

# MARLBOROUGH BOARD OF EDUCATION

## Regular Business Meeting

Thursday, October 26, 2023

Elmer Thienes-Mary Hall Elementary School – Library

6:00 p.m.

The Marlborough Board of Education is holding its meeting in a hybrid format to allow for greater community awareness and participation. Hybrid meetings and proceedings will be recorded and posted on the District website within seven days of the meeting. The public is welcome to attend Board of Education meetings in-person, but also can view the Board meeting live via Google Meet Link:

<https://meet.google.com/dsn-vkhr-dzc?hs=122&authuser=2>

Persons requiring interpreters or related services are advised to call 860-295-6236 at least three (3) business days before the meeting.

Copies of the agenda enclosures are available for examination in the Superintendent's Office at 25 School Drive, Marlborough, CT during business hours: 8:00 a.m. to 4:00 p.m., Monday through Friday and are posted on the district website: <https://www.marlbrough.k12.ct.us>

### NOTE TO BOARD MEMBERS:

Attendance - If you are unable to attend this meeting either in-person or remotely please call the Superintendent's Office at 860-295-6236 at least 24 hours prior to the meeting. If you plan to attend remotely, please notify the Superintendent's office 24 hours in advance of the meeting.

In a partnership of family, school and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

## AGENDA

1. Call to Order and Roll Call by Chairperson 6:00/05
2. Pledge of Allegiance
3. Celebrations 6:05/05
  - Honoring Members Leaving the Board
4. Public Comment 6:10/05

Members of the Marlborough community are encouraged to share their thoughts with the Board of Education and are invited to do so during this segment of the meeting. All speakers must identify themselves by name and address and limit comments to 3 minutes. The Board will not engage in dialogue with the public. Written comments to be read-aloud by the Chair can be emailed to: [boardofed@marlbrough.k12.ct.us](mailto:boardofed@marlbrough.k12.ct.us), no later than 24 hours before the meeting. Those who wish to provide comment by remote means: Raise your hand using the raise hand icon at the bottom of the Google Meet screen: once called upon, unmute yourself to speak. Please mute yourself after speaking.

5. Additions to the Agenda 6:15/05

Additional business may be considered at a regular meeting upon a 2/3 vote of those members of the board present and voting, per state statute.

6. Consent Agenda 6:20/05

Consent agenda items are considered to be routine in nature, which the Board may not need to discuss individually and may be voted on as a group. Any board member who wishes to discuss a particular item in this section may request the Chairperson to remove it for later discussion and a separate vote if necessary.

**MOTION:** That the Board approve the following Consent Agenda items:

- 6.1 Minutes of 9/28/23 Regular Business Meeting (Encl. 6.1A) and the 9/28/23 Policy Committee meeting (Encl. 6.1B);
- 6.2 Personnel Actions – none;
- 6.3 Reports – receive and file the following document: monthly enrollment report (Encl.6.3);
- 6.4 Grants – none;
- 6.5 Approval of Policy Revisions  
(**REFERENCE: September 28, 2023 Agenda, Encl. 9.3**  
P# 9230: Orienting New Board Members and P# 9323: Preparation of Agenda)

7. Oral Reports

- 7.1 Advisory Groups 6:25/10
  - PTO – Dan White
  - SAC – Dan White/Kerri Barella
  - Operations, Wellness & Safety – Dan White & John Mercier
  - Board of Finance Liaison – Louise Concodello
  - AHM – Kerri Barella
- 7.2 Subcommittees 6:35/05
  - Policy – Louise Concodello
- 7.3 Chairperson 6:40/05
- 7.4 Superintendent and Administrative Team 6:45/10
  - Free meals for all students for remainder of 2023-2024 school year
  - Strategic Continuous Improvement Plan (SCIP): 2022-2023 Outcomes and 2023-24 SCIP Action Steps
  - Region 8 Instructional Leadership Collaborative

8. Unfinished Business

- 8.1 Executive Session: Transportation Contract Negotiation Update 6:55/05

9. New Business

- 9.1 First Read of Proposed Policy Revisions (Encl. 9.1): 7:00/10

The Board will review and discuss on a first read basis the proposed policy revisions as presented by the Policy Subcommittee: P#: 4112.52/4212.52 - Fingerprinting and Criminal Justice Information Services, P#: 4121 - Substitute Teachers, P#: 5145.53 - Transgender and Gender Non-Conforming Youth, P#: 6159 - Individualized Education Program/Special Education Program, P#: 7230.2 - Indoor Air Quality/ Heating, Ventilation, and Air Conditioning (HVAC)

## 10. Public Comment

7:15/05

Members of the Marlborough community are encouraged to share their thoughts with the Board of Education and are invited to do so during this segment of the meeting. All speakers must identify themselves by name and address and limit comments to 3 minutes. The Board will not engage in dialogue with the public. Written comments to be read-aloud by the Chair can be emailed to:

[boardofed@marlborough.k12.ct.us](mailto:boardofed@marlborough.k12.ct.us), no later than 24 hours before the meeting. Those who wish to provide comment by remote means: Raise your hand using the raise hand icon at the bottom of the Google Meet screen: once called upon, unmute yourself to speak. Please mute yourself after speaking.

## 11. Communications

7:20/05

## 11.1 Staff Vacancy Summary (Encl. 11.1)

## 12. Future Meetings &amp; Topics

7:25/05

- Community Forum, Thursday, October 26, 2023, 7:00p.m. (Directly after Regular Meeting)
- Policy Subcommittee meeting, Thursday, November 16, 2023, 5:30 p.m.
- Regular Business meeting, Thursday, November 16, 2023, 6:00 p.m.
- CABA/CAPSS Convention, November 17-18, 2023
- CABA New Board Member Orientation/Leadership Conference, December 6, 2023

**REMINDER: Agenda suggestions for the next business meeting are due to the Chairperson or Superintendent by 12:00 noon on Thursday, November 9, 2023.**

## 13. Adjournment

7:30

*The Marlborough Board of Education does not discriminate in its programs, activities, and employment practices based on an individual's race, color, religion, creed, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status, age, or status as a Veteran.*

## MARLBOROUGH BOARD OF EDUCATION

### Regular Business Meeting Minutes

Thursday, September 28, 2023

Elmer Thienes-Mary Hall Elementary School –Library

6:00 p.m.

1. **Call to Order and Roll Call by Vice Chairperson Kerri Barella**

Kerri Barella, BOE Vice Chair, called the meeting to order at 6:02 pm

BOE Members Present: Kerri Barella, Louise Concodello, Patrick Pabouet,  
Angela Colantonio, Linda Earley, Chip Morris

Administration Present: Dr. Holly Hageman, Superintendent  
Dan White, Principal  
Kim Kelley, Assistant Principal  
John Mercier, Director of Operations

2. **Pledge of Allegiance**

3. **Celebrations**

Kim Kelley presented a video of the first month of school happenings.

4. **Public Comment - None**

5. **Additions to the Agenda**

**Motion: L. Concodello made a motion to move agenda item 9.4, Executive Session: Upcoming Transportation Contract Negotiations to after agenda item 12. Second by A. Colantonio. Unanimously approved. MOTION CARRIED.**

6. **Consent Agenda**

- 6.1 Minutes of 8/24/23 Regular Business meeting and the 8/24/23 Policy Committee meeting;
- 6.2 Personnel Actions – none;
- 6.3 Reports – receive and file the following document: monthly enrollment report;
- 6.4 Grants – none

**L. Concodello made a motion that the Board approve Consent Agenda items 6.1 – 6.4, seconded by A. Colantonio. Unanimously approved. MOTION CARRIED.**



7. **Oral Reports**

7.1 **Advisory Groups**

- **PTO** – D. White reported the PTO held a Welcome Back meeting on 9/12/23. Topics discussed were: The PTO Welcome Back Breakfast for staff on the first two PD days of school. Due to weather concerns, instead of Chalk the Walk to welcome back students and staff, a Tree of Wishes bulletin board was created. The PTO increased the amount of support for field trips to \$10 per student. Sixth grade funding for end of year activities was discussed including the Haunted House fundraiser. Book Fair is Oct 2nd – 5th and every student will get a \$5 coupon toward the book fair. Ice Cream social will be held Oct 5<sup>th</sup> from 6-8 pm. Trunk or Treat is scheduled for October 27<sup>th</sup>.
- **SAC** – D. White stated SAC had a meeting on Thursday September 28<sup>th</sup>. They discussed the Music program in regards to switching chorus and band practice to the mornings. SAC members also reviewed feedback from Meet and Greet and Open House surveys noting overall positive responses. The Family Survey will be held in November during parent-teacher conferences. Feedback regarding the SRO and Director of Operations has been overwhelmingly positive.
- **Operations, Wellness & Safety** – D. White stated the Operations, Wellness and Safety Committee did not meet in September. J. Mercier provided an update of projects which included: The Architectural Study RFQ process, installation of remote boiler room cameras, electricity rate approach in conjunction with the Town, roof inspection and minor repairs, and planning for future installation of electric vehicle chargers.
- **Board of Finance Liaison** – L. Concodello informed the Board that the BOF did not meet in September but the Budget Kickoff meeting will be held on October 19<sup>th</sup> at 7:00 pm
- **AHM** – K. Barella reported: The SOAR scavenger hunt was well received, an AHM brochure is available three times per year highlighting programs AHM offers, the CADCA event is open to students and adults, Hidden in Plain Sight will present at the Harvest Moon Event on Oct 21<sup>st</sup>, and National Take-Back Day will be held October 28<sup>th</sup> at RHAM High School.

7.2 **Subcommittees**

- **Policy** – L. Concodello reported there was a Policy meeting earlier this evening at 5:30 pm. She stated there were 5 policies reviewed that will be presented to the Board at the next BOE meeting in October.

7.3 **Chairperson**

- K. Barella introduced and welcomed the newly appointed Board member, Chip Morris. Dr. Hageman also welcomed Chip Morris and gave a summary of Mr. Morris' background.

7.4 **Superintendent and Administrative Team**

- D. White reported he is pleased with the transition into the new school year.
- J. Mercier gave an overview of the Architectural Study/Capital Planning Process and timeline.
- The SCIP: Academic Program Guide was passed out to the Board. Dr. Hageman demonstrated where the guide can also be found on the MES website. Dr.

Hageman gave a brief overview of the updated 2023-2024 Academic Program Guide.

8. **Unfinished Business - None**

9. **New Business**

9.1 **Receive, Review, Revise and Adopt FY 2024-2025 Budget Guiding Principles and Assumptions and Budget Timeline:**

Dr. Hageman reviewed the Budget Guiding Principles & Assumptions and Budget Timeline. Dr. Hageman also passed out a Budget Development School Highlights flier added as enclosure 9.1C.

**K. Barella moved to accept the FY 2024-2025 Budget Guiding Principles & Assumptions, Budget Timeline and Budget Development School Highlight Flier as presented, seconded by A. Colantonio. Unanimously Approved. MOTION CARRIED**

9.2 **Review September Financial Report:**

Dr. Hageman reviewed the monthly financial report as enclosed.

9.3 **First Reading of Proposed Policy Revisions:**

The Board reviewed and discussed on a first read basis the proposed policy revisions as presented by the Policy Subcommittee - P# 9230: Orienting New Board Members and P# 9323: Preparation of Agenda. The Board agreed to edit P# 9230 further by adjusting item #3. A handout of Robert's Rules was passed out to the Board.

10. **Public Comment - None**

11. **Communications**

11.1 **Staff Vacancy Summary - Submitted**

12. **Future Meetings & Topics**

- BOS & BOF Budget Kick-Off Meeting, Thursday, October 19, 2023, 7:00 p.m.
- Tentative Policy Subcommittee meeting, Thursday, October 26, 2023, 5:30 p.m.
- Next Regular Business meeting, Thursday, October 26, 2023, 6:00 p.m. - 7:00 p.m.
- BOE Community Forum, Thursday, October 26, 2023, 7:00 p.m. - 8:00 p.m.
- CABA/CAPSS Convention, Friday, November 17 - Saturday, November 18, 2023
- CABA New Board Member Orientation/Leadership Conference, Wednesday, December 6, 2023

**A. Colantonio made a motion to enter into Executive Session to discuss Upcoming Transportation Contract Negotiations, seconded by L. Earley. Unanimously approved. MOTION CARRIED.**

**Entered Executive Session: 7:38 PM**

**Exited Executive Session: 7:49 PM**

Marlborough Board of Education  
Meeting Minutes  
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UNAPPROVED DRAFT

13. **Adjournment**

**A. Colantonio made a motion to adjourn the meeting at 7:52 pm. Seconded by K. Barella.  
Unanimously approved. MOTION CARRIED.**

Respectfully Submitted,  
Carmela Monte

# MARLBOROUGH BOARD OF EDUCATION POLICY SUBCOMMITTEE MEETING MINUTES

**Elmer Thienes-Mary Hall Elementary School – Library**

**Thursday, September 28, 2023**

**5:30 p.m.**

**Unapproved Draft**

**1. Call to Order & Roll Call**

Louise Concodello called the meeting to order at 5:35 p.m., seconded by Angela Colantonio. Unanimously approved.

Members Present:

Louise Concodello, Kerri Barella and Angela Colantonio

Administration:

Dr. Holly Hageman, Superintendent

**2. Review and Discuss Proposed Policy Revisions**

The policy Committee reviewed and discussed the following policies:

**P#: 4112.52/4212.52**

**Fingerprinting and Criminal Justice Information Services-** No modifications needed, accept mandated policy as is.

**P#: 4121**

**Substitute Teachers** – Page 1, 2<sup>nd</sup> paragraph; add a period to the end of the sentence. Page 2; eliminate paragraphs 3, 4 and 5.

**P#: 5145.53**

**Transgender and Gender Non-Conforming Youth** - No modifications needed, accept updated policy as is.

**P#: 6159**

**Individualized Education Program/Special Education Program** - No modifications needed, accept updated and revised policy as is.

**P#: 7230.2**

**Indoor Air Quality/ Heating, Ventilation, and Air Conditioning (HVAC)** - No modifications needed, accept updated policy as is.

**3. Adjournment**

**K. Barella motioned to adjourn at 5:59 p.m. Seconded by A. Colantonio. Unanimously approved. 3/0 MOTION CARRIED.**

Respectfully submitted,

Louise Concodello  
Board Secretary

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**Elmer Thienes/ Mary Hall Elementary School**

Marlborough, Connecticut

**Monthly Enrollment Report****October 1, 2023**

Grade	Enrollment Local Classrooms				Grade Total	Change	# of Rooms	Class Size Avg./Room
	AM 1	AM 2	PM 1	PM 2				
PS	6	7	10	10	33	+2	2	
K	17	17	17		51	0	3	17.0
1	15	14	14	14	57	0	4	14.3
2	18	15	18	19	70	-2	4	17.5
3	18	19	18		55	-1	3	18.3
4	17	16	17	18	68	+1	4	17.0
5	19	19	19		57	+1	3	19.0
6	18	19	18		55	+1	3	18.3
					Total Change +2			
Total					446			
Special Education Full Time Outplaced								
1/3/2017								1
Special Education Part time Services Provided								
GRAND TOTAL							447	



OCT 26 2023

# CABE Policy Summary 9/28/2023

Policy Number(s) & Bylaw	Policy Topic	Current MES Policy	Optional, Recommended or Mandated	Action: *Add policy not in place *Replace/Update existing policy with updates
4112.52/4212.52	Fingerprinting and Criminal Justice Information Services	NO	Mandated	<b>Add policy:</b> Not in policy set and is a mandatory policy
4121	Substitute Teachers	YES	A revised optional policy and regulation	<b>Replace</b> existing policy
5145.53	Transgender and Gender Non- Conforming Youth	YES	A revised recommended policy	<b>Replace</b> existing policy
6159	Individualized Education Program/Special Education Program	YES	A revised mandated policy	<b>Update</b> existing policy
7230.2	Indoor Air Quality/ Heating, Ventilation, and Air Conditioning (HVAC)	YES	A revised recommended policy	<b>Update</b> existing policy

*This policy is based upon one originally developed by the Federal Bureau of Investigation (FBI) pertaining to this topic. This topic is also covered in policy 4112.5/4212.5 and its accompanying administrative regulation.*

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

### **(Proper Access, Use and Dissemination Procedures)**

#### **Purpose**

The Board of Education's (Board) intent of this policy is to ensure the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI) until the information is purged or destroyed in accordance with applicable record retention rules.

This policy is based upon the FBI's Criminal Justice Information Services (CJIS) Security Policy. The Board considers the FBI CJIS Security Policy as the minimum standard. This Board policy may augment, or increase the standards, but shall not detract from the CJIS Security Policy standards.

#### **Scope**

This policy applies to any electronic or physical media containing FBI CJI while being stored, accessed or physically moved from a secure location within the District. This policy applies to any authorized person who accesses, stores, and/or transports electronic or physical media.

### **Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)**

CJI refers to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and for the purposes of this policy is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

### **Proper Access, Use, and Dissemination of CHRI**

Information obtained from the Interstate Identification Index (III) is considered CHRI. Rules governing the access, use, and dissemination of CHRI are found in Title 28, Part 20, CFR. The III shall be accessed only for an authorized purpose.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

#### **Proper Access, Use, and Dissemination of CHRI (continued)**

Further, CHRI shall only be used for an authorized purpose consistent with the purpose for which III was accessed. Dissemination to another agency is authorized if (a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by appropriate CJIS Systems Agency (CSA) or State Identification Bureau (SIB) officials with applicable agreements in place.

### **Personnel Security Screening**

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel is defined as an individual or group of individuals, appropriately vetted through a national fingerprint-based record check and granted access to CJI data. Agencies, including school districts, located within states with legislation authorizing or requiring civil fingerprint-based background checks for personnel with access to CHRI for the purposes of licensing or employment shall submit a fingerprint-based record check within 30 days of employment or assignment on all personnel with those who have direct access to CJI, those who have direct responsibility to configure and maintain computer systems and networks with direct access to CJI, and any persons with access to physically secure locations or controlled areas containing CJI.

### **Security Awareness Training**

Basic security awareness training is required, within six months of initial assignment, and biennially thereafter, for all personnel with access to CJI.

### **Physical Security**

A "physically secure location" is a facility or an area, room, or group of rooms within a facility with sufficient physical and personnel security controls to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls.

Only authorized personnel shall access physically secure non-public locations. The District will maintain a current list of authorized personnel. All physical access points into the District's secure areas will be authorized before granting access. The District will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI. Authorized personnel will take necessary steps to prevent and protect the District from physical, logical and electronic breaches.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI) (continued)**

#### **Media Protection**

Controls shall be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CJI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas. The District restricts access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data shall be encrypted per Section 5.10.1.2.

#### **Media Transport**

Controls shall protect electronic and physical media containing CJI while in transport (physically moved from one location to another) to prevent inadvertent or inappropriate disclosure and use. The District shall protect and control electronic and physical media during transport outside of controlled areas and restrict the activities associated with transport of such media to authorized personnel.

#### **Media Sanitization and Disposal**

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, printouts, and other similar items used to process, store and/or transmit FBI CJI shall be properly disposed of in accordance with measures established by the District.

One of the following methods shall dispose of physical media (printouts and other physical media):

1. Shredding using District issued shredders;
2. Placed in locked shredding bins for private contractor to come on-site and shred, witnessed by District personnel throughout the entire process;
3. Incineration using District incinerators or witnessed by District personnel onsite at District or at contractor incineration site, if conducted by non-authorized personnel.



## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

### **Media Sanitization and Disposal (continued)**

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard-drives, etc.) shall be disposed of by one of the following District methods:

1. *Overwriting* (at least 3 times) – an effective method of clearing data from magnetic media. Overwriting uses a program to write (1's, 0's, or a combination of both) onto the location of the media where the file to be sanitized is located.
2. *Degaussing* – a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Common magnets are weak and shall not be used to degauss magnetic media.
3. *Destruction* – a method of destroying magnetic media. Destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI CJI and/or sensitive and classified information shall not be released from the District's control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

### **Account Management**

The District shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The District shall validate information system accounts at least annually and shall document the validation process.

All accounts shall be reviewed at least annually by the designated CJIS point of contact (POC) or his/her designee to ensure that access and account privileges are commensurate with job functions, need-to-know, and employment status on systems that contain Criminal Justice Information. The POC may also conduct periodic reviews.

### **Remote Access**

The District shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access is any temporary access to the District's information system by a user (or an information system) communicating temporarily through an external, non-District controlled network (e.g., the Internet).



## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

### **Remote Access (continued)**

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The District shall control all remote accesses through managed access control points. The District may permit remote access for privileged functions only for compelling operational needs, but shall document the rationale for such access in the security plan for the information system.

Utilizing publicly accessible computers to access, process, store or transmit CJI is prohibited. Publicly accessible computers include but are not limited to hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.

### **Personally Owned Information Systems**

A personally owned information system is not authorized to access, process, store or transmit CJI unless the District has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes any portable technology like camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards and mobile wireless devices such as Androids, Blackberry OS, Apple iOS, Windows Mobile, Symbian, tablets, laptops or any personal desktop computer.

### **Reporting Information Security Events**

The District shall promptly report incident information to appropriate authorities to include the state CSA or SIB's Information Security Officer (ISO). Information security events and weaknesses associated with information systems shall be communicated to allow for timely corrective action to be taken. Formal event reporting and escalation procedures shall be in place. Wherever feasible, the District shall employ automated mechanisms to assist in the reporting of security incidents. All employees, contractors and third party users shall be made aware of the procedures for reporting the different types of event and weakness that might have an impact on the security of agency assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

### **Policy Violation/Misuse Notification**

Violation of any of the requirements contained in this CJIS Security Policy or Title 28, Part 20, CFR, by any authorized personnel will result in suitable disciplinary action, up to and including loss of access privileges, civil and criminal prosecution and/or termination.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

#### **Criminal History Record Information (CHRI)**

#### **Policy Violation/Misuse Notification (continued)**

Likewise, violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any visitor can result in similar disciplinary action against the sponsoring employee, and can result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

(cf. 4112.5/4212.5 - Security Check/Fingerprinting)

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

CJIS Security Policy

Title 28 C.F.R. Part 20

Policy adopted:  
cps 4/17

*CABE's suggested policy.*

## **Personnel -- Certified**

### **Substitute Teachers**

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements ~~and after requesting information from the applicant's prior employers and SDE. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The Board shall hire only substitutes who are on such list.~~

~~Approved substitutes shall remain on such list as long as he or she is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list.~~

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.



## Personnel -- Certified

### Substitute Teachers (continued)

~~Qualified substitute teachers are necessary for the continuous education of District students. Substitute teachers will be utilized whenever the regular classroom teacher is not in attendance.~~

It is the intent to use only certified teachers as substitutes, whenever possible. ~~The minimum requirement necessary for consideration as a substitute teacher in District schools is a B.A. degree from an accredited college or university.~~

~~If long-term substitutes are required (more than 10 consecutive days for one assignment), the substitute must meet certification requirements for that assignment. Long-term substitute teachers are those who are requested to serve more than 10 consecutive days for the same teacher. In such cases, following the 10<sup>th</sup> day, the rate of pay will be in the prorated daily rate of the beginning B.A. salary step in effect for that school year.~~

~~Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.~~

~~Rates for daily substitutes and the first 10 days of long-term substitutes will be determined annually during the budget process for the following year.~~

Cooperative, ~~and~~ interdistrict ~~efforts~~ **and outside agency relationships** and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference:      Connecticut General Statutes  
                                  10-183v Reemployment of teachers.  
                                  10-145a Certificates of qualification for teachers.  
                                  June 19 Special Session, Public Act No. 09-1  
                                  An Act Implementing the Provisions of the Budget Concerning Education,  
                                  Authorizing State Grant Commitments for School Building Projects and  
                                  Making Changes to the Statutes Concerning School building Projects and  
                                  Other Education Statutes. (Section 48) Public Act No. 09-6 September  
                                  Special Session  
                                  10-221d Criminal history records checks of school personnel.  
                                  Fingerprinting. Termination or dismissal. (as amended by PA 16-67)  
                                  10-222c Hiring policy. (as amended by PA 16-67)  
                                  **PA 23-159 (Section 18)**

Policy adopted:

rev 6/16  
 rev 10/20  
 rev 7/23

*A recommended policy to consider.*

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Purpose**

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### **Definitions**

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**“Gender identity”** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**“Transgender”** describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

**“Gender expression”** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**“Gender non-conforming”** describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.



## Students

### Transgender and Gender Non-Conforming Youth

#### Definitions (continued)

**“Sexual Orientation”** refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

**“Cisgender”** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**“Gender Fluid”** may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**“Gender Minority”** is an umbrella term referring to individuals not identifying as cisgender.

**“Gender Transition”** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

**“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in reasonable fear of physical or emotional harm, or
- c. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

**“Harassment”** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

## Students

### Transgender and Gender Non-Conforming Youth (continued)

#### Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

#### Official Records

The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

**Note:** A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student's legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA\*, a school must consider the request of a minor student's education records that is inaccurate, misleading, or in violation of the student's privacy rights. Consider, therefore, the following language as an alternative to the above. \*(Family Educational Rights and Privacy Act)

The District recognizes, under FERPA, that a student has the right to request the school to change his/her name and gender on such student's school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

## **Students**

### **Transgender and Gender Non-Conforming Youth (continued)**

#### **Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

#### **Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

#### **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

#### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

#### **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).



## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Locker Room Accessibility (continued)**

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

#### **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

#### **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

#### **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

#### **Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

#### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

## Students

### Transgender and Gender Non-Conforming Youth (continued)

#### Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

1-1n “Gender identity or expression” defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).



## Students

### Transgender and Gender Non-Conforming Youth

Legal Reference: Connecticut General Statutes (continued)  
Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.  
Public Act 11-55 An Act Concerning Discrimination.  
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).  
*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986).  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998).  
*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998).  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998).  
*Davis v. Monroe County Board of Education*, No. 97-843 (U.S. Supreme Court, May 24, 1999).  
Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g  
“Guidance on Civil Rights Protections and Supports for Transgender Students,” Connecticut State Department of Education, June 2017  
*Bostock v. Clayton County, Georgia*, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)  
**PA 23-145 An Act Revising the State’s Antidiscrimination Statutes**

Policy adopted:

rev 7/19  
rev 1/21  
rev 7/23

*A mandated policy to consider.*

## Instruction

### Individualized Education Program/Special Education Program

~~Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22<sup>nd</sup> birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

~~Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.~~

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.



## Instruction

### Individualized Education Program/Special Education Program (IEP)

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

### Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

## Instruction

### Individualized Education Program/Special Education Program (IEP) (continued)

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.



## Instruction

### Individualized Education Program/Special Education Program (IEP) (continued)

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
  - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
  - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
  - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
  - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### **Alternate Assessments**

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.



## Instruction

### Individualized Education Program/Special Education Program (continued)

#### *Alternate Assessments* (continued)

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
  - (i) To advance appropriately toward attaining the annual goals;
  - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is “reasonable calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
  - Previous rate or academic growth,
  - Progress towards achieving or exceeding grade-level proficiency,
  - Behaviors, if any, interfering with the child’s progress, and
  - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)
- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

## Instruction

### Individualized Education Program/Special Education Program (continued)

- (8) A statement of
  - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
  - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
    - (A) Their child's progress toward the annual goals; and
    - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

**Note:** In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

- (b) *Transition services.*
  - (1) The IEP must include
    - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
    - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
  - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

## Instruction

### Individualized Education Program/Special Education Program (continued)

- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
  - (i) the child's primary language or mode of communication;
  - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
  - (iii) educational options available to the child;
  - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
  - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
  - (vi) Assistive devices and services for the child;
  - (vii) Communication and physical environment accommodations for the child; and
  - (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.



## Instruction

### Individualized Education Program/Special Education Program

#### Transfers (continued)

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

~~Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.~~

#### Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137)

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.



## Instruction

### Individualized Education Program/Special Education Program

Legal Reference: Connecticut General Statutes (continued)

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

*Rowley v. Board of Education*, 485 U.S.-176 (1982)

*Endrew F. v. Douglas County School District RE-1*, 15-827 U.S. (2017)

*A.M. v. N.Y. City Department of Education*, 845F.3d 523, 541 (2d Cir.1997)

*Mrs. B., v. Milford Board of Education* 103 F. 3d 1114, 1121 (2d Cir. 1997)

*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.**

Policy adopted:

rev 9/20  
rev 7/21  
rev 7/23

*A recommended sample policy to consider.*

## **New Construction**

### **Indoor Air Quality/Heating, Ventilation, and Air Conditioning (HVAC)**

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

### **Indoor Air Quality in Existing Facilities**

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

~~Prior to January 1, 2008 and every three (3) years thereafter~~ **Starting on January 1, 2025 and annually thereafter, for all** District **facilities** ~~that has been constructed, extended, renovated or replaced on or after January 1, 2003,~~ the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality ~~within such buildings, such as~~ complying with the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program. **The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.**

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;

## **New Construction**

### **Indoor Air Quality**

#### **Indoor Air Quality in Existing Facilities (continued)**

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

#### **Heating, Ventilation, and Air Conditioning (HVAC)**

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2024 2025, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.



## **New Construction**

### **Indoor Air Quality**

#### **Indoor Air Quality in Existing Facilities (continued)**

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

#### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.



## New Construction

### Indoor Air Quality

#### Indoor Air Quality in New or Renovated Facilities (continued)

5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference:      Connecticut General Statutes  
                                 10-220 Duties of boards of education  
                                 10-231(f) Indoor air quality committees  
                                 10-282(19) Definitions  
                                 10-283 Applications for grants for school building projects  
                                 10-286 (a)(9) Computation of school building project grants  
                                 10-291 Approval of plans and site. Expense limit  
                                 10-292 Review of final plans by Commissioner of Education. Exceptions;  
                                 role of local officials  
                                 10-231g Green Cleaning Program at schools: Definitions, Implementation,  
                                 Notice  
                                 PA 22-118 An Act Concerning the State Budget for the Biennium Ending  
                                 June 30, 2023  
                                 **PA 23-167 An Act Concerning Transparency in Education**

Policy adopted:

rev 7/11  
rev 7/22  
rev 7/23

## **Additional Resources**

*For more information on asthma contact:*

### ***U.S. Environmental Protection Agency***

[www.epa.gov/iaq/schools](http://www.epa.gov/iaq/schools)

Download the IAQ Tools for Schools Kit from EPA's website.

[www.epa.gov/asthma](http://www.epa.gov/asthma)

Find more asthma resources on EPA's website

[www.epa.gov/cleanschoolbus](http://www.epa.gov/cleanschoolbus)

Learn about EPA's clean school bus initiative on EPA's website

### ***U.S. EPA Indoor Air Quality Information Clearinghouse (IAQ INFO)***

(800) 438-4318

(703) 356-5386 Fax

Call to request the IAQ Tools for Schools Kit

### ***Allergy and Asthma Network/Mothers of Asthmatics, Inc.***

(800) 878-4403

[www.aanma.org](http://www.aanma.org)

Ask about obtaining their School Information Packet

### ***American Lung Association***

(800) LUNG-USA

[www.lungusa.org](http://www.lungusa.org)

Ask about the *Open Airways for Schools* program and the Asthma-Friendly Schools Toolkit.

### ***Asthma and Allergy Foundation of America***

(800) 7-ASTHMA

[www.aaafa.org](http://www.aaafa.org)

Ask about AAFA's *Asthma Management at School* presentation for parents and school personnel. Also available are additional school-based child and teen education materials.

### ***Center for Disease Control and Prevention***

(888) 232-6789

[www.cdc.gov/asthma](http://www.cdc.gov/asthma)

Find out more information on the Asthma Prevention Program by visiting this website.

OCT 26 2023

		October	2023-2024 AS OF	10/16/2023			
UNIFUND	MUNIS		BUDGETED	EXPENDED	ENCUMBERED	BALANCE	Oct-23
ACCOUNT	ACCOUNT	DESCRIPTION	FY 2023-2024	10/16/2023	10/16/2023	10/16/2023	PROJECTED
							10/16/2023
111	51111	DISTRICT ADMINISTRATION	\$ 409,702.13	\$ 107,395.05	\$ 291,500.85	\$ 10,806.23	\$ 10,806.23
111	51112	TEACHERS	\$ 4,019,440.32	\$ 642,392.79	\$ 3,418,040.61	\$ (40,993.08)	\$ (56,973.46)
111	51113	STIPENDS	\$ 6,594.00	\$ -	\$ -	\$ 6,594.00	\$ -
111	51114	CURRICULUM REVISION	\$ 5,250.00	\$ 2,140.00	\$ -	\$ 3,110.00	\$ -
111	51118	SUMMER SPED PROGRAMS	\$ 10,371.80	\$ 13,780.75	\$ -	\$ (3,408.95)	\$ (197.31)
112	51115 29	SUBSTITUTES	\$ 104,000.00	\$ 9,745.00	\$ 3,928.40	\$ 90,326.60	\$ (14,206.40)
112	120 23 26 27 90	OFFICE/TECH/NURSE/OT/PT/SRO	\$ 625,181.29	\$ 127,805.43	\$ 459,943.94	\$ 37,431.92	\$ (38,295.64)
112	51124 28	PARAEDUCATORS	\$ 484,634.37	\$ 62,072.24	\$ 481,888.15	\$ (59,326.02)	\$ 7,781.84
112	51125	CUSTODIANS	\$ 293,646.16	\$ 72,804.61	\$ 206,384.94	\$ 14,456.61	\$ (257.31)
		TOTAL SALARIES	\$ 5,958,820.07	\$ 1,038,135.87	\$ 4,861,686.89	\$ 58,997.31	\$ (91,342.05)
200	52005	SOCIAL SECURITY	\$ 159,267.68	\$ 30,416.56	\$ -	\$ 128,851.12	\$ -
200	52012	RETIREMENT CONTRIBUTION	\$ 78,360.42	\$ 15,022.79	\$ -	\$ 63,337.63	\$ (0.00)
200	52015-27	GROUP INSURANCE	\$ 823,208.17	\$ 268,046.29	\$ -	\$ 555,161.88	\$ 97,823.22
200	52035	UNEMPLOYMENT	\$ 9,600.00	\$ -	\$ -	\$ 9,600.00	\$ 1,600.00
200	52040	WORKERS' COMPENSATION	\$ 41,083.56	\$ 34,209.12	\$ -	\$ 6,874.44	\$ 6,874.44
200	52060	TUITION REIMBURSEMENT	\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	\$ -
		TOTAL BENEFITS	\$ 1,119,519.83	\$ 347,694.76	\$ -	\$ 771,825.07	\$ 106,297.66
340	53140	AUDITING	\$ 15,000.00	\$ -	\$ -	\$ 15,000.00	\$ -
340	53180	SCHOOL PHYSICIAN	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	\$ -
340	53190	OCCUP/PHYS THERAPY	\$ 57,375.00	\$ -	\$ -	\$ 57,375.00	\$ -
340	53200	OTHER CONSULTANTS	\$ 16,650.00	\$ 1,400.00	\$ 1,500.00	\$ 13,750.00	\$ -
310	53210	BOARD LEGAL SERVICE	\$ 14,400.00	\$ 522.50	\$ -	\$ 13,877.50	\$ -
340	53220	BOARD CLERK	\$ -	\$ -	\$ -	\$ -	\$ -
330	53240	STAFF DEVELOPMENT	\$ 9,675.00	\$ 1,750.00	\$ 3,540.00	\$ 4,385.00	\$ -
320	53260	AHM YOUTH SERVICE	\$ 45,008.78	\$ 45,228.33	\$ -	\$ (219.55)	\$ (219.55)
		TOTAL PROF/TECH SERVICES	\$ 160,108.78	\$ 48,900.83	\$ 5,040.00	\$ 106,167.95	\$ (219.55)
410	54160-70, 54325-40	UTILITY SERVICES	\$ 174,239.06	\$ 54,377.40	\$ -	\$ 119,861.66	\$ 13,098.43
420	54XXX	CONTRACTED REPAIR SERVICE	\$ 144,615.56	\$ 34,388.54	\$ 5,848.30	\$ 104,378.72	\$ (14,101.37)
		TOTAL PROPERTY SERVICES	\$ 318,854.62	\$ 88,765.94	\$ 5,848.30	\$ 224,240.38	\$ (1,002.94)



**MARLBOROUGH BOARD OF EDUCATION MONTHLY FINANCIAL REPORT**

		October	2023-2024 AS OF	10/16/2023			
UNIFUND	MUNIS		BUDGETED	EXPENDED	ENCUMBERED	BALANCE	Oct-23
ACCOUNT	ACCOUNT	DESCRIPTION	FY 2023-2024	10/16/2023	10/16/2023	10/16/2023	PROJECTED
							10/16/2023
590	55000	TELEPHONES	\$ 7,404.00	\$ 2,876.59	\$ -	\$ 4,527.41	\$ (0.00)
590	55005	WEBHOSTING/EMAIL SERVICE	\$ 8,456.00	\$ -	\$ -	\$ 8,456.00	\$ -
590	55030	PRINTING & BINDING	\$ -	\$ 19.13	\$ -	\$ (19.13)	\$ (19.13)
590	55110	ADVERTISING	\$ 1,100.00	\$ 33.33	\$ -	\$ 1,066.67	\$ -
562	55120	OUT OF DISTRICT PLACEMENT	\$ 130,517.43	\$ 6,771.12	\$ -	\$ 123,746.31	\$ -
561	55125	MAGNET SCHOOL TUITION	\$ 34,374.00	\$ -	\$ -	\$ 34,374.00	\$ -
590	55130	POSTAGE	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00	\$ -
520	55140	LIABILITY/PROPERTY INS	\$ 37,806.71	\$ 37,651.74	\$ -	\$ 154.97	\$ 154.97
510	55160-70	STUDENT TRANSPORTATION	\$ 348,576.72	\$ 17,285.70	\$ 28,896.00	\$ 302,395.02	\$ 11,331.20
		TOTAL PURCHASED SERVICES	\$ 572,234.86	\$ 64,637.61	\$ 28,896.00	\$ 478,701.25	\$ 11,467.04
620	56080	HEATING OIL	\$ 79,862.00	\$ -	\$ -	\$ 79,862.00	\$ -
627	56090	DIESEL & GASOLINE	\$ 34,610.00	\$ 2,798.30	\$ -	\$ 31,811.70	\$ -
621	56095	PROPANE GAS	\$ 1,200.00	\$ -	\$ -	\$ -	\$ -
611	56111-13	INSTRUCTIONAL SUPPLY	\$ 73,250.00	\$ 39,223.56	\$ 9,752.06	\$ 24,274.38	\$ (12,392.60)
612	56211	INSTRUCTIONAL TECHNOLOGY	\$ 12,105.00	\$ 500.00	\$ -	\$ 11,605.00	\$ -
641	56410	TEXTBOOKS	\$ 30,000.00	\$ 1,418.10	\$ -	\$ 28,581.90	\$ -
642	56421	LIBRARY BOOKS	\$ 5,300.00	\$ 1,709.28	\$ 1,456.65	\$ 2,134.07	\$ -
690	56901	ADMIN OFFICE SUPPLY	\$ 4,000.00	\$ 909.50	\$ 374.84	\$ 2,715.66	\$ (0.00)
690	56902	HEALTH ROOM SUPPLY	\$ 3,500.00	\$ 802.04	\$ 373.15	\$ 2,324.81	\$ -
690	56903	FINANCE OFFICE SUPPLY	\$ 2,500.00	\$ 748.00	\$ -	\$ 1,752.00	\$ -
613	56904	MAINTENANCE SUPPLY	\$ 42,000.00	\$ 23,084.56	\$ 73.38	\$ 18,842.06	\$ (10,000.00)
		TOTAL SUPPLIES/MATERIALS	\$ 288,327.00	\$ 71,193.34	\$ 12,030.08	\$ 205,103.58	\$ (22,392.60)
730	57301	NEW/REP EQUIP-INSTR	\$ -	\$ -	\$ -	\$ -	\$ -
739	57390	NEW/REPL EQUIP-NON INSTR	\$ -	\$ -	\$ 944.26	\$ (944.26)	\$ (944.26)
740	57400	CAPITAL PROJECTS	\$ -	\$ -	\$ -	\$ -	\$ -
		TOTAL CAPITAL OUTLAY	\$ -	\$ -	\$ 944.26	\$ (944.26)	\$ (944.26)
810	58901 8902	DISTRICT MEMBERSHIP DUES	\$ 16,820.00	\$ 1,700.85	\$ 1,695.00	\$ 13,424.15	\$ (1,000.00)
900	59000	OTHER ITEMS	\$ -	\$ -	\$ -	\$ -	\$ -
		TOTAL OTHER OBJECTS	\$ 16,820.00	\$ 1,700.85	\$ 1,695.00	\$ 13,424.15	\$ (1,000.00)
		GRAND TOTALS	\$ 8,434,685.16	\$ 1,661,029.20	\$ 4,916,140.53	\$ 1,857,515.43	\$ 863.31



**MARLBOROUGH BOARD OF EDUCATION MONTHLY FINANCIAL REPORT**

		October	2023-2024 AS OF	10/16/2023				
UNIFUND	MUNIS		BUDGETED	EXPENDED	ENCUMBERED	BALANCE	Oct-23	
ACCOUNT	ACCOUNT	DESCRIPTION	FY 2023-2024	10/16/2023	10/16/2023	10/16/2023	PROJECTED	10/16/2023
BOE Report Feedback/ Questions								
Why are Teacher Salaries (51112) forecasted in a deficit position?								
		We hired one additional Pre-K teacher due to increased enrollment.						
Why are Substitute Salaries (51115) forecasted in a deficit position?								
		We have one long term substitute at this time.					*	
Why is the Secretarial (51123) account in a deficit position ?								
		We moved one position from part time to full time.						
Why has the Paraeducator Salary (51124/28) account moved from a deficit position to a surplus position ?								
		We have received State funding for two (2) RBT's.						
		We have one open position at this time.						
Why are Group Insurances (52015-27) in a surplus position ?								
		We are forecasting positive trends in enrollment and premium cost share collections.						
Why are Utility Services (54160/70) in a surplus position ?								
		We recently entered into a three year electricity purchase agreement.					*	
Why are Contracted Repair Services (54xx) forecasted over budget?								
		We have incurred significant elevator repair expenses outside of our capital appropriation.						
		We anticipate additional fire alarm/security expenses this year.						
Why is Student Transportation (55160/70) in a surplus position?								
		A portion of our special education transportation has been funded by a grant.					*	
Why are Instructional Supplies (56111) over budget?								
		We added one Pre-K section.					*	
		We expanded our BCBA Program.					*	
		The cost of paper has increased year over year.					*	
Why are Custodial Supplies (56904) over budget?								
		We anticipate significant investment in plumbing supplies, paint, and door hardware this year.						
		Custodial supply prices increased significantly again this year.						
*	Asterisk indicates the budget explanation was updated as of			10/16/2023			*	

# Marlborough Board of Education 2023-2024 Personnel Report

[illegible]

