

MARLBOROUGH BOARD OF EDUCATION

Regular Business Meeting

Thursday, September 25, 2025

Elmer Thienes-Mary Hall Elementary School –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/hmb-qatf-uxa?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.marlborough.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 | 6:35/05 |
| 4. | Public Comment | 6:40/05 |

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.

5. Additions to the Agenda

6:45/05

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

6:50/05

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 8/28/25 Special Meeting (Encl. 6.1A), the 8/28/25 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).

7. Oral Reports

7.1 Advisory Groups

6:55/15

- PTO – Paula Graef/Kristen Trahan
- SAC – Paula Graef/Kristen Trahan
- Operations, Wellness & Safety – John Mercier
- Board of Finance Liaison – Linda Early
- 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

- First Month of School Highlights

8. Unfinished Business

7:25/05

8.1 MES Facilities Project Update

9. New Business

9.1 Review September Financial Report – (Encl. 9.1)

7:30/05

9.2 Proposed Policy Changes:

7:35/10

The Board will review and discuss the required policy changes:

P#: 5131.911 - Connecticut School Climate Policy (Encl. 9.2A), P#: 5144.12- Challenging Behavior Prevention: Restorative Practices Response in Student Discipline (Encl. 9.2B)

**MOTION: That the Board approve the adoption of the required policies as presented:
5131.911 - Connecticut School Climate Policy and 5144.12- Challenging Behavior
Prevention: Restorative Practices Response in Student Discipline**

- | | | |
|-----|--|---------|
| 9.3 | Strategic Continuous Improvement (SCIP) Presentation | 7:45/15 |
| 9.4 | Receive, Review, Revise and Adopt FY 2026-2027 Budget Guiding Principles (Encl. 9.4A) and Tentative Budget Timeline (Encl. 9.4B) | 8:00/10 |

MOTION: That the Board accept the FY 2026-2027 Budget Guiding Principles and the Tentative Budget Timeline as presented.

- | | | |
|------|------------------------------------|---------|
| 10. | Communications | 8:10/05 |
| 10.1 | Staff Vacancy Summary (Encl. 10.1) | |

- | | | |
|-----|---|---------|
| 11. | Future Meetings & Topics | 8:15/05 |
| | <ul style="list-style-type: none">• BOS All Boards Meeting, Tuesday, September 30, 2025, 6:30 p.m.- Senior Center• BOF Budget Kick-Off Meeting, Wednesday, October 1, 2025, 6:30 p.m.• Policy Subcommittee Meeting, Thursday, October 23, 2025, 6:00 p.m.• Next Regular Business Meeting, Thursday, October 23, 2025, 6:30 p.m.• BOE Regular Business Meeting, Thursday, November 20, 2025, 6:30 p.m.• CABE/CAPSS Convention, November 21-22, 2025 | |

- | | | |
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| 12. | Public Comment | 8:20/05 |
|-----|----------------|---------|

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| 13. | Adjournment | 8:25 |
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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

SPECIAL MEETING MINUTES

Thursday, August 28, 2025

Elmer Thienes-Mary Hall Elementary School – Library @ 6:30 p.m.

1. Call to Order and Roll Call:

Chip Morris, Chairperson, called the meeting to order at 6:31 pm

BOE Members Present: Angela Colantonio, Amy Kuhrt, Chip Morris, Jean Wilson

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

2. Pledge of Allegiance

3. Celebrations:

Dr. Holly Hageman highlighted the successful start of the new school year, noting that just two days in, students and staff have already settled smoothly into the routines. She thanked all staff for all that it takes to have the school ready to welcome children back.

4. Public Comment: None

5. Consent Agenda:

- 5.1 Minutes of 5/29/25 Special Meeting and 6/5/25 Special Meeting;
- 5.2 Personnel Actions – none;
- 5.3 Monthly Enrollment Report

A.Colantonio made a motion that the Board approve Consent Agenda items 5.1 - 5.3, seconded by A. Kuhrt. Unanimously approved. MOTION CARRIED.

A.Colantonio made a motion to move New Business agenda item 8.3 *MECCA Playground Improvement and Request to Extend Lease* to be discussed immediately following Consent Agenda and prior to Oral Reports, seconded by A. Kuhrt. Unanimously approved. MOTION CARRIED.

8.3 MECCA Playground Improvement and Request to Extend Lease:

Lisa Wolfe, Vice President of MECCA, along with Heather Little, Board President, and Rochelle Murphy, Program Director, presented a proposal for a \$300,000 investment, using only MECCA funds which they have available, to improve its playground including installing new playground equipment with shade structures, extending/resurfacing pavement for basketball, replacing fencing, and mulching. Diagrams of the proposed project were shared with the Board. Along with the financial investment by MECCA for this project, they would also like to extend their current lease (which runs through the 2028–29 school year) for an additional five years through 2034.

Given the scale of MECCA's proposal and lease extension request, Dr. Hageman noted the importance of Board approval. Dr. Hageman also emphasized that the proposed \$300,000 playground improvement project would be fully funded by MECCA; not by the Marlborough Board of Education or the Town of Marlborough. She noted the importance of making this distinction clear, as the district faces several upcoming capital projects and it is important for it to be in the public record that this playground proposal is by a private entity who leases the space.

Chip Morris asked, given that MECCA's tuition rates are not increasing, how the organization plans to address future rent increases. Lisa Wolfe responded that MECCA has secured grant funding and conducted fundraising events to support its budget. She added that MECCA is also planning to increase enrollment. Wolfe assured the Board that funds for the project are already secured and that MECCA has no concerns about meeting future rent obligations.

John Mercier noted that MES with major construction and renovation projects on the horizon, and the district's and Town's interest in maximizing reimbursement from the state, the district must pay close attention to the Department of Administrative Services (DAS) assessment of space standards. He noted that if it were to be determined by the DAS that MECCA's tenancy could in any way decrease the maximum reimbursement amount and jeopardize potentially millions of dollars of reimbursement, the district would need to curtail the lease. Dr. Hageman, John Mercier, and the MECCA leaders hope that this would not become necessary, but Dr. Hageman emphasized that it was important for MECCA to be aware of this possibility.

Mr. Mercier recommended adding a clause to the current or extended lease stating, *"If MECCA's tenancy in any way adversely affects the district's ability to receive full state reimbursement for a major renovation, the lease would become null and void."*

Dr. Hageman supported this recommended caveat, clarifying that reimbursement rates are calculated based on state-defined space standards. Should those standards change in a way that counted MECCA's use of space against the district, the district must have the ability to terminate the lease in order to qualify for the maximum reimbursement.

Both MECCA representatives and Board members expressed appreciation for the strong and positive working relationship between MECCA and Marlborough Elementary School. Lisa Wolfe reiterated that MECCA's request for a lease extension is rooted in seeking peace of mind and long-term stability, and she emphasized that MECCA and the district are aligned in this goal. Board members likewise recognized the benefits of having MECCA in the building. At the same time, all parties acknowledged the potential impact of future DAS rule changes and agreed on the importance of including the lease disclaimer recommended by John Mercier to protect the district's eligibility for state reimbursement.

A.Colantonio made a motion that the Board approve the improvements to the MECCA playground at MECCA's expense and for the Superintendent to enter into extended lease negotiations, seconded by A. Kuhrt. Unanimously approved. MOTION CARRIED.

6. Oral Reports

6.1 Advisory Groups:

- **PTO** – Paula Graef reported that the principals met with the PTO presidents over the summer. The PTO has planned another full year of events for students, families, and staff, beginning with a back-to-school staff breakfast. Upcoming activities include Soccer Night, the Book Fair and Ice Cream Social, and Trunk-or-Treat. The first PTO meeting is scheduled for Tuesday, September 2nd.
- **SAC** – Kristen Trahan reported that an upcoming newsletter will make a pitch to invite families to join the School Advisory Committee. While the committee met on an as-needed basis last year, the first planned meeting for this school year is scheduled for October.
- **Operations, Wellness & Safety** – John Mercier informed the Board that he will provide updates later in the agenda.
- **Board of Finance Liaison** – None
- **AHM** – Chip Morris reported that the fall programs and services brochure has been released. Registration is open for programs offered through the Early Resource Center, Health Matters, and the Youth Theater program. More information is available at AHMyouth.org. Tickets are on sale for the Gilbert & Sullivan Showcase on September 21st. Additionally, AHM will host a free QPR and Narcan training on September 8th at 6:00 p.m..

6.2 Subcommittees:

- **Policy Committee** - Chip Morris informed the Board that the Policy Committee will present two policies at the September BOE meeting. Dr. Hageman noted that policies 5131.911, Connecticut School Climate Policy, and 5144.12, Challenging Behavior Prevention: Restorative Practices Response in Student Discipline, are mandated and must be adopted by the Board as soon as possible.
- **Personnel** - None
- **Communications** - None

6.3 Chairperson:

Chip Morris noted the excitement of back-to-school events and commended the custodial staff, office staff, paraeducators, teachers, and administrators for a smooth and successful start to the year. He also informed the Board that Board Member Josh Bruhn submitted his resignation on August 19, thanked him for his service and wished him well. Finally, Chairperson Morris announced the upcoming CABA/CAPSS Convention, scheduled for November 21–22 and encouraged Board members to consider registering by contacting Carmela Monte.

6.4 Superintendent and Administrative Team:

- **School Opening/Summer Work Update**
 - **Extended School Year (ESY)** - Paula Graef reported that the ESY program ran smoothly for four weeks during the summer with 20 Pre-k to grade 5 students.
 - **Summer Professional Development and Curriculum Work** - Kristin Trahan reported that summer curriculum work aligned with the Strategic Continuous Improvement Plan (SCIP) which included refining pacing guides in literacy, math, science, and social studies; development of the new STEAM program, completing the ELA text inventory, and developing Physical Education rubrics.
 - **Opening of School Preparations and Events** - Paula Graef reported that the school year began with new teacher orientation, followed by administrators welcoming teachers on Monday and all staff on Tuesday. Both days included professional development in targeted sessions. On Tuesday morning, MES also hosted the annual Meet-and-Greet for families and students. The first day of school was

Wednesday. Open House is scheduled for September 24 with more information to go out to families.

- Summer Building Projects/Facilities Update - John Mercier reviewed the 2025 summer facilities, technology and food service projects which included rekeying interior locks, replacing door hardware, repairing sidewalks, and maintaining floors. Blackout blinds were added in classrooms with significant glare, playgrounds and grounds were refreshed with mulch and landscaping. A new front entrance camera was installed and EV charging stations, paid for through grants, are almost ready for use. Annual inspections and maintenance were completed for HVAC, boilers, hot water heaters, pumps, the generator, fire systems, extinguishers, the oil tank, and elevators. An additional TouchView board was added to an instructional space and 65 new Chromebooks were configured. Network and Wi-Fi equipment was updated with the latest security firmware, and PowerSchool along with other software platforms were rolled over for the new school year. SNAP Healthcare software setup for the Health Office is in progress. Food service updates included collaboration with RHAM to implement LINQ, a new point-of-sale and parent self-service program. Annual kitchen inspections, including hood, grease trap, and fire suppression systems, were also completed.
- Summary of Education-Related Legislation Enacted in the 2025 Regular Session- Dr. Holly Hageman reported two key updates from the recent session. First, the Special Education Expansion and Development (SEED) Grant Program, a state non-competitive grant, will support enhancements in special education services and interventions. Second, the CT DRIP Grant (District Repair and Improvement Project Program) will provide reimbursement grants to districts for minor capital repairs and improvements to school buildings, grounds, and infrastructure.

7. Unfinished Business:

- 7.1 Discuss and Review FY 2024-25 Year-End Financial Report and Financial Transfers:
Dr. Holly Hageman informed the Board that the 2024–25 fiscal year is expected to close with a surplus of \$52,471.75. Following the completion of the FY25 audit, after the FY24 audit is completed, this surplus is anticipated to be deposited into the district's 2% Reserve Fund.

Dr. Hageman also reviewed the FY25 transfers for Board approval.

A.Colantonio made a motion that the Board approve the FY 2024-25 financial transfers as presented, seconded by A. Kuhrt. Unanimously approved. MOTION CARRIED.

- 7.2 MES Facilities Project Update:

Dr. Holly Hageman reported that she, John Mercier, and Chip Morris met informally with Town officials including Deb Bourbeau, Chair of the Board of Selectmen, Mike Nastri, Chair of the Board of Finance, and David Porter, Town Manager to discuss the facilities project(s). The meetings focused on idea sharing, potential timelines, order of operations, and space utilization strategies to maximize state reimbursement. The group has met twice and plans to meet again on October 28th.

Dr. Holly Hageman noted that the group agreed that the school district will engage in an engineering study for the two smaller projects, the egress and the water infiltration issue in the stage area, and these studies may be able to qualify for DRIP funding. Each and both of these projects are unrelated to the bigger roof/HVAC/electrical project and were also highlighted in the Facilities Study conducted last year as needing to be done as soon as possible. Mr. Mercier will prepare RFPs for these two studies so that they can take place this fall in order for the school district to present these as potential capital requests in the FY27 budget.

8. New Business:

8.1 Review August Financial Report:

Dr. Hageman stated as this is the first report of FY 2025-26, and noted that it is still early for projections.

8.2 Announcement of District Medical Advisor:

Dr. Hageman referred to the memo in the packet announcing the appointment of Brittany Molkenhuth, MSN, CPNP-PC, as the new School Medical Advisor for Marlborough Public Schools and Region 8 Schools. MES partnered with all school districts in Region 8, once again, to share the cost.

9. Communications

9.1 Monthly Staff Vacancy Report - Submitted

9.2 2025-26 Staff Listing - Submitted

10. Future Meetings & Topics:

- Tentative Policy Committee Meeting, Thursday, September 25, 2025, 6:00 p.m.
- Next Regular Business Meeting, Thursday, September 25, 2025, 6:30 p.m.
- All Boards Meeting, Tuesday, September 30, 2025, 6:30 p.m., Senior Center

11. Public Comment:

Pam Farrington, 95 Jerry Daniels Road - Thanked everyone for a wonderful start to the new year. She stated that it has been a smooth transition from summer to the first day of school. Staff is looking forward to the new school year.

Louise Concodello, 70 Millstone Dr. - Loves the idea of MECCA's playscape, but suggested that the Town Manager and Town Planner be involved to ensure all permits are pulled and to be aware of the wells underground in that area.

12. Adjournment:

**A.Colantonio made a motion to adjourn the meeting at 8:14 p.m., seconded by J. Wilson.
Unanimously approved. MOTION CARRIED**

Respectfully Submitted,
Carmela Monte

MARLBOROUGH BOARD OF EDUCATION POLICY SUBCOMMITTEE MINUTES

**Elmer Thienes-Mary Hall Elementary School – Library
Thursday, August 28, 2025 @ 6:00 p.m.**

UNAPPROVED DRAFT

1. Call to Order & Roll Call The meeting was called to order at 6:00 p.m.

Members Present: Angela Colantonio, Amy Kuhrt, Chip Morris (ex-officio)

Administration: Dr. Holly Hageman, Superintendent

2. Review and Discuss Proposed Policy Revisions -

The policy Committee reviewed and discussed the following policies:

P#: 5131.911 Connecticut School Climate Policy - Accept updated mandated policy as presented. Scheduled for Board review and approval at the September 25, 2025 meeting.

P#: 5144.12 Challenging Behavior Prevention: Restorative Practices Response in Student Discipline - Accept mandated policy as presented. Scheduled for Board review and approval at the September 25, 2025 meeting.

3. Adjournment:

**A. Colantonio motioned to adjourn the meeting at 6:22p.m., seconded by A. Kuhrt.
Unanimously approved. MOTION CARRIED.**

Respectfully submitted,
Carmela Monte

Elmer Thienes/ Mary Hall Elementary School

Marlborough, Connecticut

Monthly Enrollment Report

September 2, 2025

Grade	Enrollment Local Classrooms				Grade Total	Change	# of Rooms	Class Size Avg./Room
	AM 1	AM 2	PM 1	PM 2				
PS	9	8	13	13	43	0	2	AM 8.5/ PM 13
K	18	18	17		53	0	3	17.7
1	16	16	15	16	63	+2	4	15.8
2	17	18	18		53	0	3	17.7
3	19	19	20		58	+1	3	19.3
4	18	18	18	18	72	0	4	18.0
5	19	18	17		54	0	3	18.0
6	17	16	17	16	66	0	4	16.5
Total								462
Special Education Full Time Outplaced								
			1					
Special Education Part time Services Provided								
GRAND TOTAL								463

2025-2026 General Fund September Summary

- **Salaries (51111-51190)**
 - For fiscal year 2026 our total budget in our salary accounts is \$6,332,840 which is about 71% of our total budget. Salary accounts include certified and non-certified, related services, and sub wages. For September we are forecasting a reserve in our salary accounts of \$81,465.32. This includes a placeholder in the sick day payout and the sub accounts.
- **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 \$1,189,108 which is 13% of our total budget. We are currently anticipating a deficit in our benefit accounts of (\$13,904.42). This is due to some enrollment changes we've had during open enrollment and over the summer.
- **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 \$172,070 which is about 2% of our overall budget. We are currently forecasting a deficit of (\$34,628.16) in these accounts due to the reclassification of salaries to professional purchased services.
- **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 \$347,846 which is about 4% of our budget. For September we are anticipating an overall deficit in these accounts of (\$34,872.12) due to an increase in electricity expenditures and a placeholder for a potential repair in relation to our Boiler. We will use other available funding sources, such as the MECCA fund, if any of these accounts continue to have increased overages.
- **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 \$599,171 which is about 7% of our overall budget. We are currently forecasting these accounts to have a reserve of \$10,426.71 due to anticipating the rates of Magnet school tuition to be capped at 58%.
- **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 \$269,277 for this fiscal year. This is about 3% of our overall budget. We currently are anticipating a reserve in these accounts of \$16,166.06 but that is due to the forecast amount being between 50% and 75% additional spent. We will continue to monitor these accounts as we move through the year.
- **Dues & Fees (58900)**
 - 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 \$16,113 which is less than 1% of our overall budget. We are currently forecasting these accounts to be fully spent.

Overall, our total spent to date for fiscal year 26 is \$1,316,973.45 which is about 14% of our total budget of \$8,926,425.

Marlborough Elementary School September FY26 Update

9/16/2025

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	Forecasted Balance
Salary								
51111 - Admin	\$ 427,651.00	\$ -	\$ 427,651.00	\$ 99,909.16	\$ 333,030.60	\$ (5,288.76)	\$ 0.24	\$ (5,289.00)
51112 - Teacher	\$ 4,117,489.00	\$ -	\$ 4,117,489.00	\$ 492,815.24	\$ 3,568,971.30	\$ 55,702.46	\$ 67,040.86	\$ (11,338.40)
51113 - Stipend	\$ 3,744.00	\$ -	\$ 3,744.00	\$ -	\$ -	\$ 3,744.00	\$ 3,744.00	\$ -
51114 - Curriculum	\$ 5,500.00	\$ -	\$ 5,500.00	\$ 2,046.00	\$ -	\$ 3,454.00	\$ -	\$ 3,454.00
51115 - Teacher Subs	\$ 58,969.00	\$ -	\$ 58,969.00	\$ 2,347.96	\$ -	\$ 56,621.04	\$ 56,621.04	\$ -
51116 - Sick Day Payout	\$ 26,534.00	\$ -	\$ 26,534.00	\$ -	\$ -	\$ 26,534.00	\$ 13,000.00	\$ 13,534.00
51118 - Summer School Teacher	\$ 13,118.00	\$ -	\$ 13,118.00	\$ 10,439.04	\$ -	\$ 2,678.96	\$ -	\$ 2,678.96
51120 - OT/PT - Related Services	\$ 69,860.00	\$ -	\$ 69,860.00	\$ 2,435.52	\$ 26,167.68	\$ 41,256.80	\$ (56.20)	\$ 41,313.00
51123 - Office Support	\$ 337,728.00	\$ -	\$ 337,728.00	\$ 65,889.83	\$ 283,641.90	\$ (11,803.73)	\$ (10,949.55)	\$ (854.18)
51124 - Paraprofessionals	\$ 704,423.00	\$ -	\$ 704,423.00	\$ 44,313.50	\$ 648,974.00	\$ 11,135.50	\$ (41,030.60)	\$ 52,166.10
51125 - Custodian	\$ 314,231.00	\$ -	\$ 314,231.00	\$ 78,933.72	\$ 198,287.58	\$ 37,009.70	\$ 43,217.20	\$ (6,207.50)
51126 - Nurse	\$ 69,767.00	\$ -	\$ 69,767.00	\$ 7,200.00	\$ 71,100.00	\$ (8,533.00)	\$ (2,375.00)	\$ (6,158.00)
51127 - Tech Coordinator	\$ 76,400.00	\$ -	\$ 76,400.00	\$ 17,630.64	\$ 58,768.80	\$ 0.56	\$ 0.06	\$ 0.50
51128 - Summer Paraprofessional	\$ 4,735.00	\$ -	\$ 4,735.00	\$ 6,569.16	\$ -	\$ (1,834.16)	\$ -	\$ (1,834.16)
51129 - Subs - Non Certified	\$ 23,630.00	\$ -	\$ 23,630.00	\$ 2,970.00	\$ -	\$ 20,660.00	\$ 20,660.00	\$ -
51190 - Constables	\$ 79,061.00	\$ -	\$ 79,061.00	\$ -	\$ -	\$ 79,061.00	\$ 79,061.00	\$ -
Total Salary	\$ 6,332,840.00	\$ -	\$ 6,332,840.00	\$ 833,499.77	\$ 5,188,941.86	\$ 310,398.37	\$ 228,933.05	\$ 81,465.32
Benefits								
52005 - SS/Med	\$ 175,000.00	\$ -	\$ 175,000.00	\$ 24,550.29	\$ -	\$ 150,449.71	\$ 155,195.77	\$ (4,746.06)
52012 - Pension	\$ 67,000.00	\$ -	\$ 67,000.00	\$ 13,025.77	\$ -	\$ 53,974.23	\$ 53,974.23	\$ -
52000 - Health Insurance	\$ 868,117.00	\$ -	\$ 868,117.00	\$ 159,775.63	\$ -	\$ 708,341.37	\$ 727,341.61	\$ (19,000.24)
52025 - LTD/Life Insurance	\$ 20,798.00	\$ -	\$ 20,798.00	\$ 2,995.24	\$ -	\$ 17,802.76	\$ 17,802.76	\$ -
52027 - GASB45	\$ 6,100.00	\$ -	\$ 6,100.00	\$ -	\$ -	\$ 6,100.00	\$ 6,100.00	\$ -
52035 - Unemployment Compensation	\$ 8,600.00	\$ -	\$ 8,600.00	\$ 86.00	\$ -	\$ 8,514.00	\$ -	\$ 8,514.00
52040 - Workers' Comp	\$ 35,493.00	\$ -	\$ 35,493.00	\$ 17,082.56	\$ -	\$ 18,410.44	\$ 17,082.56	\$ 1,327.88
52060 - Tuition	\$ 8,000.00	\$ -	\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -
Total Benefits	\$ 1,189,108.00	\$ -	\$ 1,189,108.00	\$ 217,515.49	\$ -	\$ 971,592.51	\$ 985,496.93	\$ (13,904.42)
Professional Services								
53140 - Audit	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 15,000.00	\$ 23,000.00	\$ (8,000.00)
53180 - School Physicians	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	\$ 700.00	\$ 300.00

Marlborough Elementary School September FY26 Update

9/16/2025

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	Forecasted Balance
53190 - OT/PT	\$ 59,096.00	\$ -	\$ 59,096.00	\$ 1,964.16	\$ -	\$ 57,131.84	\$ 84,060.00	\$ (26,928.16)
53200 - Consultant	\$ 27,150.00	\$ -	\$ 27,150.00	\$ 13,783.05	\$ -	\$ 13,366.95	\$ 13,366.95	\$ -
53210 - Legal Consult	\$ 14,400.00	\$ -	\$ 14,400.00	\$ 530.00	\$ -	\$ 13,870.00	\$ 13,870.00	\$ -
53240 - Professional Development	\$ 7,675.00	\$ -	\$ 7,675.00	\$ -	\$ -	\$ 7,675.00	\$ 7,675.00	\$ -
53260 - AHM Youth Services	\$ 47,749.00	\$ -	\$ 47,749.00	\$ 24,694.67	\$ -	\$ 23,054.33	\$ 23,054.33	\$ -
Total Professional Services	\$ 172,070.00	\$ -	\$ 172,070.00	\$ 40,971.88	\$ -	\$ 131,098.12	\$ 165,726.28	\$ (34,628.16)
Property Services								
54160-70, 54325-40 - Utility Services	\$ 176,734.00	\$ -	\$ 176,734.00	\$ 27,855.86	\$ -	\$ 148,878.14	\$ 173,701.14	\$ (24,823.00)
54XXX - Contracted Repair Services	\$ 171,112.00	\$ -	\$ 171,112.00	\$ 90,540.16	\$ 16,136.00	\$ 64,435.84	\$ 74,484.96	\$ (10,049.12)
Total Property Services	\$ 347,846.00	\$ -	\$ 347,846.00	\$ 118,396.02	\$ 16,136.00	\$ 213,313.98	\$ 248,186.10	\$ (34,872.12)
Purchased Services								
55000 - Telephone	\$ 7,404.00	\$ -	\$ 7,404.00	\$ 1,956.98	\$ -	\$ 5,447.02	\$ 5,447.02	\$ -
55005 - Email / Webhosting	\$ 15,500.00	\$ -	\$ 15,500.00	\$ 10,185.67	\$ -	\$ 5,314.33	\$ 5,314.33	\$ -
55110 - Advertising & Legal Notices	\$ 1,100.00	\$ -	\$ 1,100.00	\$ 69.00	\$ -	\$ 1,031.00	\$ -	\$ 1,031.00
55120 - Tuition	\$ 71,000.00	\$ -	\$ 71,000.00	\$ 7,227.70	\$ -	\$ 63,772.30	\$ 63,772.30	\$ -
55125 - Magnet School Tuition	\$ 47,881.00	\$ -	\$ 47,881.00	\$ -	\$ -	\$ 47,881.00	\$ 35,910.75	\$ 11,970.25
55130 - Postage	\$ 3,900.00	\$ -	\$ 3,900.00	\$ 1,000.00	\$ -	\$ 2,900.00	\$ 2,900.00	\$ -
55140 - Property & Liability Insurance	\$ 40,287.00	\$ -	\$ 40,287.00	\$ 21,430.67	\$ -	\$ 18,856.33	\$ 21,430.67	\$ (2,574.34)
55160 - Student Regular Transportation	\$ 267,045.00	\$ -	\$ 267,045.00	\$ -	\$ -	\$ 267,045.00	\$ 267,045.00	\$ -
55170 - Special Ed Transportation	\$ 145,054.00	\$ -	\$ 145,054.00	\$ 5,456.45	\$ -	\$ 139,597.55	\$ 139,597.55	\$ -
Total Purchased Services	\$ 599,171.00	\$ -	\$ 599,171.00	\$ 47,326.47	\$ -	\$ 551,844.53	\$ 541,417.62	\$ 10,426.91
Supplies								
56080 - Heat	\$ 70,634.00	\$ -	\$ 70,634.00	\$ -	\$ -	\$ 70,634.00	\$ 70,634.00	\$ -
56090 - Diesel & Gasoline	\$ 28,943.00	\$ -	\$ 28,943.00	\$ 998.25	\$ -	\$ 27,944.75	\$ 27,944.75	\$ -
56095 - Propane	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
56111 - Instructional Supplies	\$ 68,500.00	\$ -	\$ 68,500.00	\$ 20,688.66	\$ 1,340.91	\$ 46,470.43	\$ 34,852.82	\$ 11,617.61
56113 - Technology Supplies	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 577.59	\$ -	\$ 3,422.41	\$ 14,345.81	\$ (10,923.40)
56211 - Instructional Technology	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 10,240.31	\$ 4,539.02	\$ 220.67	\$ 165.50	\$ 55.17
56410 - Textbooks	\$ 18,100.00	\$ -	\$ 18,100.00	\$ 1,432.56	\$ 7,649.27	\$ 9,018.17	\$ -	\$ 9,018.17
56421 - Library Books	\$ 5,300.00	\$ -	\$ 5,300.00	\$ 504.21	\$ 2,622.23	\$ 2,173.56	\$ 1,630.17	\$ 543.39

Marlborough Elementary School September FY26 Update

Object Code	Budget	Transfers	Adj Budget	YTD Expended	Encumbered	Balance	Forecasted Adjustment	9/16/2025	
								Forecasted Balance	(2,517.23)
56901 - Office Supplies	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 6,517.23	\$ -	\$ (2,517.23)	\$ -	\$ -	(2,517.23)
56902 - Health Office Supplies	\$ 5,300.00	\$ -	\$ 5,300.00	\$ -	\$ 3,050.00	\$ 2,250.00	\$ 2,250.00	\$ -	-
56903 - Other Supplies	\$ 2,500.00	\$ -	\$ 2,500.00	\$ 849.15	\$ 24.35	\$ 1,626.50	\$ -	\$ -	1,626.50
56904 - Custodial Supplies	\$ 47,000.00	\$ -	\$ 47,000.00	\$ 12,144.86	\$ 1,125.89	\$ 33,729.25	\$ 26,983.40	\$ -	6,745.85
Total Supplies	\$ 269,277.00	\$ -	\$ 269,277.00	\$ 53,952.82	\$ 20,351.67	\$ 194,972.51	\$ 178,806.45	\$ -	16,166.06
Equipment									
57301 - Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
57390 - Non-Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Total Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Dues & Fees									
58900 - Dues & Fees	\$ 16,113.00	\$ -	\$ 16,113.00	\$ 5,311.00	\$ 1,340.00	\$ 9,462.00	\$ 9,462.00	\$ -	-
Total Dues & Fees	\$ 16,113.00	\$ -	\$ 16,113.00	\$ 5,311.00	\$ 1,340.00	\$ 9,462.00	\$ 9,462.00	\$ -	-
Total Fiscal Year 2025	\$ 8,926,425.00	\$ -	\$ 8,926,425.00	\$ 1,316,973.45	\$ 5,226,769.53	\$ 2,382,682.02	\$ 2,358,028.43	\$ -	24,653.59
14.75%									

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The **Marlborough** District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes
10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
10-222g Prevention and intervention strategy re bullying and teen dating violence
10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
10-222i State-wide safe school climate resource network. *[Repealed, Effective 7/1/2025 State-wide safe school climate resource network]*
10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
10-222p Review of safe school climate plans by Department of Education. Approval or rejection.
PA 23-167 An Act Concerning Transparency in Education

Policy adopted:
cps 11/23

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

A regulation to consider. This is guidance from the Connecticut State Department of Education.

Students

Connecticut School Climate Regulation

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Students

Connecticut School Climate Regulation

Tiered Response (continued)

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).² In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³

Regulation approved:

cps 4/25

² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³ C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school's crisis intervention team "for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other _____

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?

YES ☐ NO ☐

Was this a verified act of physical violence?

YES ☐ or NO ☐

Was this investigated as a protected class violation/harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment? YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

APPENDICES

The following are available in K: as PDF FILES

5131.911 - Appendix I - School Climate Improvement Plan

School Climate Survey Standards

[Public Act No. 24-45](#) requires the Social and Emotional Learning and School Climate Advisory Collaborative to develop standards for a School Climate Survey.

The following standards are guiding principles developed to assist School Climate Committees develop and implement School Climate Surveys consistent with Connecticut Law and the [Connecticut School Climate Policy](#).

1. The overall purpose for the School Climate Survey¹ is to gather data to inform opportunities for improving each school's climate², measure and identify school climate areas in need of improvement and assist schools in tracking progress and preventing recurrent challenging behavior³ and to help provide a safe school environment⁴.
2. The school community⁵ and School Climate Committee should have a shared plan for developing and promoting an evidence-based School Climate Survey.
3. The School Climate Committee should employ questions that consider the diversity of the school community and allow school employees to more easily recognize disparities in challenging behavior among marginalized students.
4. Each school is required to provide written notice of the content and administration of the survey to all parents/guardians of each student (grades three—twelve) and allow all parents/guardians to have a reasonable opportunity to opt their child out of the survey.
5. School Climate Survey results must be reported anonymously and then analyzed by the School Climate Committee. Anonymous data should inform the School Climate Improvement Plan and should be made available to members of the school community.

¹ "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees, and families of students, in the predominant languages of the members of the school community, that (A) measures and identifies school climate needs and tracks progress through a school climate improvement plan, and (B) meets the school climate survey standards developed by the social and emotional learning and school climate advisory collaborative.

² "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

⁴ A safe school environment refers to all aspects of school safety: physical, emotional, intellectual, cultural, ethnic, sexual, etc.

⁵ "School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

A model policy to consider. (Required policy July 2025)

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Marlborough Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Marlborough Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children, at times, find it difficult to manage their emotions and focus on their studies effectively. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, meaning children must be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision-making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline (continued)

Restorative approaches recognize students' unique strengths, needs, and interests and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows schools to embody more equitable approaches and meet students' short—and long-term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. Appropriate student behavior, reinforced by an effective system of discipline, is essential to creating and maintaining a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The “Restorative Practices Response” philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the “Restorative Practices Response” process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social-emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in the form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a “Restorative Practices Response” approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Definitions (continued)

“Challenging Behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

“Evidenced-Based Practices” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“School Climate” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community. It is based on patterns of people’s experiences of school life and reflects the norms, goals, and organizational structures within the school community.

“Social and Emotional Learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

“Emotional Intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem-solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“School Community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

“School Environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behaviors before they occur and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community;
5. Effective school climate improvement is a restorative process that engages all school community members in promoting a positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behaviors.
2. The school district community adopts policies that promote: a) a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

General Policy Guidelines (continued)

4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem-solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research-based interventions.

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian and, upon request, promptly translated into a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.52 – Harassment)

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in
Education

Policy adopted:
cps 4/24

MARLBOROUGH PUBLIC SCHOOLS

FY27 Budget Development

GUIDING PRINCIPLES

The Board of Education shall prepare an annual operating budget for the school district consistent with provisions of state statutes and Board of Finance requirements governing preparation, timelines, and procedures for the approval of reductions to the educational budget.

Before developing and adopting a proposed budget, the board of education shall study school programs in relation to present and future needs and establish budget priorities for the fiscal year.

The Board of Education will aim to:

- Act in a fiscally responsible manner when making decisions
- Work cooperatively with the Board of Finance, Town Manager, and other Town entities in the budget process
- Seek alternate funding sources through grants and/or revenue
- Seek opportunities for shared services with the Town and Regional 8 Districts

The Board of Education Budget:

- Shall support students, programs, curricula, and professional development related to literacy, math, SEL, Specials and other priorities outlined in the Strategic Continuous Improvement Plan
- Will reflect contractual obligations and market factors related to salaries, utilities, transportation, heating oil, diesel fuel, gasoline, etc.
- Certified classroom staffing (number of classroom teachers) will be based upon enrollment/class size guidelines and in consideration of student needs

MARLBOROUGH BOARD OF EDUCATION FY 2026-27 BUDGET DEVELOPMENT TIMELINE

Tentative pending posting of BOF Budget Planning Calendar

DATE	TASK/TOPIC
September 25, 2025	BOE adopts Budget Guiding Principles and Budget Development Timeline
October 1, 2025 6:30 P.M.	BOF Budget Kickoff Meeting attended by Superintendent and BOE representatives
October 1, 2025 – November 14, 2025	Building level budget development
November 17, 2025 – December 5, 2025	Building Principals, Director of Operations, Special Education Director and Business Manager review budget figures with Superintendent, and continue to work with the Superintendent to prepare the DRAFT Proposed Budget.
December 18, 2025	Superintendent previews FY27 budget factors and elicits input from the BOE and public (during Public Comment).
January 22, 2026 <i>Tentative</i>	BOE Regular Meeting: Superintendent presents the DRAFT Proposed Budget (Operating Budget and Capital Plan) & posts it to the school district website. Board conducts analysis of the DRAFT Proposed Budget.
January 29, 2026 <i>Tentative</i>	BOE Regular Meeting: BOE continues analysis of Proposed Budget as needed. BOE adopts its FY27 budget.
February 4, 2026 <i>Tentative</i>	BOE Budget Presentation to BOF
Feb/March <i>Dates TBD</i>	BOE meets to make adjustments, if needed following any BOF budget action at either Regular BOE Meeting(s) or Special Meeting(s).
March 25, 2026 <i>Tentative</i>	BOF reviews and adopts Town and BOE budgets. BOE transmits final budget to BOF.
April 13, 2026 <i>Tentative</i>	Town of Marlborough Public Hearing on FY 2026-27 budgets (MES Cafeteria)
May 4, 2026 6:30 P.M.	Second Town of Marlborough Public Hearing on FY 2026-27 budgets (MES Cafeteria)
May 5, 2026	Town of Marlborough Referendum on FY 2026-27 budget (MES Community Room)
May 28, 2026 <i>Tentative</i>	Board of Education votes to adopt final FY 2026-27 budget as approved by Referendum vote

1. Additional meetings may be scheduled following any action by the Board of Finance
2. The timeline is based on the Charter so that the Board of Finance receives the Board of Education budget at least 60 days before the first public hearing.

ENCLOSURE: 10.1
September 25, 2025

September

UPDATED 9/19/2025

**Marlborough Board of Education
Monthly Staff Vacancy Report
2025-2026
September**