

ORLEANS CENTRAL SUPERVISORY UNION

Lake Region Union Elementary-Middle School Board Meeting

Monday, **November 2, 2026** – 6:00 pm
Lake Region Union High School and Virtual

Join with Google Meet:

meet.google.com/nqi-mwmc-qkg

By Phone:

(US) +1 402-921-2293 PIN: 122 583 138#

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

Our 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

#	Time	Agenda Item	Strategic Plan Alignment
1.	6:00 pm	Call to Order	
2.		Addition or Deletions to the Agenda	
3.		Board Norms <ul style="list-style-type: none">• Be present: be honest, be respectful, be creative, and value all ideas.• Connect our work to goals so that students are at the forefront of our mission.• Create clear outcomes and action steps for how to achieve those outcomes with a focus on shared responsibility.• Foster an environment of collegiality that includes laughter, respect, and privacy of all members.• To target a two-hour meeting with the option to extend if necessary	
4.		Privilege of the Floor (Listen & Defer Action) 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.	
5.		Consent Agenda (Action) <ul style="list-style-type: none">a. Approve Minutes for EMS Board Meeting on October 5, 2026 and October 26, 2026b. Decommission of Tech Items (see packet)	
6.	6:15 pm	Administrative Requests, Reports & Information <ul style="list-style-type: none">a. Superintendent's Updateb. Business Manager<ul style="list-style-type: none">i. FY27 Budget Snapshot is linked HERE. (Summary by Function PDF in packet)ii. Reminder to Review the Audit Documents linked from the October board update, not just the Management	

Corrections letter (in packet) that was discussed at Carousel. Audit Documents can be found [HERE](#)

7. **6:45 pm** Business of the Board (Discussion and Possible Action)
 - a. Appoint Vice Chair
 - b. Anticipated Executive Session: Personnel Matter (premature general knowledge would clearly place the person(s) involved at a substantial disadvantage)
8. **7:15 pm** Board/Committee Reports
 - a. One-Board Committee (Tiffany, Kay, Freddi)
 - b. OCSU Board (Tiffany/Meghan/Samantha)
 - c. Facilities Committee (Dan R, Freddi, Samantha, Bernard)
 - d. Finance Committee (Debbie, Tiffany, Kay)
 - e. Long Term Facilities Planning Team (Dan R, Bernard)
 - f. Policy Committee (Kay, Brian)
 - g. Negotiations Committee
 - h. OCSU-NC Merger Committee (Act 170)
9. **7:30 pm** Privilege of the Floor
 - a. [This is another opportunity for the public to comment on the agenda after the business of the board.](#)
10. Future Agenda Items
11. **8:00 pm** Adjournment

Note: Should discussion warrant and if the Board votes to do so, some agenda items may be discussed in Executive Session, pursuant to 1 V.S.A. Sec. 313.

Upcoming Meetings:

- **OCSU One-Board VOTE—November 3, 2026 (at your local polling place)**
- OCSU Board Meeting—November 4, 2026; 5:30 pm—COFEC
- LRUEMSD Finance Committee Meeting—November 5, 2026; 5:30pm—Virtual Only
- LRUHSD Business & Operations Committee Meeting—November 9, 2026; 5:00 pm—Lake Region
- LRUHSD Board Meeting—November 9, 2026; 6:00pm—Lake Region
- Negotiations—November 11, 2026; 6:00 pm—COFEC
- OCSU Carousel Meeting—November 30, 2026; 6:00pm—Lake Region
 - LRUHS Board Meeting—7:00pm
 - LRUEMSD Board Meeting—7:00pm
- OCSU Board Meeting—December 2, 2026; 5:30 pm—COFEC
- LRUEMSD Board Meeting—December 7, 2026; 6:00 pm—Lake Region
- LRUHSD Board Meeting—December 14, 2026; 6:00pm—Lake Region
- OCSU Carousel Meeting—December 21, 2026; 6:00pm—Lake Region
 - LRUHS Board Meeting—7:00pm
 - LRUEMSD Board Meeting—7:00pm
- [Board Calendar FY27](#)

“Proceeding with Purpose”

ORLEANS CENTRAL SUPERVISORY UNION

Lake Region Union Elementary-Middle School Board

Meeting Monday, October 5, 2026 – 6:00 pm

Lake Region Union High School and Virtual

Minutes

Board Members in attendance: Tiffany Ovitt, Sam Johnson, Brian Arant, Bernard White, Kay Mayer, Debbie Brunelle, Megan Valley, Freddi Very, Hannah Dreissigacker, Dan Roock

Administrators/Faculty in attendance: Jackie Ramsay-Tolman, Superintendent; Jason Rowell, Facilities Manager; Jen Ullrich, Brownington Principal; Melissa Fortuna, Business Manager

Members of the Public in attendance: Susan Guilmette, Lisa Johnson

Call to Order: Board Chair, Kay Mayer, called the meeting to order at 6:01 pm.

Additions or Deletions to the Agenda: Addition: Designate in-person facilitation.

A motion was made and seconded to allow the Superintendent to facilitate this meeting in the absence of the chair/vice chair being in person. (B. White/S. Johnson). Passed.

Board Norms:

- Be present: be honest, be respectful, be creative, and value all ideas.
- Connect our work to goals so that students are at the forefront of our mission.
- Create clear outcomes and action steps for how to achieve those outcomes with a focus on shared responsibility.
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- To target a two-hour meeting with the option to extend if necessary

Privilege of the Floor: Susan Guilmette thanks the members of their board for their continued hard work.

Consent Agenda: *A motion was made and seconded to approve the consent agenda. (H. Dreissigacker/B. White). Passed.*

- A. Approve Minutes for EMS Board Meeting on September 28, 2026

Administrative Requests, Reports & Information:

- A. Instructional and Operational Board Updates (see packet)
- B. Superintendent's Update
- a. Act 170 committee which will discuss a possible merger between Lake Region and North Country. Heather Boucher is facilitating meetings with the first happening at North Country and then alternating with Lake Region. Bernard White and Barbara Postman are attending to represent the OCSU boards but the meetings are open to the public.
 - b. UVM Outstanding Teacher Acknowledgement
- C. Business Manager Update
- a. FY25 Audit details are in the packet. There were several findings that the Business Manager addressed in a response letter which will be included in the next board packet.
 - b. Q1 FY27 Budget Snapshot is included in the packet.

Business of the Board:

- A. **Increase Facilities Director mileage** stipend from \$200 to \$250 since IRS mileage reimbursement rate has increased since his original agreement. The Superintendent found the original motion from October 2024 approving this stipend. The policy around mileage indicates that individuals will be paid for actual and reasonable miles incurred.

With estimates that the facilities manager would drive to one location per working day, it would range around \$225/month. Discussion about the need to require mileage reimbursement forms to be completed. Some positions require regular travel to and from district schools (Facilities Manager, Superintendent, etc). Discussion about these individuals potentially having salary increases to encumber these expenses rather than offering a stipend or mileage forms. Currently, the \$200 stipend is embedded in the contract Jason is currently working under.

- B. **Community Meals:** Every year, each school offers 1-3 community meals throughout the year. Some schools have charged family members the cost of these meals and others have not. These meals cannot be covered through the Food Service funds as they are grants. For these meals to continue within schools, the local budget would need to supplement the cost for any guests fed not through the regular food service program.
- a. *A motion was made and seconded to support community meals not to exceed three meals per school per year, and to approve local funds to cover the cost allowing schools to offer them to family members at no cost. (D. Brunelle/T. Ovitt). Passed.*

Board/Committee Reports:

- A. **One-Board Committee:** The committee continues to submit letters to the editor. The warning has been issued in the Chronicle. Ballots are ready to be printed. Should the article pass, the new board will need to organize within 30 days and the boards will work simultaneously to transition until the current boards dissolve June 30, 2026.
- B. **OCSU Board:** No report at this time.
- C. **Facilities Committee:** Jason has been meeting with Black River Design to start planning projects for next year. Jason has been requesting BIDs for fuel.
- D. **Finance Committee:** No report at this time.
- E. **Long Term Facilities Planning Team:** The committee would like to publish an update on the work that they've been doing and how Act 170 is impacting their progress. TruexCullins will be getting back to the team with dates they can present their plans.
- F. **Policy Committee:** No report at this time.

Privilege of the Floor: No comments made by the public.

Future Agenda Items:

- Add Act 170 AdHoc report to "Committee Reports"
- Health Education Update

Adjournment: *A motion was made and seconded to adjourn the meeting at 7:08pm. (T. Ovitt/B. White) Passed.*

Respectfully submitted,
Bryanne Marquis
Board Clerk

"Proceeding with Purpose"

ORLEANS CENTRAL SUPERVISORY UNION
Lake Region Union Elementary-Middle School District Board of School
Directors Meeting

**Monday, October 26, 2026- 7:00 pm – (Carousel agenda starts at 6:00pm,
this agenda at 7:00pm)**

Location: Lake Region Union High School

Minutes

Attendance: (v) indicates virtual attendance

Board members:

Kay Mayer, Samantha Johnson, Dan Roock, Freddie Very, Bernard White, Tiffany Ovitt, Brian Arant, Megan Valley, Debbie Brunelle, Hannah Dreissigacker (v)

Administrators: *Jackie Ramsay-Tollman, Superintendent; Erica Harryman, Director of Curriculum & Instruction; Jason Rowell, LRUEMSD Facilities Director; Jennifer Ulrich, Principal-Brownington School; Jennifer Lawrence, Principal-Barton School*

Members of the Public: Susan Guilmette,

1. **Call to Order-** *Kay Mayer called the meeting to order at 7:00 pm*

2. **Additions or Deletions to the Agenda -**

Additions:

7b: Business of the Board-Appoint board members to the negotiations committee.

7c: Business of the Board- Capital Request

Move the executive session to the end of the meeting.

Deletions: *Consent Agenda: Approval of the Minutes and Decommission of Tech Items since these items were not included in the board packet that was emailed to board members.*

3. **Board Norms**

- Be present: be honest, be respectful, be creative, and value all ideas.
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- To target a two-hour meeting with the option to extend if necessary

4. **Privilege of the Floor** - *None*

5. **Consent Agenda - Removed from agenda (see above)**

- a. Approve Minutes for EMS Board Meeting on October 5, 2026
- b. Decommission of Tech Items (see packet)

6. **Administrative Requests, Reports & Information**

- a. Instructional and Operational Board Updates (see Carousel packet) *Instructional and operational board updates were Included in the carousel packet.*
- b. Business Manager Update- *Jackie reminded the board about the audit presentation scheduled for all of the boards in November. Board members should look over the information and come prepared with any questions they may have.*
 - i. OCSU Audit Management Correction letter-
- c. Principal's Report (see packet) *Principal report was omitted from the board packet emailed to board members. Jackie will have this sent to board members.*

7. **Business of the Board**

- a. Anticipated Executive Session: Personnel Matter (Moved to the end of the agenda)
- b. Appoint board members to the Negotiation Committee. *The first meeting will be November 11th at 6:00. Bernie and Samantha have volunteered. **Debbie moves to appoint Bernie and Samantha to the negotiations team. Tiffany 2nd, all in favor.***
Debbie moves to appoint Brian and Hannah to the policy committee. Bernie 2nd, all in favor.
- c. Capital Request- *Jason presented information on his capital request for \$100,000.00 for Black River Design to begin design work for the following projects. This is a supplement to the existing contract that we have with Black River Design.*
 - i. Orleans Fire Alarm Replacement-Control panel is no longer serviceable.
 - ii. Improving Irasburg Roof Envelope- *Insulation sits directly on the ceiling tiles, there is no vapor barrier and ceiling tiles are deteriorating*
 - iii. Kitchen hood upgrades- *some of the hoods do not extend over the equipment, opportunity to connect with heating system to make them more efficient.*
 - iv. Barton steam/hot water conversion and boiler upgrade
 - v. Barton ADA Access and egress improvements

A question was raised about whether it is necessary to have design work done for some of the projects like the hood upgrades and Jason explained that Black River would be creating the schematics that would be shared with the various contractors needed for the project.

There was discussion around why this was not going out to bid and Jason shared that he had been told that it was not necessary to go out to bid for architectural or engineering services. Jackie read the Vermont state public bid law for school districts (16 V.S.A. § 559) which states that public bids do not apply to architectural or engineering services.

Some members of the board expressed confusion around what the original 3 year contract with Black River Design covered and why this new request would not be covered by that contract. Jason explained that the original contract was to essentially have them on retainer and for them to help take the information from Truex Cullins and determine the top priorities

and how to get the projects started. This additional money would be used to cover the actual design work necessary for the projects listed above.

Dan shared that the Facilities Committee has met twice since our last board meeting and they toured both Irasburg and Barton schools to see the issues in person. He shared that seeing the needs first hand really demonstrated the urgency in getting these things could be real safety concerns.

Dan moves to honor the request for up to \$100,000.00 to keep the projects moving forward. Samantha 2nd, motion carried by a vote of 7-2.

8. Board/Committee Reports

- a. One-Board Committee (Tiffany, Kay, Freddi, Amber)- Report shared during Carousel meeting.*
- b. OCSU Board (Tiffany, Megan, Samantha)- Report shared during Carousel meeting.*
- c. Facilities Committee (Dan R, Freddi, Samantha, Bernard)- Updates shared during Capital Reserve discussion.*
- d. Finance Committee (Debbie, Tiffany, Amber, Kay)- Met last week and will be meeting again on the 5th. Melissa did a quick overview on the draft budget information. The committee has requested some additional information for their next meeting.*
- e. Long Term Facilities Planning Team (Dan R, Bernard)- No updates*
- f. Policy Committee (Amber, Kay, Hannah, Brian)- No updates*
- g. Negotiations Committee (Bernard, Samantha)-No updates*
- h. OCSU-NC Merger Committee (Act 170)- The state has put numerous requirements in place that are going to be challenging to meet. The committee is waiting on information from the state which has made it challenging to get started.*

9. Privilege of the Floor-

- a. Susan Guilmette encouraged the board to keep working and not give up and to remember that the work we are doing is for the children.*

10. Executive Session- *Debbie moves to enter executive session at 7:54 pm to discuss a personnel matter, inviting in the Superintendent. Bernie 2nd, all in favor. Exited executive session at 8:13 pm*

Debbie moves to give Erica Harryman \$100 per school day retroactive to when she started extra duties beyond her contract. Dan 2nd, all in favor.

11. Future Agenda Items-

- a.*

12. Adjournment *Debbie moves to adjourn at 8:14 pm. Bernie 2nd, all in favor.*

*Respectfully submitted
Megan Valley*

“Proceeding with Purpose”



Lisa Worden <lworden@ocsu.org>

Albany tech item for decommissioning

1 message

Nick Helms <nhelms@ocsu.org>

Wed, Oct 21, 2026 at 2:20 PM

To: Lisa Worden <lworden@ocsu.org>

Good afternoon Lisa,

I have an older mobile projector to decommission at Albany to be added to a board agenda. The funding source of the projector is from Medicaid.

Make/model: Epson PowerLite 1980WU projector; Serial: V5XF680080L; Purchase date: 11/03/2016; Reason: Projector no longer functions/past deaccession date.

Thank you,

--

Nick Helms
Technician
Wild Branch Solutions, Inc.

In case of an OCSU IT issue, please submit a [help ticket](#) for support.



Lisa Worden <lworden@ocsu.org>

Broken device for decommissioning

1 message

Nick Helms <nhelms@ocsu.org>

Fri, Oct 2, 2026 at 11:21 AM

To: Lisa Worden <lworden@ocsu.org>

Good morning Lisa,

I have a broken EMS student iPad for decommissioning, to be put forward for the EMS board agenda.

Make/model: Apple iPad A16 Serial: GYK7V627CJ Purchase date: 05/23/25

Reason: Student broke iPad in classroom.

--

Nick Helms
Technician
Wild Branch Solutions, Inc.

In case of an OCSU IT issue, please submit a [help ticket](#) for support.

Fund #	FUNCTION	Adopted Budget	Working Budget	YTD Expenditures	YTD Encumbrances	YTD Total	Balance Remaining	Balance Remaining (EXP ONLY)	% Remaining
1001	1101 - Direct Instruction	\$5,564,787	\$5,564,787	\$1,398,942	\$3,297,386	\$4,493,127	\$1,071,661	\$4,165,845	74.86%
	1104 - Art	\$229,187	\$229,187	\$61,720	\$148,757	\$200,067	\$29,120	\$167,467	73.07%
	1105 - English	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	1108 - Physical Education	\$450,444	\$450,444	\$58,481	\$154,069	\$202,542	\$247,901	\$391,963	87.02%
	1109 - Family/Consumer	\$0	\$0	\$26,358	\$64,729	\$86,788	-\$86,788	-\$26,358	
	1110 - Technology	\$607,938	\$607,938	\$110,250	\$229,837	\$340,087	\$267,851	\$497,688	81.86%
	1112 - Music	\$330,965	\$330,965	\$62,637	\$179,297	\$231,540	\$99,425	\$268,328	81.07%
	1150 - SWP	\$0	\$0	\$92,681	\$208,723	\$285,973	-\$285,973	-\$92,681	
	1201 - Special Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	1401 - Athletics	\$59,672	\$59,672	\$1,268	\$867	\$2,135	\$57,537	\$58,404	97.88%
	1501 - Co-Curricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	2120 - Guidance Services	\$249,967	\$249,967	\$144,447	\$356,857	\$477,496	-\$227,529	\$105,520	42.21%
	2131 - Health Services	\$487,486	\$487,486	\$92,877	\$203,848	\$280,691	\$206,794	\$394,608	80.95%
	2140 - Psychological Services	\$386,063	\$386,063	\$97,233	\$250,122	\$332,146	\$53,917	\$288,830	74.81%
	2151 - Speech Pathology and Audiology Services	\$500	\$500	\$0	\$0	\$0	\$500	\$500	100.00%
	2190 - Other Support Services - Students	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	2212 - Instruction and Curriculum Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	2213 - Instructional Staff Training	\$18,574	\$18,574	\$1,140	\$34,840	\$35,980	-\$17,406	\$17,434	93.86%
	2220 - Library/Media Services	\$234,932	\$234,932	\$62,389	\$142,477	\$195,867	\$39,066	\$172,543	73.44%
	2311 - Board of Education	\$57,828	\$57,828	\$18,259	\$1,062	\$18,903	\$38,925	\$39,569	68.42%
	2313 - Board Treasurer	\$3,343	\$3,343	\$0	\$0	\$0	\$3,343	\$3,343	100.00%
	2410 - Office of the Principal	\$1,731,847	\$1,731,847	\$433,594	\$730,409	\$1,112,630	\$619,218	\$1,298,253	74.96%
	2490 - Other Support Services - School Administration	\$0	\$0	\$114	\$0	\$114	-\$114	-\$114	
	2510 - Fiscal Services	\$128,508	\$128,508	\$3,488	\$0	\$3,488	\$125,020	\$125,020	97.29%
	2570 - Personnel Services	\$0	\$0	\$0	\$265	\$265	-\$265	\$0	
	2591 - PREK Assessment	\$953,242	\$953,242	\$238,311	\$714,932	\$953,242	\$0	\$714,932	75.00%
	2592 - SpEd Assessment	\$2,902,262	\$2,902,262	\$725,566	\$2,176,697	\$2,902,262	\$0	\$2,176,697	75.00%
	2593 - Health Service/Nurse Assessment	\$65,826	\$65,826	\$16,457	\$49,370	\$65,826	\$0	\$49,369	75.00%
	2594 - Curriculum Assessment	\$221,746	\$221,746	\$55,437	\$166,310	\$221,746	\$0	\$166,310	75.00%
	2595 - Central Office Assessment	\$866,068	\$866,068	\$216,517	\$649,551	\$866,068	\$0	\$649,551	75.00%
	2596 - Transportation Assessment	\$237,510	\$237,510	\$66,953	\$200,858	\$267,810	-\$30,300	\$170,557	71.81%
	2598 - Audit Assessment	\$30,300	\$30,300	\$0	\$0	\$0	\$30,300	\$30,300	100.00%
	2610 - Operation of Buildings	\$2,043,269	\$2,043,269	\$573,301	\$698,493	\$1,237,854	\$805,415	\$1,469,968	71.94%
	2640 - Care and Upkeep of Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	2711 - Transportation: Resident Students	\$7,000	\$7,000	\$0	\$0	\$0	\$7,000	\$7,000	100.00%
	2715 - Transportation: Field Trips (Education Related)	\$71,000	\$71,000	\$1,546	\$398	\$1,943	\$69,057	\$69,454	97.82%
	2716 - Transportation: Extra/Co-Curricular	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$1,000	100.00%
	3100 - Food Services Operations	\$272,189	\$272,189	\$0	\$0	\$0	\$272,189	\$272,189	100.00%
	3121 - Non-program food other	\$0	\$0	\$1,062	\$666	\$1,062	-\$1,062	-\$1,062	
	5020 - Debt Service - Capital Construction	\$247,000	\$247,000	\$0	\$0	\$0	\$247,000	\$247,000	100.00%
	5390 - Fund Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Grand Total		\$18,460,455	\$18,460,455	\$4,561,025	\$10,660,816	\$14,817,653	\$3,642,802	\$13,899,431	75.29%



Proven Expertise & Integrity

May 6, 2026

School Board
Orleans Central Supervisory Union
130 Kinsey Road
Barton, Vermont 05822

MANAGEMENT LETTER

In planning and performing our audit of the financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Orleans Central Supervisory Union as of and for the year ended June 30, 2025, in accordance with auditing standards generally accepted in the United States of America, we considered the Supervisory Union's internal control. We did so to determine our auditing procedures for the purpose of expressing an opinion on the financial statements, but not for expressing our opinion on the effectiveness of the Orleans Central Supervisory Union's internal control over financial reporting or compliance.

During our audit we became aware of several matters referred to as "management letter comments" that offer opportunities for strengthening internal control and improving operating efficiencies of the Orleans Central Supervisory Union. The following pages summarize our comments and suggestions on those matters.

This report is intended solely for the information and use of the School Board, management and others within the entity and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

These matters do not modify our opinion on the financial statements for the year ended June 30, 2025, where we expressed an unmodified opinion on our independent auditor's report dated May 6, 2026.

Assessment Reconciliation:

While performing the audit for the above-mentioned fiscal year, we noted that assessments between the Orleans Central Supervisory Union and School Districts were not done in a timely manner. We recommend that assessments are reconciled within 60 days of year end to ensure that all payable and receivable between the entities are reported in the correct reporting period.

Management Response

We have already implemented a new assessment procedure. Bill backs for these Assessments will be completed quarterly, and at the beginning of each quarter. The Business Manager and Staff Accountant have: scheduled reminders for these payments, developed a guide for completing the process, and created a tracking sheet to ensure that the correct amounts are transferred on the correct dates.

Equipment and Real Property Management:

While performing the audit for the above-mentioned fiscal year, it was noted that the Union's system for tracking federally funded assets did not include some of the required grant elements. We recommend that management review and revise its current systems to include all the required grant elements for tracking federally funded assets to help ensure compliance with all applicable federal/state regulations and grant requirements.

Management Response

We have reviewed your comments and the Business Manager is working closely with the Grant Coordinator and other Administrative staff to ensure all assets are being tracked according to the corresponding grant guidelines.

Cash Disbursements:

While performing the audit for the above-mentioned fiscal year, we noted instances where invoices were paid after the vendor specified due date or payment conditions. We recommend that management review and revise its procedures to ensure that all invoices are paid within 30 days of receipt of the invoice to avoid unbudgeted interest and late charges.

Management Response

We acknowledge that certain invoices were not paid within vendor payment terms. This is occurring for several reasons:

1. The vendor does not send the invoice in a timely manner
2. The administrative assistant in possession of this invoice, is not submitting it for payment prior to the due date, or with sufficient time to process before the due date
3. Invoices are submitted on time, but without necessary documentation and often with inaccurate coding. Corrections then need to be made, resulting in delayed payment

We have consistently reviewed AP procedures and will continue to do so. We have implemented additional monitoring practices to improve invoice tracking and timelines. We have encouraged the Administrators within our entities to take a larger role in monitoring the

spending happening at their locations to assist with streamlining the current purchasing process. We have established clearer deadlines and expectations to help ensure invoices are reviewed and paid on time and to avoid unnecessary late fees and interest charges. We recognize that this is a work in progress and will continue to update our procedures to improve timeliness and accuracy.

Bank Reconciliations:

During our audit of the above-mentioned fiscal year, we noted that year-end bank reconciliations contained significant variances. These variances were primarily the result of data-entry errors and reconciling items that had not been posted to the general ledger. We also observed that bank reconciliations were not being signed or dated by the preparer, nor were they subsequently reviewed, signed, or dated by another member of the Supervisory Union with appropriate financial expertise.

We recommend that all bank reconciliations be signed and dated by the preparer and then reviewed, signed, and dated by a second employee with financial knowledge of the entity. This practice strengthens internal controls and helps ensure that all revenues and expenses are recorded in the proper reporting period.

Management Response

We agree with all recommendations regarding Bank Reconciliation procedures. Going forward, all bank reconciliations will be completed monthly, signed and dated by the preparer, and reviewed, signed and dated by a second employee. We FULLY recognize that this process has not met basic finance standards and best practices and are committed to correcting and improving all aspects of this task. We have already adjusted the procedure to complete reconciliations and put the task of completing them in the hands of someone with a greater amount of experience in this realm. I personally recognize that oversight of this process on the part of the Business Manager was the top contributor to the inaccuracies discovered during the audit process. I do not intend to make that mistake again.

Material adjustments needed to avoid misstatement:

While performing the audit for the above-mentioned fiscal year, we identified and proposed several adjustments in order to avoid misstatement of the financial statements. We recommend that management review and revise its procedures to ensure that all appropriate transactions are posted and reviewed by another employee with financial knowledge of the entity to help ensure accuracy and completeness of transactions in the correct reporting period and to help avoid material misstatements to the financial statements.

Management Response

We recognize the importance of accurate reporting and the need to minimize audit adjustments. We have strengthened our review procedures related to journal entries, year-end accruals, bill backs, deposits and account analysis to ensure transactions are properly recorded in the correct reporting period.

General Ledger Reconciliations:

While performing the audit for the above-mentioned fiscal year, we noted that reconciliations for general ledger accounts such as accounts receivable, accounts payable, and payroll liabilities were not completed. We recommend that reconciliations of general ledger accounts be done on a regular basis (ideally monthly) to ensure that transactions are posted to the correct reporting period, and to help avoid material misstatement to the financial statements.

Management Response

We concur with the recommendation to perform regular reconciliations of balance sheet accounts. Procedures have been, and continue to be, developed to ensure that reconciliations for AR, AP, Payroll, and other significant GL accounts are completed (accurately) on a routine basis.

Process Oversight, Staff Development, and Audit Timeliness:

While performing the audit for the above-mentioned fiscal year, we noted that while the business office continues to manage daily operations, our review identified opportunities to enhance oversight and improve the timeliness of financial reporting. In several instances, audit-requested schedules and supporting documentation were not completed within the expected timeframe, indicating a need for clearer guidance and more structured supervisory involvement. We encourage management to formalize oversight practices by implementing routine review procedures, as mentioned in previous comments, and establishing internal timelines for key financial tasks, including those related to audit preparation. Providing staff with additional training, particularly in internal controls, accounting procedures, and deadline management, would further support consistency, improve workflow efficiency, and strengthen overall audit readiness as well as business office operations.

Management Response

We are evaluating internal workflows and supervisory procedures to improve accountability and timeliness. Internal timelines for audit prep tasks will be formalized. We have begun to fully digitize all necessary documentation for the auditors and have formalized a file naming structure to promote ease of discovery within our database and prevent duplicate requests from the auditors for documentation already provided. We have already blocked out time for audit prep, document collection, and document uploading for the upcoming FY26 audit.

I would also like to note that many of the issues identified during the audit occurred during a period of significant transition within the business office. The SU operated without a Business Manager (BM) during the beginning of FY25 through October 2025, after which a new BM assumed the role with limited prior experience in education funding and school finance operations. In addition, the District underwent a complex transition to a new financial software system in April 2025, which created substantial operational challenges, increased workloads, and contributed to data-entry issues and reconciliation delays. While these circumstances impacted the accuracy and timeliness of certain financial processes, the SU has already begun implementing corrective measures and additional oversight procedures to improve consistency, strengthen internal controls, and support all of our staff moving forward.

We would like to thank all of the staff at the Orleans Central Supervisory Union for their cooperation throughout this audit process.

If there are any questions regarding this letter, please do not hesitate to call.

Very Best,

A handwritten signature in black ink that reads "RHR Smith & Company". The script is cursive and fluid, with the initials "RHR" being particularly prominent.

RHR Smith & Company, CPAs



OCSU

***Lake Region Union Elementary and
Middle School***

***Principals' Reports for September 2026
(printed October 21, 2026)***

Celebrations

ALBANY COMMUNITY SCHOOL

On September 30, we welcomed students and families to school for an Open House, and we were thrilled to see so many families attend! We also enjoyed a wonderful Harvest Dinner, which students helped prepare with Rebecca, our Farm to School staff member. Thank you to Robin and Mark as well for helping make the meal a success. It was a great opportunity for our school community to come together and celebrate the start of the year.

Our students have also had a lot of fun during the first month of school with a weekly PACK War! These are team-building challenges that students complete together during advisory with their peers. One example had one student blindfolded and relying on a peer to give verbal directions as they navigated across the gym without bumping into obstacles. Activities like this are not only fun, but also help students build trust, communication, collaboration, and problem-solving skills. It has been wonderful to see students encourage one another, work through challenges together, and build a stronger sense of community as Albany Wolves.



[Sept 18 Parent Newsletter](#)

[Sept 4 Parent Newsletter](#)

[MS Teacher Newsletter](#)

BARTON ACADEMY AND GRADED SCHOOL

Barton Graded School continues its commitment to supporting the whole child through our Positive Behavioral Interventions and Supports (PBIS) framework. Centered around our CUBS core values—Caring, Understanding, Brave, and Safe—our PBIS work focuses on teaching social-emotional skills, modeling expectations, and strengthening human connections. As Principal of Barton, I am proud to share that Barton Graded School received state recognition by achieving Bronze-Level Status through the VTPBIS Acknowledgments for the 2025–2026 school year, reflecting our staff's and community's dedicated, daily work.



I am proud to share that Barton Graded School has officially received state recognition by achieving Bronze-Level Status through the VTPBIS Acknowledgments for the 2025–2026 school year. This honor reflects the dedicated, daily work of our staff, students, and community in implementing high-fidelity behavioral systems and fostering a positive, inclusive school culture.

To celebrate the start of the school year and recognize the positive choices our students make every day, the entire school participated in a community-building field trip to the Kingdom Corn Maze in Sutton. These



shared experiences helped students build meaningful connections with peers and educators outside the classroom. We look forward to building on this positive momentum throughout the remainder of the school year.



On September 21st, we welcomed students and families to our Harvest Dinner and Open House Event! Students had the opportunity to visit their classrooms with their families and showcase some of the exciting learning they have done so far this school year. Families also enjoyed a delicious Harvest Dinner, which our students proudly helped prepare alongside the Farm to School program.

Barton Family Newsletter

[September 7](#)
[September 13](#)
[September 20](#)
[September 27](#)



BROWNINGTON CENTRAL SCHOOL



September was a busy and exciting month at Brownington Central School! We enjoyed getting back into our routines, reconnecting with friends, and settling into another year of learning and growing together. Students had their school pictures taken, and we kicked off the year with our first school dance. It was wonderful to see students spending time together, having fun, and building friendships outside of the classroom.

We also had a few early release days that gave our staff time to work together and continue planning for a successful school year. Our teachers and staff are working hard to create a strong middle school community where students feel welcomed, supported, and challenged to do their best. We are continuing to focus on building relationships, helping students feel a sense of belonging, and making sure every student knows that the adults at BCS care about them and their success.



One of the highlights of September was our Open House on September 28. We loved welcoming so many families into our school! It was a great opportunity for families to meet teachers, learn more about the school year, and see some of the exciting things happening at BCS. Thank you to everyone who took the time to join us and to our staff for making the evening a success.



As we look back on September, we are grateful for the positive start to our year and the support of our families and community. BCS is a special place because of the people who make it that way. We look forward to continuing to grow together and making October another great month at Brownington Central School!

[BCS September Monthly Newsletter](#)

GLOVER COMMUNITY SCHOOL

Glover Community School spent much time reviewing student expectations, norms, and daily expectations of the school. We started a multi grade level advisory that helps students identify and

understand our core values in regard to GRACE. We continue to improve on the restorative practices model within the building. Last month students in grades five and six developed and played math games in preparation to teach their families at our open house. The sixth grade was working on ratios last month and fifth grade was working on multiplication and area models. Shown here are some of the student photos provided by Mrs. Breault (5/6 math teacher). Unlike many of the EMS schools Glover's open house is in



October and several field trips are planned for that time. Look for more information on those trips in next month's report.

IRASBURG VILLAGE SCHOOL

Irasburg Village School has had a wonderful start to the school year, with several opportunities to bring our students, families, and community together.

We celebrated our annual Grandparents Day, welcoming over 120 grandparents to our school! This special event gave students a chance to share their school experiences with their grandparents and strengthen connections among home, school, and community. It was wonderful to see so many grandparents join their grandchildren for a school day.

We also hosted our Open House and Community Dinner, welcoming families to enjoy a meal together before visiting classrooms. Families had the opportunity to connect with teachers, see their children's learning environments, and celebrate the beginning of a new school year. Events like these remind us of the importance of strong relationships between our school and the community we serve.

ORLEANS ELEMENTARY SCHOOL



It's been an amazing start to the year at OES! We've had many exciting things happen this year, including a field trip to the fire department and a new member of our OES family; Miss Beaton welcomed a baby girl!

The students have been so amazing that we've already filled our Owl's Nest and are getting ready for our celebration. We will be hosting a school-wide dance on Friday, October 30th with a special DJ. (More details to come!) Our 3rd and 4th grade students have taken a leadership role by delivering our afternoon fresh fruits and veggies snacks to all of the classrooms, and they're modeling exactly what it means to be part of "one caring community" and "safe and responsible".

We had a chance for families to come in and have their students give a tour of the school and their new classrooms during Open House, and, we'll be able to continue celebrating our students during our conferences coming up in November!

PRESCHOOL



We welcomed families to our annual Fall Festival and Open House on Thursday, October 1st. Families enjoyed a variety of stations: a fall tree art project, tattoos, the Orleans Fire Department, the Orleans County Sheriff for gun safety, a pumpkin bean bag toss, a wagon ride, an apple cider press, and family photos. We also served pizza and veggies for dinner, and all families left with a



book and a pumpkin! Our students picked apples from our COFEC apple orchard for the cider press.

The Albany Preschool hosted its Open House on Wednesday, September 30th. Families visited the classroom, saw what their children have been working on, and got to enjoy apple bread made by the preschoolers!



Focus on Learning Equity

&

ALBANY COMMUNITY SCHOOL

We have had a strong start to our intervention work this school year. Each teacher is organizing a daily intervention block focused on helping students access and master the essential standards for their grade level. This time may be used to reteach an essential standard that students have already encountered but have not yet mastered, or to preteach or backfill skills from previous grade levels so that students are better prepared to access Tier 1 instruction when it occurs. This approach allows us to respond to individual student needs while maintaining high expectations for all learners. We are utilizing Flex to help organize and coordinate these interventions and ensure that students have access to appropriate Tier 2 and Tier 3 supports.



We have also welcomed JC Hines as our new interventionist. JC is providing targeted Tier 3 intervention while also supporting our EST/MTSS processes, including maintaining student intervention records and helping us strengthen our systems for identifying, monitoring, and responding to student needs. Together, these systems are helping us move toward a more consistent and equitable approach to ensuring that students receive the support they need to be successful.



On September 9, our entire school took a field trip to Hosmer Point Camp. Students participated in a wide variety of activities, including low ropes challenges focused on teamwork and collaboration, gardening and baking, canoeing, arts and crafts, archery, and more. Experiences like this are an important part of building a strong school community. Students had opportunities to work with peers outside of their typical classrooms and friend groups, try something new, problem-solve together, and experience success in different ways. These shared experiences help students develop relationships, confidence, and a sense of belonging which are important foundations for students to feel connected and ready to learn at school.

Ms. Deonigi has also been organizing mountain biking field trips to the Craftsbury Outdoor Center. These experiences provide students with an opportunity to build confidence, perseverance, and independence through challenge-by-choice activities. Students can choose the level of challenge that is right for them, whether that means staying in the open fields, riding on the paved pathway, or venturing onto the mountain biking trails. This gives students the opportunity to experience success while also encouraging them to stretch themselves when they are ready. Providing access to these outdoor education experiences is another way we are helping students discover their strengths, build confidence, and develop a willingness to try challenging things in a supportive environment. These are valuable learning experiences that extend beyond the classroom and help students see themselves as capable learners and members of our community.

BARTON ACADEMY AND GRADED SCHOOL

September was a productive month across our schools as we successfully completed our beginning-of-year literacy and mathematics assessments. These tools provide baseline data to guide instruction, track growth, and set targeted academic goals for the new school year.

To support high levels of learning for every student, our EMS K-4 schedule embeds a structured Collaborative Inquiry framework. This dedicated time allows teachers, special educators, interventionists, and administrators to meet regularly to:

- **Define Essential Standards:** Maintain absolute clarity on core learning targets across grade levels and disciplines.
- **Design Formative Assessments:** Develop Common Formative Assessments (CFAs) to monitor student progress consistently.
- **Analyze Assessment Data:** Review results to identify learning gaps, evaluate instructional effectiveness, and target specific student needs.
- **Inform Instruction & Support:** Leverage data to drive daily classroom instruction, timely interventions, and academic extensions.



By prioritizing this collaborative, data-driven framework, we ensure that instruction directly aligns with student needs with the goal of ensuring high levels of learning for all students.

This school year, we are excited to continue our partnership with Green Mountain Farm-to-School (GMFTS) and welcome Claire Murphy, our AmeriCorps Farm-to-School Coordinator. Claire will

facilitate hands-on learning across our cafeteria, classrooms, and school garden through the following programs:

Harvest Dinner & Fall Open House: Students recently engaged directly in workshops to harvest fresh garden produce and assist with event cooking prep, taking pride in serving meals to their families.

Garden Workshops & Summer Care: Outdoor learning opportunities centered around seasonal planting, soil preparation, weeding, and winterizing, alongside ongoing summer maintenance and volunteer coordination.

Harvest of the Month Taste Tests: Four school-wide cafeteria taste tests paired with classroom prep sessions where students learn recipe reading, kitchen safety, and exposure to fresh regional produce.

Targeted Unit Lessons: 10 curriculum-aligned lessons tailored by grade level—ranging from Kindergarten farm animal units and 1st-grade harvest studies to 4th-grade soil science.

Farm Field Trips: Coordinated agricultural excursions, including a Fall trip for 3rd and 4th graders to a local farm and a Spring sugarhouse trip for K–2nd grade.



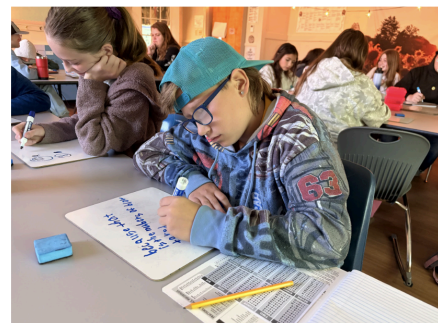
BROWNINGTON CENTRAL SCHOOL

September has been a wonderful start to learning at Brownington Central School! Our students in grades 5–8 have been busy building skills, exploring new ideas, and getting comfortable with the routines and expectations of middle school. Across our classrooms, students are reading, writing, solving problems, working together, and learning how to take more ownership of their education. From exploring inventions and innovations in Language Arts to learning about government in Social Studies, building math skills, conducting science investigations, and creating art, there

are many exciting things happening each day at BCS.



We know that every student comes to school with different strengths, needs, and experiences. At BCS, equity means making sure every student has access to the support, opportunities, and challenges they need to grow. Our teachers are using small-group instruction, hands-on activities, guided practice, independent learning, and opportunities to work with classmates to help students build confidence



and strengthen their skills. We want students to feel comfortable asking questions, trying something new, learning from mistakes, and celebrating their progress.

We also know that learning is about more than academics. Students are developing teamwork, problem-solving, perseverance, self-advocacy, and healthy relationships. Our guidance and wellness programs help students navigate the social and emotional challenges that can come with middle school, while classroom activities give students opportunities to share their ideas, make choices, and learn from one another. We want every student to feel that they belong at BCS and that their voice matters.



As we move through the school year, we will continue working together to make sure every student is known, challenged, supported, and successful. We believe that all students can learn and grow, and it is our responsibility as educators to find ways to help them get there. At BCS, every student belongs to all of us, and we are committed to making sure every child has the opportunity to succeed.

GLOVER COMMUNITY SCHOOL

At Glover Community School, we began the school year by focusing on comprehensive assessments to help identify students' academic strengths and areas for growth. This information allows us to develop targeted interventions and extensions that meet the individual needs of our students.

We refer to our afternoon intervention and extension period as WIN Time (What I Need). During WIN Time, students focus on specific academic skills based on their learning needs. On (A) days, students concentrate on strengthening their mathematical skills, while on (B) days, the focus shifts to literacy development. Each intervention cycle runs for approximately six weeks and targets an essential skill that a student needs to improve on. As students progress, they will move in and out of groups based on ongoing assessments and their changing academic needs. This flexible approach allows us to address gaps in essential skills, strengthen foundational learning, and improve overall performance on state assessments. For students who are already performing above grade level, we provide opportunities for enrichment and extension through alternative learning experiences that challenge them to continue growing academically.

In addition to academic assessments, we administered the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) to help us better understand and support our students' social-emotional well-being. Students complete a self-assessment, and teachers provide additional feedback through a series of 18 questions designed to help identify areas where students may benefit from additional support. We believe that students who feel safe, supported, and emotionally prepared are better positioned to engage in learning and achieve academic success. By considering both academic performance and social-emotional needs, we can provide a more comprehensive approach to supporting the whole child.

As we move forward, Glover Community School is committed to building on this foundation and creating meaningful opportunities for every student to succeed. Our goal is to increase academic achievement by at least 10% across all areas. Through targeted instruction, ongoing progress monitoring, meaningful interventions, and enrichment opportunities, we will continue working together to help every student reach their full potential. We recognize that this is an ambitious goal, but we believe that with a shared commitment from our staff, students, families, and community, we can make significant progress toward achieving it.

At Glover Community School, our focus remains clear: identifying what each student needs, providing the right support, and ensuring that every student has the opportunity to grow and succeed.

IRASBURG VILLAGE SCHOOL

At Irasburg Village School, we have focused on building a strong academic foundation for the year through beginning-of-year assessments and collaborative instructional planning.

Our students have completed their baseline academic screeners in literacy and mathematics, including STAR 360 assessments and our early literacy and numeracy assessments. These assessments provide valuable information about where students are performing in relation to grade-level expectations and help us identify individual strengths and areas of need. Teachers use this data to inform classroom instruction, identify students who may need additional support, and establish a baseline to measure student growth throughout the year.

We are also working through our first tight instructional cycle as part of our Collaborative Inquiry process. Teachers are working collaboratively to identify essential standards, clarify what students need to know and be able to do, develop common formative assessments, and plan instruction aligned with those learning targets. As we move through the cycle, teams will analyze evidence of student learning, reflect on the effectiveness of their instruction, and determine next steps for students who need additional support or enrichment.

A key focus of this work is ensuring all students have access to grade-level instruction, regardless of current academic performance. While some students require explicit instruction in prerequisite skills, we recognize that intervention must also connect students to grade-level learning. Our goal is to provide targeted support without limiting students' opportunities to engage with rigorous, grade-level content.

Through our continued work with Collaborative Inquiry, we are strengthening consistent instructional practices, building teacher capacity, and developing systems that allow us to respond more effectively to student learning needs. Our focus remains on ensuring high levels of learning for all students.

ORLEANS ELEMENTARY SCHOOL

September was a busy month at OES for our students and staff. Our staff has been continuing to develop their understanding of Professional Learning Communities and to implement this to improve the learning for all of our students. I want to take this opportunity to recognize all of our staff members for engaging in this important work with the same attitude they always do. Bringing the practices of a true build- and district-wide PLC is not easy, and it takes effort by all involved for it to be successful. And, as we can always expect from the OES staff, they are leading with their positivity, curiosity, supportive nature, and a focus on our students and their learning experiences.

Because there are so many new elements to this work (new curriculum, PLCs, new EST process, new essential standards, etc.), we are engaging in vertical alignment between grades at OES, and including Brownington, to ensure we are applying this learning extremely intentionally and to practice and experience all of our new learning to get the results we are looking for. Then, as we master this with our “guaranteed” essential standards, we will be able to transfer our practices to all of them. Every CI meeting has been attended by the grade-level teachers, our interventionist (Missy Ferland), and our principal. Unfortunately, because of their caseloads, it's been challenging to have

our special educators (Liz Montgomery and Ashley Lackie) join. However, we've made a plan to allow them to join us for the most vital parts of the CI process, and it has been extremely helpful in creating plans and groups to provide the best learning individualized for each student. As we continue to develop our understanding of all of these new elements, we are going to see exactly what the students, staff, and families of OES are capable of!

Additionally, we are jumping into our PBIS practices to best support the social-emotional needs of our students. This work is being led by our counselor (Josh Tipton) and our SEL specialist (Allie Hall). This work will also be tied to our learning about the PLC experience and will allow our school community to continue to grow in our excellence.

PRESCHOOL

Our classrooms are learning about fall, pedestrian safety, and/or transportation. Students are learning about themselves, how to be good friends, and how to be in a classroom with new adults and peers. Our preschoolers are learning to count, recognize letters and sounds, find their names, and walk together when they leave the classroom. So much learning happens in preschool; it seems there is a learning opportunity around every corner!



Staffing

ALBANY COMMUNITY SCHOOL

- [Meet the Staff](#)
- We are seeking a special education paraprofessional as well as a PT Library Media Specialist

BARTON ACADEMY AND GRADED SCHOOL

- [Meet the K-4 Team at Barton](#)
- We are seeking to fill two vacancy special education paraprofessional positions.

BROWNINGTON CENTRAL SCHOOL



Link: [Meet The BCS Staff](#)

GLOVER COMMUNITY SCHOOL

- [Meet the GCS Staff](#)
- We are in need of a part time custodian

IRASBURG VILLAGE SCHOOL

ORLEANS ELEMENTARY SCHOOL

- [Meet the OES staff](#)

PRESCHOOL

[Meet the PreK Staff!](#)