

2022-23



**OSSD**

ORANGE SOUTHWEST SCHOOL DISTRICT

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**ANNUAL REPORT**

# CONTENTS

Message from the School Board	.....3
Superintendent's Letter	.....4
Elementary Schools Update	.....8
Randolph Union High School Update	.....12
Randolph Technical Career Center Update	.....16
FY 2024 Budget Information	.....20
Annual Meeting and Polling	.....27

# FROM THE SCHOOL BOARD

## To the Communities of Randolph, Braintree, and Brookfield

Greetings. It has been a busy year here at OSSD, and we are pleased to provide this report to the community on the activities, initiatives, and accomplishments taking place at our five schools. With the worst of the pandemic finally behind us, we have been grateful to return to a sense of normalcy in our day to day operations. Like most school districts across the country, we do have some catching up to do, but our schools continue to be happy and vibrant places of learning, and we are making good progress on a number of fronts. We hope you will take a few minutes to read through this year's report to learn more about where we are - and where we are going - as a unified school district.

We spent a good deal of time this past year looking at the district's "Ends," otherwise known as our student learning outcomes. As a reminder, our Ends Statement reads: Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community. Examples of Ends include critical thinking, foundational knowledge (math, science, reading, writing and communication, social studies, life skills and the arts), the ability to adapt, and an understanding of information technology. In addressing student learning outcomes on a statewide basis, the Vermont Agency of Education recently released its "Portrait of a Graduate," and encouraged school districts throughout the state to do the same. A Portrait of a Graduate defines what a student should know and be able to do by the time he/she/they are ready to graduate. While Ends tend to be more focused on specific academic areas, the Portrait tends to be more general, and includes such skills as Learning, Global Citizenship, Academic Proficiency, Well-Being, Critical Thinking & Problem Solving, and Communication. We will continue to work on defining a Portrait of an OSSD Graduate through the balance of the school year, adjusting and aligning our Ends in these general categories.

As we approach this work, we will also be addressing how we can best manage the impacts of social, political, and cultural disagreements that influence the learning climate in our schools, with an emphasis on ensuring that all of our stakeholders (students, parents, and caregivers) feel safe, accepted, heard, and included, regardless of their differences. While we are bound to a certain degree by state and federal laws, it is our goal to listen to, and be sensitive to, the concerns of all constituencies, and make decisions based on equity, fairness, and best practices. This is not always an easy task, and we ask for the community's patience and support as we work through these sometimes polarizing processes and decisions. In all cases, our work is directed towards ensuring that every student has equal access to the best education possible.

Directly related to this work and to the development of our Portrait of an OSSD Graduate, we have formed a committee to look at "Ownership Linkage." Ownership Linkage involves gleaned information from large groups of people (the above stakeholders, plus taxpayers, community members, and other interested parties) through meetings, forums, interviews, and other means to determine what they believe is important in our schools and what our current Ends might be missing. We invite your participation in this process.

The Board has also continued its work on policy governance this year with an eye towards helping new and existing board members understand what their roles as board members are in terms of overseeing the operation and direction of the OSSD schools. This work includes examining board policies, processes, and procedures in the areas of communications, handling and settling complaints, and setting district goals, which are then carried out by our administrative teams. After a strategic planning process completed at the end of the 2021 school year, our administrators have been focusing on four primary goals: strengthening school climate and culture; improving communication between the school and community; building students' capacity to acquire foundational knowledge; and expanding students' personal development skills.

Our school district has so much to offer, and many families from outside the district choose to send their children here. We are grateful for the support our communities give to each of our schools every day. Our administrators, teachers, support staff, coaches, volunteers, and everyone connected with our schools go above and beyond in their efforts to provide a safe and healthy learning environment; and they prove time and again that it really does take a village to raise a child. And while we may have our differences on how to best educate and protect and nurture our students, there is no doubt that we all have their best interests in mind. Serving on your school board is a privilege and responsibility that each of us takes very seriously, and we will continue to do all we can to live up to the trust you have placed in us to govern and oversee your schools.

Thank you,

*Anne Kaplan*  
OSSD Board Chair

# SUPERINTENDENT’S LETTER

## To the communities of Braintree, Brookfield, and Randolph

The story underpinning this year’s school budget season is closely tied to the dramatic increase in Vermont real estate values. With mortgage rates at historic lows during the COVID pandemic, the demand for property far outpaced the supply, driving up real estate values. Further, in a state like Vermont, which served as a haven for remote workers fleeing crowded cities during the pandemic, we saw an even larger surge in demand and a commensurate increase in property values. For property owners this news comes with good and bad consequences: good, because the value of our homes has grown significantly; bad, because as those values increase so too does what we pay in property taxes. In fact, property values increased so much that sixty-five percent of Vermont’s 254 towns will be ordered to reappraise in the coming year. The level of change is historic and will have a dramatic impact on our local taxes.

It is very important to remember that your property taxes are governed by two elements: one that is within the school district’s control and one that is not. We control how much we ask from the taxpayers to run our local schools – we do this by limiting expenses and generating revenues. We have no control over dramatic changes to the real estate market. While the district seeks to increase spending in support of students next year, we will more than offset those expenses with significant additional revenues – we did it last budget season to support

the 2022-23 school year, and we will do so again as we seek community support for the 2023-24 OSSD budget. If your property tax rates were only based on the school side of things:

- They would have gone down by \$.0685 per \$100 of assessed value this year (2022-23).
- They would go down an additional \$.0752 per \$100 of assessed value next year (2023-24).

Based on this, the owner of an average priced home would have seen an annual decrease in their property taxes of \$482. The district has done its job to reign in its impact on taxpayers; unfortunately, we have no control over the dramatic swing that has occurred in property values.

Given all this, our focus when creating this year’s budget was a simple one: maintain the programs and systems we’ve built to support students while minimizing, as much as we can, the impact of the wild swing in property values on our local taxpayers.

### The Bottom Line: Your Tax Rates

We are looking at an increase of \$2,552,334 million in expenses for next year which will be offset by \$3,495,868 million in additional revenues. This means that **the district is requesting \$943,534 million less from taxpayers than last year.** In terms of the increased expenses, approximately \$365,000 (fifteen percent) is discretionary; the rest is required to meet our legal and contractual obligations under the master agree-

ments with the staff and to offset the significant increases in heating oil, fuel, supplies, and materials due to inflation. The discretionary increase primarily supports expanding educational programming: Carnegie Math, Robotics, Project Lead the Way, LEAD health curriculum, an afterschool activity bus, a new teacher at Braintree to offset their increasing enrollment, and three separate programs to support reading, writing, and enhanced understanding. Despite these increases, we have significant revenues to not only offset all the new costs, but to also reduce our ask from taxpayers.

In summary, local taxes are controlled by two elements: one that is within the district’s control, and one that is not.

- The OSSD budget is within our control, basically how much we spend on education relative to the revenues we receive. We are asking **for \$943,534 less from the taxpayers next year.**
- The Common Level of Appraisal (CLA) that the state uses as part of the tax formula is independent of our control. If the values of homes in your town have gone up over the past year, then the CLA will change so that you pay more in taxes (i.e., your property is worth more, so you pay more). CLA has to do with changes in the value of real estate in your town, not the district’s budget – and property values have gone up significantly statewide this year.
- If your tax rate were only based on the school side of the equation, your rates next year would **go down**

## FY24 EXPECTED TAX RATE

The table below shows the expected tax rate for each of our towns taking into account both the decrease caused by the school budget and the increase caused by changes to the CLA.

Town	CLA	*Change in Tax Rate from FY22	**Annual Impact
Braintree	88.72%	+\$0.1267	+\$488
***Brookfield	109.53%	-\$0.2464	-\$948
Randolph	84.55%	+\$0.0985	+\$379

\*Per \$100 of assessed value  
\*\*Based upon the average home value of \$385,000  
\*\*\*Brookfield town did a reassessment last year; their taxes will go down significantly this year.

by about 7.52 cents per \$100 of assessed value, or about \$290 for the year for an average priced home (\$385,000).

### Surplus and Reserve Funds

In addition to approving the overall budget this March, voters will be asked to determine the use of our surplus funds; therefore, it is important to understand what they are and how they are used by the district to benefit both the students and the taxpayers.

Surplus funds are unspent monies left over at the end of a budget year. Reserve funds are surplus monies the voters have set aside for specific uses in the future. For example, the voters typically approve that some surplus funds go into our



facilities reserve account so that we have money available to maintain and repair our buildings when needed without having to borrow the money or ask the taxpayers for more.

**Surplus Amount and Proposed Allocations**

During the last few school years, districts used federal grant monies to cover the additional costs due to COVID and to offset as much of their normal expenses as possible; because of this, we have \$1,310,439 in surplus funds to allocate. The below bullets outline what will happen with these surplus funds if voters vote yes on school ballot articles XI through XIV.

Voting yes means:

- \$1,050,000 will be split into equal amounts and used to reduce the burden on taxpayers for the next three budget cycles. \$350,000 will be directly applied to next year's budget,
- \$700,000 will be allocated to the Operational Reserve fund to be used in 2024-25 and again 2025-26 to reduce your property taxes.
- In addition to the above, an extra \$60,439 will be added to the Operational Reserve Fund to allow for future emergencies.
- \$100,000 will be allocated to the facilities reserve fund. This is to begin rebuilding what was spent repairing the RTCC/RUHS heating system.
- \$50,000 will be allocated to the Legal Reserve Fund. There is an exodus going on from the teaching profession after three years of COVID and the potential exposure faced every day by staff working in congregate settings. This means that the quality of the candidate pool has decreased overall which results in more human resource issues that must be managed often with the advice of legal counsel.
- \$50,000 will be allocated to the Special Education Reserve Fund. The state mandated change in special education funding has gone into effect. Districts are no longer reimbursed for most special education costs. Instead, we receive a block sum of money that must carry us through a school year – this puts us at risk, if a student moves in with severe needs after the start of the year, we may not have what we need to cover the additional costs of their services. This reserve fund would cover such costs should they occur.

**Working Towards Our Ends**

We are proud of our work on behalf of the district's students and our efforts have changed from a focus on keeping students and staff safe during the active phase of the COVID pandemic to a focus of learning recovery and acceleration as we slowly return to normal. Educational losses, especially in terms of the Board's Foundational Knowledge Ends were experienced due to remote learning, absences due to illness, school closures, and classroom level quarantines. This year

the district shifted both regular budget resources as well as leveraged grants to mitigate the impact of the pandemic on these specific Ends:

- Increased internet connectivity both at school and in the homes of students with limited access.
- Replaced all SMART Boards with Clear Touch technology to take advantage of the skills acquired by the staff during remote session that promote enhanced in-person instruction.
- Delivered summer programming (K-12) for the purpose of increasing socialization skills and providing for academic recovery. This included district supplied transportation.
- Provided after school programming to extend time on learning for academic recovery.
- Increased staffing to provide full day pre-school to reverse lost socialization due to isolation during the pandemic. Further, to increase academic readiness for elementary school.
- Hired and deployed academic interventionists to provide extended time on learning opportunities during the school day for students in need.
- Hired and deployed an early education speech and language pathologist to address minor needs early to prevent them from expanding into more severe issues over time.
- Delivered staff training in the STERN Center's Lead to Read program in order to improve losses to basic literacy.
- Employed two STEM teachers (K-12) who also serve as integration specialists to increase students' foundational knowledge in science and to improve their critical thinking skills.
- Purchased and implemented the Carnegie Math Program across grades 6-12 and reinvested in Bridges Math (PK-5) to increase and accelerate the acquisition of foundational knowledge in mathematics.
- Purchased and implemented Geodes and Wit and Wisdom to increase student literacy and foundational knowledge across all disciplines.

The budget we have created for 2023-24 serves to continue these good works while raising the academic achievement of all students and their overall engagement in school. On behalf of all the staff and students across the OSSD, we thank you for your support as we look forward to another year working together in the service of your children our students.

Sincerely,

*Layne W. Millington*

OSSD Superintendent

A decorative background featuring several sharpened colored pencils in various colors (red, yellow, green, blue, pink, purple) scattered across a light-colored surface. The pencils are positioned around the edges of the page, with some pointing towards the center.

# UPDATES FROM OUR SCHOOLS

# ELEMENTARY SCHOOLS

We are excited to have a year that looks more like a normal school year. We are still seeing effects from Covid19 with some students and staff having to be out, but our classes continue to move forward and we are working diligently on all academic areas.

Our math curriculum is the focus for all elementary school teachers this year. The kindergarten through fifth grade teachers have readopted Bridges Mathematics to improve consistency in language and numeracy approaches throughout the grades. Our sixth grade teachers adopted a program called Carnegie, the same curriculum used by seventh through ninth graders in middle school. This alignment between sixth grade math and the middle school will aid in a smoother transition to middle school math and create the consistency we are looking for to bridge the elementary and middle schools.

In literacy, our elementary schools are increasing the amount of time spent on word work (or phonics) in the classrooms. All kindergarten through fourth grade classrooms continue to implement the research based curriculum, Foundations, to improve decoding skills, which is critical for developing successful readers.

We welcomed Jeff Green to the district this year as our new Science, Technology, Engineering, and Math (STEM) instructor. He collaborates with classroom teachers to provide STEM instruction in all of our schools in grades kindergarten through six while classroom teachers continue with our regular science curriculum.



This year, the Agency of Education changed the statewide assessment from the Smarter Balanced Assessment Consortium (SBAC) that we have been administering to the Cognia Assessment, which we will give at the end of this school year. This change will take time this winter and spring so that we can ensure that our teachers and students are prepared for any changes in format or testing protocols.



## Braintree Elementary School

At Braintree Elementary, students enjoy a place-based learning environment that encourages an appreciation of the natural world and its inhabitants. This mission is supported by several partnerships and opportunities.

**Farm to School:** Our Farm to School program provides students with hands-on experiences growing, harvesting, cooking, and eating fresh produce. This year, we opened Braintree Blossoms, our school farm stand. Students in all grades have made items to sell at the farm stand, including apple sauce and pies, granola, and potpourri. Our intermediate students are learning firsthand how to operate a small business. They set prices, create advertisements, organize inventory, engage with customers, and complete financial analyses. We have also been fortunate to partner with local farmers and families who have donated items, and students had a great time designing and painting the farm stand sign with local artist Barbara Carter.

This year we have also been utilizing a social studies curriculum provided through a grant with the Clemmons Family Farm that highlights the diversity in agriculture and history in Vermont and the rest of the United States.

**STEM Learning:** With the introduction of Jeff Green, district STEM instructor, students in kindergarten through grade six receive weekly lessons in STEM (Science, Technology, Engineering, and Math). These lessons support and extend science learning already happening in the classroom. Students have studied adaptations of birds, created interactive online books, and built robots to solve problems using Makey Makey and LittleBit components. We celebrated National STEM Day in November with stations celebrating each letter of STEM. Students built their own LED flashlights and coded robots to cruise the gym with Tina Scheindel, OSSD's Director of Technology.

**Family & Community Engagement:** Braintree students have been taking advantage of being able to go on field trips again. Students have visited apple orchards, farms, and the Chandler Music Hall to see a performance from the Garifuna Collective. They've hiked Mount Cardigan, visited the Rock of Ages Quarry after learning about minerals and the rock cycle, and had a blast at Motio Recreation Center as a school-wide reward.

Families have come together as our Partners in Education (PiE) Club, a family advisory council which meets monthly. Seeing a need for field trip fundraising, they have already held a successful fundraiser baking and selling pies for Thanksgiving.



We had excellent turnouts for our annual pumpkin carving and story walk event as well as our winter concert and community potluck. Inviting families back inside our building has been wonderful!

## Brookfield Elementary School

**Outdoor learning:** At Brookfield Elementary School we continue our commitment to outdoor education and our connection to nature. Beginning in our preK classroom, classes use the outdoors as a calming learning environment as well as a natural laboratory. Last spring we constructed a timber frame structure nestled against the north side of the pine windbreak which classes now use for outdoor learning in all seasons and weather.

**Farm to School:** We provide opportunities for our students to make the vital connection between healthy farms, healthy foods and healthy communities. We already have raised beds



that are planted by fourth grade students and have plans to increase the number of them, so more classes can participate. Students have participated in preparation and taste-testing of local foods in collaboration with our farm to school coordinators and will continue with a monthly schedule. It is always fun to watch them prepare and enjoy these foods.

**After School Program:** Our after school program provides a safe and nurturing environment for students who need a place to be after school. The Arts Bus comes weekly to provide enriching opportunities for participants. The program, which serves one-third of our students, is at capacity.

**School Club:** Our parent organization has re-formed and seeks greater participation from families. They sponsored a bake sale on election day and put on a successful movie night that was well attended. They have scheduled a bonfire evening in January to bring families together.

## Randolph Elementary

**Student Leaders:** Our students at Randolph Elementary continue their work on learning what it means to be a leader this year through our new Social Emotional curriculum called Leader In Me. This curriculum centers around teaching the seven habits of highly effective people (which are highlighted in blue for your reference). Students are focusing on how they can be proactive and make choices in an insightful manner rather than a reactive way. Classes are learning to choose goals and set targets for themselves within their social and academic life by beginning with the end in mind. Prioritization of tasks is taught within classrooms by putting first things first - students decide what they need to do first, second, third, etc., in order to make progress on or achieve their goals. Students are also learning to work together by thinking of win-win scenarios, meaning individuals involved in a problem work together towards a compromise where everyone wins rather than someone having

to lose. Another skill promoted within the classrooms is to seek first to understand, then to be understood, meaning students are practicing actively listening to one another and then sharing their thoughts on an idea. The next skill that is developed is to synergize, where students collaborate and incorporate individual ideas to create something even bigger and better.



Finally, students are taught and modeled the importance of sharpening the saw, discussion and practice around living healthy and balanced lives, physically, mentally and emotionally. Through this development of leadership skills, students are learning to set academic and personal goals and how to embark on the steps it takes towards achieving or revising these goals. This life-long critical skill is fostered through this learning and opportunities around our school. Students can apply for a variety of leadership positions within the school and are given opportunities to help others within our school community. From helping the kindergarteners pack up at the end of the day to helping with the care of our school garden to helping plan school wide assemblies, our student leaders work together to apply these skills on a regular basis within their positions at school. We are excited to see the growth in our students throughout this process and the teaching of this new curriculum.

**PBIS Targeted Interventions:** Our school has focused for many years on Universal PBIS (Positive Behavior Interventions and Supports). Students are taught what it means to respect themselves, respect others, and respect the environment in each setting within the school and children earn tokens for following these expectations. This year, we added targeted support for some of our students who are struggling with these three areas. A team of teachers and staff work to set clear goals, create interventions for behavior and monitor the

progress of the interventions for students who need them. These new target supports have made a positive impact for our students to increase their access to learning within our school.

**CLiF Year of the Book:** We are excited we received a \$25,000 grant for our first through sixth grade through the Children's Literacy Foundation. With this grant, students meet authors, are exposed to new books, and learn about the process of writing a book to inspire the young writers in our school. The grant has allowed for authors and storytellers like Duncan McDougall and James Arnosky to come and present to our students and for students to select a free book to take home each month.

Since our kindergarten and preK grades are not included within the Year of the Book grant, Randolph Elementary School applied for and received an early literacy grant that allows for books to go home with our youngest students six times a year. We are so thankful for these opportunities to provide more reading material to our students as well as have authors come and present their paths towards becoming an author.

Thank you,

Patti Sprague - Principal, Braintree Elementary  
David Roller - Principal, Brookfield Elementary  
Melinda Robinson - Principal, Randolph Elementary  
Cara Houston - Principal, Randolph Elementary



“ Students are taught what it means to respect themselves, respect others, and respect the environment in each setting within the school and children earn tokens for following these expectations.



# RANDOLPH UNION HIGH SCHOOL

## To the Randolph Union School Community,

It is our privilege to share with you all of the wonderful things that are happening at your local middle and high school and we feel very fortunate that we get the chance to share these details with you every year in anticipation of Town Meeting day. We continue to be so inspired by this resilient, caring community, and the students who we have the privilege of working with every day. In the following report, you will find information about the various areas of focus that have been maintaining our attention throughout this year and last. While we could not possibly relay everything we have been working on, we have done our best to feature some of the most relevant information for your knowledge and review, with a particular emphasis on the efforts we have made to address the learning needs of our students. As you know, the ongoing pandemic has necessitated innovation, adaptation, and flexibility on the part of both students and faculty alike.

To provide some context, Randolph Union serves between 375-400 students in grades 7-12. While most of our students come from our three sending towns, 22 families from neighboring towns have chosen to send their children to our school. There are many reasons why families make this choice, and why we feel so proud to represent this caring and vibrant school community:

**Co-curricular Opportunities:** For a school of our size, we offer an incredible bounty of co-curricular opportunities. Students can choose to participate in 11 different options for athletics,

as well as numerous clubs and extra curricular activities. Our new Athletics and Activities Director, Nick Bent, reports that currently about half of our students take part in a co curricular activity, and his goal is to increase student participation to 55% by the Fall of 2023. He will also work towards providing more options for students to grow these programs and increase student participation and engagement.

**Career Education and Flexible Pathways:** This year, Jason Finley joined RUHS as the Director of Career Education and Flexible Pathways. In this role, he hopes to help students explore career education and flexible pathways as a means to making better-informed decisions about their aspirations and goals.

Currently, Mr. Finley is working with students to support internships, such as at Applied Research Associates (ARA), a local scientific research and engineering company with a focus on safety and national security. Students at ARA are developing CAD and engineering skills using SolidWorks. Other students are working towards high-demand, high-pay careers in healthcare, such as through enrollment in Gifford Health Care's Medical Assistant Training Program, which is a 14-week training program where students spend half the day in a classroom setting led by Gifford staff and the remainder of the day in supervised clinical training in primary care and surgical clinics. Students enrolled in this program are paid employees for the duration of the program and at the end of the training - and after passing the national exam - will be Certified Medical Assistants and guaranteed a job at Gifford!



Another high-demand career path that RU students are exploring with Mr. Finley is in the area of Early Childhood Education. Mr. Finley and school counselor Beverly Taft recently helped students explore this career path through a social mixer with educators in PreK through Middle School as well as from Capstone Community Action's Head Start, Montessori School of Central Vermont, and the Turtle Island Children's Center. This event was followed by a session learning about postsecondary education and professional development opportunities through the Community College of Vermont, Aspirations with Northern Lights, Vermont Association for the Education of Young Children, and learning about the financial support available through the Vermont Student Assistance Corporation. Like most of Mr. Finley's work, a key component of the day was to help students understand the intersection of career and education pathways.

Next semester we are excited to announce that Mr. Finley will also be offering, through the Community College of Vermont, a free 3 credit college course at RU. Students participating in CCV's INT-1520: Exploratory Workplace Experience course will be exploring careers, practicing professional communications, and making connections between classroom learning and a career-based field study.

We look forward to seeing more career education woven throughout our school as well as the exciting ways students are personalizing their education through RU's flexible pathways!

**Advanced Placement Courses and Standardized Assessments:** Randolph Union offers a large selection of Advanced Placement courses for a school of its size. This year we are offering Calculus, Computer Science Principles, Literature and Composition, French Language and Culture, Physics, and United States History, and in alternating and previous years we have also offered Biology, Language and Composition, and World History.

Last year, around 40% of students who sat for an Advanced Placement exam at RU received a "passing" score of a "3" or higher, which allows them to fill a prerequisite at most colleges and universities. This includes 55% of our students enrolled in Advanced Placement Computer Science Principles, 53% of students enrolled in Advanced Placement Language and Composition, and 100% of students who were enrolled in Advanced Placement World History.

As far as standardized assessments are concerned, this Fall's "Star" assessment data, which maps to the state's standardized assessments, indicates that each grade level has at least 40% of students scoring "proficient" in reading and math, with the grade 9 cohort with the highest proficiency rate of 63% in math.

The state is currently rolling out a new standardized assessment this year (Cognia), to replace the former SBAC. We will resume a similar testing schedule as we have in the past and will report those results as we receive them.



**Project-Based Learning and Community Partnerships:** RU's Project-Based Learning program prepares students for their postsecondary pursuits by providing them with exposure to authentic and relevant problem-solving experiences to further



develop the transferable skills that our community partners have highlighted as being vital to prepare students for work and study beyond high school. This work includes opportunities for on-site field work with our community partners. This year, RUHS is offering five Project-Based Learning courses: Yearbook PBL, Interact PBL, Digital Music PBL, Racial Justice PBL, and Mindfulness and Movement PBL.

Across these classes, students and lead teacher partners pursue authentic and engaging learning experiences employing the Core Elements of Project-Based Learning: Personalizing Learning, Keeping It Real, Engaging Experts, Engaging Emotions, Igniting Inquiry, Showcasing Success, Infusing the Arts, Gamifying, Fostering Design Thinking, Teaching/Learning Across Disciplines, Empowering The Team, and Reimagining The Classroom.

The Interact PBL has already partnered with experts at the Red Cross to offer a blood drive in the RUHS gymnasium. The Yearbook PBL seeks to showcase success by creating a stunning, professional and polished yearbook. Digital Music PBL personalizes learning through skill-building in creating personalized ring tones. The Racial Justice PBL has reimagined the classroom by attending the Day of Racial Justice on the State House lawn, as well as participating in an evening listening session at Kimball Library. Mindfulness and Movement engages the emotions through daily mindfulness activities, journaling, and collaborative group work focused on improving student wellness across the building.

Two primary goals focus our work moving forward: the first goal is to pursue opportunities for high quality exhibitions of learning for an authentic audience by the end of the year. The second goal is to reestablish a PBL Advisory Board made up of a diverse group of students, teachers and local community members to brainstorm, collaborate, and expand upon project-based learning opportunities already offered at RUHS.

**Mathematics & STEM:** RU's mathematics/STEM department has been working to re-adopt the newest edition of the award-winning Carnegie Learning Math program. This year, our district grade 6 classrooms have joined the RU continuum

so as to help students bridge the transition from elementary to middle school. This now offers our students a fully aligned integrated mathematics Common Core State Standards (CCSS) curriculum from grades 6 to 12, with Computer Science, Robotics, Pre-Calculus, Calculus, Math For Everyday Life, and Innovation Center courses as program offerings for extensions.

Our instructors have participated in program specific implementation training throughout the year, as well as meeting in team collaborations for materials use and assessment analysis. The Carnegie Learning company trainer will be onsite in our classrooms in the Spring, and continues to be available for troubleshooting and advice as it is needed. This program meets the CCSS expectations for rigor and mathematical practices by utilizing tasks that are aligned to real world situations and by supporting foundational content through multiple formats.

RU has also continued its work to enhance STEM opportunities by expanding our Robotics offering in Middle School with Tom Zani, and fielding a Robotics Team, coached by Tim Moynihan.

**Student Services: Support, College Exploration & Graduate Data:** At Randolph Union, we have a department mission to create universal social emotional support by pushing into classrooms and co-teaching specific units with classroom teachers. Last year, Beverly Taft co-taught a unit within the US History course during an economics unit. Beverly led classes that looked at cost of living, level of education, and projected incomes along with how to be an informed consumer. Additionally, Kara Merrill co-taught a unit with Angela Bauer in English 9. As students read the book *Speak*, Kara used the SAFE-T curriculum from Prevent Child Abuse Vermont. This seven-week unit that includes the topics of consent and sexual abuse fulfills the school's responsibility laid out in Act 1, a bill passed in the legislature in 2009. Student Services will continue co-teaching these classes, with the intention to add more co-teaching across more grade levels in the coming years.

Martha Gold, our licensed mental-health counselor, currently offers specific therapeutic work to students whose families

might not have the resources to engage in outside mental health services. She offers two different small groups, she meets for individual therapy with 25 students, and she offers drop in support and Act 264 coordination for the school.

Student Services at RU has long been an exemplar across the state in terms of the college exploration process. Prior to the pandemic, Student Services coordinated one visit per year for each grade level. This year we were able to once again take our juniors to visit Northeastern University and Suffolk University last May. Furthermore, we anticipate being able to bring our grade 8 students to Vermont State University, Johnson; our grade 9 students to a CCV access day; our grade 10 students to the University of Vermont; and our grade 11 students on a trip to explore college campuses in Boston. Lastly, this will be the first year that we will be able to help seniors attend school-specific instant decision days.

With a 5-year average graduation rate of 95%, RU continues to graduate students well above the statewide average of 85%. Just about half of our senior students attend a 2 or 4 year college upon graduation, with 15% taking a gap year to pursue college the following year, and 30% entering the workforce or an apprenticeship.

Thank you for this opportunity to share with you some of the amazing work happening at RU. We are grateful for the dedication and commitment of our colleagues, who earnestly strive to provide the best possible educational experiences for our students, as well as the support of our nursing staff, technology, maintenance, transportation, and food services departments, who are instrumental in providing us with the support we need to provide our students with incredible resources and expertise.

Finally, we wish to thank you, the Randolph Union school community, for your unwavering support throughout these most challenging years; years that have consisted of tremendous adversity as we continue to face the repercussions of the ongoing pandemic. So many of you have generously donated your time and expertise on behalf of our students; we are deeply grateful to you, and deeply fortunate to work in service of this community.

On behalf of our faculty, staff, and students,

*Caty Sutton & Lisa Floyd*  
RU Co-Principals



“With a 5-year average graduation rate of 95%, RU continues to graduate students well above the statewide average of 85%. Just about half of our senior students attend a 2 or 4 year college upon graduation, with 15% taking a gap year to pursue college the following year, and 30% entering the workforce or an apprenticeship.

# RANDOLPH TECHNICAL CAREER CENTER

**It is with great pride that I share with you the successes of RTCC over the past year.**

Our students' desire to learn a trade through a hands-on approach is what makes RTCC special. Students have thrived this year as we have had the most "normal" educational year since the onset of the pandemic in 2020. Aside from the time away during the recent heating break, students have had more classroom and shop hours than they have had in the past 3 years. Enrollment is steady and through a comprehensive local needs assessment completed in 2022, we know that our programs are of high quality and scope.

Work Based Learning provides RTCC students with practical experience and opportunities to interact with professionals from industry in order to extend and deepen the learning that happens in our programs. This also supports and promotes the development of college and career readiness. Students receive valuable experience and the opportunity to work and learn new skills. As many former graduates can attest to, these experiences range from job shadows to paid internships, which can often lead to full-time job offers following graduation.



All of our technical programs offer students the chance to earn valuable industry-recognized certifications (IRCs). In addition to being requested and accepted by business and industry, these IRCs are another way our students and programs demonstrate competence. This year our IRCs include Licensed Nursing Assistant (LNA), Game of Logging, which is the premier international forestry certification, OSHA 10 safety training, ASE Certifications, Vermont Department of Motor

Vehicle Inspection License and many more. As always, we are looking to expand the IRC opportunities throughout all of our programs. Students also earn American Heart Association certificates in Basic Life saving (BLS), which is taught in house by our nurse within all program areas.

Students can take two free college level courses at over 20 Vermont Colleges via their sending school and are also able to access additional "Fast Forward" college credits through the Community College of Vermont and Vermont Technical College. Taking college classes and earning college credit while still enrolled in high school not only helps students understand the demands of college, but also helps them make the leap from high school to post-secondary education. RTCC works with a number of colleges and universities to connect our programs to theirs.

We are also proud of the number of community partnerships we have. It's long been our tradition to invite guests to share their experiences in their career pathway, as well as college and post-secondary technical school representatives to help students envision the next steps in their pathway towards successful careers. This year we have hosted speakers from numerous industries and backgrounds who have shared their unique perspectives on what the "real world" looks like; what



career paths are available; the educational paths that are available after high school; and to offer words of advice along the lines of: "this is what I wish I knew when I was your age."

We will continue to host our annual "Challenge Day" to young women in grades 7, 8, and 9, virtually in March. Challenge Day allows students to learn about non-traditional career fields. These activities are funded by our Perkins grant and help us to have some of the best non-traditional program enrollments in the state.

To the voters of our region: thank you for your ongoing support of career and technical education. We take seriously the trust you have placed in us to educate your children to be college and career ready. Please join us for our annual Spring Fling and Signing Night on Thursday, May 25 from 5pm-7pm. At this event we celebrate our students, staff, community partnerships, and families with food, games, activities, raffles and more. We also welcome the class of 2024 to RTCC.

With appreciation,

*Felicia Allard*  
Director



There is simply not enough room in this report to describe the accomplishments of all of our programs so to keep abreast of what's happening at RTCC, follow us on Facebook or visit our website! The website includes program information, applications for enrollment, and other RTCC information.

 [www.facebook.com/rtcc/](https://www.facebook.com/rtcc/)  
 [www.orangesouthwest.org/rtcc](https://www.orangesouthwest.org/rtcc)



# WHY RTCC?

RTCC offers students an opportunity to learn from one of twelve different pathways that can lead to college or career placements. We value and appreciate the community’s support of our teachers, staff, and center. We hope you see the return from your investment, and thank you for validating our student outcomes by approving our budget.



**What does RTCC provide for our students and community?**

- Teachers who care deeply about our students and in helping them connect with what's important to them; as well as provide them with skills (technical, academic, personal) that allow them to 1) make the most of their education; 2) start on a path toward college, career and beyond; and 3) build positive relationships that lead to personal growth and lifelong learning, which leads to being positive members of our community.
- An extremely high quality technical education program. Every program is organized around industry-approved competencies so that students learn exactly what is “prescribed” by our state and national business leaders. Our programs benefit from the review and advice of nearly 65 local program advisory board members.
- Quality Math and English instruction and access to support for SAT, Accuplacer, ASVAB, and other entry exams into the post-secondary world of education. Students also receive one on one support from our Student Services Academic Center for all course work.
- The newly re-designed Pre-technical Explorations program. This is a year-long program for students in grades 9-10. Through integrated projects in a variety of career pathways, students earn academic credits in English/Humanities, Math and Science while identifying different career pathways they may want to investigate and explore.
- Programs that leave students truly “College and Career Ready” and that provide college credit upon successful program completion. College level courses are offered outside of their programs as well.
- Opportunities for students to learn and apply state-of-the-art skills that are important components of their field of study. Students get to use current software and equipment that is exactly what they will experience when they go on to college and career.
- Valuable industry-recognized certifications (IRCs) that put students well ahead of those who don’t participate in technical education.
- Every year almost all of our students participate in some kind of business-based experience from business tours to guest speakers. More than half of our students participate in formal internships or multiple job shadows of varying intensities with over 200+ business/community partners throughout the region. These “co-ops” may be paid or unpaid, long- or short-term but they all help our students to clarify their college and career plans, gain experience, and often propel them into a paid position. Businesses from across our region welcome RTCC students and often celebrate how prepared they are for working in the real world.

# OSSD

ORANGE SOUTHWEST SCHOOL DISTRICT

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## 2023-2024 BUDGET INFORMATION

OSSD 2023-24 BUDGET: BUDGET SUMMARY

	2021-22 Budget	2021-22 Actual	2022-23 Budget	23-24 Proposed	Difference
REVENUE					
Local Revenue	1,057,393	1,271,113	1,071,912	1,165,277	93,365
			1.37%	-8.33%	
Special Programs	2,323,107	2,159,847	2,120,149	2,377,539	257,390
			-8.74%	10.08%	
State Revenues	16,040,467	16,069,870	12,350,584	18,895,649	1,545,065
			8.17%	17.58%	
Federal Funds	876,478	0	875,478	1,182,660	306,182
Beginning Balance	826,342	826,342	746,171	1,096,503	350,332
Total Revenue	21,123,787	20,327,172	22,165,294	24,717,628	2,552,334
			4.93%	11.52%	
EXPENDITURES					
Instruction	7,718,808	7,104,127	8,127,344	8,531,955	404,611
			5.29%	20.10%	
Special Education	3,993,213	3,369,191	3,995,922	4,554,839	558,917
			0.07%	35.19%	
Administration	1,357,699	1,219,571	1,352,596	1,429,672	77,076
			-0.38%	17.23%	
Central Office	721,582	656,590	899,455	949,273	49,818
			24.65%	44.58%	
Support Services	1,752,603	1,543,521	1,895,527	2,096,351	4200,824
			8.15%	35.82%	
Maintenance	2,135,760	2,247,420	2,169,745	2,545,420	375,675
			1.59%	13.26%	
Technology	558,195	551,920	728,215	768,715	40,500
			30.46%	39.28%	
Transportation	629,871	590,111	648,277	779,306	131,029
			2.92%	32.06%	
Other Expenses	126,682	89,855	126,409	148,989	22,580
			-0.22%	65.81%	
Technical Education	859,605	863,221	928,674	1,216,132	287,458
			8.03%	40.88%	
Pre-School	393,291	350,477	416,652	514,316	97,664
			5.94%	23.44%	
School Total	20,247,309	18,586,002	21,288,816	23,534,968	1,861,030
			5.14%	10.55%	
Federal Funds	876,478	0	876,478	1,182,660	306,182
Surplus/Deficit	0	1,741,170	0	0	0
Total Expenditures	21,123,787	20,327,172	22,165,294	24,717,628	2,552,334
			4.93%	11.52%	

OSSD 2023-24 BUDGET: REVENUES

	2021-22 Budget	2021-22 Actual	2022-23 Budget	2023-24 Proposed	Difference
LOCAL REVENUES					
Tuition	305,000	465,465	348,000	385,000	37,000
Overhead Tuition	40,000	54,744	20,000	45,000	25,000
Transportation	55,000	38,314	50,000	40,000	-10,000
Interest	85,000	88,179	85,000	75,000	-10,000
Early Ed Receipts	35,000	0	0	0	0
Lease Land - Brookfield	5	0	5	5	0
Athletic Fees	0	0	0	0	0
Contracted Services	27,685	27,685	35,292	52,940	17,648
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	463,133	463,133	487,760	523,000	35,240
Admin Svcs - EPSDT	1,600	3,294	1,500	0	-1,500
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	44,620	46,550	44,005	44,332	327
Rental Income	350	0	350	0	-350
SWP - Salary Reimbursements	0	0	0	0	0
Prior Year Refunds	0	83,749	0	0	0
Total Other Revenues	1,057,393	1,271,113	1,071,912	1,165,277	93,365
SPECIAL EDUCATION					
Core Block Grant	368,860	368,860	0	0	0
Special Ed Reimbursement	1,690,920	1,388,967	1,426,162	1,743,537	313,375
State Placed Students	0	0	0	0	0
Extraordinary Reimbursement	180,000	212,695	601,338	515,328	-86,010
Essential Early Ed	75,327	75,327	80,649	103,674	23,025
IDEA-B - Pre-School	0	83,807	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimursement	8,000	30,191	12,000	15,000	3,000
Total Special Education	2,323,107	2,159,847	2,120,149	2,377,539	257,390
STATE REVENEUS					
State Technical Centers	444,585	449,273	483,574	565,552	71,978
State Education Fund	15,164,676	15,159,988	16,430,804	17,893,456	1,462,652
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	0	6,895	0	0	0
State Transportation	250,000	272,292	255,000	255,435	435
Small Schools Grant	177,706	177,706	177,706	177,706	0
Drive Education	3,500	3,761	3,500	3,500	0
Total State Revenues	16,040,467	16,069,870	17,350,584	18,895,649	1,545,065
Beginning Balance	826,342	826,342	746,171	1,096,503	350,332
School Total	20,247,309	20,327,172	21,288,816	23,534,968	2,246,152

OSSD 2023-24 BUDGET: REVENUES

	2021-22 Budget	2021-22 Actual	2022-23 Budget	2023-24 Proposed	Difference
FEDERAL FUNDS					
IDEA - B	202,846	0	202,846	329,400	126,554
IDEA - B - Pre-School	143,632	0	143,632	6,800	-136,832
Title I and II - School Wide	415,000	0	415,000	680,960	265,960
Medicaid	95,000	0	95,000	155,000	60,000
EPSDT	20,000	0	20,000	10,500	-9,500
Total Federal Funds	876,478	0	876,478	1,182,660	306,182
TOTAL VOTER APPROVAL	21,123,787	20,327,172	22,165,294	24,717,628	2,552,334



OSSD 2023-24 BUDGET: EXPENDITURES

	2021-22 Budget	2021-22 Actual	2022-23 Budget	2023-24 Proposed	Difference	Percent Inc/Dec
INSTRUCTION						
Salaries	4,612,500	4,513,108	4,896,410	4,969,420	73,010	1.49%
Benefits	1,811,450	1,514,979	1,877,855	1,932,867	54,982	2.93%
Drivers Education	3,500	4,130	3,500	4,000	500	14.29%
Remedial/Interventionalist Services	186,995	133,362	207,204	247,900	40,696	19.64%
Testing/Tutorial/OT-PT Services	11,775	10,264	13,775	20,475	6,700	48.64%
Contracted Services	43,000	45,496	44,400	45,600	1,200	2.70%
Staff Training	199,482	182,486	210,797	269,062	58,265	27.64%
Co/Extra Curricular	435,636	319,109	443,753	501,788	58,035	13.08%
Tuition	54,000	67,041	54,000	54,000	0	0.00%
Travel/Field Trips	55,514	14,292	40,280	39,020	-1,260	-3.13%
Supplies/Textbooks/Equipment	304,956	299,860	335,340	447,823	112,483	33.54%
Total Instruction	7,718,808	7,104,127	8,127,344	8,531,955	404,611	4.98%
SPECIAL EDUCATION						
Salaries	1,767,806	1,579,959	1,729,595	1,855,957	126,362	7.31%
Benefits	786,820	552,787	688,205	804,165	115,960	16.85%
Contracted/Prof Services	0	5,000	0	0	0	0.00%
Transportation	119,060	82,101	89,350	158,450	69,100	77.34%
Travel/Conferences	10,500	13,658	10,500	11,700	1,200	11.34%
Supplies/Textbooks/Equipment	26,700	21,156	26,700	27,275	575	2.15%
Tuition	632,615	509,396	840,000	982,000	142,000	16.90%
Behavioral Services	167,347	167,892	198,817	213,198	14,381	7.23%
Testing/Tutorial/OT-PT Services	215,000	220,905	139,000	164,000	25,000	17.99%
Speech Services	267,365	216,337	273,755	338,094	64,339	23.50%
Total Special Education	3,993,213	3,369,191	3,995,922	4,554,839	558,917	13.99%
ADMINISTRATION						
Salaries	885,215	883,223	892,932	930,100	37,168	4.16%
Benefits	381,509	274,803	366,429	392,107	25,668	7.00%
Repairs/Maint	9,000	779	9,000	9,000	0	0.00%
Postage/Telephone	30,600	29,894	32,700	36,250	3,550	10.86%
Travel	9,300	13,621	9,300	17,100	7,800	83.87%
Supplies/Equipment	42,075	17,252	42,225	45,115	2,890	6.84%
Total Administration	1,357,699	1,219,571	1,352,596	1,429,672	77,076	5.70%
CENTRAL OFFICE						
Salaries	427,327	412,234	548,250	600,210	51,960	9.48%
Benefits	196,405	169,238	250,055	250,218	163	0.07%
Contracted Services	26,000	29,038	26,000	7,500	-18,500	-71.15%
Legal Fees	0	0	0	0	0	0.00%
Staff Development	2,000	755	2,000	5,000	3,000	150.00%
Reapirs/Maintenance	15,000	18,377	17,500	25,000	7,500	42.86%
Board Expense	0	0	0	0	0	0.00%
Building Construction	0	0	0	0	0	0.00%
Insurance	0	0	0	0	0	0.00%
Travel	5,900	649	5,900	7,900	2,000	33.90%
Supplies/Equipment	48,950	26,299	49,750	53,445	3,695	7.43%
Total Central Office	721,582	656,590	899,455	949,273	49,818	5.54%

# OSSD 2023-24 BUDGET: EXPENDITURES

	2021-22 Budget	2021-22 Actual	2022-23 Budget	2023-24 Proposed	Difference	Percent Inc/Dec
SUPPORT SERVICES						
Guidance	493,256	467,698	518,574	568,502	49,928	9.63%
Behavioral/Social Work	284,346	285,723	302,638	323,784	21,146	6.99%
School Nurse	247,358	264,157	329,824	367,208	37,384	11.33%
Media Services	309,613	256,806	318,141	381,092	62,951	19.79%
Curriculum Development	27,055	38,879	30,555	31,225	700	2.29%
C.A.R.	113,500	40,221	113,500	113,500	0	0.00%
Teaching Mentoring	46,800	52,180	46,800	50,645	3,845	8.22%
Board of Education	97,675	98,674	100,495	116,365	15,870	15.79%
Legal Fees	53,000	18,515	53,000	59,000	6,000	11.32%
Fiscal Services	80,000	20,669	82,000	85,000	3,000	3.66%
Total Support Services	1,752,603	1,543,521	1,895,527	2,096,351	200,824	10.59%
MAINTENANCE						
Salaries	622,775	589,297	539,020	760,850	221,830	41.14%
Benefits	350,560	264,904	310,000	393,385	83,385	26.90%
Contracted Services	95,000	190,655	225,000	112,000	-113,000	-50.22%
General Liability Insurance	65,400	64,461	69,200	81,500	12,300	17.77%
Repairs/Maintenance	230,000	303,875	230,000	271,000	41,000	17.83%
Utilities	407,750	424,138	405,250	459,310	54,060	13.34%
Supplies/Travel/Equipment	197,750	241,590	224,750	272,850	48,100	21.40%
Care of Grounds	147,000	148,183	147,000	173,000	26,000	17.69%
Reserve - Reapirs/Maintance	0	0	0	0	0	0.00%
Vehicle Services	19,525	20,316	19,525	21,252	2,000	10.24%
Total Maintenance Services	2,135,760	2,247,420	2,169,745	2,545,420	375,675	17.31%
TECHNOLOGY						
Salaries	244,955	252,528	313,920	338,600	24,680	7.85%
Benefits	97,090	94,241	145,985	153,515	7,530	5.16%
Contracted Services	20,500	44,845	24,500	24,500	0	0.00%
Technology Fund Transfer	108,500	0	108,500	105,500	0	0.00%
Reapirs/Maintenance	2,500	0	2,500	2,500	0	0.00%
Supplies	84,650	160,307	132,810	141,100	8,290	6.24%
Equipment	0	0	0	0	0	0.00%
Total Technology	558,195	551,920	728,215	768,715	40,500	5.56%

# OSSD 2023-24 BUDGET: EXPENDITURES

	2021-22 Budget	2021-22 Actual	2022-23 Budget	2023-24 Proposed	Difference	Percent Inc/Dec
TRANSPORTATION						
Salaries	233,965	235,971	245,081	254,045	8,964	3.66%
Benefits	49,253	44,370	51,863	55,718	3,855	7.43%
Contracted Services/Rent	64,500	67,986	66,785	70,000	3,215	4.81%
Travel/Conferences	100	0	100	100	0	0.00%
Repairs/Supplies/Equipment	54,925	43,215	55,300	58,700	3,400	6.15%
Diesel Fuel	59,500	50,242	59,500	90,800	31,300	52.61%
Unallowed Spec Ed	0	0	0	0	0	0.00%
After School Transportation	0	0	0	70,800	70,800	0.00%
Field Trips	25,088	9,855	25,118	33,000	7,882	0.00%
Tuition Student Transportation	42,540	38,472	44,530	46,143	1,613	2.92%
Bus Purchase	0	0	0	0	0	0.00%
Bus Fund Reserve	100,000	100,000	100,000	100,000	0	0.00%
Total Transportation	629,871	590,111	648,277	779,306	131,029	20.21%
OTHER EXPENDITURES						
Food Service Transfer	35,000	0	35,000	35,000	0	0.00%
Operational Fund Transfer	0	0	0	0	0	0.00%
Child Care - COVID-19	0	0	0	0	0	0.00%
Debt Service	16.355	16,353	10,760	10,315	-445	-4.14%
EEE Services	75,327	73,502	80,649	103,674	23,025	28.55%
Total Other Expenditures	126,682	89,855	126,409	148,989	22,580	17.85%
TECHNICAL EDUCATION						
State - Act 68	444,585	449,273	483,574	565,552	81,978	16.95%
Local Tuition	415,020	413,948	445,100	650,580	205,480	46.16%
Total Technical Education	859,605	863,221	928,674	1,216,132	287,458	30.95%
PRE-SCHOOL						
Salaries	245,760	225,443	229,635	285,474	55,839	24.32%
Benefits	81,856	87,744	118,042	172,967	54,925	46.53%
Tuition/Partnerships	39,000	22,783	39,400	25,000	-14,400	-36.55%
Supplies/Travel/Equipment	26,675	14,507	29,575	30,875	1,300	4.40%
Total Pre-School	393,291	350,477	416,652	514,316	97,664	23.44%
SURPLUS / DEFICIT	0	1,741,170	0	0	0	0.00%
School Total	20,247,309	20,327,172	21,288,816	23,534,968	2,246,152	23.44%
FEDERAL FUNDS						
Idea - B	202,846	0	202,846	329,400	126,554	
Idea - B - Pre-School	143,632	0	143,632	6,800	-136,832	
Titile I and II - School Wide	415,000	0	415,000	680,960	265,960	
Medicaid	95,000	0	95,000	155,000	60,000	
EPSDT	20,000	0	20,000	10,500	-9,500	
Total Federal Funds	876,478	0	876,478	1,182,660	306,182	
TOTAL VOTER APPROVAL	21,123,787	20,327,172	22,165,294	24,717,628	2,552,334	11.52%



# OSSD 2023-24 BUDGET: ESTIMATED TAX RATE

State Property Yield Rate		\$1.00
State Non-Residential Tax Rate		\$1.386
Budget		\$23,534,968.00
Revenue - Categorical Grants		-\$5,075,960.00
Total Education Spending (Act 68)		\$18,459,008.00
Equalized Pupils - 2023-24 (Projection 1/05/23)		857.62
Education Spending per Equalized Pupil (Act 68)		\$21,523.53
Excess Spending Threshold		\$22,204.00
Property Yield	\$15,479.00	139.05%
OSSD Project Tax Rate		\$1.3905

	OSSD Estimated Equalize Tax Rate	2022-23 Equalized Tax Rate	\$ Difference	% Difference
Braintree	\$1.3905	\$1.4657	-\$0.0752	-5.13%
Brookfield	\$1.3905	\$1.4657	-\$0.0752	-5.13%
Randolph	\$1.3905	\$1.4657	-\$0.0752	-5.13%

	2022 Town Common Level of Appraisal	Projected OSSD Tax Rates	2022-23 Tax Rates	Projected 2023-24 Difference
Braintree	88.72%	\$1.5673	\$1.4406	\$0.1267
Brookfield	109.53%	\$1.2695	\$1.5159	-\$0.2464
Randolph	84.55%	\$1.6446	\$1.5461	\$0.0985

## ANNUAL SCHOOL DISTRICT MEETING

Monday, March 6, 2023 at 6:00pm  
Randolph Union High School Auditorium

To attend remotely:  
[meet.google.com/zir-eukh-tus](https://meet.google.com/zir-eukh-tus)  
Phone Number  
US+1 720-545-0736  
Pin: 990 273 983#

## POLLS OPEN: TOWN MEETING DAY

Tuesday, March 7, 2023 at the following  
places and times:

Braintree Town Clerk's Office • 9:00am - 7:00pm  
Brookfield Elementary School • 9:00am - 7:00pm  
Randolph Town Hall • 7:00am - 7:00pm

The background of the entire page is a dense, close-up photograph of fallen autumn leaves. The leaves are in various shades of brown, tan, and some hints of red and orange, creating a textured, organic pattern.

# OSSD

## **ORANGE SOUTHWEST SCHOOL DISTRICT**

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Central Office, 24 Central Street  
Randolph, Vermont 05060

Phone: 802-728-5052

Email: [learnmore@orangesouthwest.org](mailto:learnmore@orangesouthwest.org)

Web: [orangesouthwest.org](http://orangesouthwest.org)