Orange Southwest School District (OSSD)

Special Board Meeting on Wednesday November 18, 2026
Randolph Union High School
6pm

Google Meet joining info
https://meet.google.com/gny-vojs-xie
Or dial: (US) +1 530-618-7105 PIN: 601 861 576#

I.I. Opening (6:00 pm)

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

II. Ownership Linkage (6:05)

- General Public Comment: *The Board welcomes comment but is not able to take any action. Comments limited to 3 minutes per speaker.*
- Updated Budget Timeline (Information)
- 2027-2028 Level Service Budget Presentation and Known Education Landscape Variables (Discussion)
- Annual Report to Voter (Discussion)
- Potential Summer Projects to be funded with Facilities Reserve Funds (Discussion)
- Act 170 Updates and Letters from OSSD Voluntary Merger Study Representative (Information)
- CESA Update
- *Public Comment specific to 2027-2028 Budget, ACT 170, and CESA*

III. Board Process (7:15)

- Discussion of Board Elections Timeline (Information)
- Sabbatical Committee (one application as of November 9th, due 11/15)
- VSBA 40x40 IDEA Campaign (Information)

IV. Board Education (7:30)

- Vermont School Board Association Annual Meeting Report Out (Information)
- Policy Governance Review and Debrief of Tuition Request with Jeanne Collins Deweese

V. Monitoring the Organization (8:00)

- Second Read of Executive Limitation 2.1, 2.2 as supported by Board Policy 3.4 (Action)

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

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

- All Policies for first read (Information)
  - B8 -- Electronic Communications Between Employees and Students
  - C10 – Investigation & Response to Harassment, Hazing & Bullying
  - C15 – Student Conduct and Discipline
  - C16 – Student Use of Cell Phones
  - F23 – Capitalization of Assets
- Bus Driver Employment Policy Second Read (Action)
- All Policies for second read, all contain revisions from state (Action)
  - B22 Public Complaints about Personnel
  - C9 Wellness & Comprehensive Health
  - C13 Students Who Are Homeless
  - F3 Fire & Emergency Preparedness Drills

VII. Monitoring the Board (8:20)

- *Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.*
- GP 4.7 Global Governance Investment - Self Evaluation

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 October 14, 2026
- New Hires
- Consent Agenda Request, funds for RTCC

IX. Closing/Incidental Information (8:35)

- Superintendent's Report
- Item Recap

X. Executive Session (If needed)

Future Meetings

- Agenda Planning Meeting Monday November 30th @ 5:30
- Regular Board Meeting: Wednesday December 9th, 2026 6 pm at Braintree Elementary School

ORANGE SOUTHWEST SCHOOL DISTRICT - EXPENDITURES

Account Name	2025-26 Budget	2025-26 Actual	2026-27 Budget	2027-28 Draft 1	Balance Under (Over)	Percent Inc/Dec
INSTRUCTION:						
Salaries	5,611,830	5,241,974	5,792,901	6,086,026	293,125	5.06%
Benefits	2,212,209	1,835,277	2,347,755	2,449,920	102,165	4.35%
Drivers Education	4,000	2,857	4,000	4,000	0	0.00%
Remedial/Interventionist Servic	455,272	272,579	324,179	312,782	-11,397	-3.52%
Testing/Tutorial/OT-PT Svcs	47,560	25,349	48,160	51,275	3,115	6.47%
Contracted Services	48,250	48,106	48,250	52,150	3,900	8.08%
Staff Training	278,730	131,784	269,735	295,150	25,415	9.42%
Co/Extra Curricular	541,536	446,401	555,985	577,191	21,206	3.81%
Tuition	58,000	89,269	58,000	62,000	4,000	6.90%
Travel/Field Trips	26,400	13,079	26,400	25,000	-1,400	-5.30%
Supplies/Textbooks/Equip	433,523	299,143	433,523	439,023	5,500	1.27%
Total Instruction	9,717,310	8,405,817	9,908,888	10,354,517	445,629	4.50%
SPECIAL EDUCATION:						
Salaries	2,087,862	1,623,367	1,890,625	1,924,882	34,257	1.81%
Benefits	1,006,270	638,759	861,161	978,023	116,862	13.57%
Contracted/Prof Services	0	14,789	0	35,000	35,000	
Transportation	252,275	314,707	325,000	385,000	60,000	18.46%
Travel/Conferences	12,800	12,654	12,800	12,800	0	0.00%
Supplies/Textbooks/Equipment	28,520	40,144	29,125	30,765	1,640	5.63%
Tuition	1,189,000	1,414,981	2,001,700	2,658,000	656,300	32.79%
Behavioral Services	226,211	239,567	234,720	358,390	123,670	52.69%
Testing/Tutorial/OT-PT Svcs	144,000	171,317	144,000	149,000	5,000	3.47%
Speech Services	392,039	349,986	373,113	464,020	90,907	24.36%
Total Special Education	5,338,977	4,820,271	5,872,244	6,995,880	1,123,636	19.13%
ADMINISTRATION:						
Salaries	1,122,282	1,038,122	1,052,952	1,087,408	34,456	3.27%
Benefits	547,402	406,947	533,550	507,799	-25,751	-4.83%
Repairs/Maint	9,000	0	9,000	9,000	0	0.00%
Postage/Telephone	39,750	31,512	39,750	41,850	2,100	5.28%
Travel	14,100	7,107	14,100	13,600	-500	-3.55%
Supplies/Equipment	55,815	29,921	56,665	56,815	150	0.26%
Total Administration	1,788,349	1,513,609	1,706,017	1,716,472	10,455	0.61%
CENTRAL OFFICE:						
Salaries	713,922	670,715	727,905	789,630	61,725	8.48%
Benefits	340,022	273,713	382,010	364,875	-17,135	-4.49%
Contracted Services	10,000	7,095	10,000	10,000	0	0.00%
Legal Fees	0	0	0	0	0	
Staff Development	7,500	4,576	8,500	8,500	0	0.00%
Repairs/Maintenance	30,000	25,389	30,000	30,000	0	0.00%
Board Expense	0	0	0	0	0	
Building Construction	0	0	0	0	0	
Insurance	0	0	0	0	0	
Travel	13,900	3,773	13,000	13,000	0	0.00%
Supplies/Equipment	64,350	40,393	64,550	67,350	2,800	4.34%
Total Central Office	1,179,694	1,025,653	1,235,965	1,283,355	47,390	3.83%
SUPPORT SERVICES:						
Guidance	664,975	628,959	702,978	742,810	39,832	5.67%
Behavioral/Social Work	383,110	376,711	414,822	439,722	24,900	6.00%
School Nurse	383,647	379,889	403,211	395,855	-7,356	-1.82%
Media Services	358,437	344,423	391,386	413,876	22,490	5.75%
Curriculum Develop	31,310	25,317	31,310	31,310	0	0.00%
C.A.R.	113,500	19,842	113,500	113,500	0	0.00%
Teacher Mentoring	58,010	28,549	58,220	58,220	0	0.00%
Board of Education	123,450	102,772	126,450	127,890	1,440	1.14%
Legal Fees	64,500	28,340	69,000	69,500	500	0.72%
Fiscal Services	85,000	0	85,000	85,000	0	0.00%
Total Support Services	2,265,939	1,934,802	2,395,877	2,477,683	81,807	3.41%
MAINTENANCE:						
Salaries	856,950	823,162	908,500	955,500	47,000	5.17%
Benefits	523,880	368,182	556,793	474,250	-82,543	-14.82%
Contracted Services	235,531	461,968	235,531	263,000	27,469	11.66%
General Liability Ins	98,500	105,829	115,000	118,000	3,000	2.61%
Repairs/Maintenance	287,260	265,610	295,878	280,000	-15,878	-5.37%
Utilities	564,200	468,410	569,800	608,650	38,850	6.82%
Supplies/Travel/Equipment	353,400	349,718	358,280	363,300	5,020	1.40%
Care of Grounds	224,200	253,837	249,000	264,850	15,850	6.37%
Reserve - Repairs/Maint	0	0	0	0	0	
Vehicle Services	30,485	27,273	30,485	28,585	-1,900	-6.23%
Total Maintenance Svcs	3,174,406	3,123,989	3,319,267	3,356,135	36,868	1.11%

ORANGE SOUTHWEST SCHOOL DISTRICT - EXPENDITURES

Account Name	2025-26 Budget	2025-26 Actual	2026-27 Budget	2027-28 Draft 1	Balance Under (Over)	Percent Inc/Dec
TECHNOLOGY:						
Salaries	384,024	363,412	375,610	409,000	33,390	8.89%
Benefits	202,499	116,937	146,756	157,388	10,632	7.24%
Contracted Services	24,500	4,940	24,500	24,500	0	0.00%
Technology Fund Transfer	108,500	108,500	58,500	58,500	0	0.00%
Repairs/Maintenance	2,500	0	2,500	2,500	0	0.00%
Supplies	151,450	185,049	171,450	189,050	17,600	10.27%
Equipment	0	0	0	0	0	
Total Technology	873,473	778,838	779,316	840,938	61,622	7.91%
TRANSPORTATION:						
Salaries	324,750	289,397	321,295	334,880	13,585	4.23%
Benefits	76,783	59,116	76,867	79,193	2,326	3.03%
Contracted Svcs/Rent	73,000	69,475	73,500	76,500	3,000	4.08%
Travel/Conferences	100	0	100	100	0	0.00%
Repairs/Supplies/Equip	69,250	82,258	88,550	105,250	16,700	18.86%
Diesel Fuel	92,000	54,670	96,000	141,000	45,000	46.88%
Homeless Transportation	0	17,913	0	10,000	10,000	
After School Transportation	0	0	0	0	0	
Field Trips	32,830	32,187	33,030	33,030	0	0.00%
Tuition Student Transportation	31,125	35,950	37,486	38,553	1,067	1.20%
Bus Fund Reserve	100,000	100,000	100,000	100,000	0	0.00%
Total Transportation	799,838	740,966	826,828	918,506	91,678	11.09%
OTHER EXPENDITURES:						
Food Service Transfer	70,000	195,690	70,000	70,000	0	0.00%
Operational Fund Transfer	0	0	0	0	0	
Special Ed Transfer	0	0	0	0	0	
Legal Fund Transfer	0	0	0	0	0	
Debt Service	10,050	9,774	0	0	0	
EEE Services	*95,353*	65,981	93,487	94,914	1,427	1.53%
Total Other Expenditures	175,403	271,445	163,487	164,914	1,427	0.87%
TECHNICAL EDUCATION:						
State - Act 68	560,420	579,043	510,145	*510,145*	0	0.00%
Local Tuition	634,500	651,039	604,668	*604,668*	0	0.00%
Total Tech Education	1,194,920	1,230,082	1,114,813	1,114,813	0	0.00%
PRE-SCHOOL						
Salaries	337,262	333,449	348,950	350,530	1,580	0.45%
Benefits	198,722	172,002	203,144	220,850	17,706	8.72%
Administration	0	0	0	0	0	
Tuition/Partnerships	82,000	25,314	83,500	83,500	0	0.00%
Supplies/Travel/Equip	18,650	13,927	18,650	18,965	315	1.66%
Total Pre-School	636,634	544,691	654,244	673,845	19,601	3.00%
SUPRLUS/DEFICIT	0	0	0	0	0	
SCHOOL TOTAL:	***27,144,943***	***24,390,165***	***27,976,946***	***29,897,058***	***1,920,113***	**6.86%**
FEDERAL FUNDS:						
IDEA - B	*329,400*	0	*329,400*	*329,400*	0	
IDEA - B - PreSchool	*6,800*	0	*6,800*	*6,800*	0	
Title I and II - School Wide	*680,960*	0	*680,960*	*680,960*	0	
Medicaid	*155,000*	0	*155,000*	*155,000*	0	
EPSDT	*10,500*	0	*10,500*	*10,500*	0	
Total Federal Funds	*1,182,660*	0	*1,182,660*	*1,182,660*	0	
TOTAL VOTER APPROVAL:	***28,327,603***	***24,390,165***	***29,159,606***	***31,079,718***	***1,920,113***	**6.58%**

RANDOLPH TECHNICAL CAREER CENTER
EXPENDITURES

Account Name	2025-26 Budget	2025-26 Actual	2026-27 Budget	2027-28 Draft 1	Difference	% Inc/(Dec)
D. INSTRUCTION:						
Salaries	881,664	836,326	860,734	868,602	7,868	0.91%
Benefits	391,365	353,236	408,969	355,632	-53,337	-13.04%
Staff Development	18,425	12,411	1,625	1,615	-10	-0.62%
Computer Network	92,000	92,000	92,000	94,500	2,500	2.72%
Co/Extra Curricular	64,145	10,904	54,145	54,145	0	0.00%
Overhead Tuition	10,000	0	0	0	0	
Transportation - Other Tech Ctr	0	53,945	58,000	58,500	500	
Travel/Field Trips	28,560	17,962	10,100	10,100	0	0.00%
Supplies/Textbooks/Equip	270,631	253,513	234,381	234,381	0	0.00%
Total Instruction	1,756,790	1,630,297	1,719,954	1,677,475	-42,479	-2.47%
E. ADMINISTRATION:						
Salaries	312,483	298,879	267,860	283,311	15,451	5.77%
Benefits	116,166	115,290	99,892	88,656	-11,236	-11.25%
Contracted Svcs	1,000	2,063	1,000	1,000	0	0.00%
Overhead Tuition	0	0	0	0	0	
Repairs/Maintenance	22,555	11,956	22,555	22,555	0	0.00%
Travel	3,000	2,335	3,000	3,000	0	0.00%
Supplies/Equipment	57,400	26,815	51,300	51,300	0	0.00%
Total Administration	512,604	457,338	445,607	449,822	4,215	0.95%
F. SUPPORT SERVICES:						
Assessment Coordinator	157,305	129,116	176,948	185,634	8,686	4.91%
Cooperative Education	165,763	40,368	61,442	64,855	3,413	5.55%
Guidance	159,079	89,334	97,487	104,658	7,171	7.36%
School Nurse	68,573	60,181	67,186	70,488	3,302	4.91%
Board of Education	16,115	12,689	15,645	16,645	1,000	6.39%
Legal Fees	8,000	25	8,000	8,000	0	0.00%
Fiscal Services	26,000	0	26,000	26,000	0	0.00%
Total Support Services	600,835	331,712	452,708	476,280	23,572	5.21%
G. MAINTENANCE OF PLANT:						
Salaries	0	0	0	0	0	
Benefits	0	0	0	0	0	
Contracted Svcs	0	0	0	0	0	
General Liability Insurance	35,000	47,156	47,500	55,000	7,500	15.79%
Utilities	188,800	145,800	188,800	191,000	2,200	1.17%
Repairs & Maintenance	9,000	0	9,000	9,000	0	0.00%
Supplies/Equipment	0	0	0	0	0	
Total Maintenance	232,800	192,956	245,300	255,000	9,700	3.95%
SCHOOL TOTAL	***3,103,029***	***2,612,303***	***2,863,569***	***2,858,577***	***-4,992***	***-0.17%***
H. OSSU/ADMIN/SP ED	160,000	160,000	168,000	173,000	5,000	2.98%
OSSU MAINTENANCE	400,000	400,000	420,000	430,000	10,000	2.38%
I. ADULT ED:						
Salaries	2,000	0	0	0	0	
Benefits	185	0	0	0	0	
Travel	0	0	0	0	0	
Supplies/Textbooks/Equip	0	0	0	0	0	
Total Adult Ed	2,185	0	0	0	0	
J. DEBT SERVICE:	0	0	0	0	0	
K. TUITION REFUND	0	0	0	0	0	
SURPLUS/DEFICIT	0	0	0	0	0	
SCHOOL TOTAL	***3,665,214***	***3,172,303***	***3,451,569***	***3,461,577***	***10,008***	***0.29%***
FEDERAL FUNDS:						
Carl Perkins	154,000	0	154,000	154,000	0	
TOTAL:	**3,819,214**	**0**	**3,605,569**	**3,615,577**	**10,008**	***0.28%***

Monitoring Report

Superintendent Monitoring Report:	Internal	**Organization:**	Orange Southwest School District
Policy Type:	Executive Limitations	**Policy Number/Title:**	2.1 Treatment of Students, Parents/Guardians, and Community
Submitted on:	5 October 2026	**Period Covered**	July 2025 -Sept 2026

Policy

With respect to interactions with Students, Parents/Guardians Community or those applying to be Students, Parents/Guardians and Community, the Superintendent shall not cause or allow conditions, procedures, or decisions that are arbitrary or capricious, untimely, unclear, undignified, or unnecessarily intrusive. Further, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not:

1. *Elicit information for which there is no clear necessity;*
2. *Use methods of collecting, reviewing, transmitting, or storing student/ family information that fail to protect against improper access to the material elicited;*
3. *Operate facilities without appropriate accessibility and privacy;*
4. *Allow Students, Parents/Guardians and Community to be unaware of what may be expected and what may not be expected from the District; or,*
5. *Leave Students, Parents/Guardians and Community uninformed in writing of this policy or without a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

Interpretation

The Superintendent interprets this policy to mean that all interactions with students, parents/guardians, and community members must be conducted in a manner that is clear, respectful, timely, necessary, and private. All actions must be consistent with legal

and ethical expectations and promote trust, dignity, and access for all. Information is only collected when required by law, policy, or for operational necessity tied to district Ends.

Student and family information is protected in compliance with FERPA and state privacy laws. Access is limited to those with a legitimate educational interest.

All district facilities meet ADA standards and uphold privacy requirements when providing accommodations.

The district ensures that students, families, and community members are well-informed about services, policies, and behavioral expectations via multiple communication formats (written, oral, digital).

Stakeholders are informed in writing of this policy and have access to grievance procedures, particularly via Policy B27 (Public Complaints About Personnel).

Observable Conditions:

a)	Streamlined forms and enrollment processes.
b)	Secure student information systems (PowerSchool, EduClimber, ect.
c)	Staff training on FERPA and data privacy.
d)	ADA-compliant entrances, restrooms, and learning spaces.
e)	District website with accessible, current policies and guides.
f)	Community forums and informational sessions.
g)	Clear Complaint Policy access on district website.

Rationale:

1)	This limitation ensures stakeholder dignity, avoids liability, and supports a positive and functional educational environment.

Evidence:

Observable Condition	**Data/Result**

a) Streamlined Forms	*Enrollment Paperwork*
b) Secure Student Information Systems	*The district network is password protected. The software for our SIS is password protected and the data is encrypted,*
c) Staff Training	*Staff is trained annually on confidentiality and Privacy. See Opening inservice agenda*
d) Accessibility	*All buildings are ADA Compliant. See latest accessibility Audit*
e) Website and Policies	*Handbooks and policies are available on our www.orangesouthwest.org website*
f) Community Forums	*Held Monthly Google meet each third Wednesday of the month that school was in session. Budgeting meeting. Title nights.*
g) Complaint Policy B-27	*The policy is available on the OSSD website at (https://resources.finalsite.net/images/v1676050021/orangesouthwestorg/kmqz55qa020rwaf8hxi3/PolicyB27-PublicComplaintsAboutPersonnel.pdf)* *No complaints escalated past the Superintendent Level*

Compliance:

I report compliance

Michael J Clark, Superintendent

Notes:

Monitoring Report

Superintendent Monitoring Report:	Internal	**Organization:**	Orange Southwest School District
Policy Type:	Executive Limitations	**Policy Number/Title:**	2.2 Treatment of Staff
Submitted on:	5 October 2026	**Period Covered**	July 2025 -Sept 2026

Policy

With respect to the treatment of paid and volunteer staff, the Superintendent shall not:

1. Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions;

2. Discriminate against any staff member for non-disruptive expression of dissent; or,

3. Allow staff to be unprepared for emergency situations

Interpretation

The Superintendent will ensure and follow written rules for personnel that are clear, provide for effective handling of grievances and protect against wrongful conditions.

No staff member may be discriminated against for don-disruptive expression of dissent.

Staff must be prepared of emergency situations

Observable Conditions:

a)	Written rules and timelines that are followed
b)	A clear chain of command and complaint procedures
c)	Guidelines and training to address and avoid emergency situations

Rationale:

1)	Clear personnel rules, protection for non-disruptive dissent, and emergency preparedness are foundational to a healthy, resilient organization. Together, they ensure staff understand their rights and responsibilities, feel safe to express concerns without fear of retaliation, and are equipped to respond effectively in crisis situations. These practices reflect legal obligations, align with best governance standards, and demonstrate a strong organizational commitment to safety, transparency, and a culture of respect.

Evidence:

Observable Condition	**Data/Result**
a) Written Rules and Timelines	*Policies, Procedures, and Master Agreements are all available at www.orangesouthwest.org*
b) Chain of Command and Complaint Procedure	*See OSSD Org Chart* *The policy is available on the OSSD website at (https://resources.finalsite.net/images/v1676050021/orangesouthwestorg/kmqz55qa020rwaf8hxi3/PolicyB27-PublicComplaintsAboutPersonnel.pdf)* *One complaint in the form of a grievance escalated past the Superintendent Level and was resolved at the board level. All other other complaints or concerns were resolved at the superintendent level or before*
c) Emergency guidelines and training	*Please see the Orange Southwest School Safety Plan* *Opening inservice trainings*

Compliance:

I report compliance

Michael J Clark, Superintendent

Notes:

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2025-26 Actual	October 2025 Revenue	2026-27 Budget	October 2026 Revenue	Under (Over)
LOCAL REVENUES:					
Tuition	413,433	796	280,000	411	-279,589
Overhead Tuition	0	0	0	0	0
Transportation	95,691	5,488	60,000	3,594	-56,407
Interest	162,388	49,538	75,000	43,958	-31,042
Early Ed Receipts	0	0	0	0	0
Lease Land - Brookfield	0	0	0	0	0
Contracted Services	0	0	0	0	0
RTCC - Shared Services	652,000	163,000	680,000	170,000	-510,000
Admin Svcs - EPSDT	0	0	0	0	0
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	47,650	0	52,900	0	-52,900
Rental Income	0	0	0	0	0
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	36,865	0	0	5,870	5,870
Total Other Revenues:	1,408,027	218,822	1,147,900	223,832	-924,068
SPECIAL ED:					
Core Block Grant	0	0	0	0	0
Special Ed Reimbursement	1,848,249	616,083	1,910,949	636,983	-1,273,966
State Placed Students	55,501	-929	0	2,047	2,047
Extraordinary Reimbursement	1,066,804	-3,370	1,625,000	5,153	-1,619,847
Essential Early Ed	89,636	44,818	93,487	46,744	-46,743
IDEA-B - Pre-School	0	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	20,169	-230	15,000	0	-15,000
Total Special Ed	3,080,360	656,373	3,644,436	690,927	-2,953,509
STATE REVENUES:					
State Technical Centers	579,043	0	510,145	0	-510,145
State Education Fund	21,196,099	2,983,029	21,434,926	3,190,011	-18,244,915
ELL Categorical Grant	50,000	50,000	50,000	0	-50,000
State Unenrolled Residents at Tech	20,058	0	0	0	0
State Placed Students - Reg Tuition	4,973	4,973	0	0	0
State Transportation	276,011	0	255,000	0	-255,000
Small Schools Grant	177,706	59,236	177,706	59,236	-118,470
Driver Education	2,840	0	3,500	-129	-3,629
Total State Revenues	22,306,730	3,097,238	22,431,277	3,249,118	-19,182,159
BEGINNING BALANCE:	703,333	703,333	753,333	753,333	0
SCHOOL TOTAL:	***27,498,449***	***4,675,765***	***27,976,946***	***4,917,209***	***-23,059,737***
FEDERAL FUNDS:					
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:	***27,498,449***	***4,675,765***	***29,159,606***	***4,917,209***	***-24,242,397***

ORANGE SOUTHWEST SCHOOL DISTRICT - EXPENDITURES

Account Name	2025-26 Actual	October 2025 Expenditure	2026-27 Budget	October 2026 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
INSTRUCTION:							
Salaries	5,241,974	1,108,980	5,792,901	1,178,068	0	4,614,833	79.66%
Benefits	1,835,277	326,011	2,347,755	419,930	0	1,927,825	82.11%
Drivers Education	2,857	0	4,000	0	0	4,000	100.00%
Remedial/Interventionist Service	272,579	56,108	324,179	61,192	18	262,969	81.12%
Testing/Tutorial/OT-PT Svcs	25,349	750	48,160	4,383	435	43,342	90.00%
Contracted Services	48,106	34,811	48,250	33,858	300	14,092	29.21%
Staff Training	131,784	49,760	269,735	92,633	13,625	163,477	60.61%
Co/Extra Curricular	446,401	124,506	555,985	135,493	6,567	413,925	74.45%
Tuition	89,269	870	58,000	17,000	0	41,000	70.69%
Travel/Field Trips	13,079	4,953	26,400	5,823	6,059	14,518	54.99%
Supplies/Textbooks/Equip	299,143	98,120	433,523	103,137	56,068	274,318	63.28%
Total Instruction	8,405,817	1,804,869	9,908,888	2,051,517	83,072	7,774,299	78.46%
SPECIAL EDUCATION:							
Salaries	1,623,367	389,822	1,890,625	434,872	0	1,455,753	77.00%
Benefits	638,759	135,243	861,161	166,943	0	694,218	80.61%
Contracted/Prof Services	14,789	3,378	0	1,969	0	-1,969	
Transportation	314,707	6,304	325,000	5,572	12,715	306,713	94.37%
Travel/Conferences	12,654	1,143	12,800	1,305	665	10,830	84.61%
Supplies/Textbooks/Equipment	40,144	12,845	29,125	16,678	2,348	10,099	34.67%
Tuition	1,414,981	216,092	2,001,700	413,040	1,689,508	-100,848	-5.04%
Behavioral Services	239,567	44,029	234,720	52,794	149,985	31,942	13.61%
Testing/Tutorial/OT-PT Svcs	171,317	17,576	144,000	30,202	148,798	-35,000	-24.31%
Speech Services	349,986	72,121	373,113	52,396	205,720	114,997	30.82%
Total Special Education	4,820,271	898,553	5,872,244	1,175,770	2,209,738	2,486,735	42.35%
ADMINISTRATION:							
Salaries	1,038,122	350,867	1,052,952	342,178	0	710,774	67.50%
Benefits	406,947	121,366	533,550	144,268	0	389,282	72.96%
Repairs/Maint	0	0	9,000	0	0	9,000	100.00%
Postage/Telephone	31,512	7,672	39,750	8,007	1,162	30,581	76.93%
Travel	7,107	8,904	14,100	947	1,073	12,080	85.67%
Supplies/Equipment	29,921	8,968	56,665	6,699	6,494	43,473	76.72%
Total Administration	1,513,609	497,777	1,706,017	502,099	8,729	1,195,190	70.06%
CENTRAL OFFICE:							
Salaries	670,715	253,066	727,905	278,523	0	449,382	61.74%
Benefits	273,713	90,868	382,010	112,424	0	269,586	70.57%
Contracted Services	7,095	250	10,000	250	5,090	4,660	46.60%
Staff Development	4,576	1,847	8,500	2,018	0	6,482	76.26%
Repairs/Maintenance	25,389	25,389	30,000	26,659	0	3,341	11.14%
Travel	3,773	306	13,000	708	982	11,310	87.00%
Supplies/Equipment	40,393	16,083	64,550	21,617	471	42,463	65.78%
Total Central Office	1,025,653	387,808	1,235,965	442,198	6,542	787,225	63.69%
SUPPORT SERVICES:							
Guidance	628,959	127,987	702,978	148,634	20,102	534,243	76.00%
Behavioral Interventionists	376,711	75,851	414,822	87,016	250	327,556	78.96%
School Nurse	379,889	73,720	403,211	63,588	5,880	333,743	82.77%
Media Services	344,423	94,334	391,386	94,152	5,709	291,525	74.49%
Curriculum Develop	25,317	4,460	31,310	6,967	6,967	17,377	55.50%
C.A.R.	19,842	2,821	113,500	4,847	42,329	66,324	58.43%
Teacher Mentoring	28,549	2,962	58,220	158	27,400	30,663	52.67%
Board of Education	102,772	184,859	126,450	76,679	58,360	-8,589	-6.79%
Legal Fees	28,340	1,969	69,000	7,469	0	61,532	89.18%
Fiscal Services	0	0	85,000	0	0	85,000	100.00%
Total Support Services	1,934,802	568,961	2,395,877	489,508	166,997	1,739,371	72.60%
MAINTENANCE:							
Salaries	823,162	286,001	908,500	265,846	0	642,654	70.74%
Benefits	368,182	115,445	556,793	132,712	0	424,081	76.16%
Contracted Services	461,968	59,395	235,531	240,095	126,111	-130,675	-55.48%
General Liability Ins	105,829	0	115,000	109,915	0	5,085	4.42%
Repairs/Maintenance	265,610	50,236	295,878	60,040	88,155	147,683	49.91%
Utilities	468,410	45,304	569,800	87,106	260,108	222,586	39.06%
Supplies/Travel/Equipment	349,718	38,208	358,280	62,776	56,586	238,918	66.68%
Care of Grounds	253,837	39,545	249,000	36,554	1,888	210,558	84.56%
Reserve - Repairs/Maint	0	0	0	0	0	0	
Vehicle Services	27,273	2,514	30,485	3,146	1,503	25,836	84.75%
Total Maintenance Svcs	3,123,989	636,648	3,319,267	998,189	534,351	1,786,727	53.83%

ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES

	2025-26 Actual	October 2025 Expenditure	2026-27 Budget	October 2026 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
TECHNOLOGY:							
Salaries	363,412	126,917	375,610	133,919	0	241,691	64.35%
Benefits	116,937	39,673	146,756	45,442	0	101,314	69.04%
Contracted Services	4,940	2,790	24,500	852	3,000	20,648	84.28%
Technology Fund Transfer	108,500	0	58,500	0	0	58,500	100.00%
Repairs/Maintenance	0	0	2,500	0	0	2,500	100.00%
Supplies	185,049	123,626	171,450	133,966	35,722	1,762	1.03%
Equipment	0	0	0	0	0	0	
Total Technology	778,838	293,006	779,316	314,179	38,722	426,415	54.72%
TRANSPORTATION:							
Salaries	289,397	84,965	321,295	85,692	0	235,603	73.33%
Benefits	59,116	14,120	76,867	34,195	0	42,672	55.51%
Contracted Svcs/Rent	69,475	36,119	73,500	0	0	73,500	100.00%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	82,258	24,173	88,550	22,161	4,077	62,312	70.37%
Diesel Fuel	54,670	6,245	96,000	1,397	0	94,603	98.54%
Unallowed Spec Ed	17,913	0	0	0	0	0	
After School Bus	0	0	0	0	0	0	
Field Trips	32,187	3,463	33,030	3,303	10,327	19,400	58.74%
Tuition Student Transportation	35,950	7,906	37,486	9,593	19,182	8,711	23.24%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	740,966	176,991	826,828	156,341	33,586	636,901	636.90%
OTHER EXPENDITURES:							
Food Service Transfer	195,690	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	9,774	9,774	0	0	0	0	
EEE Services	65,981	14,134	93,487	27,597	0	65,890	70.48%
Total Other Expenditures	271,445	23,909	163,487	27,597	0	135,890	83.12%
TECHNICAL EDUCATION:							
State - Act 68	579,043	0	510,145	0	0	510,145	100.00%
Local Tuition	651,039	9,891	604,668	6,946	0	597,722	98.85%
Total Tech Education	1,230,082	9,891	1,114,813	6,946	0	1,107,867	99.38%
PRE-SCHOOL							
Salaries	333,449	72,754	348,950	71,823	0	277,127	79.42%
Benefits	172,002	33,815	203,144	44,756	0	158,388	77.97%
Administration	0	0	0	0	0	0	
Tuition/Partnerships	25,314	3,192	83,500	7,391	45,987	30,122	36.07%
Supplies/Travel/Equip	13,927	1,722	18,650	3,449	1,750	13,451	72.12%
Total Pre-School	544,691	111,483	654,244	127,419	47,737	479,087	73.23%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
SCHOOL TOTAL:	***24,390,165***	***5,409,895***	***27,976,946***	***6,291,763***	***3,129,475***	***18,555,707***	**66.32%**
FEDERAL FUNDS:							
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:	***24,390,165***	***5,409,895***	***29,159,606***	***6,291,763***	***3,129,475***	***19,738,367***	**67.69%**

ORANGE SOUTHWEST SCHOOL DISTRICT
2026-27 SUMMARY

GENERAL FUND	2025-26 ACTUAL	OCTOBER 2025 YTD	2026-27 BUDGET	OCTOBER 2026 YTD	DIFFERENCE
REVENUE:					
LOCAL REVENUE	1,408,027	218,822	1,147,900	223,832	-924,068
SPECIAL PROGRAMS	3,080,360	656,373	3,644,436	690,927	-2,953,509
STATE REVENUES	22,306,730	3,097,238	22,431,277	3,249,118	-19,182,159
BEGINNING BALANCE:	703,333	703,333	753,333	753,333	0
TOTAL REVENUE	***27,498,449***	***4,675,765***	***27,976,946***	***4,917,209***	***-23,059,737***
EXPENDITURES:					
INSTRUCTION	8,405,817	1,804,869	9,908,888	2,051,517	7,857,371
SPECIAL EDUCATION	4,820,271	898,553	5,872,244	1,175,770	4,696,474
ADMINISTRATION	1,513,609	497,777	1,706,017	502,099	1,203,918
CENTRAL OFFICE	1,025,653	387,808	1,235,965	442,198	793,767
SUPPORT SERVICES	1,934,802	568,961	2,395,877	489,508	1,906,368
MAINTENANCE	3,123,989	636,648	3,319,267	998,189	2,321,078
TECHNOLOGY	778,838	293,006	779,316	314,179	465,137
TRANSPORTATION	740,966	176,991	826,828	156,341	670,487
OTHER EXPENSES	271,445	23,909	163,487	27,597	135,890
TECHNICAL EDUCATION	1,230,082	9,891	1,114,813	6,946	1,107,867
PRE-SCHOOL	544,691	111,483	654,244	127,419	526,825
SCHOOL TOTAL:	***24,390,165***	***5,409,895***	***27,976,946***	***6,291,763***	***21,685,182***
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	***24,390,165***	***5,409,895***	***27,976,946***	***6,291,763***	***21,685,182***

OTHER FUNDS	7/1/2026 BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	612,705	17,718	186,840	443,583
TITLE 1	0	33,227	33,423	-196
EPSDT FUNDS	150,595	11,214	18,577	143,232
FOOD SERVICE	-35,793	66,415	217,601	-186,979
SUMMER FEEDING	35,793	42,637	23,303	55,127
FRESH FRUITS & VEGS	0	0	159	-159
MEDICAID FUNDS	773,262	5,457	50,307	728,412
R.A.V.E.N.	143,721	0	44,189	99,532
IDEA-B - FLOW-THROUGH	0	46,341	65,213	-18,872
IDEA-B - PRE-SCHOOL	0	765	1,937	-1,173
VEHICLE/BUS FUND	791,668	1,000	304,409	488,259
BUILDING MAINT FUND	2,305,238	1,887,000	282,868	3,909,369
LEGAL FUND	140,000	0	0	140,000
SPECIAL EDUCATION FUND	515,697	0	0	515,697
OPERATIONAL RESERVE	1,174,971	0	0	1,174,971
TECHNOLOGY RESERVE	151,959	0	0	151,959
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	203,204	26,925	147	229,983
STANDARDS BOARD	0	0	0	0
SCHOOL WIDE PROGRAMS	0	48,863	118,942	-70,079
TITLE II	0	12,424	15,991	-3,567
TITLE IV	0	5,864	5,864	0
CONSOLIDATED ADMIN	0	0	0	0
CRF - LEA GRANT	10,348	0	0	10,348
ARP - ESSER SUMMER	-5,322	0	-22	-5,300
ARP - ESSER	0	0	0	0
ARP - AFTERSCHOOL	-12,102	0	0	-12,102
ARP - PRESCHOOL	3,547	0	0	3,547
TOTAL OTHER FUNDS	7,002,916	2,205,849	1,369,748	7,839,017

RANDOLPH TECHNICAL CAREER CENTER
REVENUE

Account Name	2025-26 Actual	October 2025 Revenue	2026-27 Budget	October 2026 Revenue	$ Inc/Dec
A. STATE REVENUE:					
General State Support Grant	1,390,079	463,360	1,279,233	483,793	-795,440
Overhead Support	576,666	0	514,590	0	-514,590
Techncial Ed - Transportation	22,936	0	22,500	0	-22,500
Program Innovation Grant	0	0	0	0	0
Adult Ed	0	0	0	0	0
Coop Salary Reimb	35,450	0	16,000	0	-16,000
Guidance Salary Reimb	30,717	0	30,000	0	-30,000
Director Salary Reimb	71,173	0	70,000	0	-70,000
Adult Coord Salary Reimb	0	0	0	0	0
Carl Perkins	0	0	0	0	0
Total State Revenue:	2,127,021	463,360	1,932,323	483,793	-1,448,530
B. OTHER REVENUES:					
Adult Ed Services	0	0	0	0	0
Tuition	1,570,595	0	1,466,149	0	-1,466,149
Tuition - Other Sources	0	0	0	0	0
Interest	47	16	5,000	2,230	-2,770
Services to Other Districts	0	0	0	0	0
Maintenance Reimb - VIP	0	0	0	0	0
Overhead Costs - RAVEN	8,950	0	9,950	0	-9,950
Prior Year Refunds	0	0	0	0	0
Total Other Revenues:	1,579,592	16	1,481,099	2,230	-1,478,869
C. SURPLUS/DEFICIT	783,335	783,335	38,147	783,335	745,188
SCHOOL TOTAL:	***4,489,949***	***1,246,711***	***3,451,569***	***1,269,358***	***-2,182,211***

RANDOLPH TECHNICAL CAREER CENTER
EXPENDITURES

Account Name	2025-26 Actual	October 2025 Expenditure	2026-27 Budget	October 2026 Expenditure	Encumb	Difference
D. INSTRUCTION:						
Salaries	836,326	172,078	860,734	175,192	0	685,542
Benefits	353,236	70,045	408,969	66,457	0	342,512
Staff Development	12,411	3,665	1,625	1,265	25	335
Computer Network	92,000	23,000	92,000	23,000	0	69,000
Co/Extra Curricular	10,904	1,330	54,145	1,562	1,936	50,647
Overhead Tuition	0	0	0	0	0	0
Travel/Field Trips	17,962	0	10,100	914	3,197	5,989
Transportation - Other Tech Ctr	53,945	7,235	58,000	0	0	58,000
Supplies/Textbooks/Equip	253,513	55,672	234,381	54,796	22,550	157,035
Total Instruction	1,630,297	333,026	1,719,954	323,187	27,708	1,369,059
E. ADMINISTRATION:						
Salaries	298,879	105,254	267,860	87,923	0	179,937
Benefits	115,290	35,079	99,892	27,819	0	72,073
Contracted Svcs	2,063	118	1,000	0	49	951
Overhead Tuition	0	0	0	0	0	0
Repairs/Maintenance	11,956	5,057	22,555	2,035	1,629	18,892
Travel	2,335	0	3,000	344	0	2,656
Supplies/Equipment	26,815	7,776	51,300	3,268	2,282	45,750
Total Administration	457,338	153,283	445,607	121,389	3,960	320,259
F. SUPPORT SERVICES:						
Assessment Coordinator	129,116	32,327	176,948	1,853	25	175,070
Cooperative Education	40,368	8,621	61,442	10,952	3,304	47,187
Guidance	89,334	26,215	97,487	23,510	328	73,649
School Nurse	60,181	11,505	67,186	14,817	38	52,331
Board of Education	12,689	357	15,645	4,739	0	10,906
Legal Fees	25	0	8,000	55	0	7,945
Fiscal Services	0	0	26,000	0	0	26,000
Total Support Services	331,712	79,024	452,708	55,926	3,694	393,088
G. MAINTENANCE OF PLANT:						
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	47,156	0	47,500	53,770	0	-6,270
Utilities	145,800	10,684	188,800	29,842	104,262	54,696
Repairs & Maintenance	0	0	9,000	0	0	9,000
Supplies/Equipment	0	0	0	0	0	0
Total Maintenance	192,956	10,684	245,300	83,612	104,262	57,426
SCHOOL TOTAL	***2,612,303***	***576,017***	***2,863,569***	***584,115***	***139,623***	***2,139,831***
H. OSSU/ADMIN/SP ED	160,000	40,000	168,000	42,000	0	126,000
OSSU MAINTENANCE	400,000	100,000	420,000	105,000	0	315,000
I. ADULT ED:						
Salaries	0	0	0	0	0	0
Benefits	0	0	0	0	0	0
Travel	0	0	0	0	0	0
Supplies/Textbooks/Equip	0	0	0	0	0	0
Total Adult Ed	0	0	0	0	0	0
J. DEBT SERVICE:	0	0	0	0	0	0
K. TUITION REFUND	0	0	0	0	0	0
SURPLUS/DEFICIT	0	0	0	0	0	0
TOTAL	***3,172,303***	***716,017***	***3,451,569***	***731,115***	***139,623***	***2,580,831***

RANDOLPH TECHNICAL CAREER CENTER
2026-27 FINANCIAL SUMMARY

		2025-26 ACTUAL	OCTOBER 2025 YTD	2026-27 BUDGET	OCTOBER 2026 YTD	BALANCE	% BAL
1	**GENERAL FUND**						
A.	STATE REVENUES	2,127,021	463,360	1,932,323	483,793	-1,448,530	-74.96%
B.	OTHER REVENUES	1,579,592	16	1,481,099	2,230	-1,478,869	-99.85%
C.	SURPLUS/DEFICIT	783,335	783,335	38,147	783,335	745,188	
	TOTAL REVENUE	***4,489,949***	***1,246,711***	***3,451,569***	***1,269,358***	***-2,182,211***	**-63.22%**
	EXPENDITURES:						
D.	INSTRUCTION	1,630,297	333,026	1,719,954	323,187	1,396,767	81.21%
E.	ADMINISTRATION	457,338	153,283	445,607	121,389	324,218	72.76%
F.	SUPPORT SERVICES	331,712	79,024	452,708	55,926	396,782	87.65%
G.	MAINTENANCE OF PLANT	192,956	10,684	245,300	83,612	161,688	65.91%
	SCHOOL TOTAL:	*2,612,303*	*576,017*	*2,863,569*	*584,115*	*2,279,455*	79.60%
H.	OSSU/ADMIN/MAINT	560,000	140,000	588,000	147,000	441,000	75.00%
I.	ADULT EDUCATION	0	0	0	0	0	
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	***3,172,303***	***716,017***	***3,451,569***	***731,115***	***2,720,455***	**78.82%**

	OTHER FUNDS	7/1/2026 BEG BAL	REVENUE	EXPENDED	BALANCE
2	TECH GRANTS	6,795	39,400	36,900	9,295
3	TRANSFERS	800	0	0	800
4	CARL PERKINS	9	1,835	7,835	-5,991
5	PROGRAM INNOVATION	0	0	0	0
6	VACTED	0	0	0	0
7	VACTED - PERKINS	0	0	0	0
8	ADULT ED - DEPT LABOR	0	0	0	0
9	ADULT ED EVENING	-1,736	0	374	-2,110
	TOTAL:	5,868	41,235	45,110	1,994

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

B8 -- Electronic Communications Between Employees and Students

I. Statement of Policy

The Orange Southwest School District recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. However, the Orange Southwest School District recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 (2018), enacted to prevent the exploitation of students, this policy establishes guidelines for appropriate electronic communications between school Employees and Students.

II. Definitions. For purposes of this policy, the following definitions apply:

A. **Electronic communication**. Electronic communication is any exchange of messages using devices in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, direct messaging, scheduling applications, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.

B. **Social media**: Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, X (formerly Twitter), Tik Tok, Instagram, Snapchat, YouTube, and Google+.

C. **Employee**: Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.

D. **Private Communication**: Electronic communications that are directed towards one person or small group of people on an approved platform.

E. **Public Posts**: Electronic communications that are directed towards one person or small group of people.

F. **Student:** Student means any person who attends school in any of the grades Prekindergarten through 12.

III. Policy on Electronic Communication Between Students and Employees.

All communication between employees and students shall be professional and appropriate. The use

of electronic communication that is inappropriate in content is prohibited.

A. **Inappropriate content of an electronic communication**. Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:
    1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual inuendo;
    2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
    3. Communications regarding the employees' or student's past or current romantic relationships;
    4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
    5. Communications that are intimidating, or demeaning;
    6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
    7. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
    8. Private communications between an employee and a student between the hours of 10 p.m. and 6 a.m. This restriction does not apply to public posts.

B. **Procedures.** The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV. A. and B. below).

IV. Administrative Responsibilities

A. **Employee communications violation of this policy.** School, school district, and supervisory union staff shall be prohibited from utilizing social media for communication with students directly unless the program or platform is approved for such communication by the school district or independent school; provided, however, that any approved communication program or platform shall allow school officials to archive all communications and prevent all communications from being edited or deleted once a communication has been sent. School, school district, and supervisory union staff shall also refrain from requiring students to use social media for out-of-school academic work, school sports, extracurricular clubs, or any other out-of-school school sponsored activities. In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student or student's guardian may submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

    Inappropriate electronic communications by an employee may result in appropriate disciplinary action.

B. **Student violation of this policy.** In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or

designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).

D. **Other district policies.** Improper electronic communications may also constitute violations of other policies of the district, (i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students, and/or the Policy for the prevention of Sexual Harassment as Prohibited by Title IX). Complaints regarding such behavior should be directed as set forth in those separate policies and procedures.

V. Reporting to Other Agencies

A. **Reports to Vermont Department of Children and Families (DCF)**. When behaviors that violate this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

B. **Reports to Vermont Agency of Education (AOE)**. If behaviors that violate this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action. The principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.

C. **Reporting Incidents to the Police**. Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.

D. **Continuing Obligation to Investigate**. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy (such as the Policy on the Prevention of Harassment, Hazing and Bullying), to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

VSBA Review:	*September 22, 2026*
Date Warned:	Nov. 18, 2026
Date Adopted:	

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

C10 -- Investigation and Response to Harassment, Hazing, and Bullying of Students[1]

A. Introduction

This model policy document specifically addresses school response to incidents of harassment, hazing, and bullying (HHB) in accordance with state law. The provisions of this revised model policy and accompanying procedures will become effective upon school board adoption or December 15, 2026, whichever occurs first.

HHB prevention efforts fall within the domain of safe and healthy schools following a comprehensive system or school-wide school climate approach. Questions around HHB prevention-related resources, tools, and strategies can be directed to SafeandHealthySchools@vermont.gov.

B. Purpose

It is the responsibility of the Orange Southwest School District[2] to provide a safe, orderly, respectful, and positive learning environment for all students. Harassment, hazing, and bullying have no place and will not be tolerated in any Vermont school. No student should feel threatened or be discriminated against while attending school. One mechanism to prevent harassment, hazing, and bullying is an effective and rigorous response to allegations or notice of harassment, hazing, or bullying, as well as restoration following an incident. Therefore, schools will have a consistent, predictable process to evaluate claims of harassment, hazing, and bullying that impact the school environment.
As required by Title 16, Chapter 9, Subchapter 5, each OSSD School Board shall develop, adopt a policy and procedures that will ensure the enforcement of harassment, hazing, and bullying response and prevention. The OSSD School Board must adopt a policy that is at least as stringent as this model policy developed by the Secretary of Education. Any OSSD School Board that fails to adopt such a policy shall be presumed to have adopted the most current model policy published by the Secretary.

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[1] Adoption of this policy by a school board or governing body of an independent school satisfies the school district's or independent school's obligation under 16 V.S.A. §§ 570(b), 570a(a), 570b, and 570c, until any subsequent policy for the prevention of harassment, hazing, and bullying is developed by the Agency.

C. Statement of Policy

The Orange Southwest School District (hereinafter District) is committed to providing all its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the Orange Southwest School District's policy to prevent and prohibit the unlawful harassment of students based on race, creed, color, national origin, citizenship, immigration status,[3] marital status, sex, sexual orientation, gender identity, or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972 ("Title IX").

It is also the Orange Southwest School District's policy to prevent and prohibit hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The Orange Southwest School District shall address all reports of harassment, hazing, and bullying of students according to the procedures accompanying this policy and shall take appropriate action in response to any violation of this policy. The Orange Southwest School District [4] shall have separate policies regarding compliance with Title IX law and regulations and school behavioral threat assessment in compliance with 16 V.S.A.
§ 1485.

In instances in which inappropriate conduct has occurred that does not meet the definitions of harassment, hazing, or bullying, the Orange Southwest School District will take appropriate action targeted to address the conduct and discourage students from continuing any conduct that may lead to harassment, hazing, or bullying. Appropriate action in response to such conduct may include providing students with explicit

[3] Citizenship and immigration status have been added to the Vermont Public Accommodations Act, prohibiting discrimination in places of public accommodation, per Act 69 (2025). Harassment on these bases could constitute discrimination and is therefore addressed through this HHB Investigation Policy and Procedures.

[4] For an independent school, Title IX likely applies to the program if the program is the recipient of any Federal financial assistance, directly or indirectly. If Title IX does not apply to the particular independent school, the school must follow the HHB Investigation Policy and Procedures with respect to all incidents that fall under the HHB Investigation Policy and Procedures. The guidance of an independent school's legal counsel is suggested to advise on whether the school is subject to Title IX requirements.

instruction regarding conduct and/or harassment, hazing, and bullying; or implementing classroom-wide or school-wide positive behavioral interventions and supports; or taking disciplinary action in line with the code of conduct, among other things.

D. Implementation

The Superintendent or designee will:

1. Establish procedures directing staff, parents and guardians, and students how to report violations of this policy under this policy. At minimum, the procedures will be consistent with those provided in the Model Procedures on Harassment, Hazing, and Bullying Investigations and Response ("Model HHB Investigation Procedures").
2. Annually, select two or more Designated Employees to receive reports of harassment, hazing, and/or bullying at each school campus and publicize their availability in any publication of the Orange Southwest School District that sets forth the comprehensive rules, procedures, and/or standards of conduct.
3. Ensure that an individual respondent's alleged behavior, rather than their demographic or personal characteristics, will serve as the basis for initiating an HHB investigation and determination.
4. Respond to Notice of Possible Violations of this policy (as that term is defined in this Policy) to promptly and effectively address all reports of harassment, hazing, and/or bullying.
5. Take action on substantiated harassment, hazing, and/or bullying that is reasonably calculated to, at a minimum:

    - Stop the harassment, hazing, and/or bullying;
    - Prevent recurrence of harassment, hazing, or bullying;
    - Remedy the effects on the complainant(s); and
    - Restore the complainant's access to the education program or activity.

    There may be a wide range of responses to substantiated harassment, hazing, or bullying that are appropriate to serve these goals. For employees, discipline for substantiated harassment may include termination. For students, serious discipline in response to substantiated harassment, hazing, or bullying may include expulsion or removal from school property. For organizations and individuals who are found to have engaged in substantiated hazing, penalties, loss of privileges, or sanctions may be assessed. Revocation or suspension of an organization's permission to operate or exist within the Orange Southwest School District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

6. Disseminate information about the HHB Investigation Policy and Procedures to students, parents/guardians, and staff members as outlined in the Model HHB Investigation Procedures.

7. Determine HHB data reporting processes including the collection and submission of HHB incident data as directed by the Secretary of Education.
8. Ensure staff receive annual training in preventing, recognizing, and responding to harassment, hazing, and bullying.
9. Ensure designated employees and any employees who may conduct or support in HHB investigations, receive annual training in requirements and best practices for HHB investigation and bias training.

E. Constitutionally Protected Speech

It is the Orange Southwest School District's intent to apply and enforce this policy and the model HHB Investigation Procedures in a manner that is consistent with individuals' rights to free expression under the First Amendment of the U.S. Constitution. These legal issues can be complex, and the guidance of legal counsel is suggested.[5]

F. Definitions

For this policy and the HHB Investigation Procedures, the following definitions apply:

"Allegation" means an assertion that someone has engaged in harassment, hazing, or bullying.

"Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and that:

1) Is repeated over time;

2) Is intended to ridicule, humiliate, or intimidate the student; and

3) Either:

   a) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or

   b) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

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[5] Legal counsel may wish to explore case law regarding First Amendment limitations, including but not limited to the following: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969); *Mahanoy Area School District v. B.L.*, 594 U.S. 18 (2021).

Any type of off-campus or online activity can constitute bullying if it poses a clear and substantial interference with another student's right to access educational programs. This can include what is often referred to as "cyber-bullying" - conduct on social media, texting, or other online activity.

"Complainant" means a student who is the alleged victim or target of harassment, hazing, or bullying. An individual does not need to have made a report or referral under this policy to be considered a Complainant.

"Designated Employee" means an employee who has been designated by the school to receive reports and/or referrals of harassment, hazing, and bullying pursuant to subdivision 16 V.S.A. § 570a(a)(7). The designated employees for each school building are identified in Appendix A of this Policy. Each school building must have two or more people designated to receive reports and/or referrals of harassment, hazing, and bullying.

"**Employee"** includes any person employed directly by or retained through a contract with the Orange Southwest School District, an agent of the school, a school board member, a member of the governing body of an independent school, a student teacher, an intern, or a school volunteer. For purposes of this policy, the "agent of the school" includes supervisory district and supervisory union staff.

"Final Decision" refers to the decision issued after the Orange Southwest School District has conducted an internal review – at complainant's request – of the school's initial determination as to whether harassment occurred.

"Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, citizenship, immigration status,[6] marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

Harassment includes conduct that as described above and also constitutes one or more of the following:

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[6] Citizenship and immigration status have been added to the Vermont Public Accommodations Act, prohibiting discrimination in places of public accommodation, per Act 69 (2025). Harassment on these bases could constitute discrimination, and is therefore addressed through this HHB Investigation Policy and Procedures.

1) **“Sexual harassment”** refers to a particular form of sex-based harassment, which manifests through sexualized conduct (for example, unwelcome sexual advances, requests for sexual favors, other verbal, written, visual, physical conduct of a sexual nature, sexual violence, sexual assault, or non-consensual sexual touching) where either:

    a) The general definition of harassment above is met; or

    b) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or

    c) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

2) **“Racial harassment”**, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

3) **“Harassment of members of other protected categories”**, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, citizenship, immigration status, marital status, sex, sexual orientation, gender identity, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

The definition above can include any type of off-campus or online activity. This can include what is often referred to as “cyber-harassment” - conduct on social media, texting, or other online activity.

“Hazing” means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with an educational institution; and that is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating, or demeaning the student or endangering the mental or physical health of a student.

Hazing also includes soliciting, directing, aiding, or otherwise participating in these acts.

Hazing may occur on or off the campus of an educational institution. Hazing can include any type of off-campus or online activity. This can include conduct on social media, texting, or other online activities.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

1) the goals are approved by the educational institution; and

2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to hazing, **“Student”** means any person who:

1) is registered in or in attendance at an educational institution.

2) has been accepted for admission at the educational institution where the hazing incident occurs; or

3) intends to attend an educational institution during any of its regular sessions after an official academic break.

"Independent Review" refers to a review of a harassment investigation conducted by a neutral person selected from a list maintained on the Agency of Education website.

"Interim Measures" are measures designed to ensure that a student is safe at school and has supports they need or request to fully access the school's programs and activities during an investigation. These measures can continue following a completed investigation, regardless of the outcome. Interim measures are available to complainants, respondents, and (if appropriate) witnesses or other impacted individuals. Interim measures should be reevaluated on a periodic basis. Interim measures cannot be disciplinary or punitive to any student. Examples include: access to school counseling, extensions of deadlines or other course-related adjustments, academic support services, modifications of work or class schedules, safety plans, mutual restrictions on contact between the parties, and any other reasonably supportive measure that does not unreasonably burden any other person's access to education.
The school must keep confidential any interim measures provided to the complainant or respondent, to the extent that confidentiality does not impair the school's ability to implement the measures.

"Investigator" means the person assigned by the school administrator to investigate pursuant to the HHB Investigation Procedures. This person may not be the subject of the HHB report or referral. The investigator should be unbiased and free from conflicts of interest. The assigned investigator may, but is not required to be, the school administrator or a Designated Employee. The school administrator should consult with district-level leadership if they require assistance identifying a trained and unbiased investigator.

"Notice of Possible Violation" or **"Notice of Possible HHB Violation"** means that any staff member has received notice of alleged conduct that may constitute harassment, hazing, or bullying. Notice of Possible Violation can include a written complaint or oral information that HHB has occurred. Notice of Possible Violation can come from another employee, the student who was allegedly subjected to the HHB conduct, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.

"Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar groups, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

"Pledging" means any action or activity related to becoming a member of an organization.

"Referral" means the steps that a school employee must take upon receipt of Notice of Possible Violation. This includes memorializing the information on the Student/Staff Conduct Form and providing it to the Designated Employee, as set out in the HHB Investigation Procedures.

"Report" means information, concerns, or a complaint of alleged harassment, hazing, or bullying reported by students, parents, guardians, or others to a school employee. The report does not need to be in writing to initiate HHB Investigation Procedures.

"Respondent" means the person or persons accused of harassment, hazing, or bullying. For harassment or hazing, the respondent could be a student or students or school employee(s). For bullying, the respondent could be a student or students.

"Retaliation" is any adverse action – such as intimidation, threats, coercion, or discrimination – against an individual for providing information regarding suspected harassment, hazing, or bullying, or participating in any way in an investigation, proceeding, or hearing related to allegations of harassment, hazing, or bullying.

Examples of retaliation include but are not limited to:

1) Conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of

privileges or benefits, or other unwarranted disciplinary action.

2) Disciplinary action for conduct that is not harassment, hazing, or bullying, but which conduct arises out of the same facts or circumstances as an incident that was or is being investigated under the Model HHB Investigation Procedures. (Note that if a school has a zero-tolerance policy that always imposes the same discipline for such conduct regardless of the circumstances, imposing that discipline would not be considered retaliation.)

3) Conduct by a student or another person directed at another student in the form of harassment, intimidation, bullying, and/or reprisal.

Acts of retaliation for providing information regarding harassment or for participating in any way in an investigation of harassment are unlawful under 9 V.S.A. § 4506.

Retaliation may itself meet the definition of harassment, hazing, or bullying. If an act of retaliation also meets one of those definitions, the HHB Investigation Procedures must be followed. If an act of retaliation does not meet an HHB definition, retaliation may subject a person to appropriate action, including action under the school's code of conduct.

"School administrator" means a superintendent, principal, or assistant principal (if designated by superintendent or principal); technical center director or their designee; the head of school (or equivalent title) of an independent school or their designee.

"Student" means a student enrolled in the school at the time the alleged conduct occurred.

"Student/Staff Conduct Form" is a form used to record information on student or staff conduct that may constitute harassment or retaliation, or to record information on student conduct that may constitute hazing, or bullying.

"Title IX Coordinator" refers to its definition under Title IX regulations.

"Title IX Grievance Procedures" refers to the [INSERT District's OR School's] procedures that apply to formal complaints of sexual harassment under Title IX (if Title IX applies to the program).

"Title IX Policy" refers to the Orange Southwest School District's Title IX policy (if Title IX applies to the program).

Procedures on Harassment, Hazing, and Bullying Investigations and Response

Purpose and Generally Applicable Information

Harassment, hazing, and bullying in schools have negative effects on students, including lower academic achievement, increased anxiety, reduced mental wellbeing, feelings of alienation from school, and chronic absenteeism.

It is the policy of the State of Vermont that all Vermont educational settings provide safe, orderly, civil, and positive learning environments. Harassment, hazing, and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school.

These Procedures on Harassment, Hazing, and Bullying Investigations and Response ("HHB Investigation Procedures") address schools' required response to information regarding harassment, hazing, and bullying, as defined in the Prevention through the Investigation and Response to Harassment, Hazing, and Bullying of Students ("HHB Investigation Policy"). The HHB Investigation Procedures do not address all conduct that may be hateful, bigoted, demeaning, unsafe, or otherwise prohibited under a school's plan for responding to student misbehavior. To the extent that conduct does not meet the definitions of harassment, hazing, or bullying, the [INSERT District OR School] will take

appropriate action targeted to address the conduct and discourage students from continuing any conduct that may lead to harassment, hazing, or bullying. Appropriate action may include taking disciplinary action in line with the school's code of conduct.

Information on how to access technical support for HHB matters can be found on the Harassment, Hazing and Bullying Prevention and Response page of the Agency of Education web page.

Section 1: Step-by-Step Procedures

Reporting Incidents

Students, parents, guardians, and others are encouraged to report to a Designated Employee or any other school employee if:

- They think they have been harassed, hazed, and/or bullied; or
- They witness or have knowledge of conduct that they think could be harassment, hazing, and/or bullying.

Reports can be made either in writing or verbally. Students will not be disciplined for reports made in good faith, even if the school later determines that there was no violation of the HHB Investigation Policy. Retaliation against a student for reporting alleged harassment, hazing, and bullying is prohibited and will not be tolerated.

Intake, Referral, and Assessment

School Employee Duty to Engage in Intake and Referral

Any school employee who:

- Is a witness to conduct that may constitute harassment, hazing, and/or bullying; or
- Overhears, receives information, or otherwise has information from any source about conduct that may constitute harassment, hazing, and/or bullying, or otherwise receives Notice of Possible Violation

must first take reasonable action to intervene and stop the conduct (if it is being witnessed).

The school employee **shall not** screen or investigate the credibility of the report through the **intake** and **referral** process OR steps.

Intake: The employee must engage in intake as soon as reasonably practicable, but within the same school day. During intake, the employee will complete a Student/Staff Conduct Form, including as much information as the employee has at the time of form completion. The employee may seek and receive assistance from a Designated Employee in completing this form.

Referral: The employee will then refer the conduct to a Designated Employee by providing the Student/Staff Conduct Form to a Designated Employee as soon as reasonably practicable, but within the same school day, as witnessing or receiving information of harassment, hazing, or bullying. If one of the Designated Employees is a person alleged to be engaged in the conduct, the incident must instead be referred to the other Designated Employee or a school administrator.

Failure to intervene when appropriate or failure to refer such conduct upon receiving Notice of Possible HHB Violation to the Designated Employee or school administrator may result in discipline up to and including dismissal.

If the alleged conduct relates to sexual harassment as defined in HHB or may otherwise trigger Title IX grievance procedures, the employee will refer the conduct to the Title IX Coordinator without delay.[7]

Failure to refer such alleged conduct to the Title IX Coordinator will subject the employee to discipline up to and including dismissal. If the alleged conduct does not trigger Title IX Grievance Procedures, the Title IX Coordinator will refer it back to the school administrator for these HHB Investigation Procedures to be followed.

The obligations under these HHB Investigation Procedures are in addition to any mandatory reporting obligation under state law.

Reporting to Other Agencies

a. Reporting to the Department of Children and Families or to Adult Protective Services

When allegations of harassment, hazing, or bullying (including alleged conduct that triggers Title IX Grievance Procedures) includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of the Division of Children and Families (DCF).

If the alleged victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services (APS) in accordance with 33 V.S.A. § 6901 et seq.

b. Reporting to the Vermont Agency of Education

If allegations of harassment by a licensed educator in a public school could be grounds under 16 V.S.A. § 1689 for licensing action, the principal must report the alleged conduct to the Superintendent and the Superintendent must submit a written report of the alleged conduct to the Secretary of Education, pursuant to 16 V.S.A. § 1699(a). If allegations of harassment by a licensed educator in an independent school that might be grounds under 16 V.S.A. § 1689 for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.

c. Reporting Incidents to Law Enforcement

Law enforcement must be contacted immediately in case of imminent danger to individuals or the school community. Nothing in these procedures prohibits a school from reporting a crime witnessed first-hand to law enforcement officials.

FERPA Confidentiality Rights – All documentation created in compliance with these procedures is presumed to constitute an “education record” as defined by the Family Education Rights and Privacy Act (FERPA). Disclosure of such records, including to law enforcement, is subject to the protections and procedures provided by FERPA.

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[7] In programs in which Title IX does not apply, this conduct shall be referred to the Designated Employee.

Hazing Incidents – Unlawful hazing is defined in 16 V.S.A. § 570j as "any intentional, knowing, or reckless act committed by a student, whether individually or in concert with others, against another student:

1. in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with the educational institution; and
2. that is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student."

It is unlawful to (1) engage in hazing as defined by16 V.S.A. § 570j; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing.

It is not a defense that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to law enforcement in a manner consistent with the FERPA confidentiality rights described in this section.

d. Continuing Obligation to Investigate

Reports made to DCF, Adult Protective Services, the Agency of Education, and/or law enforcement ***do not*** absolve the school administrators of their obligations under this policy and/or the Title IX policy (if applicable). The school may pause its investigation if directed by DCF, Adult Protective Services, AOE, or law enforcement, to avoid negatively impacting their investigation. The school is encouraged to request this direction from the appropriate agency to be documented in writing. If the school pauses its investigation as directed, it should seek to begin its investigation as soon as possible, generally once the other agency has completed witness interviews. If the school pauses its investigation, the delay must be documented in writing (even if not by the other agency), and any delays will be promptly communicated in writing to both parties, with a brief explanation of the delay to the extent FERPA permits, as well as an estimated date of completion and/or further written status update to the parties.

The assigned HHB investigator may ask to sit in on or have recordings of interviews by the investigative agency to avoid duplicative interviews of students, though the other agency is not required to agree to this. If this takes place, the assigned HHB Investigator must make appropriate efforts not to negatively impact the other investigation.

Assessment of Whether to Investigate Possible Harassment, Hazing, or Bullying

Once the Designated Employee receives a report or referral relating to alleged HHB, the following steps will be taken:

- The Designated Employee must promptly (within the same day) provide the Student/Staff Conduct Form to the school administrator.
- The school administrator must review the Student/Staff Conduct Form and assess whether, in their reasonable belief, the information alleges conduct which may constitute harassment, hazing or bullying. This determination must be made as soon as practicable, but within 24 hours of the Designated Employee informing the school administrator of the alleged harassment, hazing, or bullying. This does not apply to conduct reported to the Title IX coordinator, in which case, refer to the Section "**2. Interaction of HHB Investigation Procedures with Title IX** Procedures".
    - If the school administrator's reasonable belief is that the information may allege conduct which may constitute harassment, hazing or bullying, the school administrator will complete the portion of the Student/Staff Conduct Form documenting this determination. An investigation will be launched, and the school administrator or a designee will take

the steps outlined below, beginning in the Section "**Investigation**".

- If the school administrator's reasonable belief is that the information does not allege conduct that constitutes harassment, hazing, or bullying, the school administrator will indicate that on the Student/Staff Conduct Form.
    - ***If the individual who reported the conduct to the school was also the complainant or their parent (i.e., the alleged victim or their parent, if they are under the age of 18), the school will promptly inform them in writing that the school administrator has determined that the information does not allege conduct which may constitute harassment, hazing, or bullying, and that no investigation will be conducted.***

Interim Measures

It may be appropriate for the school to offer and provide Interim Measures during the investigation of a report of HHB to the complainant and respondent. These measures can be provided during the period of investigation and can continue after the end of the investigation, regardless of investigation outcome.

Interim measures cannot include disciplinary action, for any student. If any complainant, respondent, or witness student has an Individualized Education Program (IEP) or 504 plan, the school must ensure that the student's IEP program or 504 plan is implemented while providing interim measures.

The school will make a reasonable effort to avoid disclosing names of any parties involved during the investigation and in the provision of interim measures – the complainant, the witnesses, and the respondent – except to the extent necessary to carry out the investigation or to effectuate a safety plan or other interim measures.

If the alleged harasser is the complainant's teacher, the school shall consider allowing the student to transfer to a different class or placing the teacher on administrative leave or temporary reassignment. The school must provide appropriate accommodations, as needed, to provide the student continued access to their education.

Examples of interim measures include but are not limited to:

- Safety plans with non-disciplinary provisions (refer to the Section "**Safety Plans**" for more information on safety plans);
- Access to counseling;
- Extensions of deadlines or other course-related adjustments;
- Academic support services;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties; and
- Any other reasonably supportive measure that does not unreasonably burden any other person's access to education.

Investigation

When the school administrator determines, in their reasonable belief, that the information alleges conduct that may constitute harassment, hazing or bullying, the school administrator will cause an investigation to be initiated into the allegations, following these procedures.

From the time the Designated Employee receives a report or referral regarding alleged harassment,

hazing, or bullying, the school must complete the following tasks within five (5) school days:

- Provide a copy of the HHB Investigation Policy and Procedures and the written letter explaining the investigation and rights to the parties (refer to the Section

  "**Investigation Step 1: Provide Written Letter Explaining Investigation and Rights"**);

- Assign an investigator (refer to the Section "**Investigation Step 2: Assign an Investigator"**);

- Conduct the investigation and make a determination (refer to the Section "**Investigation Step 3: Conduct the Investigation - Basics** and **Investigation Step 4: Determination**"); and

- Submit determination to the school administrator, along with an investigation report (refer to the Section "Confidentiality of the Investigation Report **Investigation Step 5: Investigation Report "**); and

- The school administrator will make the school determination and issue a written letter explaining the determination to the parties (refer to the Section "**Investigation Step 6: Provide Written Determination Letter to the Complainant and Respondent**").

Each of these steps is explained in more detail, along with maximum timelines associated with each stage. However, given the short timeline, each action must take place as soon as feasible.

Any delays must be documented and justified by extenuating circumstances, and approved by a school administrator. Delays will be promptly communicated in writing to both parties, with a brief explanation of the delay to the extent FERPA permits, as well as an estimated date of completion and/or further written status update to the parties.

If the matter has triggered Title IX Grievance Procedures, documented extenuating circumstances may include the steps required for Title IX grievance procedures, if they cannot reasonably be completed within this timeline.

Investigation Step 1: Provide Written Letter Explaining Investigation and Rights

Once the school administrator has determined that they will open an investigation, the administrator or a designee will provide the following to both the complainant and the respondent (or to the parent/guardian of the complainant and/or respondent if either is under the age of 18):

- The HHB Investigation Policy and Procedures.

- A written letter that includes the following:

  - An HHB investigation has been initiated;

  - A summary of the alleged conduct that may constitute harassment, hazing or bullying;

  - An investigation is being conducted that will result in a determination as to the conduct that occurred and whether that conduct was substantiated as harassment, hazing, or bullying;

  - A brief explanation of the investigation process, timeline, and expected next steps;

  - Retaliation is not permitted (and is unlawful in cases of harassment, 9 V.S.A. § 4506), the school will take steps to prevent retaliation, and the school will take action if retaliation occurs;

  - Any provision in the school's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during this process;

- All parties have confidentiality rights; and
- The parties will be informed in writing of the outcome of the investigation.
- For a harassment complaint, the letter must include that the complainant also has the right to file reports of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
- For the letter to the Respondent, the letter will also explain any potential discipline the Respondent could face if the conduct is substantiated.

This letter should be issued by email, if possible, and should be issued as soon as feasible after the decision to open an investigation has been made, but within one (1) school day of the administrator's decision to open the investigation.

Written letters regarding harassment, hazing, or bullying are subject to FERPA. This means that the letter may not contain the names of the respondent or complainant unless the parent/guardian or student (if age 18 or older) consents to the release of information in the notice. That written consent must authorize the school to make the disclosure, indicate to whom disclosure may be made, and indicate the reason for the disclosure, before disclosure can be made.

Investigation Step 2: Assign an Investigator

Upon the determination by the school administrator that an investigation will occur, the school administrator will assign an investigator to conduct the investigation. Nothing precludes school administrators from assigning themselves or a Designated Employee as the investigator. The school administrator will not assign a person who is the subject of a HHB report or referral as the investigator. The investigator must be unbiased and free from conflicts of interest. This does not mean that the investigator cannot know the students involved or have had prior experiences with the students. The school administrator should consult with [INSERT "district-level leadership" OR "school leadership"] if they require assistance identifying a trained and unbiased investigator.

Investigation Step 3: Conduct the Investigation - Basics

The investigator will attempt to collect all relevant information and evidence. The investigator will investigate the following, among other things:

- Surrounding circumstances;
- Nature of the behavior;
- Past incidents or past/continuing patterns of behavior;
- Relationships between the parties involved;
- The context in which the incidents occurred; and
- The negative impact of off-campus conduct on the school environment.

With respect to investigations of sex-based harassment or sexual harassment, the investigator will not investigate the sexual history of a complainant or respondent. However, in limited circumstances, sexual history may be directly relevant to the investigation.

- As to complainants: While the investigator will never assume that a past sexual relationship between the parties means the complainant consented to the specific conduct under investigation, evidence of how the parties communicated consent in past consensual encounters may help the investigator understand whether the respondent reasonably believed consent was given during the encounter under investigation. Further, evidence of specific past

sexual encounters may be relevant to whether someone other than the respondent was the source of relevant physical evidence.

- As to respondents: Sexual history of a respondent might be relevant to show a pattern of behavior by the respondent or resolve another issue of importance in the investigation.
- Sexual history evidence that is being proffered to show a party's reputation or character will never be considered relevant on its own.

No information protected by a legal privilege, such as the attorney-client privilege or doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it. The school is not allowed to access an individual's personal records if they are maintained by a physician, psychiatrist, psychologist, or other professional for the purpose of treatment to the party, without the individual's (or their parent's, if the individual is under the age of 18) consent.

The investigation may include conversations or interviews with the complainant, respondent, and/or witnesses. There is no requirement that the complainant or respondent's parent or guardian provides consent before the investigator has a conversation or interview with a student.

Schools must offer appropriate reasonable accommodations and/or other supports to students with disabilities or students with communication needs during interviews.
Ensure that one or more members of the student's IEP or 504 team are involved early to help identify appropriate accommodations and support for students with disabilities.

To the extent that information comes to light during the investigation that may constitute additional or different Notice of Possible HHB Violation of harassment, hazing, or bullying, the investigator will inform the Designated Employee and these procedures will be followed as a separate referral. Once opened, the investigations may proceed simultaneously with the intent to avoid unnecessary multiple interviews. To the extent that the investigator identifies other conduct that may constitute a violation of other (non-HHB) school code of conduct, the investigator will refer the conduct to the school administrator for appropriate action.

The investigator will objectively review any complaint or report, any evidence, and any information from witnesses and the parties. They will make determinations of credibility of witnesses and evidence in an objective manner, not relying on stereotypes or the presence of particular traits.

The investigator will inform the school administrator of their determination. The school administrator will make the school's determination.

Investigation Step 4: Determination

Within five (5) school days from the receipt of allegations of harassment, hazing, or bullying by a Designated Employee, the investigator will make their initial determination as to whether the alleged conduct occurred and whether the alleged conduct constituted harassment, hazing, and/or bullying. The investigator will inform the school administrator of their determination.

Investigation Step 5: Investigation Report

The investigator will write and submit an Investigation Report to the school administrator no later than five (5) school days from the receipt of a report of harassment, hazing, or bullying by a Designated Employee, unless there are documented extenuating circumstances. If the matter has triggered Title IX Grievance Procedures, documented extenuating circumstances may include the steps required for Title IX Grievance Procedures, if they cannot reasonably be completed within this timeline.

An Investigation Report will include the following:

- A summary of the relevant evidence;

- A statement of the investigator's findings and determination as to whether the allegations have been substantiated (i.e. whether the alleged conduct occurred); and
- A statement of the investigator's findings and determination as to whether the conduct that occurred constitutes harassment, hazing, or bullying.

Standard

The investigator will use a preponderance of the evidence standard. This means that the investigator must determine whether the alleged facts are more likely than not to be true. The investigator can make their own determinations about the credibility of witnesses and evidence. The investigator must determine a witness's credibility based on objective information available. The investigator **may not** rely on instinct, stereotypes, or the presence of particular traits or protected characteristics in making credibility determinations.

Confidentiality of the Investigation Report

The Investigation Report, when referencing student conduct, is an education record and therefore confidential. It may not be released to the complainant, respondent, or their parents unless they have the written consent of the respective parent or eligible student, or is released in compliance with the process set out in the **Section "b. Appellant (Respondent) Access to Investigation** Reports/Findings". It will be made available in the context of an Independent Review, in accordance with the Section "**b. Independent Reviews of Final Harassment Determinations, Sought** by Complainant" or a review conducted by either Vermont AOE or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

Investigation Step 6: Provide Written Determination Letter to the Complainant and Respondent

No later than five (5) school days from the receipt of a report of HHB by a Designated Employee[8], the school administrator will provide a written determination letter to the complainant and respondent (or, if either is under 18 years old, their respective parent/guardian) of the following:

- The investigation has been completed;
- A brief, anonymized description of the conduct that was found to have occurred;
- The determination as to whether the alleged conduct occurred;
- The determination as to whether the conduct that occurred constituted harassment, hazing, or bullying; and
- That federal law prevents disclosure of any discipline imposed as a result of the investigation unless the respondent student or their parent/guardian (if the respondent student is under 18 years old) consents to such disclosure, pursuant to 34 C.F.R. § 99.30.

For the complainant in a harassment investigation (or their parent/guardian, if the complainant is under 18 years old), the written determination letter will also include notice of the following rights:

- The complainant has the right to request an internal review by the school of its initial determination as to whether harassment occurred. The internal review and issuance of the Final Decision will be completed within 30 days after the internal review is requested.
- The complainant has the right to request an Independent Review of the school's Final Decision with respect to a harassment investigation. This must be requested within thirty (30) days of the school's Final Decision. An Independent Review is available either because a student is dissatisfied with the Final Decision as to whether harassment occurred or believes that, although

a final determination was made that harassment occurred, the school's response to that harassment was inadequate to correct the problem. An Independent Review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education.

- The complainant has the right to file reports of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.

For the respondent (or their parent/guardian, if the respondent is under 18 years old), the written notice will also include their right to appeal as described in Section "**3. Rights of Student** Respondents" below.

When Title IX Grievance Procedures are also implicated, the Orange Southwest School District shall follow the Title IX Grievance Procedures with respect to notification of the determination.

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[8] This timeline may be extended due to documented extenuating circumstances, which may include the steps required for Title IX Grievance Procedures, if they cannot reasonably be completed within this timeline.

Duties Following a Substantiation of Harassment, Hazing, or Bullying

After a substantiation of harassment, hazing, or bullying, the school must take prompt and appropriate action reasonably calculated to:

- stop the harassment, hazing, or bullying;
- prevent any recurrence of harassment, hazing, or bullying;
- remedy its effects on the complainant(s); and
- restore the complainant's access to the education program or activity.

The school's response must be guided by these considerations, as well as age- and developmental appropriateness of the response.

Depending on the facts of the situation, the school may need to take class-wide, grade-wide, school-wide, or broader school community actions, rather than actions individualized to only the complainant and/or respondent. If the initial actions taken are ineffective, the school must consider what additional actions may be appropriate to meet these goals. Examples of responses to substantiated claims may include, but are not limited to, the following:

- Developmentally appropriate warning to student respondent;
- Education, training, and/or counseling for the complainant, respondent, parents of the complainant and/or respondent, witnesses or peers, class, grade, teachers, etc., to ensure that they understand what constitutes harassment, hazing, or bullying, the effects it can have, and to help them address any impact of the incident;
- When all parties voluntarily agree to participate, restorative practices may be explored to address the harms and needs of the respondent and complainant;
- To the extent feasible, attempt to have the respondent and complainant in separate learning environments;
- Create a safety plan;
- When applicable, engage a student's IEP team to consider appropriate strategies in response to behaviors that are a manifestation of the disability that are consistent with harassment, hazing, or bullying;
- Restrictions or loss of privileges;
- Disciplinary action for a student respondent, up to and including suspension and/or expulsion; and
- For an employee respondent, potential actions may include a warning; reprimand; education, training, and/or counseling; or disciplinary action up to and including suspension and/or termination.

The appropriateness of any response taken hinges on whether such response was reasonably calculated to stop and prevent a recurrence of any violative conduct and
restore the complainant's access to the education program or activity, given the then-known surrounding facts and circumstances.

Restoring and Supporting School Access and a Positive and Safe Learning Environment

The school will make efforts to support and restore complainants' access to the school's programs, services, and activities, as well as to create a safe and healthy learning environment for students. The school will take effective steps to eliminate any hostile and/or threatening environment that has been created. School-wide, grade, or classroom remedies will be considered, when appropriate.

- For example, if a student has been subjected to harassment or bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the student asks to withdraw from a class in which a hostile environment/bullying occurred, the complainant's preferences should be considered when making program or schedule changes, and the school should ensure that no changes adversely affect the student's academic record. If this class change is requested by the complainant, the school's accommodation of that request will not be viewed as an act of discrimination or retaliation by the Orange Southwest School District against the Complainant.

- If a hostile environment has affected the entire school or campus, an effective response may need to include the dissemination of information, the issuance of new policy statements, or other steps that are designed to clearly communicate the message that the school does not tolerate harassment, hazing, or bullying and will be responsive to any student who provides information regarding alleged conduct.

- Students may be offered school-based counseling services.

The school should consider whether restorative practices are appropriate in responding to substantiated violations. Restorative practices are ***voluntary*** by all parties. The parties must choose to participate in the practices and choose how they participate in them, so long as their choices do not infringe on someone else's safety or ability to participate. They may not be implemented unless the victim and respondent agree to participate. The school may not expect or require students to participate in these practices in response to substantiated harassment, hazing, or bullying. Restorative practices must maintain the confidentiality of the complainant/victim.

Safety Plans

In all cases in which physical harm has resulted and/or where either student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a written safety plan **will** be put in place.

A safety plan should also be created if:

- A student requests one;
- The complainant expresses fear, danger, or anguish about the learning environment;
- The complainant is known to have difficulty accessing the educational programs at the school because of the alleged conduct.

Safety plans can be created as an interim measure, as a response to substantiated harassment, hazing, or bullying, or in other cases.

A safety plan could include mutual no-contact agreements, placement on separate transportation, or increased monitoring of students' interactions by staff, implementing a check-in/check-out protocol with a trusted adult, among other things. The safety plan should be designed so that all involved students have continued access to their education. The complainant's daily life at school should not be materially disrupted by the safety plan.

If a safety plan is created, the school must ensure that any school staff who may be responsible for implementing or monitoring the safety plan understands their responsibilities related to implementing the safety plan. Parents can provide input into the creation of the safety plan. In cases of lack of consensus,

the school administrator or their delegate will make final decisions on the safety plan. The safety plan will be provided to the parents of all students affected by the safety plan, or directly to the students, if the students are over the age of 18.

The school will ensure that all students covered by the safety plan will be informed of the obligations and limitations set out in the safety plan.

If the safety plan explicitly provides notice that the school reserves the right to impose discipline for a violation of a safety plan, violation of a safety plan by either party may result in disciplinary action. The school may, at its discretion, wait until the conclusion of the HHB investigation to seek to impose such discipline.

The school will monitor its implementation of the safety plan and how the impacted students are responding to the safety plan. The school may revise the safety plan or eliminate the safety plan, if appropriate, to address the ongoing safety and needs of the students.

Potential Disciplinary Actions

Disciplinary action may be taken in line with the school's code of conduct. Disciplinary action should be limited to instances in which:

- The HHB conduct had a measurable negative impact on a student's access or experience in the education program or activity;
- The HHB conduct contributed to a hostile learning environment for a student; or
- The HHB conduct did or had the potential to substantially disrupt the educational learning environment.

Employees: Disciplinary action with respect to an employee respondent for substantiated harassment may include any sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, applicable individual or collective bargaining contract, or state or federal laws or regulations. Nothing in this policy prevents the [INSERT District OR School] from placing a non-student employee respondent on administrative leave during the pendency of a harassment investigation and determination process. If employee is subject to a collective bargaining agreement, that agreement will be complied with for any disciplinary action.

Students: Disciplinary action with respect to a student respondent for substantiated harassment, hazing, or bullying may include any available discipline, up to and including suspension or expulsion, to the extent permitted by [INSERT District OR School] policies, rules, procedures, and student code of conduct. Any disciplinary action taken must be consistent with laws and rules regarding school discipline and concepts of due process. Any disciplinary action must also be targeted improve complainant's access to the educational environment, respond to and address any hostile learning environment, and discourage the respondent from engaging in similar conduct in the future.

If the respondent is a student with a disability, the student must be granted disciplinary protections guaranteed under state and federal law and regulation, including through State Board Rule series 4000, beginning at rule 4300. These include protections for:

- Students with individualized education programs (IEPs)
- Students with 504 plans; and
- Students whom the LEA is "deemed to know" have a disability before the conduct occurred, under State Board rule 4313.5.

If the student responsible for the harassment, hazing, or bullying is under the age of eight, 16 V.S.A. § 1162 applies. The student may not be suspended or expelled from school unless they pose an imminent threat of harm or danger to others in the school.

Hazing Case Considerations

Appropriate penalties or sanctions or both for organizations or individuals who engage in hazing may include revocation or suspension of the organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

Section 2: General Information

1. Retaliation Prevention

It is unlawful for any person to retaliate against a person who has made a report or referral of harassment or against a person who assists or participates in an investigation, proceeding, or hearing related to the report of harassment, pursuant to 9 V.S.A. § 4506. A person may violate this anti-retaliation provision regardless of whether the underlying report of harassment is substantiated.

The Orange Southwest School District will take reasonable steps to prevent any retaliation against anyone who provides information regarding harassment, hazing, or bullying, and/or who participates in any way in an investigation relating to harassment, hazing, or bullying.

Retaliation may itself meet the definition of harassment, hazing, or bullying. If an act of retaliation also meets one of those definitions, the HHB Investigation Procedures must be followed. If retaliation does not meet a definition of harassment, hazing, or bullying, it may nevertheless subject a person who engages in retaliation to appropriate action, which could include disciplinary action.

Anyone who feels they have experienced retaliation because of their role in an HHB investigation is encouraged to report this to a school administrator. Anyone who feels they have experienced retaliation because of their role in a harassment report or investigation can report this to the Vermont Human Rights Commission, https://hrc.vermont.gov/.

Interaction of HHB Investigation Procedures with Title IX Procedures[9]

If, at any point during the implementation of these procedures, conduct comes to light that may trigger Title IX grievance procedures for students[10], the information shall immediately be referred to the Title IX Coordinator. Failure to report such alleged conduct to the Title IX Coordinator may subject the employee to discipline up to and including dismissal. If the alleged conduct does not trigger Title IX grievance procedures, the Title IX Coordinator will refer it back to the school administrator for these HHB Investigation Procedures to be followed.

Compliance with Title IX grievance procedures will generally be considered compliant with these HHB Investigation Procedures. Please note the following:

- **Complaint:** Title IX requires a Formal Complaint to trigger the Title IX Grievance Procedures. If there is information about possible sexual harassment that would fall under Title IX Grievance Procedures, but neither the Complainant nor the Title IX Coordinator files a Title IX Formal Complaint, no disciplinary sanctions can be imposed.
- **Supportive Measures/Interim Measures:** Supportive measures under Title IX Grievance Procedures and Interim Measures under these HHB Investigation Procedures must be considered at the same time and should be consistent with one another.
  Timeline: The Title IX/HHB investigation must be completed within the HHB timelines, unless that is not feasible due to the more robust Title IX Grievance Procedure requirements. Difficulty meeting the HHB timelines due to the additional Title IX requirements is a valid extenuating circumstance, justifying an extension to the HHB timelines.

[9] This section shall be included if Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681, et seq. applies to the program. If Title IX does not apply to the program, this section does not need to be included and the HHB Investigation Procedures must be followed for all reports of harassment, hazing, and/or bullying, as defined in the HHB Investigation Policy. However, Title IX likely applies to any public or private educational program if it is the recipient of any Federal financial assistance, direct or indirect.
The guidance of an independent school's legal counsel is suggested to advise on whether the school is subject to Title IX requirements.

[10] These HHB Investigation Procedures do not address any harassment, hazing, or bullying of employees. Any Title IX Grievance process that does not involve a student (e.g., if it relates to sexual harassment of an employee) will proceed in accordance with the District's Title IX Grievance Procedures, without reference to these HHB Investigation Procedures.

- **Appeal and Review Rights:** Districts and schools must implement internal appeal procedures equally for complainants and respondents in Title IX grievance matters. Therefore, for reports that trigger both Title IX and HHB matters, the Title IX Grievance Procedures must be followed with respect to school and district-level rights to review.
- **Disciplinary Sanctions:** Unless and until Title IX Grievance Procedures have been followed, discipline ***may not*** be issued against a respondent for conduct that triggers both HHB Investigation Procedures and Title IX Grievance Procedures.

If at any point during the Title IX investigation, it is determined that Title IX does not apply to the program or if the conduct falls outside of the Title IX Grievance Procedures but would otherwise be considered "sexual harassment" or any other type of harassment, hazing, or bullying under this policy, these HHB Investigation Procedures must be implemented.

2. Interaction of HHB Investigation Procedures with Behavioral Threat Assessment, Critical Incidents, and Emergency Response

If an HHB incident appears to indicate an imminent act of violence or significant safety concern that requires protective actions (i.e., lockdown, immediate engagement of law enforcement due to a weapon on campus), School Administrators will immediately contact law enforcement and initiate emergency operations procedures.

Following the immediate crisis response, when safe to do so, a behavioral threat assessment must be conducted in accordance with Vermont state regulations for school threat assessment under 16 V.S.A. § 1485.

If alleged conduct meets the definition of harassment, hazing, or bullying, but also constitutes a threat of violence or other alarming behavior, the school must also follow its Behavioral Threat Assessment (BTA) policy and procedures concurrently to this investigation process. The [INSERT District OR School] should screen the case to determine if it is an emergency/imminent safety concern and to determine if a behavioral threat assessment is needed. If a behavioral threat assessment is needed, it should be conducted concurrently with the HHB investigation. If the behavioral threat assessment team determines that providing a written letter explaining investigation and rights to the complainant and the respondent (or to the parent/guardian of the complainant and/or respondent if either is under the age of 18) will increase the risk of violence by a Student of Concern to an imminent threat, the HHB process may be paused until the behavior threat assessment process can be concluded. Under these circumstances, pausing the HHB process to allow for the BTA process to be concluded is a valid extenuating circumstance, justifying an extension to the HHB timelines.

If through the course of a behavioral threat assessment, information or allegations come to light that the student of concern has been the victim of harassment, hazing, or bullying, these procedures must be followed at the same time as the Behavioral Threat Assessment (BTA) policy and procedures.

If any disciplinary actions will be taken relating to conduct triggering both behavioral threat assessment

procedures and these HHB Investigation Procedures, refer to Section "**Potential Disciplinary Actions**" for more information.

3. False Statements

Any student who knowingly makes a materially false statement regarding harassment, hazing, or bullying in bad faith may receive appropriate educational responses and disciplinary action, up to and including, in rare circumstances, suspension and expulsion.

The school presumes that a student's disclosure of conduct that may be harassment, hazing, or bullying is made in good faith. A finding of no responsibility and/or no violation of the HHB Investigation Policy does not mean that the disclosure or other statement was made in bad faith and does not trigger a determination of a false statement. Implementing discipline without finding that a materially false statement was made in bad faith may be considered retaliation, depending on the circumstances.

4. Responding to Conduct of Third Parties or Between Students or Staff at Different Schools

When there have been observations or allegations of conduct that could constitute harassment, hazing, and/or bullying by a respondent who is neither an employee nor student at the school, school staff should:

- Take immediate action to stop the conduct;
- Take action to prevent any recurrence of the conduct;
- Remedy the effects on the complainant(s) by considering and providing measures designed to restore and preserve students' access to school programs and activities; and
- Restore the complainant's access to the education program or activity.

While schools are not required to implement the HHB Investigation Procedures relating to investigations in situations in which they do not have control over the respondents (because they are third parties or students at other schools), schools must take appropriate steps to preserve or restore a complainant's access to school and educational activities.

If the reported incident involves students from more than one school, the school administrator or designee first informed of the incident will promptly notify by telephone the principal of the other school(s) of the incident (and documenting the communication) so that each school may take appropriate action.

Schools should refer to the Vermont Principal's Association policies regarding responding to conduct at school-sponsored events.

Section 3: Reviews, Rights, and Appeals

1. Rights of Complainants for Harassment Determinations

a. Internal Review of Initial Harassment Determinations, Sought By Complainant

A complainant (or parent, if the complainant is under 18 years old) may request an internal review by the [INSERT District OR School] of the school's determination. The request must be in writing and submitted to the [INSERT Superintendent OR Head of School]. The [INSERT Superintendent OR Head of School] or their designee should review the Investigation Report and may review any records of conversations or interviews or other investigation materials and will issue a Final Decision. All levels of an internal review of the school's determination, and the issuance of a Final Decision, must be completed within thirty (30) calendar days after the review is requested.

b. Independent Reviews of Final Harassment Determinations, Sought by Complainant

A complainant in a harassment investigation may request an independent review. This request must be

made within thirty (30) days of the Final Decision. This is available if the complainant is:

- Dissatisfied with the final determination as to whether harassment occurred, or
- Believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

To request an independent review, the complainant (or their parent, if the complainant is under 18 years old) must make the request in writing to the [INSERT Superintendent OR Head of School] within thirty (30) days of a Final Decision. Upon receiving the request, the [INSERT Superintendent OR Head of School] will promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a(b)(1) and will cooperate with the independent reviewer so that the review proceeds expeditiously. The OSSD School Board may also request an independent review of a harassment investigation at any stage of the process.

An independent review is conducted by a neutral person selected from a list maintained on the Agency of Education website. The independent review will include interviews with the complainant and relevant school officials, as well as a review of the written materials from the school's investigation.

The independent reviewer has authority to provide their informed opinion and to make recommendations based on their review. The independent reviewer has no authority to require the school to impose or change a disciplinary response, directly impose discipline on a student or staff member, or reverse the decision of the school.

Upon completing the independent review, the independent reviewer will draft a report, which will include: (1) the independent reviewer's assessment of the sufficiency of the school's investigation, the school's determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) the independent reviewer's recommendations of steps the school might take to prevent additional harassment from occurring. The independent reviewer will provide a copy of this report to the [INSERT District OR School], the complainant, and the Secretary of Education.

The independent reviewer will advise the student of other remedies that may be available if the student remains dissatisfied. The independent reviewer is an agent of the school for the purpose of access to confidential student records. The costs of the independent review will be borne by the [INSERT District OR School].

2. Rights to Additional Processes for Harassment Reports:

In addition to reporting harassment pursuant to the HHB Investigation Policy and Procedures, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education:

- Vermont Human Rights Commission, https://hrc.vermont.gov/
- Office for Civil Rights, U.S. Department of Education, https://www.ed.gov/about/ed-offices/ocr

3. Rights of Student Respondents

a. Appeal

Any student determined to have engaged in harassment, hazing, or bullying may appeal the determination and/or any related disciplinary action to the OSSD School Board. The appeal must be requested in writing to the OSSD School Board within ten (10) calendar days of receiving the determination that harassment, hazing, or bullying has occurred or of any announced disciplinary action.

The OSSD School Board will set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than thirty (30) days from receipt of the appeal filing.

Extensions may be arranged when mutually agreeable.

The OSSD School Board will consider the appeal by reviewing the Investigation Report and determination. The OSSD School Board will not hear from witnesses or take any new evidence. The OSSD School Board will hear relevant arguments from the Orange Southwest School District and/or parent/eligible student. The OSSD School Board will determine whether the school "abused its discretion" in finding that an act of harassment, hazing, or bullying occurred and/or assigning the disciplinary action. This abuse of discretion standard means that the OSSD School Board will not disturb the determination unless they find that the decision was clearly untenable or unreasonable, or its findings or conclusions were not supported by the evidence in the investigation.

b. Appellant (Respondent) Access to Investigation Reports/Findings

At the request of the student appellant/respondent (i.e., the accused student) in harassment, hazing, or bullying appeal to the OSSD School Board], the Orange Southwest School District will make available to the student the relevant investigation-related information, documents, and other materials, to the extent possible consistent with confidentiality protections. Prior to granting the student access to these materials, the Orange Southwest School District will redact or otherwise remove any personally identifying student information, in compliance with 34 C.F.R. § 99. If it is not possible to redact or otherwise remove all personally identifying student information, the school administrator may (but is not required to) seek the written consent of the complainant student or their parent/guardian (if the student is under 18 years old) to inform the appellant/respondent of the investigation findings. That written consent must authorize the school to make the disclosure, indicate to whom disclosure may be made, and indicate the reason for the disclosure.

4. Confidentiality and Privacy Concerns

The privacy of the identity of the complainant, the respondent, and the witnesses shall be maintained to the extent feasible, consistent with the Orange Southwest School District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

In all cases, school officials will discuss confidentiality standards and concerns with the complainant. The school will remind the student and parent that retaliation is not permitted (and is unlawful in cases of harassment, 9 V.S.A. § 4506), the school will take steps to prevent retaliation, and the school will take action if retaliation occurs.

No school staff member involved in the HHB investigation shall use any student record beyond the purpose of the investigation or re-disclose records obtained by being involved in the investigation, except as permitted by FERPA.

Section 4. Disseminating Information and HHB Training

1. Disseminating Information

Annually, before the beginning of any curricular or co-curricular activities, the [INSERT District OR School] must provide notice of the HHB Investigation Policy and Procedures to students, parents/guardians, and staff members. This notice must also include:

- The consequences of misbehavior contained in the plan required by 16 V.S.A. § 1161a; and
- A statement that the Orange Southwest School District has a policy against discrimination on the basis of sex and that it is required by Title IX not to discriminate on the basis of sex.

The notice to students of the HHB Investigation Policy and Procedures must be provided in age-appropriate language and include examples of harassment, hazing, and bullying.

At a minimum, this notice must appear in at least one publication of the [INSERT District OR School] that sets forth the comprehensive rules, procedures, and standards of conduct (e.g., student handbook), and should also be posted on the Orange Southwest School District's website.

The Orange Southwest School District must prominently display the contact information (name or title, office address, email address, and telephone number) for the Designated Employees in at least one place in the school building and either in the student handbook or the Orange Southwest School District's website.

2. Staff Training

The OSSD School Board or its designee must ensure that teachers and other staff whose job responsibilities include any student supervision or interaction receive annual training in preventing, recognizing, and responding to harassment, hazing, and bullying, in at least the following areas:

- Definitions of "harassment", "hazing", "bullying", and "retaliation" and that these definitions can include off-campus conduct of any nature, including conduct involving social media, texting, or other online activity (commonly known as "cyber-bullying").
- Their responsibilities as set out by these procedures relating to:
    - Intervening to stop conduct (if it is being witnessed);
    - The duty to engage in intake and referral, when that duty is triggered, and how it is met, both with respect to harassment, hazing, and bullying, as well as conduct that triggers Title IX Grievance Procedures; and
    - That following these procedures is in addition to any child abuse mandatory reporting obligation under state law.
- The identities of the Designated Employee(s) and Title IX Coordinator.
- That they may need to implement or enforce/support interim measures.
- What retaliation is, that it is not permitted, and how to recognize and implement appropriate steps to address retaliation or suspected retaliation.
- Age-appropriate strategies for addressing or intervening to prevent HHB incidents.
- Strategies and expectations in implementing, supporting, and enforcing interim measures and/or safety plans.
- The impact of trauma on brain development.
- Additional training based on the needs of the school.

Any staff who are involved in any fact-finding or investigations of harassment, hazing, or bullying, including but not limited to the school administrator, Designated Employee, and Investigator, must receive annual training in the following:

- Everything set out above for other staff/volunteers;
- Intersection of this policy and procedures with Title IX requirements;
- All steps required in these procedures relating to their role and responsibilities;

- How to conduct the investigation/fact-finding in an effective manner;
- Considerations in communications with students and families regarding harassment, hazing, and bullying, including but not limited to:
    - FERPA and confidentiality concerns regarding allegations, investigations, findings, and actions taken in response to substantiated allegations of harassment, hazing, or bullying.
    - When and how notices and other communications should be sent to parents and students.
    - Discussions in general regarding harassment, hazing, and bullying.
- Additional training based on the needs of the school.

In addition, school districts and independent schools should explore preventative school climate trainings and programs, including on trauma-informed investigation practices, objective investigation practices, creating effective safety plans, restorative approaches, responsive classroom practices, and school climate surveys.

Data and Reporting

Annual State Reporting

Supervisory Districts, Supervisory Unions, and independent schools are required to report HHB incident information to AOE on an annual basis.

Legal References

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d;

Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681, et seq.; Family Education Rights Privacy Act; 20 U.S.C. § 1232g;

Public Accommodations Act, 9 V.S.A. §§ 4500, et seq.;

Education, Classifications and Definitions, 16 V.S.A. §§ 11(26), (30)(A), (32); Education, 16 V.S.A. § 166(e);

Education, Bullying, 16 V.S.A. § 570c;

Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570; Education, Harassment, 16 V.S.A. § 570a;

Education, Harassment, 16 V.S.A. § 570c;

Education, Harassment, 16 V.S.A. § 570f; Education,

Hazing, 16 V.S.A. § 570b; Education, Hazing, 16 V.S.A.

§ 570f Education, Discipline, 16 V.S.A. § 1161a;

Education, Suspension or Expulsion of Pupils; 16 V.S.A. § 1162; Child Abuse, 33

V.S.A. §§ 4911 et seq.;

Adult Protective Services, 33 V.S.A. § 6901 et seq., as they may be amended from time to time;

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Mahanoy Area

School District v. B.L., 594 U.S. 18 (2021);

Washington v. Pierce, 179 VT 318 (2005).

Appendix

Designated Employees:

The following employees of the Orange Southwest School District have been designated by the District to receive allegations of harassment, hazing, and bullying pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. § 570c(7).

Name: Kayla Link

Title: Director of Special Education

Contact Information: klink@orangesouthwest.org, 802-728-5052

Name: Melinda Robinson

Title: Principal, Randolph Elementary School

Contact Information: mrobinson@orangesouthwest.org, 802-728-9555

Name: Dan Morrison

Title: Principal, Braintree Elementary School

Contact Information: dmorrison@orangesouthwest.org, 802-728-9373

Name: Brian Boardman

Title: Principal, Brookfield Elementary School

Contact Information: bboardman@orangesouthwest.org, 802-276-3153

Name: Lisa Floyd

Title: Principal, RUMHS

Contact Information: lfloyd@orangesouthwest.org, 802-728-3397

Name: Nika Oakes

Title: Director, RTCC

Contact Information: noakes@orangesouthwest.org, 802-728-9595

Title IX Coordinator:

The following employee of the Orange Southwest School District School has been designated by the District to serve as the Title IX Coordinator responsible for implementing Title IX and coordinating the District's compliance with the Title IX implementing regulations.

Name: Robin_Pembroke

Title: Chief Financial Officer

Contact Information: rpembroke@orangesouthwest.org, 802-728-5052

VSBA Version:	*September 8, 2026*
Date Warned:	Nov. 18, 2026
Date Adopted:	

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

C15 – STUDENT CONDUCT AND DISCIPLINE

Policy
It is the policy of the Orange Southwest School District (District) to maintain a safe, orderly, civil, and positive learning environment via a system of classroom and school management practices supported by consistent, clear, and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, understood, and accepted by students and staff, and are applied in compliance with due process requirements, Vermont law, and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the use of restraint and seclusion.

Definitions
1) ***Weapon*** means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.[1]
2) ***School*** means any setting which is under the control and supervision of 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.[2]
3) ***Expelled*** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.[3]
4) ***Knife*** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities
It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities
The principal, in consultation with the educational staff, will develop an overall discipline plan (the "Plan") pursuant to 16 V.S.A. §1161a.

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference

[1] *See* 13 V.S.A. §4016(a)(2) for definition of "dangerous or deadly weapon."

[2] The Federal Gun Free Schools Act defines school as "any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency." 20 U.S.C. § 7151(b)(f).

[3] 16 V.S.A. §1162(a).

with another student's equal access to educational programs[4] and/or where such student conduct violates the District's policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.[5]

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.[6]

VSBA Version:	*September 1, 2026*
Date Warned:	Nov. 18, 2026
Date Adopted:	
Legal Reference(s):	*16 V.S.A. §1161a (discipline)*
	16 V.S.A. §1162 (suspension and expulsion)
	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, 4312, 4313; 2120.8.12, 2122.1,4500.
Cross Reference:	*Notice of Non-Discrimination*
	Public Complaints About Personnel
	Searches and Seizure of Students by School Personnel
	Student Drugs & Alcohol
	Firearms
	Wellness and Comprehensive Health

[4] See 16 V.S.A. § 1162(a)(3)

[5] The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

[6] See 16 V.S.A. § 1162(d)

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

C16 -- Student Use of Cell Phones

Statement of Policy

It is the policy of Orange Southwest School District to maintain a cell phone-free school environment to promote focus, improved mental health, and increased social cohesion among our students.

The goal of this policy is to enable both students and teachers to work free from distractions that impact learning by prohibiting student use of and access to cell phones and other prohibited devices during the academic day from arrival to dismissal.

Definitions[1]

1. **"Cell phone"** means any device capable of using cellular technology to facilitate voice service through a commercial telecommunications company, regardless of whether the device can access internet services and electronic mail.
2. **"Other prohibited device"** means any non-school-issued personal electronic device that connects to cellular networks, the internet, or has wireless capabilities (e.g. smartwatches, earbuds, and smart glasses).
3. **"Individualized health care plan"** means a written document developed by a school nurse, in collaboration with parents, students, and other relevant professionals, to outline specific health care needs and management strategies tailored to the unique health condition of a student.
4. **"Parent"** means a parent of a student and includes legal guardians who are legally authorized to make education decisions for the student.
5. **"School"** means any public school, approved independent school, or career and technical education center located in Vermont.
6. **"Student"** means an individual currently enrolled in or registered at a school located in Vermont, as defined in (5).

Administrative Responsibilities

The superintendent, head of school, or designee shall establish procedures that outline:

1. the daily routines, staff responsibilities, and communication strategies to uphold the intent of this policy;

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[1] 16 V.S.A. § 582 Definitions

2. an implementation plan for each school to provide storage of all students' cell phones and other prohibited devices;
3. how staff monitor compliance (e.g. prohibition includes restrooms, locker rooms, buses), where devices are stored, and how exceptions are communicated (including explanation in student handbook); and,
4. details regarding supervision on field trips or how district-operated after-school programs handle student access to cell phones.

Exceptions

Students will be permitted to use a cell phone or other personal electronic device if they:

1. require a cell phone/ personal electronic device as part of their individualized health care plan, individualized education program, or 504 plan, which shall be documented according to applicable state and federal law (or in a manner that the superintendent, head of schools, or designee deems appropriate);
2. have been granted permission by an administrator for an academic, school-sponsored athletic, or cocurricular purpose, for the most limited use reasonably possible; or
3. require a cell phone/ personal electronic device for compliance with the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431–11435.

Each superintendent, head of school, or designee shall establish procedures for verifying exceptions as outlined above. With respect to accommodations documented in an individualized student plan (IEP or 504) or as required for compliance with the McKinney-Vento Homeless Assistance Act, the process shall give preference to the use of district-owned devices first.

Family and Guardian Communication During the School Day

The superintendent, head of school, or designee shall establish procedures to ensure families can communicate with students during the school day.

Enforcement Actions

The superintendent, head of school, or designee shall establish procedures which describe the sequence of consequences and the process for contacting parents or guardians when a student has violated the policy.

Legal Citations

16 V.S.A. § 582 Definitions

16 V.S.A. § 583 Student use of cell phones and personal electronic devices in schools 16 V.S.A. § 822(a) School district to maintain public high schools or pay tuition

VSBA Review:	*March 23, 2026*
Date Warned:	Nov. 18, 2026
Date Adopted:	

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

F23 – 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 $10,000) 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.

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.

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Date Warned:	Nov. 18, 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 SUPERVISORY UNION

NON-UNION AGREEMENT

2024-2028

This policy covers employees who are employed for 20 hours or less per week.

ARTICLE I: SALARY AND RELATED MATTERS

Wages

Effective July 1, 2022, wages for all non-union employees will be computed on an hourly basis. Bus drivers will be paid at the following rate:

$130.00 per day ($32.50/hour) for the 2024-2025 school year;
$134.00 per day ($33.50/hour) for the 2025-2026 school year
$138.00 per day ($34.50/hour) for the 2026-2027 school year;
$142.00 per day ($35.50/hour) for the 2027-2028 school year.

Van drivers who do not hold a valid CDL will be paid at a rate of $25/hour. Van drivers who hold a valid CDL will be compensated at the current bus driver salary.

All personnel will be required to complete a bi-weekly time sheet which must be approved by their immediate supervisor and submitted to the Central Office Payroll Clerk in conformance with an established payroll schedule. Payroll periods shall be established at the sole discretion of the Superintendent.

Employees who run a regular bus route will be paid for a minimum of two-hours for running that route.

Extra-curricular trips

2024-25

- Pay for all bussing trips will be $32.50 per hour.

2025-26

- Pay for all bussing trips will be $33.50 per hour.

2026-27

- Pay for all bussing trips will be $34.50 per hour.

2027-28

- Pay for all bussing trips will be $35.50 per hour.

Call In Pay

An employee who is called in to work during the employee's off-duty hours shall be paid a minimum of three (3) hours pay at one and one-half times the employee's basic hourly rate provided the employee works a minimum of one (1) hour. An employee who is called in and works less than one hour shall be paid one hour at one and one-half times the basic hourly rate. An employee who is called in and works more than three hours shall be paid for time actually worked at one and one-half

the basic hourly rate.

Overtime
An employee shall be paid one and one-half times the basic hourly rate for all hours worked in excess of 40 hours per week (not 8 hours per day).

Mileage Reimbursement
An employee who is directed to use a personal vehicle shall be reimbursed for actual mileage at the per mile rate set forth in the existing IRS rate.

Meetings
If an employee is required or requested to attend a staff meeting, the employee shall be paid at the normal hourly rate of pay for such time until eight (8) hours a day or forty (40) hours per week is reached.

ARTICLE II: LEAVES OF ABSENCE

Annual Leave
Each employee shall be entitled to one (1) day of annual paid vacation leave per fiscal year. Said leave is subject to administrative approval and shall not be carried fo1ward from year to year.

Sick Leave
Each employee shall accrue sick leave at the rate of one-half (1/2) day per month to a maximum of five (5) days per year. Unused sick leave shall accumulate from year to year to a maximum of thirty (30) days. Sick leave benefits shall be voided upon date of termination of employment.

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Each employee will be reimbursed at 50% of their daily pay for unused sick days accumulated annually in excess of the maximum (30 days) allowed.

Emergency/Personal Leave
Each employee shall be eligible for five (5) days of paid emergency/personal leave per year as set forth herein. Emergency leave may be granted at the sole discretion of the administration for such emergency situations as: emergency medical appointments, bereavement, unusually hazardous weather conditions and court appearances. Emergency/personal leave shall not be accumulated from year to year.

Military/Jury Duty
Each employee who is directed to perform full-time military duty, not to exceed ten days, or is selected for jury duty shall be paid the difference between the employee's regular base rate of pay and the amount of income earned from military or jury service provided the employee's regular base rate of pay is greater than the payment for military or jury duty.

Other Leave
An unpaid leave of absence may be granted at the sole discretion of the Superintendent.

ARTICLE III: PAID HOLIDAYS

Each employee shall receive six (6) paid holidays per calendar year. These holidays are as follows:

1. Labor Day
2. Veterans Day
3. Thanksgiving Day
4. Day after Thanksgiving
5. Town Meeting Day
6. Memorial Day

When a holiday falls on a Saturday, it shall be observed on the preceding Friday. When the holiday falls on a Sunday, it shall be observed on the following Monday.

ARTICLE IV: OTHER BENEFITS

CDL training will be offered to van drivers at $25/hour up to 40 hours. Van driver trainees are not eligible for Article II or Article III benefits.

Apparel
Bus drivers will be issued appropriate apparel each year for use while performing their duties, as determined by the Transportation Coordinator.

ARTICLE V: EVALUATIONS

Each employee may be evaluated annually by the Transportation Coordinator. Unsatisfactory evaluations may be appealed to the Superintendent.

ARTICLE VI - GRIEVANCE PROCEDURES

6.1 A "grievance" is a claim by an employee that there has been a violation, misinterpretation, or misapplication of the expressed terms of this Agreement.

6.2 No grievance shall be valid unless it is submitted to Step 1 of the procedure herein within twenty (20) days of the grievant's knowledge of the first occurrence that gave rise to the grievance. Failure by the grievant or his/her representative to adhere to these procedures within the specified time period shall terminate the grievance as null and void. Failure of the appropriate representative of the Superintendent to render a decision within the specific time shall be construed as a denial of the grievance, and the grievant may then proceed to the next step.

6.3 For the purpose of this Article, "days" shall consist of those days when school is in session (student attendance days). Between the first official day of school and the last day of school, all days shall consist of weekdays (Monday through Friday) exclusive of legal holidays as defined by Chapter 1 V.S.A. Time periods specified in this procedure may be extended by mutual agreement in writing between the grievant and the appropriate administration official.

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

B22 – PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy
It is the policy of the Orange Southwest School District (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. Further, it is the obligation of the board to ensure that the rights of the employee under the collective bargaining agreement and Vermont law be protected through the administration of this policy.

In cases where the complaint is specifically addressed by another policy, the complainant should follow the procedures accompanying that policy. Examples include: Notice of Non-Discrimination; Prevention of Employee Harassment; Electronic Communications Between Employees and Students; Policy on the Prevention of Harassment, Hazing, and Bullying of Students; Prevention of Sexual Harassment as Prohibited by Title IX; and, the Policy on Section 504 and ADA Grievance Protocol for Students and Staff.

Resolving Complaints
It is the expectation of the District that concerns and conflicts be respectfully addressed and resolved directly between the complainant and the staff member. If the issue cannot be resolved directly with the individual, the complainant should communicate with the building principal/director by providing a summary of the concerns in writing, and including any examples or evidence supporting the complaint. The principal/director will afford the staff member with an opportunity for explanation, comment, and presentation of their perspective of the situation. The principal/director may use a variety of conflict resolution strategies to rectify the situation.

If the issue is not resolved to the satisfaction of the complainant, they may provide the written statement and evidence, including the principal's/director's actions, to the superintendent, for the superintendent's consideration and decision.

Appeal to the Board
If the complainant is not satisfied with the decision of the superintendent, the complainant may request the school board to review the superintendent's decision on the record with an abuse of discretion standard.

VSBA Version:	January 2, 2026
Date Warned:	Oct. 14, 2026
Date Adopted:	
Legal Reference(s):	*16 V.S.A. § 1752 (Suspension, dismissal)*
	1 V.S.A. §§ 310 et seq. (Open meetings)
Cross Reference:	

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

Policy C9: Wellness and Comprehensive Health
Local Wellness Policy (LWP)

Purpose

It is the intent of the Orange Southwest School District to comply with all applicable federal and state requirements (as outlined in the Vermont Local Wellness Policy Guide, updated October 2023). In accordance with those requirements, this local wellness policy (LWP) (hereafter referred to as "this policy") has been developed in consultation with parents, students, school food service program/school food authority personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers, or behavioral health professionals.

Definition

For the purpose of this policy, the term "standard(s)" applies to all age and/or grade applicable learning standards.

Policy Statement

It is the policy of the Orange Southwest School District (hereafter referred to as "District") to establish goals that are developed to promote student wellness and comprehensive health, and include the following goal areas:

1. Nutrition Promotion and Education
2. Nutrition Services/Guidelines for all foods available on school campus
3. Physical Education and Physical Activity
4. Comprehensive Health Education
5. Other school-based activities to promote student wellness

Goals for Nutrition Promotion and Education

1. Provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the District will provide a nutrition component in its Comprehensive Health Education program and will develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.

2. Conduct nutrition promotion and education programs through appropriately licensed staff members.

3. Limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

4. Integrate nutrition promotion and education into core curricula in areas such as science and family and consumer science courses, to the extent practicable.

Goals for Nutrition Services/Guidelines for All Foods Available on School Campus

1. Provide adequate space for eating and serving school meals.
2. Provide a clean and safe meal environment for students.
3. Establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
4. Prohibit the use of food in District schools as a reward or punishment.
5. Provide training opportunities, as appropriate for food service and other staff members, in areas of nutrition and wellness.
6. Make free potable water available to children in meal service areas (for schools participating in the National School Lunch and School Breakfast program).

7. Ensure that nutrition services will reference USDA geographic preference rules and seasonal and local agricultural information when planning school meal menus, to the extent practicable.

8. Ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the United States Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.

Nutrition Guidelines

i. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines)

ii. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards.

iii. District fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards.

iv. The District is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. Foods provided but not sold may include food that is part of a classroom celebration or provided by parents or community organizations free of charge. It is the policy of the district that, when feasible, food provided but not sold should be limited to those foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.

Goals for Physical Education and Physical Activity

1. Offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum but does not replace physical education classes.

2. Ensure that physical education is designed to enable all students, including those who may need adapted physical education, to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in physical education.

3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

Goals for Comprehensive Health Education

1. Ensure the development and delivery of comprehensive health education as required by state law (currently 16 V.S.A. § 131, 16 V.S.A. § 906(3), 16 V.S.A. § 909) and Education Quality Standards Rules (Series 2000), Pupils Rules (Series 4000 as specified), and in coordination with expectations delineated in 16 V.S.A § § 131,132.

2. Consider the promotion and integration of health education throughout the school day and within various curriculum areas in addition to health education courses. This will be done to the extent practicable, under the supervision of the superintendent or designee, and aligned with state rules and standards.

3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

Other School-based Activities to Promote Student Wellness

The district will comply with the federal requirement for an “Other” goal through compliance with state level requirements, as established in Act 66, for setting goals specific to the implementation of Comprehensive Health Education.

The district will implement other wellness based school activities at the discretion of the superintendent or his or her designee. These activities will be in accordance with evidence based strategies such as those provided in the Vermont Local Wellness Policy Guide and may include: Community health promotion and engagement, Staff wellness, Dental care, and Farm to school programing.

Policy Development, Implementation, and Assessment

The local wellness team will participate in the development, implementation, monitoring, and annual review and update of the LWP in order to prepare annual progress reports and triennial

assessments.
Annually, the District will issue a progress report to inform and update the public about the content and implementation of this policy, including the extent to which District schools are in compliance with this policy, the extent to which this policy compares to the model local wellness policies and a description of the progress made in attaining the goals of this policy.
Every three years, the District will conduct an assessment of:

1. How well the District's LWP aligns with the AOE's model LWP,
2. Compliance within the District with regard to its LWP, and
3. Progress made in attaining the goals of the District's LWP.

Administrative Responsibilities
The superintendent or designee will:

1. Convene a local wellness team that includes parents, students, school food service program personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers or behavioral health professionals.
2. Periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
3. Provide a report at least annually to the board and to the public on the District's compliance with law and policies related to student wellness and the school nutrition environment. The report shall include information as to the content and implementation of this policy, and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
4. Assist in ensuring compliance with the District's LWP including goals for all required components and that evidence-based strategies have been reviewed and considered in the development of those goals.
5. Be responsible for ensuring that the District complies with applicable state law and regulations governing the provision of and access to physical activity, physical education, and comprehensive health education as set forth in 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941, and Education Quality Standard Rules (Series 2000).
6. Be responsible for ensuring that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals.
7. Be responsible for ensuring that the District complies with any Administrative Review procedures of the State Educational Agency.
8. Develop a plan to respond to a parent's signed statement that the teaching of disease, its symptoms, development, and treatment, conflicts with the parents' religious convictions. In the case of a student exemption from such instruction, the exempted student shall not be penalized by reason of that exemption.

Date Warned: October 14, 2026
Date Adopted:
Legal Reference(s): 16 V.S.A. §§131 & 906(b)(3). Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq. Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq. Healthy, Hunger Free Kids Act of
2010, Section 204 of Public Law 111-296. Code of Federal Regulations, 7 CFR Part 210 and Part 220. Vermont Education Quality Standards 2120.5 Vermont School Wellness Policy Guidelines, Joint Guidance from Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and
Vermont Department of Health. 2016.

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

C13 -- STUDENTS WHO ARE HOMELESS

Policy

The Orange Southwest School District (District) is committed to the success of every student. Homeless students in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.[1]

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the school district in which the student is actually living or to the student's school of origin in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students. Homeless students will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

Definitions

1. **Homeless students**[2] means those lacking a fixed, regular and adequate nighttime residence, which could include:
   A. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
   B. Living in motels, hotels, trailer parks or camping grounds **due to** the lack of alternative adequate accommodations;
   C. Living in emergency or transitional shelters;
   D. Being abandoned in hospitals;
   E. Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
   F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
   G. Migratory children living in conditions described in the previous examples.

2. **Enroll and enrollment** mean attending classes and participating fully in school activities.
3. **Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian.
4. **School of Origin** means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure the following rights of eligible students:

1. Equal access to the same free, appropriate public education, including public prekindergarten education, as is provided to other children and youth;

[1] 42 U.S.C. §11432(g)(1)(J)(ii)
[2] 42 U.S.C. §11434a(2)

2. Immediate enrollment, even when records normally required for enrollment are not present;
3. Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability;
4. Access to all educational and related services for which they are eligible, including Title I services, educational programs for children with disabilities, educational programs for English learners, career and technical education, programs for gifted and talented students, and free school meals;
5. Full participation in school, which may include participation in extracurricular activities;
6. Transportation, provided by the local education agency (LEA), to and from the school of origin;
7. Privacy, such that information about a homeless student's living situation will be treated as a student education record and not deemed to be directory information.
8. Dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

VSBA Update:	*September 1, 2026*
Date Warned:	Oct. 14, 2026
Date Adopted:	
Legal Reference(s):	*McKinney-Vento Homeless Assistance Act (as amended by ESSA) 42 U.S.C. §§ 11431 – 11432*
	Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99
Cross References:	

Orange Southwest School District
24 Central Street, Randolph, VT
802-728-5052

F3 – OPTIONS-BASED RESPONSE TO VIOLENT INTRUDER DRILLS, FIRE DRILLS AND EMERGENCY PREPAREDNESS

Statement of Policy

It is the policy of the Orange Southwest School District (District) to require each school site to conduct age-appropriate options-based response to violent intruder drills and fire drills, and to adopt and maintain an all-hazards emergency operations plan, as part of the District's overall school safety plan.

Definitions

1. **Options-Based Response to Violent Intruder Drill**: For the purpose of this policy, options-based response to violent intruder drill means that there are different actions educators and students can take if confronted by a violent intruder.
2. **School site:** school building(s) operated by the school district.

Administrative Responsibilities

The superintendent or designee shall ensure that:

1. Each school site in the district conducts age-appropriate options-based response to violent intruder drills in the fall and spring semester of each academic year. The district must evaluate which approach is best and adapt that approach to the developmental level of their students, including for students with disabilities, language barriers, and mobility needs.
2. Options-based response to violent intruder drills are conducted following the guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team, which includes trauma-informed best practices for implementing options-based response to violent intruder drills.
3. Parents and guardians are notified not later than one school day before an options-based response to violent intruder drill is conducted.
4. Completion of the options-based response to violent intruder drills is reported to the Agency of Education in a format approved by the Secretary.
5. Fire drills are conducted following current guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team.
6. On or by July 1, 2024, an all-hazards emergency operations plan is adopted and maintained for each school site that is at least as comprehensive as the template maintained by the Vermont School Safety Center. This plan must be reviewed and updated annually and in collaboration with local emergency first responders and local emergency management officials.

VSBA Review Date	October 23, 2023
Date Warned	Oct. 14, 2026

Date Adopted	
Legal References	16 VSA §§ 1480,1481
Cross References	Access Control and Visitor Management Security Cameras

Worksheet for Board Self-Evaluation of Governance Process Policies

Policy Number 4.7 Governance Investment
Time period being monitored: FY 26-27
Date Completed: 11/18/26

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
Because poor governance costs more than learning to govern well, the Board will invest in its governance capacity.		
1. Appropriate funds shall be allocated each year to ensure at minimum, board skills, methods, and supports will be sufficient to ensure governing with excellence. 1. Training and retraining will be used to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings. 2. Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes, but is not limited to, financial audits.		

3. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to owner viewpoints and values.		
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.		
3. The Board will establish its cost of governance budget for the next fiscal year when budget parameters are established.		

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)
Board Meeting on Wednesday October 14, 2026
Randolph Elementary School
6pm

I.I. <u>Opening</u> (6:00 pm) Meeting called to order by Board Chair at 6:05 pm

- Board Attendance: *Ensuring a quorum*

Board attending in person: Aimil Parmelee, Martha Hafner, Ryan Anderson, Anne Kaplan, Bev Lauchner, Rachel Gaidys; attending remotely: Rachel Fish. Administration: Michael Clark, ORCA, Kyle Southworth.

- Meeting Purpose: Budget Timeline Review and Board Education

- Review and Accept Agenda: *Meeting purpose? Is the right amount of time allotted?*

Conversation regarding agenda additions, board policies and policy governance. Martha Hafner indicates interest in board education around curriculum.

II. <u>Ownership Linkage</u> (6:05)

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

Martha Hafner spoke as a community member about constitutional education as is taught to students.

- Budget Timeline Draft

Michael Clark asks for help from the community by completing the household income verification form for each of their students. This information affects state reporting and student count. Reminder that parent conferences are scheduled for all district schools on the afternoon of October 16 as ell as the afternoon of October 23.
Michael Clark reviews the budget timeline as presented in the superintendent's report.

- Act 170 Updates/Warning Communication (Information)

Anne Kaplan updates the board on the Group 9 Act 170 Voluntary Merger Study Committee meeting held October 13 at RUMHS. This first meeting wasn't as productive as members may have wanted with no chair elected and no decision on how the number of votes per district will be assigned. The next meeting will be in November; the date is yet to be determined. Anne Kaplan states key elements are school choice, meeting structure and facilitation. People are willing to participate but aren't impressed with the process.
Michael Clark explains the difference between a limited public forum and an open public forum. The Orange Southwest School District website is a limited public forum, a status the district may lose if it publishes warnings and minutes of the Voluntary Merger Committee as has been requested. Community updates on progress and planned meetings will be available through letters by district representative, Anne Kaplan.

III. Board Process (6:15)

- November Board Meeting on Veterans Day (potential Action)

VOTE: Anne Kaplan moves to change the November meeting date from No. 11 (Veterans Day) to the following Wednesday, Nov. 18. Seconded by Martha Hafner, the motion passes unanimously.

- VSBIT Annual Meeting (Action)
- VEHI Annual Meeting (Action)

VOTE: Ryan Anderson moves to assign votes for both the VEHI and VSBIT Annul Meetings to Michael Clark. Seconded by Bev Lauchner, the motion passes unanimously.

IV. Board Education (6:30)

- Vermont School Board Association Annual Meeting (Information)
    - October 29 3-8 pm Superintendent & Officer Training & Banquet
    - October 30 Full Day Annual Conference
- VSBA Regional Meeting on 10/15/2026 (Information)

V. Monitoring the Organization (6:45)

- First Read of Executive Limitation 2.1, 2.2 as supported by Board Policy 3.4

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

Michael Clark reports that while the district is early in the budget year, the figures look good.

VI. Policy Decisions for District Governance (6:55)

- All Policies for a first read (Information)
    - B27 Public Complaints about Personnel
    - C9 Wellness & Comprehensive Health
    - C13 Students Who Are Homeless
    - F3 Fire & Emergency Preparedness Drills
- Bus Driver Employment Policy (First Read)

Michael Clark points out the change to include van drivers in the agreement.

- All Policies for second read (Action)
    - B8 Electronic Communications, Employees & Students

Bev Lauchner questions the reasoning behind Section II, A8 of the policy. Michael Clark says the distinction is an employee's ability to post to public social network sites at any time, while direct communication with students is limited.

- C1 Education Records
- C3 Transportation
- C7 Student Attendance
- F29 Flag Policy

VOTE: Anne Kaplan moves to accept Policies B8, C1, C3, C7 and F29 as presented.
Seconded by Ryan Anderson and the motion passes unanimously.

VII. Monitoring the Board (7:05)

- *Board Self-Evaluation: Monitoring compliance with Board Governance Process and Board Management Delegation Policies.*
- GP 4.0 Global Governance Commitment - Self Evaluation

Board discusses.

VIII. Consent Agenda (7:15)

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 September 9, 2026, and October 1, 2026
- New Hires/Resignations

VOTE: Ryan Anderson moves to approve the consent agenda as presented.
Seconded by Bev Lauchner, motion passes unanimously.

IX. Closing/Incidental Information (7:25)

- Superintendent's Report

Michael Clark announces the success of the Bass Fishing team in winning the championship. He reviews the October report.

- Item Recap

Michael Clark will update the budget timeline

X. Executive Session (If needed) (7:45)

- Vote to move into executive session to discuss teacher negotiations.
  Suggested motion: "I move to find that premature general public knowledge regarding teacher negotiations clearly places the board at a substantial disadvantage of disclosing its negotiation strategy."

VOTE: Anne Kaplan moves to find that premature general public knowledge regarding teacher negotiations clearly places the board at a substantial disadvantage of disclosing its negotiation strategy. Seconded by Ryan Anderson, the motion passes unanimously.

Suggested second motion: "I move to enter executive session for the purpose of discussing teacher negotiations under Title 1, Section 313(a)(1)"

VOTE: Anne Kaplan moves to enter executive session for the purpose of discussing teacher negotiations under Title 1, Section 313(a)(1). Seconded by Ryan Anderson, motion passes unanimously.

Board enters executive session at 7:10 pm with the superintendent present. Board members Bev Lauchner and Rachel Fisf are recused. Board exits executive session with no action taken at 7:33 pm.

Future Meetings

- Agenda Planning Meeting Monday November 2nd @ 5:30
- Regular Board Meeting: November 11, 2026, 6 pm at Randolph Union High School

Respectfully submitted:

Kyle Southworth

Kyle Southworth
Administrative Assistant, 10/16/2026

Executive Session Minutes Form

Name of Board : Orange Southwest School District

Date of Meeting: 10.12.26

Continuation of minutes provided by: Aimil Parmelee

Executive Session

7:10 p.m. A motion was made by Anne Kaplan and seconded by

_____ to enter Executive Session to discuss

_____

with/without the Superintendent present.

Vote Passed/Failed _____-_____

7:33 p.m. The board exited Executive Session.

As a result of the Executive Session:

With no further business to discuss, a motion was made by _____ and seconded by

_____ to adjourn the meeting at 7:34 pm

Respectfully submitted:

Aimil Parmelee

New Hires

Katelyn Koloski	Administrative Assistant, Brookfield
Laurel Lacaillade	Paraprofessional, RAVEN

New Hires

Linda Sampson	Special Educator

Orange Southwest School District

Consent Agenda Form –

Description of the item requiring Board approval:

OSSD is requesting the expenditure of RTCC Carry Over/Reserve Funds to replace an alignment rack in the Automotive Program.

Reason for required approval including applicable policies:

In accordance with Policy 2.4, the Board must approve all expenditure of Reserve Funds

Evidence demonstrating policy compliance (attach any necessary documents):

The Orange Southwest School District's RTCC reserve fund has sufficient carry over/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 $49,515 for RTCC equipment replacement as noted above.

The Orange Southwest School District RTCC reserve fund has $742,228 available and therefore has sufficient funds to cover the proposed expenditures.

Signed:	Date: Oct. 6, 2026

Of the options in front of you, I feel that going with Westward Lifts will be the best option in the long run. The service with Tim has been, and will continue to be, consistent and timely. This is one of our biggest issues with other companies and especially with Hunter right now. And when we go with a brand like Hunter, we can only use them as a service provider. With Westward we are getting a product that not only can Tim help us with but so can other service providers.

Tim's guys at Westward already do all of the servicing of not only the Auto department but Diesel and RAVEN as well. In conclusion, I hope I was able to show you how going with Westward Lifts will be our best option.

Sincerely Toni Sferlazza
Instructor, Automotive Technology

Westward Equipment Service

A Division of Express Fleet Service, Inc.

604 Lapierre Dr.
St Johnsbury, Vermont 05819
802-279-6939 (Telephone)
westwardequipmentsales@gmail.com

Randolph Technical Career Center
17 Forest St, Randolph, Vt 05060
Tony

Date: 8/27/2026

Phone: 802-728-9595
Fax:
Email: **tsferlazza@orangesouthwest.org**

Closest to lift in place

Work Order: **82866**

Description	Qty	Cost Ea/Labor	Proposal Amount
Job scope is to provide a new alignment rack for Randolph Tech center. WES will provide a lift that will come with a 2 year warranty, will be able to be fully serviced by Westward Equipment. WES will do a trade in of the old lift towards the new rack. The pricing below refelcts the trade in value of $10,000 dollars off of the cost of a new lift.	1		
Rotary ARO16 16,000 lb alignment rack. The lift comes with two rolling jacks, rear slip plates, and front radius gauges. The lift also comes with a internal airline kit and lighted runways. Lift has a max wheel base of 194"	1	$ 33,462.92	$ 33,462.92
Labor for install of new alignment rack. WES will take delivery of all equipment and provide all machinery for install.	1	$ 2,400.00	$ 2,400.00
Subtotal parts			**$ 33,462.92**
Freight			**$ 3,652.08**
Tax			**Exempt**
Total			**$ 39,515.00**
Rotary ARO14 14,000 lb alignment rack. The lift comes with two rolling jacks, rear slip plates, and front radius gauges. The lift also comes with a internal airline kit. Lift has a max wheel base of 182"	1	$ 27,771.57	$ 27,771.57
Labor for install of new alignment rack. WES will take delivery of all equipment and provide all machinery for install.	1	$ 2,400.00	$ 2,400.00
Subtotal parts			**$ 27,771.57**
Freight			**$ 3,011.80**
Tax			**Exempt**
Total			**$ 33,183.37**
Regards			
Tim Chamberlin			
Service Manager			
Prices are subject to CHANGE at anytime due to fluctuating freight charges, and material cost			
Orders over $10,000 dollars require a 50% deposit unless a signed purchase order has been approved			
Shipping / Delivery dates are estimated dates shipping can vary depending on carrier			
Payment is due upon completion of work unless credit has been established.			
Installation price does not include removal of old lift unless trade in has been arranged			
Lift installation prices are for normal setup.			
If radiant heat is present and struck during install it is at the owners expense to repair heat.			
Electrical hookups are not part of installation			
All Lifts must have a MINIMUM concrete thickness of 5 inches			
Concrete replacement, if necessary, is to be contracted out by customer			
Grouting, shim plates, epoxy anchors, or any other materials used to prepare a site for installation are ex			
Lifts requiring air must have air piped to lift site			
If a forklift is required WES can provide equipment for installations at additonal charges			
All credit card payments are subject to a 3% finance charge			
Pricing and freight charges are subject to change at anytime.			
All credit card sales are subject to a 3% finanace charge			

TOTAL		**Financing Now Available!**		**$** -

Tim Chamberlin 27-Aug

Authorized Signature Date

PO Box 690
New Hampton, New Hampshire 03256
603-736-6051
info@LAELifts.com | www.LAELifts.com

RECIPIENT:

RANDOLPH TECHNICAL CAREER CENTER
17 FOREST ST
RANDOLPH, VT 05060

Estimate #3764

Sent on	Oct 14, 2026
Total	**$37,530.00**

Product/Service	Description	Qty.	Unit Price	Total
TLS419ALCXx1	TLS 19,000 lb. capacity ~ extended closed front alignment ~ 301" overall length ~ 238 " runway length ~ 150" overall width ~ 22" wide adjustable runways ~ 72" raised height ~ 103⁄4" lowered height ~ concealed hydraulic cylinder under runway ~ 208/230 volt-1ph-60Hz ~ available in red or blue. ALI approved ALCTV2017.	1	$20,750.00	$20,750.00
TLS Air Kit	Air Kit (fits 4 post & scissor lifts) (Factory Installed)	1	$380.00	$380.00
TLS-RJ9HD	Advanced Jack - 9,000 lb. capacity Air/Hydraulic Heavy Duty rolling jack, 2 Stage Telescopic Lifting Arms, Leaf Spring Roller System, Adjustable Side Roller Guides (5 Year Parts Warranty) (suited for Scissor and 4-Post models)	2	$5,245.00	$10,490.00
TLSSTP	Heavy Duty Stainless Steel Turn Plates (Set of 2) (fits 4 post and scissor lifts)	1	$1,520.00	$1,520.00
TLSRBB	Roll Back Bar - Alignment 4-Post and Scissor Lifts (set of 2)	1	$240.00	$240.00*
FREIGHT	FREIGHT INCLUDED	1	$0.00	$0.00*
20K	INSTALLATION OF 19/20K FOUR POST ALIGNMENT LIFT DOES NOT INCLUDE ELECTRICAL/AIR CONNECTIONS TO YOUR EXISTING SERVICE OR ANY CONCRETE MODIFICATIONS WHICH MAY BE NECESSARY TO ANCHOR THE EQUIPMENT.	1	$2,850.00	$2,850.00*
DELIVERY	OFFLOAD AND DELIVERY	1	$550.00	$550.00*
REMOVAL	LABOR TO DISASEMBLE AND REMOVE ONE EXISTING LIFT	1	$750.00	$750.00*

* Non-taxable

PO Box 690
New Hampton, New Hampshire 03256
603-736-6051
info@LAELifts.com | www.LAELifts.com

Total	$**37,530.00**

Pricing is subject to change without notice.

Signature: _____ Date: _____

ESTIMATE

LW AUTOMOTIVE LIFTS LLC

161 WARREN AVENUE
WESTBROOK 04092
United States
Phone: 2078040473
chrisliftscars@gmail.com

Estimate #	1216
Date	Nov 10, 2026
Total	$35,290.44

Estimate To:
Tony Sferlazza
Randolph Technical Career Center
TSFERLAZZA@ORANGESOUTHWEST.ORG
Business Phone: 8027289595
17 Forest St
Randolph Vermont 05060
United States

Challenger Lifts Alignment Rack

#	Products	Quantity	Unit Price	Amount
1.	**Challanger AR4115EAO** The 26” wide runways allow you to service or align a wide range of vehicles from small passenger cars to medium-duty trucks up to 15,000 lbs. 15K 4-POST ALIGNMENT 4115 SERIES SERVICE BAY SPECIFICATIONS PRODUCT SPECIFICATIONS HEIGHT: 78” + vehicle WIDTH: 14’ recommended DEPTH: 24’ recommended 208-230v, 1pH, 30a 90-120 psi POWER: AIR: challengerlifts.com | 800-648-5438 MODEL # AR4115EAO CONCRETE 4” thick, reinforced, free from cracks/seams, Comes with 2 7,500lb rolling jacks	**1**	**$28,215.64**	**$28,215.64**
2.	**Hydraulic Oil** AW32 hydraulic oil (5 gallons)	**1**	**$100.00**	**$100.00**

#	Services	Quantity	Rate	Amount
1.	**Install 15,000lb 4 Post Lift** Install new 15,000lb capacity four post lift. A minimum of 4" of concrete is necessary. If concrete is insufficient then new pads will need to be poured. Concrete work is not included in the install. Longer anchors, shims and grout are needed if columns need to be shimmed over 1/2" cost of those extra materials are not included in this estimate. Air and electric hookup are not included in this estimate and are to be done by others.	**1**	**$1,800.00**	**$1,800.00**
2.	**Remove Four Post** Remove Hunter four post lift and stack on site (includes forklift charge)	**1**	**$500.00**	**$500.00**
3.	**Travel/Mileage** Travel to and from site with truck, trailer, forklift and new lift	**150**	**$2.50**	**$375.00**

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4.	**Lodging and Per Diem** Covers lodging and meals for technicians this is a 2 day job	**1**	**$500.00**	**$500.00**

	Sub Total	**$31,490.64**
	Shipping Cost	$3,799.80
	Total	**$35,290.44**

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Quote

Submit to
Snap-on Industrial
3011 IL RTE 176, Door 1
Crystal Lake, IL 60014
877-740-1900

Quote Number	IMP-001742065
Quote Date	11/11/2026
Quote Expiration Date	3/11/2027
Customer Name	RANDOLPH TECHNICAL CAREER CTR
Customer BP	201570613
Contact Information:	
Name	Toni sferlazza
E-mail	tsferlazza@orangesouthwest.org
Phone Number	-
Sales Rep	FERGUSON, DEAN
Mobile #	802 355-8010
E-mail Address	Dean.Ferguson@snapon.com

Ship Via	1 - UPS GROUND
Payment Terms	P30 - NET 30 DAYS
Ship to	201570613 RANDOLPH TECHNICAL CAREER CTR 17 FOREST STREET RANDOLPH VT 05060
Bill to	201570612 RANDOLPH TECHNICAL CAREER CTR 17 FOREST STREET RANDOLPH VT 05060

Part Number	Description	Quantity	Line Weight	List Price	Unit Net Price	Line Total
EELR506APKG	15K 4-POST EXT PKG	1	5,568.00 lbs	$38,755.00	$28,632.19	$28,632.19
EAK0336V52A	POCKET COVER KIT	1	19.00 lbs	$231.50	$171.03	$171.03
FREIGHT	FREIGHT CHARGES	1	0.00 lbs	$0.00	$908.67	$908.67
install		1	0.00 lbs	-	$3,250.00	$3,250.00

Total Weight	5,587.00 lbs
Sub Total	$32,961.89
Shipping	$0.00
Tax	$0.00
Grand Total	$32,961.89

Quote Notes: 121223-SNP

Tax and freight shown are estimates.
Applicable tax and freight will be charged to the Customer's account.
The sale of product is subject to Snap-on Industrial's standard terms and conditions ofsale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms, which may be contained in any Customer forms or other documents. No such additionalterms will be of any force or effect.
Custom tool kits, tool designs and prints that have been approved and ordered cannot be canceled or refunded.
The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing throughSnap-on Credit LLC is available on most purchases. Ask your Sales Rep for more information.
*Please provide vendor and pricing information to customer service on this part number.

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November Board Report

Prepared by Michael J. Clark

11 November 2026

2027-2028 Level Service Budget

The administrative team has prepared the initial near level service budget for the board to review. A near level service assumes we will operate schools with the same level of service as we did in the previous year with minor variances. Please be aware that this is different from a "level funded budget" which strives to keep the expenditure budget the same as the previous year. A level service budget takes into account the changes in costs including things like negotiated salary increases, increases in the cost of goods and services, changes to health insurance, etc. The administrative team worked with faculty and staff for input.

The changes in the budget include:

- Reducing one of the Co Director of Facilities Positions and replacing it with a Maintenance Supervisor (overall savings in the local budget).
- Adding the additional teaching position at Brookfield into the local budget (increase to the local budget).
- RES will continue to operate in the same ¾ configuration they did this year which includes one less ¾ teacher replaced by an Intervention teacher. (this is cost neutral to the local budget).
- There are significant changes in special education due to increased needs of students (this is an increase in the local expenditure budget and likely also represents an increase to the revenue budget).

If the board felt OSSD was in a position that allowed for the following changes they would be supported by the administrative team.

- $ 20,000.00 to International Travel
- $ 10,000.00 to world language to support travel and culture exploration
- $100,000 Math Interventionist
- Landscaping services at RES and RU

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The initial projection is the expenditure budget would be $29,897,058 which is an overall increase of $1,920,113 or 6.86%.

We are also currently projecting an education spending (expenditures-revenues) of $23,138,299 which is an increase of 5.44%.

The Agency of Education provided the first Long Term Weighted Average Daily Membership for the Orange Southwest School District on Friday November 13, 2026 of 1,454 LTWADM which is an increase of the equivalent of 42 students. This increase is very positive and is a result of the work Crystal Laroque and a whole team of administrators, teachers, parents, and others did to identify and increase the number of weighted students enrolled at OSSD schools.

Using all of these early figures; the OSSD cost/LTWADM is estimated to be $15,909 which is an increase of 2.38%. Well below the 2027-2028 excess spending threshold of $16,746.

Please remember that while the expenditure budget is an important factor in determining new tax rates there are many other factors which are currently unknown (although the above represents early figures and is encouraging) but will develop as outlined in the budget timeline. Some of these factors include Final Long Term Weighted Average Daily Membership, Yield, Common Level of Appraisal, as well as does the legislature and the governor allocate funds to buy down the tax rate.

Health insurance has been a significant driver of increases in the past couple of year however this year VEHI has filed an increase with the state which is limited to an average of 2.5% this is welcome news

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Act 170 Updates

The next Group 9 ACT 170 Merger Study Committee meeting is scheduled for December 17, 2026 at 4:00 at White River Valley High School, 223 South Windsor Street, South Royalton, VT

Anne Kaplan, the OSSD representative on the committee has prepared a letter prior to each meeting that describes the agenda as well as a letter after each meeting which summarizes what happened at the meeting. Those letters are available here.

https://www.orangesouthwest.org/schoolboard/ossd-act-170-representative-letters

Winooski Valley CESA Update

Written by Principal Floyd

On Wednesday, October 26, 2026 the Winooski Valley CESA Board met for the second time with all members present. Conversation centered around needing additional guidance and professional development from the Agency of Education as well as guidance for bylaws and developing of fiscally planning and funding.

The bylaws committee presented a draft of bylaws that they have developed, took feedback and will bring a draft to the next meeting for the full board's consideration. The board Chair, Michael Leichliter from the Harwood Unified District will share a template for Needs Assessments to happen in member districts, and the committee will meet again on January 25, 2027 at 4:30 PM At Montpelier High School, in Montpelier, VT.

Potential Summer 2027 Facilities Projects

Principals have been working with their respective staffs to identify potential facility upgrades and capital improvement projects at their schools. The items included in this list represent the major projects and significant improvements identified through those discussions and brainstorming sessions.

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Additional items were discussed at the individual school level but are not included here because they are already contemplated within the district's regular maintenance budget for the current year. The projects outlined below represent potential improvements that are not currently funded in the 2026–2027 budget. Moving forward with these projects would require consideration of the Facilities Reserve Account and approval by the School Board.

I have reviewed the 2024 facilities audit conducted by Lindberg for OSSD and would like to reiterate that the report identified no structural or life-safety issues in any of our school buildings requiring immediate attention. However, it is important to recognize that significant renovations or major improvements may trigger requirements to bring portions of a building into compliance with current building codes.

School-Specific Projects

RES

- Environmental Controls (HVAC): The Board has already approved moving forward with an RFP for this project. The RFP is expected to be ready for Board consideration this winter.
- Kitchen: Evaluate and plan for kitchen upgrades.

Potential Projects for 2028–2029:

- Replace flooring on the upper floors.
- Remove wallpaper and repaint hallways and classrooms.
- Repave the driveway and parking areas.

Brookfield

- HVAC: Explore a heat pump-based solution to provide both heating and cooling throughout the building.
- Replace flooring.
- Interior painting throughout the building.

RU

- HVAC: Explore a heat pump-based solution to provide heating and cooling on the first floor.
- Bathrooms: Begin a multiyear bathroom renovation project, with the goal of converting to individual, single-user bathrooms with fully enclosed ceilings.
- Refresh and update the auditorium.

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- Interior painting throughout the building.
- Windows: Evaluate the possibility of replacing or upgrading the upstairs windows to improve emergency egress and ventilation.
- Kitchen Classroom: Explore options for improving ventilation.
- Elevator: Evaluate the potential installation of a new elevator.

Braintree

- Repair, refresh, or replace classroom wall finishes as needed.

Additional items to explore at Braintree:

- Evaluate the feasibility of creating a second staff bathroom.
- Identify additional storage options to reduce the need to share the single closet in the multispace room.

Districtwide Projects

- LED Lighting: Complete the transition to LED lighting in all areas of district facilities where upgrades are still needed.

Next Steps

These projects represent an initial list of potential capital improvements identified through discussions with school administrators and staff. They will require further evaluation, prioritization, and consideration of available funding. As we move forward, we will need to balance the identified needs with available resources, the district's long-term facilities goals, and the Board's priorities for the use of the Facilities Reserve Account.

Elections for School Board Seats

Brookfield, Braintree, and Randolph each have school board seats that will be voted on this year. If you are interested in serving on the school board you must submit your petition by **Monday January 28, 2027**. Here is a resource from the Vermont School Boards Association about school board membership

40 by 40 Fulfill the IDEA Promise Campaign

From the VSBA October 27, 2026 Weekly update: VSBA is one of 40 state school boards associations spearheading the 40 by 40 campaign, urging Congress to fulfill the promise they made in 1975 to fund 40% of special education costs as required by the federal Individuals with Disabilities Education Act (IDEA). Today, Congress delivers

roughly 10 percent nationally. Every dollar withheld doesn't disappear. It shifts to local school districts, which are legally required to provide every service that IDEA mandates, regardless of what the federal government sends. That money comes out of general education budgets, the same dollars that fund teachers, counselors, curriculum, and every other program that serves every student in the building.

Earlier this month, staff from the New York, Connecticut, and Illinois school boards associations met with Rep. Rosa DeLauro, ranking member of the House Appropriations Committee, to update her office on the campaign's intentions for next year's appropriations cycle.

As locally elected boards of education, your voice will make a big difference. We encourage each board to participate by adopting its own formal board resolution urging Congress to take action. This sample can be used as a guide. Please also work with your school business official and/or superintendent to identify how much money your district spent on direct special education costs in the previous school year versus how much you received in federal IDEA funding. We ask that you send that information and a copy of your board's resolution to your member(s) of Congress as well as to us via mkoenig@vtvsba.org, so we may collect resolutions and funding discrepancies statewide.

Visit the 40 by 40 coalition website to learn more and access a toolkit that includes talking points, sample op-eds, sample letters to members of Congress and more. We will continue to keep you informed about this campaign and how your advocacy is helping to make a difference.

Sabbatical Leave

As of November 12 there is only one application from a faculty member to use sabbatical leave. The master agreement language related to the approval process is below. Based on that language I think we may still need to pull a committee together so

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it can make a recommendation to the board. Rachel Fish was the board's representative last year.

Approval: No more than one (1) sabbatical leave shall be approved in any school year. Requests for sabbatical leave shall be submitted to the Superintendent on or before November 15 of the school year immediately preceding the year for which leave is being requested. Leave requests shall be reviewed by a committee appointed by the OSSD Board, composed of two teachers, one administrator and one school board member, which shall make a recommendation to the OSSD Board. The OSSD Board shall have the ultimate authority to grant or deny a sabbatical leave, or may delegate that authority to the appropriate local board. The decision will be made on January 6 or before February 1 of the preceding school year

2027-2028 Budget building Timeline

September 15: Distribute and discuss the budget timeline and budgeting template with the Leadership Team at the Cabinet meeting.

1. **October 14**: Present the budget timeline to the OSSD Board during its meeting.
2. **September 17- October 17**: Individual administrators will complete the budgeting template for their respective areas of responsibility.
3. **October 20 - 31**: The following groups will meet with the Central Office Leadership Team to discuss their potential budgets using the completed templates:
    - Elementary Principals
    - High School Principal and Administrative Team
    - RTCC Director and Administrative Team
    - Raven
    - Technology Director
    - Facilities Directors

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- Transportation Director
- Special Education
- Central Office

4. **November 18**: The first draft of the FY 28 Expenditure Budget will be presented to the OSSD Board for comment. The current landscape of education finance will also be shared. This date typically falls early in the process, and detailed information from the Agency of Education and the State may be limited.
5. **November 19-23**: Any board feedback regarding the expenditure budget will be shared with the Leadership Team during the Operations Call on November 23. If necessary, a more detailed review will take place at the December 2 Cabinet meeting.
6. **November 19 - December 4**: Ongoing work on the budget will continue as needed.
7. **December 9, 2026**: The second draft of the FY 28 Expenditure Budget will be shared and discussed with the OSSD Board, along with the draft of the Revenue Budget. The Board will receive updated information regarding the Vermont Education Finance landscape. By this time, we expect to have the December 1 Tax Commissioner Letter and will still be awaiting the Long-Term Weighted Average Daily Membership Number (formerly Equalized Pupil), which is due on December 15, as well as the Tax Department's Common Level of Appraisal information, typically received between the end of December and January 1.
8. **December 11-19**: Any board feedback about the expenditure budget will be shared with the Leadership Team during the Operations Call on December 14. If needed, a more detailed review will occur at the December 16 Cabinet meeting.
9. **December 17 - January 1**: Continued work on the budget will take place as necessary.
10. **January 13, 2027**: The final draft of the FY 28 OSSD Budget will be presented to the Board for discussion and approval. The context of the Vermont Education Financial landscape will be applied. If the Board is unable to approve the budget, a special meeting will be scheduled.
11. **Mid to Late January**: Financial information for town reports will be shared with town clerks.
12. **February 2027**: Informational meeting will be scheduled.
13. **March 2, 2027**: Town Meeting Day.