

2024-25

Annual Report

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Welcome from the Superintendent

During my college years, I had a pretty eclectic mix of jobs to help pay my way through school. I made snow at Cannon Mountain at night and worked on the lifts during the day, worked on a tree farm in Bethlehem, a dairy farm in Franconia, and a number of jobs in restaurants in an effort to make ends meet.

For a time, I was also even employed in a machine shop that fabricated metal parts for airplanes in Gloucester, Massachusetts. Given what is at stake when it comes to airplane parts, there were very stringent specifications used in determining the exact measurements and materials that go into each part. Every unit that came off the line had to be exactly like every other one; in fact, they had to be identical. And though the process of creating these pieces was stringently (and stressfully) adhered to with regard to quality control, there was also comfort to be found in the consistency of it.

This exacting manufacturing process, as you might imagine, is a polar opposite of working in a public school. But even with that being said, going from a factory where everything we turned out had to be the identical, to a place (school) where each person is an individually unique entity unto themselves, I have nevertheless found these dichotomous experiences to be an altogether useful guide.

Most importantly, that there is nothing “exact” when it comes to human beings. The students, staff, and community members who come into our buildings – or those we see when we are out in the communities – each

bring with them something that is unique and different. To try to put them into any sort of overarching category would be to ignore the proverbial “square peg/round hole” issue we have all encountered at times in our lives and to try to force something that just isn’t there. And so we seek to understand and adapt, to hold consistent standards and to have high expectations, while at the same time being able to see people for who they are and endeavor to meet them there. We want to make sure that whoever they are and whatever they need we are able to provide and, in so doing, that they then have an opportunity for something better.

Education is nothing else if not this hope for something better and our communities coming together to make what is imagined a reality for our kids is one of the more noble things that we can do, as it speaks to our hope for the future and our desire to make the world a better place. And that world is something that is not exact, but ever-changing. And schools help us to prepare our kids for it, allowing them to become who they are in a way that is unlike the fixed, rigid machined parts coming off of the factory floor, and rather the thoughtful, inquiring, adaptable, and wholly different, individuals we know that the world needs. Who they are and who they might yet become, begins here and each of us has a part to play.



Sincerely,
Randy Gawel
OESU SUPERINTENDENT

“We seek to understand and adapt, to hold consistent standards and to have high expectations, while at the same time being able to see people for who they are and endeavor to meet them there.”



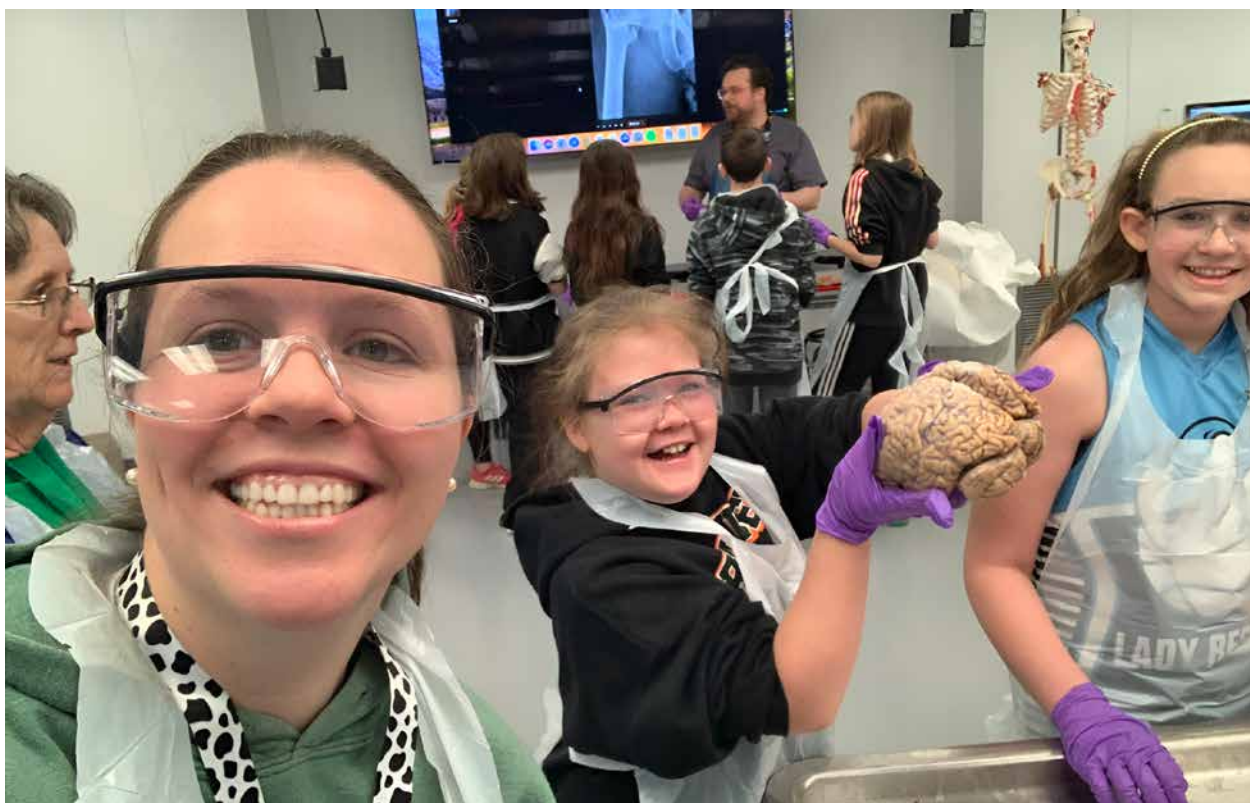
Message from the School Board

As we reflect on the past year, we are pleased to share positive news regarding the tax rates for our district. This year, a combination of favorable factors resulted in a decrease in Bradford’s tax rates and a modest increase in Newbury’s rates. Due to state-defined elements in the funding formula – namely the Common Level of Appraisal (CLA) and the Yield – both Bradford and Newbury benefited. Specifically, Bradford tax rates are decreasing by approximately 6%, while Newbury will see an increase of less than 2%.

This achievement is due to the collaborative efforts of our building administrators, central office staff, and the school board. Together, we worked to develop budgets that met the

needs of our students while keeping the cost manageable. Our focus on providing enriching educational experiences for our students, while balancing the district’s financial realities, remains a key priority.

The board would also like to thank the Budget Finance committee for their work and guidance as we moved through the budget process. As part of the budgeting process this year the board added three community budget listening sessions. One in December, January and February. Each meeting had between 8 to 15 community members, school staff and budget committee members. While the meetings were not as widely attended as we had hoped it was helpful to hear from the community members that did come.



“This year we had a surplus of approximately \$750,000. This surplus was largely due to staffing changes which resulted in lower salary and benefits cost. The surplus allowed us to decrease taxes, plan for several needed capital improvements and set funds aside for the future.”

SCHOOL BOARD MEMBERS



| NAME | TERM | TOWN | POSITION |
|----------------|-----------|----------|------------|
| Maegan Ballou | 2024-2027 | Bradford | Member |
| Angela Colbeth | 2023-2026 | Bradford | Vice-Chair |
| Danielle Corti | 2022-2025 | Newbury | Chair |
| Carol Cottrell | 2024-2027 | Newbury | Member |
| Leanne Hatch | 2022-2025 | Bradford | Member |
| Timothy Ross | 2023-2026 | Newbury | Member |

Their feedback helped us adjust the budget, specifically regarding the use of surplus funds.

This year we had a surplus of approximately \$750,000. This surplus was largely due to staffing changes which resulted in lower salary and benefits cost. The surplus allowed us to decrease taxes, plan for several needed capital improvements and set funds aside for the future. The board allocated \$200,000 to reduce the amount to be paid by taxpayers. We used \$300,000 to increase our Capital Reserve Fund, bringing the total to approximately \$875,000 and applied \$250,000 to the Education Stabilization Fund. This fund can be used for potential financial challenges down the road. These prudent financial decisions will help ensure we can fund essential building improvements, including roofing, electrical, and ventilation work, which are estimated to cost around \$875,000. The \$300,000 allocation will provide the necessary resources to complete these important projects.

Looking ahead, we are keenly aware that the state government is actively working to restructure school funding and overall the delivery of public education. While this brings some uncertainty to our long-term planning, we remain committed to being fiscally responsible while ensuring the continued success of our students. To prepare our schools for inevitable changes, we must start looking to our neighbors for opportunities to collaborate and pool resources. We must look for ways to work together to provide more opportunities for all of our area students. The current national

Scheduled Facilities Improvements In OUUSD for 2025-26



Critical roofing repairs



Upgraded electrical system



Enhanced ventilation work

educational and economic uncertainty further complicates predicting future conditions, and we recognize that flexibility and adaptability will be especially important.

We encourage members of the community to stay informed and engaged as we navigate the challenges together. Your participation in these discussions is invaluable as we continue to work toward a sustainable and effective future for our district.

Sincerely,

THE OUUSD SCHOOL BOARD

Maegan Ballou
Angela Colbeth
Danielle Corti

Carol Cottrell
Leanne Hatch
Timothy Ross

Bradford Elementary School



It has been a wonderful year of learning and community building here at BES! All of our classroom teachers returned this year, and we have added some wonderful staff to our community. Outdoor learning provides hands-on opportunities for students to apply their academic knowledge. Unique activities, such as the Winter Activities Program, help to build community and provide students with opportunities to thrive outside of the classroom. Band lessons, open studio, intramurals, and open library allow students to develop their passions with the guidance of our skilled educators.

Quality math instruction continues to be a focus of our teachers. Teachers meet monthly to apply their learning around instructional best practices and to learn new strategies. They utilize the training that they have received through All Learners Network and Illustrative Mathematics to differentiate learning to meet students where they are in their skills. Interventionists support classroom instruction, as well as work with small groups of students identified as needing additional support to build their math reasoning.

Our teachers have continued to work with a coach to implement effective writing strategies

and utilize writing rubrics to assess student learning. This engages students in reflection around their own learning. Most of our PreK-2 teachers have now taken The Science of Reading, a course designed around the text *Shifting the Balance*, helping teachers to make adjustments to their instruction to align with what research now recognizes as the most effective strategies for teaching reading to our youngest learners. As we look to next year, our educators are beginning to prepare to roll out a new literacy curriculum across all grade levels. This will unify our work and intentionally integrate science and social studies into literacy instruction.

| | GRADE LEVEL | 2024-25 ENROLLMENT | 2025-26 PROJECTED |
|---|--------------|--------------------|-------------------|
| Student Enrollment at Bradford Elementary School | EE | 8 | 4 |
| | Pre-K | 21 | 20 |
| | K | 26 | 21 |
| | 1st | 22 | 26 |
| | 2nd | 37 | 23 |
| | 3rd | 28 | 39 |
| | 4th | 20 | 31 |
| | 5th | 27 | 20 |
| | 6th | 33 | 27 |
| | Total | 222 | 211 |



Families are valued partners in our work. Over the past two years, we have worked to invite the parents and the community back into our building to see student learning and join in our efforts. This year, we hosted Back to School night in August, a Curriculum Night in September, and the Family Dinner in December. Our vibrant Unified Arts team also worked with the 4th-6th graders to create the amazing Lion King musical during the month of October. Kindergarten-3rd graders performed to a packed gymnasium for their Winter Concert. Students at all grade levels are working hard to prepare for Rock Fest and the annual Art Show in June.

Our aging building required some work this school year. Repairs to the HVAC system included a new hot water heater, repairs to the circulation pump, and replacement of valves. This summer, the boiler will be repaired, and the HVAC system will be flushed to prevent future corrosion. In addition, our parking lots are scheduled to be resealed and the roof over the most recent addition will be replaced. A VSBIT grant will help to fund some of this work.

Donations and grants provided us several opportunities to improve our facilities this year. This fall, a team of staff and community volunteers worked to rebuild the dome of the pizza oven located in our courtyard. This will provide us with an outdoor space to prepare food with classes and for community events, such as Rock Fest. Our grant-funded library renovation project was completed in December. New shelving was installed around the exterior of the room, and movable furniture now maximizes the learning space.

We couldn't do our work without the support of our local community. Bradford businesses contribute to our community food shelf and provide donations to ensure our students have warm outdoor gear during the winter. The Recreation department has also supported our efforts by offering a robust summer camp and After School program for school-aged students in Bradford. In addition, Bradford Youth Sports offers a variety of athletic opportunities for area children. These partnerships support our efforts to create well-rounded, healthy children. Thank you to all who have contributed to these efforts!

Finally, I would like to extend my gratitude to all of the staff at BES for their unwavering support and dedication to our students. They remain focused on what is best for students, regardless of the challenge. Their efforts make BES a truly special place to learn and grow!



Sincerely,
Edith Fogarty
BES INTERIM PRINCIPAL



Recent Facilities Improvements



HVAC system repairs and upgrades



Grant-funded library renovation



New dome for outdoor pizza oven



Newbury Elementary School

Newbury Elementary continues to focus on how to provide high quality educational experiences for all students. Over the last year, our staff has worked to become more collaborative as a team, gain professional knowledge and experience, and improve our learning environment. Through these initiatives we have seen improved academic and social emotional outcomes for our students. It is our goal to prepare



Newbury students for success both within and outside of the classroom.

This year a primary focus of professional development has been to meet the requirements of Act 139. One of its key requirements is that teachers of literacy must have training in high quality reading instruction from an approved program. In order to help our teachers meet this requirement, the school used ESSER funds (no impact on the local budget) to have classroom teachers

participate in the LETRS or Aspire training. These programs address the most current brain science around how to best teach phonological and phonemic awareness, comprehension and vocabulary building so that students can become proficient readers. Teachers are already adjusting their educational practices based on what they are learning to provide the most impactful learning experience for their students in literacy instruction. We expect this new professional learning to have a positive impact on student outcomes in reading.

Over the last three years our staff has worked to streamline our educational support team process for identifying and supporting students that are not making sufficient academic progress. By utilizing the Vermont Agency of Educations field guide to MTSS (multi-tiered systems of support) our grade level teams have created an efficient data driven system for identifying, providing intervention for and monitoring students in need of support. As we entered the 2024-2025 school year we have finally begun to see significant positive results. Headed into the 2025-2026 school year we will continue to improve upon our MTSS systems to



Newbury Elementary staff spend a morning at the Great Corn Maze in Danville, putting their team building, problem solving and communication skills to the test.



best meet the needs of our students.

There is truth in the statement that the environment that someone works in has an impact on productivity. At NES, we take pride in our school building and campus and wish to provide a clean and safe environment for all members of our school community to grow and learn in. During the 2024 school year we have made many improvements to our facility. Over the summer, several areas of the school were painted

including the gym, second and third floor hallways and several classrooms. A clean, fresh coat of paint goes a long way! Another project which was paid for with ESSER funds was installation of a new HVAC system on the third floor. The project provides more efficient heating and cooling, as well as improved air quality to the third floor of our building. In an effort to make our hallways and classrooms more inviting, we have installed magnetized door locks to all classrooms. These locks will allow us to be compliant with both fire and school safety codes. Before installation of this system all classroom doors were closed and windows covered, which did not make for a very welcoming environment. It is our hope that staff, students and visitors will feel more comfortable in our building due to these improvements.

In closing, Newbury Elementary School students would not be able to make the levels of academic and social progress without the support of a competent and dedicated school staff. All members of the NES staff carry themselves with a high level of professionalism and caring. As a staff we have worked hard to build relationships with each other, which in turn helps us to strengthen our approach to collaborative teaming and student instruction. Our efforts at becoming a better team of professionals has helped NES have a very low rate of staff turnover. In fact, over the last three years we have not had a single core teacher resign or retire. This is a testament that Newbury Elementary School has created a supportive educational community that people want to be a part of. By supporting each other and our students, all things are possible!



Sincerely,
Loretta Cruz
NES PRINCIPAL



Please consider attending one of our monthly community coffee meetings.

Student Enrollment at Newbury Elementary School

| GRADE LEVEL | 2024-25 ENROLLMENT | 2025-26 PROJECTED |
|--------------|--------------------|-------------------|
| EE | 4 | 3 |
| Pre-K | 14 | 13 |
| K | 14 | 10 |
| 1st | 17 | 13 |
| 2nd | 9 | 17 |
| 3rd | 13 | 9 |
| 4th | 7 | 13 |
| 5th | 17 | 7 |
| 6th | 14 | 16 |
| Total | 109 | 101 |

Some Focus Areas This Year



Providing professional development for teachers to enhance reading instruction



Using data to identify and assist students needing extra academic support



Making our school building more welcoming with fresh paint, better air quality, and new door locks



Oxbow High School

This year has been a wonderful journey of community collaboration, innovation, and learning. We have embraced new educational opportunities, worked diligently to foster a positive school climate, and dedicated our attention to strengthening relationships with students, families, and the wider community.

Oxbow serves a diverse student body ranging from 12-year-old 7th graders to 18-year-old seniors, a span that includes significant growth in maturity and world-awareness. To support students throughout



this developmental journey, grade-level core teams meet daily, providing targeted guidance to help students grow as independent scholars.

Departmental teams meet bi-weekly, fostering collaboration among educators as they engage in professional development, share best practices, and plan a cohesive curriculum. This commitment to both student growth and professional development ensures that we continue to create a dynamic and supportive learning environment that prepares students for success both inside and outside the classroom.

Our Community Engagement Series has been a success, offering open monthly meetings between students, administration, and community members. These gatherings

have provided a platform for meaningful discussions about shared beliefs, student learning, and student wellness. By strengthening these connections, we ensure that all voices are heard in shaping our school environment and future direction.

OHS is partnering with VSAC to implement Aspirations, a long-term initiative focused on ensuring that every student graduates with a clear post-high school plan. During inservice, the steering committee met to establish a meeting schedule and framework for implementing this program school-wide. With a four-year commitment to this partnership, we are confident that our students will receive the guidance and support needed to explore their futures with confidence and purpose.

An exciting moment this year was receiving our Certificate of Occupancy for the expanded STREAM Lab space as well as the donation of our Hydroponic Farm. These additions allow more students to engage in hands-on, project-based learning experiences. Classes have already begun integrating this innovative space into their curriculum with projects such as blood spatter analysis, dream housing designs, and wooden puzzles with images of pets, loved ones, and more. This expansion supports our mission to provide engaging, real-world applications that enhance student learning across multiple disciplines. We are committed to expanding student-centered learning opportunities to enhance relevance, ownership, and engagement in learning.

Student Enrollment at Oxbow High School

| GRADE LEVEL | 2024-25 ENROLLMENT |
|--------------|--------------------|
| 7th | 39 |
| 8th | 38 |
| 9th | 58 |
| 10th | 76 |
| 11th | 64 |
| 12th | 57 |
| Total | 332 |



Communication and student voice remain a priority. We have expanded our outreach efforts through multiple platforms, including Ollie's Oxbow Observer, our student-led monthly publication. This initiative gives students a platform to share their perspectives and stay informed about school events. We've also increased engagement through social media platforms, such as Facebook and the Connecting Bradford Community Page, while continuing to utilize Infinite Campus Messaging for timely and effective communication with students, parents, and the wider community.

Both our music department and theater program continue to flourish, with an incredible production of Rock of Ages and enthusiastic preparations for The Little Mermaid. Students



have been dedicating countless hours to set design, staying late into the evening to bring their creative visions to life. To further support our performers, we have invested in a

new set of microphones, ensuring their talent is fully appreciated. The annual Holiday Show, Winter and Spring concerts, multiple music festivals, and our Evening of Elegance provide opportunities for students to showcase their artistic abilities in front of their peers and staff.

Athletics have also seen significant growth, with varsity teams leading community clinics



to teach skill development to our future Olympians while also raising funds to support their programs. This initiative strengthens our athletic programs and fosters mentorship between our student-athletes and younger aspiring athletes. In a powerful display of community support, our basketball program hosted "Fight Against Cancer" games and honored a local student-athlete recently diagnosed with cancer. These efforts highlight the strong sense of compassion, resilience, and leadership within our school community.

As we reflect on this year's achievements, we are incredibly proud of the dedication, collaboration, and passion that continue to make our school a vibrant and supportive place for learning and growth. The progress we have made in community engagement, curriculum development, the arts, athletics, and communication sets a strong foundation for continued success in the years to come.

New Successes This Year



The Community Engagement Series has been a success, offering open monthly meetings for families and staff.



Our expanded STREAM Lab space allows more students to engage in hands-on, project-based learning.



We've grown student communication through Ollie's Oxbow Observer, Campus Messaging and social media.



Sincerely,

Sarah Jalbert

CO-PRINCIPAL, GRADES 7-9



Ken Cadow

CO-PRINCIPAL, GRADES 10-12



Cate Beaton

DEAN OF STUDENTS/SEL COORDINATOR

River Bend Career and Technical Center

Student Enrollment at River Bend

| GRADE LEVEL | 2024-25 ENROLLMENT |
|--------------|--------------------|
| 9th | 23 |
| 10th | 18 |
| 11th | 108 |
| 12th | 92 |
| Total | 241 |



The EMS program received a grant and purchased a functioning used ambulance.



Health Science student Maggi Ellsworth earned the Career Technical Education Vermont Presidential Scholar Award.



River Bend's current tuition is the lowest of regional tech centers, but our achievement is above average at the state level.



Hello from River Bend! Another year has passed and our students continue to do great work! In a symbiotic relationship, River Bend programs continue to evolve to meet workforce needs, while local businesses keep us apprised of market demands for employment. Just as important, our partnership with participating high schools and homeschooling families remains strong. And our enrollment remains stable and within budget.

This past year, the EMS program received a grant and purchased a functioning used ambulance. This purchase will enable students to complete another Industry Recognized Credential (IRC) for an Emergency Vehicle Operation Certificate.

Enrollment remains strong in the Health Science program and together with the EMS program received a grant for a new medical lab. Health Science student Maggi Ellsworth earned the CTE Vermont Presidential Scholar Award – one of only five students in the state! We're very proud of her!

Cosmetology has reinvigorated a relationship with Skills USA, a workforce development organization that empowers students to become skilled professionals, career-ready leaders and responsible community members. Cosmetology also had five students pass the state exam and become fully licensed.

The Culinary program has focused on soft employment skills – showing up on time, in proper uniform, and maintaining a positive attitude while being a team player. The ServSafe Management program is another important area of training for Culinary students. This Certification is the recognized standard in the food industry and gives students a head start on their careers.

In Automotive Department news, students now have the chance to leave after their second year with a full-fledged G1 ASE certification. This not only saves them over \$150, it's also good for five years.

All of River Bend's programs are required to have local advisory members, so every year we invite area businesses and local institutions to be a part of advisory meetings. These members impart invaluable insight and information, allowing program Instructors to tailor the curriculum to workforce needs. It is that special collaboration that gives River Bend students a leg up as they enter the workforce.

As reported in 2023-2024, River Bend provided 74% of graduating seniors with some form of work-based learning experience. Currently, in the 2024-2025 school year, River Bend has 19 students in Cooperative placements (paid employment) and has provided an additional 27 students with career related experiences.

River Bend's main local educational partners are Blue Mountain Union, Oxbow High School, Rivendell Academy, Thetford Academy, Woodsville High School and local home school students. We work tirelessly with all of our partners to support students as they transition into adulthood and enter the workforce. There are many good paying stable jobs and careers right here in our local community. To highlight the many prospects available, The River Bend/Cohase Chamber of Commerce Exposition took place at the end of March. This event was an excellent chance for River Bend's

educational partners to see the diverse scope of opportunities area businesses have to offer.

As I stated at the beginning of this letter, River Bend's enrollment and budget remain stable. A recent comparison was done with eight area Technical Centers. The average tuition rate is \$21,696.00. River Bend's current tuition is \$18,650.00, the lowest in the comparison. Yet, on achievement at the state level, River Bend was above average. This data is a real tribute to River Bend's staff.

There have been major changes proposed for technical centers at the state level. The current thought is, in the next two years, there will be changes in funding, governance and structure. With our top notch programs and increasing enrollment, let's hope the future changes support and enhance all of the important work done within these walls.

In closing, our community should be proud of River Bend for all of its achievements over its 54-year history. It has supported thousands of area students who've learned and grown here. Sadly, in all those years, there have never been any major upgrades done to the facilities, but this issue must soon be addressed. I hope the community will come together to offer financial support with this project, just as River Bend has supported the students in our local communities.



Respectfully Submitted,

Brian Emerson

RBCTC DIRECTOR



What's new with curriculum and instruction for OUUSD schools? Act 139, a new law passed in June 2024, is an act relating to supporting Vermont's young readers through evidence-based literacy instruction. It is currently being rolled out across the state, as guided by the Vermont Agency of Education.

The Act is specific to grades kindergarten through third grade and mandates schools' reading instruction and assessments comply with a set of criteria aligned with the science of reading. (The science of reading is a body of research that supports phonics and decoding as essential to early reading instruction). Under this law, reading instruction and assessment must focus on the five criteria in Act 139: phonics, phonemic awareness, fluency, vocabulary and comprehension.

Act 139 further mandates that schools test students in these five areas at least once annually. Schools are required to notify families when a student does not meet the benchmark for the assessment. To ensure reading instruction in classrooms is aligned with the science of reading, Act 139 mandates professional learning for all kindergarten through third grade teachers in teaching reading through phonics and decoding.

OUUSD schools have been working diligently to meet the requirements of this law. Teachers have been participating in ongoing



professional learning in reading instruction including LETRS, Orton Gillingham and various book studies. Both Bradford and Newbury Elementary schools have reading programs for students in grades kindergarten through third grade that align with the science of reading.

Our instructional coach has been working with teachers in all OUUSD schools, with a focus on reading instruction in the primary grades. This year our coach is leading science instruction book studies and discussions. We will continue to support our mentoring program with training through the Vermont National Educational Association.



Respectfully Submitted,

Nicole Bell

**DIRECTOR OF CURRICULUM,
INSTRUCTION AND ASSESSMENT**



Homeless Education Act

- The McKinney-Vento Homeless Education Act serves students experiencing transitional housing related to specific life situations. Services are coordinated at the supervisory union level and each school has a designated point of contact for homeless education.
- Services are funded through Title One and include transportation, tutoring, clothing and school supplies.



Consolidated Federal Program

- OUUSD schools receive approximately 600,000 in title grant funds, with approximately 460,000 through title one.
- All three schools use their title funds to pay salaries for academic interventionists and behavioral support staff.

Special Education Services

Orange East Supervisory Union and the Oxbow Unified Union School District Student Services is dedicated to ensuring that all students, regardless of ability, have access to high-quality education and a supportive learning environment. Our special educators and related service providers work collaboratively with families, general educators, and community agencies to meet the diverse needs of our students. Through a variety of service delivery models, we are committed to fostering academic, social, and emotional growth in a physically and emotionally safe environment where every student feels a sense of belonging and the ability to succeed.

Special education is a federally and state-mandated program that provides services to students aged 3 through 21 who have an identified disability. Special education services are provided at no cost to families, ensuring every eligible child has access to a Free and Appropriate Public Education (FAPE) as guaranteed under the Individuals with Disabilities Education Act (IDEA). Meeting the needs of students with disabilities is not only a legal requirement but also a core philosophy of our SU.

The goal of special education is to ensure that students with disabilities have equitable access to the general curriculum in the least restrictive environment. Most of our students participate in classroom learning with their peers, supported by accommodations or modified curricula as needed. Many students also receive small group instruction, either within or outside the classroom, to address their individualized academic and social-emotional goals outlined in their Individualized Education Program (IEP).

Our focus remains on improving and expanding our educational systems to better serve the families and students in our community. By adopting a forward-thinking approach, we aim to address the evolving needs of our community and provide meaningful opportunities for all students to succeed.

Finally, we would like to express our sincere gratitude to our incredible staff. Every day, our administrators, teachers, service providers, and support personnel go above and beyond to provide exceptional instruction and support to all students. Thank you for your continued support as we work together to create a thriving and inclusive educational community.



Sabrina Brown

DIRECTOR OF STUDENT SERVICES



Tracy Emerson

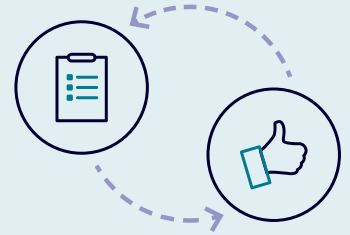
COORDINATOR OF STUDENT SERVICES



Stephen Kelley

COORDINATOR OF STUDENT SERVICES

Students with IEPs



45
BES

25
NES

83
OHS

Number of Special Educators at Each School



4
BES

2
NES

7
OHS

OUSD Service Providers



2.1 FTE Speech Language Pathologists



0.6 Occupational Therapist



1.0 Occupational Therapy Assistant

2025-26 Budget Information

MESSAGE FROM THE BUDGET FINANCE COMMITTEE

The OUUSD Finance Committee met regularly throughout the year to review the district's finances and anticipate future challenges, particularly in light of last year's financial difficulties, which led to significant tax rate increases. Throughout our work, we remained focused on ensuring that financial decisions support high-quality education for all students while maintaining fiscal responsibility.

We're pleased to report that a combination of factors came together this year, resulting in a decrease for Bradford taxpayers and a less than 2% increase for Newbury. Certain state-defined factors in the funding formulas—

“The building administrators worked closely with the central office staff and the board to develop budgets that aligned with or fell below the benchmarks set by the board.”

namely the CLA (Common Level of Appraisal) and the Yield—were favorable to Newbury and Bradford this year. After several years in which Bradford taxpayers experienced significantly larger increases than Newbury, this budget cycle reflects a shift, with Bradford tax rates decreasing by approximately 6% and Newbury's increasing by less than 2%.

The building administrators worked closely with the central office staff and the board to develop budgets that aligned with or fell below the benchmarks set by the board. We appreciate their diligent work in carefully evaluating needs vs. wants to arrive at the final numbers. By prioritizing essential programs and services, we worked to balance the district's financial realities with the need to provide enriching and effective educational experiences for our students.

A healthy surplus was generated in FY '24-'25, primarily due to significant staff turnover, which resulted in lower salary and benefits costs. The Finance Committee has recommended that the Board allocate \$300K to increase the Capital Reserve Fund to approximately \$875K, use \$200K to lower the amount to be paid by taxpayers, and apply the remaining \$250K to the rainy-day reserve fund to prepare for future challenges. These financial decisions help ensure that our schools can continue to invest in the resources and staffing necessary to provide students with a strong educational foundation.

As several immediate building improvements—including roofing, electrical, and ventilation work—are estimated to cost around \$875K, the \$300K allocation should provide the necessary funds to complete these projects. Maintaining safe and well-equipped school buildings is a critical part of providing a high-quality learning environment for students and staff.

State government is actively working on plans to restructure school funding and the overall delivery of public education, making it difficult to predict future financial conditions. Additionally, national economic uncertainty further complicates long-term planning. As these broader changes unfold, we remain committed to advocating for sustainable funding that allows our schools to meet students' needs without placing undue burden on taxpayers. The Board and Finance Committee will closely monitor these developments and keep residents and taxpayers informed of any significant changes. We encourage community members to stay engaged and participate in discussions as we navigate these challenges together.

Respectfully submitted by:

Marvin Harrison
Kaitlin Sampson Murphy
Shawn Gonyaw

Marcey Carver
Danielle Corti
Tim Ross

Oxbow High School Auditorium | May 6, 2024

The Annual Meeting of OUUSD was called to order at 6:30 PM by Arvid Johnson, Moderator. Prior to the meeting, an informational session was held. Each building Principal shared information about the programs and goals at their schools, and questions were answered as time allowed.

ARTICLE 1: To elect a Moderator for a term of one (1) year.

a. Nomination by Bud Haas for Arvid Johnson to serve as Moderator. A. Johnson was elected unanimously by voice vote to serve as Moderator.

ARTICLE 2: To elect a Clerk for a term of one (1) year.

a. Nomination by Danielle Corti for Maegan Ballou to serve as Clerk. M. Ballou was elected unanimously by voice vote to serve as Clerk.

ARTICLE 3: To elect a Treasurer for a term of one (1) year.

a. Nomination by Danielle Corti for Lyn Fischer to serve as Treasurer. L. Fischer was elected unanimously by voice vote to serve as Treasurer.

ARTICLE 4: To hear and act upon the reports of the officers of said District for the past year.

a. Motion by Skip Barrett, seconded by Bob Wing to accept the reports. A question was asked about the Finance Committee report on page 18. D. Corti, Board Chair, explained that ESSER funds were used over the past three years. What was eliminated at the SU? The positions of nurse coordinator, facilities coordinator, and a grants assistant were eliminated, along with a few in-school positions (the alternative program teacher at Oxbow and a couple interventionists). A few positions were determined to be valuable beyond three years, and they are covered in this local budget. BES is keeping three positions (a buildingbased sub and 2 interventionists).

b. D. Corti explained that there's a social-emotional piece. There are still students, who are trying to learn to play together, who are still trying to learn to engage in their learning. We will be watching, and if there is sufficient progress, we can make the adjustments. Loretta Cruz noted that the building-based sub cost would be \$28,000-\$30,000. It's a para position.

c. A question was asked about the cost of the Copeland building? Supt. Gawel explained that the lease is up next year. He is looking for a possible alternate place. The expense and perception are influencing them to look for a different place.

d. Why is there a need for two principals at Oxbow? D. Corti answered that during COVID, they thought the student need was high. At this point, the Board is still planning to have two principals next year. The question was asked what things did you remove from the budget? D. Corti responded that NES had asked for full time preschool, and that was removed. We are trying to move building improvement projects into grant funding. We are trying to hold off on capital improvements. Sukie Knight asked how much would preschool cost? D Corti responded that it would cost about \$80,000. L. Cruz added that there is some grant money that may be available next year. There is a wait list. S. Knight felt that preschool is very important. D. Corti explained that the preschool program at NES is private. L. Cruz added that we pay for 10 hours per week for all preschool age children. We don't provide the teachers or the paras for that program. We do provide the Special educator. She said they will continue to advocate for preK in Newbury.

e. Bud Haas stated that it's inequitable that Bradford gets a 1st rate preschool and that Newbury gets 2nd rate preschool. It was explained that we are very lucky to have the caliber of teacher at the preschool in Newbury. We are also very lucky that Bradford runs a 10 hour per week program. *(continued on page 18)*

f. A community member asked that with the loss of these critical funds, what has the Board done to explore new funding to replace that? D. Corti answered that there is not any way to find that kind of money. We are trying to creatively find grants. As far as programs to support our kids, that is more challenging. In the report it says there needs to be a sub-committee to find different ways to use and maintain our buildings.

g. Bud Haas reminded voters that in Article III and Article IV in the Articles of Agreement, if you plan to move students to another building, there has to be a vote to allow this by the voters in the town where it would take place.

h. Motion voted on, and the reports were unanimously approved by voice vote.

ARTICLE 5: To elect two school directors of said District, one (1) to represent the Town of Bradford for a three-year term to expire 2027 and one (1) to represent the Town of Newbury for a three-year term to expire 2027.

a. Nomination for Maegan Ballou to serve as a Board member from Bradford for a three-year term to expire in 2027. Motion by Bud Haas, seconded by Bob Wing that nominations cease and the Moderator cast one ballot. Motion was passed unanimously by voice vote.

b. Nomination for Carol Cottrell to serve as School Board member from Newbury for a three-year term to expire in 2027. Motion by Maegan Ballou, seconded by Walter Cottrell that nominations cease and that the Clerk cast one ballot. Motion was passed unanimously by voice vote.

ARTICLE 6: Shall the voters of the Oxbow Unified Union School District authorize the school board to expend twenty million, nine hundred thirty-six thousand, thirty-eight dollars

(\$20,936,038), which is the amount the school board has determined to be necessary for the ensuing fiscal year?

a. It was moved and seconded to authorize the expenditure of \$20,936,038.

1. Byron Kidder spoke of the benefits his three children had by graduating from both Oxbow and RBCTC. He feels 2½ million-dollar increase is a big amount to swallow.

2. Marvin Harrison, a member of the budget committee, said he realized the challenges that we've had and he decided that this is where we think we have to be. He will support the budget this year. He invited anyone interested in being on the budget committee to join them.

3. A paper ballot was called for and was upheld.

4. 168 votes were cast. The votes were counted with the following results: Yes: 110, No: 58

ARTICLE 7: Shall the voters authorize the School Board to borrow money in anticipation of tax receipts for the 2024-2025 school year?

a. Motion was made and seconded to authorize this. Motion voted on and carried unanimously by voice vote.

ARTICLE 8: To transact any other business that may legally come before this meeting

a. No other business

The motion was made to adjourn the meeting at 7:59 PM

Respectfully submitted:

Nancy Perkins, Minutes Clerk

GET DETAILS
ABOUT THE
FY26 BUDGET



FY26 OUUSD and
school budgets
information



FY26 OESU budget
and assessment
information

WARNING FOR 2025 ANNUAL MEETING

WARNING
OXBOW UNIFIED UNION SCHOOL DISTRICT
ANNUAL MEETING
April 30, 2025





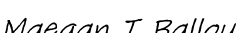

The legal voters of the Oxbow Unified Union School District (the “District”), comprising the legal voters, respectively, of the Towns of Bradford and Newbury, are hereby NOTIFIED AND WARNED to meet at the Oxbow High School in Bradford, VT on the 30th day of April, 2025 at 6:30 p.m. to conduct the following business:

- ARTICLE 1: To elect a Moderator for a term of one (1) year.
- ARTICLE 2: To elect a Clerk for a term of one (1) year.
- ARTICLE 3: To elect a Treasurer for a term of one (1) year.
- ARTICLE 4: To hear and act upon the reports of the officers of said District for the past year.
- ARTICLE 5: To elect two school directors of said District (one (1) to represent the Town of Bradford for a three-year term to expire 2028 and one (1) to represent the Town of Newbury for a three-year term to expire 2028).
- ARTICLE 6: Shall the voters of the school district approve the school board to expend twenty-one million, four hundred fifty-four thousand, six hundred eleven dollars (\$21,454,611.00), which is the amount the school board has determined to be necessary for the ensuing fiscal year? The Oxbow Unified Union School District estimates that this proposed budget, if approved, will result in per pupil education spending of \$13,151.64, which is 1.83% higher than per pupil education spending for the current year.
- ARTICLE 7: Shall the voters of Oxbow Unified Union School District authorize the use of three hundred thousand dollars (\$300,000) of the FY 24 surplus be applied to the Capital Improvement Fund?
- ARTICLE 8: Shall the voters of Oxbow Unified Union School District authorize two hundred fifty-one thousand, fifty-three dollars (\$251,053.00) of the FY 24 surplus to be applied to the Education Stabilization Reserve Fund?
- ARTICLE 9: Shall the voters authorize the School Board to borrow money in anticipation of tax receipts for the 2025-2026 school year?
- ARTICLE 10: To transact any other business that may legally come before this meeting.

The legal voters of the Oxbow Unified Union School District are further notified that voter qualification and registration relative to said Annual Meeting shall be as provided in Section 706u of Title 16 and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

Prior to the annual meeting, the public information hearing will be held on April 30, 2025 from 5:00pm-6:30pm.

Dated at Bradford in the County of Orange and State of Vermont this 14th day of March, 2025.

| | | |
|---|--|--|
|  _____ Danielle Corti (Mar 14, 2025 12:08 EDT) Danielle Corti |  _____ Angela B. Colbeth (Mar 14, 2025 12:05 EDT) Angela Colbeth |  _____ Carol Cottrell (Mar 14, 2025 13:05 EDT) Carol Cottrell |
|  _____ Leanne M Hatch (Mar 19, 2025 15:01 EDT) Leanne Hatch |  _____ Maegan J. Ballou (Mar 17, 2025 07:03 EDT) Maegan Ballou |  _____ Timothy A. Ross (Mar 14, 2025 12:12 EDT) Timothy Ross |

Recorded on this date prior to posting, 14/03, 2025.



Maegan J. Ballou (Mar 17, 2025 07:03 EDT)
Maegan Ballou- Clerk

OUUSD DRAFT BUDGET FY2026

| Program | Bradford | Newbury | Oxbow | River Bend | OUUSD | Total FY 2026 | Total FY 2025 | FY 2026 \$ increase (decrease) | FY 2026 % increase (decrease) |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|---------------------|--------------------------------|-------------------------------|
| Pre-K | \$152,998 | \$62,272 | — | — | | \$215,270 | \$211,294 | \$3,976 | 1.88% |
| EEE | \$68,916 | \$35,238 | — | — | | \$104,154 | \$171,549 | (\$67,395) | -39.29% |
| Direct Instruction | \$2,724,753 | \$1,422,149 | \$3,196,382 | — | | \$7,343,284 | \$6,540,440 | \$802,844 | 12.28% |
| Vocational Ed | — | — | \$653,869 | \$1,680,343 | | \$2,334,212 | \$2,177,830 | \$156,382 | 7.18% |
| Special Ed | \$627,995 | \$382,858 | \$652,954 | — | | \$1,663,807 | \$1,975,701 | (\$311,894) | -15.79% |
| Other Instruction Progs | — | — | — | \$84,032 | | \$84,032 | \$92,686 | (\$8,654) | -9.34% |
| Student Activities | \$15,000 | \$7,550 | \$350,084 | \$5,200 | | \$377,834 | \$398,291 | (\$20,457) | -5.14% |
| Guidance & Social Emotional | \$383,449 | \$167,988 | \$384,649 | \$137,172 | | \$1,073,257 | \$1,021,352 | \$51,905 | 5.08% |
| Curriculum | — | — | — | \$89,981 | | \$89,981 | \$55,341 | \$34,640 | 62.59% |
| Health | \$129,405 | \$105,107 | \$128,955 | | | \$363,466 | \$324,376 | \$39,090 | 12.05% |
| Prof Development | \$38,350 | \$32,400 | \$71,300 | | | \$142,050 | \$136,974 | \$5,076 | 3.71% |
| Library | \$123,038 | \$39,881 | \$143,669 | | | \$306,588 | \$277,997 | \$28,591 | 10.28% |
| School Board/Treasurer | — | — | — | | \$62,965 | \$62,965 | \$74,636 | (\$11,671) | -15.64% |
| OESU | \$330,003 | \$168,735 | \$473,290 | \$126,149 | | \$1,098,177 | \$862,306 | \$235,871 | 27.35% |
| Principal | \$329,683 | \$279,678 | \$578,592 | \$377,109 | | \$1,565,062 | \$1,449,365 | \$115,696 | 7.98% |
| Technology Services | \$125,977 | \$90,631 | \$134,975 | \$30,200 | | \$381,782 | \$546,388 | (\$164,606) | -30.13% |
| Facilities | \$477,824 | \$488,248 | \$1,571,333 | \$315,000 | | \$2,852,405 | \$2,772,954 | \$79,451 | 2.87% |
| Transportation | \$113,849 | \$82,839 | \$373,732 | \$8,500 | | \$578,920 | \$556,296 | \$22,624 | 4.07% |
| Debt Service | — | — | — | — | \$33,365 | \$33,365 | \$203,300 | (\$169,935) | -83.59% |
| Fund Transfers - General Fund Deficit | \$45,000 | — | — | — | | \$45,000 | — | \$45,000 | 0.00% |
| Subtotal - General Fund | \$5,686,238 | \$3,365,574 | \$8,713,783 | \$2,853,687 | \$96,330 | \$20,715,611 | \$19,849,076 | \$866,535 | 4.37% |
| Medicaid & CFP/Other Grants | \$256,905 | \$128,873 | \$211,074 | \$142,148 | \$0 | \$739,000 | \$1,086,962 | (\$347,962) | -32.01% |
| Budget Expense Total | \$5,943,143 | \$3,494,447 | \$8,924,857 | \$2,995,835 | \$96,330 | \$21,454,611 | \$20,936,038 | \$518,573 | 2.48% |
| Less Other Revenues | | | | | | | | | |
| Tuition | — | — | \$850,001 | \$2,648,821 | — | \$3,498,822 | \$3,199,632 | \$299,190 | 9.35% |
| Transportation | \$30,000 | \$50,000 | \$135,000 | — | — | \$215,000 | \$215,000 | — | 0.00% |
| Surplus - General Fund | — | — | — | — | \$200,000 | \$200,000 | \$200,000 | — | 0.00% |
| Other | \$13,000 | \$3,500 | \$315,000 | \$204,865 | — | \$536,365 | \$432,423 | \$103,942 | 24.04% |
| Grants and Medicaid | \$256,905 | \$128,873 | \$211,074 | \$142,148 | — | \$739,000 | \$1,192,211 | (\$453,211) | -38.01% |
| Budget Revenue Totals | \$299,905 | \$182,373 | \$1,511,075 | \$2,995,835 | \$200,000 | \$5,189,187 | \$5,239,266 | (\$50,079) | -0.96% |
| Estimated State Ed Spending FY2026 | \$5,643,238 | \$3,312,074 | \$7,413,782 | \$0 | (\$103,670) | \$16,265,424 | \$15,696,772 | \$568,652 | 3.62% |

OUUSD TAX WORKSHEET FY2026

| | Bradford Adopted | Newbury Adopted | Bradford Proposed | Newbury Proposed | | |
|---|----------------------|----------------------|----------------------|----------------------|-------------------------------|---------------|
| | Budget 2024-2025 | Budget 2024-2025 | Budget 2025-2026 | Budget 2025-2026 | | |
| Estimated Education Spending | | | | | | |
| Estimated General Fund Expenditures | \$19,849,077 | \$19,849,077 | \$20,715,611 | \$20,715,611 | | |
| Estimated Grant Expenses | \$1,086,961 | \$1,086,961 | \$739,000 | \$739,000 | | |
| | | | | | Expense Increase | |
| Total Estimated Expenditures | \$20,936,038 | \$20,936,038 | \$21,454,611 | \$21,454,611 | \$518,573 | 2.48% |
| | | | | | | |
| Less Anticipated Receipts | | | | | | |
| Grant Revenues | (\$1,086,961) | (\$1,086,961) | (\$739,000) | (\$739,000) | | |
| State and Local Revenues for General Fund | (\$3,952,305) | (\$3,952,305) | (\$4,250,187) | (\$4,250,187) | | |
| Prior Year General Fund Balance | (\$200,000) | (\$200,000) | (\$200,000) | (\$200,000) | | |
| | | | | | Revenue Decrease | |
| Total Estimated Receipts | (\$5,239,266) | (\$5,239,266) | (\$5,189,187) | (\$5,189,187) | \$50,079 | -0.96% |
| | | | | | Educ Spending Increase | |
| Estimated Education Spending | \$15,696,772 | \$15,696,772 | \$16,265,424 | \$16,265,424 | \$568,652 | 3.62% |
| | | | | | | |
| Equalized Pupils/LTWADM | 1215.42 | 1215.42 | 1236.76 | 1236.76 | | |
| Estimated Education Spending per Equalized Pupil | \$12,915 | \$12,915 | \$13,151.64 | \$13,151.64 | | |
| Cost Containment Threshold (Previously Excess Spending) | \$23,193.00 | \$23,193.00 | \$15,926.00 | \$15,926.00 | | |
| Is Spending per Student below State Spending Threshold? | Yes | Yes | Yes | Yes | | |
| Est. Excess Spending Penalty | \$0.00 | \$0.00 | \$0.00 | \$0.00 | Per Pupil Increase | |
| Total Estimated Education Spending Per Pupil | \$12,915 | \$12,915 | \$13,151.64 | \$13,151.64 | \$236.95 | 1.83% |
| Homestead Property Yield | 9,893.00 | 9,893.00 | 8,553.00 | 8,553.00 | | |
| District Spending Adjustment Percentage | 130.544% | 130.544% | 153.766% | 153.766% | | |
| Base Homestead Equalized Tax Rate | \$1.00 | \$1.00 | \$1.00 | \$1.00 | | |
| | | | | | | |
| Estimated Homestead Tax Rate, Equalized | \$1.3054 | \$1.3054 | \$1.5377 | \$1.5377 | | |
| % Pupils PK-12 | 100.00% | 100.00% | 100.00% | 100.00% | | |
| Equalized Tax Rate | \$1.3054 | \$1.3054 | \$1.5377 | \$1.5377 | | |
| Other Components | \$0.0000 | \$0.0000 | \$0.0000 | \$0.0000 | | |
| Total Eq Homestead Tax Rates | \$1.3054 | \$1.3054 | \$1.5377 | \$1.5377 | | |
| Common Level of Appraisal | 69.72% | 78.98% | 87.89% | 91.27% | | |
| Estimated Local Homestead Tax Rate | \$1.8724 | \$1.6529 | \$1.7495 | \$1.6847 | | |
| | | | (\$0.1229) | \$0.0319 | \$ change in tax rate | |
| | | | -6.56% | 1.93% | % change in tax rate | |
| Base Non-Residential Equalized Tax Rate | \$1.3910 | \$1.3910 | \$1.7910 | \$1.7910 | | |
| Estimated Non-Residential Tax Rate | \$1.9951 | \$1.7612 | \$2.0378 | \$1.9623 | | |

OUUSD THREE PRIOR YEARS COMPARISON

PRELIMINARY

ESTIMATES ONLY

District: **Oxbow UUSD**
SU: **Orange East**

FY25 was the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY23 & FY24. LTWADM are the new counts to use.

U091

Property dollar equivalent yield

8,553

12,260

<--See bottom note

Homestead tax rate per \$8,553 of spending per pupil

1.00

Income dollar equivalent yield per 2.0% of household income

| | | FY2023 | FY2024 | FY2025 | FY2026 | |
|---|---|--------------|--------------|--------------|--------------|----------|
| Expenditures | | | | | | |
| 1. | Adopted or warned union district budget (including special programs and full technical center expenditures) | \$17,561,635 | \$18,396,315 | \$20,936,038 | \$21,454,611 | 1. |
| 2. | plus Sum of separately warned articles passed at union district meeting | - | - | - | - | 2. |
| 3. | Adopted or warned union district budget plus articles | \$17,561,635 | \$18,396,315 | \$20,936,038 | \$21,454,611 | 3. |
| 4. | plus Obligation to a Regional Technical Center School District if any | - | - | - | - | 4. |
| 5. | plus Prior year deficit repayment of deficit | - | - | - | - | 5. |
| 6. | Total Union Expenditures | \$17,561,635 | \$18,396,315 | \$20,936,038 | \$21,454,611 | 6. |
| 7. | S.U. assessment (included in union budget) - informational data | - | - | - | - | 7. |
| 8. | Prior year deficit reduction (if included in union expenditure budget) - informational data | - | - | - | - | 8. |
| Revenues | | | | | | |
| 9. | Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.) | \$4,855,151 | \$4,893,701 | \$5,239,266 | \$5,189,187 | 9. |
| 10. | Total offsetting union revenues | \$4,855,151 | \$4,893,701 | \$5,239,266 | \$5,189,187 | 10. |
| Education Spending | | \$12,706,484 | \$13,502,614 | \$15,696,772 | \$16,265,424 | 11. |
| 12. | Oxbow UUSD pupils | 672.99 | 655.27 | 1,215.42 | 1,236.76 | 12. |
| Education Spending per Pupil | | \$18,880.64 | \$20,606.18 | \$12,914.69 | \$13,151.64 | 13. |
| 14. | minus Less net eligible construction costs (or P&I) per pupil | na | na | na | na | 14. |
| 15. | minus Less share of SpEd costs in excess of \$66,446 for an individual (per pupil) | - | - | - | - | 15. |
| 16. | minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per pupil) | - | - | - | - | 16. |
| 17. | minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil) | - | - | - | - | 17. |
| 18. | minus Estimated costs of new students after census period (per pupil) | - | - | - | - | 18. |
| 19. | minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil) | - | - | - | - | 19. |
| 20. | minus Less planning costs for merger of small schools (per pupil) | - | - | - | - | 20. |
| 21. | minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil) | - | - | - | - | 21. |
| 22. | minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting. | - | - | - | - | 22. |
| 23. | Excess spending threshold | na | na | na | \$15,926.00 | 23. |
| 24. | plus Excess Spending per Pupil over threshold (if any) | - | - | - | - | 24. |
| 25. | Per pupil figure used for calculating District Equalized Tax Rate | \$18,881 | \$20,606 | \$12,915 | \$13,151.64 | 25. |
| 26. | Union spending adjustment (minimum of 100%) | 141.810% | 133.434% | 130.544% | 153.766% | 26. |
| 27. | Anticipated equalized union homestead tax rate to be prorated [\$13,151.64 ÷ (\$8,553 / \$1.00)] | \$1.4181 | \$1.3343 | \$1.3054 | \$1.5377 | 27. |
| 28. | Tax rate "cent discount" (FY25-FY29) adjusted by statewide adjuster of 72.36% | - | - | - | - | 28. |
| 29. | Cent discount adjusted anticipated district equalized homestead tax rate | - | - | - | \$1.5377 | 29. |
| Prorated homestead union tax rates for members of Oxbow UUSD | | | | | | |
| | | FY2023 | FY2024 | FY2025 | FY2026 | FY22 Per |
| T023 | Bradford Id | 1.4181 | 1.3343 | 1.3054 | 1.5377 | 100.00% |
| T136 | Newbury | 1.4181 | 1.3343 | 1.3054 | 1.5377 | 100.00% |
| | | - | - | - | - | 0.00% |
| 30. | Anticipated income cap percent to be prorated from Oxbow UUSD [((\$13,151.64 ÷ \$12,260) x 2.00%)] | 2.37% | 2.35% | 2.55% | 2.15% | 30. |
| Prorated union income cap percentage for members of Oxbow UUSD | | | | | | |
| | | FY2023 | FY2024 | FY2025 | FY2026 | FY23 Per |
| T023 | Bradford Id | 2.37% | 2.35% | 2.55% | 2.15% | 100.00% |
| T136 | Newbury | 2.37% | 2.35% | 2.55% | 2.15% | 100.00% |
| | | - | - | - | - | 0.00% |

- Using the revised December 1, 2024 Education Fund Outlook FY26 forecast, the FY26 education fund need results in a property yield of \$8,553 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$12,260 for a base income percent of 2.0%, and a non-residential tax rate of \$1.791. **New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.**

- Final figures will be set by the Legislature during the legislative session and approved by the Governor.

- The base income percentage cap is 2.0%.

EXPLANATION OF STATE TAX ESTIMATE CALCULATIONS

STEP 1

We begin our 2025/2026 calculations with the general fund budget of \$20,715,611. Add to the budget the Medicaid, CFP and other grant expenditures for total expenditures of \$21,454,611, for all operations.

STEP 2

We deduct from the general fund budget all of the spending that is offset by any state and local revenues and prior year audited general fund balance. As well, deduct the special grant revenues. What remains is our estimated education spending number of \$16,265,424. This is the amount that will be raised through the state education fund. Not all of this amount will actually be raised locally.

STEP 3

Each year the state tells us our equalized pupil count/LTWADM. This is a two year average number of students enrolled in the district during the 20 days falling between the 11th to the 30 days of the first full month in the school year. There are weighted factors that further qualify the equalized pupil count/LTWADM. It is because of these factors that our total number of equalized pupils contains a fractional student. This year the number is 1236.76. We then must take the estimated education spending figure (\$16,265,424) and divide it by the equalized pupil count/LTWADM to reach our Education spending per equalized pupil amount \$13,151.64.

STEP 4

The excess spending threshold provided by the state is \$15,926. If our net education spending per equalized pupil exceeds this threshold, a penalty would apply and increase the tax rate. Our education spending per equalized pupil figure is below the cost containment threshold, so no penalty is incurred.

STEP 5

We then divide the education spending per equalized pupil of \$13,151.64 by the state-determined base called the property yield. This property yield for 2025-26 is estimated to be \$8,553. When we do this equation, we get the adjustment for spending above state base of 153.766%.

STEP 6

The district spending adjustment is then applied to adjust the state legislature's yet-to-be determined education tax rate (an estimated \$1.00 per \$100). Now, we take the education tax rate times the district spending adjustment (1.00 x 153.766%) to determine the equalized homestead rate of \$1.5377

STEP 7

Once we have the equalized homestead rate, we consider each town's current common level of appraisal (CLA). This number is the state's determination of the difference between the grand list value of each town's taxable properties and how they would be valued if a town reappraisal were completed today. This year Bradford's CLA is 87.89% – that is, the state estimates that the town's taxable property is undervalued by 12.11% This year Newbury's CLA is 91.27% – that is, the state estimates that the town's taxable property is undervalued by 8.73%. When we divide the equalized homestead rate by the CLA, we reach the actual homestead rate of \$1.7495 per \$100 (or \$1,794.50 for a \$100,000 homestead) for Bradford and \$1.6847 per \$100 (or \$1,684.70 for a \$100,000 homestead) for Newbury.

2.48%

% of budget increase over last year

\$518,573

\$ amount of budget increase over last year

Six

educational systems supported by budget:
NES, BES, OHS, RBCTC,
Preschool & OESU



Tax change over last year for a \$200,000 house:
Bradford: decrease -\$245.73
Newbury: increase +\$63.74

Note: This calculation provides for a tax rate BEFORE income sensitivity provisions allowed per statute.



Mark your calendar!

April 30, 2025

OUUSD Annual Meeting • Oxbow High School

- 5:00 PM: Informational Meeting
- 6:30 PM: Annual Meeting & Floor Vote



How does the proposed school budget affect your property taxes?

| BRADFORD | | | | NEWBURY | | | |
|-----------------|-----------|-----------|--------------------|-----------------|-----------|-----------|--------------------|
| Property Values | 2024-2025 | 2025-2026 | Change in Tax Bill | Property Values | 2024-2025 | 2025-2026 | Change in Tax Bill |
| | 1.8724 | 1.7495 | | | 1.6529 | 1.6847 | |
| \$100,000 | \$1,872 | \$1,750 | -\$123 | \$100,000 | \$1,653 | \$1,685 | \$32 |
| \$150,000 | \$2,809 | \$2,624 | -\$184 | \$150,000 | \$2,479 | \$2,527 | \$48 |
| \$200,000 | \$3,745 | \$3,499 | -\$246 | \$200,000 | \$3,306 | \$3,369 | \$64 |
| \$250,000 | \$4,681 | \$4,374 | -\$307 | \$250,000 | \$4,132 | \$4,212 | \$80 |
| \$300,000 | \$5,617 | \$5,249 | -\$369 | \$300,000 | \$4,959 | \$5,054 | \$96 |

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