

A photograph of two children standing in a snowy field. The child on the left is a girl with blonde hair, wearing a pink knit hat, a purple and red patterned jacket, and polka-dot leggings. The child on the right is a boy wearing a dark blue knit hat, a light blue and grey jacket, and dark pants. They are both smiling. In the background, there are snow-covered evergreen trees and a utility pole.

# OSSD

ORANGE SOUTHWEST SCHOOL DISTRICT

## ANNUAL REPORT

2023 - 2024

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# FROM THE SCHOOL BOARD

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

**G**reetings. It has been another busy year here at the Orange Southwest School District. We hope you will take a few minutes to read through this year's report to learn more about the good work that is going on in our district and in our five schools.

One of the phrases you may have heard on more than one occasion this past year is 'Ownership Linkage.' It is not a common phrase, but it has guided much of our work during the course of the year. Ownership Linkage essentially involves gathering information from different constituencies (parents, students, staff, community members, business leaders) to better understand what they believe we should be teaching in our schools; how we should approach the various challenges facing our schools; and what our district's "Ends" (student outcomes) ought to be. Guided by the information we gathered last winter and spring through our Ownership Linkage efforts - we created an OSSD "Portrait of a Graduate". It outlines what a student should know and be able to do by the time they are ready to graduate. It is organized under the following seven categories: Problem Solver, Resilient, Skilled, Community Member, Lifelong Learner, Communicator, and Critical Thinker. While Ends tend to be more general goals, the Portrait of a Graduate is a more specific description of the skills and abilities students will demonstrate upon graduation. Given that difference, our goal is to use the Portrait to update our Ends so district leaders have more clarity on the outcomes the community would like for its students to achieve.

One of our highest priorities this year has been to make our meetings more accessible and our decision making more transparent. To accomplish this work, we created four community-facing committees: An Ends Committee, tasked with the update to our Ends as described above; an Ownership Linkage Committee, tasked with fostering and improving communication with our various constituencies (via the Herald, Front Porch Forum, letters to families, etc.); a Superintendent Evaluation Committee, tasked with working with the Vermont School Boards Association to improve an evaluation process; and a Facilities Committee tasked with looking into the costs and possibilities of remodeling or reconstructing buildings that are reaching the end of their useful life.

According to an analysis done by the State of Vermont, the RUHS / RTCC building, which is now nearly 60 years old - is one of the oldest and most in-need-of-updating in the state. Whether this eventually involves extensive remodeling or constructing a new building will depend in large part on the availability of state funding. Unfortunately, the state is not making these types of funds available at the current time. Testing for

environmental concerns (e.g. PCBs) will be done this spring. As we consider the various options available to us, we will be seeking input and participation from the greater community.

Our three communities truly represent a diverse cross section of our State, with some students seeking preparation for college; others seeking skills that will lead them to success in the trades; and still others working towards careers in healthcare, digital filmmaking, criminal justice and more. Our focus has been on creating a learning environment that is sensitive to everyone's needs and conducive to helping them achieve their goals. We continue to endeavor to make decisions based on equity, fairness, and best practices.

Our school district has much to offer, and we were pleased this fall to learn that two of our schools - Braintree Elementary and Randolph Union Middle School - received some of the highest marks in the state. According to US News and World Report, Braintree placed fifth overall among all Vermont elementary schools and RUMS was ranked at #20 among Vermont middle schools. While it is no secret that schools across Vermont and the country lost both academic and social ground during the pandemic years, we have made solid progress here not only in regaining much of that lost ground, but in showing significant gains and improvements in both our test scores and other measures that track and monitor learning.

We are profoundly grateful to our administrators, teachers, support staff, coaches, volunteers, and everyone connected with our schools, who go above and beyond the call of duty day after day in their efforts to provide a safe and healthy learning environment. We would especially like to thank Layne Millington, our departing superintendent, for his leadership through the challenges that the district faced over his tenure as superintendent. We appreciate his persistent vision and support for improving student academic outcomes.

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.

For the Board,

*Hannah Arias*

OSSD Board Chair

# SUPERINTENDENT'S LETTER

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

The driving force behind this year's budget planning season relates to ACT 127, which focuses on "improving student equity by adjusting the school funding formula." The impact of this legislation is exceptionally wide, and it is the controlling factor behind the major rate changes every taxpayer in Vermont will contend with this year and every year going forward.

The law seeks to address educational equity by recognizing that some students, depending on their circumstances, need more resources in order to receive an equitable education relative to their peers. To create this equity, the law weights students depending upon their needs and provides additional funding to support them. For instance, the law recognizes that students from impoverished households need additional resources if they are to receive an equitable education, and therefore provides additional funding for these students. That additional funding needs to come from somewhere; and this is accomplished by raising the tax rate for all Vermonters. This tax rate reset, which is required to fund the new legislation, is immense.

This past November, the Vermont Department of Taxes projected that this reset would increase residents' property taxes by 18.5 percent. In addition, there are two other stressors that will impact budget planning and tax rates for 2024-25: property values, and the end of the COVID era grants.

There has been an unprecedented rise in Vermont property values. This is fantastic for property owners in terms of return on investment, but the downside is that the state requires residents to pay taxes

on that gain in value. All three of our towns have seen increases in their property values over the past year, meaning a further rise in tax rates – with Brookfield and Braintree seeing the largest increase and Randolph following close behind.

Lastly, districts are contending with the loss of the COVID era grants. These were federal monies provided to schools to help students recover from the learning losses caused by the pandemic. Much of the money was used to staff academic recovery and mental health programming. Many of the problems caused by COVID still remain, and without the grants, districts are seeking to move that programming into their regular budgets to make sure students continue to receive needed support.

Given all of this, our focus in terms of the 2024-25 budget was a simple one: maintain the programs and systems we've built to support students and staff while minimizing, as much as we can, the impact of ACT 127 and the huge increase in property values on our local taxpayers.

## The Bottom Line: Your Tax Rates

We are looking at an increase of \$2,107,309 in district expenses for next year, which will be offset by \$1,033,333 in subsidies and an additional \$1,594,655 due to the beneficial impact of Act 127 on the OSSD. This means that the district is requesting approximately \$520,679 less from the taxpayers compared to last year. In terms of the increased expenses, approximately \$1,492,711 (seventy-one percent) is mandatory; meaning, it is required to meet our legal and contractual obligations due to under the master agreements with our staff including a significant increase in the cost health insurance premiums.



The discretionary increase (twenty-nine percent) in expenses, support the continuation of our full day preschool program, staff needed to better support student mental health challenges, a human resources director to serve the district's 262 employees, and a small increase to offset the cost of supplies due to inflation. Despite these increases, for the third year in a row, we have significant revenue to not only offset all these new costs, but to also reduce our ask from the taxpayers.

- The OSSD budget is partially within the district's control, basically how much we spend on education relative to the revenues we receive. We are asking for \$520,679 less from the taxpayers in 2024-25.
- The Common Level of Appraisal (CLA) that the state uses as part of the tax formula is independent of our control. If the value of homes in your town has increased, then the CLA will change so that you pay more in taxes – your homes are worth more, so the state taxes you on that additional value. CLA affects school taxes, but it has nothing to do with the district's budget – it is not within our control.
- If your tax rates were only based on the school side of the equation, your rates next year would go down by about 14.96 cents per \$100 of assessed property value, which equates to a decrease in school taxes of \$374 per year on a \$250,000 property. In fact, the district has done a good job of controlling the school side of the tax rate for a number of years now. The table below shows the change in OSSD tax rates if the CLA is taken out of the equation.

Town	Change in Tax Rate	Annual Impact	Monthly Impact
2022-23	-\$0.0725	-\$188.00	--\$15.67
2023-24	-\$0.0720	-\$180.00	-\$15.00
2024-25	-\$0.1496	-\$374.00	-\$31.17
3 Yr Total	<b>-\$0.2968</b>	<b>-\$742.00</b>	<b>-\$61.83</b>

During this same time period, the values of our homes have been increasing steadily, so we are paying more in taxes because of that increased value. So much so, that the increases due to rising property values overwhelms the district's decreases. The table below shows the expected tax rate for each of our towns taking all the impacts discussed above into account.

Town	*2023-24 Tax Rate	CLA	*2024-25 Tax Rate	**Annual Impact	**Monthly Impact
Braintree	\$1.5709	79.57%	\$1.7082	\$343.00	\$28.58
Brookfield	\$1.2724	95.21%	\$1.4276	\$388.00	\$32.33
Randolph	\$1.6484	78.71%	\$1.7268	\$196.00	\$16.33

\*Per \$100 of assessed value

\*\*Based upon a \$250,000 property value

**Note:** At the time of writing, the projected property yield was \$9,452.00

### 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

Article XI asks voters to transfer \$1,111,283 in surplus money to the operations reserve fund. A vote of yes on this Article, would...

- Set aside \$51,283 to support unexpected operational needs within the district. These funds could only be accessed via approval of the School Board.
- Allow the remaining \$1,060,000 to be used to reduce your taxes over three future fiscal years: \$353,333 in 2025-26, \$353,333 in 2026-27, and \$353,333 in 2027-28.

### In Closing

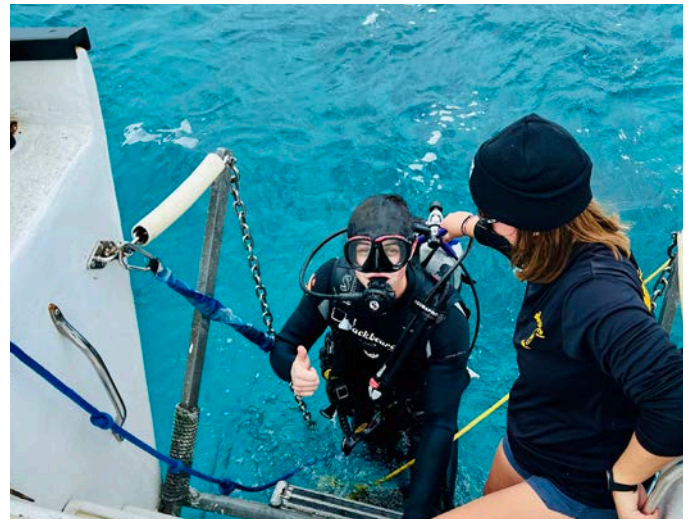
Our staff have provided exceptional service to the district's students and have used the resources provided by the taxpayers to exceptional effect. Our academic performance continues to rise over time, and this is the second year in a row that we have received national recognition by Newsweek, with two of our schools earning Best School awards. The budget we have created for 2024-25 serves to continue these good works.

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*

Layne W. Millington  
OSSD Superintendent



# UPDATES FROM OUR SCHOOLS



# ELEMENTARY SCHOOLS

The elementary schools of the OSSD work closely together to ensure equitable access across the district. This year we added stipend positions for teacher leaders at each grade level to facilitate work within our professional learning communities (or PLCs). In our PLC meetings, teacher leaders work with grade-level colleagues to analyze assessment data from math and reading. Observations and conclusions drawn from the data are used to adjust instructional strategies to benefit all students in the classroom. Routinely engaging in these conversations helps teachers share resources, strategies, and best practices to support all of our students across the district. This year we also implemented building-level professional learning communities to ensure intervention and enrichment is in place for students who are in need of those supports.

While our primary focus is on the academic success of our students, we know the social and emotional development of our children is crucial as well. This year, we have implemented a social emotional screener to help us better serve the needs of students in the elementary schools. This assessment collects information on students' self management, social awareness, and responsible decision-making skills. Analyzing the information from this screener allows teachers and our social emotional team to hone in on particular skills that classes or groups of students need to bolster their overall growth. It also helps the teachers and administrators gauge the effectiveness of professional development training to support the needs of behavior we have seen recently.

The three elementary schools work to support one another and each school has its own personality as well. Each building has areas of specific focus - please read further to see what each of our schools is focusing on.

## Braintree Elementary School

**Academic Excellence & Outdoor Learning:** We were proudly named the #5 elementary school in the state of Vermont, based on our performance on state assessments. Our teachers are dedicated to the academic and social/emotional development of each and every student. With engaging and differentiated lessons and a cohesive team of classroom teachers, interventionists, and other staff, students receive a rigorous, holistic education at Braintree Elementary.

We make the most of our **beautiful 17 acre campus**. Each classroom has a dedicated outdoor classroom available to them. On a typical day at Braintree, you may see the preschoolers playing in their mud kitchen, primary students measuring the results of experiments, and older children drawing the abundant wildlife on campus and making scientific observations and hypotheses. Incorporating the natural world in order to connect students with their environment and community is of utmost importance at our school. Ground will break this year on an ADA-accessible trail that will connect outdoor classrooms and provide the most access for our community members.

**Our Farm to School** program provides students with hands-on experiences growing, harvesting, cooking, and eating fresh produce. Braintree Blossoms, our school farmstand, provides additional real-life learning. Students in all grades have made items to sell at the farmstand, including apple sauce and pies, granola, and potpourri. 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 to support the farmstand. Last year, RTCC students in the electrical and construction trades installed solar panels on the farmstand. We are grateful for the community support of this endeavor!

**STEM:** Braintree continues our focus on helping students prepare for the future. Science, Technology, Engineering, and Math (STEM) is now a permanent part of our specials rotation. In the STEM lab, students learn the process of design thinking and the importance of testing and revision of projects. They learn how to collaborate and communicate with peers and leaders in the field. For our recent celebration of National STEM Day, Braintree students created a school-wide marble run, with each grade having a particular role in the building and assembly. We are proud to partner with community organizations for material and financial support of these exciting projects.

**Enrichment Opportunities:** We strive to make Braintree a place students want to return to every day. Exciting field trips and visitors to our building allow us to enrich day-to-day instruction. Farmer Anne comes monthly to cook with local produce and provide a taste test for all students in conjunction with our Farm to School program. We welcome artists in residence throughout the year, including Bread & Puppet Circus, Guinean singer Sayon Camara, and a weeklong drumming residency in the spring. Deonne Myrick comes for monthly yoga instruction for all grade-levels. There are opportunities for students to increase their capacity for leadership; 4H visited this fall to facilitate leadership activities for intermediate students, and our Student Council meets biweekly to identify and address areas for growth within our school. After-school academic tutoring, band, and physical

activity clubs are also available. We are proud to offer these opportunities for Braintree students to deepen their learning and find success in and out of the classroom.

## Brookfield Elementary School

**Outdoor learning:** At Brookfield Elementary School we conFarm to School - This year, Brookfield Elementary School received the Farm to School and Early Childhood Education grant and we decided to expand our program in a few different ways. Students receive monthly lessons from the Harvest of the Month curriculum which are taught by our nurse, Mrs. Brooke. The harvest food from these monthly lessons is then utilized by Ms. Anne to conduct a cooking lesson and taste test with classes. At the beginning of the school year, with Mrs. Ferris's direction, the fourth grade class created a robust composting program for our entire school. The class put together a thorough presentation about the benefits of composting and how it impacts our environment and our school garden. Through these lessons, children learn about where our local food comes from, the sustainability of farms and our land, and local economies. Funds from the grant have been used to purchase a food chart for easy classroom cooking experiments. We also hope to use the funds to build more garden beds, add fruit trees to the school property, market our harvests to the school and community, and possibly create our own farmstand.

**STEM:** We are excited to continue our second year with Science, Technology, Engineering and Mathematics (STEM) education at Brookfield. Students work with our STEM teacher, Ms. Conte, and in their grade level science units which are taught by their classroom teachers. Students engage in a





variety of STEM-related experiences such as outdoor learning, robotics, coding, engineering experiments, and more. This kind of learning provides students with early exposure to STEM concepts, with hands-on learning in real-world applications, and it nurtures creativity as students explore new ideas and find innovative solutions to problems. Through our STEM program, students are preparing for a technological future and building a range of communication, collaboration and analytical skills. As our program continues, we hope to build in more opportunities for project-based learning, integrate STEM activities into other content areas, and expand our partnerships within the community to illustrate the variety of STEM-related careers to our students.

**After School Program:** At Brookfield, our after school program includes a variety of activities, such as arts, sports, STEM and tutoring in order to foster the holistic development of our children. Some teachers provide opportunities beyond the regular classroom hours for academic enrichment and tutoring to reinforce learning. We have contracted with ArtsBus to provide fun projects for our students once a week. Our PE teacher taught students how to disc golf in the fall and will teach students to cross country ski on our property this winter. STEM and Farm to School also extend into our after school program. For example, a few classes picked apples at Liberty Orchard for a field trip this fall and the kids in after school used some of these apples to make dehydrated apple snacks. For two months, a group of students worked with Linking Engineering to Life and participated in weekly virtual STEM challenges and visited Beta Technologies to see electric airplane engineering and production for a field trip. We hope to continue to build our program to support our students and the families we serve after school hours.

**School Club:** Our School Club is our parent teacher organization which works to connect and build relationships between families to create a cohesive school community. The School Club works to support and facilitate communication between school and families and our team plans and organizes fun events for all to enjoy. This year, we are working on growing our membership and increasing participation in a wide variety of events. So far, the School Club organized a Halloween event where parent and family volunteers ran stations for our classes to rotate through; for example, students made Trick or Treat bags and played exciting Halloween games in some of the stations. In early December, we also held a family movie night where more than 80 people enjoyed pizza and a movie. We look forward to holding an afternoon event with a bonfire and sledding, and then a Community Variety Show for kids to show off their skills along with a silent auction during the intermission to raise funds for the School Club to continue to put on these types of events. As we work to increase membership, we hope we can continue to build more opportunities for community members to present their skills to our students and incorporate a

range of learning experiences from local businesses. We look forward to more of our work building a collaborative group of staff, parents, and families who actively support our children's education.

## Randolph Elementary

**Student Leaders:** We are continuing a focus that we have been working on for three years in our school, around increasing students' ability to set goals for themselves and to take leadership in the school. All students in third through sixth grade learn about the Habits of Highly Effective people and how they can take ownership of their own lives. They learn how to set goals, make an action plan to reach their goals, and celebrate success. We give our students the chance to demonstrate their proactive behaviors by taking on leadership roles in the school. This year, we are giving the older students the opportunity to take on mentorship roles with younger students. They are supporting students and demonstrating to that younger student what it means to be in charge of their own learning. The focus on leadership has been a big success at RES. We have students proposing ways that they can be a leader in the building and we have created applications for those roles.

**ECO/STEM:** We are in our second year of increasing our eco classroom and STEM work at RES. We have our outdoor classroom space that is utilized and an eco space that has been recently updated. We have kindergarten, several first grade classrooms, and several 3rd/4th grade classrooms that have regularly scheduled outdoor education times during the week. Our school also has a STEM teacher that comes in three times a week to support our science curriculum in classrooms throughout the building.

**Emotional Learning:** Our school has been working hard to meet the emotional needs of all of our students. We have learning that happens for all of our students using PBIS and Responsive Classroom. We also have the Second Step program in kindergarten through 2nd grade and Leader in Me program in the 3rd-6th grade. These programs are universal classroom programs that help our students to set goals for themselves and understand the control they have over their own actions and choices.

The staff has also been working diligently to create clear expectations for our students and protocols for how we are helping our students that are struggling. Our school has worked in professional committees to work on areas of concern. Specifically we have tightened up what are minor vs. major behaviors and what steps will be taken for both of those. The teachers are working on what needs to be done to improve a universal approach to PBIS in the building. There is a group working on alternative spaces for students that are struggling in the general education classroom for periods

of time. The group has created a structure that allows these students to be able to continue their education while they are in a safe environment for a short period of time. Another committee is focusing on helping our teachers who are feeling anxiety around some of the behavioral issues that they have been managing. This gives them a protocol for unpacking these stressors with a trusted colleague. Finally, we have a committee that has worked on creating a mentor program with the older students supporting our younger students. This allows for leadership opportunities for the older students and it provides supports and targeted times for our younger students. Our teachers have taken the emotional needs of our students and staff very seriously this year and are working hard to meet everyone's needs.

Randolph Elementary has a lot of wonderful community support. We have a strong Parent Teacher Organization, that is creating wonderful opportunities for families to become more engaged in the school. We have volunteers who regularly help to support our school and we have an amazing staff who create an exciting environment for our children.

Thank you,

Patti Sprague, Braintree Elementary Principal  
Cara Houston, Brookfield Elementary Principal  
Melinda Robinson, Randolph Elementary Principal  
Mindybeth Pike, Randolph Elementary Asst. Principal

“ While our primary focus is on the academic success of our students, we know the social and emotional development of our children is crucial as well. This year, we have implemented a social emotional screener to help us better serve the needs of students in the elementary schools.

# RANDOLPH UNION HIGH SCHOOL

## To the Randolph Union Middle/High School Community,

It is our honor to be able to share with all of you the positive things that have been happening at our school. Earlier this school year we polled staff and adults at our Advisory Board meeting to learn more about community perceptions of our school. We learned that there are positive perceptions about students being seen and heard by caring staff, and also negative perceptions about substance use among the student population, concern about low academic standards and achievement, and concerns about behavior. Perhaps our biggest take away was the need to communicate clearly and frequently the things that are, in reality, happening at our school.

Student achievement continues to improve. The numbers of students taking Advanced Placement classes, as well as the number of students receiving credit for AP tests is improving. And, through our Student Engagement Survey we can see that students are feeling more interested in their classes than they were last spring. In the spring 61% of students reported feeling interested in their classes; this fall that number has jumped to 68.7%. We know we have work to do, but we know we have the right staff to do the work.

Additionally, we have added significant after school supports and activities for students, augmented by a late bus that helps ensure that any student who wants to engage in activities or after school learning opportunities can access them. We offer after school tutoring (targeted around specific subject areas), homework support (more general), and classes such as theater and dance. These opportunities allow our students to access learning beyond the school day in order to maximize their access to education and resources provided by the school. This year also marks the return to eligibility requirements in athlet-



ics. Students must show strong Habits of Work and Heart in order to remain eligible to access co-curricular activities. Our Athletics and Activities Director, Nick Bent, uses this data to stay in communication with students to help them meet and exceed expectations.

We have also seen tremendous growth in our flexible pathways programming. Students in both the Project Based Learning led by Beverly Taft, and Innovation Center programs, led by Nasser Abdel Fatah have been engaging in hands-on,



deep learning. Students have provided professional development for teachers within the OSSD and other Vermont school districts and they have also worked together to create community and prepare for a service trip to Peru. The Innovation Center and Robotics Lab have hosted students who are able to 3D print a variety of items, and build robots which will compete against robotics teams from around Vermont, New York, and the broader New England area. Tim Moynihan leads our robotics team, and Tom Zani teaches middle level robotics and STEM classes. Zani and Abdel Fatah have also teamed up to offer after school STEM programming to students in grades 5 - 8 on Thursday and Friday afternoons. All of this helps our students find a sense of belonging and apply what they learn in our core academic programs.

We have also increased learning opportunities that get students outside. Our Social Emotional Learning Coordinator, Mitch Wenz brings with him a great depth of knowledge related to outdoor survival which he is passing on to our students. We have run a section of this class for 7th graders which began in late November and we will offer a section for 9th graders beginning in January.

We have begun offering dance classes after school and our theater program now is credit bearing. Moving these classes outside of the school day has allowed students who fill their schedules completely to access these fine arts classes. The late bus has really allowed these programs to flourish.

Kara Merrill, our Director of Student Services, has also been hard at work this past year after winning a grant from the McClure Foundation. Merrill has long been a champion of flexible pathways for students and post secondary planning. When she noticed that many students were struggling to adjust to life outside of our supportive, close knit community, she wrote a grant that would allow her to offer training and stipends to people to support first year college students. The goal of the program is for students to feel an increased level of confidence as first year college students in order to increase the rates of students who are staying in college. So far, we are seeing a lot of success in the program.

Another part of our school culture that we are immensely proud of is the travel that our students have access to. Students are able to apply to be a part of these programs and regardless of their family's income they are able to travel if they are accepted into the programs. Students have traveled to Japan, Germany, Morocco, the Bahamas, and Marine Lab in Key Largo, Florida. Additionally, last summer 13 students were able to become certified SCUBA divers.

We focus, as a school community, on knowing all of our students well, while pushing them to set goals that they can work toward and grow to meet. Over the past several years we have continued to refine our focus to strengthen our academic



program. As a staff, we are continuously learning ourselves, in order to serve our students and their families better. We are grateful for the support that this community provides. We know that the level of support that we receive is not something to be taken for granted. We appreciate all of you!

Sincerely,

*Lisa Floyd*

Principal

*Jason Finley*

Associate Principal



# RANDOLPH TECHNICAL CAREER CENTER

Randolph Technical Career Center (RTCC) is ahead of the curve in meeting the workforce needs of the State of Vermont. It is an exciting time to be a Career Technical Education (CTE) student as the job market opens up and welcomes newly graduated students into their chosen fields. Now, more than ever, the demands of our state are being met by CTE students who become hard workers, business owners, and entrepreneurs.



An RTCC education takes perseverance and grit. It is not the easy way out. Rather, it shows an exemplary commitment to both academics and tradesmanship. It is a calling, a craft, and a lifestyle. CTE is high-quality education in the state of Vermont.

Here at RTCC, we focus on small class sizes for Math and English, leading to more one-on-one focused instruction and outstanding relationships between students and teachers. Our school has a family atmosphere where all adults in the building are trusted members of a student's team. We share responsibility for our students' learning, behavior, and overall satisfaction with their experience.

Our teachers have been hand-selected from industry and come from an array of highly skilled careers to mentor and educate our students. We each bring a unique perspective just as each student brings their own life experience and expertise. Together, we are a strongly-woven community of continuous learners with an emphasis on safety and support.

RTCC is unique in its ability to offer extremely small conference-style academic classes and program classes led by experts in their field; several of whom graduated from RTCC in the past. We offer a truly personalized learning experience for students that prepares them for college and career and we are proud of our RTCC community of current students, graduates, and employees.

In addition to our small class sizes and personalized academic plans, our students have the opportunity to participate in Work-Based Learning. This could be either a paid or unpaid internship and/or job shadow that can be completed during the school day and even outside of school during summers and vacations. This offering provides students with the chance

to build their resumes, earn credit, make money, and gain real-world experience. Work-Based Learning, aka Co-op, is a great way to build your resume and to make yourself more attractive to employers and colleges. It also builds work ethic and helps students develop a sense of personal responsibility.

Working hard in one's chosen career path also helps to build character and define interests. Students who take on a Co-op will also build their capacity for learning and leadership, making them more likely to succeed in college and career, down the line.

In addition to all these positive benefits of an RTCC education, students earn Industry Recognized Credentials (IRCs) through their program. These are qualifications that employers are looking for and applicants who possess them are far more likely to be hired. RTCC also offers a number of ways for students to earn college credit through their program. Our connections with colleges, employers, and industry professionals makes an RTCC education unique, valuable, and a staple in our community and throughout the state.

We would like to thank everyone who has chosen RTCC from community members to sending schools. We are proud to be your chosen educational institution. We look forward to bringing new technology, learning experiences, college and career connections, and a plethora of programs to choose from in the coming years.

Stay tuned! We have more in store!

With gratitude and sincerity,

*Nika Oakes*

Nika Oakes  
RTCC Director



## Current CTE Programs offered at RTCC

- Automotive Technology
- Construction Trades & Management
- Criminal Justice and Cybersecurity
- Culinary Arts & Hospitality Management
- Dental Assisting
- Diesel Technology
- Digital Filmmaking & Media Arts
- Diversified Agriculture
- Education Services
- Electrical Technology
- Health Careers
- Manufacturing & Fabrication
- Pre-Technical Foundations

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/)



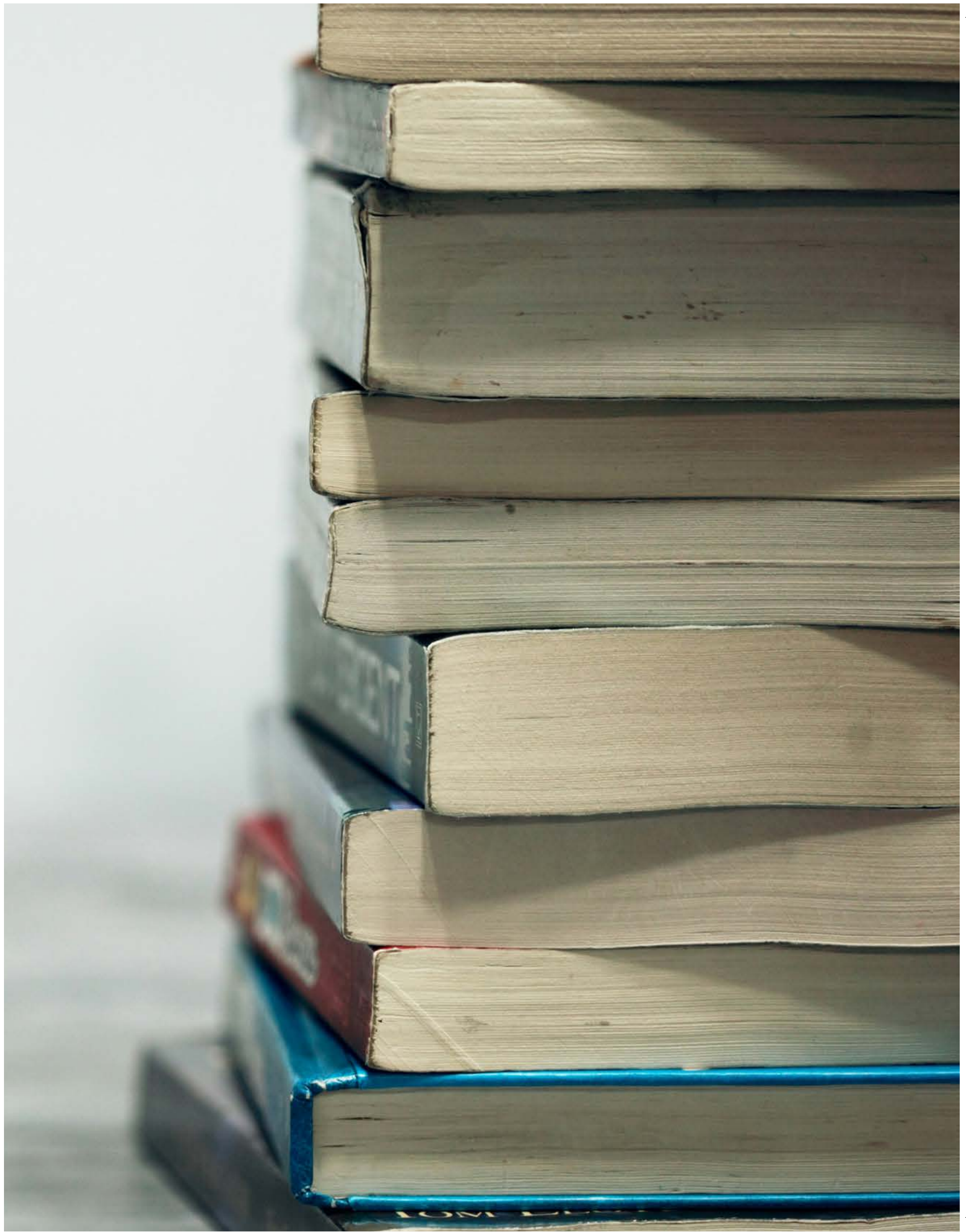
[www.orangesouthwest.org/rtcc](https://www.orangesouthwest.org/rtcc)



ORANGE SOUTHWEST SCHOOL DISTRICT

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**BUDGET INFORMATION**  
**2023-2024**



## **WARNING**

**Orange Southwest Unified Union School District  
(Orange Southwest School District)  
For Braintree, Brookfield, and Randolph  
ANNUAL SCHOOL DISTRICT MEETING  
Monday, March 4, 2024**

**TO THE LEGAL VOTERS OF RANDOLPH, BRAINTREE, and BROOKFIELD:**

You are hereby notified that the Annual Meeting of the voters of Randolph, Braintree & Brookfield will be held in the Auditorium at the Randolph Union High School in the Town of Randolph on Monday, March 4, 2024 commencing at 6:00 p.m. Following updated guidance from state agencies and in order to comply with those directives, this meeting will be also be available remotely. Members of the public wishing to join the meeting remotely, please use the following link:

[meet.google.com/yhw-hpba-say](https://meet.google.com/yhw-hpba-say)

Phone Numbers  
(1 419-945-6075+(US  
PIN: 360 692 067#

**NOTICE TO VOTERS: ARTICLES I, II, III, IV, V, and VI will be voted on the Floor on Monday, March 4, 2024.**

Polls for voting on Articles VII, VIII, IX, X & XI will be open on Town Meeting Day, Tuesday, March 5, 2024 at the following locations and at the following times in each town:

**Braintree:** Braintree Town Hall from 9 a.m. to 7 p.m.  
**Brookfield:** Brookfield Elementary School from 9 a.m. to 7 p.m.  
**Randolph:** Randolph Town Hall from 7 a.m. to 7 p.m.

- ARTICLE I: To elect a Moderator for a one year term beginning July 1, 2024.
- ARTICLE II: To elect a Clerk for a one year term beginning July 1, 2024.
- ARTICLE III: To elect a School District Treasurer for a one year term beginning July 1, 2024.
- ARTICLE IV: To fill any vacancies existing or occurring on March 4, 2024.
- ARTICLE V: To hear and act upon recommendations contained in the reports of the officers of the school district.
- ARTICLE VI: To see whether the school district will authorize the School Board to borrow money pending receipt of payments from the member towns, by the issuance of notes or orders payable not later than one year from the date thereof.
- ARTICLE VII: To vote by Australian ballot on the following Orange Southwest School District Officer:  
1. - One School Director from the residents of Randolph, VT for a term of three years.
- ARTICLE VIII: To vote by Australian ballot on the following Orange Southwest School District Officer:  
1. - One School Director from the residents of Braintree, VT for a term of three years.
- ARTICLE IX: To vote by Australian ballot on the following Orange Southwest School District Officer:  
1. - One School Director from the residents of Brookfield, VT for a term of three years.
- ARTICLE X: To vote by Australian ballot on the following monetary item:


1. Shall the voters of the Orange Southwest School District approve the school board to expend **\$26,728,789**, which is the amount the school board has determined to be necessary for the ensuing fiscal year.

ARTICLE XI: To vote by Australian ballot on the following monetary item:

1. Shall the voters of the Orange Southwest School District approve the transfer of **\$1,111,283** in surplus funds from the 2022-2023 school year to the Operational Reserve Fund?

DATED at Randolph in the County of Orange and State of Vermont, this 12<sup>th</sup> day of January 2024.

  
Hannah Arias, Chair

  
Chelsea Sprague, Vice-Chair

  
Sam Hooper, Clerk

  
Megan Sault

  
Sarah Haupt

  
Rachel Gaidys

  
Anne Kaplan

  
Katja Evans  
OSSD School Board Directors

Received and recorded in the office of the Clerk of the Orange Southwest School District, in Randolph on January 29<sup>th</sup>, 2024 before being posted.

ATTEST:   
Linda Lubold, Clerk

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#### NOTICE TO VOTERS

Attached is some basic information about the Orange Southwest School District meeting warned. If you have any questions, please contact your Town Clerk.

Braintree Town Clerk - 728-9787  
Brookfield Town Clerk - 276-3352  
Randolph Town Clerk - 728-5682

# OSSD 2024-25 BUDGET: BUDGET SUMMARY

	2022-23 Budget	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Difference
<b>REVENUE</b>					
Local Revenue	1,071,912	1,229,985	1,165,277	1,217,650	52,373
			8.71%	-1.00%	
Special Programs	2,210,149	2,276,986	2,377,539	2,703,635	326,096
			12.14%	18.74%	
State Revenues	17,350,584	17,354,421	18,895,649	20,591,511	1,695,862
			8.90%	18.65%	
Federal Funds	876,478	0	1,182,660	1,182,660	0
Beginning Balance	746,171	746,171	1,096,503	1,033,333	-63,170
<b>Total Revenue</b>	<b>22,164,294</b>	<b>21,607,562</b>	<b>24,717,628</b>	<b>26,728,789</b>	<b>2,011,161</b>
			<b>11.52%</b>	<b>8.14%</b>	
<b>EXPENDITURES</b>					
Instruction	8,127,344	7,481,302	8,531,955	8,977,304	445,349
			4.98%	20.00%	
Special Education	3,995,922	3,468,448	4,554,839	4,750,610	195,771
			13.99%	36.97%	
Administration	1,352,596	1,276,848	1,429,672	1,500,859	71,187
			5.70%	17.54%	
Central Office	899,455	851,400	949,273	1,178,019	228,746
			5.54%	38.36%	
Support Services	1,895,527	1,764,064	2,096,351	2,377,842	281,491
			10.59%	34.79%	
Maintenance	2,169,745	2,555,228	2,545,420	2,999,230	453,810
			17.31%	17.38%	
Technology	728,215	623,899	768,715	784,205	15,490
			5.56%	25.69%	
Transportation	648,277	645,588	779,306	809,049	29,743
			20.21%	25.32%	
Other Expenses	126,409	90,468	148,989	140,668	-8,321
			17.86%	55.49%	
Technical Education	928,674	937,927	1,216,132	1,265,030	48,898
			30.95%	34.88%	
Pre-School	416,652	461,306	514,316	763,313	248,997
			23.44%	48.41%	
<b>School Total</b>	<b>21,288,816</b>	<b>20,166,776</b>	<b>23,534,968</b>	<b>25,546,129</b>	<b>1,713,266</b>
			<b>10.55%</b>	<b>8.55%</b>	
Federal Funds	876,478	0	1,182,660	1,182,660	0
Surplus/Deficit	0	1,440,786	0	0	0
<b>Total Expenditures</b>	<b>22,165,294</b>	<b>21,607,562</b>	<b>24,717,628</b>	<b>26,728,789</b>	<b>2,011,161</b>
			<b>11.52%</b>	<b>8.14%</b>	

# OSSD 2024-25 BUDGET: REVENUES

	2022-23 Budget	2022-23 Actual	2024-24 Budget	2024-25 Proposed	Difference
<b>LOCAL REVENUES</b>					
Tuition	348,000	507,827	385,000	385,000	0
Overhead Tuition	20,000	0	45,000	40,000	-5,000
Transportation	50,000	49,372	40,000	40,000	0
Interest	85,000	104,653	75,000	78,000	3,000
Early Ed Receipts	0	3,656	0	0	0
Lease Land - Brookfield	5	0	5	5	0
Athletic Fees	0	0	0	0	0
Contracted Services	35,292	35,292	52,940	0	-52,940
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	487,760	487,760	523,000	626,995	103,995
Admin Svcs - EPSDT	1,500	0	0	0	0
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	44,005	44,005	44,332	47,650	3,318
Rental Income	350	128	0	0	0
SWP - Salary Reimbursements	0	0	0	0	0
Prior Year Refunds	0	-2,708	0	0	0
<b>Total Other Revenues</b>	<b>1,071,912</b>	<b>1,229,985</b>	<b>1,165,277</b>	<b>1,217,650</b>	<b>52,373</b>
<b>SPECIAL EDUCATION</b>					
Core Block Grant	0	0	0	0	0
Special Ed Reimbursement	1,426,162	1,645,565	1,743,537	1,798,682	55,145
State Placed Students	0	599	0	0	0
Extraordinary Reimbursement	601,338	521,006	515,328	794,600	279,272
Essential Early Ed	80,649	80,649	103,674	95,353	-8,321
IDEA-B - Pre-School	0	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	12,000	29,167	15,000	15,000	0
<b>Total Special Education</b>	<b>2,120,149</b>	<b>2,276,986</b>	<b>2,377,539</b>	<b>2,703,635</b>	<b>326,096</b>
<b>STATE REVENUES</b>					
State Technical Centers	483,574	492,283	565,552	604,208	38,728
State Education Fund	16,430,804	16,422,095	17,893,456	19,551,025	1,657,569
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	0	1,663	0	0	0
State Transportation	255,000	255,435	255,435	255,000	-435
Small Schools Grant	177,706	177,706	177,706	177,706	0
Driver Education	3,500	5,239	3,500	3,500	0
<b>Total State Revenues</b>	<b>17,350,584</b>	<b>17,345,421</b>	<b>18,895,649</b>	<b>20,591,511</b>	<b>1,695,862</b>
Beginning Balance	746,171	746,171	1,096,503	1,033,333	-63,170
<b>School Total</b>	<b>21,288,816</b>	<b>21,607,562</b>	<b>23,534,968</b>	<b>25,546,129</b>	<b>2,011,161</b>

# OSSD 2024-25 BUDGET: REVENUES

	2022-23 Budget	2022-23 Actual	2024-24 Budget	2024-25 Proposed	Difference
FEDERAL FUNDS					
IDEA - B	202,846	0	329,400	329,400	0
IDEA - B - Preschool	143,632	0	6,800	6,800	0
Title I and II - School Wide	415,000	0	680,960	680,960	0
Medicaid	95,000	0	155,000	155,000	0
EPSDT	20,000	0	10,500	10,500	0
<b>Total Federal Funds</b>	<b>876,478</b>	<b>0</b>	<b>1,182,660</b>	<b>1,182,660</b>	<b>0</b>
<b>TOTAL VOTER APPROVAL</b>	<b>21,123,787</b>	<b>21,607,562</b>	<b>24,717,628</b>	<b>26,728,789</b>	<b>2011,161</b>



RU Middle School Art Show 2023

# OSSD 2024-25 BUDGET: EXPENDITURES

	2023-23 Budget	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Difference	Percent Inc/Dec
<b>INSTRUCTION</b>						
Salaries	4,896,410	4,574,448	4,969,420	5,202,040	232,620	4.68%
Benefits	1,877,885	1,543,206	1,932,867	2,074,962	142,095	7.35%
Drivers Education	3,500	3,292	4,000	4,000	0	0.00%
Remedial/Interventionalist Services	207,204	203,044	247,900	273,237	25,337	10.22%
Testing/Tutorial/OT-PT Services	13,775	20,638	20,475	36,930	16,455	80.37%
Contracted Services	44,400	37,093	45,600	45,600	0	0.00%
Staff Training	210,797	238,536	269,062	273,500	4,438	1.65%
Co/Extra Curricular	443,753	390,514	501,788	526,192	24,404	4.86%
Tuition	54,000	85,949	54,000	54,000	0	0.00%
Travel/Field Trips	40,280	11,860	39,020	39,020	0	0.00%
Supplies/Textbooks/Equipment	335,340	372,722	447,823	447,823	0	0.00%
<b>Total Instruction</b>	<b>8,127,344</b>	<b>7,481,203</b>	<b>8,531,955</b>	<b>8,977,304</b>	<b>445,349</b>	<b>5.22%</b>
<b>SPECIAL EDUCATION</b>						
Salaries	1,729,595	1,562,213	1,855,957	1,936,595	80,638	4.34%
Benefits	688,205	587,230	804,165	819,132	14,967	1.86%
Contracted/Prof Services	0	0	0	0	0	0.00%
Transportation	89,350	64,434	158,450	152,500	-5,950	-3.76%
Travel/Conferences	10,500	17,520	11,700	11,700	0	0.00%
Supplies/Textbooks/Equipment	26,700	20,698	27,275	27,275	0	0.00%
Tuition	840,000	696,905	982,000	1,069,700	87,700	8.93%
Behavioral Services	198,817	84,130	213,198	230,249	17,051	8.00%
Testing/Tutorial/OT-PT Services	139,000	191,990	164,000	164,000	0	0.00%
Speech Services	273,755	243,327	338,094	339,459	1,365	0.40%
<b>Total Special Education</b>	<b>3,995,922</b>	<b>3,468,448</b>	<b>4,554,839</b>	<b>4,750,610</b>	<b>195,771</b>	<b>4.30%</b>
<b>ADMINISTRATION</b>						
Salaries	892,932	884,315	930,100	935,231	5,131	0.55%
Benefits	366,439	324,313	392,107	458,163	66,056	16.85%
Repairs/Maint	9,000	0	9,000	9,000	0	0.00%
Postage/Telephone	32,700	21,610	36,250	36,250	0	0.00%
Travel	9,300	20,008	17,100	17,100	0	0.00%
Supplies/Equipment	42,225	26,603	45,115	45,115	0	0.00%
<b>Total Administration</b>	<b>1,352,596</b>	<b>1,276,848</b>	<b>1,429,672</b>	<b>1,500,859</b>	<b>71,187</b>	<b>4.98%</b>
<b>CENTRAL OFFICE</b>						
Salaries	548,250	547,729	600,210	737,688	137,478	22.90%
Benefits	250,055	200,823	250,218	333,986	83,768	33.48%
Contracted Services	26,000	24,044	7,500	10,000	2,500	33.33%
Staff Development	2,000	17,205	5,000	5,000	0	0.00%
Repairs/Maintenance	17,500	19,296	25,000	30,000	5,000	20.00%
Board Expense	0	0	0	0	0	0.00%
Insurance	0	0	0	0	0	0.00%
Travel	5,900	6,863	7,900	7,900	0	0.00%
Supplies/Equipment	49,750	35,441	53,445	53,445	0	0.00%
<b>Total Central Office</b>	<b>899,455</b>	<b>851,400</b>	<b>949,273</b>	<b>1,178,019</b>	<b>228,746</b>	<b>24.10%</b>

# OSSD 2024-25 BUDGET: EXPENDITURES

	2023-23 Budget	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Difference	Percent Inc/Dec
<b>SUPPORT SERVICES</b>						
Guidance	518,574	511,520	568,502	592,054	23,552	4.14%
Behavioral/Social Work	302,638	310,964	323,784	412,237	88,453	27.32%
School Nurse	329,824	322,896	367,208	516,582	149,374	40.68%
Media Services	318,141	281,551	381,092	390,339	9,247	2.43%
Curriculum Development	30,555	1,809	31,255	31,255	0	0.00%
C.A.R.	113,500	57,526	113,500	113,500	0	0.00%
Teaching Mentoring	46,800	70,095	50,645	58,010	7,365	14.54%
Board of Education	100,495	98,932	116,365	118,865	2,500	2.15%
Legal Fees	53,000	68,113	59,000	60,000	1,000	1.69%
Fiscal Services	82,000	40,659	85,000	85,000	0	0.00%
<b>Total Support Services</b>	<b>1,895,527</b>	<b>1,764,064</b>	<b>2,096,351</b>	<b>2,377,842</b>	<b>281,491</b>	<b>13.43%</b>
<b>MAINTENANCE</b>						
Salaries	539,020	646,549	760,850	904,750	143,900	18.91%
Benefits	310,000	284,903	393,385	531,465	138,080	35.10%
Contracted Services	225,000	325,211	112,000	118,720	6,720	6.00%
General Liability Insurance	69,200	73,756	81,500	88,000	6,500	7.98%
Repairs/Maintenance	230,000	320,778	271,000	287,260	16,260	6.00%
Utilities	405,250	430,978	459,310	541,000	81,690	17.79%
Supplies/Travel/Equipment	224,750	266,522	272,850	298,350	25,500	9.35%
Care of Grounds	147,000	168,024	173,000	205,600	32,600	18.84%
Reserve - Reapirs/Maintance	0	0	0	0	0	0.00%
Vehicle Services	19,525	38,508	21,525	24,085	2,560	11.89%
<b>Total Maintenance Services</b>	<b>2,169,745</b>	<b>2,555,228</b>	<b>2,545,420</b>	<b>2,999,230</b>	<b>453,810</b>	<b>17.83%</b>
<b>TECHNOLOGY</b>						
Salaries	313,920	287,528	338,600	354,630	16,030	4.73%
Benefits	145,985	106,874	153,515	148,975	-4,540	-2.96%
Contracted Services	24,500	-3,568	24,500	24,500	0	0.00%
Technology Fund Transfer	108,500	108,500	108,500	108,500	0	0.00%
Reapirs/Maintenance	2,500	-749	2,500	2,500	0	0.00%
Supplies	132,810	125,315	141,100	145,100	4,000	2.83%
Equipment	0	0	0	0	0	0.00%
<b>Total Technology</b>	<b>728,215</b>	<b>623,899</b>	<b>768,715</b>	<b>784,205</b>	<b>15,490</b>	<b>2.02%</b>
<b>TRANSPORTATION</b>						
Salaries	245,081	247,606	254,045	266,055	12,010	4.73%
Benefits	51,863	48,304	55,718	62,664	6,946	12.47%
Contracted Services/Rent	66,785	64,690	70,000	73,000	3,000	4.29%
Travel/Conferences	100	0	100	100	0	0.00%
Repairs/Supplies/Equipment	55,300	46,285	58,700	59,300	600	1.02%
Diesel Fuel	59,500	75,609	90,800	90,800	0	0.00%
Unallowed Spec Ed	0	0	0	0	0	0.00%
After School Transportation	0	0	70,800	75,000	4,200	0.00%
Field Trips	25,118	14,544	33,000	33,000	0	0.00%

# OSSD 2024-25 BUDGET: EXPENDITURES

	2023-23 Budget	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Difference	Percent Inc/Dec
<b>TRANSPORTATION CONT.</b>						
Tuition Student Transportation	44,530	48,548	46,143	49,130	2,987	5.09%
Bus Purchase	0	0	0	0	0	0.00%
Bus Fund Reserve	100,000	100,000	100,000	100,000	0	0.00%
<b>Total Transportation</b>	<b>648,277</b>	<b>645,588</b>	<b>779,306</b>	<b>809,049</b>	<b>29,743</b>	<b>3.82%</b>
<b>OTHER EXPENDITURES</b>						
Food Service Transfer	35,000	1,754	35,000	35,000	0	0.00%
Operational Fund Transfer	0	0	0	0	0	0.00%
Special Ed Transfer	0	0	0	0	0	0.00%
School Resource Officer	0	0	0	0	0	0.00%
Child Care - COVID-19	0	0	0	0	0	0.00%
Debt Service	10,760	10,759	10,315	10,315	0	0.00%
EEE Services	80,649	77,955	103,674	95,353	-8,321	-8.03%
<b>Total Other Expenditures</b>	<b>126,409</b>	<b>90,468</b>	<b>148,989</b>	<b>140,668</b>	<b>-8,321</b>	<b>-5.58%</b>
<b>TECHNICAL EDUCATION</b>						
State - Act 68	483,574	492,283	565,552	604,280	38,728	6.85%
Local Tuition	445,100	445,644	650,580	660,750	10,170	1.56%
<b>Total Technical Education</b>	<b>928,674</b>	<b>937,927</b>	<b>1,216,132</b>	<b>1,265,030</b>	<b>48,898</b>	<b>4.02%</b>
<b>PRE-SCHOOL</b>						
Salaries	229,635	257,242	285,474	435,731	150,257	52.63%
Benefits	118,042	131,313	172,967	189,478	16,511	9.55%
Administration	0	46,547	0	56,029	56,029	0.00%
Tuition/Partnerships	39,400	13,424	25,000	50,000	25,000	100.00%
Supplies/Travel/Equipment	29,575	23,077	30,875	32,075	1,200	3.89%
<b>Total Pre-School</b>	<b>416,652</b>	<b>471,603</b>	<b>514,316</b>	<b>763,313</b>	<b>248,997</b>	<b>48.41%</b>
<b>SURPLUS / DEFICIT</b>	<b>0</b>	<b>1,440,768</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>School Total</b>	<b>21,288,816</b>	<b>21,607,562</b>	<b>23,534,968</b>	<b>25,546,129</b>	<b>2,011,161</b>	<b>8.55%</b>
<b>FEDERAL FUNDS</b>						
Idea - B	202,846	0	329,400	329,400	0	
Idea - B - Pre-School	143,632	0	6,800	6,800	0	
Titile I and II - School Wide	415,000	0	680,960	680,960	0	
Medicaid	95,000	0	155,000	155,000	0	
EPSDT	20,000	0	10,500	10,500	0	
<b>Total Federal Funds</b>	<b>876,478</b>	<b>0</b>	<b>1,182,660</b>	<b>1,182,660</b>	<b>0</b>	
<b>TOTAL VOTER APPROVAL</b>	<b>22,165,294</b>	<b>21,607,562</b>	<b>24,717,628</b>	<b>26,728,789</b>	<b>2,011,161</b>	<b>8.14%</b>

# OSSD 2024-25 BUDGET: ESTIMATED TAX RATE

<b>State Property Yield Rate</b>	<b>\$1.00</b>
<b>State Non-Residential Tax Rate</b>	<b>\$1.442</b>
<b>Budget</b>	<b>\$25,546,129.00</b>
<b>Revenue - Categorical Grants</b>	<b>-\$5,390,824.00</b>
<b>Total Education Spending (Act 68)</b>	<b>\$20,155,305.00</b>
<b>Equalized LTW Pupils - 2024-25 (Projection 1/08/24)</b>	<b>1,568.85</b>
<b>Education Spending per Equalized Pupil (Act 68)</b>	<b>\$12,847.18</b>
<b>Excess Spending Threshold</b>	<b>N/A</b>
<b>Property Yield</b>	<b>\$9,452.00 135.92%</b>
<b>OSSD Project Tax Rate</b>	<b>\$1.3592</b>

	<b>OSSD Estimated Equalized Tax Rate</b>	<b>2023-24 Equalized Tax Rate</b>	<b>\$ Difference</b>	<b>% Difference</b>
<b>Braintree</b>	\$1.3592	\$1.3937	-\$0.0345	-2.48%
<b>Brookfield</b>	\$1.3592	\$1.3937	-\$0.0345	-2.48%
<b>Randolph</b>	\$1.3592	\$1.3937	-\$0.0345	-2.48%

	<b>2023 Town Common Level of Appraisal</b>	<b>Projected OSSD Tax Rates</b>	<b>2023-24 Tax Rates</b>	<b>Projected 2024-25 Difference</b>
<b>Braintree</b>	79.57%	\$1.7082	\$1.5709	\$0.1373
<b>Brookfield</b>	95.21%	\$1.4276	\$1.2724	\$0.1552
<b>Randolph</b>	78.71%	\$1.7268	\$1.6484	\$0.0784



## **ANNUAL SCHOOL DISTRICT MEETING**

Monday, March 4, 2023 at 6:00pm  
Randolph Union High School Auditorium

To attend remotely:  
[meet.google.com/yhw-hpba-say](https://meet.google.com/yhw-hpba-say)  
Phone Number  
US+1 419-945-6075  
Pin: 360 692 067#

## **POLLS OPEN: TOWN MEETING DAY**

Tuesday, March 5, 2023 at the following  
places and times:

Braintree Town Hall • 9:00am - 7:00pm  
Brookfield Elementary School • 9:00am - 7:00pm  
Randolph Town Hall • 7:00am - 7:00pm

A photograph of a field of yellow wildflowers, possibly Black-eyed Susans, in the foreground. The background is a soft-focus blue sky with some distant trees or hills. The overall tone is bright and natural.

# OSSD

**ORANGE SOUTHWEST SCHOOL DISTRICT**

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Phone: 802-728-5052  
Web: [orangesouthwest.org](http://orangesouthwest.org)