

ORLEANS CENTRAL SUPERVISORY UNION

Lake Region Union High School District
Lake Region Union Elementary-Middle School District
Carousel — Board of School Directors Meeting

Date: October 27, 2025 Time: 6:00–7:00 pm (Individual boards meet following at 7:00 pm)

Location: Lake Region Union High School

Information to join the meeting:
meet.google.com/foq-cdxi-mjo

Join by phone
(US) +1 225-443-2157 PIN: 534 955 317#

OCSU Vision: All of our students will have choices for success throughout their lives.

OCSU Mission: It is the mission of the Orleans Central Supervisory Union to provide an environment that celebrates diversity and creativity, promotes inclusion and integrity, and partners with parents and community members to give students access to a 21st century education.

AGENDA

- | | | |
|----|---|---------|
| 1. | Call to Order | 6:00 pm |
| 2. | Additions or Deletions to the Agenda | |
| 3. | Privilege of the Floor
<i>Public School Board meetings provide a public comment option for every meeting. All topics bring more than one viewpoint and more than one viewpoint is welcome. We expect dialogue and interactions before, during and after board meetings to be civil, respectful and safe for everyone. Thank you for supporting your schools.</i> | |
| 4. | Local Assessment Data Presentation: Erica Harryman, Director of Instruction | |
| 5. | Consent Agenda (Action)
a. Approve Minutes from July 21, 2025 Carousel Meeting | |
| 6. | Business of the Board (Discussion and Possible Action)
a. District Quality Standards Review
b. Budget Assessments — Business Manager to discuss new structure based on Statue §301
<i>Apportionment of expenses: Unless otherwise agreed upon, each school district shall pay a proportionate share of the salary and expenses of the superintendent and the expenses of the supervisory union based on the number of enrolled students in each member school district. "Enrolled students" shall be defined by the State Board by rule, including the treatment of tuition students, special education students, students enrolled in career technical centers, and other particular circumstances.</i>
c. Long-term Facilities Planning Team Report
d. One board conversation: standing item | 6:25 pm |
| 7. | Administrative Report
a. Part-time employees (Non-union): Sick pay required | |
| 8. | Future Agenda Items | |
| 9. | Adjournment | 7:00 pm |



Academic Assessments Overview

Star 360 and VTCAP Results

Fall 2025

About Renaissance Star 360 Assessment Screener

The STAR 360

Benchmark Screener

works by using computer-adaptive testing to quickly identify a student's achievement level and compare it to established benchmarks. It helps us identify students who may need additional support and tailor instruction accordingly.

STAR 360 tests are computer-adaptive, meaning the difficulty of the questions adjusts based on the student's responses. This allows for a more efficient and accurate assessment of a student's knowledge.

Benchmarks are defined as the lowest level of achievement considered acceptable. These benchmarks provide a context for interpreting student performance and identifying areas where interventions might be needed.

Star Early Literacy Proficiency Rate (District Benchmark **K-3**)

Proficiency Scale	Fall 2024	Winter 2025	Spring 2025	Fall 2025
At/Above Benchmark	51.3% (81/158)	55.7% (73/131)	49.1% (53/108)	53.9% (131/243)
On Watch	13.9% (22/158)	17.6% (23/131)	23.1% (25/108)	16.9% (41/243)
Intervention	20.3% (32/158)	16.8% (22/131)	14.8% (16/108)	19.8% (48/243)
Urgent Intervention	14.6% (23/158)	9.9% (13/131)	13% (14/108)	9.5% (23/243)

Star Reading Proficiency Rate (District Benchmark -**K-10**)

Proficiency Scale	Fall 2024	Winter 2025	Spring 2025	Fall 2025
At/Above Benchmark	43.8% (299/683)	49.3% (344/696)	45.5% (268/589)	46.7% (273/585)
On Watch	18.6% (127/683)	18.1% (126/696)	22.4% (132/589)	22.9% (134/585)
Intervention	17.7% (121/683)	15.5% (107/696)	16% (94/589)	13.2% (77/585)
Urgent Intervention	19.9% (137/683)	17.1% (120/696)	16.1% (95/589)	17.3% (101/585)

Star Math Proficiency Rate (District Benchmark - **K-10**)

Proficiency Scale	Fall 2024	Winter 2025	Spring 2025	Fall 2025
At/Above Benchmark	44% (315/716)	49.6% (360/726)	47.3% (318/673)	46.1% (345/748)
On Watch	20.7% (127/716)	22.2% (113/726)	22.3% (150/673)	21% (157/748)
Intervention	17.7% (148/716)	15.6% (161/726)	17.1% (115/673)	15.1% (113/748)
Urgent Intervention	17.6% (127/716)	12.7% (93/726)	13.4% (90/673)	17.8% (133/748)

Proficiency Rate by Grade Level

	Fall 2024	Winter 2025	Spring 2025	Fall 2025
Kinder Early Literacy	59.4%	66.2%	50.9%	64.6%
Kindergarten Math	Not Assessed	Not Assessed	Not Assessed	58.5%
1st Grade Early Literacy	58.2%	67.9%	56.3%	47.4%
1st Grade Math	20.5%	34.9%	48.9%	25%
2nd Grade Early Lit.	53.3%	52.2%	52.4%	48.1%
2nd Grade Reading	40%%	13.3%%	60%	31.4%
2nd Grade Math	32.3%	56.1%	59.3%	47.3%
3rd Grade Early Lit.	Not Assessed	Not Assessed	Not Assessed	53.6%
3rd Grade Reading	37.3%	48.4%	52.2%	58.7%
3rd Grade Math	41.7%	38%	33.3%	47.8%

Proficiency Rate by Grade Level

	Fall 2024	Winter 2025	Spring 2025	Fall 2025
4th Grade Reading	40%	45.7%	44.4%	41.2%
4th Grade Math	43.5%	54.2%	42.6%	34.6%
5th Grade Reading	42.6%	45.1%	47.2%	42.3%
5th Grade Math	21.6%	38.2%	38.5%	43.6%
6th Grade Reading	26.8%	46%	33.3%	33.3%
6th Grade Math	37.5%	42.9%	35.8%	36.4%
7th Grade Reading	40.4%	59.6%	48%	44.8%
7th Grade Math	42.3%	48%	44%	47.4%

Proficiency Rate by Grade Level

	Fall 2024	Winter 2025	Spring 2025	Fall 2025
8th Grade Reading	46.2%	49.3%	45.9%	52.5%
8th Grade Math	46%	49.2%	53.1%	48.8%
9th Grade Reading	43.1%	48.3%	41.7%	53.2%
9th Grade Math	60%	58.9%	55.7%	47.4%
10th Grade Reading	57%	61.7%	50.5%	49.5%
10th Grade Math	54.3%	53.5%	52%	61.1%

Star Early Literacy Proficiency Rate (District Benchmark) ②

Fall 2025-2026

53.9%

131 of 243 students scored at or above the minimum district benchmark proficiency level

STAR EARLY LITERACY TRENDS

- In Fall 2025-26, 53.9% of students scored at or above the district benchmark, increasing from 51.3% in Fall 2024-25.
- Kindergarten shows the highest percentage at 64.6%, while 1st grade shows the lowest at 47.4% of students meeting the benchmark.
- Fewer than half of 1st and 2nd grade students met the benchmark

Star Reading Proficiency Rate (District Benchmark) ②

Fall 2025-2026

46.7%

273 of 585 students scored at or above the minimum district benchmark proficiency level

STAR READING TRENDS

- District-wide, 46.7% of students scored at or above the district benchmark in Fall 2025-26, showing a small increase from 45.5% in Spring 2024-25.
- Among grades with substantial enrollment, 3rd grade had the highest percentage at 58.7% at/above benchmark, while 2nd grade had the lowest at 31.4%.
- High school rates remain relatively stable between 9th grade (53.2%) and 10th grade (49.5%).

Star Math Proficiency Rate (District Benchmark)



Fall 2025-2026

46.1%

345 of 748 students scored at or above the minimum
district benchmark proficiency level

STAR MATH TRENDS

- District-wide, 46.1% of students are at or above the district benchmark in Fall 2025-26, up from 44% in Fall 2024-25.
- High school students show stronger performance, with 10th grade (61.1%) and Kindergarten (58.5%) having the highest percentage of students at/above benchmark.
- Middle grades show mixed results – grades 4-6 have lower percentages at/above benchmark (34-36%), while grades 7-8 are closer to the district average (47-48%).

2025 Vermont Comprehensive Assessment Program (VTCAP) Scores Showing Percentage of Students At and Above Grade-Level Proficiency

Grade Level	English Language Arts		Mathematics		Science	
	OCSU <i>Percent Proficient</i>	VT <i>Percent Proficient</i>	OCSU <i>Percent Proficient</i>	VT <i>Percent Proficient</i>	OCSU <i>Percent Proficient</i>	VT <i>Percent Proficient</i>
Grade 3	30%	48%	16%	33%		
Grade 4	52%		25%			
Grade 5	36%		18%		26%	44%
Grade 6	47%		42%			
Grade 7	54%		37%			
Grade 8	55%		23%		27%	41%
Grade 9	48%		37%			
Grade 11					40%	45%

2025 Vermont Comprehensive Assessment Program (VTCAP) and Historical Results

Colors reflect cohorts moving from 2023-2025

Grade Level	English Language Arts				Mathematics				Science		
	OCSU 2023 <i>Percent Proficient</i>	OCSU 2024 <i>Percent Proficient</i>	OCSU 2025 <i>Percent Proficient</i>		OCSU 2023 <i>Percent Proficient</i>	OCSU 2024 <i>Percent Proficient</i>	OCSU 2025 <i>Percent Proficient</i>		OCSU 2023 <i>Percent Proficient</i>	OCSU 2024 <i>Percent Proficient</i>	OCSU 2025 <i>Percent Proficient</i>
Grade 3	39%	38%	30%		19%	21%	16%		Not tested	Not tested	Not tested
Grade 4	55%	36%	52%		24%	11%	25%		Not tested	Not tested	Not tested
Grade 5	42%	40%	36%		26%	22%	18%		38%	25%	26%
Grade 6	40%	44%	47%		32%	40%	42%		Not tested	Not tested	Not tested
Grade 7	55%	39%	54%		47%	38%	37%		Not tested	Not tested	Not tested
Grade 8	45%	57%	55%		30%	33%	23%		38%	38%	27%
Grade 9	40%	45%	48%		21%	30%	37%		Not tested	Not tested	Not tested
Grade 11	Not tested	Not tested	Not tested		Not tested	Not tested	Not tested		48%	51%	40%

OCSU and State Results Comparison

2023-2025

	English Language Arts							Mathematics					
Grade Level	OCSU 2023 Percent Proficient	VT 2023 Percent Proficient	OCSU 2024 Percent Proficient	VT 2024 Percent Proficient	OCSU 2025 Percent Proficient	VT 2025 Percent Proficient		OCSU 2023 Percent Proficient	VT 2023 Percent Proficient	OCSU 2024 Percent Proficient	VT 2024 Percent Proficient	OCSU 2025 Percent Proficient	VT 2025 Percent Proficient
3	39%	49%	38%	48%	30%	48%		19%	37%	21%	36%	16%	33%
4	55%	56%	36%	54%	52%	61%		24%	35%	11%	30%	25%	34%
5	42%	50%	40%	50%	36%	55%		26%	38%	22%	36%	18%	36%
6	40%	56%	44%	56%	47%	58%		32%	53%	40%	47%	42%	48%
7	55%	57%	39%	57%	54%	56%		47%	46%	38%	44%	37%	44%
8	45%	56%	57%	58%	55%	60%		30%	36%	33%	35%	23%	37%
9	40%	43%	45%	48%	48%	46%		21%	33%	30%	39%	37%	40%

VTCAP Compared to Star 360 by Cohort from Spring 2025 to Fall 2025

Grade Level	English Language Arts			Mathematics	
	OCSU Spring 2025 <i>Percent Proficient</i> <i>VTCAP</i>	OCSU Fall 2025 <i>Percent Proficient</i> <i>Star 360</i>		OCSU Spring 2025 <i>Percent Proficient</i> <i>VTCAP</i>	OCSU Fall 2025 <i>Percent Proficient</i> <i>Star 360</i>
Grade 3	30%			16%	
Grade 4	52%	58.7%		25%	47.4%
Grade 5	36%	41.2%		18%	34.6%
Grade 6	47%	42.3%		42%	43.6%
Grade 7	54%	33.3%		37%	36.4%
Grade 8	55%	44.8%		23%	47.4%
Grade 9	48%	52.5%		37%	48.8%

Students on an Individualized Education Plan (IEP) and English Language Learners (ELL)

Gra de	Individualized Education Plan	English Language Learners
K	12	
1	13	
2	13	
3	20	
4	19	
5	22	
6	23	
7	18	
8	20	
9	14	
10	17	

Plan to Improve Student Outcomes

- ❖ **Early Intervention and Collaborative Support**
 - All students receive universal instruction on essential standards.
 - Increase targeted Tier 2 interventions for students with unfinished learning on essential standards.
 - Deploy interventionists to support with significant deficits.
 - Share successful instructional strategies and best practices across the district to enhance collaboration and ensure consistent support.

Plan to Improve Student Outcomes

❖ Professional Development

- Provide ongoing training in differentiation and evidence-based instructional strategies to help teachers meet students' needs and track progress effectively.

❖ Coaching

- Provide grant-funded coaching through contracted services to support teachers with literacy and math evidence-based strategies. Best practices will be shared across the district to promote collaboration and ensure consistent support.

Lake Region Union High School District
Lake Region Union Elementary-Middle School District Carousel
— Special Board of School Directors Meeting

Date: June 16, 2025 Time: 6:00–7:00 pm

(NOTE: OCSU Board will start the meeting at 6:00pm for a few quick items and then the Carousel agenda will follow. Individual boards, LR and EMS, meet following at 7:00 pm)

Location: Lake Region Union High School

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Minutes

Attendance EMS Board Members- Neil Urie, Megan Valley, Kalli Lefebvre, Dan Roock, Freddi Very, Matt Lapham, Krista Mayer, Debbie Brunelle (virtual), Tiffany Ovitt (virtual), Jessica Torrence (virtual)

LR Board Members- Richard Carbonetti, Rachel Maxwell, Bernard White, Barbra Postman, Jesse Coe (virtual), Corrina Skorker (virtual)

Administrators- Jackie Ramsay-Tolman, Superintendent (virtual); Sandra Young, Interim Director of Student Services; Erica Harryman, Director of Curriculum & Instruction; Jason Rowell, EMS Facilities Director; Sharon Gonyaw, Lake Region Principal; Jennifer Ullrich, Brownington Principal (virtual); Shannon Laliberty, Orleans Principal (virtual); Mark Fiorentino, Glover Principal (virtual); Melissa Fortuna, Business Manager (virtual)
Public- Susan Guilmette, Jessica Burdick (virtual)

1. **Call to Order- Meeting called to order by Neil Urie at 6:24 pm**
2. **Additions or Deletions to the Agenda -None**
3. **Privilege of the Floor-None**
4. **Consent Agenda (Action) -Richard moves to approve consent agenda. Kalli 2nd, all in favor.**
 - a. Approve Minutes from June 16, 2025 Carousel Meeting
5. **Business of the Board (Discussion and Possible Action)**
 - a. **Act 73 Redistricting-** Reviewed letter from NCSU board chair which was included in the board packet and discussed Act 73. Richard shared that he and Neil believe that we should have a conversation with North Country in order to be proactive about developing a plan for the state's redistricting rather than waiting for the state to dictate what will happen. Jackie shared that there is a committee that was created in Montpelier to look at the redistricting which will be meeting soon. Barbara shared that it is important that we get on board as soon as possible due to the December deadline to come up with a plan. **Barbara moves that we participate with North Country in the discussion around Act 73 redistricting. Dan 2nd, all in favor.**
 - b. **Discussion of Roles and Responsibilities for OCSU as related to EMS/LR- Discussion around how**

to make the process more efficient. OCSU has had to make decisions which impact the other boards. Reviewed past discussions around moving to one governing board including some of the benefits and challenges associated with this change. Debbie suggested possibly looking into ways to authorize the OCSU board to make certain decisions to streamline some of the redundancy. Jessica agrees that one board would be more efficient but suggested looking into ways to make things more efficient now. She suggests that rather than having OCSU make decisions that trickle down to the other boards, the other boards should vote initially and then that can be shared with OCSU. Richard explained that one challenge to that is that in some cases OCSU is ultimately the contract holder and therefore holds the legal responsibility for the decisions. The complication is that these OCSU employees work in both EMS and LR schools. He shared that while Neil did decide to bring this up to the other boards, he did not technically have to do this. Jackie will look into the process further and will provide information at the following carousel meeting for the board to review and discuss.

- C. Long-term Facilities Planning Team Report-** *Dan Roock shared that the team had their first meeting where they discussed what the make-up of the committee should be and how the group would function (committee of the board, advisory committee, etc.). This has not yet been finalized. Discussed Truex Cullins options and determined that option G (new elementary and middle school facility at the Lake Region site) is the option which would be the best option to push forward with. The next meeting will be a virtual meeting on Wednesday July 30th.*

6. Future Agenda Items

- a. Moving to one governing board.

7. Adjournment -Kalli moves to adjourn the meeting at 7:05 pm.

Respectfully submitted,
Megan Valley

“Proceeding with Purpose”

District Quality Standards

111.1 Budgeting and Accounting: The SU/SD follows consistent and financially sound processes to effectively manage its budget, use resources most efficiently, and ensure transparency of financial operations.

Standard 111.1.3 and 111.1.4	Beginning	Approaching	Proficient	Advanced
The SU/SD maintains accounting records in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board principles (GASB). The SU/SD records and reports information consistent with the most current version of the Vermont Agency of Education Uniform Chart of Accounts (UCOA) within the SU/SD's accounting software.	The SU/SD has adopted accounting oversight procedures. However, neither of the requirements for proficiency have been met.	The SU/SD implements and monitors procedures to ensure that funds are tracked and spent in accordance with state and federal requirements (e.g., detect discrepancies between allocation and spending) and has some internal controls in place. However, SU/SD accounting records are not consistently maintained in accordance with GAAP and GASB principles and/or the most current version of the Vermont UCOA is not consistently used to record and report information.	The SU/SD maintains all accurate accounting records in accordance with GAAP and GASB principles AND consistently uses the most current version of Vermont's UCOA to record and report information.	The SU/SD meets proficiency requirements and uses automated and comprehensive accounting systems which allow for integration between multiple SU/SD systems and provide accurate, real-time financial reporting and analysis. In addition, the SU/SD provides routine, in-depth onboarding/training for new accounting staff in its policies, processes, and procedures to insulate the SU/SD from positional turnover and financial risk.

Standard 111.1.5	Beginning	Approaching	Proficient	Advanced
The SU/SD employs grants management practices that enable it to effectively and efficiently spend its federal grant funds and prevent reversion of funds.	The SU/SD does not engage in effective practices to track and manage grant funds. Only one or none of the elements of proficient grants management can be demonstrated.	The SU/SD demonstrates some of the elements of proficient grants management or inconsistently engages in these effective practices to track and manage grant funds.	The SU/SD has established and is implementing grants management processes and procedures which, at minimum: • identify allowable vs. non-allowable costs prior to expenditure of funds, for each type of grant; • include regular collaborative reviews between fiscal and grant staff to reconcile actual to budgeted expenditures and identify need for amendments; • ensure adherence to all required AOE timelines for submission of applications, amendments, reimbursement requests, and grant close outs.	The SU/SD meets proficiency and uses internal controls that align with the guidance in Standards for Internal Control in the Federal Government or the COSO Internal Control-Integrated Framework. In addition, the SU/SD provides routine, in-depth onboarding/ training for new grants management staff in its grant policies, processes, and procedures to insulate the SU/SD from positional turnover, financial risk, and reversion of funds.

111.2 Risk Management and Internal Controls: The SU/SD maintains adequate internal controls to provide reasonable assurance the SU/SD and, as applicable, each member school district within the SU follow State and federal statutes and regulations.

Standard 111.2.1	Beginning	Approaching	Proficient	Advanced
The SU/SD completes required audits in accordance with established deadlines and communicates audit results with the SU/SD Board and, as applicable, the board of each member school district within the SU.	The SU/SD has received repeated audit findings of material weakness or significant deficiency, including questioned or disallowed costs, and/or has not taken corrective actions steps to resolve the findings. AND The SU/SD has had one or more single audit delinquencies in past 3 years. AND Audit results may not be shared with the SU/SD Board and, as applicable, the boards of each member school district.	The SU/SD has received audit findings of material weakness or significant deficiency, including questioned or disallowed costs, and is taking corrective action steps to resolve the findings. OR The SU/SD has had one or more single audit delinquencies in past 3 years. OR Audit results may not be shared with the SU/SD Board and, as applicable, the boards of each member school district.	The SU/SD has not received any audit findings of material weakness or significant deficiency, including questioned or disallowed costs, in the most recent year, has not had any single audit delinquencies in the past 3 years, and is taking appropriate steps to rectify management letter concerns, if any. Furthermore, audit results are shared with the SU/SD Board and, as applicable, the boards of each member school district.	In addition to meeting proficient criteria, in the most recent year, the SU/SD received an unqualified opinion on its Annual Financial statements and there were no findings, adverse opinions, or material weaknesses to address, and they were determined to be a low-risk auditee.

Standard 111.2.4	Beginning	Approaching	Proficient	Advanced
The SU/SD implements and maintains effective procurement and contract administration processes.	The SU/SD has established processes for procuring supplies and services. However, they may not be documented or consistently applied.	The SU/SD has developed and is implementing effective procurement and contract administration processes, ensuring consistent adherence to established policies and timely execution of contracts.	In addition to implementing an effective procurement and contract administration processes, the SU/SD uses a rigorous review process to recruit, screen, select, and evaluate any external partners with whom it will contract (e.g., ensures that providers of professional learning services have expertise in using evidence-based strategies to improve student achievement).	The SU/SD has developed and consistently is implementing a systematic program review and sunset process for all contracted supplies and services, ensuring resources are allocated efficiently and programs are evaluated for effectiveness and relevance.

111.3 Personnel Management: The SU/SD and, as applicable, each member school district within the SU employs staff in accordance with State and federal law and implements equitable and inclusive personnel practices that support effective recruitment and retention of staff.

Standard 111.3.1, 111.3.2, and 111.3.3	Beginning	Approaching	Proficient	Advanced
The employer establishes clear and consistent policies and processes for equitable hiring of staff. The employer ensures that all employees, volunteers, and other applicable staff have completed all required background check requirements in accordance with law. The employer ensures that all positions that require professional licensing meet current licensing requirements throughout the duration of employment.	The employer does not have policies, processes and procedures for equitable hiring, management, and evaluation of staff consistent with local, state, and federal law and/or there has been inconsistent implementation of those processes and procedures.	The employer has established clear written policies, processes and procedures for equitable hiring, management, and evaluation of staff consistent with local, state, and federal law, including complying with all hiring requirements concerning background checks, credential verification, and licensure monitoring for all applicable staff and volunteers (e.g., 16 V.S.A. § 260). These policies, processes and procedures are consistently applied.	The employer uses a data-informed personnel management process to strategically deploy staff where student needs are greatest, ensuring that staff expertise is aligned with SU/SD/district goals and school improvement efforts and promotes equity in student access to high-quality educational opportunities.	The employer continuously evaluates and improves its personnel systems—including hiring and placement—based on data related to staff qualifications, student needs, and student outcomes.

111.4 Data Management: The SU/SD ensures systems are in place for the efficient and purposeful collection, use, and sharing of data.

Standard 111.4.4	Beginning	Approaching	Proficient	Advanced
The SU/SD demonstrates purposeful use of data in identifying needs, evaluating program effectiveness, and communicating the current state of educational outcomes.	The SU/SD gathers student and/or system data, but it is not analyzed or used in an intentional way.	The SU/SD has identified key student and system-level indicators (e.g., academic performance, attendance, teacher turnover, etc.) for ongoing measurement that align with local, state, and national requirements and board established targets. The SU/SD uses these indicators to examine patterns and highlight areas of concern; however, analysis, evaluation, and communication remain inconsistent, descriptive, and not yet systematically connected to decision-making or SU/SD priorities.	The SU/SD aligns data analyses with established indicators and board priorities to accurately identify student and system needs and progress. AND The SU/SD evaluates program effectiveness to inform decision-making. AND The SU/SD communicates the current state of educational outcomes in a clear, systematic manner, that aligns with SU/SD priorities, and is accessible to the entire school community.	The SU/SD has met the criteria for proficient and, in addition, regularly analyzes data to evaluate the effectiveness of programs and interventions to ensure resources are used equitably and that adjustments to grant applications and continuous improvement plans are made when needed.

112 Facilities Management and Safety: The SU/SD adequately maintains and cleans the facilities for which the SU/SD or, as applicable, a member school district is responsible, and has developed the plans necessary to ensure current and future operations.

Standard 112.1.1	Beginning	Approaching	Proficient	Advanced
The SU/SD maintains a comprehensive school facilities Operations and Maintenance Manual (OMM) for each building and other facility for which the SU/SD or, as applicable, a member school district is responsible. (a) The SU/SD ensures that educational and program facilities are accessible, clean, safe, secure, well-lit, well-maintained, and conducive to student learning, including having adequate access to technology. (b) The OMM describes regular cleaning routines and maintenance tasks such as the periodic cleaning/changing of HVAC filters and other mechanical systems to ensure good air quality. (c) The SU/SD updates the OMM as changes to facilities or staffing occur and provides training to staff on how to implement the OMM.	The SU/SD does not maintain an OMM for each member school or building.	The SU/SD maintains an OMM for each member school or building but OMMs include varying levels of detail for buildings, grounds, and equipment.	The SU/SD maintains a comprehensive OMM for each member school or building which addresses, at a minimum, each of the required sections from the OMM template (e.g., Facilities Administration, Training, etc.).	The SU/SD OMM includes all the required sections from the OMM template digitally and in hard copy for each member school or building and makes both versions readily accessible in central locations. The SU/SD OMM includes visual aids (e.g., photographs, sketches, or other visual representations).

Standard 112.1.2	Beginning	Approaching	Proficient	Advanced
The SU/SD maintains a five-year Capital Improvement Plan (CIP) for each building and other facility for which the SU/SD or, if applicable, a member school district is responsible and updates it annually. (a) The CIP describes future capital development and improvement needs, including the need for adequate-sized facilities based on enrollment projections. (b) The CIP also addresses the following categories in addition to capacity: (i) Safety and security infrastructure; (ii) Accessibility; (iii) Technology infrastructure; (iv) Capacity to deliver STEAM (science, technology, engineering, arts, and math) programming; and (v) Building systems' condition and performance, including energy efficiency improvements and indoor air quality to address the health and safety of students and employees.	The SU/SD does not maintain a Capital Improvement Plan.	The SU/SD maintains a Capital Improvement Plan but may not include all schools and/or may lack considerations for enrollment projections, health, safety, security, educational programming goals, and/or building modernization initiatives.	The SU/SD has updated its five-year (minimum) Capital Improvement Plan in the past year. The Capital Improvement Plan incorporates separate considerations for each SU/SD school, as well as considerations for enrollment projections, health, safety, security, educational programming goals, and/or building modernization initiatives.	In addition to meeting proficient requirements, the SU/SD incorporates projects identified through the Educational Facilities Master Planning process in its Capital Improvement Plan and includes plans for school facilities to become resilient areas of refuge during emergency upsets.

112.2 Facilities Safety: The SU/SD ensures that the facilities for which the SU/SD or, as applicable, a member school district is responsible are safe, and maintains up-to-date operational plans to ensure staff and other stakeholders can respond to threats.

Standard 112.2.1	Beginning	Approaching	Proficient	Advanced
The SU/SD maintains a comprehensive Emergency Operations Plan (EOP) in the format prescribed by the Secretary. (a) SU/SD leadership and, if applicable, the leadership of each member school district within the SU reviews and updates the EOP annually to ensure that it includes the essential processes, operations, and assignments that are required to plan, prepare, mitigate, respond to, and recover from an emergency or disaster. (b) The SU/SD ensures that all drills, practice exercises, and other emergency processes required by the EOP are conducted at each building or other facility.	The SU/SD does not have an All Hazards EOP or Annexes.	The SU/SD has a partially developed All Hazards EOP and Annexes, with a timeline for completion.	The SU/SD has developed and implemented a comprehensive All Hazards EOP and Annexes, which is at least as comprehensive as the AOE's template. SU/SD leadership, and the leadership of each member school district, as applicable, have in the past year reviewed and updated the EOP to ensure that it includes the essential processes, operations, and assignments that are required to plan, prepare, mitigate, respond to, and recover from emergencies or disasters. All drills, practice exercises, and other emergency processes required by the EOP are conducted at each building or other facility.	The SU/SD meets proficient requirements and has updated their EOP more frequently than once in the last year with the SU/SD Crisis team and local emergency management partners.

Standard 112.2.2	Beginning	Approaching	Proficient	Advanced
The SU/SD ensures that each building and other facility has adopted an appropriate approach to physical security measures to ensure each facility is a safe and secure environment.	The SU/SD does not have a system-wide approach to access control or visitor management.	The SU/SD communicates general expectations to schools on physical security measures but does not provide monitoring or technical support to ensure an approach has been adopted and is appropriate (see 16 V.S.A. § 1484).	The SU/SD ensures that each building and other facility has adopted an appropriate approach to physical security measures to ensure each facility is a safe and secure environment (see 16 V.S.A. § 1484).	The SU/SD ensures consistent implementation of a compliant access control and visitor management policy across all schools through regular audits, walkthroughs, and data reviews. The SU/SD maintains system-wide protocols for monitoring visitor access both during and after school hours.

Education Quality Standards

Development and Implementation of Local Comprehensive Assessment System (LCAS)

2123.2 Balanced Assessment	Beginning	Approaching	Proficient	Advanced
(b) employs a balance of assessment types, including but not limited to teacher-or student-designed assessments, portfolios, performances, exhibitions, projects, and surveys or other tools to measure the social-emotional health of students.	The SU/SD has a LCAS that includes assessment types that are not appropriate for the objectives or standards being assessed.	The SU/SD has an LCAS that includes assessments of varied types (e.g., standardized, portfolios, performance tasks), giving students multiple modalities to demonstrate learning.	In addition to the use of varied assessment types for students to demonstrate learning, SU/SD has an LCAS that includes assessments designed to address different purposes (i.e., formative, interim, summative), giving educators multiple pieces of information to inform instructional decision-making about individual and groups of students.	In addition to meeting of the criteria in proficient, the SU/SD provides opportunities for student-and teacher-designed assessments as an integral part of the overall assessment system.

Continuous Improvement Plan

Standard 2125	Beginning	Approaching	Proficient	Advanced
The Plan shall include indicators provided by the Agency, including those identified in 16 V.S.A. §165(a) and indicators reported pursuant to Section 2124 (Reporting of Results), as well as any additional indicators determined locally. The Plan shall include student-level indicators aggregated for the supervisory union or supervisory district and disaggregated according to school and student subgroups as identified by Section 2124.	The SU/SD does not review each school's Continuous Improvement Plan prior to completion and submission and/or the SU/SD Board and, as applicable, the boards of each member school district, do not review and approve each school's CIP.	The SU/SD ensures that the Continuous Improvement Plans for each school are developed, implemented, and updated at least annually and include, at a minimum: • documentation of the stakeholders (names and roles) involved in CIP planning including school board members, students, teachers, administrators, families and other community members; • prioritized goals for each school that address academic achievement, safe and healthy school environments (per 2125 (c) and prioritized strategies that are directly related to meeting those goal(s) with evidence-level and research source citations for each strategy; and • human, material, and fiscal resources required to support effective implementation of those strategies. AND The SU/SD Board and, as applicable, the boards of each member school district, have approved each school's CIP.	In addition to meeting of the criteria in approaching, the SU/SD ensures that Continuous Improvement Plan goals and strategies for each school, are based on a comprehensive needs assessment that includes analysis of student-level indicators disaggregated according to school and student subgroups as required in EQS Section 2124 and compared to such indicators aggregated at the SU/SD and state levels.	The SU/SD builds and coordinates its LEA strategic planning based on member school districts needs assessment and goals.

2125 Engagement	Beginning	Approaching	Proficient	Advanced
The Plan shall be developed by involving a culturally and socially diverse group comprised of school board members, students, teachers, administrators, families, and other community members.	The SU/SD communicates to school leaders that broad stakeholder engagement is required in the CIP planning process but does not provide clear guidance or expectations for stakeholder engagement.	The SU/SD provides guidance to school leaders on stakeholder engagement strategies and expectations.	The SU/SD ensures that each school's leaders engage a culturally and socially diverse group of school board members, students, teachers, administrators, parents, families, and other community members in their CIP development process. The SU/SD provides guidance and training to school leaders on strategies to engage different groups of stakeholders, including specific strategies to engage those from historically marginalized groups and/or with linguistic differences.	The SU/SD ensures that the Continuous Improvement Plans for each school meet all proficient criteria, and are made publicly available in an accessible format to students, teachers, families, and other community members.

2125 SU/SD Support	Beginning	Approaching	Proficient	Advanced
The Plan shall be reviewed at least annually for effectiveness toward meeting the stated goals and shall be revised as necessary.	The SU/SD does not provide initial or on-going support to each school's leaders in the development, implementation, and/or evaluation of their CIP plan.	The SU/SD provides support to each school's leaders in the development of their CIP plan. However, the SU/SD does not have a plan for monitoring implementation of school-level strategies, nor for supporting school leaders in evaluating the effectiveness of their strategies in meeting their stated goals.	In addition to providing support to each school's leaders in development of their CIP plan, the SU/SD conducts on-going activities to support school leaders in monitoring implementation of school-level strategies and in evaluating the effectiveness of their strategies in meeting their stated goals. The SU/SD supports school leaders in revising their plans as needed throughout the school year in response to ongoing evaluation.	The SU/SD implements structured, research-based progress monitoring protocols to ensure that, for each school, local change strategies are implemented as intended (e.g., fidelity checks), and provides support to school leaders in measuring interim outcomes throughout the annual cycle, and revising their improvement strategies mid-cycle based on ongoing evaluation of their effectiveness toward meeting stated goals.

District Quality Standards

113.1 Governance Priorities: Through an equity lens, the Board of each SU/SD and, as applicable, of each member school district within the SU, adopts a vision and measurable goals to support continuous improvement and monitors student academic progress and wellness.

Standard 113.1.1	Beginning	Approaching	Proficient	Advanced
The Board follows an inclusive process to invite and incorporate community input into the vision and goals for the school system.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board has not created a vision nor set any goals. • The Board has an established vision and goals, but does not have a process for obtaining community input into creating a vision and/or goals.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board has created a vision and has set goals, and the Board has established a singular method for obtaining community input regarding the vision and goals. • The Board has not ensured the vision and goals are publicly available.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The community engagement to gather input into the vision and goals. • The Board identifies barriers—both real and perceived—that may prevent different community groups from participating in the Board's engagement efforts and provides opportunities for those groups to give input. • The Board has ensured the vision and goals are publicly available.	<i>The Board is advanced when all prior conditions and the following are met:</i> • Board uses multiple methods and provides multiple opportunities for diverse groups to provide input into the vision and goals. • The Board annually evaluates and adjusts its community engagement plan as needed to gather input.

Standard 113.1.2	Beginning	Approaching	Proficient	Advanced
At least annually, the Board sets measurable goals and regularly reviews the progress toward those goals.	<i>The Board is at beginning proficient if the following conditions are true:</i> The Board does not set measurable goals for itself or for the district.	<i>The Board is approaching proficient when the following conditions are met:</i> • In conjunction with its vision and with input from the Superintendent, the Board sets measurable goals annually. • The Board reviews progress toward the goals, but does not establish specific targets or metrics to support its review.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board sets annual goals that reflect areas such as academic progress, wellness, and equity, and consider the experience of all students, including historically marginalized groups. • At least annually, the Board uses an established system to review progress toward the goals. • The Board develops a publicly available annual work plan that outlines all of the above. • Annually, the Board reviews its “equity lens” and how it applies to board work.	<i>The Board is advanced when all prior conditions and the following are met:</i> • Annually, before setting new goals, the Board reviews its goal setting process and adjusts it as needed to ensure goal relevancy. • The Board ensures that its “equity lens” is informed by community engagement. • All board members can readily identify goals, explain why they are important, and whether progress is being made.

Standard 113.1.3	Beginning	Approaching	Proficient	Advanced
At least annually, the Board monitors student academic progress and wellness.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board does not monitor student academic progress and wellness.	<i>The Board is approaching proficient when the following conditions are met:</i> • A majority of board members understand the key indicators of student academic progress and wellness. • The Board includes monitoring student academic progress and wellness in its annual work plan but does not establish specific measurable targets.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board establishes specific, measurable targets which are identified and used to track student academic progress and wellness. • At least annually, the Board uses multiple sources of data to monitor student academic progress and wellness. • The Board relies on multi-year data to observe changes over time.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board uses key indicators, state and national comparison data, and data trends to inform their annual work plan. • Board minutes reflect review of progress towards student outcome goals.

Traditional Board Governance (*SELECT Traditional Board Governance or Policy Governance*)

Standard 113.1.4	Beginning	Approaching	Proficient	Advanced
At least annually, the Board formally evaluates the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed-upon goals.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The SU/SD Board does not evaluate the performance of the superintendent.	<i>The Board is approaching proficient when the following conditions are met:</i> • Annually, the SU/SD Board provides the Superintendent with a written performance evaluation based on nationally-recognized educational leadership standards for educational leaders. • The SU/SD Board and Superintendent have established mutually agreed upon goals in alignment with district goals.	<i>The Board is proficient when all prior conditions and the following are met:</i> • Annually, the SU/SD Board provides the Superintendent with a written performance evaluation based on progress toward meeting agreed-upon goals. • The SU/SD Board includes a provision for the annual performance evaluation in the superintendent's contract. • SU/SD Board collects feedback from all member boards for consideration in annual performance evaluation. • The SU/SD Board uses a documented and replicable process and timeline for superintendent evaluation and communicates these expectations to all member boards.	<i>The Board is advanced when all prior conditions and the following are met:</i> • All SU/SD and member district board members participate in the superintendent evaluation process. • The SU/SD Board solicits feedback from direct report administrative team members, which leads to the development of future goals for the Superintendent. • The SU/SD Board conducts an informal mid-year review of the superintendent's progress toward agreed-upon goals. • The SU/SD Board completes a self-assessment of the superintendent evaluation process, which may include input from the Superintendent.

Policy Governance® Boards: Vermont school districts that have officially adopted and are actively using Policy Governance®. (Policy Governance® is a trademarked governance system created by John and Miriam Carver in the 1970s.)

Standard 113.1.4	Beginning	Approaching	Proficient	Advanced
At least annually, the Board formally evaluates the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed-upon goals.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The SU/SD Board does not formally evaluate the performance of the CEO on an annual basis.	<i>The Board is approaching proficient when the following conditions are met:</i> • The SU/SD Board evaluates the CEO annually on some, but not all Ends and Executive Limitations policies through monitoring the CEO's reports and uses an annual monitoring report tracking form.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board includes a provision for annual performance evaluation in the CEO's contract. • The Board provides the CEO with feedback as it reviews the CEO's monitoring reports. • The SU/SD Board evaluates the CEO annually on <u>all</u> Ends and Executive Limitations policies through the CEO's monitoring reports and uses an annual monitoring report tracking form.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board creates a written evaluation summary and a report on the CEO's goals (if applicable) to accompany the annual monitoring report tracking form.

113.2 Governance Protocols: The Board of each SU/SD and, if applicable, of each member school district within the SU adopts, reviews annually, and revises, as needed, operating protocols for how it does its work and annually reads foundational documents such as articles of agreement.

Standard 113.2.1	Beginning	Approaching	Proficient	Advanced
The Board annually assesses its performance, including adherence to agreed protocols, processes, and policies.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board has not adopted a Conflict-of-Interest policy. • The Board has not adopted a Code of Ethics or a Code of Conduct that outlines expectations of and commitments made by board members • The Board has not agreed on a set of board operating protocols or norms. • The Board does not have an annual work plan.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board has adopted a Conflict-of-Interest policy. • The Board has adopted a Code of Ethics and/or a Code of Conduct. • The Board has agreed upon a set of board operating protocols or norms.	<i>The Board is proficient when all prior conditions and the following are met:</i> • Annually, the Board self-assesses its performance based on its adherence to its operating protocols, processes and policies, and its board goals as identified in its annual work plan. • The Board has established operating protocols or norms in its annual work plan that clearly defines roles and responsibilities for board members.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The annual work plan includes an established time frame by which policies, procedures, and operating protocols are reviewed and updated.

Standard 113.2.2	Beginning	Approaching	Proficient	Advanced
The Board annually reviews whether and/or how its actions and contributions have impacted the school system's success in meeting goals.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board does not annually review whether and/or how its actions and contributions impact the school system's success in meeting goals. • The Board's actions and contributions do not relate to the school system's success in meeting goals.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board has identified specific actions required to make progress toward the school system's goals.	<i>The Board is proficient when all prior conditions and the following are met:</i> • Annually, the Board establishes an annual work plan which defines Board actions and contributions to school system success. • Annually, the Board evaluates its success in completing defined actions as stated in the annual work plan. • Annually, the Board reviews its work plan, refines goals, and identifies actions it needs to take to achieve the goals.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board can demonstrate a positive correlation between successful completion of work as defined by its annual work plan and progress toward established district goals.

Standard 113.2.3	Beginning	Approaching	Proficient	Advanced
The Board annually evaluates the effectiveness of community engagement and public communication efforts.	<i>The Board is at beginning proficient if the following conditions are true:</i> The Board does not evaluate the effectiveness of its community engagement and public communication efforts.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board collects information on its community engagement rates, such as total number of participants.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board includes an annual self-evaluation of the effectiveness of its community engagement and public communication efforts in the annual work plan.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board has identified specific data about community and public engagement efforts to be collected on an annual basis. • Annually, the Board reviews the data collected and uses it to set targeted goals to improve its community engagement and public communication efforts.

Standard 113.2.4	Beginning	Approaching	Proficient	Advanced
The Board undertakes its own continuous learning and development and provides members with opportunities for ongoing training and support to maintain and increase their skills and understanding.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board does not set aside meeting time for continuous learning and board development. • The Board does not offer any training to new board members. • The Board Chair and Superintendent do not complete their required joint training.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board provides an orientation for new board members. • Some board members complete at least one professional development training annually.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board's annual work plan ensures that all board members maintain and increase their knowledge and skills. • The Board tracks member participation in training. • The Board Chair and Superintendent complete their required joint training.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board holds an annual retreat that includes continuous learning and development. • The Board includes at least one annual training that provides board members with information on in Diversity, Equity, Inclusion or recognizing Implicit Bias. • The Board uses its self-evaluation to plan for future learning and development based on needs it identifies. • At least one board member is engaged with local, state and/or national organizations that provide access to new ideas and best practices.

113.3 Governance Processes: The Board of each SU/SD and, if applicable, of each member school district within the SU establishes and follows inclusive, transparent, and predictable methods to conduct its work.

Standard 113.3.1	Beginning	Approaching	Proficient	Advanced
The Board discusses, adopts, and revises policies on a regular basis to ensure the system is supporting and meeting the needs of every student.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board has not adopted policies. • Board policies do not support or meet the needs of every student.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board has adopted all of the policies required by law and regulation. • The Board has adopted policies that align with the district's vision and support student opportunities and outcomes. • The policies are clear and, where appropriate, delineate the roles and responsibilities of the Board and administration. • The Board has reviewed at least half of its policies within the last 5 years. • The Board maintains a policy manual that is accessible by the community.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board has established a system for an annual policy review and incorporates it into the annual work plan. • The Board has reviewed and updated as needed all of its policies within the last 5 years and ensures that adopted policies are relevant to board responsibilities. • The Board has established an equity lens that identifies the historically marginalized populations of the school district and aligns policies to address inequities. • <i>For supervisory unions only:</i> The supervisory union board has, to the extent possible, adopted a single policy manual for use by member districts. School district boards have documented the instances when unique district policies are advisable, with a rationale for the differences.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board has established an equity lens tool to review policy effectiveness and impact on all students, including historically marginalized populations.

Standard 113.3.2	Beginning	Approaching	Proficient	Advanced
The Board ensures its annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board does not have policies related to budgeting and financial oversight. • The Board does not consider how the budget aligns with district priorities.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board has adopted policies related to budgeting and financial oversight. • The Board considers how the budget aligns with district priorities.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board has established a budget that provides an equitable distribution of resources to help meet the needs and goals of every student • The budget addresses specific budget drivers such as per-student costs, student: staff ratios, projected tax rates, SU/SD goals, capital plan, facility needs, etc. • Board members are able to articulate the connection between the budget and the stated priorities.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board monitors student outcomes to ensure that the investments made meet the needs of every student and advance those outcomes. • When possible, the annual budget proposal includes investment in research-based practices that address identified equity gaps and correspond to identified district priorities.

Standard 113.3.3	Beginning	Approaching	Proficient	Advanced
The Board ensures its members are aware of conditions set forth in negotiated agreements and contracts.	<i>The Board is at beginning proficient if the following conditions are true:</i> • The Board is not aware of conditions set forth in negotiated agreements and contracts, such as the teacher contract, the superintendent's contract, and the employee health care agreement.	<i>The Board is approaching proficient when the following conditions are met:</i> • All Board members have access to review negotiated agreements and contracts.	<i>The Board is proficient when all prior conditions and the following are met:</i> • All Board members review the conditions set forth in negotiated agreements and contracts on at least an annual basis.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board ensures that negotiated agreements and contracts support the goals of the district. • The Board can articulate a clear connection between contracts and their impact on district goals.

Standard 113.3.4	Beginning	Approaching	Proficient	Advanced
The Board ensures its members understand and comply with Vermont statutes and regulations relevant to board work and public education.	<i>The Board is at beginning proficient if the following conditions are true:</i> • A majority of board members are not familiar with relevant and Vermont statutes and regulations that impact school board operations and business.	<i>The Board is approaching proficient when the following conditions are met:</i> • A majority of board members are familiar with relevant Vermont statutes and regulations.	<i>The Board is proficient when all prior conditions and the following are met:</i> • All board members receive annual training in Vermont education law and education funding system. • All board members receive annual training in Vermont's Open Meeting Law, Robert's Rule of Order, and Public Records Law.	<i>The Board is advanced when all prior conditions and the following are met:</i> • Upon appointment, all new board members receive training and instruction in Vermont education law, Vermont education funding system(s) and the role of school boards in funding, Vermont's Open Meeting Law, Robert's Rules of Order, and Public Records Law. • The Board's annual work plan dedicates time during at least one meeting to review current year changes to education law, regulations, and policy.

Standard 113.3.5	Beginning	Approaching	Proficient	Advanced
The Board stays apprised of proposed legislation and policy-making that may affect its school system and students.	<i>The Board is at beginning proficient if the following conditions are true:</i> • A majority of board members are unaware of proposed legislation or regulations that may affect Vermont's public education system.	<i>The Board is approaching proficient when the following conditions are met:</i> • The Board collectively reviews new laws and regulations after the legislative session concludes.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board reviews proposed or upcoming legislative changes at least once during the Vermont legislative session. • At least one board member is responsible for tracking applicable legislation and keeping the Board updated.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board establishes a system to keep community members apprised of proposed and developing legislation by including legislative updates at regular meetings during the legislative session.

Standard 113.3.6	Beginning	Approaching	Proficient	Advanced
The Board maintains an ongoing relationship with locally elected officials.	<i>The Board is at beginning proficient if the following conditions are true:</i> • Few if any board members have a relationship with locally elected officials (e.g. state legislators and selectboard/city council members).	<i>The Board is approaching proficient when the following conditions are met:</i> • At least one member of the Board occasionally communicates with locally elected officials.	<i>The Board is proficient when all prior conditions and the following are met:</i> • The Board has an established process for regular communication with its locally elected officials, especially during the legislative session.	<i>The Board is advanced when all prior conditions and the following are met:</i> • The Board invites its locally elected officials to present information to the Board during regular meetings and/or the district's annual meeting.

OCSU Assessment Allocation Planning

Presented on October, 27 2025

WHAT ARE ASSESSMENTS? (In this context)

- The Supervisory Union provides shared services to both districts (LRUEMSD and LRUHS) including:
 - Superintendent's office
 - Human Resources
 - Curriculum
 - Fiscal Services (Business Office)
 - Student Support Services
 - Transportation
 - PreK
 - Health Services (Nurse)
 - Food Service
 - Auditing

WHAT ARE ASSESSMENTS? (continued)

- Both districts benefit from these shared services
- To fund the SU's operations, each district pays an ASSESSMENT based on an agreed upon formula
- State Guideline for this formula:
 - *§301 Apportionment of expenses: Unless otherwise agreed upon, each school district shall pay a proportionate share of the salary and expenses of the superintendent and the expenses of the supervisory union based on the number of enrolled students in each member school district. "Enrolled students" shall be defined by the State Board by rule, including the treatment of tuition students, special education students, students enrolled in career technical centers, and other particular circumstances*

Current Allocations FY26

DEPARTMENT ASSESSMENT	FY26	EMS FY26 CURRENT	LR FY26 CURRENT	EMS %	LR %	HOW ARE THEY CURRENTLY ALLOCATED??
BEHAVIORAL SPECIALIST	\$10,754.00	\$10,754.00	\$0.00	100%	0%	EMS Only
STUDENT SUPPORT SERVICES	\$4,069,329.00	\$2,824,989.00	\$1,244,340.00	69%	31%	Special Ed Population
EEE.PREK	\$871,151.00	\$871,151.00	\$0.00	100%	0%	EMS Only
COFEC	\$328,044.00	\$328,044.00	\$0.00	100%	0%	EMS Only
NURSE	\$114,187.00	\$74,194.00	\$39,993.00	65%	35%	Enrollment
CENTRAL OFFICE	\$1,328,810.00	\$863,524.00	\$465,286.00	65%	35%	Enrollment
TRANSPORTATION	\$611,607.00	\$387,931.00	\$223,676.00	63%	37%	Contract amount will be assessed and the fuel overages will be billed back based on actual monthly invoices received from Butler's Bus
AUDITING	\$43,776.00	\$28,276.00	\$15,500.00	65%	35%	split by actual quote/bills
FOOD SERVICE	\$52,271.00	\$31,308.00	\$20,963.00	60%	40%	Enrollment
CURRICULUM	\$334,050.00	\$286,329.00	\$47,721.00	86%	14%	Divided by number of schools (EMS 86%/ LR14%)
TOTALS	\$7,763,979.00	\$5,706,500.00	\$2,057,479.00	73%	27%	

3 Year Average Enrollment

DISTRICT	FY26 ENROLLMENT	FY26 %	FY25 ENROLLMENT	FY25 %	FY24 ENROLLMENT	FY24 %	AVG
LRUEMSD	587	61.85%	597	63.04%	615	63%	62.66%
LRUHS	362	38.15%	350	36.96%	360	37%	37.34%
TOTAL	949		947		975		

- How does this impact current allocations?

LRUEMSD Comparison (FY24 – FY26)

EMS						
DEPARTMENT ASSESSMENT	FY26 CURRENT	FY26 USING ENROLLMENT	FY25	FY25 USING ENROLLMENT	FY24	FY24 USING ENROLLMENT
BEHAVIORAL SPECIALIST	\$10,754.00	\$6,651.84	\$20,968.00	\$13,218.48	\$35,376.00	\$22,314.09
STUDENT SUPPORT SERVICES	\$2,824,989.00	\$2,517,066.52	\$2,593,637.00	\$2,355,263.97	\$1,869,167.00	\$1,674,449.46
EEE.PREK	\$871,151.00	\$871,151.00	\$792,604.00	\$792,604.00	\$595,672.00	\$595,672.00
COFEC	\$328,044.00	\$202,910.25	\$288,315.00	\$181,757.19	\$156,876.00	\$98,952.55
NURSE	\$74,194.00	\$70,629.89	\$69,224.00	\$67,162.82	\$43,869.00	\$47,588.38
CENTRAL OFFICE	\$863,524.00	\$821,929.89	\$826,814.00	\$802,192.75	\$362,509.00	\$363,368.49
TRANSPORTATION	\$387,931.00	\$378,306.96	\$369,459.00	\$367,204.80	\$314,897.00	\$314,428.37
AUDITING	\$28,276.00	\$27,077.46	\$38,750.00	\$34,987.86	\$33,250.00	\$30,276.92
FOOD SERVICE	\$31,308.00	\$32,332.01	\$37,038.00	\$35,935.37	\$25,460.00	\$27,138.85
CURRICULUM	\$286,329.00	\$206,625.24	\$288,116.00	\$211,903.48	\$107,819.00	\$79,343.83
TOTALS	\$5,706,500.00	\$5,134,681.07	\$5,324,925.00	\$4,862,230.70	\$3,544,895.00	\$3,253,532.95
VARIANCE		-\$571,818.93		-\$462,694.30		-\$291,362.05
					Total over 3 Years	-\$1,325,875.28

LRUHS Comparison (FY24 - FY26)

LAKE REGION						
DEPARTMENT ASSESSMENT	FY26 CURRENT	FY26 USING ENROLLMENT	FY25	FY25 USING ENROLLMENT	FY24	FY24 USING ENROLLMENT
BEHAVIORAL SPECIALIST	\$0.00	\$4,102.16	\$0.00	\$7,749.52	\$0.00	\$13,061.91
STUDENT SUPPORT SERVICES	\$1,244,340.00	\$1,552,262.48	\$1,142,435.00	\$1,380,808.03	\$785,448.00	\$980,165.54
EEE.PREK	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COFEC	\$0.00	\$125,133.75	\$0.00	\$106,557.81	\$0.00	\$57,923.45
NURSE	\$39,993.00	\$43,557.11	\$37,314.00	\$39,375.18	\$31,576.00	\$27,856.62
CENTRAL OFFICE	\$465,286.00	\$506,880.11	\$445,676.00	\$470,297.25	\$213,563.00	\$212,703.51
TRANSPORTATION	\$223,676.00	\$233,300.04	\$213,025.00	\$215,279.20	\$183,587.00	\$184,055.63
AUDITING	\$15,500.00	\$16,698.54	\$16,750.00	\$20,512.14	\$14,750.00	\$17,723.08
FOOD SERVICE	\$20,963.00	\$19,938.99	\$19,965.00	\$21,067.63	\$17,565.00	\$15,886.15
CURRICULUM	\$47,721.00	\$127,424.76	\$48,019.00	\$124,231.52	\$17,970.00	\$46,445.17
TOTALS	\$2,057,479.00	\$2,629,297.93	\$1,923,184.00	\$2,385,878.30	\$1,264,459.00	\$1,555,821.05
VARIANCE		\$571,818.93		\$462,694.30		\$291,362.05
				Total over 3 Years		\$1,325,875.28

Side by Side Comparison

EMS				LAKE REGION			
DEPARTMENT ASSESSMENT	FY26 CURRENT	FY26 USING ENROLLMENT	VARIANCE	DEPARTMENT ASSESSMENT	FY26 CURRENT	FY26 USING ENROLLMENT	VARIANCE
BEHAVIORAL SPECIALIST	\$10,754.00	\$6,651.84	-\$4,102.16	BEHAVIORAL SPECIALIST	\$0.00	\$4,102.16	\$4,102.16
STUDENT SUPPORT SERVICES	\$2,824,989.00	\$2,517,066.52	-\$307,922.48	STUDENT SUPPORT SERVICES	\$1,244,340.00	\$1,552,262.48	\$307,922.48
EEE.PREK	\$871,151.00	\$871,151.00	\$0.00	EEE.PREK	\$0.00	\$0.00	\$0.00
COFEC	\$328,044.00	\$202,910.25	-\$125,133.75	COFEC	\$0.00	\$125,133.75	\$125,133.75
NURSE	\$74,194.00	\$70,629.89	-\$3,564.11	NURSE	\$39,993.00	\$43,557.11	\$3,564.11
CENTRAL OFFICE	\$863,524.00	\$821,929.89	-\$41,594.11	CENTRAL OFFICE	\$465,286.00	\$506,880.11	\$41,594.11
TRANSPORTATION	\$387,931.00	\$378,306.96	-\$9,624.04	TRANSPORTATION	\$223,676.00	\$233,300.04	\$9,624.04
AUDITING	\$28,276.00	\$27,077.46	-\$1,198.54	AUDITING	\$15,500.00	\$16,698.54	\$1,198.54
FOOD SERVICE	\$31,308.00	\$32,332.01	\$1,024.01	FOOD SERVICE	\$20,963.00	\$19,938.99	-\$1,024.01
CURRICULUM	\$286,329.00	\$206,625.24	-\$79,703.76	CURRICULUM	\$47,721.00	\$127,424.76	\$79,703.76
TOTALS	\$5,706,500.00	\$5,134,681.07	-\$571,818.93	TOTALS	\$2,057,479.00	\$2,629,297.93	\$571,818.93

LRUEMSD FY26

Budget Increase = 6.2% (\$1,077,577.80)

LRUHS FY26

Budget Increase = 4.67% (\$462,744)

Grade Cluster (Class Size Policy)	Minimum	Optimal	Maximum
K-2	10	10-15	18
3-4	10	10-15	20
5-8	15	10-15	20

*updated annually by Supt. and Principals

Policy Maximum	19			20		20					
	K	1	2	3	4	5	6	7	8	Total	Notes
Albany						21	17	14	21	73	updated 10/17/25
Barton	15	18	14	15	18					80	updated 10/16/25
Brownington						30	18	18	35	101	updated 10/19/25
Glover						27	23	27	28	105	updated 10/17/25
Irasburg	19	18	16	26	17					96	updated 10/20/25
Orleans	30	24	26	31	20					131	updated 10/16/25
Total Grade Level	64	60	56	72	55	78	58	59	84	586	

Lake Region	GR 9	GR 10	GR 11	GR 12	Total		
	82	101	74	84	341	Updated:	10/16/25

Preschool	3 years	4 years	Total		
Albany	9	6	15	Updated:	10/20/25
COFEC	13	31	44		
Act 166	?	?			
Total			59		

Grand Total PK-12	986
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Alternative Placements

[illegible]

OCSU Organizational Chart—
Central Office

