

MARLBOROUGH BOARD OF EDUCATION

REGULAR BUSINESS MEETING Thursday, February 27, 2025 - Library 6:30 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/jbi-jwsj-icm?hs=122&authuser=1>

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 6:30/05
2. Pledge of Allegiance
3. Celebrations 6:35/10
4. Public Comments 6:45/05
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 boe@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 6:50/05

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

6:55/05

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 01/23/25 Regular Business Meeting (Encl. 6.1A), 01/23/25 Policy Committee Meeting (Encl. 6.1B) and 01/30/2025 Regular Business Meeting - Budget (Encl. 6.1C);
- 6.2 Personnel Actions – none;
- 6.3 Reports – receive and file the following document: monthly enrollment report (Encl. 6.3);
- 6.4 Approval of Policy: P# 5145.53 - Transgender and Gender Non-Conforming Youth (Encl. 6.4A & Encl. 6.4B).

7. Oral Reports

- 7.1 Advisory Groups 7:00/10
 - PTO – Kristen Trahan/Paula Graef
 - SAC – Kristen Trahan/Paula Graef
 - Operations, Wellness & Safety – John Mercier
 - Board of Finance Liaison – Linda Earley
 - AHM – Chip Morris
- 7.2 Subcommittees 7:10/05
 - Policy
 - Personnel
 - Communications
- 7.3 Chairperson 7:15/05
- 7.4 Superintendent and Administrative Team 7:20/05
 - FY26 Budget Process Update

8. Unfinished Business 7:25/05

- 8.1 Facilities Study: Updated Next Steps

9. New Business

- 9.1 Formation of Facilities Committee - Discussion 7:30/05
- 9.2 Review February Financial Report - (Encl. 9.2) 7:35/05
- 9.3 First Reading of Proposed Policy Revisions: 7:40/10

The Board will review and discuss on a first read basis the proposed policy revisions as presented by the Policy Subcommittee (Encl. 9.3) - P# 9323 - Preparation of Agenda

10. Public Comments 7:50/05

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 boe@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 7:55/05
 11.1 Staff Vacancy Summary (Encl. 11.1)
12. Future Meetings & Topics 8:00/05
- Tentative Policy Subcommittee Meeting, Thursday, March 27, 2025, 6:00 p.m.
 - Next Regular Business Meeting, Thursday, March 27, 2025, 6:30 p.m.

REMINDER: Agenda suggestions for the next business meeting are due to the Chairperson or Superintendent by 12:00 noon on Tuesday, March 18, 2025.

13. Adjournment 8:05

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, January 23, 2025

Elmer Thienes-Mary Hall Elementary School – Library

6:30 p.m.

1. Call to Order and Roll Call by Chairperson

Kerri Barella, Chairperson, called the meeting to order at 6:32 pm

BOE Members Present: Kerri Barella, Sue Stolfi, Amy Kuhrt, Chip Morris, Linda Early and Jean Wilson.

Administration Present: Dr. Holly Hageman, Superintendent
Paula Graef, Principal
Kristen Trahan, Principal
John Mercier, Director of Operations
Michele Demicco, Business Manager

2. Pledge of Allegiance

3. Celebrations:

Paula Graef and Kristen Trahan provided an update regarding the upcoming after-school clubs. The clubs are set to begin at the start of February, offering students a variety of extracurricular opportunities.

4. Public Comments: None

5. Additions to the Agenda: None

Kerri Barella proposed to move agenda item 9.1 Presentation of Superintendent's Proposed FY 2025-26 Operating and Capital Plan Budgets to the current time in the meeting to be mindful of the public's time.

A. Kuhrt made a motion to switch the order of the agenda and move agenda item 9.1 Presentation of Superintendent's Proposed FY 2025-26 Operating and Capital Plan Budgets followed by review and discussion to the current time in the meeting, seconded by L. Earley. Unanimously approved. MOTION CARRIED.

9.1 Presentation of Superintendent's Proposed FY 2025-26 Operating and Capital Plan Budgets followed by Review and Discussion;

Dr. Holly Hageman gave a presentation of the Superintendent's Proposed FY 2025-26 Operating and Capital Plan Budgets. A copy of the Budget presentation was handed out to Board members and attendees. The proposed budget reflects a 3.90% increase. The Superintendent's Budget Presentation, Budget Summary, and Line Item Detail will be posted on the MES website under the Budget tab after tonight's presentation. The Board will continue to review the Superintendent's Proposed Budget during the next scheduled meeting on January 30, 2025 and is slated to adopt the BOE budget that evening.

6. Consent Agenda:

- 6.1 Minutes of 12/19/24 Regular Business Meeting, 12/19/24 Policy Committee Special Meeting and 1/09/25 Special Meeting-School Facility Assessment Meeting;
- 6.2 Personnel Actions
- 6.3 Reports – receive and file the following document: monthly enrollment report

C. Morris made a motion that the Board approve Consent Agenda items 6.1-6.3, seconded by S. Stolfi. Unanimously approved. MOTION CARRIED.

7. Oral Reports

7.1 Advisory Groups

- **PTO** – Paula Graef provided an overview of upcoming PTO events: 100th Day of School Goodies for Teachers and a student contest, Martial Arts Fundraiser, 6th Grade Basketball Clinic, 6th Grade Penny Wars Carnival Fundraiser, Bingo Night, King Arthur - Baked for Good with 4th, 5th and 6th grades, and the Wolf Pack Game coming up February 28th.
- **SAC** – Kristen Trahan reported that the committee discussed several topics, including the upcoming opening of a time capsule created 25 years ago. Additionally, MES has implemented the Raptor Visitor Management System to enhance school security, requiring all visitors to present a valid state or government-issued photo ID upon arrival. Finally, the SAC committee discussed transitioning to a more flexible format, meeting as needed to gather community and staff input. The committee unanimously supported this approach.
- **Operations, Wellness & Safety** – John Mercier reported that the Raptor System is functioning well. He also shared that the phone system was recently updated, as it was approaching the end of its life. With these updates, the system's lifespan has been extended by five years. Additionally, the technology and networking equipment was updated and the Wi-Fi system was upgraded to enhance security.
- **Board of Finance Liaison** – Linda Earley relayed that the BOF discussed two projects: A new ADA accessible van for the Senior Center transportation service and the Lake Road sidewalk extension to complete a project that connects the sidewalk from North Main and Chapman to the existing sidewalk within the park.
- **AHM** – Chip Morris informed the Board that AHM is sponsoring a free special theater performance, *The Amazing Adventures of Dr. Wonderful and Her Dog*, on February 1st. He also highlighted AHM's theater programs, including *Cartoon Character Capers Theater* (for grades K-2), starting on January 27th. Additionally, there are still openings in three AHM therapeutic groups: 1. *Emotions Explorers* (for grades 2-3), meeting Thursdays from 4-5 pm at AHM. 2. *Caregiver Support Group*, a 6-week virtual program for caregivers raising children with neurodiverse needs. 3. *NeuroNexus: Where Growth & Connections Happen*, for high schoolers with neurodivergence. Chip also mentioned that AHM offers a variety of Health Matters Programs.

7.2 Subcommittees:

- **Policy** - Kerri Barella reported that the policy committee met earlier in the evening. Further discussion on policy matters will take place later in the meeting

under agenda item 9.3. The committee also reviewed Policy 9323 - Preparation of Agenda.

- **Personnel** - None
- **Communications** - Dr. Holly Hageman mentioned that the MES team is doing a great job with Facebook postings.

7.3 **Chairperson:** Kerri Barella shared that she attended a legislative update session at RHAM, where the primary focus was the need for increased Special Education funding. She also informed the Board that she and Holly met with Town Board members last Friday to discuss responsibilities related to the Facility Study and next steps. They have asked John Mercier and Peter Hughes to draft an updated timeline. The three Town Boards will convene at a later date to discuss the study. Based on Chip Morris' request to establish a facilities subcommittee with members from all the boards to review the Facility Study and explore funding options, Kerri suggested adding this topic to the February BOE agenda for discussion. Kerri also mentioned two fundraisers are open to the public in support of Courage for Carson: The first is a merchandise store where items can be purchased to support Carson. The second is a MEA-sponsored Pasta Dinner on February 7th, with proceeds benefiting both Courage for Carson and the MEA Scholarship Fund. Tickets for the Pasta Dinner must be purchased in advance by January 29th. For tickets, please contact Amy Farrior at afarrior@marlborough.k12.ct.us.

7.4 **Superintendent and Administrative Team:** Dr. Holly Hageman supported Kerri Barella's recommendation that the Facilities Study and next steps should be included as an agenda item for the February BOE meeting. She also shared that the meeting with the Chair of the Board of Finance, the Chair of the Board of Selectmen, and the Town Manager was productive. Dr. Hageman brought an unofficial working draft summary document to the meeting, which helped facilitate the discussion on how to organize and prioritize the necessary projects, and she will share that draft with the BOE at its February meeting. Holly also mentioned that the delayed timeline for Town audit(s) completion makes the original, tentative timeline for going to referendum in November, 2026 likely too aggressive and May, 2027 is likely more realistic.

8. Unfinished Business

8.1 Election of Officers: Nomination and Election of a Board Secretary:

C. Morris made a motion that the Board elect Linda Earley as the Board Secretary in accordance with Board Policy, seconded by S. Stolfi. Unanimously approved. MOTION CARRIED.

9. New Business

9.2 Review January Financial Report –Submitted

9.3 First Reading of Proposed Policy Revisions:

The Board will review and discuss on a first read basis the proposed policy revisions as presented by the Policy Subcommittee, Policy # 0521 - Nondiscrimination; Dr. Holly Hageman reviewed both Policy 0521 - Nondiscrimination and Policy 5145.53 - Transgender and Gender Non-Conforming Youth. Dr. Hageman asked the Board whether they wished to keep the updated CAGE Policy 5145.53 as is, or if they preferred to revise the policy as noted, namely not to exclude parent involvement. The Policy Committee felt that for elementary students working through

identity challenges, it is important and appropriate for the school to treat parents as partners in the care of their children. Some members of the Board felt that the language of CAGE's updated policy is appropriate and that parents should not necessarily be informed since it could put a student at potentially more emotional risk. Jean Wilson pointed out that while the Policy Committee is reviewing the Non-Discrimination Policy, it needs to review the recent federal decision regarding Title IX and update the policy accordingly. The Board referred both policies back to the Policy Committee for further discussion. Sue Stolfi asked that Board Members email Dr. Hageman with recommendations for language which Dr. Hageman will bring to the Policy Committee for consideration.

10. Public Comments: None

11. Communications

11.1 Staff Vacancy Summary - Submitted

12. Future Meetings & Topics:

- Next Regular Business Meeting, Thursday, January 30, 2025, 6:30 p.m.
 - ❖ BOE Budget Analysis and Potential Adoption of BOE FY26 Budget.
- Board of Finance Meeting: BOE Budget Presentation, Wednesday, February 5, 2025, 6:30PM in MES Library
- Policy Committee Meeting, Thursday, February 27, 2025, 6:00 p.m.
- Regular Business Meeting, Thursday, February 27, 2025, 6:30 p.m.

13. Executive Session: Superintendent Mid-Year Evaluation Discussion;

L. Earley made a motion to go in Executive Session to discuss the Superintendent's Mid-Year Evaluation, seconded by C. Morris. Unanimously approved. MOTION CARRIED.

Enter Executive Session: 9:02 p.m.

A.Kuhrt made a motion to exit Executive Session, seconded by L. Earley. Unanimously approved. MOTION CARRIED.

Exit Executive Session: 9:09 p.m.

14. Adjournment:

Adjournment of meeting 9:09 p.m.

Respectfully Submitted,
Carmela Monte

FEB 27 2025

MARLBOROUGH BOARD OF EDUCATION POLICY SUBCOMMITTEE MEETING MINUTES

Elmer Thienes-Mary Hall Elementary School – Library
Thursday, January 23, 2025
6:00 p.m.

UNAPPROVED DRAFT

1. **Call to Order & Roll Call:** The meeting was called to order at 6:02 p.m.
Members Present: Kerri Barella, and Amy Kuhrt

Administration: Dr. Holly Hageman, Superintendent

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

P# 0521 - Nondiscrimination Policy and Notice: Accept and keep policy 0521 as presented aimed at including protective language for Transgender students found in current BOE policy 5145.53. This updated language is to be presented at the 1/23/2025 BOE Meeting as a first read.

P# 5145.53 - Transgender and Gender Non-Conforming Youth: Modify policy 5145.53 by striking the fourth sentence in the second paragraph under Privacy on page (c). To be presented at the 1/23/2025 BOE Meeting as a first read.

P# 9323 - Preparation of Agenda: Accept, keep as presented so that Public Comments come at the end of the meeting.. To be on the 02/27/2025 agenda for the first read.

3. **Adjournment**

A. Kuhrt motioned to adjourn the meeting at 6:18 p.m, seconded by K. Barella. Unanimously approved. MOTION CARRIED.

Respectfully Submitted,

Carmela Monte

MARLBOROUGH BOARD OF EDUCATION
Regular Business Meeting Minutes
Thursday, January 30, 2025 @ 6:30 p.m.
Elmer Thienes-Mary Hall Elementary School – Library

1. Call to Order & Roll Call:

Kerri Barella, Chairperson, called the meeting to order at 6:32 pm

BOE Members Present: Kerri Barella, Amy Kuhrt and Chip Morris.

Members attending remotely: Sue Stolfi, Angela Colantonio and Jean Wilson.

Administration Present:

Dr. Holly Hageman, Superintendent
Paula Graef, Principal
Kristen Trahan, Principal
John Mercier, Director of Operations
MicheleDemicco, Business Manager

2. Pledge of Allegiance

3. Celebrations: None

4. Public Comments: None

5. Additions to the Agenda: None

6. Consent Agenda: None

7. Oral Reports:

7.1 Advisory Groups

- PTO – No Report
- SAC – No Report
- Operations, Wellness & Safety – No Report
- Board of Finance Liaison – No Report
- AHM – No Report

7.2 Subcommittees

- Policy - No Report
- Personnel - No Report
- Communications - No Report

7.3 Chairperson - No Report

7.4 Superintendent and Administrative Team - No Report

8. Unfinished Business:

Continue Review, Discussion and Take Possible Action Re: FY2025-26 Proposed Budget and Capital Improvement Plan - Dr. Holly Hageman presented a document comparing surrounding school district proposed FY26 budgets, highlighted that the Marlborough budget is the lowest increase comparatively.

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UNAPPROVED DRAFT

Additionally, the Superintendent shared a Q & A document with responses to questions submitted by Board members regarding the proposed budget. The Q & A document was made available to both the Board and the audience, and Dr. Hageman reviewed the contents during the meeting.

C. Morris made a motion that the Board approve of the Operating Budget in the amount of \$8,991,424.66 and the Capital Improvement Plan request of \$75,000.00 for FY26, seconded by S. Stolfi. A. Colantonio, J. Wilson and S. Stolfi all voted Yes remotely, Unanimously approved by all present. MOTION CARRIED.

9. New Business: None

10. Public Comments:

Pam Farrington - 95 Jerry Daniels Rd., expressed her gratitude to Dr. Hageman for her thoughtful preparation of the budget, highlighting the consideration given to the needs of students, staff, and families. She also thanked Board Member Jean Wilson for raising the important question regarding the potential loss of federal funds. Ms. Farrington was pleased to hear that Dr. Hageman receives regular updates from the CSDE, CAFE and Shipman, which help keep the district informed on such matters.

11. Communications: None

12. Future Meetings & Topics

- Board of Finance Meeting: BOE Budget Presentation, Wednesday, February 5, 2025, 6:30PM in MES Library
- Policy Committee Meeting, Thursday, February 27, 2025, 6:00 p.m.
- Regular Business Meeting, Thursday, February 27, 2025, 6:30 p.m.

13. Adjournment:

A.Kuhrt made a motion to adjourn the meeting at 7:16 p.m., seconded by S. Stolfi. A. Colantonio, J. Wilson and S. Stolfi all voted Yes remotely, Unanimously approved by all present. MOTION CARRIED.

Respectfully Submitted,

Carmela Monte

February 1, 2025

Grade	Enrollment Local Classrooms				Grade Total	Change	# of Rooms	Class Size Avg./Room
	AM 1	AM 2	PM 1	PM 2				
PS	8	8	10	9	35		2	8 / 9.5
K	20	20	21		61	+1	3	20.3
1	17	19	18		54		3	18.0
2	18	18	20		56		3	18.7
3	18	18	18	18	72		4	18.0
4	19	19	19		57	+1	3	19.0
5	16	17	17	16	66		4	16.5
6	20	20	19		59	+1	3	19.7
					Total Change			
Total					460			
Special Education Full Time Outplaced								
Special Education Part time Services Provided								
GRAND TOTAL								460

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

The Board of Education (Board) believes that a school culture that supports student achievement respects and values all students and fosters understanding of gender identity or expression within the school community. Connecticut law and District policy require that all programs, activities, and employment practices are free from discrimination based on sex, sexual orientation, and gender identity or gender expression. Therefore, in keeping with these mandates the Board is committed to creating a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

The Board believes that fostering this understanding is a joint responsibility that requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The Superintendent shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programming for their student. The Superintendent or his/her designee may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

To proactively plan for a safe learning environment free of discrimination and harassment parents/guardians of students with gender identity or expression concerns are encouraged to alert the school district and schedule a meeting with the chief school administrator. Upon request, the Superintendent of Schools or his/her designee shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

Definitions

- A. **Gender Identity** is a person's inner sense of being male or female, regardless of their gender assigned at birth.
- B. **Transgender** is a term which describes people whose gender identity or gender expression is different from their assigned gender at birth.
- C. **Gender expression** refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
- D. **Gender non-conforming** refers to gender-related identity and/or gender expression which does not conform to the social expectations or norms for a person of that gender assigned at birth.
- E. **Transition** refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth) (continued)

Coordination of School Accommodations

The meeting between the Superintendent of Schools or his/her designee, parents/guardians and the student and other qualified staff or consultants as necessary shall comprise a discussion of actions the District and school personnel may take to create safe learning environment, including:

Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive interscholastic athletic activities and contact sports will be resolved on a case-by-case basis and according to the standards established by the Connecticut Interscholastic Athletic Association Conference (CIAC).

Restroom and Locker Room Accessibility

The District aims to support transgender students while also ensuring the safety and comfort of all students. The Superintendent of Schools or his/her designee, together with the parents/guardians, student and other qualified staff or consultants shall evaluate the use of restrooms and locker rooms by the transgender students and consider the following factors, including, but not limited to:

- A. The transgender student's preference;
- B. Protecting student privacy;
- C. Maximizing social integration of the transgender student;
- D. Minimizing stigmatization of the student;
- E. Ensuring equal opportunity to participate;
- F. The student's age; and
- G. Protecting the safety of the students involved.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

Coordination of School Accommodations (continued)

Restroom and Locker Room Accessibility (continued)

A transgender student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall, gender neutral restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity.

Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students may be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

Dress Code

Students have the right to dress in accordance with their gender identity that is consistently asserted at school, within the constraints of the school policy for student dress (#5132-Student Dress).

Privacy

The Superintendent of Schools and/or his or her designees are expected to work closely with the student and family in formulating an appropriate plan regarding the confidentiality of the student's transgender status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender student feels more supported and safe when other students are aware that they are transgender, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, families and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert a school counselor and encourage the student to meet with the school counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school counselor, as appropriate, shall offer assistance and provide the student and/or their parents/guardians with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school counselor shall also provide information regarding gender transition planning at school. The counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance; and
- C. Staff training surrounding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender students.

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to Board policy #5131.911-Bullying.

Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. The school counselor shall balance the rights of the student needing support and the requirement that parents/guardians be kept informed about their child. In accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.

Harassment, Intimidation and Bullying

The Board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

Harassment, Intimidation and Bullying (continued)

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies.

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the Principal the same day the incident is observed or the report received according to Board policy #5131.911-Bullying. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and Board policy.

Confidentiality

School personnel may not disclose information that may reveal a student's transgender status, except as allowed by law. Under the Family Education Rights Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

Official Records

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school shall use the name and gender preferred by the student.

Each school is required to maintain a mandatory permanent student record of each student, which includes the legal name of the student as well as the student's biological 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.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

Official Records (continued)

A student's permanent pupil record may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A court order or birth certificate demonstrating the student's new name.
- For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

(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. 5132 – Dress Code)

(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 Administrative Regulation)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

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")

46a-60 Discriminatory employment practices prohibited Federal Law.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Students

Gender Identity and Expression (Transgender and Gender Non-Conforming Youth)

Legal Reference: Connecticut General Statutes (continued)

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

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, 34 CFR Section 106.

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).

Policy adopted: October 27, 2016

MARLBOROUGH PUBLIC SCHOOLS
Marlborough, Connecticut

Students

Accommodating Transgender Students or Gender Non-Conforming Students

This administrative regulation's accommodation and support guidelines advance the District's goals of (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights and Department of Justice have issued guidance.

While there is no mandate requiring administrative regulations for accommodating transgender students or gender non-conforming students, this administrative regulation guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs in which transgender or gender non-conforming students may request accommodations and support at school. This administrative regulation applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this administrative regulation. They will work with each transgender or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

Gender-Based Discrimination is Prohibited

School districts must provide equal educational opportunities to transgender students and gender nonconforming students. Under State law, sex discrimination extends to claims of discrimination based on sexual orientation and gender identity or expression.

Federal law prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. According to the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice, Title IX protects lesbian, gay, bisexual, and transgender students, from gender discrimination.

This administrative regulation's guidance on accommodating transgender students or gender nonconforming students is based on OCR pronouncements.

Gender-Based Bullying and/or Harassment is Prohibited

The laws prohibiting gender discrimination require the District to protect transgender students and gender non-conforming students from bullying and harassment by other students. According to the federal Office of Civil Rights, a school district is responsible for damages suffered by a student who was the victim of protected-class harassment: (1) that is severe, pervasive, or persistent; (2) about which school officials knew or should have known; and (3) that interferes with or limits a student's participation in or benefit from services, activities, or opportunities offered by the school.

Students

Accommodating Transgender Students or Gender Non-Conforming Students (continued)

Gender-Based Bullying and/or Harassment is Prohibited

State statute 10-15c, as amended, prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. The Board policy on bullying and its Safe School Climate Plan must be used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. (see policy #5131.911)

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student or gender non-conforming student. **NOTE:** Definitions are not intended to label students, but rather to assist with understanding.

Gender-based discrimination is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex refers to the gender designation listed on one's original birth certificate.

Gender expression refers to the manner a person represents or expresses gender to others, often through external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender identity refers to one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student's core identity.

Transgender describes an individual whose gender identity or expression is different from the individual's assigned sex at birth. Transgender boy and transgender male refer to an individual assigned the female sex at birth who has a male gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or administrative regulations. Medical treatments or administrative regulations are not considered a prerequisite for one's recognition as transgender. For purposes of this administrative regulation, a transgender student is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Students

Accommodating Transgender Students or Gender Non-Conforming Students

Terminology and Definitions (continued)

Gender transition refers to the process in which a person changes their gender expression to better reflect their gender identity. It is the experience by which a transgender person goes from living and identifying as one's assigned sex to living and identifying as the sex consistent with one's gender identity. A gender transition often includes a social transition, during which an individual begins to live and identify as the sex consistent with the individual's gender identity, with or without certain medical treatments or administrative regulations.

Gender stereotypes refers to stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender non-conformity refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes.

Facilities refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students

- *5145.6, Uniform Grievance* administrative regulation, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
- *6121.1 & 0521, Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
- *5145.4, 5145.5, 5145.52, Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
- *5132, Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.

Students

Accommodating Transgender Students or Gender Non-Conforming Students

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students (continued)

- *5131.911, Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
- *5145, Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
- *5125, Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender or Gender Non-Conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender or gender non-conforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation such as Title IX but has not been fully interpreted by the courts. Determining appropriate accommodations is difficult because school officials must balance the rights of transgender or gender non-conforming students to freedom from discrimination and freedom of expression with the rights of other students to freedoms of religion and expression. The Board Attorney is an indispensable member of the team that will identify accommodations for a specific student.

This list is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. Seek the Board Attorney's advice concerning the scope and extent of accommodations.

1. Gender transition
2. Names and pronouns
3. School student records
4. Student privacy and confidentiality
5. Access to gender-segregated areas (e.g. locker rooms and restrooms)
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to CAFE policy #5145.53
7. Dress codes
8. Gender segregation in other areas (e.g., class discussions and field trips)

Students

Accommodating Transgender Students or Gender Non-Conforming Students (continued)

Training for School Staff Members

When and where appropriate, professional development for staff members should include opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender students and gender non-conforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding bullying, discrimination, and student privacy.

CIAC Rules of Eligibility for Transgender Participation (From CIAC Handbook)

“The CIAC is committed to providing transgender student-athletes with equal opportunities to participate in CIAC athletic programs consistent with their gender identity. Hence, this policy addresses eligibility determinations for students who have a gender identity that is different from the gender listed on their official birth certificates. The CIAC has concluded that it would be fundamentally unjust and contrary to applicable state and federal law to preclude a student from participation on a gender specific sports team that is consistent with the public gender identity of that student for all other purposes. Therefore, for purposes of sports participation, the CIAC shall defer to the determination of the student and his or her local school regarding gender identification. In this regard, the school district shall determine a student’s eligibility to participate in a CIAC gender specific sports team based on the gender identification of that student in current school records and daily life activities in the school and community at the time that sports eligibility is determined for a particular season. Accordingly, when a school district submits a roster to the CIAC, it is verifying that it has determined that the students listed on a gender specific sports team are entitled to participate on that team due to their gender identity and that the school district has determined that the expression of the student’s gender identity is bona fide and not for the purpose of gaining an unfair advantage in competitive athletics.

Students who wish to participate on a CIAC gender specific sports team that is different from the gender identity listed on the student’s current school records are advised to address the gender identification issue with the local school district well in advance of the deadline for athletic eligibility determinations for a current sports season. Students should not be permitted to participate in practices or to try out for gender specific sports teams that are different from their publicly identified gender identity at that time or to try out simultaneously for CIAC sports teams of both genders.

Students

Accommodating Transgender Students or Gender Non-Conforming Students

CIAC Rules of Eligibility for Transgender Participation (From CIAC Handbook) (continued)

Nothing in this policy shall be read to entitle a student to selection to any particular team or to permit a student to transfer from one gender specific team to a team of a different gender during a sports season. In addition, the CIAC shall expect that, as a general matter, after the issue of gender identity has been addressed by the student and the school district, the determination shall remain consistent for the remainder of the student's high school sports eligibility. The CIAC has concluded that this criterion is sufficient to preclude the likelihood that a student will claim a particular gender identity for the purpose of gaining a perceived advantage in athletic competition.

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.

“Gender Dysphoria” is defined as “the feeling of discomfort or distress that might occur in people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics.”

“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.

Students

Transgender and Gender Non-Conforming Youth

Definitions (continued)

“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.

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)

Students

Transgender and Gender Non-Conforming Youth (continued)

Consistent with the Family Education Rights and Privacy Act (FERPA), only parents/guardians or students over the age of 18 have the authority to seek the amendment of education records. While minor students do not have the authority to require amendment of their records without parent/guardian consent, the Board expects the appropriate professional staff member(s) to work with families to resolve differences if 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.

There may be instances when parental communication and involvement are essential to effectuating the district's legal obligation in cases that involve statutory authorities, such as Section 504 and IDEA. When such situations arise, based upon the 2024 Guidance, the Board expects the professional staff to fulfill its obligation to disclose a student's preferred name, gender marker, and pronouns to the student's parents or guardians where these identifiers differ from the student's sex at birth.

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.

Students

Transgender and Gender Non-Conforming Youth

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).

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.

Students

Transgender and Gender Non-Conforming Youth

Discrimination/Harassment (continued)

Where gender dysphoria substantially limits a major life activity, such as learning, it may qualify as a disabling condition under Section 504 of the Rehabilitation Act of 1973. If gender dysphoria is so pronounced as to constitute an emotional disability that results in a student's need for specialized instruction, a student may qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).

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.

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)

Students

Transgender and Gender Non-Conforming Youth

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).
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
PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.
January 2024 CT State Department of Education Guidance

Policy adopted:

rev 7/23

rev 2/24

2024-2025 General Fund

February Summary

- **Salaries (51111-51190)**
 - For fiscal year 2025 our total budget in our salary accounts is \$6,217,373 which is about 72% of our total budget. Salary accounts include certified and non-certified, related services, and sub wages. We are currently forecasting a surplus in our Salary accounts of \$27,752.10. This includes anticipated amounts in our sub accounts and an increase in wages for our Non Certified Paraprofessional account.
- **Benefits (52005-52060)**
 - Benefits include medical, dental, vision, life, and long term disability insurance. This object code also includes employer taxes, tuition reimbursements, unemployment, workers' compensation, and pension benefits. Our total budget in this object code is \$1,125,395 which is 13% of our total budget. We anticipate ending the year with a deficit in these accounts of (\$13,825.47).
- **Professional Services (53140-53260)**
 - Professional services are in the 3000 object codes. Professional services are budgeted items such as professional development for staff, contracted services, and purchased services. Some examples of purchased services or contracted services are our annual audit costs, attorney fees, Occupational and Physical Therapy, school medical advisor, medicaid reimbursements, Behavioral Analysts, Social Worker services, Psych services, and diagnostic evals. Our total budget in Professional Services is \$160,184 which is about 2% of our overall budget. For the February update we are forecasting a deficit of (\$14,143.50). This is driven by the audit line due to an increase in cost for services and increased expenditures in our legal consult line.
- **Plant Operations (54160-54520)**
 - All of the 4000 object codes refer to plant operations and utilities. Items coded here would be electricity, maintenance agreements, facility repairs, and trash removal. Our budget for this fiscal year is \$341,090 which is about 4% of our budget. For February's update, we are forecasting a surplus of \$22,256.15. We are currently only forecasting a percentage of facility repairs, but we continue to keep an eye on these accounts and will adjust the forecast as needed.
- **Transportation / Tuition / Insurance / Communication (55000-55170)**
 - The 5000 object codes cover contracted transportation, tuition, insurance (Property, liability, cyber, etc.), printing and binding, postage, telephone, and advertising. Our total budget in these object codes for this fiscal year is \$515,792 which is about 6% of our overall budget. We are currently forecasting a deficit of (\$14,458.28).
- **Supplies (56080-56904)**
 - Supply accounts will be found in the 6000 object codes. Supplies can be for instructional supplies, office supplies, nurse supplies, custodial supplies, building supplies including Heat, transportation supplies such as gas and diesel, library books, and textbooks. Our budget in our supply accounts is \$276,327 for this fiscal year. This is about 3% of our overall budget. For February's forecast we are anticipating a surplus of \$17,010.18. This is due to forecasting only a portion of supply accounts being expended.
- **Equipment (57301-57390)**
 - Equipment will be coded in the 7000 object codes. Technology equipment is for instructional or non-instructional purposes. We do not have any funds budgeted in Equipment for this fiscal year, but have spent \$1,400 to date on the purchase of classroom headphones.
- **Dues & Fees (58900)**

- o All dues and fees accounts are coded in the 8000 object codes. Dues and Fees are for memberships to professional organizations and for conference fees. Our total budget for this fiscal year in our Dues & Fees accounts is \$17,920 which is less than 1% of our overall budget. We are currently anticipating that our Dues & Fees accounts will be fully spent.

Overall, our total spent to date for fiscal year 25 is \$4,847,814.55 which is about 56% of our total budget of \$8,654,081.

Marlborough Elementary School February FY25 Update

2/11/2025

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	Forecasted Balance
Salary								
51111 - Admin	\$ 417,427.00	\$ -	\$ 417,427.00	\$ 255,683.73	\$ 159,690.00	\$ 2,053.27	\$ -	\$ 2,053.27
51112 - Teacher	\$ 4,147,099.00	\$ -	\$ 4,147,099.00	\$ 2,133,955.60	\$ 1,965,327.58	\$ 47,815.82	\$ 3,171.66	\$ 44,644.16
51113 - Stipend	\$ 5,773.00	\$ -	\$ 5,773.00	\$ -	\$ -	\$ 5,773.00	\$ 5,773.00	\$ -
51114 - Curriculum	\$ 5,375.00	\$ -	\$ 5,375.00	\$ 5,332.00	\$ -	\$ 43.00	\$ -	\$ 43.00
51115 - Teacher Subs	\$ 58,969.00	\$ -	\$ 58,969.00	\$ 23,375.00	\$ -	\$ 35,594.00	\$ 25,000.00	\$ 10,594.00
51116 - Sick Day Payout	\$ 13,244.00	\$ -	\$ 13,244.00	\$ -	\$ -	\$ 13,244.00	\$ 51,934.22	\$ (38,690.22)
51118 - Summer School Teacher	\$ 13,118.00	\$ -	\$ 13,118.00	\$ 6,536.00	\$ -	\$ 6,582.00	\$ -	\$ 6,582.00
51120 - OT/PT - Related Services	\$ 69,258.00	\$ -	\$ 69,258.00	\$ 31,805.39	\$ 4,105.92	\$ 33,346.69	\$ 33,346.69	\$ -
51123 - Office Support	\$ 364,146.00	\$ -	\$ 364,146.00	\$ 197,689.59	\$ 134,385.55	\$ 32,070.86	\$ (6,902.86)	\$ 38,973.72
51124 - Paraprofessionals	\$ 566,311.00	\$ -	\$ 566,311.00	\$ 300,631.54	\$ 286,178.15	\$ (20,498.69)	\$ 7,937.31	\$ (28,436.00)
51125 - Custodian	\$ 313,554.00	\$ -	\$ 313,554.00	\$ 189,494.21	\$ 114,540.57	\$ 9,519.22	\$ (809.49)	\$ 10,328.71
51126 - Nurse	\$ 64,821.00	\$ -	\$ 64,821.00	\$ 38,341.38	\$ 28,891.80	\$ (2,412.18)	\$ 501.82	\$ (2,914.00)
51127 - Tech Coordinator	\$ 73,388.00	\$ -	\$ 73,388.00	\$ 45,688.20	\$ 28,528.65	\$ (828.85)	\$ -	\$ (828.85)
51128 - Summer Paraprofessional	\$ 4,502.00	\$ -	\$ 4,502.00	\$ 2,567.87	\$ -	\$ 1,934.13	\$ -	\$ 1,934.13
51129 - Subs - Non Certified	\$ 23,630.00	\$ -	\$ 23,630.00	\$ 30,161.82	\$ -	\$ (6,531.82)	\$ 10,000.00	\$ (16,531.82)
51190 - Constables	\$ 76,758.00	\$ -	\$ 76,758.00	\$ -	\$ -	\$ 76,758.00	\$ 76,758.00	\$ -
Total Salary	\$ 6,217,373.00	\$ -	\$ 6,217,373.00	\$ 3,261,262.33	\$ 2,721,648.22	\$ 234,462.45	\$ 206,710.35	\$ 27,752.10
Benefits								
52005 - SS/Med	\$ 161,607.00	\$ -	\$ 161,607.00	\$ 99,405.27	\$ -	\$ 62,201.73	\$ 79,191.32	\$ (16,989.59)
52012 - Pension	\$ 80,190.00	\$ -	\$ 80,190.00	\$ 37,713.14	\$ -	\$ 42,476.86	\$ 30,227.86	\$ 12,249.00
52000 - Health Insurance	\$ 802,538.00	\$ -	\$ 802,538.00	\$ 561,764.59	\$ -	\$ 240,773.41	\$ 262,735.50	\$ (21,962.09)
52025 - LTD/Life Insurance	\$ 17,275.00	\$ -	\$ 17,275.00	\$ 12,092.78	\$ -	\$ 5,182.22	\$ 8,607.22	\$ (3,425.00)
52027 - GASB45	\$ 6,100.00	\$ -	\$ 6,100.00	\$ 6,945.00	\$ -	\$ (845.00)	\$ -	\$ (845.00)
52035 - Unemployment Compensation	\$ 8,601.00	\$ -	\$ 8,601.00	\$ -	\$ -	\$ 8,601.00	\$ 1,000.00	\$ 7,601.00
52040 - Workers' Comp	\$ 41,084.00	\$ -	\$ 41,084.00	\$ 34,578.79	\$ -	\$ 6,505.21	\$ -	\$ 6,505.21
52060 - Tuition	\$ 8,000.00	\$ -	\$ 8,000.00	\$ 4,959.00	\$ -	\$ 3,041.00	\$ -	\$ 3,041.00
Total Benefits	\$ 1,125,395.00	\$ -	\$ 1,125,395.00	\$ 757,458.57	\$ -	\$ 367,936.43	\$ 381,761.90	\$ (13,825.47)
Professional Services								
53140 - Audit	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 22,636.00	\$ -	\$ (7,636.00)	\$ -	\$ (7,636.00)
53180 - School Physicians	\$ 1,000.00	\$ -	\$ 1,000.00	\$ 700.00	\$ -	\$ 300.00	\$ -	\$ 300.00
53190 - OT/PT	\$ 57,375.00	\$ -	\$ 57,375.00	\$ 27,133.98	\$ -	\$ 30,241.02	\$ 30,241.02	\$ -
53200 - Consultant	\$ 18,150.00	\$ -	\$ 18,150.00	\$ 12,532.89	\$ -	\$ 5,617.11	\$ 5,617.11	\$ -
53210 - Legal Consult	\$ 14,400.00	\$ -	\$ 14,400.00	\$ 19,957.75	\$ -	\$ (5,557.75)	\$ -	\$ (5,557.75)

Marlborough Elementary School February FY25 Update

2/11/2025

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	Forecasted Balance
53240 - Professional Development	\$ 7,675.00	\$ -	\$ 7,675.00	\$ 5,642.00	\$ 250.00	\$ 1,783.00	\$ 1,783.00	\$ -
53260 - AHM Youth Services	\$ 46,584.00	\$ -	\$ 46,584.00	\$ 47,833.75	\$ -	\$ (1,249.75)	\$ -	\$ (1,249.75)
Total Professional Services	\$ 160,184.00	\$ -	\$ 160,184.00	\$ 136,436.37	\$ 250.00	\$ 23,497.63	\$ 37,641.13	\$ (14,143.50)
Property Services								
54160-70, 54325-40 - Utility Services	\$ 176,734.00	\$ -	\$ 176,734.00	\$ 124,808.20	\$ -	\$ 51,925.80	\$ 46,643.30	\$ 5,282.50
54XXX - Contracted Repair Services	\$ 164,356.00	\$ -	\$ 164,356.00	\$ 134,740.27	\$ 24,990.01	\$ 4,625.72	\$ (12,347.93)	\$ 16,973.65
Total Property Services	\$ 341,090.00	\$ -	\$ 341,090.00	\$ 259,548.47	\$ 24,990.01	\$ 56,551.52	\$ 34,295.37	\$ 22,256.15
Purchased Services								
55000 - Telephone	\$ 7,404.00	\$ -	\$ 7,404.00	\$ 12,692.13	\$ 683.16	\$ (5,971.29)	\$ -	\$ (5,971.29)
55005 - Email / Webhosting	\$ 15,301.00	\$ -	\$ 15,301.00	\$ 2,503.32	\$ -	\$ 12,797.68	\$ 12,797.68	\$ -
55110 - Advertising & Legal Notices	\$ 1,100.00	\$ -	\$ 1,100.00	\$ 92.00	\$ -	\$ 1,008.00	\$ -	\$ 1,008.00
55120 - Tuition	\$ 11,000.00	\$ -	\$ 11,000.00	\$ 15,728.60	\$ -	\$ (4,728.60)	\$ 30,000.00	\$ (34,728.60)
55125 - Magnet School Tuition	\$ 46,479.00	\$ -	\$ 46,479.00	\$ 22,905.84	\$ -	\$ 23,573.16	\$ 10,000.00	\$ 13,573.16
55130 - Postage	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 1,064.80	\$ -	\$ 2,935.20	\$ 2,500.00	\$ 435.20
55140 - Property & Liability Insurance	\$ 39,158.00	\$ -	\$ 39,158.00	\$ 41,666.04	\$ -	\$ (2,508.04)	\$ -	\$ (2,508.04)
55160 - Student Regular Transportation	\$ 253,123.00	\$ -	\$ 253,123.00	\$ 133,194.26	\$ -	\$ 119,928.74	\$ 119,928.74	\$ -
55170 - Special Ed Transportation	\$ 138,227.00	\$ -	\$ 138,227.00	\$ 49,839.67	\$ -	\$ 88,387.33	\$ 74,654.04	\$ 13,733.29
Total Purchased Services	\$ 515,792.00	\$ -	\$ 515,792.00	\$ 279,686.66	\$ 683.16	\$ 235,422.18	\$ 249,880.46	\$ (14,458.28)
Supplies								
56080 - Heat	\$ 82,597.00	\$ -	\$ 82,597.00	\$ 38,479.17	\$ -	\$ 44,117.83	\$ 44,117.83	\$ -
56090 - Diesel & Gasoline	\$ 35,980.00	\$ -	\$ 35,980.00	\$ 20,999.78	\$ -	\$ 14,980.22	\$ 14,980.22	\$ -
56095 - Propane	\$ 1,200.00	\$ -	\$ 1,200.00	\$ 748.43	\$ -	\$ 451.57	\$ 451.57	\$ -
56111 - Instructional Supplies	\$ 69,250.00	\$ -	\$ 69,250.00	\$ 37,712.91	\$ 1,787.81	\$ 29,749.28	\$ 22,311.96	\$ 7,437.32
56113 - Technology Supplies	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 2,915.87	\$ 1,717.50	\$ (633.37)	\$ -	\$ (633.37)
56211 - Instructional Technology	\$ 6,000.00	\$ -	\$ 6,000.00	\$ (328.67)	\$ -	\$ 6,328.67	\$ -	\$ 6,328.67
56410 - Textbooks	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 3,979.77	\$ -	\$ 11,020.23	\$ 8,265.17	\$ 2,755.06
56421 - Library Books	\$ 5,300.00	\$ -	\$ 5,300.00	\$ 4,890.04	\$ 413.15	\$ (3.19)	\$ -	\$ (3.19)
56901 - Office Supplies	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 4,739.55	\$ 223.98	\$ (963.53)	\$ (963.53)	\$ -
56902 - Health Office Supplies	\$ 3,500.00	\$ -	\$ 3,500.00	\$ 1,339.91	\$ -	\$ 2,160.09	\$ 1,620.07	\$ 540.02
56903 - Other Supplies	\$ 2,500.00	\$ -	\$ 2,500.00	\$ 157.31	\$ -	\$ 2,342.69	\$ 1,757.02	\$ 585.67
56904 - Custodial Supplies	\$ 47,000.00	\$ -	\$ 47,000.00	\$ 28,504.08	\$ 1,811.74	\$ 16,684.18	\$ 16,684.18	\$ -
Total Supplies	\$ 276,327.00	\$ -	\$ 276,327.00	\$ 144,138.15	\$ 5,954.18	\$ 126,234.67	\$ 109,224.49	\$ 17,010.18

Marlborough Elementary School February FY25 Update

2/11/2025

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	Forecasted Balance
Equipment								
57301 - Instructional Equipment	\$ -	\$ -	-	\$ 1,400.00	\$ -	\$ (1,400.00)	\$ -	\$ (1,400.00)
57390 - Non-Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Equipment	\$ -	\$ -	\$ -	\$ 1,400.00	\$ -	\$ (1,400.00)	\$ -	\$ (1,400.00)
Dues & Fees								
58900 - Dues & Fees	\$ 17,920.00	\$ -	\$ 17,920.00	\$ 7,884.00	\$ 1,504.01	\$ 8,531.99	\$ 8,531.99	\$ -
Total Dues & Fees	\$ 17,920.00	\$ -	\$ 17,920.00	\$ 7,884.00	\$ 1,504.01	\$ 8,531.99	\$ 8,531.99	\$ -
Total Fiscal Year 2025	\$ 8,654,081.00	\$ -	\$ 8,654,081.00	\$ 4,847,814.55	\$ 2,755,029.58	\$ 1,051,236.87	\$ 1,028,045.68	\$ 23,191.19

FEB 27 2025

Bylaws of the Board**Preparation of Agenda**

Agendas for regular and special meetings shall be prepared by the Superintendent of Schools and approved by the Board of Education Chairperson.

Any Board member may request in writing or email an item be placed on the agenda of a regular meeting by contacting the Superintendent or Chairperson at least 8 business days prior to the day of the meeting for which the agenda item applies. Within 3 business days of receiving a written or email request the Superintendent or Chairperson must notify the submitter of their decision whether or not to include the agenda item.

If 2/3 or more Board members state in writing or email their request for an agenda item to be included on the next meeting's agenda it shall be included on the next meeting's agenda. The request of 2/3 or more Board members must be received at least 4 business days prior to the day of the meeting. All correspondence should include the Superintendent, Administrative Assistant to Superintendent, and the Board Chairperson.

The Board will follow the order of business set up by the agenda unless the order is altered or new items are added by vote of the Board during the meeting. Only by two-thirds (2/3) vote of the entire Board present at a regular meeting can the Board add, or take action on, a matter which did not appear on the printed agenda.

Regular Agenda Format

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Celebrations
4. Public Comment
5. Additions to the Agenda
6. Consent Agenda
 - Minutes
 - Personnel Actions
 - Reports
7. Reports - (Oral)
 - Advisory Groups
 - Subcommittees
 - Chairperson
 - Superintendent and Administrative Team
8. Unfinished Business
9. New Business
 - Monthly Financial Report

Bylaws of the Board

Preparation of Agenda

Regular Agenda Format (continued)

10. ~~Public Comment~~ **Communications – Information only, retirement letters, etc.**
11. ~~Communications—Information only, retirement letters, etc.~~ **Future Agenda Items, Future Meetings and Topics, Follow-up**
12. ~~Future Agenda Items, Future Meetings and Topics, Follow-up~~ **Public Comment**
13. Executive Sessions
14. Adjournment

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

May 27, 1999

MARLBOROUGH PUBLIC SCHOOLS

Bylaw revised:

December 19, 2013

Marlborough, Connecticut

Bylaw revised:

April 28, 2022

Bylaw revised:

October 26, 2023

POSITION	VACANCY DUE TO	ASSIGNMENT/APPOINTMENT	START DATE
SUPPORT STAFF			
Michele Demico/ Shannon Rosario	Jason Lathrop - Restructure of Finance Office	Business Manager/Payroll	7/1/2024
Rebecca Smith	Brylene Laws hired as 3 rd Grade Teacher	1.0 FTE Paraeducator	8/27/2024
Erin Burns	Elise Filosa - resignation	1.0 FTE Paraeducator	8/27/2024
Denise Frank	Madison Wall - resignation	1.0 FTE Paraeducator	8/27/2024
Brittany Schadtle	Gino Perrone - resignation	1.0 FTE Paraeducator	8/27/2024
Emily Messier	Abby Dwyer - resignation	1.0 FTE Paraeducator	8/27/2024
Bonnie Hoffman	Jessica Tuck - hired as RBT	1.0 FTE Paraeducator	8/27/2024
Emily Phillips	Available position	1.0 FTE Paraeducator	8/27/2024
Keri Westcott	Available position	1.0 FTE Paraeducator	8/27/2024
Jessica Tuck	New RBT position	1.0 FTE RBT	8/27/2024
Sarah Dotson	James Raffin - resignation	1.0 FTE Custodian	9/9/2024
Joanne Andrews	Marcy Spellman - retirement	1.0 FTE Pupil Services Admin Assistant	10/9/2024
Ann Scanlon	Joanne Andrews – hired as Pupil Services Admin Assistant	1.0 FTE Paraeducator	10/28/24
Kim Bastarache	Holly Davis resignation	1.0 FTE Paraeducator	11/7/24
Robyn Seliokas	Denise Madley - termination	1.0 FTE Paraeducator	12/2/2024
Madison Wall	New position per student needs	1.0 FTE Paraeducator	12/9/2024
Joseph Sherman	Ben McNaughton	1.0 FTE Custodian	1/6/2025
Edith Suarez	Emily Phillips - termination	1.0 FTE Paraeducator	1/28/2025