

**Orange Southwest Unified Union School District
(Orange Southwest School District) OSSD
Regular Board Meeting on Wednesday -- November 8, 2023
Randolph Union High School
6:00 p.m.**

I Opening: 6:01 – called to order by Hannah Arias

Board Attendance: Hannah Arias, Chelsea Sprague, Sam Hooper, Anne Kaplan, Katja Evans, Rachel Gaidys, Sarah Haupt

Guests: Layne Millington, Heather Lawler, Kyle Southworth, Lisa Floyd, Jason Finley, Kasi Thresher, Amanda Cotter, Lisa Wright, Alexandra McLaughlin, Cecile Smith, Julie Marie Bristol, Jane Ertel, Deb Chamberlin, Abby McFayden, Julie Zimmerman, Alejandro Ruiz, Jessica Allen, Nora Skolnick, Catalina Ruiz, Donald Green, Tevye Kelman, Haley Lary, Michael Dooley, Sonja Cattanach, Deb Lary, Michael Lary, Stephanie Reyes, Beth Osha, Molly Mullen, Sara Lesparance, Sean McAnulty, Julie Hinman, Lindsay Meyer, Heidi Schwartz, Jay Hooper, Emily McCall, Cory McCall, Nicolle Canales, Ali Hull, Steph Leonard, Jenny Engel, Meghan Westbrook, Erika Ready, Gabrielle Pozzani

Virtual: Kyla, Felicia Allard, Mason Allard, Cristie Arguin, Rachel Bent, Brooke Dingleline, Robin Dunican, Alexa Dwinell, Lauren Futtner, Linda Garrett, Deborah Gattone, Wes Gibbs, Lindsay Haupt, Cara Houston, Melissa Hurley, Gus Howe Johnson, John Lacey, Haddie Lary, Eva Loomis, Darren Marcy, ORCA Media, Brooke Naylor, Ryan O'Malley, Mindybeth Pike, Katie Rogstad, Isabel Ruiz, Troy Tabor, Jessamyn West, Bob Worley

Ensuring a Quorum Arias Overview

Meeting Purpose: Policy Discussion, 2024-25 Budget Overview, Monitoring Organization, and Ownership Linkage and Monitoring.

II Board Education and Ownership Linkage

Public comment (Recognize e-communications to the Board) Arias

Listen Only, Board welcomes comment but is not able to take any action, comments limited to three minutes per speaker

Chelsea Sprague will operate as timekeeper for public comment.

Haley Lary – produced a written document regarding meeting with the Superintendent on 10/23/23 on 4400 reports. Read segments of documents, handed out to Board and others. Copy attached.

Nora Skolnick – spoke about staff feeling unsupported. Requests the Board work on an action plan, have paid, in-person training for staff during the school day. Have re-entry plans for all students who have been aggressive, with all stakeholders involved present.

Lindsey Haupt – reminds Board there is a petition of 40+ signatures requesting non-renewal of the Superintendent’s contract

Catalina Ruiz – commented positively about working with SEL (specifically Mike, Haley, Deb and Sonja) especially with lower income and traumatized students.

Lisa Wright – spoke about seeing students who are destructive, disruptive and dangerous. The paras are the first in line to receive these behaviors and need assistance from the administration.

Sean McAulty – spoke supporting Mike and Haley as maintaining the dignity of all students with unbelievable grace.

Gabrielle Pozzani – spoke about the importance of data, and how helpful the SEL team is in producing that.

Cecile Smith – spoke supporting Mike and Haley, said they are first responders that help teachers navigate the emotional landscape.

Julie Bristol – comments that the climate at the school is extremely challenging, and that teachers feels frustrated and unsupported. Not sure if teachers would return next year if the assistance of SEL is not available. Wants the District to improve how it shows it values employees, respect, kindness and assumption of best intentions

Elli Hall – spoke supporting Mike and Haley’s supportiveness of students and parents

Emily McCall – spoke supporting Haley Lary’s professionalism

Sonja Cattanach – spoke that the SEL team was very supportive and the District was not collaborative, and had treated the SEL staff unfairly.

Jenny – commented that when a teacher has to be focused on disruptive students, they are unable to facilitate learning with other students.

Molly Mullen – stated that 90% of the kids aren’t traumatized, they are the ones missing out as the students with the problems get all the help. SEL is needed to balance and support students and staff.

Meghan Westbrook – encouraged the Board to spend time in the schools, said staff was amazing in spite of how unsafe they felt in that environment. Wants District to make sure needs of all can be met.

Mike Dooley – stated that for the last 3 years all training has been video, there has been no in-person training in spite of repeated requests. Wants the district to review how training is done, cited concerns about Crisis Prevention Intervention certification.

Felicia Allard – as a virtual attendee, sent voice recording to Board requesting an exit interview and review of separation agreement. Requested that contracts not be renewed for Layne Millington or Heather Lawler.

Discuss Annual Report to Voters: Ownership Linkage Draft Letter – discussion regarding the board’s consideration to hire someone to write the letter, Anne Kaplan suggests Ben Merrill. Sarah Haupt motions to engage Ben, Katja Evans seconds. Vote is unanimous.

Review and Discuss Complaint Procedure – Megan Sault moves to adopt complaint process as was crafted (but not adopted) last year. Sarah Haupt seconds, vote is unanimous. Board requests new process (attached) be distributed to schools immediately.

Review and Discuss Board Rules of Procedure – Discussion of annual review of Board Rules of Procedure, request that be put on the annual agenda. Megan Sault moves to adopt Rules of Procedure until the review in March 2024, seconded by Sam Hooper. Vote is unanimous.

Board Annual Agenda -- Discussion about adding review of procedures and evaluation goals, along with a timeline.

Sub Committee Updates

Committee

Report Out & Discuss

Superintendent Evaluation – Board confirmed evaluation belongs in the personnel file, discussion moved to tools for evaluation – specific, measurable, realistic. Some goals may take longer than 1 yr but scores, national standards are reflection of progress. Discussed possibilities of hiring PR/HR firms to promote community relations and staff support.

Ends Committee – Sarah Haupt moves to have Anne Kaplan join the ENDS Committee, Sam Hooper seconds. Vote is unanimous.

Facilities Committee – Katja Evans moves to have Sarah Haupt join the Facilities Committee, Chelsea Sprague seconds. Vote is unanimous. Discussion about science labs, remodeling of physical plant, Hannah Arias suggests setting a meeting with Bob Worley and Wes Gibbs and reporting back. Discuss: is Reconstruction a Priority?

VSBA Budget Webinar Notification -- Board discusses availability of webinar re: Act 127. Hannah Arias requests all register, further discussion how to present budget to taxpayers in a manner that will fully explain the data.

III Monitoring: Organization

RUHS Presentation: Middle-High School Update

Floyd & Finley Discussion

Slide-show presentation focused on increased time on learning, celebrations as well as work on behavioral issues. Waterfall scheduled has added 47 hours of instructional learning. Discussed increased engagement, reduced lapse of earning, good feedback from teachers. Presented tutoring and opportunities for learning outside of the classroom with clubs, theatre and dance, homework club, robotics, more clubs to come. Discussion with students around career planning and special diplomas promotes student engagement, and introducing the 5/6 students to the high school environment has been very positive. Advisory programming is being focused on and while all advisors have the same tools, each has its own unique 'vibe'. Discussed the importance of having a trusted, known adult, ALICE and multi-options drills, the new mascot mural and the upcoming grand opening for the new gymnasium floor.

Further discussion about attendance rates, student-led conferences, summer programming & increasing enrollment, remedial and exploratory extension.

Accept EL Reports 2.1 & 2.2 (2nd Read) B-MD 3. Millington

Policy 2.1 Treatment of Students, Parents/Guardians & Community

Megan Sault moves to accept, Sarah Haupt seconded. Vote is unanimous.

Policy 2.2 Treatment of Staff

Layne Millington recommends this is held in deference, requests independent person to investigate videos, comments, etc. He will put request in writing and submit to Board. Board discusses how policy is retrospective so they can accept it and then monitor and re-visit later. Sarah Haupt moves to table Policy 2.2 and review at next meeting, Chelsea Sprague seconds the motion. Sam Hooper and Sarah Haupt vote aye, Hannah Arias, Megan Sault, Chelsea Sprague, Katya Evans, Anne Kaplan and Rachel Gaidys vote nay. Motion does not pass. Much discussion about what needs to be changed in order to accept the policy, Hannah Arias suggests the Board would be voting on Layne Millington's interpretation of the policy itself, not on whether Layne Millington treats staff nicely or not. Rachel Gaidys moves to accept Policy 2.2 as written, Anne Kaplan seconds. Vote is passed unanimously. Katya Evans moves to reach out to legal counsel for guidance, Megan Sault seconds, vote is passed unanimously.

First Read: Policy C9: Wellness and Comprehensive Health (enclosed)

Heather Lawler presents new policy, changes are about health education and healthy snacks, language chosen reflects the district's agreement to "do our best".

2024-25 Budget Parameters Presentation Millington Presentation & Discussion

Discussion of impact of Acts 127 & 173, budget data is still flowing from the state through mid-December. Concern over the ESSER funds that will leave grant-funded staff unfunded, the weighted funding and the impact on the district as local funding will have to increase. Much discussion about how and when the data will be available, what choices will need to be made and what impact will be seen immediately and in five years.

Ends Data Discussion - Limited to What is Available Millington Discussions

Discussion how District students are achieving proficiency in reading, writing, communication within 3% of the VTCAP for 3 consecutive years. Discussion about correlation between student test grades and teacher attendance, increase of students reaching math proficiency (+7.5% of entire school population) and how the pre-K data is now being seen in ¾ math scores.

IV Policy Decisions: Board

Discuss Need for Two Recommended Policies: Millington Discuss

RTCC Policy on Student Work Projects and Conflict of Interest -- Board wants to see a draft policy

Parental Notification of Name Change – state requirements allow students to change preferred name in system, the law requires that parents are involved in any of these changes until the student is emancipated or 18.

These items will be re-visited in December.

V Monitoring: Board

Assess Board's compliance with Board Governance Policy 4.4 – Kayja Evans motions to table, Megan Sault seconds. Vote is unanimous.

VI Advocacy

Report on VSBA Annual Meeting & Conference Kaplan/ Lawler Listen

General discussion of meeting and value of information

VII Consent Agenda

Approve minutes from regular board meeting on 10/12/2023 and **Approve corrected minutes** from regular board meeting on 9/13/23 – Katja Evans moves to approve, Chelsea Sprague seconds. Vote is unanimous.

Appoint Members of Sabbatical Committee – approve members by school, add a board member. Megan Sault motions to add Hannah Arias, Katja Evans seconds the motion. Vote is unanimous.

Reserve Request: PA Upgrade RTCC—Anne Kaplan comments purpose needs to be more specific (include policy 2.0 in request as the upgrades addresses safety) Katja Evans moves to approve, Sarah Haupt seconds, vote is unanimous.

IIX Closing

Superintendent's Report (enclosed) Arias Discussion

Discussion surrounding the Board’s interest in getting involved in Union negotiations surrounding 2 half-days for conferences.

Principals' & Director Reports (newsletter links sent out separately)

Financial Report – Facilities is a bit higher, but District is currently under-spending due to staff not being hired until later in the school year.

Action Items Recap --

Adjournment – Katya Evans moves to enter Executive Session, Sarah Haupt seconded. Vote was unanimous, Board adjourns public meeting and enters executive session at 10:08 p.m.

IX Executive Session(s):

T1, S313 (7): Student Discipline Millington

T1, S313 (3): Appointment and/or Evaluation of Public Employee Arias Possible Vote

Future Meetings

Agenda Planning Meeting: Monday, November 27, 2023 @ OSSD 6:00 p.m.

OSSD Special Meeting: Tuesday, November 28, 2023 @ RUHS Media Ctr 6:00 p.m.

OSSD Regular Meeting: Wednesday, December 13, 2023 @ Brookfield Elementary 6:00 p.m.

Respectfully submitted,



Kyle Southworth, Board Clerk 11/20/23

Meeting with Layne Millington on 10/23/23

On Monday October 23, 2023, Michael Dooley and Haley Lary were asked by their direct supervisor Melinda Robinson (RES Principal) to attend a meeting at the central office at 12:30 P.M. with Layne Millington; Superintendent, Michael Pittinaro; school BCBA, Brandy Kolling; MTSS Coordinator, and Kayla Link; Director of Special Education. In the email to both Michael Dooley and Haley Lary, from Melinda Robinson, she made the assurance that it was NOT a disciplinary meeting, but rather, it was a chance to unpack 4500s and to brainstorm what we need for support and training—because the state, according to Mr. Millington—is cracking down on 4500s. The aforementioned email from Melinda, is displayed below.

“Hi Mike and Haley

Layne would like to meet with you today at 12:30 at the Central Office with Kayla and Mike P. He assures me that this is NOT a disciplinary meeting, rather it is a chance to unpack the 4500s and brainstorm for what you need for support and training.”

Thanks,
Melinda

When Michael Dooley and Haley Lary arrived, Michael Pittinaro was not there due to his child being home sick. He attempted to join remotely but was declined access remotely, by Layne Millington. Michael Dooley and Haley Lary asked about Pittinaro’s absence and Millington stated it was a shame he was not there, as he would have been helpful, even though Layne previously denied Michael Pittinaro’s attendance, remotely. Haley and Michael sat down with Layne, Kayla, and Brandy.

Layne Millington began the meeting immediately by explaining that we were going to watch camera footage of an intervention that Michael Dooley and Haley Lary performed, which led to 4500 paperwork. Immediately both Mike and Haley felt extremely uncomfortable and attacked since they were both told it was a meeting to unpack 4500’s and to brainstorm what the two needed for support. Layne’s approach was quite the opposite of support.

The video was from September 26, 2023, featuring a second-grade student that Haley and Michael have worked with since kindergarten. The video was shown with no sound because the cameras do not provide sound. As we all sat together Layne began narrating the video in his own words, accusing Michael and Haley of what he thought was done wrong. While narrating, Michael and Haley asked if this meeting was a “4500 debriefing” to which Layne responded in the affirmative. Michael and Haley then asked why the meeting was not following the newly released 4500 debriefing protocol. Kayla responded that this meeting was not that meeting and would not follow the protocol. Layne was not able to answer Michael’s question with “yes”, or “no” answers, as the video continued to play. Michael continued to ask clarifying questions such as “What is going on?”, but was rudely interrupted by Layne’s raised voice of a response “Mike this is MY meeting!”

Mr. Millington’s response was clear that this was not a team meeting to problem-solve but rather to target, attack and blame Michael Dooley and Haley Lary. As we all continued to watch the video that Layne continued to replay over, and over, he began to tell Michael and Haley how the

student was feeling as if he—Layne Millington—were the student, as if he knew who this student was, and their name. Superintendent Millington does not know the students with whom Haley Lary and Michael Dooley work, directly each day, throughout the academic school year.

With no camera sound, Layne is unable to hear any of the interventions Michael and Haley were providing at that moment. He also had no knowledge of the precipitating event. Superintendent Layne Millington didn't even ask Haley and Michael any questions about the student. Haley attempted to explain to Layne about this student's complicated history, and that his assumptions as to what was happening during this intervention were incorrect. Haley also tried to explain to him that it was unfair to assume what was being said to this student, or how Haley and Michael were supporting the student, when he had no knowledge of this student or had even met her. Layne had no response after Haley's explanation.

The precipitating event that led to the intervention of September 26, 2023, when Michael and Haley were called out to the upper playground to help support a student who was refusing to come in from the playground. This was not the first time Haley and Michael had been called out this school year to help support this student when it was time to come inside. When Haley and Michael approached the playground, the student was given the direction to walk inside with them. Eventually, the student followed that direction after several redirections, but when they all reached the vestibule the student tried to enter the building without an adult or plan on where they should be going once inside the school. Haley does not allow the student to re-enter the main part of the school because this student has an extensive complicated pattern of behavior where they will bolt around the school and become unsafe towards adults and sometimes even themselves for hours. When the student enters the vestibule, it shows Haley and Michael calmly following behind them giving them plenty of time and space. While Layne is still falsely narrating the video, he tells Michael and Haley that when they are approaching "The student is becoming more escalated when they see you two approaching." Haley attempted to explain to Layne that the child was already escalated before they even went out to support them and that the student had been struggling for years when it came to coming inside from recess. Layne continues to accuse Haley and Michael "for making the behavior worse, escalating the student, and that all he sees is a student complying to go inside their school and to be a student." Haley again tries to explain to Layne the student's behavior patterns, trauma history, and most importantly the positive relationship that Haley has with the student, which Brandy Kolling can confirm. Brandy Kolling was unable to confirm until Michael asked her to help support Haley's explanation. After Michael asks Brandy for help, she confirms that Haley does have a positive relationship with this student. As Layne continues to criticize and inaccurately accuse Haley and Michael for making the student "misbehave" Haley begins to cry out of frustration and intimidation. No one running the meeting addressed this. The meeting continued even though it was clear a staff member was uncomfortable and felt threatened.

Eventually, Michael and Haley ask what Layne, Brandy, and Kayla are asking for them to do differently, and when is it appropriate to use physical intervention which is Rule 4500. Layne answers this question by saying "The only time to use physical intervention is if there was an imminent threat of substantial harm."

Both Haley and Michael ask what does that mean? He answers by saying, "The only time you should be using physical intervention is if a kid has a gun." On the State Board Rules Series for 4500 it states that "Substantial Risk means an imminent threat of bodily harm where there is an ability to enact such harm. It also states that it is permissible when "less restrictive interventions have failed or would be ineffective in stopping such imminent danger of physical injury or property damage. In a subsequent memo from the board the definition changes slightly:" permissible use of physical restraint "is when a student's behavior poses an imminent and substantial risk of physical harm to the student or others."

Haley and Michael then proceed to give Layne an example of what happened with a student last Friday. The student had bolted from the school twice and into the school parking lot. This student spent last school year in the building for only two hours a day and this year has repeated the same grade. This student has a diagnosed disability and is on an IEP. This student needs a lot of support from a trained staff member who can help keep them safe and successful during the school day. The student has a one-on-one paraeducator and spends most of their day at the school bolting from the building. The parents and staff of this child have advocated for them to have a different paraeducator due to it not being a safe fit, but were turned down multiple times until it became a safety issue. The student ran into the parking lot twice in one school day and the paraeducator was unable to catch the student because of age and athletic stamina. Haley responded to one of the calls with the assistant principal MindyBeth Pike. Haley asked the principal what they should do as the student was bolting away from them and not stopping when asked to stop. She responded by saying "I believe this is an imminent risk" and the student was escorted back into the building. Haley and Michael ask both Kayla and Layne what they would do in this situation. Both of them answer by telling us "Well if there are no cars driving in the parking lot, then there is no need to put your hands on them. If they are running in the bus lane and it's not dismissal time and there are no buses to just follow them."

Another video was shown after this discussion. It was an intervention with a first grader that Haley was involved with. Again, the precipitating event was not asked about by anyone in the meeting. Instead, false accusations were made by Layne, for example: "Why are three staff standing over this student?" as well as "You are shaming this student."

What had happened prior to what was shown on the video was Haley happened to be down in the ½ hallway and heard extremely loud screaming in a ½ classroom. Haley entered the classroom and saw a student that she supports regularly screaming for the teacher to get away from them while under their desk. The teacher attempts to calmly de-escalate the student while the yoga teacher at the time is trying to teach the other students yoga. The student continues to scream "Get away from me!" repeatedly at the top of their lungs. Haley steps in to attempt and change the student's mindset to another adult that the student knows. The student continues to scream but eventually is able to be gradually guided out of the classroom. While in the hallway the student is screaming at Haley and Sonya Cattanaach (school guidance counselor) "to get the fuck away from them." Haley calmly reminds the student that they can give them space when they walk to the reset room to have privacy. The student continues to scream and so the staff waits them out. The student then bolts and the staff makes the decision to help the student with an escort. When the student picks their legs up and does not walk with the staff, the staff gently releases the student immediately. The student eventually stands up again after Haley and Sonya

repeat the direction to go to reset and they bolt one more time. Haley and Sonya again escort the student to the reset space where they are then able to then regulate and eventually return to class successfully.

Haley asked Layne what he would do differently in this situation. Layne explains to Haley that “You should have sat down and gotten on the student's level close to them and distracted them” Haley explains to Layne that the student was screaming at the top of their lungs at the staff to get the fuck away from them, so sitting at their level next to them using distractions would have just made the student more escalated. Haley also explains that she and Michael do use distractions in certain interventions, but asks what they should do if that does not work. Layne is unable to answer this question, which leaves Haley and Michael unsure of what they should do when a student is unable to regulate in escalated moments during the school day. Haley then proceeds to ask Layne if he would come into the building and help guide her and Michael and give advice and support during a school day. Layne responds to Haley by telling her “That is not what I do, and it is what Mike P can help with.” Haley then explains to Layne that she already works closely with Mike P, and since Layne is the one who is asking this of staff he should come in and observe. Layne does not give Haley a yes, or no answer to whether he would come in and help support. Haley then asks Layne if he is telling her that he won't come in to observe and he again is unable to ever give a yes or no answer, instead he says “you would be better off with someone else doing it”

Haley and Michael ask about another student who had multiple supports at their previous school. The student came to RES this year with not nearly the amount of support they had at their previous school and can be extremely unsafe in the classroom. Haley asks what would you like us to do when this student punches a peer in the face and then destroys the classroom for hours due to not being able to regulate in that space? Layne tells Haley and Michael “to clear the classroom and wait the student out.” Layne then tells Haley and Michael that, “you cannot force the student to apologize, or force them to clean up the classroom, you need to wait them out and help them move on with their day.” Haley explains to Layne that she never makes students apologize, but as of now they have not been allowing this student to destroy the classroom, and when unsafe towards peers or staff the student is asked to leave the space they are in to take a reset. Now since this intervention is being asked not to perform, that classroom will be cleared and destroyed almost, if not every day.

In conclusion Haley and Mike leave this meeting unclear what support is going to be given to the Social Emotional Team, as well as being targeted by their superintendent and concerned about the intimidating tactics and falsehoods that he used in this meeting.

ORANGE SOUTHWEST SCHOOL DISTRICT BOARD PROCEDURE FOR HEARING COMPLAINTS

The Orange Southwest School District Board recognizes that it is important to have a structure in place to formally respond to complaints from staff, parents, students, and/or community members. Below you will find the steps that the OSSD Board expects people to follow.

Step 1: Complainants are to first bring complaints to the individual about whom they have a complaint.

Step 2: If the problem can not be resolved with the individual concerned, it should be brought to the attention of their immediate supervisor or administrator. The complaint should be in writing stating the issue and supporting facts. The individual about whom there is a complaint, shall be given the opportunity for explanation, comment, and presentation of the facts as they see them.

Step 3: If the issue is not resolved by the involvement of the immediate supervisor or administrator, the complainant may request that the next level up in the administration/management review the decision that was made regarding the complaint.

Step 4: In the event that the complainant is not satisfied with the review of the decision regarding the complaint, the complainant may request in writing to the Superintendent for their review of the decision regarding the complaint.

Step 5: If after completing the above steps, the complainant feels the complaint was not treated in a manner consistent with procedures/policies or that the Superintendent did not act in compliance with procedures/policies, they may request in writing to the Board Chair a review of the Superintendent's decision at the next regularly scheduled meeting of the Board. The Board shall conduct a review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. The Board shall conduct such meetings in accordance with Board procedures and shall render a decision. Board decisions are final.

Board Procedures for Hearing Complaints:

Step 1: The Board Chair confirms the complainant followed procedure steps 1-5 above.

Step 2: The hearing is placed on the warned agenda and copies of the written complaint are distributed to the Board.

Step 3: At the proper time, the chair recognizes the complainant and asks for a verbal summary of how their complaint was not treated in a manner consistent with procedures/policies or how the Superintendent did not act in compliance with procedures/policies.

Step 4: Board members are then invited by the chair to ask clarifying questions of the complainant. Board members may also ask clarifying questions regarding policy or procedures. Board members should refrain from giving opinions.

Step 5: The chair then recognizes the Superintendent and asks for a verbal summary response to the complainant's allegations, with reference to relevant policies and procedures.

Step 6: Board members are then invited by the chair to ask clarifying questions of the Superintendent. Board members may also ask clarifying questions regarding policies or procedures. Board members should refrain from giving opinions.

Step 7: The Board makes a decision. The Board's decision will be based on its review on the record and the standard of review shall be whether the Superintendent's decision regarding the complaint constitutes an abuse of discretion. Board decisions are final. The Board sends a written response to the complainant informing them of the Board's decision.

**ORANGE SOUTHWEST SCHOOL DISTRICT
2023-24 SUMMARY**

	2022-23 ACTUAL	OCTOBER 2022 YTD	2023-24 BUDGET	OCTOBER 2023 YTD	DIFFERENCE
GENERAL FUND					
REVENUE:					
LOCAL REVENUE	1,229,985	147,431	1,165,277	77,960	-1,087,317
SPECIAL PROGRAMS	1,890,513	595,153	2,377,539	633,016	-1,744,523
STATE REVENUES	17,354,421	2,401,748	18,895,649	2,601,265	-16,294,384
BEGINNING BALANCE:	746,171	746,171	1,096,503	0	-1,096,503
TOTAL REVENUE	21,221,090	3,890,503	23,534,968	3,312,241	-20,222,727
EXPENDITURES:					
INSTRUCTION	7,481,302	1,456,188	8,531,955	1,378,771	7,153,184
SPECIAL EDUCATION	3,485,915	682,287	4,554,839	695,542	3,859,297
ADMINISTRATION	1,276,848	378,722	1,429,672	398,588	1,031,084
CENTRAL OFFICE	851,400	287,475	949,273	309,308	639,965
SUPPORT SERVICES	1,764,064	482,919	2,096,351	446,666	1,649,685
MAINTENANCE	2,655,228	657,591	2,545,420	774,176	1,771,244
TECHNOLOGY	623,899	204,546	768,715	381,853	386,862
TRANSPORTATION	645,588	73,907	779,306	94,206	685,100
OTHER EXPENSES	950,907	20,203	148,989	19,892	129,097
TECHNICAL EDUCATION	937,927	0	1,216,132	0	1,216,132
PRE-SCHOOL	471,603	97,307	514,316	102,483	411,833
SCHOOL TOTAL:	21,144,683	4,341,144	23,534,968	4,601,485	17,305,518
SURPLUS/DEFICIT	0	0	0	0	0
TOTAL EXPENDITURES	21,144,683	4,341,144	23,534,968	4,601,485	18,933,483

7/1/2023

OTHER FUNDS	BEG BAL	REVENUE	EXPENDED	BALANCE
TRANSFER FUND	420,704	2,407,630	257,139	2,571,195
TITLE 1	0	0	0	0
EPSDT FUNDS	85,524	18,326	3,767	100,083
FOOD SERVICE	120,684	250	167,801	-46,867
FRESH FRUITS & VEGS	0	0	224	-224
MEDICAID FUNDS	719,451	25,002	32,101	712,352
R.A.V.E.N.	35,050	0	27,234	7,816
IDEA-B - FLOW-THROUGH	0	21,304	31,813	-10,509
IDEA-B - PRE-SCHOOL	0	808	1,087	-279
VEHICLE/BUS FUND	971,524	0	109,000	862,524
BUILDING MAINT FUND	2,441,242	0	381,725	2,059,517
LEGAL FUND	140,000	0	0	140,000
SPECIAL EDUCATION FUND	515,697	0	0	515,697
OPERATIONAL RESERVE	2,476,193	0	27,225	2,448,968
TECHNOLOGY RESERVE	108,500	0	0	108,500
ESSENTIAL EARLY ED	43,426	0	0	43,426
AFTER SCHOOL PROGRAM	21,133	8,935	8,163	21,905
STANDARDS BOARD	0	0	0	0
SUMMER FEEDING	-210	28,059	13,544	14,305
SCHOOL WIDE PROGRAMS	-4	0	47,018	-47,021
TITLE II	0	23,108	23,108	0
TITLE IV	0	26,271	26,271	0
CONSOLIDATED ADMIN	0	0	0	0
CRF - LEA GRANT	10,348	0	0	10,348
CRF - ESSER GRANT	0	0	0	0
ARP - ESSER	133,981	334,448	354,940	113,489
ARP - AFTERSCHOOL	159	0	0	159
ARP - PRESCHOOL	3,547	0	0	3,547
ARP - IDEA-B PRE-SCHOOL	0	0	0	0
ARP - IDEA-B	0	0	0	0
TOTAL OTHER FUNDS	8,246,950	2,894,141	1,512,160	9,628,931

ORANGE SOUTHWEST SCHOOL DISTRICT - REVENUE

Account Name	2022-23 Actual	October 2022 Revenue	2023-24 Budget	October 2023 Revenue	Under (Over)
<u>LOCAL REVENUES:</u>					
Tuition	507,827	0	385,000	0	-385,000
Overhead Tuition	0	0	45,000	0	-45,000
Transportation	49,372	9,101	40,000	0	-40,000
Interest	104,653	16,390	75,000	76,810	1,810
Early Ed Receipts	3,656	0	0	1,150	1,150
Lease Land - Brookfield	0	0	5	0	-5
Secretary of State - Town Meeting	0	0	0	0	0
Contracted Services	35,292	0	52,940	0	-52,940
OSSU - Maint & Tech Contracted Svc	0	0	0	0	0
RTCC - Shared Services	487,760	121,940	523,000	0	-523,000
Admin Svcs - EPSDT	0	0	0	0	0
Admin Svcs - VIP	0	0	0	0	0
Admin Svcs - RAVEN	44,005	0	44,332	0	-44,332
Rental Income	128	0	0	0	0
SWP - Salary Reimb	0	0	0	0	0
Prior Year Refunds	-2,708	0	0	0	0
Total Other Revenues:	1,229,985	147,431	1,165,277	77,960	-1,087,317
<u>SPECIAL ED:</u>					
Core Block Grant	0	0	0	0	0
Special Ed Reimbursement	1,645,565	548,522	1,743,537	581,179	-1,162,358
State Placed Students	599	0	0	0	0
Extraordinary Reimbursement	134,533	0	515,328	0	-515,328
Essential Early Ed	80,649	46,631	103,674	51,837	-51,837
IDEA-B - Pre-School	0	0	0	0	0
IDEA-B	0	0	0	0	0
Excess Costs Reimbursement	29,167	0	15,000	0	-15,000
Total Special Ed	1,890,513	595,153	2,377,539	633,016	-1,744,523
<u>STATE REVENUES:</u>					
State Technical Centers	492,283	0	565,552	0	-565,552
State Education Fund	16,422,095	2,342,512	17,893,456	2,542,029	-15,351,427
Health Care Recapture	0	0	0	0	0
State Unenrolled Residents at Tech	1,663	0	0	0	0
State Transportation	255,435	0	255,435	0	-255,435
Small Schools Grant	177,706	59,236	177,706	59,236	-118,470
Driver Education	5,239	0	3,500	0	-3,500
Total State Revenues	17,354,421	2,401,748	18,895,649	2,601,265	-16,294,384
BEGINNING BALANCE:	746,171	746,171	1,096,503	0	1,096,503
SCHOOL TOTAL:	21,221,090	3,890,503	23,534,968	3,312,241	-19,126,224
<u>FEDERAL FUNDS:</u>					
IDEA - B	0	0	329,400	0	329,400
IDEA - B - PreSchool	0	0	6,800	0	6,800
Title I and II - School Wide	0	0	680,960	0	680,960
Medicaid	0	0	155,000	0	155,000
EPSDT	0	0	10,500	0	10,500
Total Federal Funds	0	0	1,182,660	0	1,182,660
TOTAL VOTER APPROVAL:	21,221,090	3,890,503	24,717,628	3,312,241	-17,943,564

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2022-23 Actual	October 2022 Expenditure	2023-24 Budget	October 2023 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>INSTRUCTION:</u>							
Salaries	4,574,448	796,011	4,969,420	845,545	0	4,123,875	82.99%
Benefits	1,543,206	373,169	1,932,867	231,862	0	1,701,005	88.00%
Drivers Education	3,292	142	4,000	0	1,934	2,066	51.66%
Remedial/Interventionist Service	203,044	26,940	247,900	37,866	2	210,032	84.72%
Testing/Tutorial/OT-PT Svcs	20,638	8,011	20,475	605	0	19,870	97.04%
Contracted Services	37,093	11,131	45,600	13,914	0	31,686	69.49%
Staff Training	238,536	54,833	269,062	93,281	25,285	150,495	55.93%
Co/Extra Curricular	390,514	70,775	501,788	63,457	42,890	395,440	78.81%
Tuition	85,949	33,658	54,000	7,603	50,782	-4,385	-8.12%
Travel/Field Trips	11,860	1,327	39,020	5,566	16,500	16,954	43.45%
Supplies/Textbooks/Equip	372,722	80,191	447,823	79,072	56,382	312,369	69.75%
Total Instruction	7,481,302	1,456,188	8,531,955	1,378,771	193,776	6,959,407	81.57%
<u>SPECIAL EDUCATION:</u>							
Salaries	1,562,213	268,831	1,855,957	331,766	0	1,524,191	82.12%
Benefits	587,230	135,507	804,165	91,891	0	712,274	88.57%
Contracted/Prof Services	0	0	0	0	0	0	
Transportation	64,434	62	158,450	2,061	0	156,389	98.70%
Travel/Conferences	17,520	6,765	11,700	608	2,945	8,147	69.63%
Supplies/Textbooks/Equipment	20,698	10,060	27,275	10,737	1,389	15,149	55.54%
Tuition	714,372	162,258	982,000	153,129	293,957	534,914	54.47%
Behavioral Services	84,130	12,408	213,198	33,435	0	179,763	84.32%
Testing/Tutorial/OT-PT Svcs	191,990	42,570	164,000	24,029	45,500	94,471	57.60%
Speech Services	243,327	43,827	338,094	47,885	0	290,209	85.84%
Total Special Education	3,485,915	682,287	4,554,839	695,542	343,791	3,515,506	77.18%
<u>ADMINISTRATION:</u>							
Salaries	884,315	268,415	930,100	291,983	0	638,117	68.61%
Benefits	324,313	85,458	392,107	83,877	0	308,230	78.61%
Repairs/Maint	0	0	9,000	0	0	9,000	100.00%
Postage/Telephone	21,610	9,236	36,250	9,143	1,070	26,037	71.83%
Travel	20,008	5,726	17,100	5,127	13,598	-1,625	-9.50%
Supplies/Equipment	26,603	9,887	45,115	8,459	2,724	33,932	75.21%
Total Administration	1,276,848	378,722	1,429,672	398,588	17,392	1,013,692	70.90%
<u>CENTRAL OFFICE:</u>							
Salaries	547,729	182,393	600,210	200,759	0	399,451	66.55%
Benefits	200,823	58,130	250,218	55,436	0	194,782	77.85%
Contracted Services	24,044	2,255	7,500	4,156	1,782	1,562	20.83%
Legal Fees	0	0	0	0	0	0	
Staff Development	17,205	9,144	5,000	2,500	1,905	595	11.90%
Repairs/Maintenance	19,296	19,296	25,000	26,570	0	-1,570	-6.28%
Board Expense	0	0	0	0	0	0	
Building Construction	0	0	0	0	0	0	
Insurance	0	0	0	0	0	0	
Travel	6,863	3,126	7,900	683	0	7,217	91.35%
Supplies/Equipment	35,441	13,131	53,445	19,203	8,221	26,020	48.69%
Total Central Office	851,400	287,475	949,273	309,308	11,908	628,057	66.16%
<u>SUPPORT SERVICES:</u>							
Guidance	511,520	98,389	568,502	77,042	21,549	469,911	82.66%
Behavioral Interventionists	310,964	58,410	323,784	61,332	435	262,017	80.92%
School Nurse	322,896	63,344	367,208	54,868	1,004	311,336	84.78%
Media Services	281,551	55,388	381,092	64,011	6,876	310,204	81.40%
Curriculum Develop	1,809	27,386	31,255	4,065	156	27,035	86.50%
C.A.R.	57,526	28,612	113,500	4,400	1,500	107,600	94.80%
Teacher Mentoring	70,095	0	50,645	542	776	49,327	97.40%
Board of Education	98,932	146,228	116,365	176,412	45,776	-105,824	-90.94%
Legal Fees	68,113	5,161	59,000	4,892	0	54,108	91.71%
Fiscal Services	40,659	0	85,000	-899	0	85,899	101.06%
Total Support Services	1,764,064	482,919	2,096,351	446,666	78,072	1,571,613	74.97%
<u>MAINTENANCE:</u>							
Salaries	646,549	194,795	760,850	223,099	0	537,751	70.68%
Benefits	284,903	73,643	393,385	65,334	0	328,051	83.39%
Contracted Services	325,211	49,955	112,000	54,068	22,132	35,800	31.96%
General Liability Ins	73,756	73,756	81,500	0	0	81,500	100.00%
Repairs/Maintenance	320,778	98,022	271,000	183,004	199,268	-111,272	-41.06%
Utilities	430,978	59,878	459,310	90,583	177,700	191,027	41.59%
Supplies/Travel/Equipment	266,522	71,326	272,850	97,864	29,684	145,302	53.25%
Care of Grounds	168,024	31,036	173,000	53,138	71,000	48,862	28.24%
Reserve - Repairs/Maint	100,000	0	0	0	0	0	
Vehicle Services	38,508	5,180	21,525	7,085	2,606	11,833	54.98%
Total Maintenance Svcs	2,655,228	657,591	2,545,420	774,176	502,389	1,268,855	49.85%

**ORANGE SOUTHWEST SCHOOL DISTRICT -
EXPENDITURES**

Account Name	2022-23 Actual	October 2022 Expenditure	2023-24 Budget	October 2023 Expenditure	Encumb	Balance Under (Over)	Percent Inc/Dec
<u>TECHNOLOGY:</u>							
Salaries	287,528	86,277	338,600	109,582	0	229,018	67.64%
Benefits	106,874	27,789	153,515	28,681	0	124,834	81.32%
Contracted Services	-3,568	10,335	24,500	0	0	24,500	100.00%
Technology Fund Transfer	108,500	0	108,500	0	0	108,500	100.00%
Repairs/Maintenance	-749	0	2,500	0	574	1,926	77.05%
Supplies	125,315	80,146	141,100	243,590	11,964	-114,454	-81.12%
Equipment	0	0	0	0	0	0	
Total Technology	623,899	204,546	768,715	381,853	12,538	374,324	48.69%
<u>TRANSPORTATION:</u>							
Salaries	247,606	50,063	254,045	59,472	0	194,573	76.59%
Benefits	48,304	8,766	55,718	8,616	0	47,102	84.54%
Contracted Svcs/Rent	64,690	-6,632	70,000	4,074	1,950	63,976	91.39%
Travel/Conferences	0	0	100	0	0	100	100.00%
Repairs/Supplies/Equip	46,285	15,360	58,700	7,241	932	50,527	86.08%
Diesel Fuel	75,609	0	90,800	2,454	0	88,346	97.30%
Unallowed Spec Ed	0	0	0	0	0	0	
After School Transportation	0	0	70,800	1,811	994	67,994	96.04%
Field Trips	14,544	1,098	33,000	2,036	304	30,661	92.91%
Tuition Student Transportation	48,548	5,253	46,143	8,502	23,992	13,649	29.58%
Bus Fund Reserve	100,000	0	100,000	0	0	100,000	100.00%
Total Transportation	645,588	73,907	779,306	94,206	28,173	656,927	84.30%
<u>OTHER EXPENDITURES:</u>							
Food Service Transfer	1,754	0	35,000	0	0	35,000	100.00%
Operational Fund Transfer	760,439	0	0	0	0	0	
Special Ed Transfer	50,000	0	0	0	0	0	
Child Care - COVID-19	50,000	0	0	0	0	0	
Debt Service	10,759	10,080	10,315	9,676	0	639	6.20%
EEE Services	77,955	10,124	103,674	10,217	0	93,458	90.15%
Total Other Expenditures	950,907	20,203	148,989	19,892	0	129,097	86.65%
<u>TECHNICAL EDUCATION:</u>							
State - Act 68	492,283	0	565,552	0	0	565,552	100.00%
Local Tuition	445,644	0	650,580	0	0	650,580	100.00%
Total Tech Education	937,927	0	1,216,132	0	0	1,216,132	100.00%
<u>PRE-SCHOOL</u>							
Salaries	257,242	42,756	285,474	49,807	0	235,667	82.55%
Benefits	131,313	28,837	172,967	23,430	0	149,537	86.45%
Administration	46,547	15,767	0	16,186	30,134	-46,319	
Tuition/Partnerships	13,424	6,425	25,000	3,011	11,593	10,396	33.67%
Supplies/Travel/Equip	23,077	3,522	30,875	10,050	2,546	18,280	3.55%
Total Pre-School	471,603	97,307	514,316	102,483	44,272	367,561	71.47%
SUPRLUS/DEFICIT	0	0	0	0	0	0	
<u>SCHOOL TOTAL:</u>	21,144,683	4,341,144	23,534,968	4,601,485	1,232,312	17,701,171	75.21%
<u>FEDERAL FUNDS:</u>							
IDEA - B	0	0	329,400	0	0	6,800	
IDEA - B - PreSchool	0	0	6,800	0	0	680,960	
Title I and II - School Wide	0	0	680,960	0	0	155,000	
Medicaid	0	0	155,000	0	0	10,500	
EPSDT	0	0	10,500	0	0	1,182,660	
Total Federal Funds	0	0	1,182,660	0	0	2,035,920	
TOTAL VOTER APPROVAL:	21,144,683	4,341,144	24,717,628	4,601,485	1,232,312	19,737,091	#REF!