

MINUTES
Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday April 8, 2026
Braintree Elementary School
6pm

Click Here for a video recording of the meeting.

I. Opening (6:00 pm) Meeting called to order by Aimil Parmelee at 6:04 pm

- **Board Attendance:** *Ensuring a quorum*

Board: Anne Kaplan, Aimil Parmelee, Bev Lauchner, Ryan Anderson, Ray Zapata, Martha Hafner, Rachel Gaidys, Rachel Fish. Administration: Michael Clark, Kyle Southworth, Todd Lewis. Guests: Dan Morrison, Lisa Floyd, Joe Bent, Kolby Bent, Rachel Bent, Sara Richards, Abi Gershon, Freya Gershon, Norie Belanger, Andrew Ehlers, Kristi Ehlers, Shelby and Jeff Girard, Christopher Rivet, Jennifer Chisholm, Abby McFadyen, Rachel Drury, Sonnie Irens, Daryl Breau, Kyle Obenhauer, Ramona Fish-Kuhn, Zac and Shannon Freeman, Elena Burson, Morgan Easton, Dalyn Luedtke, Nick Kuhn, Lydia Evans, Adalia. Remote: Ray Merrill, Toni Sferlazza, Janni Jacobs, Emily Warner, Lindsay Haupt, Jenny Engel, T Barber, Emma Janicki, Brad Paisker, Greg Hance.

- **Meeting Purpose:** *The Future of Education for OSSD*
- **Review and Accept Agenda:** *Any changes needed? Meeting purpose? Are these the right agenda items? Is the right amount of time allotted?*

Chair notes there is one addition to the agenda, discussion of a grievance that has risen to board level. That will be discussed under Board Process. Also recommends a second public comment following Michael Clark's reconfiguration presentation.

II. Ownership Linkage (6:10)

- **General Public Comment:** *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*

This public comment session is restricted to subjects that are not on the agenda. There was no general public comment.

- **District Reconfiguration (Discussion)**

Michael Clark began the conversation by noting they are impressed by the level of engagement shown -- over 100 members of the public were in attendance in person, and online. Thanks are extended to the Board for permitting the conversation. The slides for the presentation are available online at the OSSD website ([link here](#)). The presentation begins with the overall goal of the district to meet the needs of students while keeping costs at a level that is sustainable and acceptable to taxpayers, then moves to what the needs of today's students are. In addition to academics, other necessary supports include social-emotional, nutritional, dentistry, mental and physical health as well as behavior. Discussion of district geography and distribution of resources leads to the proposal of specialized hubs at Braintree Elementary, Randolph Elementary and Randolph Union Middle and High School. Under this proposal, the Brookfield School would be turned over to the Brookfield community for use as they determine.

The proposal suggests that Braintree School become an early education campus for Pre-K and Kindergarten learners while RES would service 1st through 5th graders. The idea of reconfiguring the RUMHS facility would provide a middle school that is dedicated to 6th through 8th graders in one wing, and high school freshmen through seniors in the other. RTCC and the RAVEN program would remain unaffected, no new buildings would be required, and each hub could be administered with the current number of principals. This configuration would provide professional density, providing educators with opportunities to share expertise and best practices with the student population and students to get the support they need with behavior interventionists and alternative programs in each hub, designed for that grade band. Michael Clark discusses how the district's support system is thin, and travel time between campuses is time that could be used assisting students. Grade level peer networks could also provide support as well as after-school activities and clubs. They stress this is just a vision, an idea for the board and communities to consider. If the conversation were to continue, there would need to be community forums, feedback sessions and feasibility studies.

Rachel Gaidys and Anne Kaplan ask if the condition of the Brookfield School figures into this vision and if the state can provide insight into the demographics so future student populations might be considered. Rachel Fish is concerned about the travel time for students, Ryan Anderson asks how many students would the alternative programs handle? Michael Clark responds the cap for each program would be 8 high needs students (for a maximum of 16 at the primary level), with an immediate plan to re-integrate these students into general education. The board asked how many students are in alternative education now and expressed concern that these programs would be expanded and become a default placement for kids who need support. Would the professional staff in the alternative programs be able to help support students in the classroom as well? Rachel Gaidys would like to see data, the pros are all presented in the vision, but the cons aren't addressed. Michael Clark responds that's where the vision needs board and community engagement, this is just a flavor of the idea, the board has the final say, this would be community built. There are concerns about transportation, and that closure of the school would severely affect Brookfield. Aimil Parmelee points out while the closure of the Randolph Center and East Randolph elementary schools impacted those communities, it didn't kill them and offered those students opportunities they wouldn't have otherwise had.

Ray Zapata asked how much of this vision is in anticipation of state-level decisions, Michael Clark says the concept isn't driven by re-districting but more by professional density. The current model doesn't meet kids' needs, stressing that shifting configurations based on each year's class size creates shifting curriculum gaps. Michael Clark notes this idea isn't a budgetary thing, this is an opportunity. Hiring qualified professionals is a concern state-wide, with more teachers operating on provisional licenses.

Rachel Fish is concerned about segregating abled and disabled students, feels the district needs more inclusive services. Michael Clark notes this isn't an either/or but a both/and – the model we are using now is not working, so let's craft a program that gets students out. Martha Hafner suggests considering having a paraprofessional with each high needs child. Aimil Parmelee wants to know how the district can better support students in the classroom, is this proposal better than what we're doing now?

Ray Zapata asks what the timeline would look like for a re-configuration to be implemented for 27-28?

Michael Clark reviews the budget timeline, the decision would need to be made by December 2026.

Aimil Parmelee reflects on many more community meetings, as well as potential feasibility studies.

- General Public Comment. The Board welcomes comment but is not able to take any action.

Comments limited to 3 minutes per speaker.

Greg Hance wonders if the RAVEN program would be affected by the reconfiguration? Michael Clark responds it would not be.

Daryl Breau likes the idea of 6-8 for middle school, notes that students in the alternative programs would be integrated with other students at recess and lunch, an opportunity they don't have if they are at an off-site alternative program.

Brad Paisker is concerned about transportation of pre-K students to Braintree. Suggests a 'collection point' for such students perhaps. Notes that turning the Brookfield school over to the community is simply shifting budgetary responsibilities to the town. Also wonders how much of the umbrella is state required for the district to provide. Michael Clark responds that there are two entities that are required to provide services even if the person is in mental health crisis – public schools and emergency rooms.

Kyle Obenhauer is concerned about transportation and suggests considering other options for where students could learn, perhaps the college campus? They express concern that the vision would increase the number of administrators for the different programs, and wonders if the Brookfield staff would be reduced or redistributed.

Emma Janicki believes younger students are benefitted by proximity to older students and notes that current PD and PLC opportunities are not well-liked among teachers and could be improved with input from educators.

Ramona Fish-Kuhn is worried that the community will lose the qualities that make Braintree what it is if there's a re-configuration.

T Barber says the bus would pick up their child at 6:30 but that's too early. Perhaps the school would consider a later start time if the bus rides had to be longer? They express concern about classroom disruption, perhaps instead of alternative programs within the school, the district could consider East Valley or using the college campus?

Zac Freeman remembers that before the Braintree Elementary School was built, there were the Upper and Lower Branch schools in Braintree. While there's value in a small school, there's also overlooked value in the grounds of any school building. They remind that meaningful space should also be considered for trails, gathering spaces and learning opportunities.

Jenny Engel wonders about the exposure of younger students on the bus with older students (language, subject matter) if they have significantly longer bus rides.

Shannon Freeman echoes Emma and Ramona in that they think the co-mingling of grades is beneficial. Suggests perhaps Brookfield students could go to Randolph and keep Braintree school as it is. The alternative programs could move to East Valley.

Lindsay Haupt says leadership challenges at the middle and high school make them hesitant to consider having 6th graders on the campus.

Elena Burson worries that students coming from Brookfield will already be tired by the time they get to school after such a long bus ride. That will affect learning.

Morgan Easton sees opportunity in having grade bands on different campuses and urges consideration of the after-school activities to suit different ages and skill levels.

Emily Warner worries families won't be able to work if they have to transport their children from Brookfield to Braintree.

Zac Freeman notes that a different bus route would be a change of schedule, a long bus ride is currently in place for many kids now.

Janni Jacobs believes professional density may be increased by having more special ed resources and having paraprofessionals get paid what they deserve.

Dalyn Luedtke notes that while small schools have advantages, there are also equity and opportunity access issues as well. If a child has a good relationship with a teacher they will have for a few years, that's good for them. But if the relationship isn't good . . .

Nick Kuhn believes Brookfield should be the center of the conversation; Braintree is doing alright. This proposal is a great way to start but the argument hasn't been made yet.

Abi McFadyen talks about the effort of creating an approved pre-K space at RES. Believes 8 high needs students in one classroom is over-whelming,

Toni Sferlazza underlines this is a preliminary conversation and there will be community outreach. They are concerned about programming and parent transportation. Would pre-K be 3 and 4 year olds, and would the programs be half or full day?

Lydia Evans states that the outdoor programs in the small schools are unique; each school and it's demographic should be looked at. Concerned about trying to segregate middle school and high school with shared hallways and cafeteria, etc.

Ray Merrill says the experiences kids get from small schools, and a same age community is an experience they will have all their lives.

Chris Rivet wonders if there's a different alternative, a way to split the district differently? There may be a solution that helps with transportation and keeps the grade levels the way they are.

- **Radon Testing and Meetings (Information)**

Michael Clark updates the board on the current status of the radon testing and mitigation plans at Brookfield Elementary School. The facility has been tested twice (results attached) The Department of Health met with faculty and staff today, and tomorrow facilities will meet with Wheeler Environmental to make plans for mitigation. There will be a Google Meet for the community Thursday night – that link is on the district calendar on the website. The Agency of Education will waive the bid process requirement and the funds for the mitigation are in the budget.

- **Legislative Updates**

Action at the state level has slowed down.

III. Board Process (7:20)

- **Open Meeting Law (Discussion)**

The board discusses what defines a quorum and where education on governance policies may be found. The only acceptable communication is scheduling. If a board member would like something added to the agenda, they can email Aimil Parmelee, Anne Kaplan or Michael Clark before their agenda planning meeting that is typically held the Monday of the week prior to the meeting.

- **Grievance Hearing**

VOTE: Ray Zapata moves to schedule the grievance hearing for May 4, 2026 at the RUMHS Media Center Conference Room, 7 pm. Motion is seconded by Ryan Anderson, passes unanimously.

IV. Board Education (7:40)

- **Board Education/Retreat for July Meeting (Action)**

The board discusses several ideas for their annual July board education meeting. Anne Kaplan will contact Kelly Green to ask if they might review Robert's Rules of Order. Other ideas include monitoring, ENDS.

- **Reminder of Policy Governance Virtual Training April 23, 2026 (Information)**

V. Monitoring the Organization (7:50)

- **Financials (Information in support of EL 2.3 Financial Conditions)**

Michael Clark advises that district finances are healthy, position savings contribute to a surplus that will provide funding for radon mitigation, and may also cover the cost for the transformer at RUMHS without use of the reserve account.

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

- **Behavior Threat Assessment Policy- second read (Action)**

VOTE: Ryan Anderson moves to accept the Behavior Threat Assessment Policy. Motion is seconded by Martha Hafner, motion passes unanimously.

VII. Monitoring the Board (8:05)

- **Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.**

- **BMD 4.1 Governing Style – Self Evaluation (Discussion)**

The board discusses alternative processes for these evaluations.

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 March 11, 2026
- New Hires

VOTE: Anne Kaplan moves to accept the consent agenda as presented. Motion is seconded by Bev Lauchner. Motion passes unanimously.

IX. Closing/Incidental Information (8:30)

- Superintendent's Report
 - Ends Snapshot
- Action Item Recap

Anne Kaplan will contact Kelly Green

Michael Clark will reach out to Jamie Kinnarny re: unintended learning

Anne Kaplan will provide an updated BMD

Michael Clark will review possible challenges to the presented vision

With no further business the meeting adjourned at 9:21 pm

X. Executive Session

Future Meetings

- Agenda Planning Meeting: Tentatively Monday May 4th at 5:30 pm
- Grievance Hearing, Monday May 4 at 7 pm, RUMHS Media Ctr Conference Room
- RAB Board Meeting: 5 pm May 13, 2026 at RUHS
- Regular Board Meeting: 6pm May 13, 2026 at RUHS

Respectfully submitted:

Kyle M Southworth

Kyle Southworth, Admin. Assistant

4/9/2026



Orange Southwest School District

24 Central Street, Randolph, VT
802-728-5052

02 APR 26

Karl Hayden, State of Vermont, Department of Labor, VOSHA

RE: Letter of Inquiry – Alleged Hazards 01 APR 26, VOSHA Complaint No. 2419873

Mr. Hayden,

Please accept this response to your Letter of Inquiry, referencing VOSHA Complaint No. 2419873.

RADON Testing was performed at all Orange Southwest School District Schools (OSSD). These tests were performed 23 – 26 FEB 26. Per Act 166 Section 10 (2022) regarding changes to education laws, these tests were required to be completed and submitted to the State by 30 JUN 25. OSSD tested about 8 months after the tests were required.

Testing was performed by a third-party Environmental Consulting and Contracting firm, KD Associates, Inc. per ANSI/AARST Protocol for conducting measurements of Radon and Radon Decay products in schools and large buildings. The collected samples were analyzed by EPA Method 402-R-92-004. Test results are attached below.

A subsequent test was conducted 27 – 30 MAR 26 at the Brookfield Elementary School. The second test was completed at the Brookfield school because: 1) the test results indicated a higher level of Radon and Radon Decay products in about half of the occupied spaces of that facility and, 2) the test parameters were not exactly followed, specifically the HVAC Systems had been shut off and/or had speeds reduced during the initial testing, as PPM's were being conducted by OSSD Maintenance at the same time as the initial tests. The second set of test results are attached below.

Both sets of tests indicated that the Brookfield Elementary School needs to have a Radon mitigation system designed, installed, and operational. OSSD has reached out to a State approved Radon mitigation contractor, Wheeler Environmental Services, to design this system and to provide quotes for the design, installation, and maintenance of this system. The initial meeting with Wheeler Environmental is scheduled for this Thursday, April 9, 2026. It is OSSD's intent on commissioning the mitigation system to be installed and operational as soon as feasible by Wheeler Environmental.

Documentation is attached below regarding the above. Please reach out to me if you have any questions or need clarification of any content of this correspondence. I can be reached at rworley@orangesouthwest.org or 802-728-2879. Thank you for this opportunity to respond.

Regards,

A handwritten signature in black ink, appearing to read "Bob Worley".

Bob Worley

VERMONT

State of Vermont
Department of Labor
Vermont Occupational Safety and Health Administration
5 Green Mountain Drive
P.O. Box 488
Montpelier, VT 05601-0488
labor.vermont.gov

[Phone] 802-828-4000
[Fax] 802-828-4022
[relay] 711

LETTER OF INQUIRY - ALLEGED HAZARD(S)

April 1, 2026

Michael Clark
Brookfield Elementary School
1728 Ridge Road
Brookfield, VT 05036

Re: VOSHA Complaint No. 2419873

Dear Employer:

On March 30, 2026, the Vermont Occupational Safety and Health Administration (VOSHA) received notice of alleged workplace hazard(s) at your worksite located at 1728 Ridge Road, Brookfield, VT 05036

We notified you by telephone of these alleged hazards on April 1, 2026. The specific nature of the alleged hazard(s) is as follows:

- 1. Radon in school.
- 2. Not certain that radon sampling is being carried out properly.

We have not determined whether the hazard(s), as alleged, exist at your workplace, and we do not intend to conduct an inspection at this time. However, because allegations of hazards and/or potential violations have been made, we request that you immediately investigate the alleged conditions and make any necessary corrections or modifications.

You must advise VOSHA in writing, no later than April 8, 2026, of the results of your investigation. You must provide supporting documentation of your findings. This includes any applicable measurements or monitoring results; photographs/video that you believe would be helpful; and a description of any corrective action you have taken or are in the process of taking, including documentation of the corrected condition.

If we do not receive a response from you by April 8, 2026, indicating that appropriate action has been taken or that no hazard exists, and why, a VOSHA inspection may be conducted. This letter is not a citation or a notification of proposed penalty which, according to the Occupational Safety and

ensure that hazards are promptly identified and eliminated. An inspection may include a review of any of the following: injury and illness records; hazard communication; personal protective equipment; emergency action or response; bloodborne pathogens and exposure controls; and other related safety and health issues. Please also be aware that VOSHA conducts random inspections to verify that corrective actions asserted by the employer have actually been taken

If you need assistance in resolving the issues alleged in this complaint, you may contact Project WorkSAFE, Vermont's no cost on-site consultation service. This program offers free and confidential assistance to small and medium-sized businesses in all states across the country, with priority given to high-hazard worksites. If necessary, a consultant will visit your workplace and assess the validity of the complaint item(s). In addition, you will be provided with methods of correcting the hazard(s), where applicable.

Project WorkSAFE

Luke McCarthy, Program Manager
888-723-3937

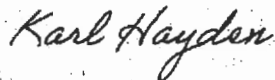
Luke.McCarthy@vermont.gov

<https://labor.vermont.gov/workplace-safety/project-worksafe>

You are required to post a copy of this letter where it will be readily accessible for review by all of your employees. You must return a copy of the signed Certificate of Posting (Attachment A) to this office. Additionally, you are required to provide a copy of this letter and your response to a representative of any recognized employee union or safety committee that exists at your facility. Failure to do this may result in an on-site inspection. The complainant has been provided a copy of this letter and will be advised of your response. Lastly, we remind you that Section 11(c) of the Occupational Safety and Health Act protects employees from being discriminated against because of their involvement in protected activities related to safety and health.

Thank you for your efforts in safety and health. . In the event you have questions, please contact me at (802) 279-2240 or Karl.Hayden@vermont.gov.

Sincerely,



Karl Hayden
VOSHA Compliance Supervisor

5 Green Mountain Drive
P.O. Box 488
Montpelier, VT 05601





2 March 2026

Mr. Bob Worley
Orange Southwest Supervisory Union
24 Central Street
Randolph, Vermont 05060

Re: Radon Measurement – Brookfield Elementary School, Brookfield, Vermont
K-D Project No. 92054-017

Dear Mr. Worley:

At your request, K-D Associates, Inc. conducted radon testing throughout the Brookfield Elementary School in Brookfield, Vermont. The testing was conducted in accordance with the ANSI/AARST Protocol for Conducting Measurements of Radon and Radon Decay Products in Schools and Large Buildings. The measurements were collected using short-term devices and were analysed by EPA Method 402-R-92-004. Laboratory analysis results are attached. The samples were collected between February 23 and 26, 2026. The results can be found on the attached laboratory analysis report.

Measurements in a number of areas exceeded the EPA's Action Limit of 4.0 pCi/L including: Rooms 101, 103, 104, 105, 109, 119, NE Counsel, NW Counsel, and PreK.

There is an option to retest areas that are close to the EPA's Action Limit of 4.0 pCi/L with the possibility that the average of the two readings would be lower. This is not likely considering the consistently elevated readings throughout the school. The readings suggest the need for radon mitigation.

Measurements can vary with time of year, weather conditions, operation of the heating and ventilation system, and occupancy of the building. Please do not hesitate to call if you have any questions.

Sincerely,

John P. Madigan

February 27, 2026

**** LABORATORY ANALYSIS REPORT ****

Radon test result report for:

BRF

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12126798	101	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	7.1 ± 0.6	2026-02-27
12126827	103	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	4.3 ± 0.3	2026-02-27
12126821	104	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	5.0 ± 0.4	2026-02-27
12126850	105	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	4.1 ± 0.3	2026-02-27
12126849	105	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	4.4 ± 0.3	2026-02-27
12126818	106	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.8 ± 0.3	2026-02-27
12126792	108	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.2 ± 0.3	2026-02-27
12126858	109	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	4.0 ± 0.3	2026-02-27
12126838	112	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.1 ± 0.3	2026-02-27
12051620	114	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.6 ± 0.3	2026-02-27
11946730	114	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.8 ± 0.3	2026-02-27
12126800	119	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	4.6 ± 0.4	2026-02-27
12126813	ADMIN ASSIST	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.3 ± 0.3	2026-02-27
12126796	MULTI PURPOSE	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.7 ± 0.3	2026-02-27
12051623	NE COUNS	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	8.6 ± 0.7	2026-02-27
12126799	NURSE	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.2 ± 0.3	2026-02-27
12126819	NW COUNS	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	7.3 ± 0.6	2026-02-27
12126831	PREK	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	6.1 ± 0.5	2026-02-27
12126817	PRINCIPAL	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	2.7 ± 0.3	2026-02-27
12126842	UPSTAIRS	2026-02-23 @ 10:00 am	2026-02-26 @ 11:00 am	3.8 ± 0.3	2026-02-27

April 2, 2026

**** LABORATORY ANALYSIS REPORT ****

Radon test result report for:

BROOKFIELD

KH #	Room Id	Started	Ended	pCi/L	Analyzed
7551715	101	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	4.4 ± 0.4	2026-04-02
7551716	103	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	5.2 ± 0.4	2026-04-02
7551712	104	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.6 ± 0.4	2026-04-02
7551669	105	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	4.5 ± 0.4	2026-04-02
7551710	105	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	4.6 ± 0.4	2026-04-02
7551718	106	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	2.7 ± 0.3	2026-04-02
7551707	108	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.7 ± 0.4	2026-04-02
7551702	109	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.3 ± 0.4	2026-04-02
7551703	112	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.3 ± 0.4	2026-04-02
7551704	114	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.6 ± 0.4	2026-04-02
7551709	114	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	3.3 ± 0.4	2026-04-02
7551706	119	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	2.3 ± 0.3	2026-04-02
7551711	ADMIN ASSIST	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	1.6 ± 0.3	2026-04-02
7551698	MULTI PURPOSE	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	1.8 ± 0.3	2026-04-02
7551720	NE COUNS	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	8.3 ± 0.7	2026-04-02
7551665	NURSE	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	1.5 ± 0.3	2026-04-02
7551726	NW COUNS	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	8.5 ± 0.7	2026-04-02
7551719	PRE-K	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	5.7 ± 0.5	2026-04-02
7551717	PRINCIPAL	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	2.1 ± 0.3	2026-04-02
7551708	UPSTAIRS	2026-03-27 @ 7:00 am	2026-03-30 @ 7:00 am	2.4 ± 0.3	2026-04-02

Ends Snapshot

April 2026 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

April Snap Shot

1.1 A rigorous academic foundation

1.1.1 ELA (Reading, writing, listening, communicating)

- BRN: Our primary students are working on research projects where they're learning how to determine credible sources and how to share important information. They're focused on animals.
- RES: We have students working on Cognia testing in 3rd-6th. Our 2nd graders are working on writing constructive response paragraphs for opinion paragraphs.
- BRK: 2nd graders are creating animal reports - they are doing online research and creating a report via Google Slides.
- RU: 7th grade is working citing evidence from texts.
- RU: 10th grade English is beginning their holocaust unit, and they will be exploring archival research. They will use what they learn to write narratives.
- RU: 11th and 12th grade Students are taking SATs.
- RTCC: STAR Assessment/Workkeys Assessment/Draft of Tech Project Paper Elec: Lab Reports, Newela (weekly), Tech Project paper, NEC Interpretation CJ SkillsUSA Interviews

1.1.2 Mathematics

- BRN: 4th Grade - Math Class has built in WIN/Intervention style opportunities where the principal is pushing in and long-term goal is to do more push in supports versus pull out supports in math for IEP students.
- RES: Cognia Testing 3rd-6th
- RU: 8th grade math is working on sample problems for Cognia and simplifying expressions with exponents.
- RU: 7th-grade math students are learning to calculate and identify the constant of proportionality using tables, graphs, equations, and problem-solving tasks. They also reviewed percentages and used percent reasoning to calculate tips, sale prices, and percent error.
- RTCC: STAR Assessment/Workkeys Assessment/Embedded Math in all CTE programs**Elec: Box fill calculations, Transformer calculations, solar calculations, Material list pricing, Conductor sizing, Conduit fill, Ohms Law, Series/Parallel circuit calculations CJ Accident reconstruction with skidmark speed and distance project, Workkeys Testing for RTCC
- OSSD: RUHS 3rd round of Math Pilot

1.1.3 Science and technology

- BRK: Guest Speaker from Vermont Energy Education Program (VEEP) for 3/4 STEM Class on energy transfer

- RES: 3rd/4th are beginning to work on animal adaptations. 5th and 6th grade have started their semester working in STEAM classes.
- RU: 7th grade has been working with the stream table examining the human impact on water. The 9th grade just finished a unit on the carbon cycle and looking at food webs. They are beginning to look toward their microgreens.
- Science and Engineering learning series started at RTCC/State Science Assessment for Juniors/Science embedded into all programs at RTCC Elec:Amateur Radio, Renewable Energy, CJ VR Tech Projects and Drone Proficiency continue
- OSSD: Planning AI Guidance for Faculty, Staff and Students

1.1.4 Social studies

- RES: Kindergarten is learning about April traditions in Vermont and at RES. This is connected to learning about the calendar and math standards as well.
- RU: 8th grade explorer research papers have been handed in. They are now onto a mock trial which critical thinking skills and analyzing primary sources.
- RTCC: Is diplomacy more effective then the threat of war? Explain how each has its own relevance in course of settling disputes in the international arena. CJ Public Safety/Incarceration projects
- OSSD: OSSD is adopting the VT SS Framework for K-8 with the addition of PreK guidance.

1.1.5 Arts

- BRK: All classes are completing the creation of a clay project during art. Projects will be painted and fired this month
- RES: Students are building armiture projects in art. We had the Garifuna Collective share their African Culture music with our 3rd/4th graders.
- RU: In art they are working on a lot of balance and they have been looking at logos and business design. They have been getting random words from King of the Road Song and they will put graffiti on the train cars.
- RTCC: CJ Virtual Reality Persistant World Final Due, Logos and flyers Digital Media for events happening at RTCC this spring.

1.2 Life skills, personal development and self-care

1.2.1 Vocational skills

- RES: Specialized services focused on cooking and catering are being facilitated to a few of our students with IEPs.
- RTCC: Daily Practice in CTE/ Student Leadership & Presentations during the Career Challenge Day with Vermont Works for Women at RTCC Elec:SkillsUSA competition CJ SkillsUSA prep
- RU: the 8th grade will visit CCV in White River Jct and the 9th grade will visit VTSU Castleton. This is part of our initiative to get our students on college campuses annually.

1.2.2 Wellness

- RES: Our 5th/6th graders are beginning their health unit on the human body
- RU: Students in 7th grade health classes are focusing on increasing concentration through mindfulness and yoga with a yoga practitioner in residence.
- RTCC: CUL: Yoga and meditation once a week for supplemental PE credits CJ incorporates Academy Physical fitness readiness Elec: group hike or kayak

1.2.3 Financial literacy

- RU: Local scholarship work and paying for college for seniors.

1.2.4 Self-direction

- RES: The PBIS goal for the month of April is empathy and understanding. Classes are focused on recognizing and providing feedback to students related to this goals.
- RU: Students are working on completing their grade 8 & 10 portfolio defenses and their Senior Project Capstones. .

1.2.5 Social-emotional skills

- BRN: We have mini lessons focused on curiosity and what it means to be curious as a learner, human, etc. this ranges from social activities, trying new foods, to academic learning experiences. AND We use a restorative process for student misbehaviors in our upper elementary
- RES: Teachers recently completed PD focused on belonging and have been asked to reflect the ways they purposefully build a sense of belonging in our schools.
- BRK: 3/4 class is working with the school counselor on defining the qualities of a leader and how they can exhibit these qualities during the school day.

1.2.6 Critical thinking, curiosity, and creativity

- RES: Destination Imagination tournament this last weekend.
- RU: The 7th grade team just launched their integrated water unit which incorporates these learning habits.
- RTCC: Diesel, Criminal Justice, Electrical, Pre-Tech and Construction- Participation in Skills USA Competition around the state CUL: Restaurant Design Concept project

1.3 Community engagement and global citizenship

1.3.1 Global awareness (including world languages)

- RES: Our ELL teacher continues to build community and awareness around multi-lingual communication. Our spanish speaking students and english language students are learning so much from one another!
- RU: French students just returned from a trip to Morocco where they enjoyed homestays and culture.
- RTCC: CUL: CUL: project on cooking in another culture

1.3.2 Civics

- RTCC: Interdependence - Do some countries like Greenland or Jamaica need bigger or stronger countries in order to thrive in the 21st century. CJ History of Penal System in US

1.3.3 Community involvement

- BRK: Brookfield School Club is holding a BINGO night on 4/10 for the school community; PreK classes held a family event at Silloway Maple to learn about maple sugaring in our community
- RES: We had a family member visit one of our 3rd/4th grade classes sharing about his experience working in Antarctica.
- RU: PBLs, NHS, forum on affordable housing
- RTCC: CUL: All School Green-Up Day Activities/Career Challenge Day with Vermont Works for Women/Construction Trades partnership with Habitat for Humanity Elec: Field trip to hydro electric dam, Advisory board meeting

1.3.4 Care for the environment

- BRN: SAP Collection for use in food science and healthy snack. AND Members of our community that offer recreational sport programs visited upper elementary classes to discuss being on a team, working toward individual goals, and perseverance
- RES: First grade teams continue to learn outside during ECO and are building relationships with the outdoors, environment, and each other. Guessing when the daffodils bloom - a long standing RES tradition! Trex recycling.
- RU: 9th grade science is working on a mapping project of the White River watershed where they are identifying potential sources of contamination and enacting a buffer zone across the watershed. They are using Claim Evidence Reasoning and writing, podcasting, or their choice to demonstrate their learning. They are doing research to scaffold for grade team collaboration
- RTCC: All School Green-Up Day Activities at VT Veterans Memorial Cemetery

1.3.5 Respect for and inclusion of diversity

- RES: We have started a process where students that are racially insensitive will receive intervention from one of our trained interventionists in this area.
- RU: RJ Ed Justice Field Trip
- RTCC: Staff training in Washington on Equity in Education followed by staff train the trainer/RTCC student of the week/Career Challenge Day with Vermont Works for Women to educate non-traditional students on opportunities within the trades