

Orange Southwest School District (OSSD)
Special Board Meeting on Wednesday June 17, 2026
Randolph Elementary School School
6pm

Google Meet joining info

Video call link: <https://meet.google.com/gny-vojs-xie>

Or dial: (US) +1 530-618-7105 PIN: 601 861 576#

I. Opening (6:00 pm)

- Board Attendance: *Ensuring a quorum*
- Meeting Purpose:
- Review and Accept Agenda: *Meeting purpose? Is the right amount of time allotted?*

II. Monitoring the Organization (6:10)

- Ends Report First Read (Discussion)
- Second Read EL 2.7 (Action)
- Financials (Information in support of EL 2.3 Financial Conditions)

III. Ownership Linkage (6:35)

- General Public Comment: *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
- Act 955 Passage and Implications (Discussion)
- District Reconfiguration (Discussion)
- Public Comment: *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*

IV. Board Process (7:45)

- Superintendent evaluation overview (Discussion)
- Appoint 955 Group 9 Representative (Action)
- Appoint Winooski Valley CESA Representative (Action)

V. Board Education (8:00)

- Review of Policy B27 (Discussion)
- Board Retreat planning and reminder (Discussion)
 - Roberts Rules for 30-45 minutes
 - Policy Governance
 - Monitoring Policies

VI. Policy Decisions for District Governance (8:15)

- All policies for a first read
 - A21 – Public Participation at Board Meetings, recommended – updated April 2020
 - B3 – Alcohol and Drug-Free Workplace, required – updated April 2020
 - C2– Student Alcohol and Drugs, required – updated April 2020
 - C3 – Home Study Students, required – updated April 2020
 - C5 – Firearms, Destructive Devices and Weapons, required – updated April 2020
 - D5 – Animal Dissection, required – updated April 2020
- All policies for a second read
 - A1 - Board Member Conflict of Interest, required
 - D6 - Class Size Policy, required
 - F3 Travel Reimbursement, required
 - F23 Capitalization of Assets, required by Auditor
 - F24 Prevention of Conflict of Interest Procurement. required by Auditor

VII. Monitoring the Board (8:25)

- *Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.*
- BMD 3.2 Accountability of Superintendent– Self Evaluation (Action)
- BMD 3.4 Monitoring Superintendent Performance - Self Performance (Action)

VIII. Consent Agenda (8:35)

Board motion I move to approve the Consent Agenda

- 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 May 13, 2026
- Assign signing authority to superintendent for professional contracts
- New Hires
- RES Flooring First Phase of Moisture Control Use of Reserve Funds

IX. Closing/Incidental Information (8:40)

- Superintendent's Report
- Action Item Recap

X. Executive Session (If needed)

Future Meetings

- Agenda Planning Meeting Tuesday June 22th @ 5:00
- Regular Board Meeting: 6pm July 8th, 2026 at RES



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Orange Southwest School District (OSSD) FY26 ENDS Report

OSSD ENDS Statement

Policy Title 1.0 Mission 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.

Further, our core focus is on the following:

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)



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- 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
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Mission 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.

Interpretation: This mission statement serves as a guiding framework for OSSD Schools emphasizing the importance of equipping students with the necessary competencies to succeed in their future endeavors. This framework highlights the obligation to guarantee that community investments result in concrete achievements regarding the readiness of students.

Rationale: This interpretation affirms that the mission statement is not merely aspirational but serves as an accountability benchmark for the district. By framing student success as the return on community investment, it highlights the dual focus of the mission: equipping students for success in their future while modeling the conscientious management of public funds.

Evidence: OSSD aligns its budgeting process with strategic priorities tied directly to student success. Annual budget allocations demonstrate investment in key mission-aligned areas such as:



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- **1:1 Technology Access:** Funding ensures every student has access to a personal device, supporting equitable digital learning opportunities.
- **Expanded Support Services:** Budget increases in counseling, intervention, and SEL programming address academic and social-emotional readiness for postsecondary life.
- **Curriculum, Instruction, and Student Achievement:** Significant resources are directed toward the adoption of high-quality instructional materials and professional development aligned to foundational skills and career readiness.
- **Career and Technical Education (CTE):** Investment in partnerships with Randolph Technical Career Center (RTCC) provides students with hands-on, career-oriented experiences.

These expenditures are designed to yield a return in the form of student outcomes: graduation rates, postsecondary enrollment,, and documented growth in academic proficiency and life skills. The district’s transparent use of public funds reflects a deep commitment to student preparation and community accountability.

1.1 A rigorous academic foundation

Interpretation and Rationale: OSSD will adopt a guaranteed and viable curriculum and uphold high standards in core subject areas. This interpretation reflects OSSD’s commitment to a well-rounded, standards-based curriculum that supports the development of essential academic and practical skills over time. By maintaining high expectations across all core subjects and ensuring consistent exposure to the arts and social studies, the district lays a strong academic foundation that enables students to succeed in integrative, real-world tasks.

Skill Area	Interpretation and Rationale	Evidence	Compliance Summary
1.1.1 ELA	To prepare for integrative, practical	See Appendix 1.1.1	I report partial compliance.



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	application, students acquire a deep understanding of a primary curriculum focused on communication, writing, and reading: OSSD recognizes reading, writing, and communication as foundational competencies that require sustained, data-informed instruction and support. Setting a district-wide proficiency goal of 70% ensures a clear benchmark for student achievement while also acknowledging current performance gaps. By integrating curriculum, instruction, and multiple assessments across grade levels, OSSD is committed to identifying patterns, addressing discrepancies, and continuously improving literacy outcomes.	For the 2024-2025 school year, K-6 Professional Learning Communities (PLCs) met monthly, with a specific focus on implementing evidence-based instructional practices in ELA. During the 2024-2025 academic year, meetings for the 7-12 departments were dedicated to the development and planning of the ELA curriculum within that specific department.	<u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives. • Key components of this effort involve creating formalized data analysis protocols, implementing specific interventions for both general education and supplemental programs, and maintaining transparent communication with families regarding formal assessment outcomes. • Institute an internal ELA coaching model at the elementary schools based on the work completed at the VT READ Cohort SY 25-26. • To ensure a cohesive and well-aligned assessment
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			framework, we will improve our assessment systems at the elementary level.
<i>1.1.2 Math</i>	To ensure students are prepared for complex, real-world challenges, they will develop a broad understanding of a core mathematics curriculum, focusing on problem-solving skills and their practical application: OSSD is committed to building strong mathematical foundations through consistent curriculum, instruction, and assessment aligned with rigorous standards. OSSD's 70% proficiency goal serves as both an aspirational target and a measure of accountability, signaling the district's intent to close achievement gaps and ensure mathematical competence for all students.	See Appendix 1.1.2 For the 2024-2025 school year, K-6 Professional Learning Communities (PLCs) met monthly, with a specific focus on implementing evidence-based instructional practices in ELA. During the 2024-2025 academic year, meetings for the 7-12 departments were dedicated to the development and planning of the Math curriculum within that specific department.	I report partial compliance. <u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives. • Key components of this effort involve creating formalized data analysis protocols, implementing specific interventions for both general education and supplemental programs, and maintaining transparent communication with families



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			regarding formal assessment outcomes. To bolster student outcomes, the Randolph Union Math Team will focus on refining instructional methodologies and strengthening vertical alignment.
<i>1.1.3 Science and Technology</i>	To prepare for complex, practical challenges, students develop a deep understanding of a foundational curriculum centered on science and technology: OSSD recognizes science and technology as a critical component of a well-rounded education and supports the district's commitment to building scientific and digital literacy through intentional curriculum, instruction, access and assessment: <u>Science:</u> OSSD's 70% proficiency goal sets a clear standard for success in science. By identifying areas of	Science: See Appendix 1.1.3. Technology: - To ensure equitable access to digital learning resources, OSSD maintains a 1:1 student-to-device ratio across all grade levels. - Digital Media instruction is provided to students to establish a strong foundation in the safe, effective, and ethical application of technology. - Technology is integrated throughout all academic content areas, supported by ongoing professional development for	I report partial compliance in the area of science. Note: We are exceeding state benchmarks in 5th grade. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives. - Ongoing revisions to the elementary Science curriculum will be prioritized to facilitate a more robust and comprehensive implementation.



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	underperformance and analyzing trends over time, OSSD is focused on making targeted improvements to ensure students develop the inquiry skills, content knowledge, and problem-solving abilities essential for future readiness in science, technology and related fields. <u>Technology:</u> Digital literacy is vital for academic and career success. OSSD provides the tools and training necessary for students to evaluate and apply information responsibly. This equitable approach prepares students to adapt to new technologies while maintaining ethical online behavior.	educators to enhance their use of digital tools and instructional platforms. In response to recent state-level developments, OSSD has adopted official AI guidance and will initiate related learning initiatives starting in the 2026-2027 school year. ***During the 2024-2025 academic year, meetings for the 7-12 departments were dedicated to the development and planning of the Science and Technology curriculum within those specific departments.	I report compliance in the area of technology. <u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives. • To ensure the safe and effective integration of AI, OSSD is establishing a plan for its implementation within our schools. ***OSSD has an ongoing goal to make connections between the Innovation Center and the classrooms.
<i>1.1.4 Social Studies</i>	To guarantee preparedness for citizenship and stewardship, students acquire a thorough understanding of a primary curriculum encompassing history, civics, economics, and geography:	• All three OSSD elementary schools integrate social studies standards into the English Language Arts curriculum, providing interdisciplinary	I report partial compliance. <u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional



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	OSSD is dedicated to providing aligned curriculum, instruction, assessment, and support to ensure students develop the knowledge and skills outlined in social studies standards, including history, civics, economics and geography. This approach strengthens the district's commitment by aligning the curriculum with state standards and the Portrait of a Graduate. Instruction will be monitored and adjusted for compliance with the updated Vermont Educational Quality Standards (EQS), and a newly introduced K-8 Social Studies framework with the goal of preparing students to understand diverse perspectives, engage in civic life, and make informed decisions as global citizens with historical awareness and civic competencies necessary for meaningful participation in society.	exposure to history, civics, economics and geography. • At the middle and school level, students participate in required social studies coursework aligned with current state content expectations. • During the 2024-2025 academic year, meetings for the 7-12 departments were dedicated to the development and planning of the Social Studies curriculum within that specific department.	development and student achievement initiatives. • Vermont's updated Educational Quality Standards (EQS) went into effect on July 1, 2025 and a new Vermont State K-8 Social Studies framework was released December of 2025. OSSD continues in the process of reviewing and mapping its social studies curriculum to ensure alignment with the new standards. This includes evaluating current practices for content coverage, equity, and civic engagement.
<i>1.1.5 Arts</i>	OSSD provides comprehensive arts education and support to develop	• 100% of elementary students participate in weekly art and music classes.	I report compliance <u>Next Steps:</u>



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	students' creativity and skills in visual, musical, and performing arts. The district ensures equitable access to diverse arts experiences, promoting expression, cultural awareness, and collaboration: OSSD commits to foster well-rounded, creatively expressive, and culturally literate students. Quality arts instruction across all grades builds essential skills like critical thinking and discipline, enriching personal growth and community engagement.	• At Randolph Union High School, all students have access to both art and music classes, and a minimum of one full year of art instruction is required for graduation. • Students enrolled in the Regional Technical Career Center (RTCC) earn embedded arts credits through specialized programs. • OSSD students regularly showcase their artistic talents through displays and performances, including grade-level art exhibitions and music performances at every elementary school. • The music department at Randolph Union High School organizes multiple concerts featuring choral and instrumental ensembles, providing students with opportunities to develop and demonstrate their musical skills.	• Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives.
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Interpretation and Rationale: OSSD is committed to developing student life skills through a developmental continuum of curriculum, instruction, and support. All elementary students receive Health instruction to build foundational habits, while high schoolers must complete a semester each of Health and Life Skills for graduation. These requirements ensure students practice critical competencies in personal health, relationships, and decision-making. This comprehensive approach prepares graduates to be responsible, resilient, and independent individuals capable of navigating life's challenges.

Skill Area	Interpretation and Rationale	Evidence	Compliance Summary
1.2.1 <i>Vocational Skills</i>	OSSD ensures students have access to career and technical education (CTE) and work-based learning opportunities. This commitment prepares graduates for postsecondary life by equipping them with practical technical skills and essential professional competencies.	- The district invests in partnerships with the Randolph Technical Career Center (RTCC) to provide hands-on, career-oriented experiences. - RTCC programs embed academic subjects, including ELA, Math, Science, and Social Studies, ensuring a comprehensive education. - Instruction includes developing professional and soft skills, such as through the	I report compliance. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student achievement initiatives. - Increase cross building collaboration to expose more students to career readiness pathways.



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			Outdoor Education class at our Randolph Union. • Randolph Union provides a dedicated innovation center where students can investigate and engage with the technical arts.	
1.2.2 <i>Wellness</i>	OSSD is dedicated to cultivating the physical, mental, and emotional health of all students through rigorous, standards-aligned instruction. Students at OSSD are required to take Health (Wellness) and Physical Education (PE) courses in accordance with Vermont Educational Quality Standards (EQS). These essential courses provide students with systematic education around personal physical and mental health, fitness, and nutrition, ensuring they develop the knowledge, habits, and decision-making skills necessary for lifelong well-being. This commitment supports OSSD's mission by preparing resilient and self-directed individuals	• Elementary students in OSSD receive ongoing Health and Physical Education instruction designed to build early understanding of personal health, wellness, and decision-making skills. • At the high school level, students are required to complete one semester of Health and one semester of On Your Own to meet graduation requirements starting in 2026. • An On Your Own course in High School, taught as a required semester-long class	I report compliance. <u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student wellness initiatives. • Vermont has officially adopted the updated SHAPE standards. While reporting systems now reflect these changes, the district remains dedicated to ongoing curricular refinement within specific knowledge domains to ensure full alignment and instructional excellence.	



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	who can manage their well-being and make informed choices.	for the past three years, focuses on essential competencies such as goal-setting, communication, problem-solving, healthy relationships, and personal safety. The Senior Project data shows that 100% of students met project expectations, demonstrating mastery of life skills including planning, adaptability, effective communication, and problem-solving.	
<i>1.2.3 Financial Literacy</i>	OSSD is committed to comprehensive instruction that offers students the requisite knowledge and skills in personal finance. Recognizing financial literacy as a core competency for independent adult life and self-direction, the district will ensure that all students receive systematic exposure to principles of budgeting, saving, investing, and debt	Randolph Union High School empowers students through the essential 'On Your Own' course, a high-impact program designed to equip students with critical skills, specifically the fundamental principles of	I report partial compliance. <u>Next Steps:</u> In anticipation of updated state graduation standards, schools may soon be required to provide a course in Financial Literacy. OSSD is currently in the process of



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	management. This commitment is strategically aligned with anticipated state-level mandates regarding graduation standards, underscoring the district's proactive approach to preparing every graduate for financial self-sufficiency.	personal financial management. Economics classes are covering personal finance units that include budgeting, savings, investing, debt and credit.	selecting this curriculum to meet these upcoming needs.
<i>1.2.4 Self-Direction</i>	OSSD is committed to systematically fostering student autonomy and proactive agency through intentionally designed educational experiences: These experiences are structured to build self-direction skills, enabling students to take ownership of their learning, set meaningful goals, and navigate their individualized learning trajectory with increasing independence. This commitment prepares students not only for academic milestones but also for the self-management required for postsecondary success and lifelong learning.	Randolph Union High School empowers students through the essential 'On Your Own' course, a high-impact program designed to equip students with critical skills for adult self-sufficiency. This course encompasses practical domestic arts, such as culinary skills and sewing, alongside the fundamental principles of personal financial management.	I report compliance. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student SEL initiatives. - To enhance the Multi-Tiered System of Supports (MTSS) model, elementary schools will utilize Aperture (DESSA) student lessons. These tiered lessons are designed to further educational goals based on Aperture (DESSA) assessment data.

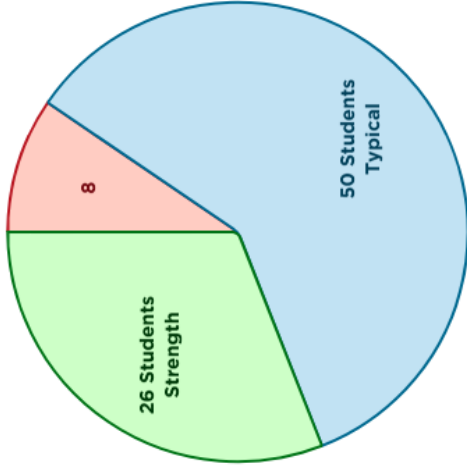


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		OSSD elementary schools allocate specific instructional time for Social Emotional Learning (SEL) to cultivate essential competencies in student agency, self-direction, and personal advocacy.	OSSD will work to ensure SEL practices are consistently embedded across grade levels and content areas.
<i>1.2.5 Social Emotional Skills</i>	OSSD will provide educational experiences that help students build resilience, self-regulation, and the capacity to adapt to academic and personal challenges: OSSD prepares students for academic and post-school success by fostering emotional resilience and adaptability through embedded Social Emotional Learning (SEL) instruction, responsive environments, and home-school partnerships. Through direct instruction in self-regulation and conflict resolution and increased opportunities for family engagement, the district ensures that	84 of 413 students in grades K-6 were assessed using DESSA during the spring of 2025. Below is a summary of the number of students tested and the descriptive category they were in (the red area is Need). DESSA is being used with greater fidelity in the 25-26 school year and completion/usage has increased greatly.	I report partial compliance. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student SEL initiatives. - To gain a comprehensive perspective on student well-being, OSSD elementary schools are targeting a 100% completion rate for the DESSA assessment. - To enhance the Multi-Tiered System of Supports (MTSS) model, elementary schools will utilize



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	proactive instruction and targeted interventions help every student develop the internal resources and external support systems needed to navigate a complex world.	<table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Typical</td><td>50</td></tr><tr><td>Strength</td><td>26</td></tr><tr><td>Other</td><td>8</td></tr></tbody></table> ● To foster positive learning environments, our district implements both Positive Behavior Intervention and Supports (PBIS) and the Responsive Classroom approach throughout our schools. ● To support Social-Emotional Learning (SEL) within the classroom, OSSD elementary	Category	Count	Typical	50	Strength	26	Other	8	Aperture (DESSA) student lessons. These tiered lessons are designed to further educational goals based on Aperture (DESSA) assessment data.
Category	Count										
Typical	50										
Strength	26										
Other	8										



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		schools utilize evidence-based programs such as Second Step and Leader in Me. ● Randolph Union Administration pushes into Advisory to teach students about expectations around Hazing, Harassment, and Bullying. ● The Social Emotional Learning Coordinator at RU teaches self regulation and effective communication embedded in outdoor education classes. Further, he works as a part of the Student Services team and addresses behaviors with SEL lessons, when students are referred to him by administration.	
1.2.6 Critical Thinking, curiosity and creativity	OSSD cultivates curiosity as the foundation for inquiry and positions creativity as a vital component of both	Senior Project data shows strong evidence of critical thinking across the student body:	I report compliance. <u>Next Steps:</u>



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	problem-solving and the Senior Project. By providing educational experiences that require students to solve real-world problems and make informed decisions, the district empowers students to develop these skills over time, culminating in their capstone work. OSSD cultivates critical thinking through experiential problem-solving and authentic assessment. The Senior Project acts as a capstone journey, providing a meaningful context for students to apply and evaluate their analytical skills and creativity. As a final requirement, it is the primary venue for demonstrating informed judgment.	100% of students showed they met or exceeded expectations in all project categories. See Appendix 1.2.6. These results indicate that students are broadly capable of analyzing, creating, and evaluating complex ideas. The project design requires research, synthesis, reflection, and presentation, which embeds core critical thinking skills.	- In June of 2026 the Director of Project Based Learning will work with a panel of educators and parents to update and improve Senior Project to be more responsive to current college and career readiness expectations. - Students work in PBL programs and classes to identify challenges that our communities face and problem solve to address them.
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1.3 Community engagement and global citizenship

Interpretation and Rationale: OSSD is committed to preparing students to become informed, active, and responsible participants in their local and global communities. By fostering an understanding of civic duties, global interconnectedness, and environmental



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stewardship, the district equips students with the empathy and critical skills needed to value diverse perspectives and contribute meaningfully to a democratic and inclusive society.

Skill Area	Interpretation and Rationale	Evidence	Compliance Summary
1.3.1 Global Awareness (including world languages)	Through both academic instruction and artistic expression, OSSD maintains a dedicated focus on the study of international cultures and contemporary global issues.	- International Exchange Initiatives at Randolph Union: To broaden students' cultural perspectives, RU maintains active partnerships with sister schools in Cuxhaven, Germany, and Shizukuishi, Japan. - The Randolph Union French Culture PBL traveled to Morocco for home stays and cultural immersion. - Tenth graders traveled to Montreal to the Holocaust Museum. - OSSD allocates grant funds to the arts via partnerships	I report partial compliance. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student learning initiatives focused on equity, inclusion and cultural awareness. - OSSD is dedicated to overhauling its Social Studies curriculum to align with the recently issued Vermont K–8 Social Studies Framework. This initiative and the subsequent curriculum will



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			with Chandler and Barn Arts, offering performances that invite students to investigate the music and traditions of various global cultures. • Program materials focused on global awareness are integrated into the K-2 ELA curriculum.	expand our educational scope to include global history, fostering an increased awareness of diverse world cultures.
<i>1.3.2 Civics</i>	OSSD is dedicated to fostering active civic participation by ensuring students understand their roles and responsibilities within local, state, national, and global communities. By engaging with the foundations of American democracy and comparing various governmental systems, students develop the necessary skills for effective participation in a democratic society. This commitment includes opportunities to investigate current events, participate in school student	• OSSD students frequently visit our State Capitol, providing them with firsthand opportunities to explore the legislative process, the formation of laws, and the inner workings of government. • Students often participate in the democratic process through school-led projects, simulations in the classroom or service learning activities. Such as, Randolph Elementary	I report partial compliance. <u>Next Steps:</u> • Ongoing support and budgeting for curriculum, instruction, assessment, professional development and student academic initiatives. • Vermont’s updated Educational Quality Standards (EQS) went into effect on July 1, 2025 and a new Vermont State K-8	



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	leadership and community service learning experiences.	hosted a school wide election to celebrate voting day and students at Brookfield vote for school wide and classroom celebrations.	Social Studies framework was released December of 2025. OSSD continues in the process of reviewing and mapping its social studies curriculum to ensure alignment with the new standards. This includes evaluating current practices for civic education.
<i>1.3.3 Community Involvement</i>	OSSD views student success as the return on community investment and believes that community involvement is essential for preparing students to actively contribute to their communities. To support this, OSSD strengthens community and youth-adult partnerships to shape educational decisions, improve student well-being, and build stronger home-school connections.	OSSD typically sees comprehensive participation in family-oriented events, especially those centered on honoring student accomplishments, such as concerts and celebrations of learning. Additionally, events that offer families the chance to gather for fun and games consistently draw significant interest.	I report compliance. <u>Next Steps:</u> - Ongoing support and budgeting for family engagement events. - Despite the robust attendance recorded at district events, OSSD should implement targeted strategies to better engage the families of marginalized students.



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		- Community volunteers actively support OSSD classrooms through various roles, including reading with our younger students. - Through the Every Day Counts initiative, OSSD established a collaboration with Gifford and UVM to address attendance issues. Such partnerships strengthen the connection between medical professionals and schools, fostering a more holistic approach to supporting the whole child both within and beyond the educational environment.	
<i>1.3.4 Care for the Environment</i>	OSSD is committed to environmental stewardship, preparing students to be conscientious global citizens. This commitment is realized through hands-on learning experiences, particularly in our Outdoor	At Randolph Union, the Marine Biology curriculum provides students with a practical learning experience through a Caribbean excursion	I report compliance. <u>Next Steps:</u> Increase the use of outdoor classrooms across all buildings to solidify student commitment to



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	Classrooms and integrated STEAM curriculum. By incorporating outdoor learning, we foster a direct relationship with the environment. STEAM learning, which includes ECO (Educating Children Outdoors) components, provides students with the critical thinking and scientific skills necessary to address real-world environmental challenges.	focused on coral reef restoration. • Students across OSSD participate in Green Day. • Randolph elementary hosts a TREX recycling program for soft plastics. • Stewardship is a key priority across all OSSD schools, supported by the integration of Outdoor Classrooms and STEAM learning objectives into the learning environment. • Outdoor classrooms and gardens are maintained by our elementary schools. For instance, at Braintree students organize and manage a farmstand, providing a hands-on experience in growing, preparing, selling food, and	environmental care by deepening their direct connection to the natural world, fostering a strong sense of place and personal stewardship, and developing the critical thinking and scientific skills necessary to address real-world environmental challenges.
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		working with community stakeholders	
<i>1.3.5 Respect of Inclusion and Diversity</i>	OSSD is committed to fostering a school and learning community where every voice is heard, and all students and adults feel a sense of belonging, inclusion, acceptance, and value. This commitment prioritizes creating environments that honor diverse strengths, experiences, and needs, ensuring that every member of the community is seen, respected, and connected to the collective purpose of the district.	- Participants in the Racial Justice PBL at Randolph Union attended the Black Experience, a day-long celebration of Black excellence and the contributions of Black Vermonters from across the nation. This event emphasizes the importance of youth voice. - To maintain diverse and inclusive environments, OSSD librarians perform regular audits of text collections. - Students at our three elementary schools lead community meetings, a practice that empowers student voice and	I report partial compliance. <u>Next Steps:</u> - Ongoing support and budgeting for curriculum, instruction, materials and professional development. - Develop interventions for students that are struggling with being culturally sensitive. - To enhance our pedagogical approaches, we will evaluate the alignment of the EQS and IRIS (which Vermont has not yet formally adopted) with inclusive and diverse practices that foster respect for every student.



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		leadership, reinforcing our commitment to an inclusive environment where every learner feels heard and valued.	
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ENDS Compliance: OSSD demonstrates clear commitment to its mission of preparing students with the knowledge, skills, and tools needed for success in their next stage of life. Through ongoing evaluation of student outcomes, instructional practices, and system-wide supports, the district actively aligns its work with the expectations set forth in the ENDS Policy. The evidence, identified needs, and articulated goals in this report reflect thoughtful attention to continuous improvement and a clear focus on student growth across all priority areas.

While **I report full or partial compliance**, the district acknowledges the need for continued progress in areas such as ELA, mathematics and science proficiency, implementation of a financial literacy curriculum, and expanded support for social-emotional learning and intervention systems. These areas remain priorities as we strive to deepen alignment with the ENDS Policy and advance equitable outcomes for all students.

Prepared by:

Mindybeth Pike
 Director of Curriculum and Student Achievement
 Designee of the Superintendent

Appendices:

Appendix 1.1.1 ELA:

VTCAP – ELA (District)

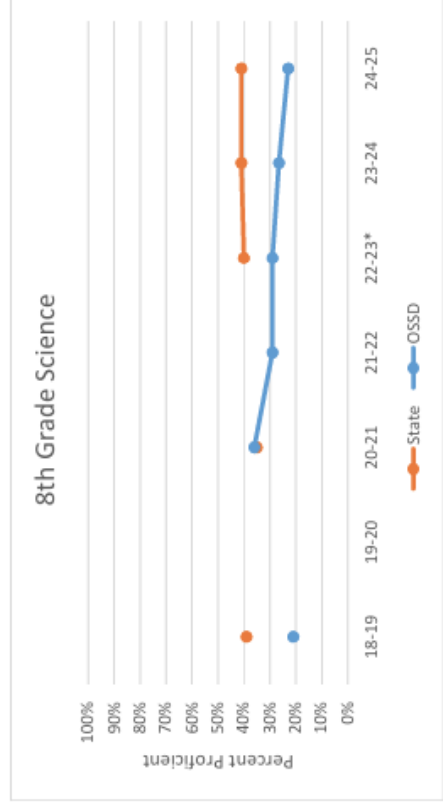
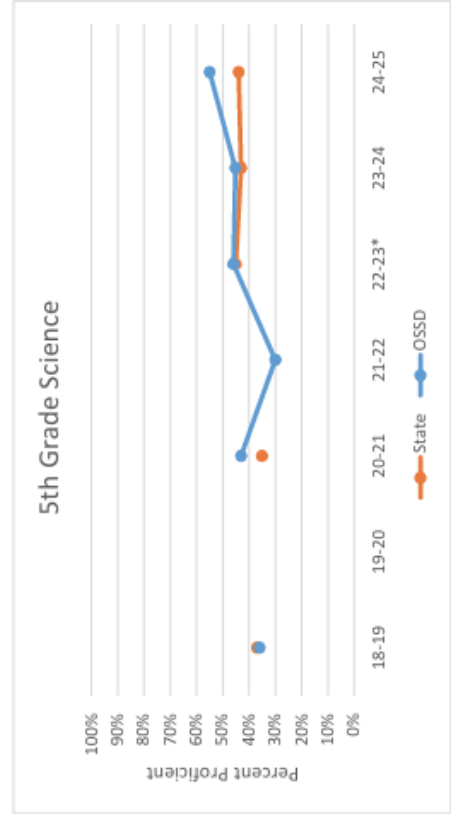


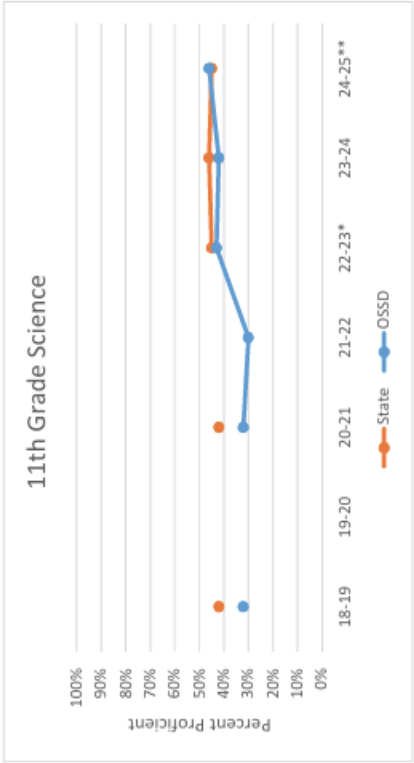
Appendix 1.1.2 MATH:

VTCAP - Math (District)



Appendix 1.1.3 Science:





* VTCAP
18-22 VTSA

** Only RU students, not those attending RTCC

Appendix 1.2.6

Senior Project Data Sy 24-25

Assessment Component	Exceeds	Skilled	Meets
Paper	11.8%	5.9%	82.4%



ORANGE SOUTHWEST SCHOOL DISTRICT

Product	23.5%	23.5%	52.9%
Display	12.1%	9.1%	78.8%
Portfolio	14.7%	8.8%	76.5%
Defense	17.6%	23.5%	58.8%

OTHER ITEMS:

1. [OSSD Assessments Calendar](#) for SY 25-26 (No change from previous years just a clearer representation)
2. [Randolph Union High School Requirements](#)

English		4 full years
Mathematics		3 full years
Science		3 full years
US History		1 full year
Social Studies		2 full years
Phys-Ed		1.5 years
Health/Life Skills		0.5/0.5 (<i>On Your Own beginning with class of 2026</i>)
Fine Arts		1 full year
World Languages		Standards are addressed through multiple pathways.
Senior Project		See detailed information in the RU Course Catalog



ORANGE SOUTHWEST SCHOOL DISTRICT

3. District Enrollment Longitudinal

Braintree											
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	
PK3				8	2	5	5	5	5	3	
PK4				7	8	8	10	7	8	13	
K	7	18	9	18	8	12	8	12	11	10	
1	13	6	19	10	18	9	13	9	11	9	
2	7	14	6	19	6	20	9	14	7	13	
3	20	6	16	7	18	8	19	8	13	6	
4	11	20	7	17	6	19	7	18	8	13	
5	11	9	21	6	14	6	19	8	17	8	
6	12	8	11	19	6	13	6	19	9	16	
Total (K-6)	81	81	89	96	76	87	81	88	76	75	
SPED (K-6)	15	16	19	22	14	15	12	11	14	14	
% SPED	18.52%	19.75%	21.35%	22.92%	18.42%	17.24%	14.81%	12.50%	18.42%	18.67%	



ORANGE SOUTHWEST SCHOOL DISTRICT

Brookfield											
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	
PK3				5	2	4	6	7	5	5	
PK4				2	4	8	7	6	11	19	
K	18	5	13	15	5	8	11	11	10	15	
1	11	15	7	15	15	6	9	10	16	10	
2	9	8	15	5	15	13	6	8	10	15	
3	8	8	9	14	3	17	12	5	10	9	
4	6	7	9	11	14	3	16	13	4	10	
5	13	7	8	10	10	14	2	13	15	4	
6	4	10	6	6	9	11	13	4	12	16	
Total (K-6)	69	60	67	76	71	72	69	64	77	79	
SPED (K-6)	10	14	18	14	15	14	10	9	8	9	
% SPED	14.49%	23.33%	26.87%	18.42%	21.13%	19.44%	14.49%	14.06%	10.39%	11.39%	



ORANGE SOUTHWEST SCHOOL DISTRICT

Randolph												
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26		
PK3				12	13	7	13	13	12	10		
PK4				28	16	15	13	14	24	15		
K	30	40	47	45	46	43	34	30	26	28		
1	31	34	40	44	39	56	40	41	32	27		
2	35	34	34	38	47	41	42	41	37	30		
3	56	40	35	35	37	49	44	46	41	42		
4	43	58	38	33	33	41	45	44	40	38		
5	38	46	57	39	32	39	41	45	39	43		
6	51	38	49	53	36	35	35	43	42	41		
Total (K-6)	284	290	300	287	270	304	281	290	257	249		
SPED (K-6)	40	50	61	56	54	65	57	64	55	53		
% SPED	14.08%	17.24%	20.33%	19.51%	20.00%	21.38%	20.28%	22.07%	21.40%	21.29%		



ORANGE SOUTHWEST SCHOOL DISTRICT

District Elementary Total										
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
PK3				25	17	16	24	25	22	18
PK4				37	28	31	30	27	43	42
K		63	69	78	59	63	53	53	47	53
1	55	55	66	69	72	71	62	60	59	46
2	51	56	55	62	68	74	57	63	54	58
3	84	54	60	56	58	74	75	59	64	57
4	60	85	54	61	53	63	68	75	52	61
5	62	62	86	55	56	59	62	66	71	55
6	67	56	66	78	51	59	54	66	63	73
Total K-6	434	431	456	459	417	463	431	442	410	403
SPED	65	80	98	92	83	94	79	84	77	76
% SPED	14.98%	18.56%	21.49%	20.04%	19.90%	20.30%	18.33%	19.00%	18.78%	18.86%



ORANGE SOUTHWEST SCHOOL DISTRICT

Randolph Union											
(includes those RU students who attend RTCC)											
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	
7	61	69	57	71	75	54	53	53	60	68	
8	60	61	69	56	68	76	56	55	48	65	
9	78	60	71	73	62	73	77	57	56	47	
10	72	55	66	67	66	62	66	73	50	60	
11	77	65	67	60	61	71	57	55	61	50	
12	49	59	67	54	56	59	59	52	55	52	
Total	397	369	397	381	388	395	368	345	330	342	
SPED	85	74	79	84	78	84	75	56	66	65	
% SPED	21.41%	20.05%	19.90%	22.05%	20.10%	21.27%	20.38%	16.23%	20.00%	19.01%	

Monitoring Report

Superintendent Monitoring Report:	Internal	Organization:	Orange Southwest School District
Policy Type:	Executive Limitations	Policy Number/Title:	2.7 Compensation and Benefits
Submitted on:	8 May 2026	Period Covered	July 2025 -May 2026

Policy

*With respect to employment, compensation, and benefits to **non-unionized employees**, consultants, contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.*

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

- 1. Change the Superintendent's own compensation and benefits;*
- 2. Promise or imply permanent or guaranteed employment;*
- 3. Establish or change compensation and benefits that deviate materially from the geographical or professional market for the skills employed;*
- 4. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue; or,*
- 5. Establish or change pension benefits so as to cause unpredictable or inequitable situations.*

Interpretation

This policy is intended to protect the organization from financial overcommitments and maintain its ability to adjust to changing revenue conditions. The Superintendent is given the authority to manage compensation and benefits within these boundaries, but must act prudently, ensuring that no financial or reputational risks are incurred in the process. All decisions should be made with an awareness of market norms, the sustainability of obligations, and the organization's capacity to meet its financial commitments without jeopardizing its long-term viability.

Observable Conditions:

a)	The Superintendent's compensation will not change without adjustment to his contract approved by the board.
b)	All terms of employment contracts are clearly communicated with no guarantees of permanent employment.
c)	Salaries and benefits are aligned with industry standards and regional benchmarks.
d)	Employees receive fair and competitive compensation.
e)	All employment contracts are for one year or less.
f)	Pension and benefits systems are stable and equitable for all employees.

Rationale:

1)	The rationale for this policy is to ensure financial stability, protect the organization's public image, and maintain fairness. It limits long-term financial commitments, ensuring the organization can adapt to changing revenues without risking financial health. By aligning compensation with market standards and avoiding unrealistic employment promises, the policy promotes equity, transparency, and responsible decision-making, safeguarding both the organization's resources and reputation.
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Evidence:

Observable Condition	Data/Result
a) Superintendent Compensation	<i>Superintendent Contract - No changes to date. Per the conditions outlined in the contract the board set the superintendent's compensation for the 2025-2026 school year.</i>
b) Clear Terms of Contracts	<i>All Master Agreements are available on the OSSD Website including:</i> <i>Bus Driver Agreement</i> <i>Supervisor's Agreement</i> <i>Confidential Employee's Agreement</i> <i>Administrator Level 1 Agreement</i> <i>Administrator Level 2 Agreement</i> <i>Special Contract Addendum</i> <i>Superintendent's statement that all non-union employees are placed in and are covered by these agreements</i>

c) Aligned Salary and Benefits	<i>Market Salary Survey documentation showing that compensation and benefits are aligned with industry standards and regional benchmarks, prepared by the superintendent, are available for non-union positions</i>
d) Fair and Competitive Salary and Benefits	Superintendent interpretation of comparison of current employees compensation with <i>Market Salary Survey</i> .
e) One year Contracts	<i>Business Manager and Superintendent's statement that all individual employment contracts are for one year or less.</i>
f) Pension and Benefits Stability	<i>Pension and benefits are outlined in the agreements which are available on line. Business Manager and Superintendent's statement affirms all individual employment contracts are aligned to the agreements.</i>

Compliance:

I report full compliance Michael J Clark, Superintendent

Notes:

First Read May 8, 2026
Second Read June 17, 2026

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

	2024-25 ACTUAL	MAY 2025 YTD	2025-26 BUDGET	MAY 2026 YTD	DIFFERENCE
GENERAL FUND					
REVENUE:					
LOCAL REVENUE	1,354,748	1,094,489	1,189,650	1,253,331	63,681
SPECIAL PROGRAMS	2,616,499	2,249,745	2,990,612	2,417,924	-572,688
STATE REVENUES	20,691,892	18,755,848	22,261,348	17,202,998	-5,058,350
BEGINNING BALANCE:	1,033,333	1,033,333	703,333	703,333	0
TOTAL REVENUE	25,696,472	23,133,415	27,144,943	21,577,585	-5,567,358
EXPENDITURES:					
INSTRUCTION	8,247,339	6,674,516	9,717,310	6,358,857	3,358,453
SPECIAL EDUCATION	4,228,182	3,627,373	5,338,977	3,768,082	1,570,895
ADMINISTRATION	1,592,667	1,442,077	1,788,349	1,312,253	476,096
CENTRAL OFFICE	1,094,277	1,025,799	1,179,694	912,016	267,678
SUPPORT SERVICES	2,173,217	1,638,648	2,265,939	1,447,268	818,671
MAINTENANCE	2,821,446	2,309,067	3,174,406	2,413,511	760,895
TECHNOLOGY	733,816	603,985	873,473	572,941	300,532
TRANSPORTATION	732,534	558,987	799,838	531,140	268,698
OTHER EXPENSES	215,945	67,473	175,403	63,244	112,159
TECHNICAL EDUCATION	1,290,619	663,498	1,194,920	1,230,082	-35,162
PRE-SCHOOL	671,711	583,711	636,634	423,597	213,037
SCHOOL TOTAL:	23,801,751	19,195,133	27,144,943	19,032,991	8,111,952
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	23,801,751	19,195,133	27,144,943	19,032,991	8,111,952

	7/1/2025			
OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	474,677	730,713	824,392	380,998
TITLE 1	40	315,856	317,758	-1,862
EPSDT FUNDS	127,415	24,506	7,904	144,018
FOOD SERVICE	-21,759	483,136	743,291	-281,914
FRESH FRUITS & VEGS	-4,298	0	0	-4,298
MEDICAID FUNDS	789,861	120,002	130,308	779,555
R.A.V.E.N.	53,549	278,078	215,425	116,203
IDEA-B - FLOW-THROUGH	0	259,301	293,063	-33,762
IDEA-B - PRE-SCHOOL	0	5,530	6,188	-658
VEHICLE/BUS FUND	965,014	10,370	296,287	679,098
BUILDING MAINT FUND	1,446,348	970,400	121,510	2,295,238
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	282,041	43,459
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	69,950	114,037	157	183,829
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	24,530	39,706	16,135	48,101
SCHOOL WIDE PROGRAMS	0	399,627	437,281	-37,654
TITLE II	0	81,839	85,927	-4,088
TITLE IV	0	71,896	72,687	-791
CONSOLIDATED ADMIN	0	4,500	4,500	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	-40	-12,102
ARP - PRESCHOOL	3,547	0	0	3,547
TOTAL OTHER FUNDS	5,642,309	5,091,875	4,558,147	6,176,037

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2024-25 Actual	May 2025 Revenue	2025-26 Budget	May 2026 Revenue	Under (Over)
<u>LOCAL REVENUES:</u>					
Tuition	401,801	242,264	370,000	343,310	-26,690
Overhead Tuition	0	0	5,000	0	-5,000
Transportation	104,262	17,191	40,000	63,595	23,595
Interest	168,922	155,770	75,000	142,846	67,846
Early Ed Receipts	500	0	0	0	0
Lease Land - Brookfield	0	0	0	0	0
Contracted Services	0	0	0	0	0
RTCC - Shared Services	626,995	626,995	652,000	652,000	0
Admin Svcs - EPSDT	0	0	0	0	0
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	47,650	47,650	47,650	47,650	0
Rental Income	0	0	0	0	0
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	4,618	4,618	0	3,930	3,930
Total Other Revenues:	1,354,748	1,094,489	1,189,650	1,253,331	63,681
<u>SPECIAL ED:</u>					
Core Block Grant	0	0	0	0	0
Special Ed Reimbursement	1,798,682	1,798,682	1,850,859	1,848,249	-2,610
State Placed Students	41,816	29,316	0	57,343	57,343
Extraordinary Reimbursement	660,143	326,395	1,029,400	415,609	-613,791
Essential Early Ed	95,353	95,353	95,353	89,636	-5,717
IDEA-B - Pre-School	0	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	20,505	0	15,000	7,086	-7,914
Total Special Ed	2,616,499	2,249,745	2,990,612	2,417,924	-572,688
<u>STATE REVENUES:</u>					
State Technical Centers	627,121	0	560,420	579,043	18,623
State Education Fund	19,528,184	18,243,407	21,214,722	16,113,632	-5,101,090
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	281,652	255,000	276,011	21,011
Small Schools Grant	177,706	177,706	177,706	177,706	0
Driver Education	8,590	3,082	3,500	1,633	-1,867
Total State Revenues	20,691,892	18,755,848	22,261,348	17,202,998	-5,058,350
BEGINNING BALANCE:	1,033,333	1,033,333	703,333	703,333	0
SCHOOL TOTAL:	25,696,472	23,133,415	27,144,943	21,577,585	-5,567,358
<u>FEDERAL FUNDS:</u>					
IDEA - B	0	0	329,400	0	-329,400
IDEA - B - PreSchool	0	0	6,800	0	-6,800
Title I and II - School Wide	0	0	680,960	0	-680,960
Medicaid	0	0	155,000	0	-155,000
EPSDT	0	0	10,500	0	-10,500
Total Federal Funds	0	0	1,182,660	0	-1,182,660
TOTAL VOTER APPROVAL:	25,696,472	23,133,415	28,327,603	21,577,585	-6,750,018

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2024-25 Actual	May 2025 Expenditure	2025-26 Budget	May 2026 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>INSTRUCTION:</u>							
Salaries	5,082,570	4,084,399	5,611,830	3,958,972	0	1,652,858	29.45%
Benefits	1,746,726	1,502,647	2,212,209	1,323,775	0	888,434	40.16%
Drivers Education	0	1,808	4,000	0	0	4,000	100.00%
Remedial/Interventionist Service	295,262	236,739	455,272	205,560	66,937	182,776	40.15%
Testing/Tutorial/OT-PT Svcs	34,718	30,395	47,560	20,093	7,438	20,029	42.11%
Contracted Services	39,535	39,175	48,250	45,238	1,255	1,757	3.64%
Staff Training	148,808	117,340	278,730	117,236	9,594	151,900	54.50%
Co/Extra Curricular	470,048	374,355	541,536	360,951	67,324	113,262	20.91%
Tuition	102,719	71,903	58,000	58,110	41,029	-41,139	-70.93%
Travel/Field Trips	8,083	9,973	26,400	7,092	9,067	10,241	38.79%
Supplies/Textbooks/Equip	318,870	205,782	433,523	261,830	60,008	111,685	25.76%
Total Instruction	8,247,339	6,674,516	9,717,310	6,358,857	262,651	3,095,802	31.86%
<u>SPECIAL EDUCATION:</u>							
Salaries	1,637,092	1,430,238	2,087,862	1,314,445	0	773,417	37.04%
Benefits	634,533	550,988	1,006,270	499,129	0	507,141	50.40%
Contracted/Prof Services	30,804	24,511	0	27,552	11,198	-38,750	
Transportation	261,849	186,054	252,275	221,197	14,754	16,324	6.47%
Travel/Conferences	21,639	17,795	12,800	5,087	2,465	5,248	41.00%
Supplies/Textbooks/Equipment	17,927	17,438	28,520	15,794	1,170	11,556	40.52%
Tuition	840,570	684,474	1,189,000	1,085,863	322,968	-219,831	-18.49%
Behavioral Services	204,746	162,866	226,211	168,703	72,457	-14,948	-6.61%
Testing/Tutorial/OT-PT Svcs	262,879	281,421	144,000	161,671	91,964	-109,635	-76.14%
Speech Services	316,142	271,588	392,039	268,641	85,436	37,961	9.68%
Total Special Education	4,228,182	3,627,373	5,338,977	3,768,082	602,413	968,482	18.14%
<u>ADMINISTRATION:</u>							
Salaries	1,061,637	979,842	1,122,282	910,269	0	212,013	18.89%
Benefits	416,746	388,318	547,402	342,924	0	204,478	37.35%
Repairs/Maint	255	255	9,000	0	0	9,000	100.00%
Postage/Telephone	35,565	28,577	39,750	27,404	400	11,946	30.05%
Travel	26,455	22,107	14,100	7,161	2,079	4,859	34.46%
Supplies/Equipment	52,009	22,979	55,815	24,494	4,659	26,662	47.77%
Total Administration	1,592,667	1,442,077	1,788,349	1,312,253	7,138	468,958	26.22%
<u>CENTRAL OFFICE:</u>							
Salaries	743,493	695,296	713,922	608,006	0	105,916	14.84%
Benefits	257,657	248,588	340,022	236,045	0	103,977	30.58%
Contracted Services	8,057	8,057	10,000	5,550	50	4,400	44.00%
Legal Fees	0	0	0	0	0	0	
Staff Development	11,651	10,323	7,500	2,447	1,490	3,563	47.51%
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	4,996	13,900	2,698	163	11,040	79.42%
Supplies/Equipment	42,126	34,360	64,350	31,882	5,391	27,077	42.08%
Total Central Office	1,094,277	1,025,799	1,179,694	912,016	7,094	260,583	22.09%
<u>SUPPORT SERVICES:</u>							
Guidance	742,463	484,427	664,975	471,026	23,771	170,178	25.59%
Behavioral Interventionists	343,590	280,898	383,110	281,178	0	101,932	26.61%
School Nurse	476,043	394,292	383,647	270,172	205	113,270	29.52%
Media Services	381,278	310,615	358,437	264,487	10,101	83,850	23.39%
Curriculum Develop	12,977	12,977	31,310	8,497	3,750	19,063	60.88%
C.A.R.	47,992	27,917	113,500	14,501	5,264	93,736	82.59%
Teacher Mentoring	33,487	14,543	58,010	15,619	12,750	29,641	51.10%
Board of Education	92,517	87,384	123,450	98,421	18,518	6,511	5.27%
Legal Fees	42,870	25,595	64,500	23,366	0	41,134	63.77%
Fiscal Services	0	0	85,000	0	0	85,000	100.00%
Total Support Services	2,173,217	1,638,648	2,265,939	1,447,268	74,358	744,313	32.85%
<u>MAINTENANCE:</u>							
Salaries	852,328	772,643	856,950	709,711	0	147,239	17.18%
Benefits	383,982	362,945	523,880	320,581	0	203,299	38.81%
Contracted Services	520,351	371,596	235,531	195,574	296,573	-256,617	-108.95%
General Liability Ins	94,929	94,929	98,500	105,829	0	-7,329	-7.44%
Repairs/Maintenance	102,586	30,109	287,260	174,686	129,560	-16,986	-5.91%
Utilities	435,651	368,587	564,200	403,480	0	160,720	28.49%
Supplies/Travel/Equipment	202,917	140,509	353,400	295,314	61,433	-3,347	-0.95%
Care of Grounds	215,128	158,176	224,200	202,632	55,570	-34,002	-15.17%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	13,574	9,574	30,485	5,702	69,655	-44,872	-147.19%
Total Maintenance Svcs	2,821,446	2,309,067	3,174,406	2,413,511	612,791	148,104	4.67%

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

	2024-25 Actual	May 2025 Expenditure	2025-26 Budget	May 2026 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>TECHNOLOGY:</u>							
Salaries	325,002	296,797	384,024	318,040	0	65,984	17.18%
Benefits	123,421	117,435	202,499	104,261	0	98,238	48.51%
Contracted Services	19,539	13,674	24,500	4,500	360	19,640	80.16%
Technology Fund Transfer	108,500	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	453	453	2,500	0	0	2,500	100.00%
Supplies	156,901	175,625	151,450	146,141	67,680	-62,370	-41.18%
Equipment	0	0	0	0	0	0	
Total Technology	733,816	603,985	873,473	572,941	68,040	232,492	26.62%
<u>TRANSPORTATION:</u>							
Salaries	302,319	284,930	324,750	256,365	0	68,385	21.06%
Benefits	55,921	54,663	76,783	54,392	0	22,391	29.16%
Contracted Svcs/Rent	68,014	60,845	73,000	58,357	0	14,643	20.06%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	76,647	72,194	69,250	56,331	22,920	-10,001	-14.44%
Diesel Fuel	55,601	48,184	92,000	41,591	0	50,409	54.79%
Unallowed Spec Ed/Homeless	2,734	0	0	18,945	0	-18,945	
After School Bus	2,462	1,760	0	0	0	0	
Field Trips	25,056	5,565	32,830	15,260	12,134	5,436	16.56%
Tuition Student Transportation	43,779	30,846	31,125	29,899	3,309	-2,084	-6.69%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	732,534	558,987	799,838	531,140	38,363	230,335	28.80%
<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	9,754	10,050	9,774	0	276	2.74%
EEE Services	67,748	57,719	95,353	53,469	0	41,884	43.92%
Total Other Expenditures	215,945	67,473	175,403	63,244	0	112,159	63.94%
<u>TECHNICAL EDUCATION:</u>							
State - Act 68	627,121	0	560,420	579,043	0	-18,623	-3.32%
Local Tuition	663,498	663,498	634,500	651,039	0	-16,539	-2.95%
Total Tech Education	1,290,619	663,498	1,194,920	1,230,082	0	-35,162	-2.94%
<u>PRE-SCHOOL</u>							
Salaries	418,276	362,135	337,262	263,119	0	74,143	21.98%
Benefits	178,535	150,743	198,722	126,651	0	72,071	36.27%
Administration	26,904	25,783	0	0	0	0	
Tuition/Partnerships	26,633	26,829	82,000	21,968	6,787	53,245	64.93%
Supplies/Travel/Equip	21,363	18,221	18,650	11,859	3,174	3,616	19.39%
Total Pre-School	671,711	583,711	636,634	423,597	9,962	203,076	31.90%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<u>SCHOOL TOTAL:</u>	23,801,751	19,195,133	27,144,943	19,032,991	1,682,810	6,429,142	23.68%
<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	19,195,133	28,327,603	19,032,991	1,682,810	7,611,802	26.87%

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

	2024-25 ACTUAL	MAY 2025 YTD	2025-26 BUDGET	MAY 2026 YTD	BALANCE	% BAL
1 GENERAL FUND						
A. STATE REVENUES	2,256,975	2,256,975	2,076,339	2,127,021	50,682	2.44%
B. OTHER REVENUES	1,647,171	1,647,167	1,588,875	1,560,885	-27,990	-1.76%
C. SURPLUS/DEFICIT	783,335	783,335	0	783,335	783,335	
TOTAL REVENUE	4,687,482	4,687,478	3,665,214	4,471,241	806,027	21.99%

EXPENDITURES:

D. INSTRUCTION	1,924,947	1,519,087	1,756,790	1,217,464	539,326	30.70%
E. ADMINISTRATION	429,051	402,372	512,604	408,541	104,063	20.30%
F. SUPPORT SERVICES	372,083	306,013	600,835	265,380	335,455	55.83%
G. MAINTENANCE OF PLANT	186,916	116,598	232,800	173,367	59,433	25.53%
SCHOOL TOTAL:	2,912,997	2,344,070	3,103,029	2,064,751	1,038,278	33.46%
H. OSSU/ADMIN/MAINT	538,000	538,000	560,000	560,000	0	0.00%
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	2,882,070	3,665,214	2,624,751	1,040,463	28.39%

	7/1/2025 BEG BAL	REVENUE	EXPENDED	BALANCE
OTHER FUNDS				
2 TECH GRANTS	6,795	109,625	110,600	5,820
3 TRANSFERS	800	0	0	800
4 CARL PERKINS	0	74,386	98,833	-24,447
5 PROGRAM INNOVATION	0	29,520	29,520	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	213,531	267,190	-19,563

**RANDOLPH TECHNICAL CAREER CENTER
REVENUE**

Account Name	2024-25 Actual	May 2025 Revenue	2025-26 Budget	May 2026 Revenue	\$ Inc/Dec
<u>A. STATE REVENUE:</u>					
General State Support Grant	1,522,001	1,522,001	1,390,079	1,390,079	0
Overhead Support	612,282	612,282	559,260	576,666	17,406
Technical Ed - Transportation	0	0	0	22,936	22,936
Program Innovation Grant	0	0	0	0	0
Adult Ed	0	0	0	0	0
Coop Salary Reimb	27,895	27,895	32,000	35,450	3,450
Guidance Salary Reimb	28,900	28,900	30,000	30,717	717
Director Salary Reimb	65,898	65,898	65,000	71,173	6,173
Adult Coord Salary Reimb	0	0	0	0	0
Carl Perkins	0	0	0	0	0
Total State Revenue:	2,256,975	2,256,975	2,076,339	2,127,021	50,682
<u>B. OTHER REVENUES:</u>					
Adult Ed Services	0	0	2,184	0	-2,184
Tuition	1,626,458	1,626,458	1,572,741	1,551,892	-20,849
Tuition - Other Sources	0	0	0	0	0
Interest	11,762	11,759	5,000	43	-4,957
Services to Other Districts	0	0	0	0	0
Maintenance Reimb - VIP	0	0	0	0	0
Overhead Costs - RAVEN	8,950	8,950	8,950	8,950	0
Prior Year Refunds	0	0	0	0	0
Total Other Revenues:	1,647,171	1,647,167	1,588,875	1,560,885	-27,990
<u>C. SURPLUS/DEFICIT</u>	783,335	783,335	0	783,335	783,335
SCHOOL TOTAL:	4,687,482	4,687,478	3,665,214	4,471,241	806,027

**RANDOLPH TECHNICAL CAREER CENTER
EXPENDITURES**

Account Name	2024-25 Actual	May 2025 Expenditure	2025-26 Budget	May 2026 Expenditure	Encumb	Difference
<u>D. INSTRUCTION:</u>						
Salaries	1,075,662	901,521	881,664	625,889	0	255,775
Benefits	340,919	304,189	391,365	265,560	0	125,805
Staff Development	10,389	10,116	18,425	10,432	2,202	5,790
Computer Network	88,995	88,995	92,000	92,000	0	0
Co/Extra Curricular	7,952	2,400	64,145	6,820	3,737	53,589
Overhead Tuition	0	0	10,000	0	0	10,000
Carl Perkins	0	0	0	0	0	0
Travel/Field Trips	5,879	-279	28,560	12,612	5,691	10,257
Transportation - Other Tech Ctr	0	0	0	24,539	27,511	-52,050
Supplies/Textbooks/Equip	395,150	212,145	270,631	179,612	42,578	48,441
Total Instruction	1,924,947	1,519,087	1,756,790	1,217,464	81,719	457,607
<u>E. ADMINISTRATION:</u>						
Salaries	283,538	270,828	312,483	271,314	0	41,169
Benefits	101,069	91,177	116,166	99,701	0	16,465
Contracted Svcs	476	24	1,000	1,714	247	-962
Overhead Tuition	0	0	0	0	0	0
Repairs/Maintenance	6,645	6,645	22,555	11,207	394	10,954
Travel	1,515	1,515	3,000	0	0	3,000
Supplies/Equipment	35,807	32,182	57,400	24,605	3,452	29,344
Total Administration	429,051	402,372	512,604	408,541	4,093	99,970
<u>F. SUPPORT SERVICES:</u>						
Assessment Coordinator	96,227	77,449	157,305	107,059	19,165	31,082
Cooperative Education	130,308	104,800	165,763	30,704	9,627	125,432
Guidance	80,223	70,537	159,079	70,989	17,142	70,948
School Nurse	59,736	47,692	68,573	43,914	13,757	10,902
Board of Education	5,184	5,130	16,115	12,689	0	3,427
Legal Fees	406	406	8,000	25	0	7,975
Fiscal Services	0	0	26,000	0	0	26,000
Total Support Services	372,083	306,013	600,835	265,380	59,690	275,765
<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	40,726	35,000	47,156	0	-12,156
Utilities	142,778	72,459	188,800	126,211	0	62,589
Repairs & Maintenance	3,412	3,412	9,000	0	0	9,000
Supplies/Equipment	0	0	0	0	0	0
Total Maintenance	186,916	116,598	232,800	173,367	0	59,433
<u>SCHOOL TOTAL</u>	2,912,997	2,344,070	3,103,029	2,064,751	145,503	892,775
H. OSSU/ADMIN/SP ED	153,000	153,000	160,000	160,000	0	0
OSSU MAINTENANCE	385,000	385,000	400,000	400,000	0	0
<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>						
K. TUITION REFUND	0	0	0	0	0	0
<u>SURPLUS/DEFICIT</u>	0	0	0	0	0	0
<u>TOTAL</u>	3,450,997	2,882,070	3,665,214	2,624,751	145,503	894,960



Time Sensitive Decisions for Supervisory Union and District Boards in H.955

CESA Formation and Initial Organization:

H.955 requires the establishment of Cooperative Educational Service Areas (CESAs) across the state. Within 30 days of passage (the date the Governor signs the bill), each member supervisory union or supervisory district board must appoint a representative to serve on its regional CESA board. The representative may be a current board member, the superintendent, or the supervisory union/supervisory district's designee.

Within 45 days of passage, the superintendent from the member district with the highest aggregate average daily membership (ADM) is required to convene the initial meeting of the CESA board. At that meeting, the board will organize itself and elect a chair and other officers as necessary.

Once established, CESA boards will be responsible for providing educational programs, services, facilities, and professional and other staff that, in their discretion, best serve the needs of their members. CESAs are expected to play a significant role in facilitating shared services, regional collaboration, and future governance discussions.

During a supervisory union/supervisory district board meeting, the chair should request a motion to appoint someone to this position -- "I move that this board appoint [name and title] to represent [supervisory union/supervisory district] as a board member of the [region] CESA."

Merger Study Groups:

H.955 also establishes a statewide merger study process. By September 1, 2026, regional facilitators will be hired to organize and support the merger study groups. Facilitators are required to have experience and knowledge of Vermont's public education system and will assist with meeting facilitation, public engagement, and community outreach.

By September 15, 2026, each school district board must appoint at least one current board member to serve on its assigned merger study group, subject to the participation requirements contained in 16 V.S.A. §§ 706 and 707.

Merger study groups are required to hold their initial meetings no later than October 15, 2026. These groups will examine the educational, financial, operational, and governance implications of potential district mergers and will ultimately develop recommendations for consideration by school boards, communities, and the State Board of Education.

During a board meeting, the chair should request a motion to appoint someone to this position -- "I move that this board appoint [name(s) of board member(s)] to represent [district name] as a member(s) of the Group [number] merger committee."

Orange Southwest Supervisory Union

SUPERINTENDENT EVALUATION SUMMARY 2025-26

Policy Title: 3.4. Monitoring Superintendent Performance

Systematic and rigorous monitoring of Superintendent job performance will be solely against the expected Superintendent job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

<u>Ends Monitoring Reports</u>	Date(s) Received [or Dates Due, with place to check if received]	Ends 1,2,3,4, or All	Reasonable Interpretation by Superintendent Yes or No	Adequate Data provided to demonstrate compliance Yes or No	Reasonable Progress being made toward achieving Ends Yes or No
Ends Report, K-12					

<u>E.L. Monitoring Reports</u>	Date(s) Received	Reasonable Interpretation by Superintendent Yes or No	Adequate Data provided to demonstrate compliance Yes or No	In Compliance Yes or No	If No, There is a reasonable plan to regain compliance Yes or No
EL 2.0 Global Constraints	Accepted by the Board 9/10/25	Yes	Yes	Yea	
EL 2.8 Communication & Support to the Board	Accepted by the Board 9/10/25	Yes	Yes	Yes	
EL 2.9 Policies Required by Legislative or Regulatory Bodies	Accepted by the Board 9/10/25	Yes	Yes	Yes	
EL 2.1 Treatment of Students, Parents/Guardians, & Community	Accepted by the Board 11/12/25	Yes	Yes	Yes	
EL 2.2 Treatment of Staff	Accepted by the Board 11/12/25	Yes	Yes	Yes	
EL 2.4 Financial Planning & Budgeting	Accepted by the Board 1/14/26	Yes	Yes	Yes	
EL 2.5 Emergency Superintendent Succession	Accepted by the Board 2/11/26	Yes	Yes	Yes	
EL 2.3 Financial Condition & Activities	Accepted by the Board 3/11/26	Yes	Yes	Yes	
EL 2.6 Asset Protection	Accepted by the Board 3/11/26	Yes	Yes	Yes	

Orange Southwest School District Reconfiguration: Identifying Opportunities, Addressing Challenges, and Moving Forward Together.

At the May meeting, the OSSD Board asked a series of important questions; perhaps the most important one: *What challenges or opportunities are we seeking to address through a potential reconfiguration?* While I understand the intent of the question, I believe the framing is important. Asking what "problems" we are trying to solve can unintentionally suggest that something within our current system is broken or unacceptable. I do not believe that accurately reflects the current state of the Orange Southwest School District.

Our communities care deeply about their children and their schools. We are fortunate to employ teachers, support staff, and administrators who are dedicated to ensuring that all Orange Southwest students graduate with strong academic and essential life skills and are prepared to actively contribute to their communities. The Board has consistently demonstrated its commitment to achieving these outcomes while also recognizing the responsibility to be thoughtful stewards of the community's limited resources.

The combination of engaged communities, dedicated educators, supportive families, and responsible governance makes Orange Southwest a strong educational organization and a district where families choose to live, learn, and invest.

As the Board's chief executive officer, the Superintendent is responsible for advancing the Board's Ends while operating within its Executive Limitations. Together, these provide the framework for maintaining a high-performing and sustainable school system.

Part of that responsibility is to anticipate emerging needs, identify opportunities for improvement, and present potential solutions to the Board for consideration. This is the purpose of the current discussion around reconfiguration and other possible approaches. By proactively exploring options, the Board can determine the path that best aligns with its goals and values while ensuring the district is well positioned to meet the needs of students, staff, and the community in the future.

It is also important to recognize that this conversation is understandably emotional. Schools are deeply connected to the identity of our communities, and thoughtful people may hold differing views about any potential changes. There are individuals and groups on all sides of this discussion, each motivated by a genuine desire to serve students and communities well. For that reason, district leadership initiated this conversation in April 2026 to allow sufficient time for a thoughtful, collaborative, and productive process that includes input from students, families, staff, community members, and other stakeholders.

Additionally, no reconfiguration could occur before the 2027–2028 school year. Beginning this discussion well in advance provides the opportunity to carefully examine options, assess impacts, gather feedback, and ensure that any future decisions are informed by data, educational expertise, and community perspectives.

Ultimately, any decision regarding district reconfiguration rests solely with the OSSD Board. The Board—and only the Board—is authorized to determine whether a reconfiguration should occur and, if so, what form it should take.

With that context in mind, the following outlines areas that district leadership believes may be enhanced through a potential reconfiguration, as well as areas that would likely require careful planning and attention should the Board choose to pursue such a path.

Ensure Equitable Access to High-Quality Curriculum, Instruction, and Student Supports Across the District

The purpose of this section is not to suggest that current practices are failing students. Effective organizations routinely engage in reflection, seek feedback, and examine opportunities for growth, regardless of whether significant structural changes are being considered. This section highlights areas where district leadership sees opportunities to strengthen consistency, equity, and organizational capacity. Reconfiguration is one potential strategy among several that could help advance those goals, and this process provides an opportunity to thoughtfully consider the options available to the board.

1. Consistency of Curriculum, Instruction, and Assessment

Current State

The district currently operates three elementary schools with different instructional configurations. Depending on enrollment, staffing, and budget considerations, classrooms may be organized as single-grade, departmentalized elementary, or multi-age classrooms. These configurations can change from year to year as schools adjust to local needs and available resources.

While dedicated staff work hard to ensure positive outcomes for students regardless of structure, varying grade-level and program configurations require our staff to adapt their expertise across a broader range of student needs, instructional settings, and resource realities on an ever-changing basis while maintaining a consistent curriculum and instructional experience for all students.

Opportunity for Enhancement

A reconfigured system could allow students to be intentionally grouped into more stable grade-level cohorts. This would create greater consistency in curriculum implementation, instructional practices, assessment systems, intervention supports, and enrichment opportunities.

Potential Outcomes

- More consistent implementation of the district curriculum across schools.
 - Increased collaboration among educators teaching the same grade levels.
 - Greater ability to provide targeted intervention and academic acceleration.
 - Improved continuity of learning experiences for students.
 - More equitable access to educational opportunities regardless of school attendance area.
-

2. Equitable Access to Social-Emotional and Behavioral Supports

Current State

The district currently utilizes three distinct approaches to supporting students' social-emotional and behavioral needs across its elementary schools. While each school has developed systems that reflect local strengths and staffing, the effectiveness of these supports is often highly dependent on specific individuals and local capacity.

Recruiting and retaining highly trained behavioral and social-emotional support staff remains a significant challenge both locally and across Vermont. Because specialized staff is distributed across multiple campuses, the district's ability to build robust, sustainable support systems can be limited.

Opportunity for Enhancement

A reconfigured system could allow the district to concentrate specialized expertise, develop more consistent research-based practices, and create support systems that are less dependent on individual staffing circumstances.

Potential Outcomes

- More equitable access to social-emotional and behavioral supports for all students.
- Greater consistency in student support practices across the district.
- Increased capacity to coordinate, integrate and collaborate with external support providers.
- Enhanced and more timely access to comprehensive coordinated community support.
- Improved sustainability of support systems despite staffing challenges.

- Increased capacity to proactively address student needs before they escalate.
 - Enhanced ability to recruit, retain, and support specialized staff.
 - District wide savings that impact our ability to add specialized staff and create a cohesive plan for students to become learners who can self regulate and access education.
-

3. Expanding the District's Capacity to Serve Students with Intensive Needs

Current State

Like many districts across Vermont, Orange Southwest has experienced increasing reliance on specialized out-of-district placements for students whose Individualized Education Program (IEP) teams determine require services beyond what can currently be provided in district programs. At present, OSSD has 17 students in out-of-district placements.

While these placements provide important services, they are often costly and can result in students spending significant portions of their educational experience outside their home schools and communities. Students placed outside the district frequently face barriers to returning to less restrictive educational settings.

Opportunity for Enhancement

A reconfigured system could create the scale and staffing capacity necessary to develop more specialized in-district programs capable of providing a less restrictive alternative to out-of-district placement. Such programs would focus on providing intensive academic, social-emotional, and behavioral supports while maintaining strong connections to students' home schools and peer groups.

Potential Outcomes

- Increased ability to educate students within their home district whenever appropriate.
 - Greater access to specialized supports closer to students' communities.
 - Improved opportunities for students to participate in general education settings.
 - Enhanced pathways for students to successfully transition back into their grade-level cohorts (including full and part time models).
 - Ensure access to AOE licensed educators.
 - Reduced reliance on costly out-of-district placements over time.
 - Improved educational and social outcomes for students requiring intensive support.
-

4. Transition A Middle Level Model Within a High School To Creating a Comprehensive Developmentally Responsive Complete Middle School I Program

Current State

The district currently operates sixth grade within its elementary schools and serves grades seven and eight within the high school setting. While this structure has served the district for many years, it resembles a traditional junior high model more than a modern middle-level educational model. We have consistently heard the need for a whole child approach to middle school at parent-teacher conferences and that our current state doesn't meet the needs of all students and families.

Research on adolescent development suggests that students in the middle grades benefit from educational environments specifically designed to address their unique academic, social, emotional, and developmental needs.

Opportunity for Enhancement

A reconfigured system could create a dedicated middle-level program designed around the developmental needs of young adolescents. Such a model would emphasize relationship-building, interdisciplinary instruction, student belonging, and age-appropriate academic supports.

Potential Outcomes

- Stronger relationships between students and educators.
- Increased student engagement and sense of belonging.
- Improved attendance and reduced absenteeism.
- Reduced participation in risky behaviors.
- Enhanced support for adolescent mental health and well-being.
- Greater opportunities for interdisciplinary learning and team-based instruction.
- Stronger academic performance and improved preparation for high school success.

5. Building Sustainable and Equitable Staffing Models

Current State

The district currently shares a number of specialized staff members across multiple buildings in order to provide educational programming and services. While this approach has allowed the district to meet

student needs, it can create scheduling complexities, reduce the amount of direct service time available to students, and increase staff travel demands.

Additionally, some positions can be more difficult to recruit and retain when responsibilities require travel between multiple schools or split assignments across buildings.

Opportunity for Enhancement

A reconfigured system could allow staff to be assigned primarily within a single building or program, reducing travel requirements and increasing opportunities for collaboration among colleagues serving similar student populations.

Potential Outcomes

- Increased direct instructional and student support time.
 - Reduced time spent traveling between campuses.
 - Greater consistency in service delivery.
 - Improved collaboration among educators and support staff.
 - Enhanced ability to recruit and retain qualified candidates.
 - More sustainable staffing models over the long term.
 - More equitable access to specialized services for students across the district.
-

6. Strengthening Equity of Student Access and Educational Opportunity

Current State

While all schools work diligently to meet student needs, the availability of programs, services, and resources can vary by building size, staffing configurations, and student enrollment patterns.

As student populations and needs evolve, maintaining equitable access to educational opportunities across multiple campuses can become increasingly challenging.

Opportunity for Enhancement

A reconfigured system could create greater consistency and increased offerings in access to services, specialized supports, enrichment opportunities, and educational resources, regardless of where students live within the district.

Potential Outcomes

- More equitable access to educational programs and services.
 - Increased consistency in student experiences across the district.
 - Improved resource allocation based on student needs.
 - Greater opportunities for collaboration among students and staff.
 - Enhanced ability to respond to changing enrollment and demographic trends.
-

7. Supporting Multilingual Learners

Current State

The district has experienced growth in the number of multilingual learners (ML students) requiring specialized instructional and language-acquisition supports. Providing these services across multiple buildings can present challenges related to staffing, scheduling, and peer connections among students.

Opportunity for Enhancement

A reconfigured system could allow multilingual learners to access more robust instructional services, specialized staff, and peer networks while maintaining meaningful participation in the broader school community.

Potential Outcomes

- Increased access to specialized language acquisition supports.
 - Greater opportunities for peer relationships among multilingual learners.
 - Enhanced collaboration among educators serving multilingual students.
 - Improved ability to recruit and support specialized staff.
 - Stronger academic and social outcomes for multilingual learners.
 - Increased capacity to respond to future enrollment growth.
-

8. Expanding and Strengthening Early Childhood Programming

Current State

The district currently operates early childhood programming across multiple locations and within the constraints of available facilities, staffing, and licensing requirements. As enrollment patterns and community needs evolve, opportunities may exist to strengthen and expand these programs.

Opportunity for Enhancement

A consolidated early childhood program could provide greater flexibility in program design, staffing, scheduling, and service delivery while creating opportunities to explore expanded programming options in the future.

Potential Outcomes

- A more robust and comprehensive early childhood program.
- Increased consistency of services and experiences for children and families.
- Improved efficiency in meeting licensing and regulatory requirements.
- Greater opportunities for collaboration among early childhood educators.
- Potential future expansion of programming options, including full-day opportunities for three- and four-year-old students.
- Potential future exploration of transportation and after-school programming options for early learners.
- More equitable access to early childhood services across the district.
- Possible Partnerships to provide childcare for children after their school day.

9. Enrollment Stability and Program Viability

Current State

Enrollment fluctuations can have significant impacts on class configurations, staffing assignments, and program offerings. Smaller cohorts may limit the district's flexibility in designing programs and responding to changing student needs.

Opportunity for Enhancement

A reconfigured system could create more stable student cohorts, allowing the district to plan more effectively and provide programming with greater consistency over time.

Potential Outcomes

- Increased stability in staffing and program delivery.
 - More predictable class and cohort configurations.
 - Greater flexibility in responding to enrollment changes.
 - Enhanced ability to sustain specialized programs and services.
 - Improved long-term planning and resource allocation.
-

10. Expanded Opportunities for After-School Programming, Enrichment, and Student Support

Current State

Providing robust after-school programming across multiple campuses can be challenging due to staffing requirements, transportation logistics, and varying levels of student participation.

These factors can limit opportunities for enrichment activities, clubs, academic interventions, and tutoring programs.

Opportunity for Enhancement

A reconfigured system could bring larger numbers of students together in a single location, creating greater opportunities to develop and sustain a broader range of after-school offerings.

Potential Outcomes

- Expanded access to clubs, enrichment programs, and extracurricular activities.
- Increased opportunities for academic intervention and tutoring.
- Greater student participation in after-school programming.
- More efficient use of staff and resources.
- Enhanced opportunities for students to build relationships and engage with peers.
- Stronger connections between academic learning and extracurricular experiences.

- Increased ability to develop comprehensive after-school programming that serves a wider range of student interests and needs.

11. Aligning Facilities with Long-Term Educational and Operational Needs

Current State

The district recently completed a facilities feasibility study to evaluate the condition and long-term viability of its school buildings. The study found that each campus remains functional and capable of serving students today. None of the district's facilities were characterized as unsafe, decrepit, or in danger of failure.

At the same time, the study identified varying levels of future investment needs across the district:

- The Randolph Union High School and Randolph Technical Career Center campus requires significant modernization, with many major building systems approaching or exceeding their expected useful life.
- The Brookfield Elementary School campus was found to be in somewhat better condition than the high school campus but faces similar challenges associated with aging building systems. Additionally, the building was constructed using a wood-frame truss system and does not have a building-wide fire suppression system.
- Braintree Elementary School was identified as being in generally good condition and capable of serving students well into the future, although modernization and facility improvements would enhance the educational environment.
- Randolph Elementary School, the district's newest facility, was identified as being in good condition. It was designed as a modern elementary school and provides substantial flexibility for educational programming.

The feasibility study further concluded that modernizing the major systems of the RUHS/RTCC campus to current standards would likely cost a substantial percentage of the cost of constructing a new facility, while still leaving students in a building originally designed to support educational models of the 1950s and 1960s.

Opportunity for Enhancement

A reconfigured district structure would not eliminate the long-term capital improvement needs of the RUHS/RTCC campus. Those facility decisions will remain important regardless of how the district is organized.

However, reconfiguration could allow the district to utilize its facilities in a manner that better aligns building design with student needs and educational programming. For example, existing capital reserve

funds may provide opportunities to modify portions of the RUHS campus to support a dedicated middle-level program without requiring major new construction.

Given current legislative discussions regarding governance structures and the timelines associated with potential district mergers, it is reasonable to assume that any future merged district would initially inherit the educational configuration in place at the time of merger. As a result, a reconfigured middle school program would likely operate for several years before any future governance changes occurred.

In addition to the educational benefits described elsewhere in this report, relocating sixth-grade students to a dedicated middle-level environment could create the space and flexibility necessary to support other programmatic improvements at the elementary level.

Reconfiguration would also transition students from the Brookfield campus into more modern educational facilities that are better aligned with contemporary instructional practices and student support models.

Finally, operating fewer instructional campuses may allow the district to concentrate facility investments and modernization efforts rather than distributing resources across a larger number of buildings.

Potential Outcomes

- Better alignment between educational programming and facility design.
- Increased ability to modernize and improve fewer campuses rather than spreading resources across multiple sites.
- More efficient use of existing capital reserve resources.
- Enhanced flexibility to tailor facilities to the developmental needs of specific student populations.
- Improved access to modern learning environments for students.
- Greater capacity to prioritize future capital investments.
- Reduced duplication of facility-related expenditures across multiple campuses.

Operational Considerations

Current State

Like many districts throughout Vermont, OSSD has experienced challenges recruiting and retaining custodial and maintenance personnel. During portions of the past year, the district was unable to fully staff maintenance and custodial positions across all campuses and relied on contracted services to meet operational needs.

Maintaining multiple campuses requires staffing, supervision, equipment, and operational support across a larger physical footprint.

Opportunity for Enhancement

A reconfigured district could increase operational and maintenance staff density by concentrating personnel and resources across fewer instructional sites. This may allow maintenance and custodial teams to work more collaboratively and efficiently while reducing dependence on contracted services.

Potential Outcomes

- Increased operational efficiency.
- Faster response time for maintenance and janitorial requests
- Greater consistency in facility maintenance and upkeep.
- Improved supervision and coordination of maintenance activities.
- Enhanced ability to recruit and retain facilities staff.
- Reduced reliance on contracted custodial and maintenance services.
- More effective deployment of district operational resources.
- Increased capacity to maintain facilities at a high standard.

12. Long-Term Financial Sustainability and Stewardship of Public Resources

Current State

The Orange Southwest School District has consistently sought to balance two equally important responsibilities: providing all students with a high-quality education and the supports necessary for success, while serving as responsible stewards of the financial resources entrusted to the district by taxpayers and the communities we serve.

Like many districts across Vermont, OSSD is operating in an environment characterized by rising costs, changing enrollment patterns, workforce shortages, increasing student needs, aging facilities, and uncertainty regarding future state education funding systems. These realities do not indicate that the district is in crisis. They do, however, require district leadership and the Board to continually evaluate whether current structures remain the most effective and sustainable way to deliver educational services.

Recent budget cycles illustrate these challenges. During development of the 2025-2026 budget, administration presented a level-service budget that would have increased expenditures by more than 10 percent. The Board determined that level of increase was not supportable. The board ultimately selected \$1.1 million in reductions identified by administration. Those reductions included administrative restructuring, proportional allocation of nursing services across the district, reduction of a prekindergarten classroom resulting in larger class sizes, reductions in library staffing, elimination of a late bus, and other operational changes. The final budget represented a 6.3 percent expenditure increase; however, because of

declining Long-Term Weighted Average Daily Membership (LTWADM), the cost per LTWADM increased approximately 22 percent.

During development of the 2026-2027 budget, administration again sought to limit expenditure growth through approximately \$550,000 in administrative reductions, technology changes, and other operational efficiencies. These efforts limited expenditure growth to approximately 3.07 percent. Due in part to increased enrollment, cost per LTWADM declined by approximately 1.22 percent.

These budget cycles demonstrate several important realities:

- Significant reductions have already been made in administrative and operational areas.
- Opportunities for future reductions that do not directly affect students are increasingly limited.
- Enrollment trends have a significant impact on district financial metrics.
- Maintaining current programming and services becomes increasingly difficult when costs rise faster than enrollment and revenues.

As future budgets are developed, the Board will likely face some combination of the following options:

1. Continue increasing expenditures to maintain current organizational structures and services.
2. Reduce expenditures through budget reductions, recognizing that many of the most accessible reductions have already been implemented and future reductions may increasingly affect positions and services that directly support students.
3. Explore whether reconfiguration could provide opportunities to maintain or enhance educational services while creating greater operational efficiency.

None of these options are without challenges. Each requires balancing educational quality, community priorities, staffing considerations, and financial sustainability.

The district has also received many questions regarding the financial implications of reconfiguration, including:

- What would be the full cost of implementing a reconfiguration?
- What facility modifications would be required?
- How would transportation costs change?
- What staffing changes would occur?
- What administrative restructuring might be necessary?
- What impact could reconfiguration have on out-of-district placement costs?
- How much money, if any, would be saved and over what timeline?

These are important questions. At this stage, however, they cannot be answered with certainty because reconfiguration remains in the idea and exploration phase rather than the proposal phase.

Everything presented to date has been conceptual in nature. The earliest a reconfiguration of this scale could reasonably occur would be the 2027-2028 school year. Significant work would be required before any formal proposal could be developed, including educational planning, financial modeling, transportation analysis, staffing analysis, facility planning, and extensive stakeholder engagement.

It is also important to recognize that any reconfiguration involving the closure of a school is ultimately a Board decision. Under the Articles of Agreement, the Board has sole authority to determine whether a school should be closed and must follow the required public process, including public hearings, an advisory vote from the affected community, and approval by a two-thirds majority of the Board. Board Governance Policy 4.2 identifies school closure decisions as a Board responsibility, and Executive Limitation 2.6 specifically prohibits the Superintendent from closing any building as a public school.

As a result, district leadership can identify opportunities, provide information, and facilitate community discussion, but only the Board has the authority to determine whether reconfiguration should be pursued.

Opportunity for Enhancement

The underlying premise of reconfiguration is not simply to reduce costs. Rather, it is to explore whether the district can provide equal or enhanced educational opportunities for students while utilizing available resources more effectively and sustainably.

District leadership believes it is appropriate to consider whether a different organizational structure could:

- Improve educational opportunities for students.
- Increase consistency and equity of services.
- Better align staffing with student needs.
- Improve operational efficiency.
- Expand in-district programming and student supports.
- Create greater long-term financial sustainability.

While detailed financial modeling has not yet occurred, reconfiguration could create opportunities to reduce duplication and improve efficiency in areas such as staffing, student support services, facilities operations, maintenance, custodial services, educational programming, and administrative support.

One particularly significant opportunity may be the expansion of in-district programs designed to support students who currently require specialized out-of-district placements. If successful, staffing efficiencies created through reconfiguration could potentially be redirected toward these programs, allowing the district to serve more students within their home communities while reducing reliance on costly outside placements.

Staffing represents both the district's largest expenditure and its most important investment. At this stage, no staffing plan has been developed because no reconfiguration proposal has been developed. However, several factors warrant consideration:

- Reconfiguration may create opportunities to reduce duplication of services and improve staffing efficiencies.
- The district has experienced staffing shortages and vacancies in multiple positions over recent years.
- Some staffing adjustments could potentially occur through attrition, retirements, reassignment opportunities, and existing vacancies.

- Vermont continues to experience educator shortages across many regions and job categories, creating employment opportunities both within and beyond district boundaries.
- District leadership would work to minimize disruption and negative impacts on both students and employees regardless of the path chosen.

It is equally important to acknowledge that reconfiguration would involve costs and operational changes. Potential costs could include facility modifications, transportation adjustments, furniture and equipment relocation, technology and infrastructure changes, professional development, and transition planning.

Potential Outcomes

Should future analysis support the concept, reconfiguration could potentially create opportunities to:

- Better align educational programming with available resources.
- Improve long-term financial sustainability.
- Reduce duplication of staffing and operational expenditures.
- Increase staffing efficiencies and professional density.
- Expand in-district programming for students with specialized needs.
- Reduce reliance on costly out-of-district placements over time.
- Improve utilization of facilities and district resources.
- Increase the proportion of resources directed toward direct student services.
- Create greater flexibility in responding to future enrollment and funding changes.
- Maintain or enhance educational opportunities despite increasing financial pressures.

Whether these opportunities ultimately result in measurable savings, cost avoidance, or improved educational outcomes would require detailed analysis and community engagement.

Addressing the questions raised at the May Board Meeting

1. *Brookfield has approximately 100 students. Braintree has approximately 100 students. These are functioning schools serving intact communities. The proposal asks the families of those 200 students to accept extended daily bus rides for their youngest children, the closure of a school that is the primary community anchor in Brookfield, the fundamental repurposing of a school that the Braintree community has built a distinctive educational culture around over many years, and all of the uncertainty and disruption that comes with a reorganization of this magnitude.*

This question highlights one of the most significant considerations associated with any potential reconfiguration. Brookfield and Braintree are not failing schools. They are functioning schools staffed by dedicated educators and supported by communities that care deeply about their children and their schools. It is entirely reasonable for families and community members to ask whether the potential benefits of reconfiguration justify the disruption, uncertainty, and changes that would accompany it.

District leadership recognizes that reconfiguration would have impacts beyond educational programming and finances. For Brookfield, the school serves as an important community institution and gathering place. For Braintree, the school has developed a distinctive culture and educational identity that is valued by students, families, and staff. Reconfiguration would require careful consideration of what those communities might lose, not just what the district as a whole might gain.

At the same time, the purpose of the reconfiguration discussion is not to evaluate whether these schools are functioning today. Rather, it is to consider whether a different organizational structure could better position the district to address the opportunities and challenges identified throughout this report. Those include providing more consistent access to curriculum and instructional programming, strengthening social-emotional and behavioral supports, expanding in-district services for students with specialized needs, creating a dedicated middle-level program, increasing staffing capacity and professional density, improving equity of access to services and resources, better utilizing facilities, and supporting the long-term financial sustainability of the district.

Ultimately, this is a question of tradeoffs. Reconfiguration has the potential to create educational, operational, and financial benefits, but those benefits must be weighed against the impacts on students, families, staff, and communities. Determining whether those tradeoffs are justified is not an administrative decision; it is a decision for the Board, informed by community input, data, and the values of the district.

That is one of the primary reasons this conversation was initiated well in advance of any potential implementation. With no reconfiguration possible before the 2027-2028 school year, the Board has the opportunity to carefully consider both the benefits and the impacts, engage with stakeholders, and determine whether the opportunities identified in this report are significant enough to warrant moving from an idea to a formal proposal.

2. *A teacher at the April meeting made the point that the mixed-age model at Braintree, where older students mentor younger ones and read to each other, is genuinely valuable and would be lost (1:08:41). A Braintree fourth grader said the same thing directly and movingly (1:10:02). How has the proposal accounted for what is lost, not just what is gained? Is there a version of this proposal that preserves some of what makes these schools distinctively valuable while still addressing the district's legitimate concerns?*

The teacher and student who spoke at the April meeting highlighted one of the strengths often associated with smaller schools and multi-age environments: opportunities for older students to mentor younger students, develop leadership skills, and build relationships across grade levels. Those experiences are real and valuable, and they should be acknowledged as part of any discussion regarding reconfiguration.

At the same time, it is important to recognize that peer mentoring, leadership opportunities, and cross-age relationships are not solely products of a particular building configuration. These experiences can be intentionally designed and supported within a variety of educational settings. In fact, one of the questions educators would need to consider as part of any reconfiguration planning process is how to preserve and strengthen those opportunities that communities value most.

If the Board were to pursue reconfiguration, district leadership and educators would need to work collaboratively to identify the unique strengths of existing programs and determine how those strengths could be incorporated into a new structure. This could include intentional peer mentoring programs, cross-grade learning opportunities, leadership experiences for older students, and partnerships between schools and grade levels.

More broadly, this question reflects an important consideration throughout the reconfiguration discussion. The goal is not to suggest that current schools lack value. Each of our schools has strengths, traditions, and characteristics that contribute positively to students' experiences. The question for the Board is whether the educational, equity, student support, staffing, facilities, and financial opportunities that may be created through reconfiguration outweigh what could be lost and, if so, how the district can intentionally preserve the most valuable elements of our current programs as part of any future transition.

3. *Brookfield sits at the northern edge of this district, geographically closer in many ways to Williamstown than to Randolph or Braintree. Before the board proceeds on the assumption that Brookfield's future lies entirely within OSSD, should any consideration be given to whether Brookfield students might be better served by alignment with the supervisory union to the north? What would that process look like? If we are genuinely open to all options for Brookfield's future, that should be one of them.*

This is a reasonable question and one that should be acknowledged as part of any discussion regarding Brookfield's future. If the Board is considering significant changes to the role of the Brookfield campus, it is understandable to ask whether alternatives outside of Orange Southwest should also be considered.

At present, however, there appear to be significant practical and legislative obstacles to such an option. Recent legislative action put a moratorium on governance changes independently during the current restructuring process. As a result, it is unclear whether a transition of Brookfield to another supervisory district would be legally available even if there were local interest in exploring it.

Additionally, if such a process were available, Brookfield would likely become part of a substantially larger governance structure. Under the current regional groupings being discussed at the state level, Brookfield's student and town populations would represent a very small percentage of the overall enrollment and town population of the resulting district. While representation structures would ultimately be determined through a future governance process, it is reasonable to conclude that Brookfield's influence within a much larger district could be considerably less than it is within Orange Southwest today.

More importantly, the question before the Board is not simply one of governance. The challenges and opportunities identified throughout this report, including equitable access to curriculum, student supports, staffing capacity, specialized programming, facilities utilization, and long-term financial sustainability, would still need to be addressed regardless of the governance structure in which Brookfield participates.

For that reason, district leadership's focus has been on identifying whether there are opportunities to better serve students within the existing Orange Southwest School District structure. If, at some point, changes in state law or governance options create additional alternatives for Brookfield, those options could

certainly be evaluated on their own merits. At the present time, however, reconfiguration within OSSD appears to be the option most directly within the Board's authority and control.

4. *Board member Rachel Fish raised at the April meeting a fundamental question about the educational and ethical premise of this proposal. She stated directly that segregating students into alternative programs is ableist, that it represents segregation of disabled students from non-disabled students, and that the research supports more inclusive services rather than more restrictive ones (2:23:52). She indicated this is her area of professional expertise. Should the board formally commission an independent review of the proposed alternative program model from a special education law and inclusive education research perspective before proceeding further?*

This question raises two separate but important issues: whether the concept being discussed is educationally sound and whether the Board should commission an independent review at this stage of the process.

First, it is important to recognize that federal and state special education law require students to be educated in the least restrictive environment appropriate to their needs. The intent of the in-district alternative programming concept described in this report is not to create permanent or separate educational tracks for students with disabilities. Rather, the concept is based on creating an additional layer of intensive, individualized support within the district's continuum of services, offering a less restrictive in-district option for students whose needs might otherwise require an out-of-district placement. The program would provide targeted academic, behavioral, and social-emotional supports while maintaining opportunities for participation with nondisabled peers to the maximum extent appropriate, as determined by each student's IEP team.

One of the challenges identified throughout this report is OSSD's increasing reliance on out-of-district placements for students whose needs cannot currently be met within district programs. Students placed outside the district are often educated in settings that are significantly more restrictive than their home schools and, in many cases, have limited opportunities to reintegrate with their peers and may be educated by individuals who are not licensed by the AOE. District leadership believes there may be value in exploring whether some of those students could be better served through programs located within their home district and, when possible, within their home school.

A key distinction is that an in-district program located within a school building creates opportunities for flexible participation in general education settings. Students may be able to continue participating in academic classes, specials, extracurricular activities, lunch, recess, and other aspects of school life while receiving targeted supports. The goal would be to maximize inclusion and facilitate a return to full participation in general education settings as quickly and successfully as possible.

The Vermont Agency of Education has also identified the limited availability of in-district programming options as a contributing factor in many districts' reliance on out-of-district placements. One potential benefit of developing additional in-district capacity is the ability to serve students closer to home and in less restrictive settings than might otherwise be available.

With respect to the question of an independent review, it is important to recognize that no specific alternative program model has been proposed. At this stage, the report identifies an area of need and a potential opportunity for enhancement rather than a fully developed program design.

It is also important to consider this question through the lens of the Board's Policy Governance model. Under that model, the Board's role is to establish the outcomes it expects the district to achieve, establish limitations within which the Superintendent must operate, and make those decisions specifically reserved to the Board through policy, statute, or the Articles of Agreement. The operation of the district, including program design, staffing structures, instructional models, and the implementation of student support services, is delegated to the Superintendent.

The question currently before the Board is not whether to approve a specific alternative program model. No such model exists today. Nor is the Board being asked to approve the operational details of how student services would be delivered in a reconfigured district. Those decisions would fall within the Superintendent's responsibility and would be developed, if necessary, through a collaborative process involving district educators, special educators, administrators, families, and outside experts as appropriate.

The decision that would ultimately be before the Board is whether the educational, operational, facilities, and financial opportunities identified throughout this report justify pursuing a reconfiguration that may include the closure of a school building. That authority is explicitly reserved to the Board through the Articles of Agreement and Board policy.

Should the Board determine that reconfiguration is a direction it wishes to pursue, administration would then be responsible for developing implementation plans that comply with all applicable federal and state laws, including special education requirements related to the least restrictive environment. As with any significant initiative, district leadership would utilize the expertise of district staff and seek outside expertise when necessary to ensure students are appropriately served.

For that reason, the question before the Board at this stage is less about evaluating a specific alternative program model and more about determining whether the district should continue exploring a reconfiguration concept designed to address the educational and operational needs identified throughout this report.

5. *The financial case for this proposal rests on the alternative programs successfully reducing out-of-district placements. The educational case, as articulated by board member Fish, suggests that the research supports moving toward more inclusive services rather than more restrictive ones. These two positions are in direct tension. How does the board reconcile the financial argument for alternative programs with the educational argument against increased restrictiveness? Is there a risk that creating a more restrictive environment generates institutional pressure to fill it in ways that undermine both the educational and financial goals of the proposal?*

This question assumes that the district's current options are either fully inclusive services within a student's home school or placement in a district-operated alternative program. In reality, the report

identifies a different challenge: OSSD's increasing reliance on out-of-district placements for students whose needs cannot currently be met within existing district programming.

As discussed in the report, the concept being explored is not the creation of permanent alternative educational settings. Rather, it is the creation of in-district supports designed to help students remain connected to their home district, their peers, and general education opportunities while receiving the additional services they need. The intent would be to provide support in the least restrictive environment appropriate for the student, with the goal of increasing participation in general education settings whenever possible.

From that perspective, the educational and financial considerations identified in the report are not necessarily in conflict. The educational objective is to expand the district's capacity to serve students within OSSD and create pathways toward greater participation in general education settings. The potential financial benefit would come from reducing reliance on costly out-of-district placements when student needs can be appropriately met within the district.

The report also acknowledges that no specific program model has been developed. As a result, concerns regarding program design, student placement criteria, and safeguards against inappropriate placement would need to be addressed during any future planning process. Any program developed by the district would be required to comply with federal and state special education laws, including requirements related to the least restrictive environment and individualized decision-making by IEP teams.

Ultimately, the question before the Board is not whether to approve a specific alternative program model. The question is whether the district should continue exploring opportunities to expand its ability to serve students within OSSD, strengthen student supports, and reduce reliance on out-of-district placements while maintaining its commitment to inclusive educational practices.

6. *Who makes placement decisions for the alternative programs, and are those decision-makers independent of the budget pressure to fill the programs and achieve the cost avoidance that justifies the proposal financially?*

Placement decisions for students receiving special education services are made by a student's Individualized Education Program (IEP) Team in accordance with federal and state special education law. The IEP Team includes the student's parent or guardian, educators, special education personnel, and other individuals with relevant knowledge or expertise regarding the student's needs.

By law, placement decisions must be based on the individual needs of the student and the requirement that services be provided in the least restrictive environment appropriate to those needs. Neither the district nor an individual administrator may unilaterally place a student into a program for financial reasons.

The concern raised in the question, that a district-operated program could create pressure to fill available seats in order to achieve anticipated cost savings, is understandable. However, the legal safeguards built into the special education process are specifically designed to prevent placement decisions from being driven by financial considerations. Placement recommendations are made through the IEP process and must be supported by the student's identified educational needs, evaluation data, and the services required for the student to receive a free and appropriate public education.

It is also important to remember that the concept described in the report is not predicated on filling a program to a predetermined capacity. Rather, it is based on creating additional in-district options so that when an IEP Team determines a student requires services beyond those currently available, the district may have the capacity to provide those services closer to home and, potentially, in a less restrictive setting than an out-of-district placement.

Ultimately, if the district were to develop such programs in the future, student participation would continue to be determined through the legally required IEP process, not through budget targets or enrollment goals. Success of the alternative programs would actually be judged by their ability to have students successfully return to the classroom.

7. Should the board require regular reporting on how many students are in each program, for how long, what their re-integration outcomes are, and whether out-of-district placements have actually decreased as a result?

The Board certainly has the authority to establish the outcomes and monitoring expectations it wishes to see through its Policy Governance framework.

Under Policy Governance, the Board's role is not to manage the day-to-day operation of district programs. Rather, the Board establishes the results it expects the district to achieve through its Ends Policies and monitors progress toward those outcomes. If the Board believes information regarding student participation, length of placement, reintegration outcomes, or changes in out-of-district placements is important to determining whether district programs are achieving their intended purpose, it could establish expectations for monitoring and reporting in those areas.

In fact, if the district were to develop additional in-district programming designed to reduce reliance on out-of-district placements, it would be reasonable for the Board to expect evidence regarding the effectiveness of those programs. Measures such as student outcomes, successful reintegration into less restrictive settings, changes in out-of-district placement rates, and overall program effectiveness could provide valuable information regarding whether the district is achieving the educational goals that justified the investment.

At the same time, the specific design of monitoring systems, data collection processes, and program operations would remain an administrative responsibility. The Board's role would be to determine what results it expects to see and to evaluate whether those results are being achieved.

8. What are the legal protections and due process rights for families whose children are being considered for placement but would not prefer the alternative program? Do families have access to an independent advocate?

Families whose children are being considered for special education programming, including any in-district alternative program, retain all rights and protections afforded under state and federal law, including the Individuals with Disabilities Education Act (IDEA) and Vermont special education regulations.

Placement decisions are made by the student's Individualized Education Program (IEP) Team and are based on the student's individual educational needs and the requirement that services be provided in the least restrictive environment appropriate for the student. Families are full and active members of the IEP Team and participate in all decisions regarding eligibility, services, and placement.

Under these protections, families have procedural safeguards that include, among other rights, the right to:

- Receive prior written notice of proposed changes in identification, evaluation, or placement
- Provide consent or refuse consent where applicable
- Request mediation
- Request a due process hearing if there is disagreement with a proposed decision
- Access independent educational evaluations under certain conditions

In addition, families have access to independent advocacy and support resources. In Vermont, this includes state-level parent and family support organizations that provide guidance, training, and assistance in understanding special education rights and navigating the IEP process.

These protections apply regardless of the specific program model being considered and ensure that no placement decision is made unilaterally by the district without full procedural safeguards and family participation.

9. What triggers a formal board review if the programs consistently run near capacity or if out-of-district placements do not decrease as projected? Who decides whether outcomes reflect the programs working as intended?

As described earlier, under the principles of Policy Governance the Board delegates operational authority to the Superintendent. The Board does not manage or evaluate individual programs. Rather, the Board establishes the outcomes it expects the district to achieve through its Ends Policies and monitors the Superintendent's compliance with those Ends and the Executive Limitations.

As a result, there would not necessarily be a specific programmatic trigger that automatically results in a formal Board review of an individual alternative program. Questions such as program design, staffing, capacity, student participation, and operational adjustments fall within the Superintendent's area of responsibility.

However, if the Board believes that measures such as out-of-district placement rates, student reintegration outcomes, or the effectiveness of specialized student supports are important indicators of district success, it has the ability to incorporate those expectations into its Ends Policies or monitoring framework. The Board would then receive evidence demonstrating whether the district is achieving those desired outcomes.

Under Policy Governance, the Superintendent is responsible for determining how programs are structured and adjusted to achieve the Board's goals. The Board's role is not to decide whether a particular program is operating correctly, but rather to determine whether the district as a whole is achieving the results the Board has established.

If monitoring data demonstrated that desired outcomes were not being achieved, the Board could hold the Superintendent accountable for those results through its established monitoring process. The Board would not typically direct changes to a specific program; rather, it would expect the Superintendent to make whatever operational adjustments are necessary to achieve the outcomes established by the Board.

Ultimately, the Board governs through the outcomes it expects to see, while the Superintendent is responsible for the programs, practices, and operational decisions necessary to achieve those outcomes.

10. We mentioned at the April meeting that the Bethel district is piloting a similar model (59:18). Anne suggested inviting someone from Bethel to speak to the board. Is that scheduled?

At the April meeting, one of the action items was for Superintendent Clark to contact Superintendent Kinnarney regarding lessons learned from the implementation of Bethel's alternative programming, including any unintended consequences or challenges that emerged during implementation.

Superintendent Clark completed that action item and reported back to the Board at its May meeting regarding those conversations and the information that was gathered.

At this time, a presentation to the Board by representatives from Bethel has not been scheduled. Should the Board determine that it would be helpful to hear directly from educators or administrators involved in the development and operation of similar programs, the Board could request that such a presentation be arranged as part of its ongoing consideration of these issues.

11. This proposal sends all district PreK and Kindergarten students from Randolph, Brookfield, and Braintree to Braintree. What is the actual, realistic bus ride time for a Kindergartner traveling from Randolph to Braintree? From Brookfield to Braintree? A parent at the April meeting confirmed that the current bus pickup in parts of Brookfield is already 6:30 am and that almost nobody takes it because it is too early (1:11:10). If routes are extended to reach Braintree, what does that pickup time become?

The district currently operates its own transportation system and has the ability to design school start times, end times, and bus routing configurations. Those factors do provide meaningful flexibility in how transportation services are structured under any reconfiguration scenario.

At the same time, the specific questions raised—particularly regarding actual ride times for PreK and Kindergarten students traveling from Randolph or Brookfield to Braintree, as well as the resulting pickup and drop-off times—are valid and important. Those details cannot be accurately determined at this stage because no transportation modeling has been completed for a reconfigured system.

Transportation routing is a highly complex process that depends on multiple variables, including student distribution, stop density, road networks, fleet capacity, start and end times for each school, and allowable ride time thresholds for young students. Any accurate estimate of ride times or pickup schedules would require detailed route simulation and operational planning.

The concern raised regarding early pickup times is also noted. As was shared during the April meeting, some current routes in portions of the district already involve early pickup times, and participation in

those routes has been limited as a result. Any reconfiguration would need to carefully consider the impact of longer routes on student participation, family schedules, and age-appropriate transportation practices, particularly for younger learners.

Should the Board choose to explore reconfiguration further, transportation planning would be a required component of that work. That analysis would need to include route modeling, start and end time scenarios, fleet utilization, and consideration of age-appropriate travel times for PreK and Kindergarten students.

Ultimately, while the district has the operational flexibility to design transportation systems, the specific impacts on ride times and schedules cannot be responsibly estimated until a detailed transportation study is completed as part of any formal proposal development process.

- 12. At what point does the length of a bus ride become developmentally inappropriate for a five year old? Should we consult early childhood development specialists on that specific question?*

Research in early childhood development and transportation practice does consider the impact of extended bus ride times on young children, particularly five-year-old students in Kindergarten. Factors such as total time on the bus, time of day, length of the school day, and overall daily routine can all influence student readiness, behavior, and engagement in learning.

At this stage, the proposal does not include a transportation model, so no determination has been made regarding what specific ride times would look like or how they would compare to generally accepted developmental guidance. As a result, it is not yet possible to evaluate whether any potential transportation plan would meet those standards.

If the Board chooses to continue exploring reconfiguration, it would be appropriate for transportation planning to include consultation with individuals who have expertise in early childhood development, student wellness, and school transportation design. That input would be important in establishing parameters for what constitutes developmentally appropriate transportation for the district's youngest learners.

It is also important to distinguish between governance and implementation. The Board would not be responsible for setting specific bus ride time limits or designing transportation routes. However, the Board could reasonably expect that any plan brought forward for consideration would adhere to developmentally appropriate standards and reflect best practices for young children.

Ultimately, the question of what is developmentally appropriate is one that should be informed by research, professional expertise, and practical operational constraints, and it would need to be fully addressed as part of any formal planning process before implementation decisions were made.

- 13. The superintendent suggested at the April meeting that the board could set an executive limitation on maximum bus ride time and model routes around that (45:39). That conversation should happen before any vote. What is the maximum ride time the board believes is appropriate for a five year old, and can the district demonstrate that Braintree is reachable within that limit from all points in the district?*

This question is appropriately directed to the Board, as it relates to whether the Board wishes to establish an Executive Limitation regarding maximum allowable bus ride times for students.

At the April meeting, the Superintendent noted that the Board has the authority under its Policy Governance model to establish parameters through Executive Limitations, including potential expectations related to student transportation. The intent of that discussion was to highlight that if the Board believes maximum ride times for five-year-old students are an important consideration, it could define that expectation in policy terms and require that any proposed configuration be designed within those constraints.

At this time, however, the Board has not established a maximum bus ride time for Kindergarten students. As a result, there is no existing standard against which any proposed routing scenario can be evaluated.

If the Board were to consider establishing such a limitation, that decision would need to be made prior to, or as part of, any formal evaluation of reconfiguration scenarios. Once defined, district administration would be responsible for modeling transportation routes and determining whether and how schools, including Braintree, could be accessed within those parameters.

It is also important to recognize that determining feasibility would require detailed transportation analysis, including route modeling across all geographic areas of the district, fleet capacity review, start and end time scenarios, and consideration of age-appropriate transportation standards.

In summary, the question of what maximum ride time is appropriate is a policy question for the Board. The question of whether any configuration can meet that standard is an operational and analytical question for district administration that would be addressed only after such parameters are established.

14. A family with a Kindergartner going to Braintree and a second grader going to RES will have children on two different buses running two different routes to two different schools. Do those buses arrive home at the same time, or is a parent waiting for two separate arrivals at potentially very different times?

At this stage, there is no finalized transportation model, so it is not possible to state whether buses serving different schools would arrive home at the same time or at different times. The answer to that question would depend on how routes are ultimately designed, the sequencing of school start and end times, fleet capacity, geographic distribution of students, and the need to efficiently serve multiple campuses.

In practice, when districts operate multiple schools with separate grade configurations, there is variability in arrival times across routes. In some cases, staggered arrivals may occur due to routing efficiency and school schedules. In other cases, transportation systems can be designed to reduce or minimize those differences where operationally feasible. Both outcomes are possible, but neither can be assumed without detailed route planning.

If the Board were to move forward with further exploration of reconfiguration, transportation design would need to explicitly consider family logistics, particularly for households with children attending different schools. That analysis would include evaluating route alignment, start and end time coordination across buildings, and the feasibility of minimizing disparate arrival times where possible.

Ultimately, this is not a question that can be answered in the abstract. It is a design question that would need to be addressed through detailed transportation modeling as part of any formal implementation planning process.

15. *If PreK students cannot be bused, what is the realistic enrollment in the three PreK classrooms proposed for Braintree? We cannot assume the same people who plan to use Brookfield or Randolph preK will be willing to travel to Braintree. Does that campus reach the scale needed for its educational rationale, including professional density, collaborative expertise, and a world class early childhood campus, to actually function? Put simply, do we actually anticipate Brookfield and Randolph PreK families driving to Braintree every day or is the projected kindergarten population alone enough to justify the consolidation?*

Vermont does have a documented shortage of high-quality PreK opportunities, and within that context, a centralized PreK model has the potential to strengthen program quality, expand access to specialized early childhood expertise, and offer more consistent services for families across the district.

For that reason, district leadership anticipates that a centralized program in Braintree would likely remain attractive to many families, particularly given the potential for enhanced programming, improved staffing depth, and more robust early childhood offerings than may be possible in a more distributed model.

At the same time, it is important to recognize that enrollment patterns would ultimately depend on multiple factors, including transportation logistics, commute times, family schedules, and individual preferences.

As a result, while it is reasonable to expect that a well-designed centralized PreK program could maintain strong enrollment, and potentially strengthen participation in some areas, actual enrollment levels would need to be confirmed through implementation planning, transportation analysis, and family engagement.

The intent of the proposal is to create a PreK structure that is not only more efficient in terms of staffing and programming, but also more consistent and robust in its educational delivery. Whether that translates into equal or increased enrollment compared to the current distributed model is an important assumption that would need to be tested as part of any formal planning process.

16. *How many families in this district have children in multiple grade bands who would face split school situations under this proposal? Is this worth taking some kind of census or counting? What is the realistic daily experience for those families, particularly those with a PreK child who cannot be bused and an older child who can?*

At this time, the district does not have a precise count of how many households would have children split across multiple schools under the proposed scenarios. That information could be developed through a detailed student-level analysis of current enrollment patterns and household groupings. If the Board determines that this level of specificity is important to its decision-making, a targeted data analysis or family impact review could certainly be undertaken as part of a more formal planning process.

It is also important to note that the actual number of affected families would depend on how any reconfiguration is ultimately operationalized, including grade configurations, building assignment.

For families who would have children in different buildings, the daily experience would be shaped primarily by transportation logistics and school schedules. In some cases, families could experience staggered drop-off and pick-up times across different schools. In other cases, coordinated start and end times and route planning could reduce overlap. The specific impact on families cannot be fully described without a finalized transportation and scheduling model.

What can be said at this stage is that the question of family impact is an important consideration in any reconfiguration discussion. If the Board chooses to move forward with further exploration, understanding how many families would be affected and what their daily experience would look like would be an appropriate and necessary component of implementation planning.

Ultimately, this is one of several areas where the proposal is currently conceptual, and where the real-world implications would need to be carefully modeled before any final decisions are made.

17. The superintendent stated at the April meeting that the district increased out-of-district education costs by \$800,000 in the budget we just passed, representing the cost of placements for students not on one of our campuses (51:35). The proposal's financial case appears to rest on the argument that in-district alternative programs could avoid that cost by keeping students in district. Is that a correct understanding of the financial argument, and is that the primary financial justification for this proposal?

The increase in out-of-district placement costs, including the approximately \$800,000 referenced during the April meeting, is one of several significant financial pressures facing the district. These costs reflect the fact that a number of students currently require specialized educational placements that cannot be met within existing in-district programming capacity.

The report does identify the expansion of in-district supports and alternative programming as one potential strategy that could reduce reliance on out-of-district placements over time. In that sense, there is a connection between strengthening internal capacity and the potential to avoid or reduce future external placement costs. However, it would not be accurate to characterize this as the sole or primary financial justification for the proposal.

The financial concept outlined in the report is broader and includes the potential to improve overall resource alignment across staffing, facilities, and programming by reducing duplication across multiple campuses and increasing professional density. Out-of-district placement costs are one important component of the district's overall expenditure profile, but they are not the only factor driving consideration of reconfiguration.

It is also important to note that any reduction in out-of-district placements would depend on individual student needs, IEP team determinations, and the successful development of appropriate in-district programming. As such, any financial impact in this area would be gradual, variable, and dependent on multiple educational factors rather than a fixed or guaranteed cost avoidance amount.

18. If so, are we sure that in-district alternative programs of this design actually reduce out-of-district placements rather than running alongside them? Is there a scenario where a student's needs exceed what the in-house alternative program can provide and an out-of-district

placement is still required? We acknowledged at the April meeting that alternative programs have a documented tendency to fill up without releasing students (2:29:07). If the programs fill with students who would not otherwise have gone out of district, or if out-of-district placements continue alongside the new programs, there is no financial benefit at all. What prevents that outcome, and what happens to the financial case if it occurs?

It is accurate to say that there is no automatic or guaranteed reduction in out-of-district placements simply as a result of creating in-district alternative programming. Individual student placement decisions are made by IEP Teams based on student needs, and there will always be students whose needs may exceed what can appropriately be provided within any district-operated program. In those cases, out-of-district placements would continue to be required.

It is also possible that, if not carefully designed and governed, in-district programs could serve students who would not otherwise have required out-of-district placement, thereby increasing overall system capacity without proportionally reducing external placements. In that scenario, the anticipated cost avoidance would be reduced or eliminated.

The concern raised at the April meeting regarding programs tending to “fill up without releasing students” reflects a known implementation risk in special education program design. This is precisely why program structure, entry and exit criteria, and ongoing oversight are critical components of any future development work.

If the Board were to pursue further exploration of reconfiguration, the extent to which in-district programming actually reduces out-of-district placements would depend on several factors, including:

- Clear criteria for program entry and exit established through the IEP process
- Ongoing review of student placement appropriateness
- Availability of less restrictive in-district options for students to transition into general education settings
- Monitoring of placement trends over time, rather than enrollment in isolation

Without these structures, it is possible that in-district programs would operate alongside existing out-of-district placements rather than replacing them, limiting or eliminating any anticipated financial impact.

For that reason, the budget section of the report does not assume guaranteed savings, but rather identifies potential cost avoidance as contingent on program design, implementation fidelity, and student-specific educational decisions made through the IEP process.

Ultimately, the financial case is not based on certainty of placement reduction, but on the possibility that strengthening in-district capacity could change placement patterns over time in a way that better aligns educational need with more cost-effective service delivery. Whether that outcome is realized would depend on design choices that have not yet been made.

19. Has this financial analysis been reviewed by an independent party, or does it come entirely from district administration? Would an independent review give the community greater confidence in the numbers before any vote is taken?

At this stage, the financial analysis and conceptual modeling presented in the report have been developed by district administration. No independent third-party review or external validation has been conducted on the reconfiguration concept or its associated financial assumptions.

This is consistent with the current status of the work, which remains in the idea and exploration phase rather than a fully developed proposal with finalized cost modeling.

Whether such a review is necessary or appropriate at this stage is a determination for the Board, based on how it wishes to proceed with further exploration of the concept and the level of external validation it considers appropriate before moving from an idea to a formal proposal.

The district's role at this point has been to provide the best available internal analysis based on current enrollment, staffing, facilities, and financial data to support initial discussion and identify key areas that would require deeper study if the Board chooses to move forward.

20. *Has any modeling been done of the property value effect of closing Brookfield and what it means for Brookfield's contribution to the grand list and district tax revenue over time? Is there a scenario in which property value decline and reduced tax revenue offset a meaningful portion of the projected cost avoidance?*

To date, there is no comprehensive modeling specific to Orange Southwest that projects the impact of a potential Brookfield school closure on property values or long-term grand list contributions. That type of analysis would be complex and would depend on a wide range of factors, many of which are difficult to isolate or predict with confidence.

Based on experience in other Vermont districts that have undergone school closures, there has not been a consistent or demonstrable decline in property values attributable to the closure of a school facility. In several cases, property values in affected communities have remained stable or increased following closure, although it is important to note that many variables influence housing markets and it is not possible to attribute those changes directly to school configuration decisions.

It is also important to distinguish between local property values and the structure of Vermont's education funding system. Vermont operates under a statewide education funding formula in which local grand list values do not directly determine local education tax rates in isolation. While assessed property values are one component of the broader funding formula, changes in a single municipality's valuation do not translate directly into proportional changes in local tax rates in the way that is sometimes assumed.

As a result, while property value trends are an important community consideration, there is not a direct one-to-one relationship between a school closure and a reduction in district-wide education tax rates or revenue capacity. Any variance between assessed values and actual market conditions would continue to be addressed through the statewide equalization and funding mechanisms rather than through local school configuration alone.

At this time, there is no evidence within the district's analysis to suggest that potential changes in property values would offset or materially negate the projected financial considerations associated with

reconfiguration. However, a more formal economic impact analysis would be required to fully model long-term effects if the Board wished to explore this question in greater depth.

21. The superintendent indicated at the April meeting that if out-of-district placement costs remain at current levels, he will face cutting another \$550,000 and finding 28 more students in next year's budget (52:33). Can the board be presented with a clear picture of what the district looks like financially if this proposal does not move forward? What specific cuts are anticipated, and what is the realistic budget trajectory? The community deserves to understand the consequences of inaction as well as the case for the proposal.

It is important to first acknowledge that long-range budget projections, particularly those extending 12 to 24 months or more into the future, carry a significant degree of uncertainty. Changes in enrollment, state funding formulas, special education needs, staffing availability, inflation, and policy decisions at the state level all have a substantial impact on the final budget outcome. For that reason, any projection for the 2027-2028 fiscal year should be understood as directional rather than precise.

That said, recent budget cycles provide a reasonable basis for understanding the general trajectory if the current organizational structure remains unchanged.

As outlined in the budget section of this report, the district has already addressed a substantial portion of its most accessible reductions over the past two budget cycles, including administrative restructuring, staffing adjustments, and operational efficiencies. The 2025-2026 budget required significant reductions to bring a projected double-digit increase down to a level ultimately approved by the Board. The 2026-2027 budget included additional administrative reductions and operational changes, resulting in a more modest expenditure increase.

Taken together, these trends suggest that future budget development under the current structure is likely to present fewer “non-student-impacting” reduction opportunities. As a result, any further pressure from increases in out-of-district placements, special education needs, staffing costs, or inflationary factors is more likely to be addressed through reductions that increasingly affect direct student-facing services.

In that context, the scenario described by the Superintendent at the April meeting should be understood as illustrative of the type of pressure the district may continue to face rather than a precise forecast. If out-of-district placement costs remain elevated, the district would likely need to identify additional reductions or revenue increases of a similar magnitude, though the specific combination of actions would depend on conditions at that time.

At this stage, it is possible to describe the general direction of the budget trajectory with reasonable confidence, even if precise dollar amounts and staffing implications cannot be definitively identified. That direction suggests increasing constraint in future budget cycles under the current structure, with fewer available options for absorbing cost increases without impacting core educational programming.

For that reason, the budget section of the report frames reconfiguration as one potential strategy to change the underlying cost structure of the district, rather than relying solely on incremental annual adjustments within an increasingly constrained system.

22. *Has any financial modeling been done of the full costs of this proposal, including renovation at Braintree, increased transportation, administrative restructuring, and transition costs, set against the projected cost avoidance from reduced out-of-district placements? What is the realistic timeline to any net benefit, and what assumptions does that model rest on? In short, how much money will we actually save, and when?*

This is a central and appropriate question, and it is addressed in conceptual form within the budget section of the report.

At this stage, however, a full financial model that quantifies total implementation costs, ongoing operational changes, and projected cost avoidance over time has not yet been developed. The proposal remains in the idea and exploration phase, and a complete cost-benefit model would only be possible if the Board were to direct that the concept move into a formal design and feasibility study phase.

The budget section identifies the major categories of both potential costs and potential financial impacts that would need to be included in any comprehensive model. These include, but are not limited to, facility modifications (including potential renovations at Braintree and reconfiguration of existing spaces), transportation redesign and potential increases in routing complexity, administrative restructuring, staffing realignment, transition and implementation costs, and changes in program delivery models.

On the offset side, the report identifies potential areas of cost avoidance, most notably reductions in out-of-district placements, improved staffing efficiency through increased professional density, and potential reductions in duplicated services across multiple campuses. However, these are explicitly contingent outcomes rather than guaranteed savings, as they depend on student needs, IEP determinations, program design, and implementation fidelity.

Because neither the cost side nor the savings side has been fully modeled, it is not possible at this time to provide a reliable figure for net savings or a definitive timeline for when any financial benefit might be realized. Any attempt to assign a specific dollar amount or payback period at this stage would require assumptions that have not yet been tested through detailed operational analysis.

What can be said with confidence is that the report does not assume immediate or guaranteed savings. Instead, it identifies a set of potential financial impacts that would need to be rigorously modeled as part of any next phase of work, should the Board choose to advance the concept beyond its current exploratory stage.

In short, the answer to “how much will we save and when” is that it cannot yet be determined, because the variables that would determine both cost and savings have not been fully defined. The budget section outlines the structure of what would need to be modeled, not a finalized financial forecast.

23. *Have we made any outreach to the Brookfield selectboard and planning commission to discuss what closure of the school might mean for the town? The Brookfield building's future is not purely an educational question. It has implications for town planning, community resources, property values, and municipal finances that those bodies have a legitimate interest in. If that conversation has not yet happened, the board should commit to initiating it so that Brookfield's*

elected and appointed community leaders have a genuine seat at this table. Should this also happen with Braintree since the building's use is fundamentally changing?

At this time, there has not been formal outreach or structured engagement with the Brookfield Selectboard or Planning Commission regarding the potential implications of school closure.

This is consistent with the current status of the work, which remains in the idea and exploration phase. At this stage, the district has been focused on identifying potential educational, operational, facilities, and financial considerations at a conceptual level rather than initiating formal municipal-level planning discussions.

However, the question correctly identifies an important next-step consideration. If the Board were to decide to move forward with further exploration of reconfiguration, engagement with municipal governance bodies would be a necessary and appropriate component of that process. That would include Brookfield's Selectboard and Planning Commission, as well as other local stakeholders whose responsibilities intersect with land use, municipal planning, and community development.

At this stage, no commitments have been made regarding timing or structure of those conversations because no decision has been made by the Board to advance the concept beyond exploration. Should the Board choose to do so, initiating formal dialogue with affected municipalities would be an expected and important step in moving from conceptual discussion to structured planning.

24. The proposal states that the Brookfield building would be turned over to the community. A parent at the April meeting made the point that this simply shifts the cost of the building from the school budget to the town budget (1:01:26). What does that transfer mean legally and financially? Has the town of Brookfield been formally consulted about whether it wants or can afford to take on that responsibility?

Under the Articles of Agreement and applicable Vermont law, if the Board were to close the Brookfield Elementary School for educational purposes, the district would be required to offer the property to the Town of Brookfield for \$1. This is a statutory process that governs the disposition of school property following closure.

If the Town chose to accept the property, it would assume ownership and, with it, the ongoing responsibilities associated with the building. Those responsibilities would typically include operations, maintenance, insurance, capital upkeep, and any future use or redevelopment costs. In that sense, the transfer does not eliminate costs; rather, it shifts responsibility for those costs from the school district to the municipality or another designated entity.

If the Town declined to accept the property, the responsibility for determining the next steps would remain with the school district, consistent with legal requirements for disposition of public assets.

At this time, there has been no formal consultation with the Town of Brookfield regarding its interest in or capacity to assume ownership of the building under such a scenario. This is consistent with the current stage of the work, which remains in the conceptual exploration phase rather than a formal implementation process.

If the Board were to move forward with further consideration of reconfiguration, engagement with the Town of Brookfield would be an expected and necessary step. That discussion would appropriately include not only the legal mechanics of property transfer, but also the financial and operational implications for the municipality, including long-term maintenance obligations and potential reuse considerations.

It is also important to note that the proposal does not assume or require that the Town accept the building. The potential disposition of the property is one of several downstream considerations that would need to be addressed only if the Board were to determine that school closure is warranted.

25. *If the building's structural condition is serious enough to at least influence the decision to close it as a school, is it actually in good enough condition to serve meaningful community purposes? Or are we telling Brookfield residents their building will become a lasting community asset when the same structural concerns that make it unsuitable as a school may make it unsuitable for other uses as well?*

The facilities analysis presented in the report does not characterize the Brookfield building as unsafe or unusable. Rather, it identifies a distinction between the building's current condition, its long-term suitability as a modern educational facility, and the specific requirements of 21st-century instructional programming and code compliance expectations.

In that context, the question of whether a building is appropriate for continued use as a school is not always identical to the question of whether it can serve other community purposes. School facilities are subject to specific regulatory, programmatic, and safety requirements, including instructional design needs, accessibility standards, fire suppression considerations, and evolving educational specifications that may not apply in the same way to other types of community use.

That said, it is also important to be clear that any future community use of the building would require careful evaluation. Structural condition, life-cycle of major systems, compliance requirements, and the level of investment required for repurposing would all need to be assessed before any assumption could be made about suitability for alternative uses. It would not be appropriate to assume that a building deemed no longer optimal for its current educational purpose is automatically ready for other uses without modification or investment.

The report's reference to potential community use is therefore not a conclusion that the building is already well-suited for a specific reuse, but rather an acknowledgment that disposition options may exist beyond continued operation as a school. Determining what is feasible would require separate analysis involving engineering review, municipal planning input, and evaluation of intended future use.

Ultimately, the question of whether the building can serve as a meaningful long-term community asset is not yet answered and would depend on the nature of the intended use, the condition of the facility at the time of transfer, and the level of investment any future owner or operator is willing and able to make.

26. *Do we yet know what Act 72 might ultimately require of this district, specifically around supervisory union structures, funding formulas, and consolidation requirements? Is there a realistic possibility that structural investments made under this proposal could be superseded by state-mandated changes within a few years, resulting in two rounds of significant disruption in a short time frame?*

In short, given the unresolved nature of Act 72, is now the right moment to commit to this level of structural change? What is the case for moving forward before the state's intentions are clear?

This question raises an important timing and policy uncertainty consideration that is appropriately part of the Board's deliberation.

With respect to Act 73, the district does not yet have final clarity on the specific requirements that may ultimately be adopted regarding supervisory union structures, funding formulas, or consolidation expectations. As with many state-level education policy initiatives in Vermont, the details of implementation, timelines, and final statutory requirements remain subject to legislative and administrative development.

What is known at this time is that under Act 955, OSSD is required in good faith to engage in exploratory conversations regarding potential voluntary merger or restructuring options, as outlined in the Superintendent's June report. That obligation is procedural in nature and does not itself determine the outcome of any future structural arrangement.

The question of whether state policy may evolve in a way that would later require additional structural change is a legitimate consideration. It is possible that future legislative action could introduce requirements that overlap with or alter assumptions underlying any locally initiated reconfiguration effort. In that scenario, there is a risk that a district could experience multiple periods of structural transition within a relatively short timeframe.

At the same time, there is currently no definitive indication of the final form or timing of any such changes under Act 73. As a result, the district is operating in an environment of policy uncertainty, where decisions must balance current operational and educational needs with potential future mandates that are not yet fully defined.

Ultimately, the question of whether to proceed with exploration of local reconfiguration prior to full clarity on state-level restructuring is not one that can be answered with certainty based on technical factors alone. It is a matter of Board judgment regarding timing, risk tolerance, and the extent to which local action may either anticipate, align with, or be affected by future state-level decisions.

27. *The possibility of a regional high school combining RUHS with neighboring districts was raised at the April meeting (48:52). Should the board be making structural decisions about elementary education before the high school question is resolved? Does it make sense to address one before the other?*

This question raises an important sequencing and structural alignment issue that is appropriately within the Board's purview to consider.

The potential for regionalization of the high school through a structure involving RUHS and neighboring districts, as referenced in the April meeting, represents a separate but potentially related layer of organizational design. At this time, however, no formal proposal for such a regional high school structure has been developed or brought forward for Board action.

Because of that, decisions regarding elementary and middle-level configuration are not technically dependent on the existence of a regional high school model. The district currently operates as a standalone governance structure, and any decisions regarding grade configuration, facility use, or program delivery must be made within that existing framework unless and until a different governance structure is formally established.

It is also accurate to note that if a future merger or regionalization were to occur, governance authority would shift to a newly constituted board, and that new governing body would retain authority over subsequent structural decisions within that new organizational context. In that scenario, certain decisions made today could be revisited or modified by a future regional board, depending on the terms of any merger agreement and state requirements.

However, given that no such structure currently exists, the district is operating under the governance responsibilities and obligations of the existing OSSD Board. From that perspective, the Board is responsible for ensuring that the current organizational structure is educationally sound and financially sustainable under present conditions, while also remaining aware of potential future changes in the broader governance landscape.

Ultimately, whether to proceed with elementary and middle-level reconfiguration prior to resolution of broader regional high school discussions is a matter of sequencing judgment. It involves balancing the need to address current operational and educational pressures with the recognition that future governance changes could alter the long-term structural context in which those decisions sit.

28. The long-term success of any restructuring depends on community trust and buy-in. If Brookfield and Braintree come to feel that this district has eliminated or fundamentally transformed their schools while continuing to ask for their tax dollars, what is the board's assessment of the effect on budget approval in those towns? A restructuring that avoids costs on paper but produces repeated failed budgets and prolonged community conflict does not actually improve the district's financial position. Has the full political risk been considered.

As Superintendent, I can speak to operational, educational, and financial implications to the extent that they can be reasonably projected. However, I cannot reliably forecast how any specific reconfiguration would influence future budget votes or long-term community support in individual towns. Those outcomes are shaped by a wide range of factors, many of which are outside the scope of administrative modeling.

What can be stated is that major organizational change can influence community perceptions of the district, and those perceptions may, in turn, affect future budget dynamics. That is a real consideration in

any restructuring discussion, but it is not one that can be quantified with precision or reduced to a single predictive outcome.

The role of the administration is to provide the Board with as clear a picture as possible of potential educational impacts, operational changes, and financial scenarios associated with the proposal. The role of the Board is to weigh those considerations alongside its responsibility for representing the communities of the district and determining what level of change and associated risk is acceptable in pursuit of its educational and financial goals.

For that reason, while this report identifies community trust and long-term stability as relevant factors, the assessment of how those factors should influence the decision ultimately rests with the Board.

29. What happens to staff currently employed at Brookfield and Braintree under this proposal? Which positions are eliminated, which are reassigned, and what commitments is the district prepared to make to those employees?

At this stage, no staffing plan has been developed because the proposal remains in the idea and exploration phase. As a result, it is not currently possible to identify specific positions that would be eliminated, reassigned, or newly created under a reconfiguration scenario.

What can be stated is that any staffing impacts would be governed by applicable collective bargaining agreements, licensure requirements, and district hiring and assignment practices. In any scenario of this type, the district would first seek to minimize disruption to staff through natural attrition, retirement, reassignment within the district, and placement into comparable vacancies where appropriate and feasible.

It is also reasonable to anticipate that a reconfiguration of facilities and grade structures would result in a redistribution of roles across buildings, rather than an immediate one-to-one elimination of positions. Some positions may change location or responsibility, some may be consolidated, and some new roles could emerge depending on how programs and services are ultimately structured. However, those determinations cannot be made until a detailed implementation plan is developed.

With respect to commitments to employees, the district's approach in any transition would be to comply with all contractual obligations and to prioritize continuity of employment to the extent possible while still aligning staffing with the educational model adopted by the Board. Support for affected staff would also typically include reassignment processes, internal posting opportunities, and transition planning consistent with past district practice.

In short, while it is not yet possible to specify which positions would be eliminated or reassigned, the intent in any implementation scenario would be to manage staffing impacts through a combination of reassignment, attrition, and internal placement opportunities, with direct layoffs minimized where feasible.

EL 2.7 Compensation & Benefits	Accepted by the Board				
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At its _____duly warned meeting the OSSD Board finds the Superintendent is ***making/not making*** reasonable progress regarding the organizational accomplishment of board policies on Ends and is within the organizational boundaries established in board policies on Executive Limitations.

Signed:

_____Board Chair

_____Date

_____Superintendent

_____Date

POLICY B27: PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Orange Southwest School District to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The district places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the principal for his or her review and decision. In the event the principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy.

Appeal to the Board

If the above steps do not resolve the concern of the complainant, he/she may request a session of the board for the purpose of reviewing the superintendent's decision. If the school board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Date Warned:

March 9th 2020

Date Adopted:

April 13th 2020

Legal Reference(s):

*16 V.S.A. §1752 (Suspension, dismissal),
1 V.S.A. §§310 et seq. (Open meetings)*



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

CODE: A21

(Recommended)

PUBLIC PARTICIPATION AT BOARD MEETINGS

Policy

It is the policy of the OSSD board of directors to encourage public participation at its meetings.

Background

Public participation is very important to the successful function of the Orange Southwest School District. The board wants to carry out its business with the benefit of public input and expertise. It also wants to keep the public informed and up-to-date on what is happening within the community's schools.

Implementation

During a meeting, the public shall be given an opportunity to express its opinion on matters considered by the board as long as order is maintained. Public comment shall be subject to reasonable rules established by the chair.¹ Such rules should be established at the start of every meeting or set out in the agenda, and may take into consideration such things as the length of each speaker's presentation, the number of people who wish to speak, or the number of times each speaker may comment. The chair shall rule out of order any presentation to the board which does not comply with Board policy on complaints or which breaches the privacy or other rights of students, parents, or school employees. The opportunity for the public to provide comment shall not apply when the board is engaged in quasi-judicial proceedings.

Persons Who May Address the Board

1. Any district resident.
2. District employees, students, and parents.
3. Individuals who have been requested by the superintendent or the board to present on a given subject.
4. Persons directly affected by matters on the meeting agenda.
5. Others at the discretion of the board.

VSBA Version:	January 2, 2026
Date Warned:	June 17, 2026
Date Adopted:	
Legal Reference(s):	1 V.S.A. §§ 310 et seq. (Public meetings) 16 V.S.A. § 554(b) (School board meetings)
Cross Reference:	Board Meetings, Agenda Preparation and Distribution

¹ 1 V.S.A. § 312(h).



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

CODE B3
(Required)¹

ALCOHOL AND DRUG-FREE WORKPLACE

Policy²

It is the policy of the Orange Southwest School District to maintain an alcohol and drug-free workplace. No employee, volunteer, or work study student³ will unlawfully manufacture, distribute, dispense, possess, or use alcohol or drugs in the workplace. Nor shall any employee, volunteer, or work study student be in the workplace while under the influence of alcohol or drugs. If there are reasonable grounds to believe that an employee, volunteer, or work study student is under the influence of alcohol or drugs while at the workplace, that person will be immediately removed from the performance of their duties.

Definitions

1. **Drug** means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis or any other controlled substance as defined by state or federal regulation or statute.⁴
2. **Workplace** means the site for the performance of work for the school district, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event, or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.⁵
3. **Employee** means all persons directly or indirectly compensated by the school district for providing services to the district and all employees of independent contractors who provide services to the district.⁶
4. **Volunteer** means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the school district.

¹ The Drug Free Workplace Act of 1988 applies to all individuals or organizations that receive federal grants and any individuals or organizations that are federal contractors whose contracts exceed \$100,000. The Act does not explicitly require a Drug Free Workplace policy, but it does require covered entities to "establish a drug-free awareness program to inform employees about...the *grantee's policy of maintaining a drug free workplace...*" 41 U.S.C. §702(1)(b)(ii).

² The Drug Free Workplace Act requires specific actions on the part of employers including publication of a statement notifying employees of the prohibition against illegal drugs in the workplace, the establishment of a drug-free awareness program with specific elements, the notification to employees that compliance with the prohibition against drugs is a requirement for employment and imposing specific sanctions on any employee who is convicted of violations occurring in the workplace. See 41 U.S.C. §701.

³ The inclusion of volunteers and work study students as "employees" for purposes of this policy is optional. See footnote 9 below.

⁴ See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substances in 41 U.S.C. §706(3) and 21 U.S.C. §812.

⁵ Definition derived from 41 U.S.C. §706(1).

⁶ 41 U.S.C. §706(2). Note that this federal statute defines "employee" as one "directly engaged in the performance of work pursuant to the provisions of the grant or contract" regardless of whether the employee is paid through grant or contract funds. An employer may expand the coverage of this policy to include all employees, whether or not they are engaged in work pursuant to federal grants or contracts.

5. **Work Study Student** means a student who receives compensation for work performed at the school as part of a college work experience program. For the purpose of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Employee Responsibilities

As a condition of employment, each employee will notify the superintendent in writing of their conviction of any criminal drug statute for a violation occurring at the workplace as defined above.

The employee must notify the superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence.

Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the superintendent will notify any federal or state officers or agencies legally entitled to such notification.⁷

An employee, volunteer, or work study student who violates the terms of this policy may be required to satisfactorily complete an alcohol or drug recovery, substance use, and treatment program approved by the superintendent.

In addition, an employee who violates the terms of this policy will be subject to disciplinary action.

<i>VSBA Version:</i>	<i>January 12, 2026</i>
<i>Date Warned:</i>	<i>June 17, 2026</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)</i>
	<i>49 C.F.R. Parts 40, 382, 391, 392, 395 and 653</i>
	<i>21 V.S.A. §§ 511 et seq.</i>
	<i>18 V.S.A. § 4230a</i>
	<i>18 V.S.A. § 4474c</i>
<i>Cross Reference:</i>	

⁷ See 41 U.S.C. §702(a)(1)(D).



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

CODE C2

(Required)^[1]

STUDENT ALCOHOL AND DRUGS

Statement of Philosophy: This policy shall be concerned with the health and well-being of all students and the policy shall take into consideration the individual needs of students with problems (drug, alcohol, substance abuse problems) as well as the right of the majority of students to an education.^[2]

It is therefore the policy of the Orange Southwest School District (District) that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.^[3] It is further the policy of the District to make appropriate referrals in cases of substance abuse.

Definitions

1. The term “**substance abuse**” as used in this policy is the ingestion of a substance in such a way that it interferes with a person’s ability to perform physically, intellectually, emotionally, or socially.^[4]
2. The term “**drug**” as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis or any other controlled substance as defined by state or federal regulation or statute.^[5]

Administrative Responsibilities Related to Alcohol and Drugs

Educational Program. The superintendent or designee shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.^[6] The

[1] This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. Unless otherwise noted in the following notes, the State Board rule requires that the policy include the elements contained in this model.

[2] SBE Rule 4212 requires the policy to have this statement of philosophy.

[3] 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school. See 16 V.S.A. §140 regarding prohibition of tobacco use on public school grounds or at public school sponsored functions.

[4] Vermont State Board of Education Manual of Rules and Practices, Rule 4211

[5] See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substances in 41 U.S.C. §706(3) and 21 U.S.C. §812.

[6] 16 V.S.A. §131(9) Definition of Comprehensive Health Education includes drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.

program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.^[7] If the District is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.^[8]

Cooperative Agreements.^[9] The superintendent or designee shall annually designate an individual to be responsible for providing information to students and parents/guardians about outside agencies that provide substance abuse prevention services and to encourage the use

of their services and programs when appropriate.

The District shall have a cooperative agreement with at least one provider, approved by the Department of Health, that will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Immediate Procedures.^[10] The superintendent or designee shall establish procedures for handling any alcohol/drug related incident until the student has been discharged to the parent, guardian, social service, medical, or law enforcement agency.

Emergency.^[11] The superintendent or designee shall establish procedures for administering emergency first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved.

Administrative Responsibilities Related to Student Conduct and Discipline

Any student who violates this policy by knowingly possessing, using, selling, giving or otherwise transmitting, or being under the influence of any illegal drug, regulated substance, or alcohol, on any school property, or at any school sponsored activity away from or within the school shall be subject to discipline consistent with the District's policy on Student Conduct and Discipline and the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

[OPTIONAL] Notification. The superintendent or designee shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.^[12]

[7] SBE Rule 4212.2 requiring the education program be consistent with this Plan.

[8] 20 U.S.C. §§7101 et seq. Safe & Drug-Free Schools & Communities Act of 1994

[9] SBE Rule 4212.3 requiring the provision of support and referral system for students in distress.

[10] SBE Rule 4212.3A requiring a policy on the handling of any alcohol/drug-related incident.

[11] SBE Rule 4212.3B requiring that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

[12] This section is not required by law, but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

<i>VSBA Version:</i>	<i>November 1, 2022</i>
<i>Date Warned:</i>	<i>June 17, 2026</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)</i>
	<i>16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)</i>
	<i>16 V.S.A. §131(9) (Comprehensive Health Education)</i>
	<i>16 V.S.A. §1045(b)(Driver Training Course)</i>

	<i>16 V.S.A. §1165 (Alcohol and drug abuse)</i>
	<i>18 V.S.A. §4226 (Drugs: minors, treatment, consent)</i>
	<i>18 V.S.A. § 4237 (Possession and Control of Regulated Drugs)</i>
	<i>7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, And Tobacco Definitions)</i>
	<i>Vt. State Board of Education Manual of Rules and Practices §§4200 -4212.3B)</i>
<i>Cross Reference:</i>	<i>Student Conduct and Discipline</i>
	<i>Search and Seizure of Students by School Personnel</i>
	<i>Wellness and Comprehensive Health</i>
	<i>Tobacco Prohibition</i>



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

C6

REQUIRED¹

PARTICIPATION OF HOME STUDY STUDENTS

Statement of Policy

It is the policy of the Orange Southwest School District to integrate home study students into its schools through enrollment in courses, participation in co-curricular and extracurricular activities, and use of school facilities.

Definitions

1. **Home study student** means a student enrolled in a registered home study program pursuant to **16 V.S.A. §166b**.
2. **School facilities** means the portions of a school building and grounds used by students for classes, study and co-curricular or extracurricular activities.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure compliance with 16 V.S.A. §563(24) and the Vermont State Board of Education Rule Series 4400.

<i>VSBA Version:</i>	<i>August 22, 2023</i>
<i>Date Warned:</i>	<i>June 17, 2026</i>
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §166b</i>
	<i>16 V.S.A. § 563(24) (Powers of school boards)</i>
	<i>Vermont State Board of Education Manual of Rule Series §§ 4400 et seq.</i>
<i>Cross Reference:</i>	

¹ Under 16 V.S.A. §563(24), school boards are required to "... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co curricular and extracurricular activities and use of facilities." See *also* SBE Rules 4400-4405.



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

CODE C5
(REQUIRED)

FIREARMS, DESTRUCTIVE DEVICES AND WEAPONS

Policy

It is the policy of the Orange Southwest School District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be defined consistent with the definitions required by state and federal law.

Sanctions

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing.

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that they had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or designee.

The superintendent shall refer to the appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department for Children and Families (DCF).

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

Weapons

It is the policy of the district to prohibit the possession by students of knives, weapons or dangerous instruments, as defined by administrative rules, at school and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments.

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and/or other publications distributed to students and parents/ guardians.

Procedures shall be established by the principal for allowing items that fall under any of the definitions of this policy into school for educational purposes.

Definitions

1. **“Firearm”** means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including: (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. A firearm that is for activities approved and authorized by the School District shall not be considered a firearm for the purposes of this policy if the appropriate safeguards to ensure safety as adopted by the District are followed.⁵
2. **“Destructive Device”** means (A) any explosive, incendiary or poison gas device, including but not limited to a
 - bomb,
 - grenade,
 - rocket having a propellant charge of more than four ounces,
 - missile having an explosive or incendiary charge of more than one quarter ounce,
 - mine, or
 - similar device. (B) any type of weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. (C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.
3. **“Knife”** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury.
4. **“Weapon”** means a device, instrument, material or substance whether animate or inanimate which when used in the manner it is intended to be used, is known to be capable of producing death or bodily injury.
5. **“School”** means any setting which is under the control and supervision of the School District for the purposes of student activities approved and authorized by the School District.. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
6. **“Expelled”** means termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.

VSBA Review:	Reviewed 9/22/2022
Date Warned:	June 17, 2026
Date Adopted:	
Legal Reference(s):	16 V.S.A. § 1166 (State law pursuant to Federal law)
	13 V.S.A. §§ 4004, 4016 (Criminal offenses)
	20 U.S.C. § 7151(Gun Free Schools Act)
	18 U.S.C. § 921 (Gun Free School Zones Act of 1990)
	20 U.S.C. §§ 1400 et seq.(IDEA)
	29 U.S.C. § 794 (Section 504, Rehabilitation Act of 1973)
	Vt. State Board of Education Manual of Rules & Practices, §§ 4311, 4313
Cross Reference:	Search and Seizure
	Student Conduct and Discipline



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

D5

REQUIRED¹

ANIMAL DISSECTION

Statement of Policy

It is the policy of the OSSD Board to safeguard a student's right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definitions

1. **Animal** means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.²

Administrative Responsibilities

The superintendent, or designee, shall ensure that

1. Procedures providing the following are developed:³
 - 1) Timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson; and
 - 2) The process by which a student may exercise this right.⁴
2. A student who is excused under this policy is provided with alternative methods through which they can learn and be assessed on material required by the course. The alternative methods must be developed by the teacher of the course, in consultation with the principal if necessary.⁵
3. No student is discriminated against based on the decision to exercise the right to be excused afforded by this policy.⁶

¹ 16 V.S.A. § 912(b) requires each school district to adopt and implement policies regarding a student's right to be excused from participating in any lesson, exercise, or assessment requiring the student to dissect, vivisect, or otherwise harm or destroy an animal as part of a course of instruction.

² 16 V.S.A. § 912(c)

³ 16 V.S.A. § 912(b) requires procedures that provide "timely notification" to students and parents; processes for students to exercise this right.

⁴ 16 V.S.A. § 912(b) (1). The law does not provide a definition of "timely notice." Nor does the law require that the processes for students to follow when choosing to opt out of activities covered by the law have specific components. It is likely that annual notice to parents and students through handbooks or course syllabi will be sufficient to comply with the timely notice requirement. The notice should indicate approximately when dissection activities (if any) may take place in specific courses. Processes for students to opt out of activities covered by this policy should indicate how and when a student must notify the course teacher of his or her intention to be excused from an activity.

⁵ This provision is a required component of the policy on this subject adopted by the school board. See 16 V.S.A. § 912(b)(2).

⁶ 5 This provision is a required component of the policy on this subject adopted by the school board. See 16⁹⁷ V.S.A. § 912(b)(3).

<i>VSBA Review Date</i>	August 15, 2023
<i>Date Warned</i>	June 17, 2026
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. §912
<i>Cross References</i>	



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

A1

REQUIRED¹

BOARD MEMBER CONFLICT OF INTEREST

Statement of Policy

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.

Definitions

1. **Conflict of interest** 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 their actions as a member of the board.

Administrative Responsibilities

The board and its members shall adhere to the following recommended standards:

1. A board member shall not give the impression that they would represent special interests or partisan politics for personal gain.
2. A board member shall not give the impression that they have the authority to make decisions or take action on behalf of the Board or the school administration.
3. A board member shall not use their position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A board member shall not solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. A board member shall not give the impression that their position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. Board members shall be familiar with, and adhere to, those provisions of Vermont education law that define school board powers and govern board member compensation and public bidding processes.
7. When a board member becomes aware that they are in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, they shall declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and shall abstain from voting or participating in the discussion of the issue giving rise to the conflict.
8. 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 shall be followed.
 - a. Upon a majority vote of the remaining board members, or upon order of the chair, the board shall 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.

¹ 16 V.S.A. § 563(20) requires each school board to "establish policies and procedures designed to avoid the appearance of conflict of interest."

- b. At the conclusion of the informal hearing, the remaining board members shall determine by majority vote whether to:
- i. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed;
 - ii. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify themselves from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute; and/or
 - iii. Issue a public finding that the conflict of interest charge is supported by the evidence and the board member should be formally censured or subjected to such other action as may be allowed by law.

<i>VSBA Review Date</i>	August 15, 2023
<i>Date Warned</i>	May 13, 2026
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. § 262(d) (Election of officers)
	16 V.S.A. § 557 (Gratuity/compensation prohibited)
	16 V.S.A. § 558 (Eligibility for election to school board)
	16 V.S.A. § 559 (Public bids)
	16 V.S.A. § 563(20) (Powers of school boards)



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

D6

REQUIRED¹

CLASS SIZE POLICY

Statement of Policy

It is the policy of the OSSD Board to comply with Vermont law requiring school boards to develop guidelines for minimum and optimal average class sizes for regular and career technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Administrative Responsibilities:

1. The superintendent or designee shall, in consultation with building principals, develop class minimum, maximum, and optimum average class size guidelines that:
 - 1) Take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
 - 2) May vary, as necessary, to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
 - 3) Comply with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
2. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in the report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the SU/SD.
3. In accordance with Act 153 of 2010, the superintendent shall ensure that this policy is posted on the SU/SD website.

<i>VSBA Review Date</i>	August 15, 2023
<i>Date Warned</i>	May 13, 2026
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. § 242(5) Act 153 of 2010
<i>Cross References</i>	

¹ 16 V.S.A. § 242(5) requires superintendents to “work with school boards of the member districts to develop and implement policies regarding minimum and optimal average class sizes for regular and career technical education classes. The policies may be supervisory union-wide, may be course or grade specific, and may reflect differences among school districts due to geography and other factors.” 101



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

F1

REQUIRED¹

TRAVEL REIMBURSEMENT

Statement of Policy

It is the policy of the Orange Southwest School District to reimburse the reasonable expenses for travel for school business on mileage basis in lieu of actual costs by its employees, school board members and volunteers, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the Orange Southwest School District. The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities.

Administrative Responsibilities

The superintendent or designee shall establish written procedures to implement this travel reimbursement policy. Such procedures shall include:

1. The types of expenses that are covered, such as airfare, car rental, lodging, meals, tolls, parking, and mileage;
2. Expenses that are excluded, such as alcohol;
3. Spending limits;
4. Method of prior approval; and
5. Time frame for reimbursement.

<i>VSBA Review Date</i>	August 15, 2023
<i>Date Warned</i>	May 13, 2026
<i>Date Adopted</i>	
<i>Legal References</i>	2 CFR 200.475
<i>Cross References</i>	

¹ 2 CFR 200.475



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

F23

RECOMMENDED¹

CAPITALIZATION OF ASSETS

Statement of Policy

It is the policy of the Orange Southwest School District to account for and control all capital assets under the District's control.

Definitions

1. Capital Assets -

- a. Tangible or intangible assets used in operations and having a useful life of more than one year, including (i) land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, exchange, or through a lease accounted for as financed purchase under Government Accounting Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards; and (ii) additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).
- b. Capital assets do not include intangible right-to-use assets (per GASB) and right-to-use operating lease assets (per FASB). For example, assets capitalized that recognize a lessee's right to control the use of property and/or equipment for a period of time under a lease contract.

2. Estimated Useful Life - an estimate of the time period that an asset can be used for the purpose for which it was intended.

Administrative Responsibilities

1. The superintendent or designee shall maintain a schedule of capital assets reported in conjunction with the annual audit.
2. Capitalization occurs when all of the following criteria are met:
 - 1) The asset is tangible and complete. Construction in progress is capitalized but not depreciated until construction is complete.
 - 2) The asset is used in the operation of the district's activities.
 - 3) The asset has a value and useful life at the date of acquisition that meets or exceeds the following.
 - a) A value of \$5,000 (max \$5,000) individual component value and one year of useful life.
 - b) All buildings and land must be reported regardless of value and useful life at the date of acquisition.
3. Assets acquired through donation shall be recorded at their estimated fair market value on the date of donation and capitalized according to the above criteria.

¹ Adoption of this policy is recommended by a joint VASBO/Agency of Education working group on federal grant compliance.

4. Annual depreciation shall be charged in equal amounts over the estimated useful lives of all capital assets. The superintendent or designee shall assign the assets' estimated useful life in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rulings.

VSBA Versions:	August 15, 2023
Date Warned:	May 13, 2026
Date Adopted:	
Legal Reference(s):	2 CFR 200.1
	Vermont Agency of Education Handbook for Financial Accounting of Vermont School Systems (Handbook II)
Cross Reference(s):	Fiscal Management and General Financial Accountability



Orange Southwest School District

24 Central Street, Randolph, VT

802-728-5052

F24

RECOMMENDED¹

PREVENTION OF CONFLICT OF INTEREST IN PROCUREMENT

Policy

It is the policy of the Orange Southwest School District that all purchasing and contracting comply with state and federal laws. No employee, officer, or agent of OSSD may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest.

Definitions

1. **Conflict of interest** – a conflict of interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from a vendor considered for a purchase or contract.

Administrative Responsibilities

1. The superintendent or designee shall develop written procurement procedures consistent with state and federal laws and regulations.
2. Any employee, officer, or agent with a real, perceived, or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award, or administration of the purchase or contract at issue.
3. An employee shall not solicit or accept any favor, gratuity, or anything of monetary value from such vendors which exceeds a \$_____ value.²
4. The SD/SU must take disciplinary action against any employee, officer or agent who violates this policy. Such disciplinary action shall be in accordance with the procedures in the SD/SU personnel manual and/or collective bargaining agreement.³

VSBA Version:	January 12, 2024
Date Warned:	May 13, 2026
Date Adopted:	
Legal Reference(s):	2 CFR §§200.317 – 327; 2 CFR §200.318 (specifically addresses conflict of interest)

¹ 2 CFR §200.318(a) states that the non-Federal entity “must have and use documented procurement procedures, consistent with State, local, and tribal laws and regulations and the standards of this section, for the acquisition of property or services required under a Federal award or subaward. ”; 2 CFR §200.318 (c)(1) states that non-Federal entities “must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.” This policy satisfies this requirement.

² 2 CFR §200.318(c)(1) states that “non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.”

³ 2 CFR §200.318(c)(1) states “[t]he standards of conduct **must** provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.”

Worksheet for Board Self-Evaluation of Governance Process Policy

Policy Number 3.2 Accountability of the Superintendent
Time period being monitored: FY 25-26
Date Completed: 6/17/26

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

Policy Wording	Have we acted consistently with this item of the policy	Specific representative examples to support your response
The Superintendent is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Superintendent. Accordingly: 1. The Board will never give instructions to persons who report directly or indirectly to the Superintendent. 2. The Board will not evaluate, either formally or informally, any staff other than the Superintendent. 3. The Board will view successful Superintendent performance as demonstrated by accomplishment of board-stated Ends and avoidance of board-proscribed means.		

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

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

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

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

WHEN will we reassess our progress?

Worksheet for Board Self-Evaluation of Governance Process Policy

Policy Number 3.4 Monitoring Superintendent Performance

Time period being monitored: FY 25-26

Date Completed: 6/17/26

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
Systematic and rigorous monitoring of superintendent job performance will be solely against the expected superintendent job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations. Accordingly:		
1. Monitoring is simply to determine the degree to which board policies are being met. Information that does not do this will not be considered to be monitoring information.		
2. The Board will acquire monitoring information by one or more of three methods: (a) by internal report, in which the Superintendent discloses		

measurable interpretations including a rationale and compliance information to the board; (b) by external report, in which an external, disinterested third party selected by the Board assesses compliance with board policies; or (c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.		
3. In every case, the Board will judge (a) the reasonableness of the Superintendent's interpretation and (b) whether data demonstrate accomplishment of the interpretation.		
4. In every case, the standard for compliance shall be any reasonable Superintendent interpretation of the board policy being monitored. The Board is the final arbiter of reasonableness but will always judge with a "reasonable person" test rather than with interpretations favored by board members or by the Board as a whole.		
5. All policies that instruct the Superintendent will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method but will ordinarily depend on a routine schedule.		

6. Superintendent remuneration will be decided by the school board at the onset of each contract cycle.		
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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?

Minutes
Orange Southwest School District (OSSD)
Regular Board Meeting on Wednesday May 13, 2026
Randolph Union Middle High School
6pm

I. Opening (6:00 pm)

Meeting called to order by board chair, Aimil Parmelee, at 6:05 pm

- Board Attendance: *Ensuring a quorum*

Board members: Ryan Anderson, Beverly Lauchner, Aimil Parmelee, Anne Kaplan, Martha Hafner, Ray Zapata, Rachel Gaidys, Rachel Fish. Administration: Michael Clark, ORC Media, Kyle Southworth. Public in person: Shirley Huang. Public attending remotely: Betsy Baker, Dan Morrison, Janni Jacobs, Sara Richards, Tammy White, Rebecca Walter, Emma Janicki.

- Meeting Purpose: Continue discussion on reconfiguration
- Review and Accept Agenda: Any changes needed? *Meeting purpose? Are these the right agenda items? Is the right amount of time allotted?*

Board agrees to add discussion of June meeting date to Board Processes.

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.*

No attending public had comment.

- District Reconfiguration Q&A (Discussion)

Michael Clark recaps the previous discussion, noting that the reconfiguration idea is just an idea, if it is to be explored further it will require collaboration of educators, families, communities, students, boards, etc. Ryan Anderson refers to the hand-out he brought (attached) questions he has been asked by community members. Aimil Parmelee says other people may have a number of questions as well, Ryan Anderson hopes his compilation adds to the conversation. Anne Kaplan suggests the specificity of the questions may be pre-mature, and wonders what information is needed for the board to actually decide if consideration of a reconfiguration is really an option. Aimil Parmelee suggests the board may want to consider the concept from a higher level, then if they are interested in exploring further, at that point community involvement would be needed. Ray Zapata asks how the board would inform people if there were to be public meetings? Beverly Lauchner suggests Ryan Anderson could read the overview but then allow the board to process the more in-depth concerns. Aimil Parmelee suggests several ideas for community outreach and Ryan Anderson agrees many of the questions are operational, a level the concept isn't presently at.

Martha Hafner comments that they intentionally listened to other communities (Brookfield and Braintree) and they were worried about what would happen to them? Rachel Fish notes they hear from the community that it looks as though the proposal has been made without any consideration of the challenges. They'd like to see evidence that this proposal would solve educational and behavioral issues, as well as more detail about the inequity of per pupil spending at the various campuses. There is concern this reconfiguration is being presented as a cure-all.

Michael Clark appreciates that the community thinks the reconfiguration idea is vague – it's not a proposal, it's intended to be a conversation starter, and it's exciting that the conversation is active, solid, civil and thoughtful. Michael Clark also notes if there is to be a change, that process would need to begin in September for the 27-28 year.

The conversation turns to alternative programs, Martha Hafner asks if the RAVEN program is an alternative program. Michael Clark responds that yes, RAVEN is an alternative program and would continue to operate. Michael Clark updates the board on discussion with Jamie Kinnarney, outlining that district's use of alternative programs that involve two distinct profiles – Profile 1 for K-12 that centers round support for autistic students and Profile 2 that supports students with emotional/behavioral disturbance. This program currently has 3 students, and routinely supports students in general ed that need support, and can then return to general ed.

Michael Clark discusses the shortage of special educators, a good number of provisional teaching licenses which means many educators are learning on the job. Hiring skilled people to provide more specialized support within the classroom isn't a consideration if the workforce isn't there. Martha Hafner asks what the ballpark number is for PreK, Michael Clark responds he estimates 3 classes of 20 each across all campuses. Discussion about whether Braintree is too big or too small for combined PreK and K. Ryan Anderson questions if moving PreK to Braintree would create a two-tiered program, both Aimil Parmelee and Bev Lauchner state it already is a two-tier system that is not accessible to all. Michael Clark and Aimil Parmelee discuss how partnerships are imperative to provide resources and solutions to more families, denser programs would help facilitate this.

Rachel Gaidys asks what is the biggest problem here? If the Brookfield plant is in such bad shape it should be replaced, the town of Brookfield should be asked if they would be interested in approving that expense.

Aimil Parmelee asks if the board should consider supporting the elementary schools and investing in a regional high school.

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

Shirley Huang, Randolph: curious if surveys or questionnaires were sent out to community members about the reconfiguration.

Emma Janicki, Braintree school: heard questions from Ryan Anderson's compilation that they hadn't considered. Moved across the country to work at Braintree school and praises students and their successes. The reconfiguration clarifies what the benefits are but they don't know what the losses may be. Educators could be more involved in their professional development to make that more successful.

Rachel Fish, Braintree board member: reads comments from Jannie Jacobs, discusses the integration of various ages and suggests that PreK could use a dedicated wing at RES to centralize the littles.

Ashley Gaboriault, Braintree: praises the idea of a learning environment designed for early learners. Email attached.

III. Board Process (7:30)

- School Safety Committee Report (Information)

Michael Clark advised the board of the submission of the school safety committee report, as negotiated in collective bargaining agreement. The committee was comprised of building administrators, facilities, Michael Clark and association members. Each meeting explored a theme, minutes were taken and then shared across campuses for input. The report is a summary of those meetings and is purely informational for the Board. Michael Clark noted that the committee was a good way for voices to be heard and concerns addressed, and they would like to continue.

- Regular Board meeting in June

The June 10 board meeting conflicts with the Brookfield 6th grade graduation and RUHS Senior Awards. The Board discussed re-scheduling so both community and board members would be able to attend.

VOTE: Ryan Anderson moves to reschedule the regular June board meeting to June 17, 2026 at 6 pm. This will be a special meeting and will be held at RES. Seconded by Ray Zapata. Motion passes unanimously.

IV. Board Education (7:40)

- Kelly Green available for July Meeting & Additional Agenda items (Discussion)

Anne Kaplan tells the board that Kelly Green (district moderator) would be happy to do a short training on Robert's Rules during in-service in July, perhaps 30-45 minutes. The board agreed that the July in-service would predominantly be training, but would also include the traditional potluck. Anne Kaplan requested that board members send questions for Kelly Green to Anne by the end of June to assist in training prep.

- Reminder of Policy Governance Virtual Training June 4, 2026 6-7 p.m. (Information)
- Policy Governance Accelerator Course through the VSBA for New Board Members & Anyone Interested (Reminder)

Anne Kaplan reminds board members to contact Central Office if they are interested in training opportunities through the VSBA.

V. Monitoring the Organization (7:55)

- 1st Read EL 2.7 (Information)

Michael Clark reports that, with the assistance of the board, the district is fully compliant.

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

Michael Clark informs the district is running a surplus, and there is money available in the facilities budget to fund the transformer project, so the use of reserve money will not be necessary. The district put the transformer project out for bid, and while several parties expressed interest, the scope of the project was too large for most of them. The district has applied for a waiver as there aren't 3 quotes for the project, but that is not expected to be a difficulty. During the review of the project, it was discovered the 20-year-old secondary transformer was installed with future use of electricity in mind – that transformer can handle the full load of the physical plant operating at 2/3 capacity. This brings the cost of the project to about \$95,000. Ray Zapata asks if this information is based on the manufacturer's rating or low-tested. Michael Clark responds that is the low test assessment.

VI. Policy Decisions for District Governance (8:10)

- All policies for a first read
 - A1 - Board Member Conflict of Interest, required
 - D6 - Class Size Policy, required
 - F1 Travel Reimbursement, required
 - F23 Capitalization of Assets, required by Auditor
 - F24 Prevention of Conflict of Interest Procurement. required by Auditor

Michael Clark notes there are approximately 20 policies that need to be reviewed by the board as they have been updated. In many cases it's just the use of gender-neutral language, in others the statutes cited have been updated. In an effort to allow the board to read and consider each policy, they will be put on the agenda 5 or so at a time so everything will have been reviewed and be up to date by fall.

VII. Monitoring the Board (8:20)

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

The board discusses the current evaluation policy. Anne Kaplan notes that each time the board does a self-evaluation it should be considered a review, and the review date on that policy should be updated.

- BMD 3.1 Unity of Control– Self Evaluation (Action)
- Updated board self evaluation (Discussion)

It is suggested that at the end of each meeting, the board could do a quick “look back” at that particular meeting.

VIII. Consent Agenda (8:30)

Board motion -- I move to approve the Consent Agenda

- 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 April 15, 2026 and May 4, 2026
- New Hires/Resignations
- Environmental Controls - Use of Reserve Funds
- Approval of Fay and Rose Cowdrey Fund accounting

VOTE: Anne Kaplan moves to accept the consent agenda as presented. Seconded by Ryan Anderson. Motion passes unanimously.

IX. Closing/Incidental Information (8:45)

- Superintendent's Report
 - Ends Snapshot

Michael Clark reports to the board that the radon results have come back after mitigation at Brookfield School and all readings are below the Health Department's action level. The Up for Learning group attended the Power 2 Summit last week and is now preparing for their keynote address for the spring conference of the Vermont Superintendents Association. The students continue to gather data and share their vision with boards and leadership teams.

H.949, the Yield Bill, was also an item for discussion. With the decision to buy down the tax rate comes more decisions, the Senate proposes to use 100% of the earmarked funds from the education fund to alleviate tax stress on Vermonters now, while the House wants to use 50% now, and then 50% next year. Either plan will leave the education fund short-funded. Michael Clark urges everyone to write to their representatives and express their concern.

- Action Item Recap (discussion)

Michael Clark – come to the board with information about what could work better, what are the biggest hurdles. Anne Kaplan asks what is unique to Vermont that the district is trying to overcome, what models other districts are using that geography, demographics might make difficult here? Aimil Parmelee wants thoughts about what opportunities could be had by doing something differently, the district's strength and weaknesses. Rachel Fish requests input from school staff, Martha Hafner would like information about the possibility of a reconfiguration splitting apart a team that works well together. Ray Zapata summarizes what the board is looking for.

- Action Item Recap (charge)

Michael Clark will come to the next meeting ready to discuss with board about what the district's barriers are, what the strengths and weaknesses are and how can the district reconcile that for each campus?

Without any further business, the meeting adjourned at 8:46 pm.

X. Executive Session (If needed)

Future Meetings

- Agenda Planning Meeting Tuesday June 2nd @ 5:30
- Special Board Meeting: 6pm June 17, 2026 at RES

Respectfully submitted:

Kyle M Southworth

Kyle Southworth, Administrative Assistant
5/15/26

New Hires –

Angelina Deflorio, Food Service

Leah Young, Paraprofessional

Laura Cornell, Administrative Assistant

Jennifer Chisholm, Teacher

Whitney Stretcher, Teacher

Kendrick Madore, Teacher

Stephen Geno, Teacher

Adam Calder-Rosen, Teacher

Emily Smith, Teacher

Resignations --

Jeff Green, Teacher

Emily Huff, Paraprofessional

Orange Southwest School District

Consent Agenda Form –

Description of the item requiring Board approval:

OSSD is requesting the expenditure of Facilities Carry Over/Reserve funds to do first phase improvements of the lower level of RES. Improvements to include removal and replacement of all flooring and moisture mitigation to ensure we prevent moisture penetration through the slab.

Reason for required approval including applicable policies:

In accordance with Policy 2.4, the Board must approve all expenditures of Reserve funds.

Evidence demonstrating policy compliance (attach any necessary documents):

The Orange Southwest School District's facilities reserve fund has sufficient carryover/reserve funds to support the expenditure request. The request is necessary to ensure our schools remain current and functional (Policy 2.6 Asset Protection)

Requesting \$350,000 for RES' interior environment project.

The Orange Southwest School District facilities reserve fund has \$2,295,238 available and therefore has sufficient funds to cover the proposed expenditures.

Signed:

Wesley Gibbs

Date:

June 10, 2026

	Delair's Carpeting and Flooring	Future Floors	Elegant Floors	Abatiello Design Center
Base Bid	\$191,294.92	\$255,800.00	\$258,110.00	no bid
Add/Alternates				
Shot Blasting and Self-Leveling		\$2.70 SF (\$51,000 at 18,880 SF)	\$2.00 SF	
Moisture Mitigation Application		\$1.87 SF (\$35,310 at 18,880 SF)	\$3.00 SF	
Generator		\$4,940.00		
Lower Level is approx. 19,000 sf				
Add for Shot Blasting/Self-Leveling and Moisture Mitigation		\$95,931.00	\$114,000.00	
Total Cost with Mitigation		\$351,731.00	\$372,110.00	



2785 Shelburne Road Shelburne, VT 05482 PH 802-448-3486 FAX 802-448-3479 email sean@elegantfloorsvt.com

May 28, 2026

PROJECT LETTER
Randolph Elementary

Scope

- Rip out and dispose of existing VCT and carpet per spec
- Slurry coat entire floor using AS100 primer, CMP Prepstar fine finish and water
- Prep floor where needed
- Furnish and install Mannington Liason Entry Mat per spec
- Furnish and install Mannington Biospec Vinyl heat seam welded per spec
- Furnish and install Kahrs Quarts tile per spec
- Furnish and install Roppe 700 Series 4'X4" cove base with toe per spec
- Furnish and install Flotex Carpet tile per spec (7 colors)
- Furnish and install Forbo FST 99% glue per spec

Price \$258,110.00

Exclusions

- Major Floor Prep
- Moisture mitigation
- Fluid applied floorcoverings
- Floor protection after installation
- Furniture moving
- Off hours work
- Randolph to provide and pay for dumpsters for floorcovering disposal

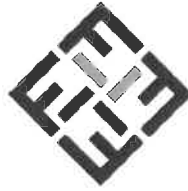
Potential Additional Costs

- Moisture Mitigation price - \$3.00/foot, mitigate floor using XL Brands Dry Seal Moisture Max
- Floor prep \$1.25/foot included in base bid
- Self-leveling \$2.00 a square foot

Sean Ryan

Sean Ryan- Proprietor
Elegant Floors

Pricing is good through the end of 2026



FUTURE FLOORS

www.futurefloorsinc.com

Proposal

To: Orange Southwest school district

Attn: Wes Gibbs

5 /28/2026

Project Name: Randolph Elementary School

Location: Randolph, Vermont

Number of addenda: 2

Base Bid:

We propose to:

Demo VCT, Carpet and vinyl base. Flash floors to receive Flotex Plank and grind and flash floors that receive sheet vinyl and Quartz tile. Furnish and install dust barriers at Library to cover fixed bookshelves. Furnish and install Flotex Plank per floor plan. Furnish and install Altro Quartz tile in the Art Room. Furnish and install Mannington Biospec MD sheet with heat welded seams at storage rooms. Furnish and install Schlutter Stainless steel and Reno U transitions. Coordinate and maintain fire alarm protection. Furnish and install vinyl base. Furnish and install Nosing's at stairs and story rooms. Includes dumpsters.

The above-mentioned work for the sum of \$ 255,800.00

Please add \$51,000.00 to shot blast and self-level all areas receiving new flooring with HLF 200 high flow leveler in lieu of just flashing over old adhesive in Flotex areas and grinding /flashing in Quartz tile and sheet vinyl areas.

Please add \$35,310.00 to furnish and install 100% solids MCS310 moisture control epoxy in all areas receiving new flooring

Please add \$4,940.00 to supply two 25 KW diesel generators to run shot blast machines and grinders if owner cannot supply proper power source. Water sources be provided by owner.

The above price **DOES NOT INCLUDE** moving of personal items, computers, Moving of furniture, final cleaning, sealing, waxing, or protection of finishes from other trades.

Note: #1 Working hours to be between 7:00 am and 3:30 pm. Mon. – Fri.

#2 Any work done outside the scope of this contract will be billed at \$75.00 a man hour plus any materials needed.

#3 Areas to receive flooring are to be delivered clean and furniture removed

Thank you for the opportunity to quote your needs. If you have any questions, please do not hesitate to call

ACCEPTED

BY _____

Thank you,

TITLE _____

Future Floors Inc.

DATE _____

BY _____

John kamencik

Proposal

5/20/2026 7:41:34 PM

Page 1

Delairs Carpet and Flooring
3998 US Rt 2
East Montpelier Vt 05651
802-223-7171



Proposal #: **20432**
SaleDate: **5/20/2026**
Next Install:
Sales Rep: **Jason Cote-Wong**

SOLD TO:

Randolph Elementary School
40 AyerBrook Rd
Randolph, VT 05060
728-2879

249-7326 Wes

SHIPPED TO

728-2879

249-7326 Wes

wgibbs@orangesouthwest.org

MATERIALS	COMMENTS	QUANTITY	PRICE	TOTAL
1 Mannington Bio Spec MD	TBD	RPL1	1000 Each \$5.41	\$5,410.00
2 Adhesive	Mannington MT711 Sheet Vinyl 4Gal 1000 SQFT	1 Each \$313.32		\$313.32
3 Altro Quartz	TBD	RL-QU	1200 SqFt \$5.18	\$6,216.00
4 Adhesive	AltroECo Fix 4 Gal	1 Each \$232.64		\$232.64
5 Mannington Liaison	TBD	Cpt-W	360 SqFt \$9.69	\$3,488.40
6 Adhesive	Multi PS Mapie ECO 399 4 Gal 750 Sq Ft / Pail	0.25 Each \$196.59		\$49.15
7 Forbo Flotex	2/3 Color Pattern	FI-P1,P2,P3,P4,P5,P6,RT	18000 SqFt \$5.25	\$94,500.00
8 Adhesive	V1190 4 Gal	18 Each \$370.80		\$6,674.40
11 Transition Budget	Reno V, Schine, Reno Ramp	1 Each \$600.00		\$600.00
12 Supplies	Installation Materials	10 Each \$68.50		\$685.00
13 Cove Base 4"	TBD	2800 LnFt \$1.10		\$3,080.00
14 Adhesive	Cove Base CHAPCO SS-4 30 oz tube 50 LNFT	56 Each \$10.10		\$565.60
15 Johnsonite Mill Work	Rubber Stair Nose with Cpt Riser Insert	Transition Labor	15 Each \$89.65	\$1,344.75

LABOR	COMMENTS	QUANTITY	PRICE	TOTAL
1 Vinyl - Regular	RPL1	1000 SqFt \$3.25		\$3,250.00
2 Freight		1000 SqFt \$0.20		\$200.00
3 LVT- GLUE	RL-QU	1200 SqFt \$2.25		\$2,700.00
4 Freight		1200 SqFt \$0.20		\$240.00
5 Carpet - Glue Down	Cpt-W	360 SqFt \$1.75		\$630.00
6 Freight		360 SqFt \$0.87		\$313.20
7 Carpet - Glue Down	FI-P1,P2,P3,P4,P5,P6,RT	18000 SqFt \$1.35		\$24,300.00
8 Freight		18000 SqFt \$0.15		\$2,700.00
9 Removal & Haul		20560 SqFt \$0.66		\$13,569.60
10 Floor Prep		20560 Each \$0.40		\$8,224.00
13 Vinyl - Coving		2800 LnFt \$1.33		\$3,724.00
15 MISC.	Transition Labor	15 Each \$45.00		\$675.00

Submitting a deposit agrees to all styles, color and labor above on invoice.
Floor Prep consist of cleaning, removing fasteners, and floor skin coating if needed. Billed @ T&M
3% card fee applied if purchasing with a credit/debit card
15 days after completion invoice considered Past Due
Balance are subject to a service charge 1.5% per month
Restock fee subject to all items, No returns on special or cut orders. Store Credit on Area Rugs and Remnants.

Proposal

5/20/2026 7:41:34 PM

Page 2

Comments:

SubTotal:	\$183,685.06
Exempt:	\$0.00
Total:	\$183,685.06
Payments:	\$0.00
Balance:	\$183,685.06

Submitting a deposit agrees to all styles, color and labor above on invoice.
Floor Prep consist of cleaning, removing fasteners, and floor skim coating if needed. Billed @ T&M
3% card fee applied if purchasing wiht a credit/debit card
15 days after completion invoice considered Past Due
Balance are subject to a service charge 1.5% per month
Restock fee subject to all items. No returns on special or cut orders. Store Credit on Area Rugs and Remnants.

Proposal

5/27/2026 1:21:29 PM

Page 1

Delairs Carpet and Flooring
3998 US Rt 2
East Montpelier Vt 05651
802-223-7171



Proposal #: 20469
SaleDate: 5/27/2026
Next Install:
Sales Rep: Jason Cote-Wong

SOLD TO:

Randolph Elementary School
40 AyerBrook Rd
Randolph, VT 05060
728-2879

249-7326 Wes

wgibbs@orangesouthwest.org

SHIPPED TO

99 % RH Adhesive Alternate

728-2879

249-7326 Wes

MATERIALS	COMMENTS	QUANTITY	PRICE	TOTAL
1 Adhesive	Forbo FST 1299	18 Each	\$793.57	\$14,284.26
2 Adhesive	Forbo V1190	-18 Each	\$370.80	(\$6,674.40)

Comments: This will warranty products installed in high moisture areas up to 99% RH

SubTotal: \$7,609.86
Exempt: \$0.00
Total: \$7,609.86
Payments: \$0.00
Balance: \$7,609.86

Submitting a deposit agrees to all styles, color and labor above on invoice.
Floor Prep consist of cleaning, removing fasteners, and floor skim coating if needed. Billed @ T&M
3% card fee applied if purchasing with a credit/debit card
15 days after completion invoice considered Past Due
Balance are subject to a service charge 1 5% per month
Restock fee subject to all items. No returns on special or cut orders. Store Credit on Area Rugs and Remnants.



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June Board Report

Prepared by Michael J. Clark

9 June 2026

Summary of Important Aspects of H.955-Voluntary Mergers

H.955 mandates a new process for school districts to explore potential merger opportunities across Vermont, facilitated by the state. The legislation assigns school districts to one of twenty regional merger committees to study the feasibility of forming new unified union school districts. Per the legislation the new combined district are intended to serve approximately 2,000 or more students and be geographically contiguous. The bill also places a strict moratorium on any efforts to withdraw from or dissolve existing union school districts through Fiscal Year 2035.

The Orange Southwest Unified Union School District has been placed in Group 9. Unless the committee membership is modified, we will be collaborating with the following districts:

- Echo Valley Community School District
- First Branch Unified School District
- Granville-Hancock Unified District
- Rochester-Stockbridge Unified District
- Sharon School District
- Stafford School District
- White River Unified District.

It is also important to understand a district may join a different merger committee if a majority of its school board votes to do so.

In order to comply with H.955, OSSD the School Board must designate at least one current school board member to serve on the Group 9 merger committee. If this member leaves the board for any reason, the board must promptly replace them with a new designee.



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H. 955 Critical Timeline & Deadlines

Below are the key dates the Board and Superintendent must track for compliance and planning:

- **September 1, 2026:** Regional facilitators are hired by the Vermont Learning Collaborative to begin overseeing the process.
- **September 15, 2026: Deadline for the Orange Southwest School Board to designate its representative** to the merger committee.
- **October 15, 2026:** The merger committee must be established and hold its first official meeting.
- **September 1, 2027:** Deadline for the merger committee to complete and submit its final report (and proposed articles of agreement, if a merger is recommended) to the local boards and the state.
- **December 1, 2027:** Deadline for the Secretary of Education to complete their review of any proposed merger and submit a recommendation to the State Board of Education.
- **December 15, 2027:** The State Board of Education issues its final findings on the proposed unified union school districts.
- **March 7, 2028 (Town Meeting Day):** If a merger is proposed and approved by the state, voters in Orange Southwest and other necessary/advisable districts will vote by Australian ballot on whether to form the new unified union school district.
- **July 1, 2028:** The official reference date for the state to determine whether districts have successfully merged.
- **July 1 2029** New Districts are operational

Summary of Important aspects of H.955 –CESAs

Cooperative Educational Service Areas (CESAs) are regional public entities that allow school districts to voluntarily collaborate and share services, programs, and personnel. The General Assembly's intent behind CESAs is to maximize the impact of educational funding, reduce duplication of services, and ensure equal educational and career



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technical opportunities for all students—all while preserving local governance and avoiding forced district consolidation.

H.955 organizes Vermont's supervisory unions (and School Districts) into seven distinct CESAs:

- Champlain Valley North
- Chittenden Central
- Champlain Valley South
- Southwest
- Vermont Learning Collaborative (*Note: This is already an established CESA*)
- Northeast
- Winooski Valley

If a supervisory union wants to move to a different CESA, it must undergo a formal process that ultimately requires approval from the General Assembly.

The OSSD is assigned to be part of the Winooski Valley Region which consists of:

- Barre Unified Union School District
- Central Vermont Career Center
- Central Vermont Supervisory Union
- Harwood Unified Union School District
- Lamoille North Supervisory Union
- Lamoille South Supervisory Union
- Montpelier-Roxbury School District
- Orange Southwest Unified Union School District
- Orleans Southwest Supervisory Union
- Washington Central Unified Union School District
- White River Valley Supervisory Union

CESAs are governed by a board of directors, consisting of one representative from each member supervisory union, each holding one vote. Representatives are appointed



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annually and may be a superintendent, a supervisory union board member, or a designee.

To operate, CESAs must adopt formal bylaws outlining their mission, services, budget processes, and fee structures. Notably, financial obligations are split into two categories: membership fees (based on student enrollment, or ADM) and service fees (based on the actual services a district uses).

Boards are required to meet at least four times a year and provide quarterly updates to their local supervisory union boards. They are also held to strict transparency and accountability standards, which include maintaining a public website that posts board membership, approved meeting minutes, governing agreements, and annual reports detailing outcomes and audited financial results.

While participation in services is voluntary, CESAs must be structurally capable of providing the following services if requested by members and approved by the board:

- **Special Education:** Including tiered support systems (MTSS) and low-incidence, high-cost services.
- **Business, IT, and Administration:** Shared operational and back-office functions.
- **Professional Development:** Training for educators and staff.
- **Curriculum Coordination:** Regional collaboration on instructional design and alignment.
- **Transportation Services:** Student transportation support.
- **Facilities Master Planning:** Long-term infrastructure planning.
- **District Formation Support:** Assistance with creating union school districts.

As independent public entities, CESAs can enter into contracts, own or lease property, and receive grants. They may directly hire their own staff, including licensed educators. Educators are covered by the Vermont State Teachers' Retirement System, and non-educators are covered by VMERS; both groups retain collective bargaining rights and state health benefits.



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Financially, a CESA must set up an Education Cooperative Fund, appoint a Treasurer, adopt an annual budget, and undergo an annual independent audit. They are also allowed to employ an Executive Director to oversee operations, who is evaluated annually by the board.

To support the creation of these entities, the state provides two specific grants:

- A \$15,000 start-up grant for each CESA to fund planning, bylaws development, and launch activities.
- A one-time \$50,000 grant to help each CESA hire an executive director.

H.955 requires a rapid implementation timeline:

- Within 30 days of enactment, member supervisory unions must appoint their board representatives.
- Within 45 days, the superintendent from the largest supervisory union in each CESA must convene the very first board meeting to elect a chair and necessary officers.

Legislative Updates From the VSBA June 9, 2026 Update

[Here is a 1 page summary of H. 955 including potential board meeting motions from the VSBA](#)

The legislative session has ended and we're waiting to see whether Governor Scott signs into law all of the passed bills affecting public education. After the session ends, it takes several days for the legislative staff to finalize bill review and send bills to the Governor. Under Vermont's Constitution, the Governor must act on any bill that reaches his desk within five days (excluding Sundays). The governor may: (1) sign the bill into law, (2) let the bill pass into law without a signature, or (3) veto the bill.

Here's the status of all of the bills that passed both the House and the Senate:

H.211 (Ed Tech Registry) - awaiting delivery to the Governor

H.542 (PCBs) - awaiting delivery to the Governor



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H.817 (Mental Health Literacy in Schools) - awaiting delivery to the Governor

H.930 (Chronic Absenteeism) - signed by Governor on June 8

H.931 (Miscellaneous Education) - awaiting delivery to the Governor

H.933 (Scholarship Granting Organizations) - awaiting delivery to the Governor

H.949 (Yield and Excess Spending Threshold) - awaiting delivery to the Governor

H.951 (Budget) - awaiting delivery to the Governor

H.955 (Education Transformation) - awaiting delivery to the Governor

S.190 (Reference Based Pricing - Health Insurance) - awaiting delivery to the Governor

S.214 (Prekindergarten Education in Geographically Isolated School Districts) - signed by the Governor on June 8

S.227 (Immigration Protocols in Schools) - signed by the Governor on June 8

S.230 (Fair Employment Practices) - awaiting delivery to the Governor

S.313 (Career Technical Education) - awaiting delivery to the Governor

We'll issue the final legislative report after all of the above bills have been considered by the Governor. In the meantime, we're gearing up for the legislative wrap up webinar being held on **June 18 at noon**.

*If Board Members would like to participate in the June 18, 2026 VSBA Webinar you have received a registration link in you email with the VSBA June 9, 2026 VSBA Update.

Use of Reserve Funds RES Flooring First Phase of Moisture Control

The OSSD is requesting up to \$350,000 from the Facilities Reserve fund for improvements to the lower level of RES. These improvements include the removal and replacement of all flooring and moisture mitigation to ensure we prevent moisture from penetrating through the slab. There is \$2,295,238 available in the Facilities Reserve Account.

Required Policy Revisions



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Continued from last meeting. The Vermont School Boards Association has recently updated a significant number of policies. Many of the updates appear to be related to ensuring the policies reflect gender neutral language. I plan to split these policy updates in groups of 5 policies at a time and anticipate that we will have our policies updated in the fall.

Ends Report

Mindybeth Pike and I are happy to present the annual ends report as a separate document in your board packet.

Orange Southwest School District Reconfiguration: Identifying Opportunities, Addressing Challenges, and Moving Forward Together

At its May meeting, the Board asked an important question: *What problems are we trying to address through a potential reconfiguration?* This report is intended to help answer that question.

Orange Southwest School District is a strong educational system supported by dedicated educators, engaged communities, and a Board committed to student success. The purpose of this report is not to suggest that our schools are failing or that the district is facing a crisis. Rather, it is to identify areas where district leadership believes there may be opportunities to enhance educational outcomes, strengthen equity and student supports, improve operational efficiency, better align facilities with educational needs, and support the long-term sustainability of the district.

The report is organized around each area of consideration and outlines the current state, the opportunities for enhancement, and the potential outcomes that could result from reconfiguration. It is intended to provide the Board with a clearer understanding of why district leadership believes reconfiguration may be a strategy worthy of consideration and further discussion.



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Ultimately, any decision regarding reconfiguration rests solely with the Board. The Board will receive the final version of this report via email on Monday following one final review by the Administrative Cabinet.

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