresh our understanding of Policy Governance—especially important with a new superintendent and new board members in place. The “EXCEerator” program for Policy Governance is a year-long board development opportunity designed for school districts that have adopted Policy Governance, and includes a series of online workshops aimed at enhancing the understanding and implementation of Policy Governance principles among school board members and superintendents.

As we began looking at the budget for the upcoming year, we wanted to be sensitive to the cost increases —across the board— that our taxpayers are facing. As we all know, there was a substantial increase in the statewide education property tax last year, driven in part by rising property values. As we began this year’s budget development, we were committed to being as transparent as possible about our process and timeline and we encouraged the public to attend our meetings and participate in our deliberations. It is our hope that this year’s proposed budget reflects not only what our schools need to educate our children, but also what our taxpayers have told us they can support. Although some of the cost increases we are looking at are outside our control —especially state mandated out-of-school placements— we believe the budget we are presenting is supportable and sustainable.

As we look to the coming year(s), much still remains uncertain. We will not know the full implications of Act 73 until the Legislature returns in January and continues its work on education reform. To that end, and like many districts, we find ourselves in a bit of a holding pattern. We do not want to commit to major projects without clarity about the state’s direction, yet we must continue fulfilling our fundamental responsibility to educate our children. Our newly revised Ends policies will guide this work and help shape our priorities in the year to come.

It is both an honor and a privilege to serve on your School Board. We invite you to join our meetings, share your perspectives, and stay engaged in the decisions that shape our schools. As

always, we remain committed to providing the best possible education for your children and preparing them for the next stages of their lives.

Monitoring Report

| | | | |
|--|-----------------------|-----------------------------|--------------------------------------|
| Superintendent Monitoring Report: | Internal | Organization: | Orange Southwest School District |
| Policy Type: | Executive Limitations | Policy Number/Title: | 2.4 Financial Planning and Budgeting |
| Submitted on: | 8 December 2025 | Period Covered | November 2024 -December 2025 |

Policy

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

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

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

Interpretation

I interpret the intent of the overall policy to mean that district funds shall be purposefully allocated to advance the board's ENDS, with a clear focus on achieving those outcomes. Furthermore, these funds will be protected through sound fiscal management practices. Finally, I interpret compliance with the policy to signify that all specified provisions are being met in full.

Including:

- That available funds within the most recent budget shall not be exceeded.
- That the district's liabilities will be paid promptly and without delay.
- That monies owed to the district will be collected in a timely manner.
- That unexpected revenues will be directed toward supporting the district's

ENDS. Estimates of revenues and expenses used to create the annual budget are grounded in reason and supported by evidence.

- That financial statements provide sufficient detail to distinguish between the resources necessary for the district’s daily operations in pursuit of the Board’s ENDS and those allocated to individual projects that require significant investment, such as building projects.
- That the approved budget will allocate sufficient resources to support the board’s reasonable interpretation of Governance Process Policy 4.7
- That the superintendent will keep the board informed of any significant changes in the financial landscape that may impact or alter the budget planning process or the current budget.

Observable Conditions:

| | |
|----|---|
| a) | Administration will prepare a line by line budget. |
| b) | The community will approve a top line expenditure budget amount. |
| c) | Regular warrants are prepared and approved by the board detailing timely payment of bills. |
| d) | The board receives regular detailed financial statements and summaries which reflect the information the board needs. |
| e) | The superintendent will create regular board reports which keep the board informed of any significant changes in the financial landscape. |

Rationale:

| | |
|----|---|
| 1) | An organization that aims to achieve its goals can only do so when it intentionally allocates resources toward meeting those Ends. Effective fiscal management practices are essential to ensure that funds, which could be directed toward advancing the Ends, are not squandered due to incompetence or inefficiency. The primary purpose of financial planning and budgeting is to guarantee that the organization has the necessary resources to fulfill its goals and meet its mandated obligations. |
| 2) | The limitations outlined in Policy 2.3 (Financial Conditions and Activities) are designed to ensure that the OSSD practices sound and responsible financial stewardship. These provisions guarantee that the organization meets its financial obligations in a timely manner and that spending is consistently aligned with the achievement of the Board’s Ends. |

| | |
|----|--|
| 3) | To ensure adequate and reliable funding in support of the board's ENDS, the district budget must be developed based on evidence-driven assumptions regarding future revenues and expenses. Furthermore, to demonstrate that district priorities are accurately reflected in financial decisions, the budget creation process must clearly articulate the purpose behind any changes made from one fiscal year to the next. |
| 4) | Providing and reviewing information about the changing financial landscape as soon as it becomes available enables a thoughtful and informed response, potentially mitigating any negative effects these changes may have on the district or its ability to meet its Ends. Additionally, if the changes prove beneficial, advanced notice allows the district the opportunity to seek community input and strategically direct their impact toward achieving the Ends. |

Evidence:

| Observable Condition | Data/Result |
|---------------------------------------|--|
| a) Line by Line Budget | <i>The board is provided a line by line detailed budget</i> |
| b) Top Line Budget Expenditure amount | <i>This information is included in the Annual Warning, Ballot, and results</i> |
| c) Warrants | <i>The board approves accounts payable warrants at each regular board meeting</i> |
| d) Financial Statements | <i>The board reviews detailed financial statements at each regular board meeting</i> |
| e) Superintendent updates | <i>The board receives and reviews a monthly superintendent's report</i> |

Compliance:

I report compliance with this policy. *Michael J. Clark, Superintendent*

Notes:

Monitoring Report

| | | | |
|--|-----------------------|-----------------------------|---|
| Superintendent Monitoring Report: | Internal | Organization: | Orange Southwest School District |
| Policy Type: | Executive Limitations | Policy Number/Title: | 2.5 Emergency Superintendent Succession |
| Submitted on: | 8 December 2025 | Period Covered | November 2024-December 2025 |

Policy

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

Interpretation

The district will adopt a distributed model of leadership which ensures as a team the cabinet will be able to ensure with a good degree of competence that the OSSD is able to operate efficiently until a replacement is named. The cabinet must be kept informed of ongoing matters and initiatives, enabling them to fulfill the superintendent's role seamlessly and with minimal disruption. Specific individuals will be thoroughly cross-trained in various responsibilities of the superintendency, ensuring as a team they are well-versed in the full scope of duties.

Observable Conditions:

| | |
|----|--|
| a) | The Org Chart has oversight responsibilities for all major areas of operations including |
| b) | Department and Building leads are regularly be mentored by the superintendent |
| c) | Department and Building Leads Increased responsibility of reporting on the ends |
| d) | The Administrative Assistant to the Superintendent is knowledgeable about all major initiatives before the Superintendent and maintains a thorough understanding of his schedule. Additionally, she is able to direct individuals to appropriate resources or personnel when matters do not require the Superintendent's direct involvement. |

Rationale:

| | |
|----|---|
| 1) | To ensure the district continues to achieve its ENDS on behalf of students and the communities it serves, it is essential to establish contingencies that are activated in the event of an unexpected loss. Given that the district relies on its staff to fulfill its mission, it is critical to engage in cross-training initiatives. These efforts will safeguard the organization's integrity and functionality by ensuring that the sudden absence of any individual's knowledge or skills does not disrupt the district's ability to meet its objectives. |
| 2) | Succession planning is not only a mechanism for ensuring the district operates smoothly during an unexpected transition; it is also a strategic investment in building capacity and expertise within the administrative team. Over time, the ongoing training and communication foster the development of a strong, shared vision and a unified organizational culture. This process promotes consistency, clarity of purpose, and enhances collegiality, ultimately strengthening the leadership and direction of the district. |

Evidence:

| Observable Condition | Data/Result |
|--|--|
| a) Department and Building Leads Hired | <i>Updated Org Chart</i> |
| b) Regular Operations, Cabinet and Curriculum Meetings And Individual Department and Building Level Mentoring meetings | <i>Operations meetings are brief meetings held every Monday at 1:00 p.m. to highlight the week ahead.</i> <i>Curriculum Meetings are held every Wednesday from 9:00-10:30 and cover more indepth</i> <i>Individual Department and Building Level Mentoring meetings occur both at regularly scheduled times and on an as needed basis.</i> |
| c) Ends Snapshot | <i>This year the Department and Building Leads have specific responsibilities to report on ends progress</i> |

| | |
|--|---|
| d) Knowledge of calendar and Major initiatives | <i>The Administrative Assistant maintains the Superintendent's daily calendar, as well as a schedule of major upcoming events and required actions.</i> |
|--|---|

Compliance:

I hereby report partial compliance with this policy. Please see notes for a more full explanation.

Michael J. Clark, Superintendent

Notes:

Explanation of partial compliance

The elimination of the Assistant Superintendent position has added complexity to succession planning in the event that an emergency replacement of the Superintendent is required.

Department and building leaders are fully capable of managing the day-to-day operations of the OSSD, and many of our administrators are highly experienced. When unfamiliar situations arise, they have strong mentoring networks they can rely on for guidance. I am confident that, in an emergency, a successful transition could occur.

However, this monitoring report highlights the need for a more formalized and pre-arranged plan to guide our response in the event of a catastrophic emergency. I propose working with the Cabinet to develop such a plan for the Board's review at its February meeting, with an interim update included in my Superintendent's Report at the January meeting

Procedure for Temporarily Delegating the Superintendent's Authority

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

1. The OSSD Board should formally take action (vote) to temporarily delegate the superintendent's signatory authority to another licensed administrator within the district. This delegation may be general or limited to specific types of documents.
2. The current superintendent or chair of the OSSD board should submit notification via email to the secretary of education outlining the name and license type of the individual the board wishes to designate as the interim signatory authority for the district, the scope of that authority, and the start and end date of that authority.
3. The secretary will ensure relevant Agency of Education (AOE) divisions and teams are notified of the change, and that AOE's Grants Management System (GMS) is updated

accordingly.

4. When the temporary signatory authority designation is no longer needed, or if it needs to be extended beyond the original request, the OSSD board chair or superintendent should email the secretary of education notification of the change. The secretary will follow the same process as item three (3) above in informing relevant parties within the AOE.

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.5 Board Members' Code of Conduct
Time period being monitored: FY 25-26
Date Completed: 12/10/25

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 |
|---|---|---|
| <p>The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.</p> | | |
| <p>1. Members must demonstrate loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as Parents or Guardians.</p> | | |
| <p>2. It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest. "Conflict of interest" means a situation when a board member's private interests, as distinguished from the board member's interest as a member of the general public, would benefit from or be harmed by his or her actions as a</p> | | |

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

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

| | | |
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| | | <p>and, in addition to disqualifying him or herself from voting or otherwise participating in the Board deliberations or decision, the Board member should be formally censured or subjected to such other action as may be allowed by law.</p> |
| | | <p>3. Board members may not attempt to exercise individual authority over the organization. A Board member will do nothing intended to give the false impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration. As such;</p> <ul style="list-style-type: none"> A) Board members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board. B) Board members' interactions with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated board decisions. C) Except for participation in board deliberation about whether the Superintendent has achieved any reasonable interpretation of board policy, Board members will not express individual judgments of performance of employees, volunteers or the Superintendent. |

| | | |
|--|--|--|
| 4. Board members will respect the confidentiality appropriate to issues of a sensitive nature. | | |
| 5. Board members will be properly prepared for board deliberation. | | |
| 6. Board members will support the legitimacy and authority of the final determination of the board on any matter, irrespective of the Board member's personal position on the issue. | | |

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

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

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

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

WHEN will we reassess our progress?

Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday November 12, 2025
Randolph Union High School
6pm

Google Meeting Joining Info
Video call link: [https:// meet.google.com/zac-vfvb-aqq](https://meet.google.com/zac-vfvb-aqq)
Or Dial: (US)[+1 502-518-3415](tel:+15025183415)
PIN: 480 799 316#

Minutes

I. Opening (6:00 pm)

- **Board Attendance:** *Ensuring a quorum*
Board: Anne Kaplan, Aimil Parmelee, Beverly Lauchner, Martha Hafner, Ryan Anderson, Rachel Gaidys, Rachel Fish (virtual)
Administration: Michael Clark, Robin Pembroke, ORCA Media, Kyle Southworth
Guests present: Arthur Puritz, Barbara McKeon, Tina O'Donnell, Jennifer Chisholm, Abby McFadyen, Lisa Wright, Alex Brown, Larry Satcowitz, Tim Moynihan, Shirley Huang, George Rosalbo, Jack Mason, Myles Rosario, Bev Taft, Tevye Kelman. Online: Zyla Nuite, Emily Huff, Bob Worley, Wes Gibbs, Joe Bent, Janni Jacobs, Tracey Gardner, Norie Belanger, Hannah Bonasera, Tammy White, Julie Hinman, Sara Richards, Kayla Manning-French, Heidi Schwartz, Rachel Bent, Stefanie Cole, Abi Gershon, Suzi Zabni, Caitlin Obenauer, Christopher Rivet, Jenn Doyle (apologies to anyone missed!)
- **Meeting Purpose:** Initiation of Budget Process
- **Review and Accept Agenda:** *Meeting purpose? Are these the right agenda items? Is the right amount of time allotted?*
No changes to agenda

II. Ownership Linkage (6:05)

- **Public Comment:** *Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
Jack Mason, Myles Rosario and George Rosalbo briefed the board and attending community on results of a survey (attached) they completed in their Economic Justice Project Based Learning Class. Students pointed out that the positive results indicated the school community did exceptionally well in promoting inclusivity, equity and academic opportunity and maintaining current funding levels would help ensure continuation of that.
Alex Eingorm spoke about being a senior mentor, and an email he had received. He expressed concern that the budget would be cut and believes there simply isn't room.

- **Update on Act 73 (H 454)**

- Up for Learning Project Update

Michael Clark invited the community to attend the Listening Session at RUMHS on Thursday, Nov. 13 at 6 pm. RU students have partnered with WRV and Montpelier students and Up For Learning in Re-Visioning Education that they will present to the community and begin discussions.

- Redistricting Task Force Update (Map #2 and #3)

<https://vtvsba.us5.list-manage.com/track/click?u=24c45fb830ec587cff6e5d090&id=39682412e6&e=1b2b501e57>

- **Review Draft of a Level Service Budget (Review EL Policy 2.4)**

Michael Clark spoke about the level service budget increase of 5.08%, and about the three budgets to be reviewed by the board – OSSD, RTCC and RAVEN. This increase includes moving a grant-funded .5 PE position to local funds as well as \$800,000 to support special education out-of-district student placements. Robin Pembroke explained that out-of-district student placements are students that must be placed in a program out of the OSSD as the district is unable to meet their needs. The increase is in consideration of a number of students who have moved into the district with an existing IEP requiring the district to meet these needs. Tuition to the New School, Washington County Mental Health, Foundations, etc. is a huge driver for this budget increase.

The only reductions are the replacement of the assistant superintendent position with that of a director of curriculum and student achievement. Health insurance came in with a much lower increase than expected, and retirements also played a part as the new hires are generally less experienced and are at lower salaries. Ryan Anderson comments that the community is concerned about tax increases but doesn't want to see service losses. Michael Clark explains that while expenditures are controlled by the district, the revenue is not, and the tax rate is not yet available from the state. Aimil Parmelee notes that last year's level service numbers were higher and impacted by the state adjustments to average daily membership and the weighted student funding formula.

Anne Kaplan asks if budget drafts could be produced that might reduce the overall cost, Michael Clark notes that 1% of the budget is approximately \$280,000. Martha Hafner asks if there is communication or collaboration between the towns and the school to have foreknowledge of the tax impact. Rachel Gaidys reminds that our district is comprised of three different selectboards, Michael Clark doesn't recall there being a joint meeting, and the education tax isn't as clear-cut as property taxes. Beverly Lauchner asks if there has been conversation (within the cabinet) about further cuts? Michael Clark responds that the level-funded budget is as far as the conversation with the cabinet has gone,

and Rachel Gaidys asks what would be on the list if more money were available? The response is repairs to facilities across all campuses, student support and staff training would make that list. Michael Clark notes that schools and emergency rooms are the only Vermont entities that cannot turn anyone away, and the schools' support of students is more complex than ever – including laundry, food, mental health services, health services, providing cold weather gear and other clothing as well as education. Martha Hafner asks if the community should be more involved in helping to support students educationally through experiential learning opportunities. Rachel Fish comments that while school costs are increasing because student needs are being met, it's worth noting that retention and graduation rates are up because the student needs are being met.

Michael Clark moves on to discuss the RTCC and Raven budgets. The RTCC transport from and to the technical center in Barre as well as a health careers instructor salary affects the draft budget, but RTCC is also a tuition situation, and operates on a six-semester average so change rolls slowly. The Raven program is anticipating the addition of a staff member and expects a 1.86% per student tuition increase. Martha Hafner requests more information on the program and the population served, Michael Clark responds he can have Raven present on the program at another meeting.

Michael Clark reminds the board this draft budget is a best plan for funds that will be expended in two years. The final budget will need to be warned in mid-January, and the tax rate should be available by the December board meeting as well as the excess spending threshold.

- **Public Comment:** specific to the *Level Service* budget. *The Board welcomes comment but is not able to take any action. Comments are limited to 3 minutes per speaker.*

Barbara McKeon asks how the decision to cut late buses was made, and what exactly are curriculum development costs? Michael Clark replies that the decision to discontinue the late bus was based on the number of riders, which varied from 6 to none. Curriculum development costs are assessment and reporting supplies as well as professional development for teachers.

Emma Janicki thanks Michael Clark for acknowledging the kinds of services that are offered by school staff (clothes, laundry, food, etc.) and comments that experiential learning is not a fix-all or replacement for the support students need.

Larry Satkowitz discussed the buy down from last year but noted it is unclear if that is possible this year. Until the yield bill is unveiled, that simply is an unknown. In response to Martha Hafner's question about collaboration with town and district, he commented that while there is no

active collaboration, town leadership is aware of tax increases and the budget needs for education. Labor intense industries typically see increases above the cost of inflation.

Tevye Kelman echoed previous comments about Michael Clark's remarks. He said it always strikes him what kids arrive at school with, or without (clothes, food, supplies) and states that community connections are important, developing those connections takes more resources (staff & time) so it isn't necessarily going to reduce cost. Structure takes a lot longer to build up than it might seem.

Shirley Huang asks if the district has seniors who are graduating early or involved in early college? And is the district paying for that? Michael Clark replies that the early college program is state funded, so that cost is paid with tax dollars, but not local funding. Bev Taft offers that early college counts for high school graduation credits as well, and there are currently 6 students involved in the program.

- **Board Discussion:** Does the Board believe this is supportable by the taxpayers?

The board discusses their desire to consider a budget that is under the excess spending threshold, there is concern about paying a "penalty" on top of increases. Currently the cost per student is \$16,331, the board notes that having that information is good but will not necessarily drive what the board will bring to voters. Michael Clark asks if they would like the district to prepare draft budgets in -.5% increments (similar to how the budgets were prepared last year), and wants to know what's off the table? Ryan Anderson states that closing Brookfield School is off-limits, other thoughts are to keep it under the excess spending threshold, and for Michael Clark to bring it all to the board for consideration. Michael Clark points out that this year there is less fat to cut, and things will get uncomfortable more quickly.

- **Next steps and Budget Timeline reviewed**

III. **Board Process** (7:10)

- Support Staff Negotiations

No update at this time, will be re-visited at December's meeting

- Sabbatical Request: appointment of committee

As per the Professional Staff CBA, a committee consisting of two teachers, one administrator and one board member must be stood up to consider any sabbatical requests. The Association has suggested Brian Kennedy and Julie Hinman as faculty representatives. There is currently one request.

Rachel Gaidys moves to appoint Brian Kennedy, Julie Hinman, Michael Clark and Rachel Fish to decide '26-27 sabbatical requests. Motion is seconded by Aimil Parmelee and passes unanimously.

- Bus Bid
Michael Clark advises the board that typically two buses are replaced every two years.
- Transportation Reserve Fund: decision made by vote of the Board
Martha Hafner moves to approve access to the transportation reserve fund for the purchase of two buses as recommended by the transportation director. Motion is seconded by Ryan Anderson and passes unanimously.
- **Side Letter Re: Custodial Contracting**
Michael Clark discusses the staffing shortage in the district's custodial department, and discussion with the Association to allow the usage of an outside agency until vacancies are filled. This agreement will allow outside custodial services to Brookfield and Braintree; services will be provided primarily when students are not present and that staff will be background checked.
Ryan Anderson moves to approve the side letter as written. Motion is seconded by Aimil Parmelee and passes unanimously.

IV. Board Education (7:25)

- Reminder of Policy Governance Virtual Training Thursday 6pm Dec 4, 2025
- Report on the VSBA Conference
Beverly Lauchner reported she enjoyed learning about student representation and would be interested in exploring that, Martha Hafner liked the discussion of the dynamics of trust and how it is an essential ingredient to a healthy school.

V. Monitoring the Organization (7:30)

- Accept/Reject EL 2.1 & 2.2 (BMD 3.4.5) 2nd Read
Aimil Parmelee moves to accept EL 2.1 and 2.2. Motion is seconded by Ryan Anderson and passes unanimously.
- Financials (EL 2.3 Financial Conditions)
The board has no concerns about the monthly financials.

VI. Policy Decisions for District Governance (7:35)

- None for this month

VII. Monitoring the Board (7:40)

- Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.
Board discusses budget, training, community outreach and creating a more in-depth onboarding process for new board members. Anne Kaplan suggests Martha Hafner could be part of an orientation process. Aimil points out a misalignment between when a board member is elected and when training is offered.
- GP 4.7 Governance Investment – Self Evaluation

VIII. Consent Agenda (7:50)

- Vote on acceptance of Consent Agenda: *Items that the Board has previously delegated to the Superintendent, but that an external authority requires the Board to approve. The entire Consent*

Agenda is adopted by one motion, without discussion. However, an item can be removed from the Consent Agenda for discussion with a majority vote GP 4.3.4.

- Approve Minutes from October 8, 2025
- New Hires

Aimil Parmelee moves to approve the consent agenda as presented. Motion is seconded by Beverly Lauchner and passes unanimously.

IX. Closing/Incidental Information (7:55)

- Superintendent's Report
 - ACT 73 Updates
 - Redistricting Task Force
Beverly Lauchner questions the most recent press release about voluntary consolidation. Michael Clark discusses the phases laid out in the plan, and notes it is a real implementation plan.
 - AOE ACT 73 Resource page and Class Size Requirements
 - UP For Learning Project
 - Sabbatical Request
 - Budgeting Highlights and Timeline
 - Ends Snapshot
Michael Clark shares his enthusiasm that the process is effectively a real time snapshot of how the kids are doing with Ends and state reporting. This will allow administrators to report progress to Michael and faculty and staff can report progress to their administrators in a more timely manner.
 - Re-Visioning the Future of Public Education in VT Listening Session
- Action Item Recap

X. Executive Session *If needed*

No executive session

With no further business, Chair Anne Kaplan adjourned the meeting at 8:35 pm.

Future Meetings

- Agenda Planning Meeting: Monday December 1st at 6 pm
- Regular Board Meeting: 6pm December 10, 2025 at Braintree Elementary

Respectfully submitted,

Kyle M Southworth

Kyle M Southworth

Administrative Assistant, 11/14/2025

Economic Equity and School Environment

Names George, Jack, Myles in the Economic Justice Project Based Learning Class.

We made a survey to see how students' economic situations are affecting academic and school life. Our survey presented students with a series of statements and asked them to indicate agreement or disagreement, on a 1 to 5 scale, 1 being strongly agree, and 5 being strongly disagreeing. We received 160 responses, from grade 7 through 12. The results from the recent school survey reveal a relatively strong sense of fairness, support, and positive student experiences across the community. Overall, the data from our survey indicates that our school is successfully fostering an equitable environment and that ongoing support is essential to maintain and build upon this success.

These are some survey questions:

1. Academic Equity and Opportunity

The statement "*I feel that my financial situation doesn't affect my academic success*" received an **average score of 2.44**, which indicates general agreement. This suggests that most students believe their financial background does not limit their ability to succeed academically. Such a result highlights that our school's academic policies, access to resources, and teacher support are effectively minimizing barriers related to economic differences.

2. Teacher Behavior and Student Respect

Responses to "*My teachers make assumptions about my economic status*" averaged **4.19**, showing strong disagreement. This is an encouraging sign that teachers are not engaging in biased or judgmental behavior toward students based on their economic status. It reflects a professional and inclusive teaching culture that should be preserved and supported through continuous training and resources.

3. College Aspirations and Financial Concerns

The statement "*I want to go to college, but I don't believe it's a financial option*" averaged **3.63**, leaning toward disagreement. This means that while some students may still have financial worries, most feel optimistic about their opportunities for higher education. Continued guidance counseling and scholarship programs can ensure this positive outlook remains steady.

4. Judgment and Stigma Around Financial Help

Responses to "*I feel judged in asking for or taking financial help*" averaged **3.70**, indicating disagreement. This shows that our school has cultivated a community where seeking help is not stigmatized which is a critical element of a supportive educational environment.

5. Social Climate and Peer Treatment

The question "*I hear students make fun of others due to their economic status*" had an average of **3.41**, or a neutral result. While not highly concerning, it suggests there is still room to strengthen empathy and awareness among students. School programs that encourage kindness, inclusion, and cultural understanding can help further reduce social tension.

Conclusion

Overall, the survey results reflect a school community that is doing exceptionally well in promoting equity, inclusivity, and academic opportunity. Students generally feel respected, supported, and confident that their financial situation does not define their educational experience. However, it's worth noting that students who self-identified as "working class" or "low income" were more likely than their peers to report that their economic status impacted their education, suggesting that there is still work to do.

Because the positive outcomes indicated by the survey results are a direct result of current programs, teacher training, and student support systems, a lot of funding cuts could threaten this progress. Maintaining current funding levels, or making sure there is strong consideration about cuts, ensures that our school continues to provide a fair, encouraging, and academically strong environment for every student.

New Hires

| | | |
|---------------------|--------------|-------|
| Felicia Dieffenbach | Coach | RUMHS |
| Patricia Dukette | Food Service | RES |
| Deycy Mendez | ELL Liaison | RES |
| Brenda Perkins | Paraeducator | BRK |

Resignations

| | | |
|-------------|--------------------------|-----|
| Lisa Becker | Administrative Assistant | BRK |
|-------------|--------------------------|-----|



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December Board Report

Prepared by Michael J. Clark

5 December 2025

H454/ACT 73 Redistricting Task Force Executive Summary and Link to full report

[The Redistricting Task Force has published its final report.](#) What follows below is the Executive Summary of the Report:

EXECUTIVE SUMMARY

Vermont is confronting a set of structural challenges in its public education system: declining enrollment, rising costs, persistent inequities in access to programs, and a governance structure that makes regional coordination difficult. Vermont's school buildings are the second oldest in the nation. In addition, Vermont funds services out of its public education fund that in other states are funded by non-education revenue sources. Act 73 was passed to respond to these pressures, directing the School District Redistricting Task Force to examine statewide consolidation options and propose new district configurations intended to improve equity, quality, and fiscal sustainability.

Over four months, the Task Force conducted a rigorous, data-driven review of Vermont's educational landscape, drawing on statewide fiscal and enrollment data, research from comparable rural states, public input from more than 5,000 Vermonters, and extensive deliberation among members. The Task Force did not find evidence that mergers of the scale contemplated in Act 73 would reliably lower costs, improve educational outcomes, or expand equity. Instead, the evidence pointed toward targeted, regional approaches that strengthen opportunity while respecting Vermont's rural geography, community identity, and limited statewide capacity for major structural change.

To follow the evidence and meet the intent of Act 73 the Task Force recommends a phased roadmap that advances three complementary strategies:

1. Cooperative Education Service Areas (CESAs)

Regional shared-service structures for special education, transportation coordination, staffing, purchasing, data systems, and other high-cost, low-scale areas that small districts cannot



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efficiently manage alone. Research from states with similar geography shows that cooperative services improve access and reduce duplication far more effectively than consolidation.

2. Strategic Voluntary Mergers

Mergers pursued only where communities identify a shared educational purpose and where feasibility studies show clear value. This approach avoids arbitrary size targets (e.g., 4,000–8,000 ADM) and instead emphasizes educational benefit, community priorities, and fiscal sustainability.

3. Comprehensive Regional High Schools

Regionally governed high schools designed to expand student opportunity—advanced coursework, world languages, technical education, mental health services, and extracurricular access—especially in small or rural districts that cannot sustainably provide these offerings alone.

The data reviewed by the Task Force consistently showed that Vermont’s largest education cost drivers—health care, administering of special education, facilities, transportation, and agency capacity—are not solved by district size. Regional coordination, shared staffing, and well-planned high school collaborations address these drivers more effectively than mandated structural change.

Public input underscored this conclusion. Vermonters expressed strong concerns about student wellbeing, loss of local control, transportation burdens, rural equity, and a process perceived as rushed or unclear. At the same time, they showed broad support for improving quality and expanding equitable access through collaboration rather than state-directed mergers.

The roadmap recommended by the Task Force provides:

- Immediate gains through shared services
- Long-term improvements through voluntary, community-driven mergers and regional high schools
- Protection of local identity alongside improved statewide coherence
- A feasible implementation path aligned with Vermont’s geography, capacity, and public sentiment

This approach does not reject the intent of Act 73 — it advances this intent in realistic, evidence-based, and community-responsive ways.



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VSBA's Position Paper on Act 73: A Thoughtful Approach to Educational Reform

Here is the Vermont School Board's 2 page position paper on Act 73: [A Thoughtful Approach to Education Reform](#). The VSBA's perspective on the responsible implementation of Act 73. As Vermont works to address rising educational costs, declining enrollment, and increasing demands on schools, VSBA emphasizes the importance of moving forward with thoughtful planning, community engagement, and careful analysis.

While VSBA supports the goals of Act 73; improving student outcomes, strengthening equity, and ensuring efficient use of public resources, the organization also urges state leaders to avoid rapid or one-size-fits-all approaches, such as mandatory consolidation or redistricting, without sufficient data. Their position highlights the need to balance financial realities with what matters most: maintaining high-quality learning environments, supporting the well-being of all students, and preserving meaningful local participation in decision-making.

H454/ACT 73 UP For Learning Project December 9 2025 Final Group Meeting

The *Up for Learning* project has continued to meet at the Vermont State University Randolph Campus. The Randolph Student team led multiple listening sessions with students, faculty and staff and even community members. The sessions were well attended and students gleaned lots of great insights. On December 9th, students from the three participating districts will meet for the final time at the VTSU Randolph Campus to further analyze their data and prepare testimony for the upcoming Vermont Legislative session. We are pleased to share that Deputy Secretary of Education Erin Davis, Mike McRaith of the Vermont Principals' Association, and Jeff Francis of the Vermont Superintendents Association will join the students for this culminating session. They will listen to what students have learned, hear their emerging vision for the future of public education in Vermont, and offer guidance on how to effectively present their findings to legislative committees.

Sabbatical Request

The Sabbatical Committee met on December 4, 2025 and reviewed the language related to sabbatical leave in the master agreement and Brookfield teacher Amy Ferris's request for a paid sabbatical leave. The committee made up of two teachers, a board member, and the superintendent voted unanimously to recommend the board approve the sabbatical leave request. I'd like to thank teachers Jule Hinnman and Brian Kennedy, and board member Rachel Fish for their work on this committee.



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Open Human Resource Position

Our Benefits and Employment Specialist position remains open and has not been attracting applicants. We are renewing our advertising strategy and will begin outreach through Facebook and Front Porch Forum to help generate interest. As a reminder, this is an entry-level office position, and we are prepared to train the right candidate.

In the meantime, Administrators and Central Office staff have stepped up to cover essential responsibilities; however, human-resources-related tasks are not being completed as efficiently as they would be with a dedicated person in this role.

School Safety Committee

The School Safety Committee—established following the most recent teacher and support staff negotiations; held its first meeting in November and will meet again on December 17. The initial meeting was well attended and conducted in a positive, collaborative manner. Discussion focused primarily on defining the committee’s goals and addressing the logistics for future meetings.

Joint Fiscal Office Briefing on Education Funding and the December 1 Tax Letter

Each year the Commissioner of the Vermont Department of Taxes, after consultation with the Agency of Education, the Secretary of Administration, and the Joint Fiscal Office, is required by 32 V.S.A. § 5402b to calculate and forecast a property dollar equivalent yield, an income dollar equivalent yield, and a non-homestead tax rate by December 1.

The Tax Commissioner released the letter on time and it can be found [here](#).

On December 3, 2025 the Vermont Joint Fiscal Office Briefing on Education Funding presented to members of the General Assembly. The Joint Fiscal Office provides non-partisan support to the Legislature.

The briefing was conducted by Julia Richter, Principal Fiscal Analyst at the Joint Fiscal Office and is a comprehensive presentation including a detailed explanation of the December 1 Tax Letter, an explanation of the Education Fund and a review of Act 73. The entire presentation occurs in the first 30 minutes of [this video](#).

Julia does a nice job of explaining the tax letter and highlighting changes associated with Act 73.



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2026-2027 OSSD Recommended Budget Adjustments

Adjustment recommended to ensure the budget does not exceed the Excess Spending Threshold

At the November School Board meeting a Level Service Budget was presented to the board which had a 5.08% expenditure increase.

Significant additions included the transition of 0.5 FTE Elementary Physical Education position from the expiring Stronger Connections Grant to the local budget.. We are also budgeting for an increase of out-of-district special education placements, representing an approximate \$800,000 increase in costs.

Notable reduction • Retirement of the Assistant Superintendent position, to be replaced with a Director of Curriculum and Student Achievement.

Preliminary data related to the OSSD Long-Term Average Weighted Daily Membership, revenue and expenditures indicate that the Level Service budget would cause OSSD to exceed the excess cost threshold of \$16,470/student. Therefore, the Administrative Leadership Team has met and is proposing the following:

1. Retire the Associate Principal Position at the high school level. Use some of the savings to restructure the work to pay for the additional work load. Overall savings \$150,000 (salary and benefits)
2. Retire the Assistant Director of Special Education position which is funded with .5 FTE local funds and .5 FTE federal IDEA grant funds. Overall savings \$68,000
 - a. This position would be replaced with an Inclusion Specialist type role which would work closely with special education teams, teachers, families, and the Special Education Director to help meet student needs before being placed on an IEP and while on IEPs. The funding for this position would come from .5 FTE federal IDEA grant funds and .5 Medicaid surplus funds (note there is enough Medicaid surplus funds to fund a position like this for three years).
3. Remove a never filled OSSD-level interventionist position from the budget and look towards how interventionists are used throughout the OSSD. Overall savings \$123,000.
4. Replace teacher PC laptops and MacBooks with high-end Chromebooks. Overall savings \$50,000



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- a. A limited number of positions will require staying on a laptop platform (ie. robotics).
- b. In addition to the upfront replacement costs above, additional ongoing savings are realized through:
 - i. Creating an annual cost-to-own efficiency
 - ii. Streamlining IT management and deployment
 - iii. Enhancing security and operational reliability
 - iv. Optimizing platform integration
 - v. Cultivating a shared technical ecosystem

These four reductions represent a reduction of \$391,000 from the Level Service Budget presented in November. It reduces the expenditure budget increase from 5.08% to 3.63% increase. The projected cost per equalized pupil would be \$16,248. It is important to note that we are still working with the state to finalize the Long-Term Weighted Average Daily Membership which OSSD believes should be slightly higher than the AOE is currently recognizing and we also anticipate the potential for a slightly higher revenue than we are currently using for these projections.

Very Preliminary Tax Rate Projections

Everything that follows is highly speculative. While it uses the best data available at this time, most of the data is in flux and while we have worked to make our best predictions, the data is likely to change and legislators and the governor may make different choices. These predictions rely heavily on the December 1, 2025 tax letter.

With the current data available, the OSSD would be below the Excess Cost Threshold. Based on the data provided by the December 1, 2025 Tax letter the early projection of the Equalized Homestead Tax Rate to be \$1.8362, which is up .61 of a penny from last year's \$1.8301 (essentially level).

Additionally, the Tax Department has projected Common Level of Assessment rates and using the information they provided, tax rates in each town would be affected in the following way:

Braintree–Level tax rate

Brookfield- Increase by 12 cents

Randolph- increase by 8 cents



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** Please note with the Equalized Homestead Tax Rate essentially held level, the increase in the tax rates in each of the towns is being driven by the Common Level of Appraisal, which means that home values are likely increasing in Brookfield and Randolph.*

***To reduce the tax rates by each additional cent, we would need to reduce net expenditures by \$120,000.*

Further Reduction Options

With these reductions, the OSSD Administrative Leadership Team believes that it has accomplished the budget goals the School Board has discussed through the budget process to this point.

The Administrative Leadership Team has identified an additional 2 rounds of reductions it could present. Additional round 1: \$114,000 and Additional round 2: \$143,000. However, the items in these rounds will negatively impact students significantly, with a majority of the savings coming from staffing reductions.

Any further reductions would require restructuring the way elementary and middle school education is delivered in the Orange Southwest School District- i.e closing the Brookfield School, repurposing the Braintree School to teach all of the early elementary students, and moving the sixth grade to RU.

FY 2026–2027 Budget Development Timeline

September 17, 2025

- Budget timeline and template reviewed with Leadership Team

September 17 – October 17, 2025

- Administrators complete budget templates for their respective areas

October 8, 2025 (Public Participation Encouraged)

- Budget timeline presented to the OSSD Board

October 15, 2025 (Public Participation Encouraged)

- Monthly Community Google Meet with the Superintendent to Review the outcome of the board meeting (meet.google.com/bco-dimc-wrf)



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October 20 – 31, 2025

– Budget discussions held with Central Office Leadership and:

- Elementary Principals
- RUHS Administrative Team
- RTCC Leadership
- Raven Program
- Technology Director
- Facilities Director
- Transportation Director
- Special Education Department
- Central Office Staff

November 12, 2025 (Public Participation Encouraged)

– First draft of the FY27 Expenditure Budget presented to the Board, including preliminary education finance context

November 13 – 20, 2025

– Board feedback shared with Leadership Team; deeper review at November 19 Cabinet Meeting (if necessary)

November 19, 2025 (Public Participation Encouraged)

– Monthly Community Google Meet with the Superintendent to Review the outcome of the board meeting (meet.google.com/bco-dimc-wrf)

November 19 – December 4, 2025

– Ongoing budget development continues

December 10, 2025 (Public Participation Encouraged)

– Second draft of the FY27 Expenditure Budget and draft Revenue Budget presented to the Board

– Tax Commissioner's December 1 Letter expected

– Awaiting LTWADM and CLA data



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December 11 – 19, 2025

- Additional Board feedback reviewed

December 17, 2025 (Public Participation Encouraged)

- Monthly Community Google Meet with the Superintendent to Review the outcome of the board meeting (meet.google.com/bco-dimc-wrf)

December 17 – January 1, 2026

- Final revisions and preparation for Board approval

January 14, 2026 (Public Participation Encouraged)

- Final FY27 Budget presented for Board discussion and approval if not finalized at the December 10, 2025 meeting.
- Special meeting scheduled if needed

Mid–Late January 2026

- Budget data submitted to town clerks for inclusion in town reports

February 2026

- Budget informational meeting

March 3, 2026

- **Town Meeting Day**

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

Ends Snapshot

December 2025 Update

At its October 2025 meeting, the Orange Southwest School District (OSSD) Board adopted the following amended Ends for the district. The administration believes it is essential to keep the Board regularly informed about specific progress toward achieving these Ends.

To that end, in addition to the traditional annual End-of-Year Ends Report, the administration will prepare an Ends Snapshot Report to share with the Board at each monthly meeting. These monthly reports are not intended to capture every initiative or activity related to the Ends across the district. Rather, they will highlight selected examples of ongoing work to help the administration, Board, educators, students, and the broader community better understand how we are ensuring that OSSD graduates possess strong academic and essential life skills and are prepared to actively contribute to their communities.

We anticipate that the format and content of these reports will evolve over time to provide a more comprehensive and efficient picture of our progress. We welcome your feedback as we refine this process.

Policy Title 1.0 Ends Statement:

All students of Orange Southwest Schools will graduate with strong academic and essential life skills, prepared to actively contribute to their communities, as supported by community-approved resources.

The above will be achieved through the following priorities:

- 1.1 A rigorous academic foundation
 - 1.1.1 ELA (Reading, writing, listening, communicating)
 - 1.1.2 Mathematics
 - 1.1.3 Science and technology
 - 1.1.4 Social studies
 - 1.1.5 Arts

- 1.2 Life skills, personal development and self-care
 - 1.2.1 Vocational skills
 - 1.2.2 Wellness
 - 1.2.3 Financial literacy
 - 1.2.4 Self-direction
 - 1.2.5 Social-emotional skills
 - 1.2.6 Critical thinking, curiosity, and creativity

- 1.3 Community engagement and global citizenship
 - 1.3.1 Global awareness (including world languages)
 - 1.3.2 Civics

- 1.3.3 Community involvement
- 1.3.4 Care for the environment
- 1.3.5 Respect for and inclusion of diversity

December Snap Shot

1.1 A rigorous academic foundation

1.1.1 ELA (Reading, writing, listening, communicating)

- BRN: Third grade is working on editing stories using spelling patterns, sentence-level grammar
- RES: Teachers across the grades are working with students on formative assessments to show the progress of students. All 1st-6th grade students did the OSSD writing prompt. Grade teams calibrated these results to ensure that they are all considering the same standards in the writing. The students have all been working in reading groups.
- OSSD: Contracted with AOE- Read VT form K-3 Literacy Coaching, we have <10 folks on board

1.1.2 Mathematics

- RES: All teams have had at least one unit assessment in the Bridges math program. The teams have taken a deep dive based on the unit assessment to determine students that need reteaching, intervention, or enrichment.

1.1.3 Science and technology

- RES: Our second graders have been working on a seed dispersal and animal habitat unit; 3rd/4th grade have been working on earth changes over time, for example volcanoes and weathering; 5th graders have completed an ecosystems unit.

1.1.4 Social studies

- BRN: Grades 4-6 are engaging 4-week Social Studies mini-units using ReadWorks articles, focusing on American history and government. We are using Social Studies journals to record our thinking.
- RES: kindergarten have been working on a 'then vs. now' unit; 5th/6th graders on learning about Latin America

1.1.5 Arts

- BRN: PBIS celebration at the Chandler
- RES: Students created crazy turkeys for a display for our Thanksgiving Feast.

1.2 Life skills, personal development and self-care

1.2.1 Vocational skills

- RU: Outdoor Education SEL class teaching Soft skills for Life after school All Grade Levels

1.2.2 Wellness

- OSSD: DESSA data dive and commitment to push out lessons in elementary school to support SEL learning.

1.2.3 Financial literacy

1.2.4 Self-direction

- BRN: When running our school farmstand Braintree Blossoms for all-school events, small groups of fourth/fifth/sixth graders will walk customers around to sell farmstand products, assemble & serve pizza, and run the cash box.

1.2.5 Social-emotional skills

- RES: Students have been learning SEL skills through the Second Step program in kindergarten - 2nd and using Leader in Me in 3rd-6th.
- OSSD: Elem explored DESSA, an SEL data base that offers lesson recommendations and the universal and targeted level
- BRK: Using the DESSA ratings, classes are teaching at least one lesson a week in a specified competency.
- RU: Individual meetings, all grade levels, personalized SEL lesson plans in response to behaviors with the SEL Coordinator.

1.2.6 Critical thinking, curiosity, and creativity

- RU: Outdoor Education, outdoor building projects and teambuilding for all grade levels
- OSSD: UP For Learning Leadership Training Regarding Re-Vision Project reviewed data from listening sessions
- BRN: 6th graders engage in a weekly NewsDay Tuesday activity. They select a current event article on NewsELA and create a mini-summary of the article in the form of a physical "Instagram" post. The activity encourages autonomy, curiosity, and creativity in how they present the information.

1.3 Community engagement and global citizenship

1.3.1 Global awareness (including world languages)

- RU: Dias da las Muertas research and altars built with community partners. World Language classes and PBLs participated. Hosted groups from partner schools in Cuxhaven, Germany and Shizukuishi, Japan.
- RES: We celebrated at our PBIS assembly our Wizards of the Month and Unified of the Month.

1.3.2 Civics

- OSSD: UP For Learning Re-Visioning Project Listening Session with with the Greater OSSD Community

1.3.3 Community involvement

- RES: We have had a family night in November with 60 families attending. We also held our annual Thanksgiving Feast with over 200 family members attending.
- BRK: Practicing for the school and district Spelling Bee.
- OSSD: Prek Family Events Monthly, RES Thanksgiving Feast, PTO partnerships

1.3.4 Care for the environment

- BRN: Student directed "trash-clean up group" started last year when during recess time, older students would pick up trash outside to clean up our campus. These students would share updates at all-school assembly to give the rest of

the school feedback regarding how much trash they found (and what type of trash were collected).

- RES: Trex Plastic Recycling Starting

1.3.5 Respect for and inclusion of diversity

- BRN: Grades 4-6 explore primary sources for multiethnic and multi-religious holidays. We watch videos and analyze photos/art to learn about the cultural underpinnings of different festivals and holidays.

**ORANGE SOUTHWEST SCHOOL DISTRICT
2025-26 SUMMARY**

| | 2024-25 ACTUAL | NOVEMBER 2024 YTD | 2025-26 BUDGET | NOVEMBER 2025 YTD | DIFFERENCE |
|---------------------------|-------------------|----------------------|-------------------|----------------------|--------------------|
| GENERAL FUND | | | | | |
| REVENUE: | | | | | |
| LOCAL REVENUE | 1,354,748 | 99,673 | 1,189,650 | 234,164 | -955,486 |
| SPECIAL PROGRAMS | 2,616,499 | 647,032 | 2,990,612 | 660,467 | -2,330,145 |
| STATE REVENUES | 20,691,892 | 7,519,462 | 22,261,348 | 4,037,445 | -18,223,903 |
| BEGINNING BALANCE: | 1,033,333 | 1,033,333 | 703,333 | 703,333 | 0 |
| TOTAL REVENUE | 25,696,472 | 9,299,501 | 27,144,943 | 5,635,408 | -21,509,535 |
| EXPENDITURES: | | | | | |
| INSTRUCTION | 8,247,339 | 2,339,023 | 9,717,310 | 2,120,104 | 7,597,206 |
| SPECIAL EDUCATION | 4,228,182 | 1,241,442 | 5,338,977 | 1,109,249 | 4,229,728 |
| ADMINISTRATION | 1,592,667 | 632,872 | 1,788,349 | 560,833 | 1,227,516 |
| CENTRAL OFFICE | 1,094,277 | 485,372 | 1,179,694 | 430,023 | 749,671 |
| SUPPORT SERVICES | 2,173,217 | 719,327 | 2,265,939 | 639,272 | 1,626,667 |
| MAINTENANCE | 2,821,446 | 881,834 | 3,174,406 | 754,850 | 2,419,556 |
| TECHNOLOGY | 733,816 | 269,225 | 873,473 | 322,078 | 551,395 |
| TRANSPORTATION | 732,534 | 244,468 | 799,838 | 212,569 | 587,269 |
| OTHER EXPENSES | 215,945 | 28,530 | 175,403 | 27,028 | 148,375 |
| TECHNICAL EDUCATION | 1,290,619 | 10,778 | 1,194,920 | 9,891 | 1,185,029 |
| PRE-SCHOOL | 671,711 | 209,491 | 636,634 | 135,412 | 501,222 |
| SCHOOL TOTAL: | 23,801,751 | 7,062,362 | 27,144,943 | 6,321,308 | 20,823,635 |
| SURPLUS/DEFICIT | 0 | 0 | 0 | 0 | 0 |
| TOTAL EXPENDITURES | 23,801,751 | 7,062,362 | 27,144,943 | 6,321,308 | 20,823,635 |

| | 7/1/2025 | | | |
|--------------------------|------------------|------------------|------------------|------------------|
| OTHER FUNDS | BEG BAL | REVENUE | EXPENDED | BALANCE |
| TRANSFER FUND | 474,677 | 45,923 | 365,919 | 154,681 |
| TITLE 1 | 40 | 81,042 | 76,917 | 4,166 |
| EPSDT FUNDS | 127,415 | 13,017 | 7,904 | 132,528 |
| FOOD SERVICE | -21,759 | 75,649 | 256,632 | -202,742 |
| FRESH FRUITS & VEGS | -4,298 | 0 | 0 | -4,298 |
| MEDICAID FUNDS | 788,350 | 16,275 | 44,616 | 760,009 |
| R.A.V.E.N. | 53,549 | 0 | 52,155 | 1,395 |
| IDEA-B - FLOW-THROUGH | 0 | 111,209 | 123,929 | -12,720 |
| IDEA-B - PRE-SCHOOL | 0 | 1,698 | 2,029 | -331 |
| VEHICLE/BUS FUND | 965,014 | 0 | 0 | 965,014 |
| BUILDING MAINT FUND | 1,446,348 | 970,400 | 111,510 | 2,305,238 |
| LEGAL FUND | 140,000 | 0 | 0 | 140,000 |
| SPECIAL EDUCATION FUND | 515,697 | 0 | 0 | 515,697 |
| OPERATIONAL RESERVE | 678,304 | 1,200,000 | 703,333 | 1,174,971 |
| TECHNOLOGY RESERVE | 325,500 | 0 | 0 | 325,500 |
| ESSENTIAL EARLY ED | 43,426 | 0 | 0 | 43,426 |
| AFTER SCHOOL PROGRAM | 69,950 | 25,320 | 2,597 | 92,673 |
| STANDARDS BOARD | 0 | 0 | 0 | 0 |
| SUMMER FEEDING | 24,530 | 39,706 | 19,727 | 44,510 |
| SCHOOL WIDE PROGRAMS | 0 | 44,688 | 131,860 | -87,172 |
| TITLE II | 0 | 23,472 | 25,524 | -2,052 |
| TITLE IV | 0 | 20,547 | 21,047 | -501 |
| CONSOLIDATED ADMIN | 0 | 2,500 | 2,500 | 0 |
| CRF - LEA GRANT | 10,348 | 0 | 0 | 10,348 |
| ARP - ESSER SUMMER | 0 | -5,322 | 0 | -5,322 |
| ARP - ESSER | 0 | 0 | 0 | 0 |
| ARP - AFTERSCHOOL | 159 | -12,301 | 7 | -12,149 |
| ARP - PRESCHOOL | 3,547 | 0 | 0 | 3,547 |
| TOTAL OTHER FUNDS | 5,640,799 | 2,653,823 | 1,948,205 | 6,346,416 |

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

| Account Name | 2024-25 Actual | November 2024 Revenue | 2025-26 Budget | November 2025 Revenue | Under (Over) |
|-------------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|-------------------------|
| <u>LOCAL REVENUES:</u> | | | | | |
| Tuition | 401,801 | 19,261 | 370,000 | 1,593 | -368,407 |
| Overhead Tuition | 0 | 0 | 5,000 | 0 | -5,000 |
| Transportation | 104,262 | 15,864 | 40,000 | 9,496 | -30,504 |
| Interest | 168,922 | 59,930 | 75,000 | 60,075 | -14,925 |
| Early Ed Receipts | 500 | 0 | 0 | 0 | 0 |
| Lease Land - Brookfield | 0 | 0 | 0 | 0 | 0 |
| Secretary of State - Town Meeting | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 0 | 0 |
| OSSU - Maint & Tech Contracted Svc | 0 | 0 | 0 | 0 | 0 |
| RTCC - Shared Services | 626,995 | 0 | 652,000 | 163,000 | -489,000 |
| Admin Svcs - EPSDT | 0 | 0 | 0 | 0 | 0 |
| Admin Svcs - VIP | 0 | 0 | 0 | 0 | 0 |
| Admin Svcs - RAVEN | 47,650 | 0 | 47,650 | 0 | -47,650 |
| Rental Income | 0 | 0 | 0 | 0 | 0 |
| SWP - Salary Reimb | 0 | 0 | 0 | 0 | 0 |
| Prior Year Refunds | 4,618 | 4,618 | 0 | 0 | 0 |
| Total Other Revenues: | 1,354,748 | 99,673 | 1,189,650 | 234,164 | -955,486 |
| <u>SPECIAL ED:</u> | | | | | |
| Core Block Grant | 0 | 0 | 0 | 0 | 0 |
| Special Ed Reimbursement | 1,798,682 | 599,561 | 1,850,859 | 616,083 | -1,234,776 |
| State Placed Students | 41,816 | -205 | 0 | -205 | -205 |
| Extraordinary Reimbursement | 660,143 | -1 | 1,029,400 | 0 | -1,029,400 |
| Essential Early Ed | 95,353 | 47,677 | 95,353 | 44,818 | -50,535 |
| IDEA-B - Pre-School | 0 | 0 | 0 | 0 | 0 |
| IDEA-B | 0 | 0 | 0 | 0 | 0 |
| Excess Costs Reimbursement | 20,505 | 0 | 15,000 | -230 | -15,230 |
| Total Special Ed | 2,616,499 | 647,032 | 2,990,612 | 660,467 | -2,330,145 |
| <u>STATE REVENUES:</u> | | | | | |
| State Technical Centers | 627,121 | 0 | 560,420 | 0 | -560,420 |
| State Education Fund | 19,528,184 | 7,407,928 | 21,214,722 | 3,923,237 | -17,291,485 |
| ELL Categorical Grant | 50,000 | 50,000 | 50,000 | 50,000 | 0 |
| State Unenrolled Residents at Tech | 18,639 | 0 | 0 | 0 | 0 |
| State Placed Students - Reg Tuition | 0 | 0 | 0 | 4,973 | 4,973 |
| State Transportation | 281,652 | 0 | 255,000 | 0 | -255,000 |
| Small Schools Grant | 177,706 | 59,236 | 177,706 | 59,236 | -118,470 |
| Driver Education | 8,590 | 2,298 | 3,500 | 0 | -3,500 |
| Total State Revenues | 20,691,892 | 7,519,462 | 22,261,348 | 4,037,445 | -18,223,903 |
| BEGINNING BALANCE: | 1,033,333 | 1,033,333 | 703,333 | 703,333 | 0 |
| SCHOOL TOTAL: | 25,696,472 | 9,299,501 | 27,144,943 | 5,635,408 | -21,509,535 |
| <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 |

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

TOTAL VOTER APPROVAL: 25,696,472 9,299,501 28,327,603 5,635,408 -22,692,195

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

| Account Name | 2024-25 Actual | November 2024 Expenditure | 2025-26 Budget | November 2025 Expenditure | Encumb | Balance Under (Over) | Percent Inc/Dec |
|----------------------------------|---------------------------|--------------------------------------|---------------------------|--------------------------------------|------------------|-------------------------------------|----------------------------|
| <u>INSTRUCTION:</u> | | | | | | | |
| Salaries | 5,082,570 | 1,487,553 | 5,611,830 | 1,328,667 | 0 | 4,283,163 | 76.32% |
| Benefits | 1,746,726 | 428,629 | 2,212,209 | 387,152 | 0 | 1,825,057 | 82.50% |
| Drivers Education | 0 | 782 | 4,000 | 0 | 0 | 4,000 | 100.00% |
| Remedial/Interventionist Service | 295,262 | 77,850 | 455,272 | 67,158 | 0 | 388,114 | 85.25% |
| Testing/Tutorial/OT-PT Svcs | 34,718 | 7,667 | 47,560 | 3,074 | 7,578 | 36,908 | 77.60% |
| Contracted Services | 39,535 | 31,611 | 48,250 | 34,811 | 180 | 13,259 | 27.48% |
| Staff Training | 148,808 | 53,172 | 278,730 | 55,599 | 7,045 | 216,086 | 77.53% |
| Co/Extra Curricular | 470,048 | 139,464 | 541,536 | 132,475 | 52,149 | 356,911 | 65.91% |
| Tuition | 102,719 | 0 | 58,000 | 870 | 18,000 | 39,130 | 67.47% |
| Travel/Field Trips | 8,083 | 6,132 | 26,400 | 4,993 | 6,615 | 14,792 | 56.03% |
| Supplies/Textbooks/Equip | 318,870 | 106,165 | 433,523 | 105,306 | 45,558 | 282,659 | 65.20% |
| Total Instruction | 8,247,339 | 2,339,023 | 9,717,310 | 2,120,104 | 137,126 | 7,460,080 | 76.77% |
| <u>SPECIAL EDUCATION:</u> | | | | | | | |
| Salaries | 1,637,092 | 577,238 | 2,087,862 | 467,668 | 0 | 1,620,194 | 77.60% |
| Benefits | 634,533 | 171,808 | 1,006,270 | 159,102 | 0 | 847,168 | 84.19% |
| Contracted/Prof Services | 30,804 | 0 | 0 | 4,871 | 15,879 | -20,750 | |
| Transportation | 261,849 | 38 | 252,275 | 8,866 | 21,994 | 221,415 | 87.77% |
| Travel/Conferences | 21,639 | 6,370 | 12,800 | 1,497 | 2,454 | 8,849 | 69.13% |
| Supplies/Textbooks/Equipment | 17,927 | 16,335 | 28,520 | 13,059 | 1,402 | 14,059 | 49.30% |
| Tuition | 840,570 | 268,797 | 1,189,000 | 277,534 | 843,091 | 68,375 | 5.75% |
| Behavioral Services | 204,746 | 53,398 | 226,211 | 52,725 | 450 | 173,036 | 76.49% |
| Testing/Tutorial/OT-PT Svcs | 262,879 | 63,759 | 144,000 | 37,393 | 83,847 | 22,761 | 15.81% |
| Speech Services | 316,142 | 83,702 | 392,039 | 86,535 | 44,889 | 260,615 | 66.48% |
| Total Special Education | 4,228,182 | 1,241,442 | 5,338,977 | 1,109,249 | 1,014,006 | 3,215,722 | 60.23% |
| <u>ADMINISTRATION:</u> | | | | | | | |
| Salaries | 1,061,637 | 445,553 | 1,122,282 | 394,673 | 0 | 727,609 | 64.83% |
| Benefits | 416,746 | 154,117 | 547,402 | 135,017 | 0 | 412,385 | 75.33% |
| Repairs/Maint | 255 | 0 | 9,000 | 0 | 0 | 9,000 | 100.00% |
| Postage/Telephone | 35,565 | 12,789 | 39,750 | 11,349 | 1,869 | 26,532 | 66.75% |
| Travel | 26,455 | 5,917 | 14,100 | 8,280 | 3,341 | 2,479 | 17.58% |
| Supplies/Equipment | 52,009 | 14,495 | 55,815 | 11,513 | 1,593 | 42,709 | 76.52% |
| Total Administration | 1,592,667 | 632,872 | 1,788,349 | 560,833 | 6,803 | 1,220,713 | 68.26% |
| <u>CENTRAL OFFICE:</u> | | | | | | | |
| Salaries | 743,493 | 332,568 | 713,922 | 279,892 | 0 | 434,030 | 60.80% |
| Benefits | 257,657 | 100,676 | 340,022 | 103,243 | 0 | 236,779 | 69.64% |
| Contracted Services | 8,057 | 66 | 10,000 | 250 | 5,500 | 4,250 | 42.50% |
| Legal Fees | 0 | 0 | 0 | 0 | 0 | 0 | |
| Staff Development | 11,651 | 9,648 | 7,500 | 1,847 | 818 | 4,835 | 64.47% |
| Repairs/Maintenance | 24,180 | 24,180 | 30,000 | 25,389 | 0 | 4,611 | 15.37% |
| Board Expense | 0 | 0 | 0 | 0 | 0 | 0 | |
| Building Construction | 0 | 0 | 0 | 0 | 0 | 0 | |
| Insurance | 0 | 0 | 0 | 0 | 0 | 0 | |
| Travel | 7,112 | 349 | 13,900 | 389 | 938 | 12,573 | 90.46% |
| Supplies/Equipment | 42,126 | 17,885 | 64,350 | 19,013 | 11,282 | 34,055 | 52.92% |
| Total Central Office | 1,094,277 | 485,372 | 1,179,694 | 430,023 | 18,537 | 731,134 | 61.98% |
| <u>SUPPORT SERVICES:</u> | | | | | | | |
| Guidance | 742,463 | 169,093 | 664,975 | 151,914 | 14,977 | 498,083 | 74.90% |
| Behavioral Interventionists | 343,590 | 99,527 | 383,110 | 90,617 | 250 | 292,243 | 76.28% |
| School Nurse | 476,043 | 125,059 | 383,647 | 86,546 | 463 | 296,639 | 77.32% |
| Media Services | 381,278 | 120,625 | 358,437 | 106,112 | 3,557 | 248,769 | 69.40% |
| Curriculum Develop | 12,977 | 12,977 | 31,310 | 4,985 | 10,439 | 15,887 | 50.74% |
| C.A.R. | 47,992 | 4,788 | 113,500 | 3,647 | 772 | 109,081 | 96.11% |
| Teacher Mentoring | 33,487 | 0 | 58,010 | 2,962 | 0 | 55,048 | 94.89% |
| Board of Education | 92,517 | 184,498 | 123,450 | 187,649 | 19,960 | -84,160 | -68.17% |
| Legal Fees | 42,870 | 2,761 | 64,500 | 4,841 | 0 | 59,660 | 92.50% |
| Fiscal Services | 0 | 0 | 85,000 | 0 | 0 | 85,000 | 100.00% |
| Total Support Services | 2,173,217 | 719,327 | 2,265,939 | 639,272 | 50,418 | 1,576,249 | 69.56% |
| <u>MAINTENANCE:</u> | | | | | | | |
| Salaries | 852,328 | 347,164 | 856,950 | 317,523 | 0 | 539,427 | 62.95% |
| Benefits | 383,982 | 122,968 | 523,880 | 127,327 | 0 | 396,553 | 75.70% |
| Contracted Services | 520,351 | 183,311 | 235,531 | 70,005 | 82,145 | 83,381 | 35.40% |
| General Liability Ins | 94,929 | 0 | 98,500 | 0 | 0 | 98,500 | 100.00% |
| Repairs/Maintenance | 102,586 | 55,065 | 287,260 | 58,042 | 30,218 | 199,000 | 69.28% |
| Utilities | 435,651 | 50,196 | 564,200 | 86,160 | 250 | 477,790 | 84.68% |
| Supplies/Travel/Equipment | 202,917 | 76,749 | 353,400 | 50,273 | 35,185 | 267,942 | 75.82% |
| Care of Grounds | 215,128 | 38,748 | 224,200 | 43,007 | 59,955 | 121,238 | 54.08% |
| Reserve - Repairs/Maint | 0 | 0 | 0 | 0 | 0 | 0 | |
| Vehicle Services | 13,574 | 7,633 | 30,485 | 2,514 | 3,870 | 24,101 | 79.06% |
| Total Maintenance Svcs | 2,821,446 | 881,834 | 3,174,406 | 754,850 | 211,623 | 2,207,932 | 69.55% |

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

| | 2024-25 Actual | November 2024 Expenditure | 2025-26 Budget | November 2025 Expenditure | Encumb | Balance Under (Over) | Percent Inc/Dec |
|------------------------------------|---------------------------|--------------------------------------|---------------------------|--------------------------------------|------------------|-------------------------------------|----------------------------|
| <u>TECHNOLOGY:</u> | | | | | | | |
| Salaries | 325,002 | 148,156 | 384,024 | 141,284 | 0 | 242,740 | 63.21% |
| Benefits | 123,421 | 47,660 | 202,499 | 43,970 | 0 | 158,529 | 78.29% |
| Contracted Services | 19,539 | 1,560 | 24,500 | 3,590 | 1,220 | 19,690 | 80.37% |
| Technology Fund Transfer | 108,500 | 0 | 108,500 | 0 | 0 | 108,500 | 100.00% |
| Repairs/Maintenance | 453 | 559 | 2,500 | 0 | 0 | 2,500 | 100.00% |
| Supplies | 156,901 | 71,291 | 151,450 | 133,234 | 1,150 | 17,065 | 11.27% |
| Equipment | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total Technology | 733,816 | 269,225 | 873,473 | 322,078 | 2,370 | 549,025 | 62.86% |
| <u>TRANSPORTATION:</u> | | | | | | | |
| Salaries | 302,319 | 129,421 | 324,750 | 97,881 | 0 | 226,869 | 69.86% |
| Benefits | 55,921 | 18,440 | 76,783 | 15,929 | 0 | 60,854 | 79.25% |
| Contracted Svcs/Rent | 68,014 | 48,498 | 73,000 | 39,825 | 0 | 33,175 | 45.44% |
| Travel/Conferences | 0 | 0 | 100 | 0 | 0 | 100 | 100.00% |
| Repairs/Supplies/Equip | 76,647 | 20,831 | 69,250 | 30,011 | 7,441 | 31,798 | 45.92% |
| Diesel Fuel | 55,601 | 13,000 | 92,000 | 14,589 | 0 | 77,411 | 84.14% |
| Unallowed Spec Ed | 2,734 | 0 | 0 | 0 | 0 | 0 | |
| After School Bus | 2,462 | 493 | 0 | 0 | 0 | 0 | |
| Field Trips | 25,056 | 2,330 | 32,830 | 4,877 | 3,269 | 24,684 | 75.19% |
| Tuition Student Transportation | 43,779 | 11,457 | 31,125 | 9,457 | 18,626 | 3,042 | 9.77% |
| Bus Fund Reserve | 100,000 | 0 | 100,000 | 0 | 0 | 100,000 | 100.00% |
| Total Transportation | 732,534 | 244,468 | 799,838 | 212,569 | 29,335 | 557,934 | 69.76% |
| <u>OTHER EXPENDITURES:</u> | | | | | | | |
| Food Service Transfer | 138,443 | 0 | 70,000 | 0 | 0 | 70,000 | 100.00% |
| Operational Fund Transfer | 0 | 0 | 0 | 0 | 0 | 0 | |
| Special Ed Transfer | 0 | 0 | 0 | 0 | 0 | 0 | |
| Child Care - COVID-19 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Debt Service | 9,754 | 9,588 | 10,050 | 9,774 | 0 | 276 | 2.74% |
| EEE Services | 67,748 | 18,942 | 95,353 | 17,254 | 0 | 78,099 | 81.91% |
| Total Other Expenditures | 215,945 | 28,530 | 175,403 | 27,028 | 0 | 148,375 | 84.59% |
| <u>TECHNICAL EDUCATION:</u> | | | | | | | |
| State - Act 68 | 627,121 | 0 | 560,420 | 0 | 0 | 560,420 | 100.00% |
| Local Tuition | 663,498 | 10,778 | 634,500 | 9,891 | 0 | 624,609 | 111.45% |
| Total Tech Education | 1,290,619 | 10,778 | 1,194,920 | 9,891 | 0 | 1,185,029 | 99.17% |
| <u>PRE-SCHOOL</u> | | | | | | | |
| Salaries | 418,276 | 132,635 | 337,262 | 87,921 | 0 | 249,341 | 73.93% |
| Benefits | 178,535 | 45,376 | 198,722 | 40,143 | 0 | 158,579 | 79.80% |
| Administration | 26,904 | 12,330 | 0 | 0 | 0 | 0 | |
| Tuition/Partnerships | 26,633 | 5,438 | 82,000 | 5,411 | 10,524 | 66,065 | 80.57% |
| Supplies/Travel/Equip | 21,363 | 13,713 | 18,650 | 1,937 | 5,336 | 11,377 | 61.00% |
| Total Pre-School | 671,711 | 209,491 | 636,634 | 135,412 | 15,860 | 485,362 | 76.24% |
| SUPRLUS/DEFICIT | 0 | 0 | 0 | 0 | 0 | 0 | |
| <u>SCHOOL TOTAL:</u> | 23,801,751 | 7,062,362 | 27,144,943 | 6,321,308 | 1,486,080 | 19,337,555 | 71.24% |
| <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: | 23,801,751 | 7,062,362 | 28,327,603 | 6,321,308 | 1,486,080 | 20,520,215 | 72.44% |

**RANDOLPH TECHNICAL CAREER CENTER
2025-26 FINANCIAL SUMMARY**

| | 2024-25 ACTUAL | NOVEMBER 2024 YTD | 2025-26 BUDGET | NOVEMBER 2025 YTD | BALANCE | % BAL |
|-----------------------|-------------------|----------------------|-------------------|----------------------|-------------------|----------------|
| 1 GENERAL FUND | | | | | | |
| A. STATE REVENUES | 2,256,975 | 507,334 | 2,076,339 | 463,360 | -1,612,979 | -77.68% |
| B. OTHER REVENUES | 1,647,171 | 4,380 | 1,588,875 | 20 | -1,588,855 | -100.00% |
| C. SURPLUS/DEFICIT | 783,335 | 783,335 | 0 | 0 | 0 | |
| TOTAL REVENUE | 4,687,482 | 1,295,049 | 3,665,214 | 463,380 | -3,201,834 | -87.36% |

EXPENDITURES:

| | | | | | | |
|---------------------------|------------------|---------------|------------------|----------------|------------------|---------------|
| D. INSTRUCTION | 1,924,947 | 61,559 | 1,756,790 | 377,577 | 1,379,213 | 78.51% |
| E. ADMINISTRATION | 429,051 | 10,696 | 512,604 | 170,142 | 342,462 | 66.81% |
| F. SUPPORT SERVICES | 372,083 | 0 | 600,835 | 100,728 | 500,107 | 83.24% |
| G. MAINTENANCE OF PLANT | 186,916 | 0 | 232,800 | 17,279 | 215,521 | 92.58% |
| SCHOOL TOTAL: | 2,912,997 | 72,255 | 3,103,029 | 665,726 | 2,437,303 | 78.55% |
| H. OSSU/ADMIN/MAINT | 538,000 | 0 | 560,000 | 140,000 | 420,000 | 75.00% |
| I. ADULT EDUCATION | 0 | 0 | 2,185 | 0 | 2,185 | 100.00% |
| J. DEBT SERVICE | 0 | 0 | 0 | 0 | 0 | |
| K. TUITION REFUND | 0 | 0 | 0 | 0 | 0 | |
| SURPLUS/DEFICIT | 0 | 0 | 0 | 0 | 0 | |
| TOTAL EXPENDITURES | 3,450,997 | 72,255 | 3,665,214 | 805,726 | 2,859,488 | 78.02% |

| | 7/1/2025 | | | |
|-------------------------|----------|---------|----------|---------|
| OTHER FUNDS | BEG BAL | REVENUE | EXPENDED | BALANCE |
| 2 TECH GRANTS | 6,795 | 35,875 | 35,875 | 6,795 |
| 3 TRANSFERS | 800 | 0 | 0 | 800 |
| 4 CARL PERKINS | 0 | 9 | 1,837 | -1,828 |
| 5 GEER II - ROUND 3 | 0 | 0 | 0 | 0 |
| 6 VACTED | 28,237 | 0 | 28,237 | 0 |
| 7 VACTED - PERKINS | 0 | 0 | 0 | 0 |
| 8 ADULT ED - DEPT LABOR | 0 | 0 | 0 | 0 |
| 9 ADULT ED EVENING | -1,736 | 0 | 0 | -1,736 |
| TOTAL: | 34,096 | 35,884 | 65,949 | 4,031 |

**RANDOLPH TECHNICAL CAREER CENTER
REVENUE**

| Account Name | 2024-25 Actual | November 2024 Revenue | 2025-26 Budget | November 2025 Revenue | \$ Inc/Dec |
|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|-----------------------|
| <u>A. STATE REVENUE:</u> | | | | | |
| General State Support Grant | 1,522,001 | 507,334 | 1,390,079 | 463,360 | -926,719 |
| Overhead Support | 612,282 | 0 | 559,260 | 0 | -559,260 |
| 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 | 27,895 | 0 | 32,000 | 0 | -32,000 |
| Guidance Salary Reimb | 28,900 | 0 | 30,000 | 0 | -30,000 |
| Director Salary Reimb | 65,898 | 0 | 65,000 | 0 | -65,000 |
| Adult Coord Salary Reimb | 0 | 0 | 0 | 0 | 0 |
| Carl Perkins | 0 | 0 | 0 | 0 | 0 |
| Total State Revenue: | 2,256,975 | 507,334 | 2,076,339 | 463,360 | -1,612,979 |
| <u>B. OTHER REVENUES:</u> | | | | | |
| Adult Ed Services | 0 | 0 | 2,184 | 0 | -2,184 |
| Tuition | 1,626,458 | 0 | 1,572,741 | 0 | -1,572,741 |
| Tuition - Other Sources | 0 | 0 | 0 | 0 | 0 |
| Interest | 11,762 | 4,380 | 5,000 | 20 | -4,980 |
| Services to Other Districts | 0 | 0 | 0 | 0 | 0 |
| Maintenance Reimb - VIP | 0 | 0 | 0 | 0 | 0 |
| Overhead Costs - RAVEN | 8,950 | 0 | 8,950 | 0 | -8,950 |
| Prior Year Refunds | 0 | 0 | 0 | 0 | 0 |
| Total Other Revenues: | 1,647,171 | 4,380 | 1,588,875 | 20 | -1,588,855 |
| <u>C. SURPLUS/DEFICIT</u> | 783,335 | 783,335 | 0 | 0 | 0 |
| SCHOOL TOTAL: | 4,687,482 | 1,295,049 | 3,665,214 | 463,380 | -3,201,834 |

**RANDOLPH TECHNICAL CAREER CENTER
EXPENDITURES**

| Account Name | 2024-25 Actual | November 2024 Expenditure | 2025-26 Budget | November 2025 Expenditure | Encumb | Difference |
|--|---------------------------|--------------------------------------|---------------------------|--------------------------------------|----------------|-------------------|
| <u>D. INSTRUCTION:</u> | | | | | | |
| Salaries | 1,075,662 | 345,600 | 881,664 | 206,490 | 0 | 675,174 |
| Benefits | 340,919 | 91,010 | 391,365 | 80,866 | 0 | 310,499 |
| Staff Development | 10,389 | 5,347 | 18,425 | 3,665 | 1,595 | 13,165 |
| Computer Network | 88,995 | 0 | 92,000 | 23,000 | 0 | 69,000 |
| Co/Extra Curricular | 7,952 | 190 | 64,145 | 1,020 | 600 | 62,525 |
| Overhead Tuition | 0 | 0 | 10,000 | 0 | 0 | 10,000 |
| Carl Perkins | 0 | 0 | 0 | 0 | 0 | 0 |
| Travel/Field Trips | 5,879 | -2,190 | 28,560 | 1,279 | 2,657 | 24,625 |
| Transportation - Other Tech Ctr | 0 | 0 | 0 | 0 | 52,050 | -52,050 |
| Supplies/Textbooks/Equip | 395,150 | 61,559 | 270,631 | 61,257 | 51,215 | 158,158 |
| Total Instruction | 1,924,947 | 501,516 | 1,756,790 | 377,577 | 108,117 | 1,271,096 |
| <u>E. ADMINISTRATION:</u> | | | | | | |
| Salaries | 283,538 | 107,982 | 312,483 | 117,899 | 0 | 194,584 |
| Benefits | 101,069 | 26,794 | 116,166 | 38,474 | 0 | 77,692 |
| Contracted Svcs | 476 | 0 | 1,000 | 118 | 441 | 441 |
| Overhead Tuition | 0 | 0 | 0 | 0 | 0 | 0 |
| Repairs/Maintenance | 6,645 | 6,484 | 22,555 | 5,057 | 0 | 17,498 |
| Travel | 1,515 | 1,469 | 3,000 | 0 | 0 | 3,000 |
| Supplies/Equipment | 35,807 | 10,696 | 57,400 | 8,594 | 13,074 | 35,732 |
| Total Administration | 429,051 | 153,426 | 512,604 | 170,142 | 13,515 | 328,947 |
| <u>F. SUPPORT SERVICES:</u> | | | | | | |
| Assessment Coordinator | 96,227 | 27,252 | 157,305 | 38,833 | 71,428 | 47,044 |
| Cooperative Education | 130,308 | 39,672 | 165,763 | 10,188 | 0 | 155,575 |
| Guidance | 80,223 | 25,298 | 159,079 | 29,738 | 412 | 128,929 |
| School Nurse | 59,736 | 15,185 | 68,573 | 13,755 | 40,498 | 14,321 |
| Board of Education | 5,184 | 1,002 | 16,115 | 8,214 | 0 | 7,901 |
| Legal Fees | 406 | 406 | 8,000 | 0 | 0 | 8,000 |
| Fiscal Services | 0 | 0 | 26,000 | 0 | 0 | 26,000 |
| Total Support Services | 372,083 | 108,815 | 600,835 | 100,728 | 112,338 | 387,770 |
| <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 | 40,726 | 0 | 35,000 | 0 | 0 | 35,000 |
| Utilities | 142,778 | 22,785 | 188,800 | 17,279 | 0 | 171,521 |
| Repairs & Maintenance | 3,412 | 0 | 9,000 | 0 | 0 | 9,000 |
| Supplies/Equipment | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Maintenance | 186,916 | 22,785 | 232,800 | 17,279 | 0 | 215,521 |
| <u>SCHOOL TOTAL</u> | | | | | | |
| | 2,912,997 | 786,541 | 3,103,029 | 665,726 | 233,969 | 2,203,333 |
| <u>H. OSSU/ADMIN/SP ED</u> | | | | | | |
| OSSU MAINTENANCE | 385,000 | 0 | 400,000 | 100,000 | 0 | 300,000 |
| <u>I. ADULT ED:</u> | | | | | | |
| Salaries | 0 | 0 | 2,000 | 0 | 0 | 2,000 |
| Benefits | 0 | 0 | 185 | 0 | 0 | 185 |
| Travel | 0 | 0 | 0 | 0 | 0 | 0 |
| Supplies/Textbooks/Equip | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Adult Ed | 0 | 0 | 2,185 | 0 | 0 | 2,185 |
| <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 |
| TOTAL | 3,450,997 | 786,541 | 3,665,214 | 805,726 | 233,969 | 2,625,518 |