

OSSD

ORANGE SOUTHWEST SCHOOL DISTRICT

ANNUAL REPORT



2021-22

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FROM THE SCHOOL BOARD

Greetings. It is my privilege to report on the activities and accomplishments of the Orange Southwest School District during the past year, and on the challenges we continue to face due to the Covid pandemic, which is now in its third school year.

In some ways, things are better this year. Our students are back for full-time instruction, and as a district we're adapting fairly well to a constantly-changing learning environment. But in other ways things are more difficult. There is less guidance from the Agency of Education this year, and there are fewer options for educating students (e.g., we no longer have the option of moving to remote learning as we did in the first year of the pandemic). As a result, while we are thrilled to be back in the classroom, we have to take many more precautions to keep one another safe and healthy. That means more staff shortages when teachers feel sick or have Covid-like symptoms, and more sick days for students. It hasn't been easy for anyone, students or staff alike.

That said, we have been profoundly impressed with how supportive everyone has been throughout this difficult time. Our teachers and administrators continually step up to take on duties and responsibilities that far exceed what's expected of them. Our paraprofessionals and aides step in to assist in whatever capacities they are needed. Our families continue to make sacrifices in order to keep their children home when they're not feeling well. And our students have shown resilience and maturity far beyond their years. If there is a silver lining in all of this (and there are many, actually), it's the spirit of teamwork and caring that we are all showing to one another.

In the midst of all these challenges, we continue to focus on and monitor our Ends, which are defined by the statement: Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community. That's a broad statement, but it includes critical thinking, foundational knowledge, the ability to adapt, and an understanding of information technology. We've categorized our Ends in the following way:

Mature Ends are Ends that have progressed beyond their achievement thresholds for three consecutive years and are self-sustaining. We've identified critical thinking and using information technology as Mature Ends.

Critical Ends are currently the focus of improvement efforts and are moving towards their pre-set achievement thresholds. We've identified math, science, reading, writing and communication, and the ability to adapt as Critical Ends.

Prospective Ends are neither Mature nor Critical, and will be pursued in the future when limited resources can be shifted to support their achievement. We've identified social studies, life skills and the arts as Prospective Ends.

Additional information about our Ends can be found in our Ends Monitoring Report.

We also engaged the community and district staff in a strategic planning process by hiring a consultant from the Vermont School Boards Association. The results of that work will provide direction for the district by mapping out goals for four distinct groups: the school board; the superintendent and administrative cabinet; teachers and staff; and students, families, and the community.

After meeting throughout the winter and spring of 2021, members of the strategic planning committee developed four main goals that will guide the district over the next three years. Those goals included: continuing to strengthen school climate and culture; improving communication between the school and community; building students' capacity to acquire foundational knowledge (see above); and expanding students' personal development skills. Over the coming months we will be implementing processes and initiatives toward the attainment of the school board goals where appropriate and reasonable, given our current limitations. We are extremely grateful for the time and effort put into this by so many staff and community members.

Serving on your school board is a privilege, but it is also a responsibility that we take very seriously. To ensure we do the best work we can in representing our communities, we continue to do training in policy governance, like learning how to work with one another and with our administrators; understanding our role as school board members; and ensuring that the district's goals and Ends are being pursued and met. We will continue to do all we can to live up to the trust you have placed in us to govern and oversee our schools.

In closing, we are profoundly grateful for the support our communities give to each of our schools every day; for our administrators and the many hats they wear on any given day; for our faculty and staff and especially for the sacrifices they continue to make for the benefit of our children; for our parents and caregivers, who've juggled work, home life, and child care in order to keep everyone safe and healthy; and for our students, whose patience, resiliency, and maturity has been an example for us all.

Thank you,

Anne Kaplan

OSSD BOARD CHAIR

SUPERINTENDENT'S LETTER



Like school districts throughout Vermont and across the U.S., the Orange Southwest School District is in the middle of its third year of severe impact due to the COVID pandemic. Throughout this time, we've faced incredible challenges that shift on a daily basis and are difficult to anticipate. The fight is not over, and as we look ahead to the 2022-23 school year, our emphasis is squarely focused on addressing the learning and emotional toll caused by the pandemic. Our teachers have been heroic in their efforts, on many levels, but state assessments show losses in terms of student learning and reveal the negative impact on mental health caused by the isolation of remote instruction. We, like every other school district in the state and around the nation, have a lot of ground to win back.

The budget we have proposed for 2022-23, along with support from federal grants, will help us in this fight.

- First, it is designed to allow us to adapt to the new needs created by COVID in the form of unfinished learning and a whole new host of trauma-related issues that impede student achievement.
- Second, it allows the district to make accelerated progress towards the Board's goals in mathematics, science, English, and student resilience. In addition, it will allow the district to begin work towards the Board's goal in social studies, life skills and the arts.

The Bottom Line: Your Tax Rates

We are looking at an increase of \$1 million in expenses for next year, about half of which is due to the new personnel needed to support the Board's goals, an increasing population in the elementary schools, the expansion of the pre-school programs, and the need to address the

impact of COVID. The other half is mandatory to meet our legal and contractual obligations under the master agreements with the staff and to balance the negative impact of ACT 173 on the district (the change in how special education is funded by the state). Despite the increase, we have significant revenues to offset much of the new costs, which will be evident when we look at how this budget will affect next year's tax rates in our three towns.

Local taxes are controlled by two elements: one that is within the district's control, and one that is not.

- The OSSD budget is within our control, basically how much we spend on education relative to the revenue we receive.
- The Common Level of Appraisal (CLA) the state uses as part of the tax formula is independent of our control. If the values of homes in your town have gone up over the past year, then the CLA will change so that you pay more in taxes (i.e., your property is worth more, so you pay more). CLA has to do with changes in the value of real estate in your town, not the district's budget.
- If your tax rate were only based on the school side of the equation, your rates next year would go down by about 7 cents per \$100 of assessed value. (The owner of an average priced home worth \$281,000 would pay about \$200 less for the year in property taxes).

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 update our buildings when needed without having to borrow the money or ask the taxpayers for more.

Surplus Amount and Proposed Allocations

During the last school year, districts used federal grant monies to cover additional costs they incurred due to COVID and to offset as much of their normal expenses as possible. Because of this, the OSSD has just over 2 million dollars in surplus funds to allocate. The below bullets outline what will happen with these surplus funds if voters vote yes on school ballot articles X through XVI.

What Voting “Yes” Means

- \$1 Million dollars will be split into equal amounts and used to reduce the burden on taxpayers for the next three budget cycles. This money will be allocated to the Operational Reserve fund for this purpose.
- In addition to the above, an extra \$250,000 will be added to the Operational Reserve Fund to support three needed initiatives: 1) The failure of the state to provide districts with working legislatively mandated financial software, which may leave us in the position of having to purchase our own. 2) The creation of a new website on an in-house managed platform. The old website was created with proprietary software which cannot be supported, updated, maintained, or managed in-house. 3) The purchase of an archival database to digitize our extensive paper records which must be maintained into perpetuity.
- \$524,997 will be allocated to the facilities reserve fund. We have a huge unknown coming our way in terms of PCB testing that was mandated by the legislature last year. Any facility that was built prior to 1979 is likely affected. This amount is to ensure we have what we need for remediation if necessary.
- \$48,000 will be allocated to the Legal Reserve Fund. There is an exodus going on from the teaching profession after three years of COVID and the potential exposure faced every day by staff working in congregate settings. This means that the quality of the candidate pool will likely decrease, which will result in more Human Resources issues that must be managed often with the advice of legal counsel.

FY23 EXPECTED TAX RATE

The table below shows our expected tax rates, taking into account both the school budget and changes to the Common Level of Appraisal (CLA).*

Town	CLA	Change in Tax Rate from FY22*	Annual Impact**
Braintree	101.74%	- \$0.0801	- \$225.00
Brookfield	96.69%	- \$0.0069	- \$19.00
Randolph	94.80%	+\$0.0256	+ \$72.00

*Per \$100 of assessed value

**Based upon the average home value of \$281,000

- \$250,000 will be allocated to the Special Education Reserve Fund. The mandated change in special education funding goes into effect next year unless the legislature moves to change that this session. Based on their current formulas, OSSD will lose \$200,000 in money it would normally receive. The legislature may change the formula or delay implementation, but either way we may be impacted by their decisions after our budget is finalized and we need to plan for this. Further, once enacted, the district receives a set amount to provide Special Ed services each year – if a student with severe needs moves into the district after the start of the year, we may not have what we need to cover the cost of their services.

In Closing

We are proud of the work we have done on behalf of the district’s students despite the interference caused by the pandemic. The budget we’ve created for 2022-23 mitigates the impact of COVID, allows the district to accelerate its work on behalf of students, and is designed to improve their overall achievement in school while preparing them to be successful in the next stage of their lives. This budget also anticipates and provides for the significant costs associated with pending legislative mandates in a manner that justifies the resources we are asking for from our three communities. We thank you for your support as we look forward to another year together in service of our children and students.



Sincerely,

Layne W. Millington

OSSD Superintendent

ELEMENTARY SCHOOLS

Our students and staff have stepped up to the plate again this year and demonstrated their resilience in the face of adversity. They are working so hard in spite of challenges: the need to shift from one learning modality to another, the need to quarantine, the emphasis on high-leverage standards, and an increased focus on social emotional learning due to recent social isolation.

Our teachers are meeting each and every student where they are academically and emotionally. The modifications we've implemented, based on child development data, have proven to be successful, and we are seeing growth in all areas. With the disruption to traditional academics over the last 18 months, we see temporary stress-induced regression that, over time, is corrected with intentional support from teachers and families.

We have worked with Psychologist Joelle van Lent over the past few years to build our knowledge of brain science and the impact stress has on our students' ability to access learning and engage in positive peer relationships. We have incorporated best practices like mindfulness, brain breaks, and teaching Zones of Regulation to actively increase our students' resilience.

After school and on early-release days, our teachers have been engaged in intense literacy professional development with the Stern Center and support from our OSSD literacy coach, Kathryn Fredericks. They are digging into word structure and how it impacts reading and writing, and focusing on how building vocabulary and background knowledge increases comprehension skills.

Staff also continue their work with science consultant Liz Mirra to refine their science units of study. Lastly, teachers work with Betty Young, the OSSD math coach, to review math units and assessments and to make data-driven decisions for instructional purposes. Support staff and unified arts teachers have worked to deepen their knowledge of trauma-informed practices, which has been crucial during this stressful time of COVID.



Braintree Elementary School

The Farm to School program at Braintree Elementary gives students the opportunity to investigate science topics in an applied and relevant way. Students are led by teachers and local farmers as they create and maintain productive gardens, learn to harvest, compost, and plant again each year. The program is continually growing, and this year we added tools to harvest apples from our six productive trees and an apple press to our tree biology curriculum. Taste tests are a regular part of the learning, and this year students made soup with the potatoes, carrots, and squash they grew.

With the gardens put to bed for the winter, students have begun the Trout Project, which teaches about the life cycle of fish and how to create and maintain an environment for raising trout. The fish tank is up and running in our lobby, and students have collected water quality data and added eggs to the tank for hatching. As the spring progresses, we will be hatching chicken eggs and starting seeds for the garden beds.

As part of the 2021 Educate and Innovate Lottery Initiative, all students in grades 1 through 6 had the chance to learn computer science from our director of technology and the principal. Students worked in small groups to understand the java-based programming tool and apply that knowledge to programming robots. Younger students worked with Wonderworks Dash robots and students in grades 4 to 6 worked with Wonderworks Cue robots. Students collaborated to solve puzzles, complete performance challenges, and navigate obstacle courses. They regularly use measuring tools like rulers and protractors to calculate distance and angles for robotic movement. This engaging application of math makes the time spent with the robot technology doubly enriching.

Our school serves a rural community and strives to make full use of the beautiful land that surrounds it. Each classroom teacher maintains an outdoor learning space which is used throughout the year. We have one constructed outdoor classroom that is shared. Students go outside to learn in all sorts of weather. Outdoor investigations include visits to the river to collect microorganisms and water samples. Students recently collected root samples of invasive plant species and local plants to compare the rate of root regrowth in the spring. It is their hypothesis that the invasive species may regrow faster which gives them an advantage.

This year the Children's Literacy Foundation provided Braintree Elementary School with a grant to fund visiting authors and provide free books to students. So far, John



Churchman, Vermont author of *The Sleep Over*, and Vermont Author Michael Caduto have both visited and read to students. Students have each received four free books of their choice, and we've scheduled more author events with book distributions for the spring.

Brookfield Elementary School

At Brookfield Elementary we continue our commitment to outdoor education and our connection to nature. Beginning in PreK, we use the outdoors as a calming learning environment and natural laboratory. We plan to construct a timber frame structure beyond the baseball backstop, which will afford classes greater opportunity for outdoor learning through all seasons and weather. The restrictions of the pandemic have taken a toll on our ability to recruit Four Winds volunteers, and we look forward to the time when they are able to readily join us again.

The pandemic has forced us to curtail some of our farm-to-school work, especially the indoor parts, but we provide opportunities for our students to make the vital connection between healthy farms, foods and communities. We've already built raised beds that are planted by fourth grade students, and we plan to increase the number of beds so more classes can participate. Students have been able to participate in taste-testing of local foods.

Randolph Elementary

This year Randolph Elementary School started a new student leadership program. The students apply for leadership positions through a real-life process, submitting an application and participating in an interview before getting hired. We have a group of students leading our flag raising and lowering daily; students working monthly on a lost and found committee, and a large group that are our SPIRIT committee leading exciting events in our building. We also have a group of leaders that help our preschool with their playground equipment daily, a group that keeps

our new bird feeders full, and a group that reads with our kindergarten students in the morning. We are learning together what it means to be a leader in our community. The leadership positions will continue to be posted throughout the year and our students will show what real leadership looks like.

One special group acting as student leaders is our Robot Committee. These students applied for the position and agreed to give up their morning playground time two mornings a week. They spent every Tuesday and Thursday for two months learning how to code our robots, working with Tina Scheindel. The next group of students then applied to participate. The leaders taught these students how to code and passed along the excitement of this special experience. We are looking forward to a new group of applicants soon for this fun problem solving activity.

Learning outside had been a novelty over the years, but during COVID it became more of a necessity. What we experienced is just what the research suggests; that students who learn outdoors feel a sense of calm, engage in more problem-solving practices, and demonstrate a responsible attitude for learning outside no matter the content area. We received several grants that will allow us to build a timber frame structure by our school garden that can be used year round. This project will begin this spring. We also have other outside learning spaces such as a rugged forest learning space and a bird-viewing station for students to engage with.

We're excited to see what the next year brings,
ERICA MCLAUGHLIN, *Randolph Elementary Principal*
HEATHER LAWLER, *Braintree Elementary Principal*
DAVID ROLLER, *Brookfield Elementary Principal*



RANDOLPH UNION HIGH SCHOOL



We are happy to provide you with an update on all of the dynamic and innovative opportunities that we are able to offer the middle and high school students in this wonderful, supportive community. From the development and implementation of our Innovation Center to the addition of Robotics and Coding opportunities, RU continues to innovate to meet the various needs of our students and we are fortunate to serve the students of Randolph, Brookfield, and Braintree, as well as the 25 families from 10 different VT towns who have chosen to send their children to RU.

Programming and Initiatives that Draw Students to Our School

THE INNOVATION CENTER (IC): The IC offers student projects in foundational content areas ranging from anatomical digital maps of the fetal pig circulatory system to a study of Zen Buddhism. All of these are offered with the support of our director of applied learning, Ken Cadow, and RU's new science and technology educator, Rachel Donegan. Students build skills with computer-aided design (CAD) and modern technology in order to demonstrate and facilitate their learning.

The IC offers a number of STEAM-themed courses. In Innovation Management, students focus on the design cycle as part of problem solving, using a laser cutter, 3D printers, computer-numeric-controlled milling machine, and old-fashioned hand and power tools. In Intro to Manufacturing, they



gain experience in marketing, book-keeping, and goal setting and will soon program our new industrial robot and conveyor system (thank you, ARA!).

The IC also supports students in independent learning modules in the areas of electronic circuitry, hydraulics, Arduino coding, and civil engineering (making use of our stream table – thank you, VTC!).

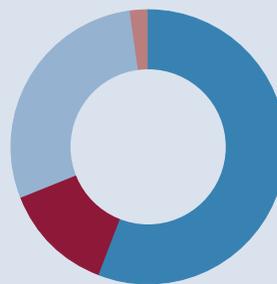
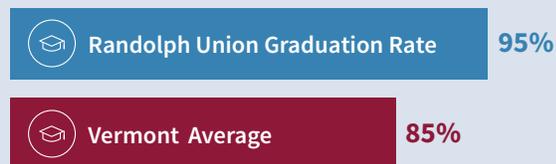
PROJECT-BASED LEARNING CHALLENGES: Under the direction of Director Jamie Connor, students take part in challenges around mindfulness and movement, community service, food systems, digital music production and racial justice. Students guide their own learning with the support of their teacher leader, who guides them toward related initiatives throughout the year.

ADVANCED PLACEMENT COURSES: For a school of our size, RU offers a large number and variety of AP courses. This year's AP offerings include Biology, Language and Composition, World History, U.S. History, and Computer Science Principles. In alternating years, we also offer AP Literature and Composition and AP Physics. We plan to offer AP Environmental Science in future years.

ROBOTICS AND CODING: Eighth-grade students can take advantage of "Exploratory Coding & Robotics" as a part of their elective rotation throughout the year. At the high school level, students can take "Computer Science Principles" and "Robotics I and II."

SPORTS, CLUBS AND ACTIVITIES: Along with sports such as soccer, basketball, and baseball, we also offer gymnastics, wrestling, bowling, and bass fishing. And we have co-op opportunities to play ice hockey and indoor track and field during the winter season. For activities and clubs, RU is proud to provide exposure to anime and manga, cooking, GLOW, drama, and robotics.

Randolph Union Graduation Rate vs. Vermont Statewide Average



What Do RU Students Do After High School?

- 56%: 2-year or 4-year college
- 13%: gap year before college
- 29%: apprenticeships and work opportunities
- 2%: military service

MATH AND ELA INITIATIVES: This year we've been using Star 360 data and collaborating with grade teams to determine math and ELA interventions and initiatives in grades 7-12. English, social studies, and special education teachers in grades 7-10 have engaged in intensive professional development with the Stern Center to enhance their literacy work with students. Math teachers are redeveloping the curriculum with their use of Carnegie Learning, an accredited math program that integrates the grade level concepts of algebra, geometry, and statistics. In this second year of implementation, we are already seeing positive results and outcomes for our students.

EXECUTIVE FUNCTIONING AND RESPONSIVE CLASSROOM: Last year we began exploring functioning strategies with students who struggle to stay organized in order to help them prepare for class, organize their materials, and manage time. Additionally, educators in grades 7-9 engaged in responsive classroom work to get on the same page in establishing classroom management strategies with students.

ADVISORY: We have reinstated advisory in its pre-pandemic form, allowing educators to work with small groups of students each day with the academic planning and social emotional support they and their families need to feel fully supported at RU.

11TH AND 12TH GRADE ACADEMY: Juniors and seniors come together to form groups of 25-30 students who work with several faculty advisors, including a school counselor at each grade level and the senior project coordinator for seniors. This model allows students to work on age-appropriate tasks and hear from guest speakers including college admission representatives, human resources personnel from local businesses, military recruiters, and Early College admissions staff.

STUDENT SERVICES AND SUPPORT: Student Services supports students emotionally, academically and socially, as well as helping them with future planning. There are two school counselors that support students with emotional and academic goals; two licensed clinicians who provide therapeutic services; and a student assistance professional, a behavioral interventionist, a nurse, a part time nurse practitioner, and a registrar.

SCHOLARSHIPS: RU offers a wide range of scholarships to make postsecondary education more affordable. The Randolph Community Scholarship Fund has provided generous amounts of financial support to RU students for almost a decade. RU students also receive assistance from the Ellis, Clayton Brown, Azel Hall, and Gifford Trust scholarships, as well as scholarships offered by many local individuals and businesses.

COLLEGE ACCEPTANCES: Over the last three years, students have been accepted at a diverse range of colleges and universities, including Hampshire College, The New School, Villanova, University of Wisconsin, University of Vermont, Middlebury College, UCLA, University of Montana, Ohio Technical College, Champlain College, St. Lawrence University, University of Colorado, Endicott College, Suffolk University, Curry College, Paul Smith, Northern Vermont University, and Vermont Technical College.

We are grateful to all of the RU educators and staff members who make the above opportunities possible for our students. Without the emphasis that we place on building strong relationships with students and families, many of these opportunities would not be possible. This year has proven to be incredibly challenging as we have returned to full time, in-person instruction, and we are grateful for the tireless work of our school nurses, Beth Osha and Sadie Lyford. But while being back together is exciting, we know that many of our students and families are still struggling. Our school teams are focused on students' academic growth and future, as well as the mental health and physical needs we see every day.

As our students, families, teachers, counselors, administrators, staff members, and bus drivers work together for the good of our district, we can't help but believe that better days are ahead. We are grateful for the support we've experienced over the past two years, in particular, with community members donating and volunteering their time to support our students and staff members with their academic and business expertise, a snack or a meal, or a kind gesture of appreciation. Thank you for supporting our school community.

Sincerely,
CATY SUTTON & LISA FLOYD, Co-Principals

RANDOLPH TECHNICAL CAREER CENTER

It is my pleasure to write my second annual report on the happenings and successes at Randolph Technical Career Center. Despite Covid-19 and the many adjustments and limitations it has placed on all of us, the center continues to grow and thrive.

Enrollment is up

RTCC started the fall of 2020 with 108 students, and we have now grown to 151 currently enrolled students. Different marketing strategies, student desire to learn the trades in a hands-on fashion (particularly after the remote and hybrid modalities in place last year due to the pandemic), successful program development, facilities improvements, and quality instruction are just a few of the reasons for this increase. Given the current number of applications already submitted for the 2022-23 school year, it is possible that RTCC may be fully enrolled for the first time in many years!

New Programs

The re-envisioned Pre-Tech exploratory program for freshman or sophomores has been highly successful. This newly designed program brings students into the center every week for a half day throughout the entire year and immerses them in hands-on career exploration. They visit all RTCC programs and earn embedded academic credits along the way. The program provides the information students need to make informed decisions regarding the career paths they may wish to follow should they decide to attend RTCC.

Our new Dental Assisting Program is also up and running. Students earn their licensure in the field of dentistry and are prepared for entry-level employment,



further training, or post-secondary education in the field. Students are able to practice their dental assisting skills in our school-based lab and at local dental practices. The program prepares students to provide patient care, conduct dental x-rays, prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists and dental hygienists. It also includes instruction in medical record keeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, oral photography, pre- and post-operative patient care and instruction, chair side assisting, performing tooth and mouth impressions, and professional supervision. It has been a wonderful addition to our programming.

Facilities Improvements

Students and faculty returned to RTCC this fall to a number of building updates and facilities improvements. The major improvements included the Electrical Technology classroom expansion; overhaul of the Mechanical Core classroom; removal of a wall and a general overhaul of the Digital Film and Media Arts classroom; and a complete remodeling of the previous Graphic Arts classroom to house our new Dental Assisting program. All of these spaces included ceiling replacements, electrical upgrades and painting. Our goal is to offer students a learning environment that truly captures the excellent technical education that is offered here. As we continue to brand RTCC, you will see the school colors and facility transform into a clean, organized and technologically rich learning environment.

In addition to our building improvements, we are completing a feasibility study and ESSR 3 Construction Grant application in hopes of developing a Construction Trades Complex behind our school. The complex will house three programs: Construction Trades and Management, Electrical Technology, and Plumbing & Heating. The focus of the three programs would be shifted towards the common goal of building complete houses again. Currently we do not have adequate classroom space in two of these programs and not enough space to develop a plumbing program without expansion. In addition, our students could play an active role in helping to solve our community's housing shortages and challenges. If this project is approved it would be completed in 3 years.



Work-based Learning

Work-based learning continues to be popular at RTCC. It gives students practical experience and opportunities to interact with professionals and tradespeople in our community, expanding the learning that happens in our classrooms. It also supports the development of college and career readiness. Students receive valuable experience and learn new skills at local and regional businesses. As many former graduates can attest to, these experiences range from job shadows to paid internships and can often lead to full-time job offers for students after graduation.

Industry Recognized Certifications (“IRCs”)

All of our technical programs offer students the chance to earn valuable industry-recognized certifications. In addition to being requested and accepted by business and industry, these “IRCs” are another way our students and programs demonstrate competence. These certifications include Licensed Nursing Assistant, Game of Logging (the premier international forestry certification), OSHA 10 safety training, ASE Certifications, Vermont Department of Motor Vehicle Inspection Licensure and many more. As always, we are looking to expand the IRC opportunities throughout all programs. This past year, 151 students earned American Heart Association certificates in Basic Life Saving (BLS). The BLS course teaches both single-rescuer and team basic life support skills for application from construction sites to professional healthcare facilities.

College Courses & Dual Enrollment Credit

RTCC students can take two free courses at over 20 Vermont Colleges (via their sending school) and are also able to access additional “Fast Forward” college credits through Community College of Vermont and Vermont Technical College. Taking college classes and earning college credit while still enrolled in high school helps students understand the demands of college and make the “leap” from high school to post-secondary education. RTCC works with a variety of colleges and universities to connect our programs to theirs.

Welcome to Our New Staff Members

- Chancity Young, Education Services
- Jason Ladd, Automotive Technology
- Sarah Natvig, Culinary Arts
- Stephanie Garrow, Dental Assisting
- Tammy Ladd, Health Careers
- Gary Clark, Pre-Tech Exploratory
- Dana Decker, Student Services
- Ryan O’Malley, Diversified Agriculture
- Lance Madzey, Digital Film & Media Arts

Guests Share Personal Experiences

RTCC continues its tradition of inviting guests to our programs to share their experiences in different careers, as well as colleges and post-secondary technical schools to help students envision life after graduation. This year we have hosted speakers from multiple industries and backgrounds who have shared their unique perspectives on what the “real world” looks like, what career paths are available, and which educational paths will best prepare them for those careers.

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

Want to know more?

There is never enough room in this report to describe the accomplishments of all of our programs, so please follow us on Facebook or visit our website to learn more! Thank you for your ongoing support of career and technical education. We value the trust you have placed in us to educate your children to be college and career ready.

With appreciation,
FELICIA ALLARD, *Director*

**ORANGE SOUTHWEST
SCHOOL DISTRICT
2022-23
BUDGET INFORMATION**

OSSD 2022-23 BUDGET: BUDGET SUMMARY

	2020-21 Budget	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Difference
REVENUE					
Local Revenue	\$990,678	\$1,094,935	\$1,057,393	\$1,071,912	\$14,519
			6.73%	-2.10%	
Special Programs	\$2,306,444	\$2,035,092	\$2,323,107	\$2,120,149	-\$202,958
			0.72%	4.18%	
State Revenues	\$16,426,789	\$16,172,053	\$16,040,467	\$17,350,584	\$1,310,117
			-2.35%	7.29%	
Federal Funds	\$876,478	\$0	\$876,478	\$876,478	\$0
Beginning Balance	\$0	\$826,341	\$826,342	\$746,171	-\$80,171
Total Revenue	\$20,600,389	\$20,128,421	\$21,123,787	\$22,165,294	\$1,041,507
EXPENDITURES					
Instruction	\$7,564,715	\$6,751,033	\$7,718,808	\$8,127,344	\$408,536
			2.04%	20.39%	
Special Education	\$3,871,175	\$3,348,691	\$3,993,213	\$3,995,922	\$2,709
			3.15%	19.33%	
Administration	\$1,194,470	\$1,100,069	\$1,357,699	\$1,352,596	-\$5,103
			13.67%	22.96%	
Central Office	\$698,192	\$640,980	\$721,582	\$899,455	\$177,873
			3.35%	40.33%	
Support Services	\$1,720,572	\$1,473,063	\$1,752,603	\$1,895,527	\$142,924
			1.86%	28.68%	
Maintenance	\$2,122,560	\$2,121,633	\$2,135,760	\$2,169,745	\$33,985
			0.62%	2.27%	
Technology	\$541,738	\$613,695	\$558,195	\$728,215	\$170,020
			3.04%	18.66%	
Transportation	\$618,601	\$479,970	\$629,871	\$648,277	\$18,406
			1.82%	35.07%	
Other Expenses	\$123,842	\$950,180	\$126,682	\$126,409	-\$273
			2.29%	-86.70%	
Technical Education	\$838,000	\$832,023	\$859,605	\$928,674	\$69,069
			2.58%	11.62%	
Pre-School	\$430,046	\$263,721	\$393,291	\$416,652	\$23,361
			-8.55%	5.94%	
School Total	\$19,723,911	\$18,575,056	\$20,247,309	\$21,288,816	\$949,077
Federal Funds	\$876,478	\$0	\$876,478	\$876,478	0
			2.65%	5.14%	
Surplus / Deficit	\$0	\$1,553,365	0	0	0
TOTAL EXPENDITURES	\$20,600,389	\$20,128,421	\$21,123,787	\$22,165,294	\$1,041,507
			2.54%	4.93%	

OSSD 2022-23 BUDGET: REVENUES

	2020-21 Budget	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Difference
LOCAL REVENUES					
Tuition	\$260,000	\$352,616	\$305,000	\$348,000	\$43,000
Overhead Tuition	\$40,000	\$0	\$40,000	\$20,000	-\$20,000
Transportation	\$55,000	\$16,350	\$55,000	\$50,000	-\$5,000
Interest	\$85,000	\$117,855	\$85,000	\$85,000	\$0
Early Education Receipts	\$35,000	\$16,445	\$35,000	\$0	-\$35,000
Lease Land - Brookfield	\$5	\$0	\$5	\$5	\$0
Athletic Fees	\$0	\$1,353	\$0	\$0	\$0
Contracted Services	\$26,000	\$26,000	\$27,685	\$35,292	\$7,607
OSSU - Maintenance & Tech Svcs	\$0	\$0	\$0	\$0	\$0
RTCC - Shared Services	\$443,623	\$442,867	\$463,133	\$487,760	\$24,627
Admin Svcs - EPSDT	\$1,500	\$1,749	\$1,600	\$1,500	-\$100
Admin Svcs - RAVEN	\$44,200	\$46,550	\$44,620	\$44,005	-\$615
Rental Income	\$350	\$92	\$350	\$350	\$0
Total Other Revenues	\$990,678	\$1,094,935	\$1,057,393	\$1,071,912	\$14,519
SPECIAL EDUCATION					
Core Block Grant	\$365,330	\$365,330	\$368,860	\$0	-\$368,860
Special Ed Reimbursement	\$1,570,965	\$1,439,131	\$1,690,920	\$1,426,162	-\$264,758
State Placed Students	\$146,100	\$21,772	\$0	\$0	\$0
Extraordinary Reimbursement	\$144,105	\$101,197	\$180,000	\$601,338	\$421,338
Essential Early Ed	\$71,944	\$71,944	\$75,327	\$80,649	\$5,322
Excess Costs Reimbursement	\$8,000	\$35,718	\$8,000	\$12,000	\$4,000
Total Special Ed	\$2,306,444	\$2,035,092	\$2,323,107	\$2,120,149	-\$202,958
STATE REVENUES					
State Technical Centers	\$426,000	\$430,413	\$444,585	\$483,574	\$38,989
State Education Fund	\$15,589,083	\$15,282,059	\$15,164,676	\$16,430,804	\$1,266,128
State Transportation	\$230,000	\$269,723	\$250,000	\$255,000	\$5,000
Small Schools Grant	\$177,706	\$177,706	\$177,706	\$177,706	\$0
Driver Education	\$4,000	\$12,152	\$3,500	\$3,500	\$0
Total State Revenues	\$16,426,789	\$16,172,053	\$16,040,467	\$17,350,584	\$1,310,117
Beginning Balance	\$0	\$826,341	\$826,342	\$746,171	-\$80,171
School Total	\$19,723,911	\$20,128,421	\$20,247,309	\$21,288,816	\$1,041,507
FEDERAL FUNDS					
IDEA - B	\$202,846	\$0	\$202,846	\$202,846	\$0
IDEA - B - PreSchool	\$143,632	\$0	\$143,632	\$143,632	\$0
Title I and II - School Wide	\$415,000	\$0	\$415,000	\$415,000	\$0
Medicaid	\$95,000	\$0	\$95,000	\$95,000	\$0
EPSDT	\$20,000	\$0	\$20,000	\$20,000	\$0
Total Federal Funds	\$876,478	\$0	\$876,478	\$876,478	\$0
TOTAL VOTER APPROVAL	\$20,600,389	\$20,128,421	\$21,123,787	\$22,165,294	\$1,041,507

OSSD 2022-23 BUDGET: EXPENDITURES

	2020-21 Budget	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Difference
INSTRUCTION					
Salaries	\$4,546,585	\$4,408,742	\$4,612,500	\$4,896,410	\$283,910
Benefits	\$1,778,950	\$1,483,720	\$1,811,450	\$1,877,885	\$66,435
Drivers Education	\$3,500	\$2,174	\$3,500	\$3,500	\$0
Remedial/Interventionist Services	\$144,435	\$66,561	\$186,995	\$207,204	\$20,209
Testing/Tutorial/OT-PT Svcs	\$11,775	\$13,750	\$11,775	\$13,775	\$2,000
Contracted Services	\$38,500	\$56,705	\$43,000	\$44,400	\$1,400
Staff Training	\$195,077	\$164,355	\$199,482	\$210,797	\$11,315
Co/Extra Curricular	\$432,423	\$268,282	\$435,636	\$443,753	\$8,117
Tuition	\$54,000	\$54,282	\$54,000	\$54,000	\$0
Travel/Field Trips	\$55,514	\$4,271	\$55,514	\$40,280	-\$15,234
Supplies/Textbooks/Equip	\$303,956	\$228,191	\$304,956	\$335,340	\$30,384
Total Instruction	\$7,564,715	\$6,751,033	\$7,718,808	\$8,127,344	\$408,536
SPECIAL EDUCATION					
Salaries	\$1,667,521	\$1,571,831	\$1,767,806	\$1,729,595	-\$38,211
Benefits	\$799,329	\$571,012	\$786,820	\$688,205	-\$98,615
Contracted/Prof Services	\$0	\$566	\$0	\$0	\$0
Transportation	\$57,400	\$85,222	\$119,060	\$89,350	-\$29,710
Travel/Conferences	\$10,500	\$3,811	\$10,500	\$10,500	\$0
Supplies/Textbooks/Equipment	\$26,700	\$24,811	\$26,700	\$26,700	\$0
Tuition	\$734,520	\$600,082	\$632,615	\$840,000	\$207,385
Behavioral Services	\$152,590	\$138,818	\$167,347	\$198,817	\$31,470
Testing/Tutorial/OT-PT Svcs	\$169,260	\$160,732	\$215,000	\$139,000	-\$76,000
Speech Services	\$253,355	\$191,806	\$267,365	\$273,755	\$6,390
Total Special Education	\$3,871,175	\$3,348,691	\$3,993,213	\$3,995,922	\$2,709
ADMINISTRATION					
Salaries	\$772,520	\$803,985	\$885,215	\$892,932	\$7,717
Benefits	\$331,055	\$232,643	\$381,509	\$366,439	-\$15,070
Repairs/Maint	\$9,000	\$0	\$9,000	\$9,000	\$0
Postage/Telephone	\$30,600	\$28,696	\$30,600	\$32,700	\$2,100
Travel	\$9,300	\$15,918	\$9,300	\$9,300	\$0
Supplies/Equipment	\$41,995	\$18,827	\$42,075	\$42,225	\$150
Total Administration	\$1,194,470	\$1,100,069	\$1,357,699	\$1,352,596	-\$5,103
CENTRAL OFFICE					
Salaries	\$414,860	\$398,898	\$427,327	\$548,250	\$120,923
Benefits	\$185,982	\$162,240	\$196,405	\$250,055	\$53,650
Contracted Services	\$26,000	\$24,806	\$26,000	\$26,000	\$0
Legal Fees	\$0	\$0	\$0	\$0	\$0
Staff Development	\$2,000	\$235	\$2,000	\$2,000	\$0
Repairs/Maintenance	\$14,500	\$17,502	\$15,000	\$17,500	\$2,500
Board Expense	\$0	\$0	\$0	\$0	\$0
Building Construction	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0
Travel	\$5,900	\$360	\$5,900	\$5,900	\$0
Supplies/Equipment	\$48,950	\$36,938	\$48,950	\$49,750	\$800
Total Central Office	\$698,192	\$640,980	\$721,582	\$899,455	\$177,873

OSSD 2022-23 BUDGET: EXPENDITURES

	2020-21 Budget	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Difference
SUPPORT SERVICES					
Guidance	\$481,298	\$404,753	\$493,256	\$518,574	\$25,318
Behavioral/Social Work	\$275,721	\$278,513	\$284,346	\$302,638	\$18,292
School Nurse	\$247,762	\$249,546	\$247,358	\$329,824	\$82,466
Media Services	\$295,766	\$266,432	\$309,613	\$318,141	\$8,528
Curriculum Develop	\$24,550	\$22,839	\$27,055	\$30,555	\$3,500
C.A.R.	\$113,500	\$37,764	\$113,500	\$113,500	\$0
Teacher Mentoring	\$46,800	\$43,182	\$46,800	\$46,800	\$0
Board of Education	\$102,175	\$93,749	\$97,675	\$100,495	\$2,820
Legal Fees	\$53,000	\$31,297	\$53,000	\$53,000	\$0
Fiscal Services	\$80,000	\$44,988	\$80,000	\$82,000	\$2,000
Total Support Services	\$1,720,572	\$1,473,063	\$1,752,603	\$1,895,527	\$142,924
MAINTENANCE					
Salaries	\$616,500	\$586,273	\$622,775	\$539,020	-\$83,755
Benefits	\$347,185	\$254,445	\$350,560	\$310,000	-\$40,560
Contracted Services	\$95,000	\$443,710	\$95,000	\$225,000	\$130,000
General Liability Ins	\$65,300	\$57,289	\$65,400	\$69,200	\$3,800
Repairs/Maintenance	\$230,000	\$86,303	\$230,000	\$230,000	\$0
Utilities	\$408,400	\$307,755	\$407,750	\$405,250	-\$2,500
Supplies/Travel/Equipment	\$197,650	\$241,693	\$197,750	\$224,750	\$27,000
Care of Grounds	\$143,000	\$101,774	\$147,000	\$147,000	\$0
Reserve - Repairs/Maint	\$0	\$0	\$0	\$0	\$0
Vehicle Services	\$19,525	\$42,391	\$19,525	\$19,525	\$0
Total Maintenance Svcs	\$2,122,560	\$2,121,633	\$2,135,760	\$2,169,745	\$33,985
TECHNOLOGY					
Salaries	\$237,823	\$240,057	\$244,955	\$313,920	\$68,965
Benefits	\$95,265	\$77,381	\$97,090	\$145,985	\$48,895
Contracted Services	\$19,000	\$28,140	\$20,500	\$24,500	\$4,000
Technology Fund Transfer	\$108,500	\$0	\$108,500	\$108,500	\$0
Repairs/Maintenance	\$2,500	\$24	\$2,500	\$2,500	\$0
Supplies	\$78,650	\$268,093	\$84,650	\$132,810	\$48,160
Equipment	\$0	\$0	\$0	\$0	\$0
Total Technology	\$541,738	\$613,695	\$558,195	\$728,215	\$170,020
TRANSPORTATION					
Salaries	\$251,025	\$172,400	\$233,965	\$245,081	\$11,116
Benefits	\$50,866	\$40,311	\$49,253	\$51,863	\$2,610
Contracted Svcs/Rent	\$62,500	\$63,159	\$64,500	\$66,785	\$2,285
Travel/Conferences	\$100	\$0	\$100	\$100	\$0
Repairs/Supplies/Equip	\$52,925	\$42,909	\$54,925	\$55,300	\$375
Diesel Fuel	\$59,500	\$20,575	\$59,500	\$59,500	\$0
Unallowed Spec Ed	\$0	\$0	\$0	\$0	\$0
COVID - Food Delivery	\$0	\$0	\$0	\$0	\$0
Field Trips	\$0	\$1,022	\$25,088	\$25,118	\$30
Tuition Student Transportation	\$41,685	\$3,575	\$42,540	\$44,530	\$1,990
Bus Purchase	\$0	\$36,019	\$0	\$0	\$0
Bus Fund Reserve	\$100,000	\$100,000	\$100,000	\$100,000	\$0
Total Transportation	\$618,601	\$479,970	\$629,871	\$648,277	\$18,406

OSSD 2022-23 BUDGET: EXPENDITURES

	2020-21 Budget	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Difference
OTHER EXPENDITURES					
Food Service Transfer	\$35,000	\$35,000	\$35,000	\$35,000	\$0
Operational Fund Transfer	\$0	\$826,341	\$0	\$0	\$0
Child Care - COVID-19	\$0	\$0	\$0	\$0	\$0
Debt Service	\$16,898	\$16,895	\$16,355	\$10,760	-\$5,595
EEE Services	\$71,944	\$71,944	\$75,327	\$80,649	\$5,322
Total Other Expenditures	\$123,842	\$950,180	\$126,682	\$126,409	-\$273
TECHNICAL EDUCATION					
State - Act 68	\$426,000	\$430,413	\$444,585	\$483,574	\$38,989
Local Tuition	\$412,000	\$401,610	\$415,020	\$445,100	\$30,080
Total Tech Education	\$838,000	\$832,023	\$859,605	\$928,674	\$69,069
PRESCHOOL					
Salaries	\$242,680	\$180,917	\$245,760	\$229,635	-\$16,125
Benefits	\$123,691	\$56,622	\$81,856	\$118,042	\$36,186
Tuition/Partnerships	\$39,000	\$18,833	\$39,000	\$39,400	\$400
Supplies/Travel/Equip	\$24,675	\$7,349	\$26,675	\$29,575	\$2,900
Total Pre-School	\$430,046	\$263,721	\$393,291	\$416,652	\$23,361
SURPLUS / DEFICIT					
	\$0	\$1,553,365	\$0	\$0	\$0
SCHOOL TOTAL	\$19,723,911	\$20,128,421	\$20,247,309	\$21,288,816	\$1,041,507
FEDERAL FUNDS					
IDEA - B	\$202,846	\$0	\$202,846	\$202,846	\$0
IDEA - B - PreSchool	\$143,632	\$0	\$143,632	\$143,632	\$0
Title I and II - School Wide	\$415,000	\$0	\$415,000	\$415,000	\$0
Medicaid	\$95,000	\$0	\$95,000	\$95,000	\$0
EPSDT	\$20,000	\$0	\$20,000	\$20,000	\$0
Total Federal Funds	\$876,478	\$0	\$876,478	\$876,478	\$0
TOTAL VOTER APPROVAL					
	\$20,600,389	\$20,128,421	\$21,123,787	\$22,165,294	\$1,041,507



OSSD 2022-23: ESTIMATED TAX RATE

State Property Yield Rate	\$1.00
State Non-Residential Tax Rate	\$1.482
Budget	\$21,288,816.00
Revenue - Categorical Grants	-\$4,374,438.00
Total Education Spending (Act 68)	\$16,914,378.00
Equalized Pupils -2022-23 (Projection 12-17-21)	864.79
Education Spending per Equalized Pupil (Act 68)	\$19,558.94
Excess Spending Threshold	\$19,977.00
Property Yield	\$12,937.00 151.19%
OSSD Projected Tax Rate	\$1.5119

	OSSD Estimated Equalized Tax Rate	2021-22 Equalized Tax Rate	\$ Difference	% Difference
Braintree	\$1.5119	\$1.5804	-\$0.0685	-4.34%
Brookfield	\$1.5119	\$1.5804	-\$0.0685	-4.34%
Randolph	\$1.5119	\$1.5804	-\$0.0685	-4.34%

	2021 Town Common Level of Appraisal	Projected OSSD Tax Rates	2021-22 Tax Rates	Projected 2022-23 Difference
Braintree	101.74%	\$1.4860	\$1.5627	-\$0.0767
Brookfield	96.69%	\$1.5636	\$1.5669	-\$0.0033
Randolph	94.80%	\$1.5948	\$1.5655	\$0.0293

Annual School District Meeting

Monday, February 28, 2022 • 6:00 p.m.
Randolph Union High School Auditorium

To attend remotely:

meet.google.com/san-bbvo-cqq

Phone Number

(US)+1 443-461-5550

PIN: 534 636 686#

Polls Open: Town Meeting Day

Tuesday, March 1, 2022
9:00 a.m. to 7:00 p.m.

- Braintree Town Clerk's Office
- Brookfield Town Clerk's Office
- Randolph Town Hall



OSSD

ORANGE SOUTHWEST SCHOOL DISTRICT

Central Office, 24 Central Street
Randolph, Vermont 05060

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