Interdistrict School for Arts and Communication
BOARD OF DIRECTORS
September 18, 2024 at 4:00 pm via ZOOM Link Available on Website
New London, CT
This meeting will be held virtually

AGENDA

4:00 pm **1. WELCOME/CALL TO ORDER** *Chairman R. Muckle*

1a. Establishment of Quorum

1b. Public Comment

The Board of Directors welcomes public comment. Due to the nature of the virtual format of the meeting, all comments are to be submitted via email prior to noon on the day of the meeting. Comments may be made on almost any matter related to the operations of ISAAC and will be shared with the Board members in their packet. We shall not read or address any comments at this meeting. However, comments concerning individual students or staff members shall not be permitted.

4:01 pm **2. CONSENT AGENDA** *Chairman R. Muckle*

- Acceptance of Approval for the August 21, 2024 Special Meeting BOD Minutes
- Acceptance of the Year-to-Date Profit/Loss Financial Report for August 2023
- Approval for the Expenditure of $736,214 in Awarded CSP Funds as Written
- Approval of Bid Waiver for the Purchase of Two 15 Passenger Vans

Possible Motion: Approve and accept all items on the consent agenda

4:03 pm **3. CONFLICT OF INTEREST STATEMENT** *Chairman R. Muckle*

The Board shall not engage in acts that produce any real or perceived conflicts of interest among the Board or its employees. Connecticut General Statutes require that no Director of the charter school board or employee of the charter school board has a personal or financial interest in the assets, real or personal, of the school. This policy is intended to supplement this statute, as well as any applicable state and federal laws governing conflicts of interest applicable to charter schools. This policy does not override ISAAC's requirement to have teachers employed by ISAAC on its governing council. This policy shall be read annually at a Board meeting and shall be signed by each Director of the Board of Directors.

4:05 pm **4. EXECUTIVE DIRECTOR REPORT** *Dr. Spera*

4a. CSDE Report Update

4b. Grant Updates

4c. Enrollment Update

4d. Hiring Update

4e. Construction Project Update

4f. 2024 Lip Dub and Recruitment Marketing Plan

4:15 pm **5. SUBCOMMITTEE REPORTS**

5a. FINANCE *Treasurer L. Muller*

- Finance Update - September Minutes

5b. SCHOOL BUILDING *Chairman R. Muckle*

- Zoning Committee Meeting
- Appointment of Building Committee Members: R. Muckle, Dr. Brailey, K. Booker, L. Muller, Dr. Spera, B. Trost, E. Robb, C. Rodriguez

4:30 pm **6. NEW BUSINESS** *Chairman R. Muckle*

6a. Possible Action Regarding Revision of ISAAC Evaluation Plan

Possible Motion: Approve the Revision of the ISAAC Evaluation Plan to Merge with the State Model Evaluation Plan

6b. Executive Session to Discuss a Confidential Student Matter

Possible Motion: Move into Executive Session to discuss a student matter and invite Dr. Spera.

6c. Possible Action Regarding a Stipulated Agreement

Possible Motion: Approve Motion to accept the written agreement between Dr. Spera and the student's family

5:00 pm **7. Adjourn** *Chairman R. Muckle*

DRAFT

Interdistrict School for Arts and Communication
MEETING OF THE BOARD OF DIRECTORS
August 21, 2024 at 4:00 pm via ZOOM
This meeting was held virtually

In Attendance: Shannon Lougee, Richard Muckle, Dr. Nicholas Spera, Dr. Richard Sanders, Bill Buscetto, Tanya Collins, William Linski, Dr. David Brailey, Lee Muller, Amanda Grundy, Erica Robb, Kevin Booker, Amy Geary

MINUTES

4:00 pm **1. WELCOME/CALL TO ORDER** *Chairman R.F. Muckle*

1a. Establishment of Quorum – *quorum established*
1b. Public Comment – *no public comment*

4:01 pm **2. CONSENT AGENDA** *Chairman R.F. Muckle*

- Approval of Minutes from Special Meeting July 25, 2024 BOD Meeting
- Approval of Minutes from Special Meeting June 10, 2024 BOD Meeting
- Approval of the ISAAC Organizational Chart
- Acceptance of the Year-to-Date Profit/Loss Financial Report for July 2024
- Acceptance of the Year-to-Date Profit/Loss Financial Report for June 2024
- Acceptance of the Balance Sheet for June 30, 2024
- Approval of the Revised Harassment Policy 5420 for Students from Shipman & Goodwin
- Approval of the Revised Harassment Policy 4420 for Personnel from Shipman & Goodwin
- Approval of the Revised Section 504 ADA Policy 4504 for Personnel from Shipman & Goodwin
- Approval of the Revised Section 504 ADA Policy 5504 for Students from Shipman & Goodwin
- Approval of the Revised Personnel Non-Discrimination Policy 4004 from Shipman & Goodwin
- Acceptance of the General Concerns Process for Personnel from Shipman & Goodwin

Motion: Approve and accept all items on the consent agenda
Moved: M. Spellman; 2nd: D. Brailey; Discussion: none; In Favor: all; Opposed: none; Abstentions: None
Motion Carries by unanimous voice vote

4:03 pm **3. EXECUTIVE DIRECTOR REPORT** *Dr. Spera*

3a. CSDE Update
- State Board of Education Meeting Update
  CT BOE approved 4th and 5th grade addition to ISAAC
- Action in Response to Renewal Recommendations
- Accountability Index

3b. 4th Grade Expansion Update
3c. Construction Update
- Dime Bank Appraisal
- Upcoming Executive Committee Meeting for Loan Approval

3d. Legislative Update
Still looking for freedom from our mortgages.
We were approved to be part of the HVAC grant.
3e. Grant Update
We anticipate that we will find out in one week if we receive the expansion grant.
3f. Hiring Update
Looking to hire a Special Education Teacher and Social Worker.

4:15 pm **4. SUBCOMMITTEE REPORTS**

4a. GOVERNANCE COMMITTEE *Vice-Chair M. Spellman*
- Nomination and Recommendation for Open Board Position

Motion: To accept the nomination of Bill Buscetto onto the Board of Directors
Moved: L. Muller; 2nd: M. Spellman; Discussion: none; In Favor: all; Opposed: none; Abstentions: None
Motion Carries by unanimous voice vote

4b. FINANCE COMMITTEE — *Treasurer L. Muller*

- General Update

  2024 PFS is in process and will be completed by Sept. 1

  Audit will start Sept. 6.

4c. BUILDING COMMITTEE — *Chairman R.F. Muckle*

- New London Zoning Approval Update

  Going before NL Zoning Board next week.

- Expected Timeline for Groundbreaking & Ribbon Cutting

4:30 pm **5. NEW BUSINESS** — *Chairman R.F. Muckle*

5a. Oath of Office for New Board of Director Member

Bill Buscetto sworn into ISAAC BOD

5b. Next Board Training with Shipman & Goodwin in Fall 2024

5c. Next Board of Directors Meeting on September 28, 2024

4:40 pm **6. ADJOURN** — *Chairman R.F. Muckle*

Motion: To adjourn

Moved: L. Muller; 2nd: D. Brailey; Discussion: none; In Favor: all; Opposed: none; Abstentions: None

Motion Carries by unanimous voice vote

Interdistrict School for Arts and Communication
Board of Directors Finance Committee
September 17, 2024 at 4:00 pm
New London, CT

AGENDA

4:00 pm **1. WELCOME/CALL TO ORDER** *Finance Chair L. Muller*

4:02 pm **2. FINANCIAL REVIEW** *E. Robb*

- Year-to-date August 31 2024 Profit/Loss
- 2024 EFS was filed prior to Sept 1 due date
- Doherty Beals & Banks Auditors are on-site this week
- Budget revision (for 4th grade, etc) will be presented in Oct

4:17 pm **3. CONSTRUCTION PROJECT** *N. Spera*

4:22 pm **4. GRANTS and OTHER UPDATES** *N. Spera*

- Charter Schools Program (CSP) Grant
- Purchase of two vans is authorized under CSP grant. Three quotes have been obtained, all of which reflect similar pricing. Time is of the essence as these vans are difficult to source.

Motion: *that the BOD waive requirement for RFP/sealed bid, as allowed by ISAAC's Purchasing Policy, to complete purchase from Mercedes Benz of New London, consistent with previous van purchases.*

- Enrollment
- Staffing

4:30 pm **5. ADJOURNMENT** *Finance Chair L. Muller*

ISAAC

BID WAIVER REQUEST

WAIVER FOR: Purchase of Two (2) 15 Passenger Vans

DATE OF REQUEST: September 19, 2024

FISCAL YEAR OF PURCHASE OR SERVICES: 2024-2025

FUNDING SOURCE: CSP Grant Award

SUPERVISOR OF PROJECT: Dr. Nicholas J. Spera

MATERIALS OR SERVICES TO BE PROVIDED: TRANSPORTATION FOR 4TH & 5TH

As part of the written grant, ISAAC will provide transportation for students in grades 4th and 5th grade. The grant was written for the purchase of two (2) 15 passenger vans valued up to $200,000.

RECOMMENDED VENDOR/CONTRACTOR:

Carriage House of New London and Possibly a TBD Dealer

Our previous three vans have been purchased from Carriage House in New London. In addition to the ease for maintenance of these vans being local, the availability of these vans with the specifications needed is minimal. Carriage House currently has one van with the specifications required, which includes an electronic door. Carriage House has been working hard to obtain an additional van with our requirements from Massachusetts and Florida. There currently are only 6 vans with this feature in the United States as reported by two vendors.

COST OF REQUEST:

Exploratory quotes were requested as we reviewed available options with other van providers. The quoted costs for purchase of two vans varied due to options, dealer fees, and delivery costs. The vans are allocated not to exceed $200,000 as written in the federal grant. In addition, three quotes must be obtained for all allowable purchases over certain thresholds with the federal grant.

BID WAIVER REQUEST RATIONALE:

Section IV, Item 2 of ISAAC's Purchasing Policy states that a waiver may be authorized if timing is a critical factor, and a formal bid process would not be in ISAAC's best interests. ISAAC needs these vans to be fully usable and in hand as we fulfill the requirements of the CSP Grant. With the limited access to vans nationwide and the preference to be consistent in van types within the fleet, an RFP would be likely not be in the best interest timing-wise and financially for ISAAC.

RECOMMENDED BY: Dr. Nicholas J. Spera, Executive Director

DATE: September 18, 2024

ISAAC SCHOOL ELEMENTARY GRADES EXPANSION
CSP GRANT BUDGET DETAILS (as requested/awarded):

Director of Elementary Education	4	2,500	10,000	(Planning period is necessary in order to have appropriate systems in place for new incoming grades not previously offered.) Stipended position @ $2500 biweekly for months of July and August. This position is exclusively for planning of new elementary school grades during summer months, in advance of start of school (90-day lookback). Summer 2024 is focused on initial needs for 4th grade students.
Director of Elementary Education	4	2,500	10,000	Stipended position @ $2500 biweekly (see above). Summer 2025 is for the addition of 5th grade students and coordination of combined grades throughout school space.
4th/5th grade teachers and staff	3	875	2,625	(Planning period is necessary in order to have systems in place for new incoming grades not previously offered.) Summer preparation for new 4th/5th grade teachers and staff ($35/hour, 5 hours, 5 days). Summer 2024 will include 3 staff preparing for incoming 4th grade students.
4th/5th grade teachers and staff	5	875	4,375	Summer preparation for new 4th/5th grade teachers and staff ($35/hour, 5 hours, 5 days). Summer 2025 will include 5 staff collaborating on new addition of 5th grade and to coordinate combined grades.
Fringe Benefits for above staff	1	4,725	4,725	assumed at 17.5% of salary
EMPLOYEE COSTS:			**31,725**	
Elementary education conference registration	3	1,000	3,000	Professional Learning Communities (PLC) for Elementary School Educators (Solution Tree) or similar conference. Intended to develop instructional practices, close learning gaps, and create collaborative model for new Elementary Education team. Assumes 3 certified staff attending in spring/summer 2025.
Air travel	3	1,200	3,600	Assumes travel to city out of New England
Hotel	3	1,236	3,708	IRS lodging rate = $309/night
Meals	3	237	711	IRS meals rate = $79/day
Incidentals (parking, taxi/car hire)	3	250	750	
PROFESSIONAL DEVELOPMENT:			**11,769**	
Recruitment consultant/support	1	10,000	10,000	Work with recruiting specialist to develop staff recruiting framework and identify talent pools with focus on attracting qualified minority and/or multi-lingual applicants.
Marketing planning & development	1	25,000	25,000	Engage marketing firm to develop marketing for new expanded school and create marketing tools specific to 4th and 5th grades. With the help of quality industry partners, ISAAC seeks to develop videos and radio spots specific to the new 4th/5th grade which will gain the attention of prospective families and staff members in the surrounding region.
Advertising in local outlets	1	10,000	10,000	Placement of ads/video/radio in regional outlets to attract students and families to ISAAC. For instance, education guides in New London Day, Norwich Bulletin and others; radio spots; electronic signage (often used in outlying towns for information); etc.
PROFESSIONAL SERVICES:			**45,000**	

Books, Reading Materials, Workbooks	5	4,000	20,000	Core subjects, small classroom library sets, initial workbooks, etc. While each classroom will likely have different book sets, the costs is expected to average $4000 per room.
Wilson Reading Just Words teacher kit	2	625	1,250	English Language Learning system, previously used with other grades at ISAAC.
Wilson Reading Just Words student kit	52	90	4,680	English Language Learning system, previously used with other grades at ISAAC.
Lesson-specific instructional supplies	5	2,000	10,000	Includes items such as Base 10 cubes/discs/fractional-decimal manipulatives/graph chartpaper for math; maps/atlas for social studies; easels for interactive student work; etc
STEM Kits	5	2,000	10,000	STEM kits align with curriculum units and may include human body, earth sciences such as geology and oceanology, weather and natural disasters, gravity, and so on.
Dual-View Microscope Kits (8) plus cabi	8	2,100	16,800	Valuable introduction to working with microscopes which allows students to see items both through the microscopes occular lens and shown on digital screens. Supports efforts to improve STEM learning in population traditionally lacking access to appropriate tools to gain these basic skills. 8 microscopes and 1 cabinet for storage and safe-keeping.
Consumable Supplies	5	1,000	5,000	Initial classroom setup: paper, markers, scissors, bulletin board items, etc.
Posters (Accountable Talk etc)	5	1,000	5,000	Building culture: ISAAC's Core Values and Beliefs, Vision of the Graduate, Anti-Bullying, etc.

Health/PE equipment	1	5,000	5,000	Gaga pit, balls, activity-oriented equipment for lower grades

Nurse equipment	1	2,990	2,990	Junior vision screener as required for 4th/5th grades. Vision screening is mandated annually for grades 4 & 5 under CT State Statute 10-214 (https://www.cga.ct.gov/current/pub/chap_169.htm#sec_10-214).

Additional student licenses	52	500	26,000	Initial one-time addition of licenses for Newsela, aimsweb, Edulastic. New software includes Zearn Math or similar math support. Does not include any renewals.
Additional student licenses	52	500	26,000	Initial one-time addition of licenses for Powerschool (student information system) and set up of new grades/ report cards/etc. Does not include any renewals.

Promethean interactive screen	5	5,000	25,000	Per preliminary quote, approx $4000 each plus hardware and related accessories; 1 for each classroom
Computer charging cart	5	1,200	6,000	Per preliminary quote. For charging of Chromebooks, 1 per classroom.
Chromebooks	52	375	19,500	Per preliminary quote, includes warranty & required initial licenses (no renewals included).

Desks and chairs	5	13,000	65,000	Classrooms will be outfitted specifically for interactive/collaborative learning, consistent with the "flexible seating" used in ISAAC's existing classroom model, as discussed in the grant narrative. Flexible classroom furniture: estimate desks = $350, chairs= $150; 5 classrooms
Flex space/"Soft" seating	5	7,500	37,500	Soft seating includes armchairs, low-cost "love-seat" style sofas, stackable pods, stools, etc.
Flex space/Space delineators	5	4,000	20,000	Carpets with necessary underlayment, side tables, lighting, etc.
Flex space/Collaborative work tables	5	4,000	20,000	4 tables per room; 5 classrooms
Mobile cubby units	5	9,000	45,000	Per preliminary cost review, estimate $1500 per cubby, 6 per classroom, assists with space differentiation as well as storage
Magnetic Dry-Erase Boards/Bulletin Boa	5	3,500	17,500	2 dry-erase boards, 2 bulletin boards per room plus hallway (separate hall /building section for new expansion grades)
Storage carts/mobile shelving	5	6,000	30,000	Estimate 6-8 small units per room for project-related storage as well as books

Two student vans	2	100,000	200,000	Two 15-passenger vans (max student capacity = 13). Each year, feedback from interested families from outlying and rural districts indicates that they cannot even consider enrolling at ISAAC due to lack of transportation. Solutions are needed in order to serve our rural communities. Estimated cost is based on purchase of similar vans in 2022, including all signage and other required items, with assumed cost increase for inflation. Will be used exclusively for 4th & 5th graders.

4th/5th Lunch area equipment	2	6,000	12,000	One warmer, one cooller/refrigerator, for space created specifically for 4th/5th grade lunches
4th/5th Lunch area tables	5	1,500	7,500	5 cafeteria-style tables
4th/5th Lunch area chairs	40	250	10,000	8 chairs per table
SUPPLIES & MATERIALS:			**647,720**	

TOTAL GRANT AWARD: **736,214**

PROJECT NARRATIVE & RELATED APPENDICES

Submitted on July 12, 2024

Executive Summary

The Interdistrict School of Arts and Communication (ISAAC) is in the heart of New London, Connecticut, and attracts students from throughout southeastern Connecticut, with 74% from New London. There is a high demand for enrollment, with a substantial waitlist and increased applicant pool. ISAAC offers a diverse and inclusive learning environment, with a focus on addressing the needs of students from various backgrounds. The recent data coming from our OLSAT School Readiness Testing showed that 35% of the students entering ISAAC are in the lower 10% of students in their grade level nationwide and 75% are at least two grade levels below their peers nationwide. Moreover, according to AimsWeb data, only 7% of incoming students achieved goal or above in mathematics and 15% in ELA respectively as compared to their peers nationwide. Receiving a group of incoming students earlier to provide the necessary interventions will improve these students' data results immensely. The school's reputation for providing high-quality education is spreading, and the community supports the school's expansion to include upper-elementary grades four and five and increase attraction to rural communities.

The outstanding staff at ISAAC has developed a comprehensive and engaging curriculum for grades 6-8, focusing on core subjects, supplemental subjects, and cross-curricular experiences. ISAAC is proud to offer not only core subjects but STEAM focused subjects like marine science, aquarium science, theatre, and dance. The curriculum is aligned with state standards and emphasizes student growth and achievement. In our expansion project we look forward to extending these learning opportunities to the fourth and fifth grade. The school has seen improvements in student performance on state testing, district assessments, and Accountability SPI rankings. The Board of Directors is independent and plays a crucial role in supporting the school's mission, programs, and expansion. At ISAAC, we cannot wait to offer our top tier educational experience to fourth and fifth graders.

SECTION 1: Board Capacity and Governance Structure

Section 1.1.a: The ISAAC Board of Directors is a diverse, engaged, and highly committed group of individuals. The Board includes individuals from various industries, talents and demographics that are relevant to ISAAC's operations and programs. Their backgrounds include education, business, and community development. The composition and selection process for the Board of Directors is predicated on the established Bylaws that were updated in June 2022 (see Appendix 1). The composition of the Board consists of no more than eleven (11) and not less than six voting Directors. The Executive Director is an ex-officio Director and does not count against the total number of the Board of Directors. When an opening exists on the Board of Directors, future members shall be sought who bring the necessary commitment, skills, expertise, perspective, and qualifications, as established by the Board and delineated in the recruitment plan from the Governing Committee; a subcommittee of the Board of Directors that is comprised of two members and the Executive Director. The current Board of Directors as documented in Appendix 13 of the grant, has a vast array of experience in the fields of finance, management, development, human resources, education law, safety and security, politics, elected officials, and education leadership at the elementary, secondary, and higher education levels. Several members of the Board of Directors participate in one of the four subcommittees: Executive Committee, Governance Committee, Finance Committee, and Curriculum Committee. In addition, when a new building project comes to fruition, the Board of Directors establishes an additional subcommittee of the Board titled the School Building Committee that provides oversight on the variety of financial and structural decisions needed throughout a construction project. Moreover, as part of the Bylaws of the Board of Directors, a state-certified teacher working at the school must be a member of the Board of Directors along with a caretaker of a current student at the school. These aforementioned Board members provide insight to the Board of Directors when making decisions that involve the key stakeholders of the school – students, parents, and staff.

Section 1.1.b: Although the ISAAC Board of Directors has a composition of professionals with a vast array of skills and expertise in a variety of fields, the ever-changing arena of school law and legislative bills that affect the operations and governance of the Board of Directors requires more than the knowledge or expertise of any Board member. For these reasons, the ISAAC Board of Directors engages in Board training that provides policy and law updates with the firm, Shipman and Goodwin. In addition, the Board Attorney from Shipman and Goodwin provides the Executive Director with written policy updates according to federal and/or state law and will suggest specific training for hot-button issues facing other boards throughout the country such as pandemic-related issues, LGBTQ policies, employee issues, bullying, and FOIA issues to name a few.

Section 1.2.a: The ISAAC Board of Directors has established clear policies and procedures that guide its oversight of the school. A comprehensive set of Board of Directors roles and responsibilities are included in the Board Bylaws and in Board policies that are accessible for public view on the school's website. Furthermore, there are 21 different policies related to the Bylaws of the Board that are included in the online Policy Book. These policies for the Bylaws of the Board are clearly delineated in Series 9000 which includes Policy 9110: Role of Board and Members, Policy 9414: Time, Place, and Notice of Meetings, Policy 9418a: Public Meetings and Executive Session, and Policy 9446: Minutes for Board of Directors meetings (see Appendix 2). The Board of Directors also complies with the Freedom of Information Act Laws that exist within several policies listed above (i.e. Open Record Law).

Section 1.2.b: While the Directors set the strategic direction of the school, they are also integral to ISAAC's daily operations. The Board's Curriculum Committee continues to enhance and standardize curriculum throughout the school. The Governance Committee has systematically reviewed, updated, and proposed for approval a full set of Board policies, based on Shipman & Goodwin's models, which are posted online at ISAAC's website. The Board's Finance Committee meets separately with the Director of Finance and the Executive Director formally every month. In addition, the Board Treasurer reports to the Board of Directors every month and provides the Board with Year-to-Date Profit/Loss Financial Reports every month along with Balance Sheet Reports every quarter. Similarly, all Board meeting dates, agendas, and minutes are posted online, including a link to the meeting, posted in advance. There is a clear awareness of the Board's oversight responsibilities. ISAAC's Board of Directors is closely involved in all matters of the school, and carefully monitors progress on recent Corrective Action Plans. Board members are open to suggestions and concerns and provide constructive criticism which leads to valuable improvements. In August 2023, the ISAAC Board of Directors approved a 6-year strategic plan that includes key areas for growth including a safe positive environment, systems of excellence for business and human resources, the top choice for recruitment of students, improvement in the Accountability Index measures, improved chronic absenteeism, and full integration of STEAM (see Appendix 3). The multifaceted array of topics that includes an all-inclusive plan toward success supports the operations and development plan of the school. ISAAC's financial processes are outlined in the Business Manual (see Appendix 4) and continue to be streamlined and standardized. The accounting system has been improved to allow for better tracking of expenditures, which allows for more consistent monitoring of grant funds and planned purchases and enables more prompt completion of both the annual EFS reporting and annual audit requirements. ISAAC's budget document and process have been

standardized to present information in an actionable format while preserving Board access to underlying details. Financial reporting and operational requirements such as Annual Reports, certification compliance, safety and security plans, school security drill logs, and other mandated documents are submitted in accordance with Board policy. As previously stated above, the review of policies is the responsibility of the Governance Committee that comes from the recommendation from the Board Attorney through the Executive Director or from one of the Board trainings provided by Shipman and Goodwin Law Firm. The Annual completion of the Conflict-of-Interest Form is completed on an annual basis and is per Board Policy 9234 which requires the Conflict-of-Interest Statement to be read and signed at a Board of Directors meeting annually (see Appendix 5).

Section 1.3.a: Every member of the Board of Directors is required to engage in comprehensive Board training which is developed and provided by the Board's Attorney. The training includes the following topics: Board Roles and Responsibilities, Budget and Finance: A Closer Look, Policy: A Closer Look, Code of Conduct, Roles of Chairperson and Committees, and Board Meeting Essentials. In addition to this formal training for new Board members, members of the School Leadership Team engage in multiple Board trainings that include new policies and procedures which arise from Federal and/or State Legislative Laws. On an annual basis, ISAAC engages in a comprehensive budget process that includes teachers, members of the leadership team, and the Board of Directors. The presentation for the following year's budget is provided by the Executive Director at a public meeting of the Board of Directors on an annual basis. The presentation of next year's operating budget includes the rationale and reasoning for spending along with a comprehensive dive into each section of the operating budget including each of the sections of the budget: 100: Personal Services/Salaries, 200: Personal Services/Employee Benefits, 300: Purchased Professional Services, 400: Purchased Property Services, 500: Other Purchased Services, 600: Supplies, 700: Property, 800: Debt Service & Miscellaneous, 900: Non-operating items. The presentation of the ISAAC Operating Budget from the Executive Director is included in (see Appendix 12) of this grant.

Section 1.3.b: As previously mentioned in Section 1.1.a of this narrative, the ISAAC Board of Directors has clear criteria for the selection of members for the Board of Directors that come from the recommendation of the Governance Committee. The vast array of skills and expertise of the Board of Directors and key members of the Leadership Team are highlighted in the bios and resumes that are included in Appendix 4.15. In addition, as per the Board's Bylaws, the election of officers is conducted on an annual basis using a three-month process that includes the announcement and solicitation of officers in month one, the Board vote of the ballot in month

two, and the voting of officers in month three. These elected officers make up the Executive Committee of the Board of Directors. As explained in Section 1.2.b of this narrative, no member of the Board of Directors or employee of ISAAC has a financial interest in the school's assets (real or personal) as per Board Policy 9234 (see Appendix 5). In addition, there are a total of 12 Board policies that refer to a conflict of interest. These policies are easily accessible through the school's website with the Policy Book for the Board of Directors.

SECTION 2: School Leadership and Management

Section 2.1.a: The ISAAC leadership team consists of essential members who manage the operational components of running a school district and school. In addition, ISAAC's leadership resembles the roles found in all strong school districts to ensure that the school is within compliance with all federal and/or state laws. While the "district" of ISAAC is only one school, its members of the leadership team hold multiple roles and responsibilities to ensure that all responsibilities required by a school district are met. This means that several central office positions may be included with school leadership positions due to the size of ISAAC. The Superintendent's role is maintained by the Executive Director, the only Executive Director in Connecticut with a Superintendent certification. As per state law and Board Policy, the Executive Director is the sole employee evaluated annually by the Board of Directors. In addition to the Executive Director, other typical central office positions include the Director of Finance, Director of Facilities and Maintenance, Director of Information Technology, and the Human Resources Director who also serves as the Associate Principal and Title IX Coordinator. With the question in this section concerning the clear division of roles, the ISAAC Board of Directors and the Executive Director annually review Board Policy 2011: Board-Executive Director Relationship (see Appendix 6). This policy sets clear responsibilities and duties for the Board of Directors and the Executive Director so that the Board does not overstep its powerful role in governance and the Executive Director has the proper authority to ensure that the school's operation is not micromanaged. This relationship at ISAAC has allowed ISAAC to improve to incredible degrees by moving from the last-ranked middle school in the region to third among the 12 districts in the region.

Section 2.1.b: The ISAAC Board of Directors is only responsible for the evaluation of the Executive Director as per Board Policy. Moreover, the Executive Director conducts all evaluations of the school's leadership team. This process is according to ISAAC Board Policy 2010: Executive Director and Board Policy 2210: Evaluation of Administrators (see Appendix 7). The evaluation of administrators follows the ISAAC Performance and Evaluation Plan which includes specific language of the criteria used to evaluate each administrator and the written process for the procedures and steps used if a school leader is not performing at an expected level. This

plan is available on our website along with the aforementioned Board policies. Included in the Executive Director's contract is language that states that the Board shall evaluate and assess in writing the performance of the Executive Director at least once annually. Said evaluation and assessment shall be reasonably related to the goals and objectives of ISAAC for the year in question. This evaluation shall follow the Board Policy 2010 which states that each year, the Board will evaluate the Executive Director following guidelines and criteria mutually determined and agreed upon by both the Board and the Executive Director. Furthermore, if the Board of Directors has concerns regarding the performance of the Executive Director, there is a formal process written in the Executive Director's contract that requires the Board of Directors to provide in writing their concerns. The Board and the Executive Director shall then meet to discuss the next steps.

Section 2.1.c: The Board of Directors has supported the vision of the Executive Director in shaping together a leadership team that is often referred to as the 'DREAM TEAM' by the Executive Director. The Executive Director comes with 20-plus years of administrative experience where he was named the Northeast Principal of the Year by Magnet Schools of America, Connecticut Principal of the Year by the Connecticut Association of Schools, and again by the University of Connecticut a few years later. Upon coming to ISAAC, he brought his Director of Information Technology, Director of Safety and Security, and Director of Finance who each have over a decade of experience in their positions at the "US News World and Report Gold Medal School" where they were all previously employed before ISAAC. The other school leadership positions were built by recruiting leaders from urban school districts where most of the ISAAC's students come from. The Principal, Associate Principal, and Director of Special Education all have over 20 years of urban middle school experience. Moreover, the five coordinator leadership positions were created by the Executive Director as a way to promote within the teacher and staff ranks. Each person in the following positions had held non-leadership positions at ISAAC in previous years. These positions include the Bilingual Coordinator, Food Service Coordinator, SRBI Coordinator, Student Services Coordinator, and Director of Elementary Education. Furthermore, 40% of these positions are occupied by leaders of color; more than three times the percentage found in most districts in Connecticut. These positions ensure that the operations and needs of the school are accomplished to exemplary degrees by an experienced and diverse group of leaders. The organization chart found in Appendix 14 details these positions.

Section 2.2.a: At ISAAC, we recognize the interplay of various socio-economic, environmental, and individual challenges that are key risk factors for our community, students, and families. To mitigate these obstacles, we have taken a multi-faceted approach when it comes to staffing and leadership structure. We

have focused on hiring highly effective teachers and planning thoughtful professional development of our teachers, while maintaining a mindfulness towards teacher retention.

Research shows that high turnover rates and less experienced teachers can impact the quality of education. At ISAAC, we understand that hiring successful urban teachers involves identifying candidates with specific qualities, skills, and experiences that align with the unique challenges and opportunities of urban education. In acknowledgement of these needs, we have recruited the best teachers for our students. We have placed emphasis on hiring teachers who have experience with students from similar backgrounds, thus demonstrating a cultural competency around understanding diversity; who believe in student potential and that all students can achieve with rigorous instruction; and who have a long-term dedication to serving our students. To ensure that we have recruited the best teachers, we have offered them competitive pay and contracts and can continue to do so through thoughtfully maintaining a sustainable budget.

We also understand that minimizing teacher turnover rates drastically impacts our students' success and the building of a high-quality fourth and fifth grade program. At ISAAC, we believe that teacher retention must take on a varied approach that addresses both the professional and personal needs of teachers and continue to remain focused on how best to keep the best teachers. We place a large emphasis on having a supportive leadership team and positive school culture. Beyond this we value teacher autonomy and empower our teachers. Additionally, to ensure retention of our teachers, we have put a focus on continuing to create professional development opportunities that focus on collaboration, content, pedagogical skills, innovation and reflective practices. These professional development opportunities are planned to be ongoing, collaborative, and embedded in the daily work of teachers as they already are in our sixth through eighth grade model. Finally, at ISAAC we also focus on a strong work-life balance through ensuring that teachers have a manageable workload and adequate planning time. By addressing these areas, we know we create a supportive and fulfilling work environment that encourages teachers to stay and thrive at ISAAC.

Section 2.2.b: ISAAC's leadership team has emphasized creating strategic operating plans that are clear and support our educators' professional growth and their well-being and retention. This has been done through many successful measures in our sixth- through eighth-grade model. We feel confident that through building upon ISAAC's solid foundation, our fourth and fifth grade model will excel as well. We have strategically created plans around professional learning communities, instructional coaching, professional development, school-wide protocols, and culture and climate.

At ISAAC, we believe that having a supportive leadership team directly correlates to teacher success and well-being. We have an administrative team who provides clear, supportive leadership and fosters a positive school culture through creating a collaborative and supportive work environment where teachers feel valued and respected. Our leadership team implements policies and practices that address systemic inequities and create a more equitable learning environment for all. This includes small class sizes, behavioral support through an active school counselor and two MSWs, and continual professional development on how to better support urban learners. The leadership team is mindful of establishing school-wide protocols with teacher input. Safety protocols, dismissal procedures, and behavior management systems are continually reviewed, reflected upon, adjusted, and communicated via our student-parent handbook (see Appendix 8). This same approach has been taken with the establishment of our fourth and fifth grade model.

Involving teachers in decision-making processes does not end with school-wide protocols but is also related to curriculum and instruction thus showing our teachers that we value their ideas. We also allow teachers the autonomy to make decisions about their classrooms and instructional practices empowering them to push themselves professionally. To support these endeavors there is weekly time allocated for teachers to meet in professional learning communities (PLC) with their departments and with their grade levels. These meetings serve many purposes in our sixth- through eighth-grade model, and we anticipate that they will hold the same meaning for our elementary model. Within the PLC's teachers can align curriculum and instructional practices, analyze their teaching methods and student performance data to improve outcomes, and address student needs more effectively through shared strategies and interventions. The PLC meetings directly support our coaching model that is also well established. We currently have instructional and curriculum coaches who support our sixth through eighth grade teachers and we will be extending that to fourth and fifth grade as well. The intent of the coaching model is to encourage teachers to set professional goals and hold each other accountable for meeting them, work together to share strategies, discuss challenges, and develop best practices, and foster a sense of community and reduce feelings of isolation. These two endeavors together, PLC's and instructional coaching, contribute to a positive school culture centered around collaboration, continuous improvement, and collective responsibility for student success.

Finally, at ISAAC we have placed a focus on creating professional development opportunities that directly correlate to what is relevant in our classrooms, community, and most importantly, prepare our staff for any significant challenges that could severely impact the school's ability to function, its safety, and the well-being of our students and staff. These well-developed professional development days will continue with a focus of

inclusion as we fold our fourth and fifth grade staff into the fabric of ISAAC. Such opportunities have included, or will include in the future, safety protocols in an urban school, community challenges such as trauma, food instability, and social emotional learning, how to incorporate artificial intelligence in the classroom, inclusion of special education students, and strategies to support multi language learners.

Section 2.2.c: To ensure that the expansion of ISAAC to include a fourth and fifth grade does not additionally tax our current administrative team we have identified a Director of Elementary Education. Mercedes Alger (see Appendix 4.15) is a current sixth grade science teacher but comes with extensive knowledge and experience of upper elementary having worked in upper elementary for over a decade. Her qualifications and skill set are sure to set the fourth and fifth grade expansion of ISAAC on a path to success.

Section 3: Student Demand and Community/Local/ Family Support

Section 3.1.a: The Interdistrict School for Arts and Communication (ISAAC) is in the heart of New London, Connecticut. Classified as a 'small' city, New London contains a diverse minority population, subject to the same handicaps and social and economic forces as their larger Connecticut counterparts. Although ISAAC students are recruited from throughout southeastern Connecticut, 74% of those attending ISAAC live in the City of New London. At ISAAC, our goal is to be a pillar for our community that offers the best public school of choice that can help combat many of the inequities that urban children are exposed to. Over the last four years, we have watched our waitlist increase substantially, indicating that our community is looking for a choice school of our caliber to send their children to. Our current enrollment for our existing model of sixth through eighth grade is 282 students with 219 students on a waitlist for admission. For comparison, our waitlist in 2020 was 35 students. In addition, this past year alone, the applicant pool for ISAAC grew 400% in applicants from surrounding districts. Upon opening admission to our fourth grade within twenty-four hours we had thirteen applications. Without marketing beyond our existing families, we filled 33 of 36 seats within two weeks. Furthermore, on December 14, 2023, the Connecticut State Department of Education held a public hearing at ISAAC in relation to the application for our charter renewal as part of the renewal process. Thirty-two individuals spoke in favor of ISAAC's charter renewal with no opposition. Over half of the speakers also spoke of the need for ISAAC to expand to offer elementary classrooms. ISAAC's reputation for offering a choice of education that outperforms surrounding schools is spreading not only in New London, but also in surrounding cities and rural areas.

Section 3.1.b: Our instructional and curriculum design is based on, not only the Common Core Standards, Next Generation Science Standards, and the Connecticut Social Studies Framework, but also on data from our

formative assessments such as AimsWeb, SBAC and NGSS (see Appendix 9). One key driving force for ISAAC's expansion to 4th and 5th grades is that, when students enter our building in sixth grade, only 29% of them are performing at goal on the ELA SBAC and only 16% of them are performing at goal on the math SBAC. Through our high-quality instruction, we see our students demonstrate significant growth. This past year, in 6th grade alone, over 45% of our students met goal in ELA on the SBAC while over 38% of them met goal in math on the SBAC. Similarly, on our school-wide AimsWeb assessment, which more closely measures our day-to-day teaching, we saw only 15% of students in 6th grade ELA at goal at the beginning of the year. By our end of year assessment, we had over 23% of our students at goal for ELA, almost 50% improvement. In math, we only had 7% of 6th grade students at goal when the year started. Through our thoughtful math instruction, we were able to see our students grow to over 21% by the end of the year, three times the initial assessments. This growth has improved ISAAC's ranking from 12th among middle schools in Southeastern Connecticut to now ranking 3rd based on Next-Gen Accountability Measures for Academic Growth and Achievement (see Appendix 10). We know through offering our level of rigorous instruction, special education services, and support to students starting in 4th grade we will see them begin to close gaps thus allowing them to perform closer to their counterparts in suburban or rural schools.

ISAAC is focused on ensuring that our students and families are aligned with our high expectations and feel supported in our academic endeavors knowing that their "buy-in" is crucial to the success of ISAAC. In the 2023-2024 student survey, over 93% of students noted that the school has a clear vision about the skills and knowledge that they need to succeed and over 95% of students feel that ISAAC has set high standards for their academic performance. In comparison, in the 2023-2024 parent survey 95% of parents noted that they believe ISAAC has set high standards for their child's academic performance and that the school has a clear vision of the life skills and knowledge that their child needs to be successful (see Appendix 11)

Beyond academics, ISAAC is focused on providing a level of specialized instruction in their classroom design. With immensely positive feedback during tours and open houses, we are continuing to implement the flexible seating that occurs in multiple sixth and eighth grade classrooms. This will be our classroom model for the fourth and fifth grade expansion. Through successfully establishing flexible seating in our middle school model, we have found that it increases student engagement, student discourse, and encourages a classroom with active learning. Our current coaching model already supports teachers who have decided to take on this model and will continue to do so with our fourth and fifth grade model.

Section 3.2.a: ISAAC currently has 282 diverse students enrolled in our 6-8 grade middle school (e.g., grade 6, N = 100 students; grade 7, N = 96 students; grade 8, N = 86 students). Although ISAAC students are recruited from throughout southeastern Connecticut, 66.3% of those attending ISAAC live in the City of New London. Reflective of our small-city home of New London, Connecticut, ISAAC contains a large population of minority students, and many students of diverse academic and socio-economic learning needs. ISAAC students are 87% African American, Hispanic, or mixed race. In addition to that, 71% of ISAAC students qualify for free and reduced lunch compared to less than 40% on average state-wide. The diverse demographics of the student population consists of the following:

- 62 % Hispanic/Latino students (N =172)
- 16 % Black/African American students (N =44)
- 13% White students (N =37)
- 9 % Other (N =25)

In addition to our large population of minority students, some of ISAAC's students also have diverse academic and socio-economic learning needs. For instance, there are 17.2 % English learners (EL) (N = 47); 17.9 % students with disabilities (N =48); and 71 % free and reduced lunch (N = 197). These students are at a higher risk for learning difficulties and poor social-emotional health. At ISAAC, we have made it our mission to offer the community a school of choice that is focused on combating these risks and having our students excel.

Our projected incoming students would look like our current students because they are siblings to students that attend ISAAC. We are also continually trying to appeal to families from surrounding rural areas. We currently have 32 projected incoming students with 71.9% of them coming from New London. With our current incoming students 90.6% of them are Hispanic or Black. While 33.7% of our students are from 17 sending districts, they are of similar demographics to New London. We believe that through increasing our rural student population our students would benefit from being exposed to different backgrounds and experiences which then prepares all students for the diverse and interconnected world they will encounter in higher education and the workforce. Furthermore, the culturally diverse exchanging of ideas and experiences would lead to more well-rounded and holistic learning at ISAAC.

Section 3.2.b: ISAAC expanding to offer a fourth and fifth grade to our local and surrounding communities means families have access to a rigorous, enriching school experience earlier in their children's educational journey. As local urban elementary schools around us continue to close due to budget cuts, teacher shortages,

and schools that fail to meet code, ISAAC offers a choice to families that would otherwise have to place their children in schools with large class sizes and strained programs. Additionally, Southeastern Connecticut is 87% white while our school population is 87% minority thus offering a school of choice that can provide families with a diverse experience. With our desire to extend our program and hopefully reach rural children we will be a choice school for families that wish to broaden their child's educational journey with a diverse curriculum, more cultural diversity, and varying perspectives.

Section 3.2.c: In the state of Connecticut charter schools are required by law to attract students of low socioeconomic status, special needs, and English learners. At the Interdistrict School for Arts and Communication (ISAAC) we know that a diverse student population supports an enriched educational experience for all students, so we are committed to ensuring that we are not only accessible to the at-risk student population but that we maintain a racially and socio-economically diverse population of students. We do this in many ways and will continue through our school expansion. First, our charter states that 50% of students must come from New London while the other 50% of students come from all other surrounding districts. This aspect of our charter ensures that our population remains diverse. In addition to that, we are focused on having an inclusive marketing and outreach program. We consistently reach out to diverse communities to inform families about the school's programs and opportunities. To support these endeavors, we provide communication materials in multiple languages to reach non-English-speaking families, and also provide translation services as needed. Furthermore, we focus on building partnerships with community organizations to increase our outreach. At ISAAC, we collaborate with local community organizations, businesses, and civic groups to reach diverse families and encourage their children to apply. Finally, with our thoughtful, culturally relevant curriculum, extensive course options including offerings such as dance, theater, invention convention, and marine science, and our wide range of after school sports and programs that allow students to take part in anything from soccer to cooking our families and students find such success at ISAAC retention is easy.

Section 3.2.d: While ISAAC is proud of the diverse student population we serve, we hope that expanding our grades to include fourth and fifth grade will help attract rural families. When ISAAC began to offer sports and afterschool programs utilizing a grant to purchase vans was crucial in our enrollment for those programs. It allowed us to not only provide transportation to hubs for families to pick their children up but to compete in sports games as well. We know that providing transportation to a local "hub", such as a grocery store parking lot, could ensure that students from various rural districts could attend ISAAC. The purchasing of vans along

with marketing to rural areas that ISAAC can provide transportation from a centralized location for families to pick up and drop off their children that is closer in proximity to their homes would allow us to have a greater draw.

Section 3.2.e: ISAAC has a clear and compliant to C.G.S. 10-66bb admissions policy that defines our recruitment plan. Board Policy 5001: Admissions Policy is posted on our website (see Appendix 19).

Section 3.2.f: ISAAC understands that identifying, engaging, and accommodating families from various backgrounds, including English learners, students with disabilities, and students of color, requires a comprehensive and inclusive approach. We thoughtfully engage with our families through offering open houses for prospective students, providing individual enrollment tours if it benefits a family, and providing language interpreters for all occasions. We consistently communicate with families in many ways and languages. From texts, to emails, or our website and social media posts we continually interact with families. Beyond that we offer our communications in both Spanish and creole, along with Braille or other languages upon request. Our Planning and Placement Team Meetings (PPTs) are offered in person or virtually to accommodate what works best for our families. Furthermore, after seeing our attendance at parent-teacher conferences increase during COVID, we continued to offer our conferences virtually twice a year to encourage family to teacher connections. In our parent survey that we administer twice a year over 98% of our parents' state that they agree that they “often receive communication from the school whether in person, by phone, by email, or in some other way”.

Section 3.3.a: The Interdistrict School for Arts and Communication (ISAAC) prides itself on its diverse Board of Directors. Our Board of Directors directly supports ISAAC’s mission, purpose, goals, policies and programs, while acknowledging its strengths and needs. More importantly it is made up of community members that include but are not limited to, two of which are education professors at the local college, Mitchell College, one of ISAAC’s former science teachers, a former superintendent, a current ISAAC teacher, a current ISAAC parent, and a Director of Elementary in a neighboring district. Beyond our Board of Directors, ISAAC administration has worked hard over the two years to establish an active Parent Teacher Organization with not only parents who meet monthly with administrators but with teacher involvement as well. Together these groups play a crucial role in providing input, decision making, and the operation of ISAAC.

Section 3.3.b: At ISAAC, we have developed multiple strategies to ensure broad-based participation from the community, parents, and teachers in developing and providing feedback on our instructional models. First, we

use our established PTO and Board of Directors with our current teachers to develop and provide feedback on instructional models. This is done through established meetings and protocols like curriculum writing and revisions in our Professional Learning Communities, professional development opportunities where stakeholders can learn about instructional models and best practices, and contribute their ideas and perspectives, and our sub-committee meetings that happen throughout the school year. We have also prioritized establishing clear and consistent communication channels, such as newsletters, emails, social media, and our school website, to keep all stakeholders informed and engaged in any instructional changes that may be happening. For instance, as we have begun to transition our traditional classroom to using more flexible seating, we have maintained transparency throughout the process by sharing photos and tours and eliciting feedback from our stakeholders. Collaborating closely with our PTO has facilitated parent involvement and has ensured their voices are heard in the decision-making process. This, along with positive feedback from conversations and surveys, helps us ensure we are making impactful changes. We know that these strategies and the encouraged engagement that is a product of them have led to a more inclusive and effective educational environment.

Section 3.3.c: At ISAAC, we are continually revising and updating our website to ensure that it provides the most up-to-date information for our families. This includes our curriculum, Vision of a Graduate, course selections, and our Connecticut State School Report Card. In addition, 8th grade students and families are provided with prospective school choices for high school along with admission dates, open house, etc. A choice school night is organized by the school counselor which provides students and families with the opportunity to meet with choice school officials from surrounding area high schools.

Section 4-Instructional Practices, Student Academic Achievement

Section 4.1.a: In our sixth through eighth grade model, we have identified and created a well-rounded curriculum that includes materials that cover core subjects such as mathematics, language arts, science, and humanities. We also supplement our core content curriculum with subjects like marine science, aquarium science, invention convention, physical education, art, music, and technology. At ISAAC, we write our own curriculum with time for writing, reflecting, and revisions being built into our Professional Learning Communities meetings. Each content area follows a process of first relying on their content specific standards then developing essential questions, enduring understandings with unit goals, daily learning objectives with "Think, Write, Pair, Share" questions, and assessments. All curriculum is then posted on our website. This process has continued with the foundational writing of our fourth and fifth grade curriculum. In our expansion

we will continue to have core subjects such as mathematics, language arts, science, and humanities, as well as supplemental ones like physical education, art, and music. The materials needed to support this curriculum include textbooks and workbooks, manipulatives and learning tools which help develop complex math concepts, and hands-on science materials. Additionally, we are eager to move our flexible seating classroom style into our expansion. We have seen tremendous success with student engagement and collaboration due to this model and know that it will greatly impact our fourth and fifth grade classrooms as well.

Section 4.1.b: Our core academic curriculum has been designed to engage and challenge our students. Each unit has been built with standards at the forefront. In language arts students will experience comprehensive units that involve integrating reading, writing, listening, and speaking activities around central themes or topics. Our first unit will focus on poetry and the essential question “what inspires writers to write”. Students will read a fictional novel, Love That Dog, annotate classic poems, write poetry, complete comprehension assessments, and end the unit with writing a persuasive essay. This unit will ask students to analyze character traits, motivations, and development along with appreciating the use of language, rhythm, and imagery in poetry. In unit two students will grapple with the essential question “when faced with a disaster what actions define our character?”. Through reading the fictional novel Escaping the Giant Wave along with a series of non-fiction texts about historical natural disasters students will analyze how themes are developed through characters, setting, and plot, focus on elements like setting, plot, character, conflict, and resolution, and understand primary and secondary resources. This unit ends with the students researching a historical natural disaster and composing a choose-your-own adventure story. Unit three asks our students to investigate the essential question of “how can one person make a difference?” as they read the historical fictional novel The Hope Chest. This novel paired with historical non-fiction documents allows students to understand how characters drive the plot and theme, understand the genre of historical fiction and its elements and connect historical events and figures to fictional stories. This unit ends with students choosing a side, either an “anti” or a “suff” and creating a time capsule that represents the era and themes of The Hope Chest based on the side that they chose. Our final unit touches on all the standards and ideas that have been taught through the year by exploring the short story "An Honest Mistake" by Karen Meissner. In this unit students will hone vocabulary skills, work on reading comprehension and explore story themes while investigating the essential question “How do thoughts and actions show someone’s true character?”. This unit ends with students creating a multimedia presentation that highlights their understanding of the novel's key elements, including characters, themes, and important events. They will also reflect on how the story relates to their own experiences.

Our math units are designed to build off one another and are directly tied to the Common Core Standards for 4th grade mathematics. We start with unit one which covers multiplicative thinking including models for multiplication and division, prime and composite numbers, and comparisons and equations. Unit two investigates multi-digit multiplication and early division through arrays, ratio tables, and multiplication strategies. Unit three goes into fractions and decimals while working with equivalent fractions, comparing, composing and decomposing fractions and mixed numbers, and introducing decimals. From there students will head into unit four where they will investigate addition, subtraction, and measurement. This unit asks students to understand place value and standard algorithms. Unit five focuses on geometry while building on our students' existing knowledge around measurement. Students will measure angles, work with polygons and symmetry, and area and perimeter. In unit six our students will revisit multiplication, division, and fractions. They will explore multiplication and division strategies, line plots, and fractions on a deeper level. To end the year our unit seven will cover a review and extension of knowledge around fractions, decimals, and multi-digit multiplication. This unit will ask students to compare fractions and write equivalent fractions, work with decimals and decimal fractions, and apply the standard algorithm of multiplication.

Our curriculum plan for both science and humanities mimics that of our 6th grade in that our science and humanities units are closely aligned to not only their own standards (Next Generation Science Standards and the Connecticut Social Studies Framework) but also to the language arts standards from the Common Core Standards. This ensures that our students are getting cross-curricular experiences that increase their exposure to literature and comprehension skills. In science, our students will take part in four units over the year. Unit one focuses on the human body as a machine and allows students to explore why muscles bulge, how does your brain control your body, and what do people who are blind see. Unit two has students investigating rocks and volcanoes while unit three asks' students to look at sound waves. Finally, unit four explores energy through investigations such as what makes a roller coaster go fast, chain reactions, and where does energy come from. These units of study are supported with non-fiction texts and writing tasks to enhance our language arts content.

Section 4.1.c: The way we constructed our curriculum for the fourth grade, and eventually the fifth grade, reflects how it is done in our sixth through eighth grade classrooms. Over the past three years the teachers and staff at ISAAC have done a complete overhaul of our curriculum. The hard work that went into writing a rigorous curriculum that aligns with our population has paid off and we have seen great improvements in our assessment data. On SBAC, our statewide high-stake assessment, our ELA scores now have over 48% of our

student population performing at grade-level, which is a 33% increase from last year. In math, on the same test, 31% of our students are now performing at grade level, which is also a 33% improvement from last year. On our district assessment, AimsWeb, we have also seen great improvement due to our curriculum and instruction. By the end of the 2023-2024 school year over 62% of our students were at goal in mathematics while 81% of our students were at goal in ELA. We believe that this data greatly supports the idea that our children are growing because of our thoughtful curriculum.

Section 4.2.a: In the same way that we have watched our students' scores increase on state-wide testing and district assessments we have also seen our Connecticut Accountability SPI Rankings increase. In 2019 our SPI was 50.6 and we were ranked 934/968 out of schools. Through our constant striving for improvement and rigorous curriculum we have seen our SPI scores climb to 65.5 and our ranking move to 562/978 of all schools. This current 65.5 SPI has placed us higher than our projected score for 2028. We know that we will continue to see these rankings increase, mostly impart to our curriculum, expectations, and instruction.

Section 4.3: At ISAAC, we pride ourselves on ensuring that we prepare our students for high school and beyond. We do this through not only our rigorous curriculum and holding each student to our "Vision of a Graduate" but also through our daily practices like Accountable Talk. This classroom discussion technique emphasizes respectful, evidence-based dialogue, and offers numerous benefits for both students and teachers. At the forefront accountable talk enhances critical thinking, deepens understanding, and fosters communication skills but at a deeper level it supports equity and inclusion which some of our educationally disadvantaged students benefit from. To support our accountable talk each classroom has a Think, Write, Pair, Share activity every day. In this daily activity students think about a content specific question individually, write a response, discuss their thoughts with a partner, and then share with the larger group. This is just one type of active management that we utilize to ensure high quality learning experiences. We also utilize protocols such as "Give One, Get One, Move On", Concentric circles, and Four Corners just to name a few. Our teachers also work closely with our special education team to ensure that our instruction is differentiated. This can end up looking like teachers using flexible groupings, tiered instruction and assignments, or providing choices when completing a unit task. Most recently we have begun training our teachers on culturally responsive teaching strategies during professional development. Through incorporating diverse perspectives and building lessons with a culturally relevant pedagogy we know we can provide an even higher quality of not just teaching but learning. These practices are well established within our sixth through eighth

grade model and will be easily supported in our expansion. Most importantly, the design of our classrooms and utilizing flexible seating directly, and positively, impacts all these practices.

Section 4.4: In our current sixth grade through eighth grade model, we have an already established plan for monitoring and assessing not only student performance but also teacher performance. Each curricular unit that is written includes mid-unit and end-of-unit assessments that our students take on Edulastic, an online assessment platform. This allows us to mimic state required high stake assessments so our students become familiar with the way they will look. Beyond that each unit also includes an end-of-unit project that assesses student understanding on the overall unit and supports our Vision of a Graduate. In addition to our content specific assessments, our students also take interim assessment blocks (IABs) multiple times a year. IABs focus on smaller sets of related concepts and provide more detailed information for instructional purposes while also exposing our students to SBAC-like questions. These scores are used to help us fine-tune instruction as they are directly related to Common Core Standards. Finally, our students also take our district assessment, AimsWeb, multiple times a year. This assessment measures literacy and math skills and provides nationally normed assessments and progress monitoring. At ISAAC, we use AimsWeb to identify learning gaps, at-risk students, and inform our daily instruction. When planning our instruction, we plan to extend these means of assessing students to our fourth and fifth grade model. Our plan for monitoring and assessing teacher performance is equally clear and is built upon the idea that continuous communication and collaboration creates an environment of open communication where teachers feel comfortable seeking guidance and sharing concerns. Each teacher is provided with thoughtful professional development to ensure that our standards and protocols are consistently being upheld. Beyond that, each teacher is placed on a routine observation rotation where they take part in scheduled and impromptu observations that are followed up with feedback and reflective meetings. In addition to that, each teacher is supported through their Professional Learning Communities and the grade-level teams where they meet regularly to reflect on their teaching practices, lessons, and assessments. The administrative team regularly attends these meetings and extends support as needed. Finally, there are multiple points for support and feedback at ISAAC. Whether a TEAM mentor for new teachers, an instructional coach, a curriculum coach, or an administrator, there are many resources to support teachers. This system will be extended to our fourth and fifth grade teachers and will be supported by naming a Director of Elementary to not add stress onto our current administrative team.

Section 4.5: Consistent with ESEA §4310 ISAAC admits students based on a lottery, does not charge tuition, and is a school to which parents choose to send their children. Furthermore, we work independently of the

public New London middle school, Bennie Dover, and in doing so have full control of many educational aspects. As previously stated, the Board of Directors' composition and selection process is predicated on the established Bylaws updated in June 2022. The Board's composition consists of no more than eleven (11) and six voting Directors. In alignment with Conn. Agencies Regs. §10-66mm-1, §10-66mm-2, and §10-66mm-3, ISAAC's Board of Directors are independent, non-voted in members. A As a group of diverse members, they support ISAAC's mission, purpose, goals, policies and programs, while acknowledging its strengths and needs. For instance, our board fully supported and voted on ISAAC becoming a STEAM school. In support of becoming a STEAM school we now offer choice electives such as marine science, invention convention, and aquarium science. Additionally, we have full control of our curriculum which allows us to write a rigorous curriculum that meets the unique needs of our schools' current and anticipated demographics.

SECTION 5: FINANCIAL MANAGEMENT, MONITORING

Section 5.1.a: This CSP grant application is written to support ISAAC's expansion to include 4th and 5th grade classrooms, adding 52 seats to our existing 6th through 8th grades. As outlined in the uploaded budget templates, we have included only those costs which arise specifically due to the addition of grades and seats. We have carefully reviewed the guidelines and believe these costs to be "necessary, allowable, and allocable." Staff "time and effort" are allocable to the expansion of grades as this work occurs outside of the usual school year, is neither customary nor expected to continue after both grades are in place, and there is no overlap with existing grades. Staff costs are paid through contracted stipends and in accordance with the existing teacher contract (in the case of teacher time). Requested professional development is intended to create a deep educator team with skills specifically oriented to 4th and 5th grades. Classroom furniture, instructional materials, and student technology included in the CSP budget request are in keeping with existing practices and will outfit new classrooms and curricula for 4th and 5th grade English Language Acquisition (ELA), Math, Humanities and Science, plus a Special Education Resource room. ISAAC has also included budget requests for marketing development, recruitment support, and advertising in order to engage in outreach and community awareness (as outlined on page 15 of the GSCT Allowable Cost guide). Marketing and recruiting support are often out of reach for the average charter school. With the help of high-quality industry partners, ISAAC seeks to develop videos and radio spots specific to the new 4th/5th grade which will gain the attention of prospective families and staff members in the surrounding region. It is important for us to create a real buzz around 4th/5th grades because those students also become our 6th, 7th and 8th graders. Finally, we have included a request for two vans for transportation of 4th/5th grade students. We recognize that this request is out of the

ordinary, and we know that we will encounter situations such as higher-grade siblings who want to also "catch a ride." We intend to use these vans exclusively for 4th/5th grades, no exceptions. Because each van technically holds only 13 students, we expect space to be at a premium. Our current status is that we have limited transportation for those coming from out of the district. To be able to provide transportation to even an apportion of students from outlying areas would be huge. We purchased vans for after-school programming through a federal grant and have made it work within the rules of the grant, we can do the same for the CSP grant.

ISAAC has significant experience with managing grants at all levels, including federal grants. Grant funds are separately tracked and regularly monitored, and reports provided in a timely manner. Expenditures comply with our existing procurement policy, which itself is written to comply with the federal procurement requirements at 2 CFR 200.

Section 5.1.b: To add two lower grades to our school, we must create entirely new curricula, new classrooms, and new school processes to accommodate this younger cohort. This work will occur now, in the summer of 2024, for 4th grade and next summer, summer 2025, for 5th grade. We consider this a "planning" period because it must occur before we can "implement" on Day One. The only costs specifically related to "planning" are staff costs related to a stipend for a certified 092 administrator/ teacher to act as Director of Elementary Education to spearhead and develop the mentioned details and related to bringing relevant 4th/5th grade staff together for a brief period before school starts in order to be ready for the new students when they arrive. All other items requested are more correctly considered "implementation" as they are meant to have students in their seats, with appropriate materials, and ready to learn when school starts.

Section 5.1.c: As part of the CSP grant process we have completed and uploaded a detailed CSP budget that encompasses the fiscal year 10/1/2024 through 9/30/2025, plus an allowed 90-day lookback period to cover the "planning" period discussed above. We have not included CSP budget items for years two and three, as is appropriate for an "Expansion" school.

Section 5.1.d: In this application, we have included a 5-year budget which includes the addition of 52 seats in 4th/5th grades through fiscal year 2028-2029**.** As a courtesy to the reader, we have included a column specifically outlining the CSP Budget request, which is not included in the FY24-25 (Year 1) budget, clearly demonstrating that the CSP grant items are not included in ongoing operational costs.

We foresee no concerns regarding sustainability. ISAAC has been in existence since 1997 and has strong policies and procedures in place to manage and monitor financial performance and sustainability (as outlined

in ISAAC's Business Manual included in Appendix 4 of this grant application). We have reported consistently positive "changes in net assets" (i.e., year-end surpluses) for the preceding four audited years (see Appendix 17).

Our five-year budget assumes reasonable increases in per-pupil revenues, based on experience and close review of recent legislative actions, to reflect the CTCSA's and others' expectation that per-pupil rates will reach 100% funding in the next three years. Our enrollment assumptions include the addition of 52 students in Year 1, and no further increase in enrollment. We have been conservative in Title grant assumptions, increasing a reasonable 2% each year. The full 5-year budget also includes Special Education (discussed further below); Food Service; and certain Competitive Grants (School Mental Health Specialist, which ends 25-26, and 21st Century Community Learning Center grants, which we assume will continue in 26-27).

ISAAC's five-year budget reflects a modest surplus in each year. This "planned" surplus is customarily shown as a separate "contingency" line in our internal budgets and allows us to be responsive to unanticipated needs should they arise. We believe that the five years shown are indicative of what we will see in the years beyond, which leads to confidence in our financial stability and sustainability. The addition of 52 seats and two new grades (4th and 5th) will be funded in future through increased per-pupil revenues from the CT State Department of Education. Our long-term budget indicates that these revenues will be sufficient to support the 4th and 5th grades well into the future.

Section 5.2: ISAAC is autonomous and self-sufficient. We do not work with a CMO and look only to our Board of Directors and leadership team for guidance and decision-making. Within this application, we have "colored outside the lines" for two items: we have included summer 2024 as a "planning" period although no planning period is contemplated for an Expansion school. It's not Implementation, and it would be improper for us to Implement without Planning, so we have called it Planning. In addition, we have requested the purchase of vans, which are a Long-term Asset not usually requested within a grant. However, we have asked for vans before (in ARP Enhancement grant, also a federal grant), we know we can make it work, and we believe vans are a key item for our ability to reach students who are not currently able to consider their future in a charter school.

Section 5.3: We have structured our chart of accounts and program classes in our accounting system to streamline grant oversight, which allows us to provide timely and consistent reports. All reports have been timely filed with the CSDE. Our annual audit is filed with the CSDE and the Federal Audit Clearinghouse before 12/31 as required.

Section 5.4.a: For the 2024-2025 school year, ISAAC anticipates 32 accepted 4th grade students coming to ISAAC. We are currently mid-way in our internal construction projects that allow for two additional 4th grade classrooms. This includes the creation of multiple offices and learning areas that were built along with several moves within the building to accommodate the new 4th grade classrooms. In addition, a new master schedule was built and adjusted to allow the 4th graders to have specials in Physical Education twice a week along with art, dance/theater, and music once a week. In addition, areas for lunch and recess were rearranged to allow for designated eating areas along with an unoccupied gymnasium space during the day for supervised recess.
Currently, ISAAC Middle School has an existing physical site for students grades six through eight. Last summer, ISAAC Middle School completed a $2.4 million expansion that included the addition of three levels within the confines of the .48 acres of land in downtown New London. The expansion included a marine science laboratory, music room, and a computer lab. As part of the expansion for 4th and 5th grade, the computer lab will be relocated for the permanent placement of one of the 4th grade classrooms.
With the anticipation of an added 5th grade for the 2025-2026 school year, the ISAAC Board of Directors has taken steps to plan for the construction of three additional classrooms that will house most of the 4th and 5th grade students Prior to the announcement of the additional seats, ISAAC had engaged in preliminary discussions with an architectural firm and the previous construction group regarding the possibility of another expansion tower next to the one just built. The plan is to construct another three-classroom building that will house the remaining three classrooms needed for the expansion. Along with the former computer lab that will permanently house one of the 4th grade classrooms, the other 4th grade classroom and the two additional 5th grade classrooms that will enter ISAAC in 2025-2026, will be housed in these new spaces.
The project for the new construction project will be financed by the school and through borrowed funds from the same bank that was the lender in the last project. The anticipated cost of the project is $1.5 million with the school borrowing 80% of the project. The additional 52 seats that ISAAC obtained from the legislature will provide the school with enough finances to pay for the mortgage of this project. This project will be funded by securing a 3rd mortgage loan from the same bank we used for the most recent addition. ISAAC will budget the use of the additional funds from the approved 52 seats to pay for the additional mortgage costs for several years to come. The current anticipated date for completion of these additional classrooms for the 5th grade is the summer of 2025. We are confident that the established spaces for the current students and the requested 4th grade students are optimal for teaching and learning and appropriate for 4th graders and staff for

the 2024-2025 school year. Furthermore, the 4th grade classroom used for the 2024-2025 school year will become a special education resource room; the 5th room for the 4th and 5th grade program.

Safety and security of the facility will remain a priority for the school with the expansion of the project. Our school has a unique relationship with the New London Police Department where two-armed safety and security professionals are located in our school. As former School Resource Officers in our neighboring district of Groton, they have tremendous experience in school safety and training initiatives that ensure the safety of our building which holds the most precious assets in our lives. Appendix 18 shows the architectural drawings of the proposed building expansion.

Section 5.5.a: ISAAC will not be contracting with a CMO.

Section 5.5.b: ISAAC currently supports at-risk youth through a combination of Title grants, Special Education reimbursements, and careful management of per-pupil funds. We are a "school-wide" Title I school, which means that we provide specialized support across all student populations. Our existing SRBI framework, which will also be applied to 4th/5th grades, is specifically geared to identifying students who may be at-risk and provides support to all teachers, so no student is overlooked. In addition, students with an IEP are supported through a robust Special Education effort which is fully reimbursed by our sending districts and therefore self-sustaining.

Section 5.6: ISAAC's CSP budget is written to support exclusively those items related to the initial start-up for the new expanded grades. The requested CSP funds are not embedded in normal operating costs and will not supplant any existing funding streams. ISAAC has demonstrated a strong interest from families within the community. With a waiting list of over 200 applicants, we anticipate that this number will continue to grow as the school communicates its successes and unique offerings. While we remain confident with the rationale of our belief regarding the low risk associated with projected enrollment for grades 4 and 5, we still intend to utilize strong marketing strategies to promote the 4th grade lottery for ISAAC for the 2024-2025 school year. The use of a marketing campaign that includes professional videos, commercials, mailings, and targeted social media ads will promote the new entry grade into ISAAC that begins the 5-year journey at ISAAC. With a unique model design for learning, targeted advertising will generate an interest that has not been marketed before. As a Connecticut charter school, ISAAC has the unique financial opportunity to receive 100% funding for the costs associated with educating special education students. This means that ISAAC will not have to adjust its budget like other school districts who may receive an unexpected "heavy hitter" - a special education family with expensive needs. Moreover, ISAAC receives Education Cost Sharing

funds that adjust based on special populations along with Title I, II, III, and IV funds that are often adjusted based on student population data. These funds help provide the necessary funds to support all students who enter ISAAC. Furthermore, ISAAC's afterschool programming funding comes from the 21st Century Community Learning Center federal grant that provides opportunities for students to engage in afterschool programs and athletics.

SECTION 6: GRANT PROJECT GOALS

Section 6.1.a: Our academic SMART goal of outperforming our host district, New London, on state-wide assessments in both ELA and mathematics directly addresses how we at ISAAC will continue to strive to achieve Connecticut's targets for the School Performance Index. Our academic SMART goal will be measured by our 4th grade (in 2025) and 5th grade (in 2026) scores on the SBAC. Our curriculum, which is directly supported through this grant with the purchasing of materials, includes targeted reading, spelling, writing, and mathematics materials and programs.

Section 6.1.b: Our academic SMART goal, which is outlined in the previous section, directly impacts our students that are educationally diverse and disadvantaged. As stated throughout our narrative, the driving force behind our expansion project at ISAAC is to offer an outstanding education that will better serve our student demographics that tend to be educationally disadvantaged. Our academic SMART goal of outperforming our host district, New London, in state-wide assessments will help ensure that we are delivering a rigorous curriculum that not only meets our students' needs but challenges them. Our remaining SMART goals focus on our operations, student collaboration, and admissions into ISAAC. Our operations SMART goal states that ISAAC will maintain a balanced school budget that is fiscally responsive to the needs of ISAAC. This will be measured through our end-of-year budget, and we feel confident that it will be easy to maintain as it is already supported within our established system. Our admissions SMART goal, that ISAAC will increase their applications of out of district students in 4th and 5th grade, directly supports our efforts to increase our reach to rural students and the purchasing of not only our vans but increased marketing. To make this goal achievable, not only are we increasing our marketing efforts, but we will purchase two vans to offer travel "hubs" to families outside of our host district. This goal will be directly measured by the number of applications to ISAAC in the 2025-2026 school year. Finally, our collaboration SMART goal, which states that students in 4th and 5th grades will make improvement in collaboration skills by the end of the academic year, not only will better prepare our disadvantaged students for their futures but will increase their critical thinking skills, accountability and responsibility. Additionally, this SMART goal directly ties into the flexible

seating model that we are using in our expansion project and that is supported through this grant. ISAAC already uses a collaboration rubric that ties to accountable academic "talk" and this rubric will be the means for which we measure success of our collaboration goal.

Section 6.2: The four SMART goals that we have set clearly align and support the overall mission and goals at ISAAC. In our 2029 strategic plan (see Appendix 3) our goals include "creating a safe and positive environment" which includes meeting students' academic and social-emotional needs toward becoming active and responsible citizens much like our collaboration and academic SMART goals. Additionally, our school goals include having "systems of excellence" including creating a collective responsibility through the intelligent allocation of our financial and human resources thus connecting to our operations SMART goal. Finally, our school wide goal around being a "top choice" school that further outlines increasing the communication of the strengths of ISAAC to promote ISAAC as one of the premier middle schools to attend in Southeastern Connecticut fully connects to our admissions SMART goal. Not only do our SMART goals, but more importantly our goals outlined within our strategic plan, ensure high levels of student achievement and school success. Furthermore, as stated in the previous section, each SMART goal is tied to a means of measuring its success. While each goal may not be able to be measured by a standard assessment such as our academic goal which will be measured through SBAC performance and our scores on the School Performance Index, each goal is tied to a means of measure such as rubrics, increased applications, and an end-of-year budget report.

SECTION 7: PRIORITY POINTS

Section 7.1.a: ISAAC is the final stages of establishing a partnership with Salem Public Schools to share curricular knowledge, expertise, and instructional strategies in science for grades 4 through 8. To paraphrase former President Barrack Obama, US schools need to see what the top schools in the country are doing, adopt these strategies and methods that work with those successful students, and apply those same strategies to support their students in their school district. It is with this vision that ISAAC and Salem plan on organizing a formal process that allows for ISAAC to work with the teachers and administrators of Salem Public Schools on science curriculum and instruction that has allowed them to place top 5 among all schools in Connecticut for Next Generation Sciences Standards test scores.

Section 7.1.b: This summer, the ISAAC Executive Director and the Salem Public School PK-8 Principal have developed a plan to collaborate with the goal of implementing a strong, vertical science curriculum at ISAAC that will allow for increased test scores on the NGSS Test that is given to all grade 5 and grade 8 students in

Connecticut. As ISAAC begins its new journey with grades 4 and 5 in the upcoming school years, this partnership will allow for ISAAC curriculum leaders and teachers to formally meet and collaborate with science teachers and administrators from a successful school district nearby who "talk the talk and walk the walk". Teachers and administrators from both schools will meet virtually via a co-hosted ZOOM webinar at the beginning of each quarter (September, November, February, and April) to discuss best practices for science curriculum development and high-quality instruction which lead to student success. Teachers and administrators will engage in informal conversations throughout the year as questions and needs arise. With the implementation of a strong science foundation within the 4th grade science curriculum in the 2024-2025 school year, students will be set up for success in the 5th grade state science exam that is administered in the spring of 2025. This multi-year partnership will support the goal of advancing our ISAAC students and teachers toward success. Early success will be determined by student success in comparison to the partner district on NGSS interim assessments called IABs.

Section 7.1.c: Salem Public Schools has agreed to sign an MOU agreement with ISAAC for the aforementioned partnership that is detailed in SECTION 7.2.A.

Section 7.2.a: Connecticut Charter Schools may only be in towns or cities that are low-performing and socio-economically have high rates of special populations that include a high percentage of students on free and reduced lunch. These districts are called Alliance Districts in Connecticut which also have high rates of poverty and students needing special education and/or English language learner support. ISAAC is located in New London, CT which has historically high percentages of the aforementioned populations. Moreover, ISAAC is committed through its acceptance policy to always have a minimum of 50% student population from New London. For the new 4th grade class, ISAAC has accepted 90.6% of students from New London. It is guaranteed that ISAAC will always serve students with a history of low academic performance, free or reduced lunch, and/or students needing support.

Section 7.2.b: The ISAAC Board of Directors approved the request to expand the school's range of grade levels to include grades 4 and 5 to its current grades 6 to 8 format at its September 2023 meeting. The proposal comes from the continued academic achievement gap issues that present itself regarding the grade level readiness of the students who attend ISAAC. The recent data coming from the OLSTAT School Readiness Testing showed that 35% of the students entering ISAAC are in the lower 10% of students in their grade level nationwide and 75% are at least two grade levels below their peers nationwide. Moreover, according to AimsWeb data, only 7% of incoming students achieved goal or above in mathematics and 15%

in ELA respectively as compared to their peers nationwide. Receiving a group of incoming students earlier to provide the necessary interventions will improve these students' data results immensely. Furthermore, as one of the few if not only charter schools in Connecticut being grades 6 through 8, the addition of grades 4 and 5 will create a traditional middle school model of grades 4 through 8 that will provide the community with an option to attend a middle school following grade 3. Every year, ISAAC uses AimsWeb data to assess student academic success in the fall, winter, and spring. This formative assessment approach allows the school to see the student's gains in academic performance in mathematics, reading, and writing as compared to students nationwide. A review of these results is acted on by the school's SRBI (Scientific Research-Based Intervention) Team and grade-level PLC teams track and incorporate interventions within the planning and instruction of lessons.

Section 7.4.a: This school year, ISAAC received an incredible increase in out-of-district applications from outside of New London. In a quest to increase the number of out-of-district students at ISAAC, we have received numerous phone calls from out-of-district families, especially those residing in Towns such as Preston and Old Lyme, asking for transportation. Moreover, it has been a trend that families who have inquired about sending their children to ISAAC state that transportation is the sole reason for not attending ISAAC. For these reasons, ISAAC seeks to incorporate a transportation system that would attract and provide a solution to students in rural geographic areas. The ideology of this transportation system was developed in 2013 by the current Executive Director at his previous choice school district. To attract and accept rural students to his high school, Dr. Spera created two transportation hubs in rural communities. This transportation system resulted in more than a 600% increase in applications from these targeted rural communities at his previous choice school district. Using the exact approach, ISAAC would purchase two 15-passenger vans that would allow parents to drive a few miles to a designated hub such as a supermarket parking lot for drop off and pick up of their children. Two designated rural towns (Old Lyme and Preston) would become the locations for AM pickup and PM drop off. This is what ISAAC is currently missing and would be the game changer for the addition of grades 4 and 5 rural students. Families choosing ISAAC will need to understand that due to the constraints attached to the funding of this wonderful opportunity, only 4th and 5th grade students will be allowed to utilize this optional transportation system.



RELATED APPENDICES FOUND IN GRANT NARRATIVE

Section 1
Appendix 1

Board of Directors
BYLAWS

ISAAC BOD Approved June 15, 2022

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ARTICLE I
NAME AND PURPOSE

Section 1.1: Name and Purpose. The name of the Corporation is the "Interdistrict School for Arts and Communication, Inc." (Corporation). The purpose of the Corporation is operating the Interdistrict School for Arts and Communication (ISAAC).

ARTICLE II
MEMBERS

Section 2.1: Members. The Corporation shall have no members and shall be operated under the direction of the Board of Directors (Board).

ARTICLE III
TRANSACTION OF BUSINESS

Section 3.1: General. The Board shall transact all business at a legal meeting of the Board. The property and affairs of the Corporation shall be governed by its Board, subject to the Certificate of Incorporation, the Charter, these Bylaws, and the laws of the State of Connecticut and of the United States. The Board shall concern itself with questions of policy, compliance, strategic planning and oversight. The Board is responsible for the employment and evaluation of the Executive Director. The Board shall act as a whole entity, except that a committee created in accordance with these bylaws may act on matters before it in conformity with the committee's purpose of charge. Individual Directors shall make no commitments for the Board or issue orders for the Board, except when executing and assignment delegated by the Board. [refer to Policy 9010: Transaction of Business; Policy 9110: Role of Board and Directors]

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1: Numbers. The Board shall consist of no more than eleven (11) (consistent with past membership and boards) and not less than six (6) voting Directors (Directors). The Executive Director is an ex-officio Director and does not count against the total number of Board Directors.

Section 4.2: Qualifications and Representation. Directors shall be sought who bring the necessary commitment, skills, expertise, perspective, and qualifications, as established by the Board and delineated in an annual board recruitment plan. To provide this perspective, one and only one Director shall be a state-certified teacher employed by the Corporation (Teacher Director) and one and only one Director shall be elected solely on the basis of being a parent of a student or incoming student at the School at the time of their election (Parent Director). This shall not disqualify any person from serving as Director who is not elected as the Parent Director. Other Directors may include individuals from each of the following professions: advocacy, education, development, finance, human resources, legal and the community-at-large.

Section 4.3: Terms. Board Directors shall serve for a term of three (3) years. At each Annual Meeting of the Board, new Directors shall be elected to hold office beginning July 1. The term of the Teacher Director shall be one (1) year. The term of the Parent Director shall expire one (1) year from election or when they cease to be a parent of a current or incoming student of the school, whichever comes first.

ARTICLE V
OFFICERS

Section 5.1: General. The officers shall be Chair, Vice Chair, Secretary, and Treasurer. No person may hold more than one such office, except that the Board may appoint an Assistant Secretary and Assistant Treasurer who, if appointed, may also hold one of the other offices.

Section 5.2: Nomination and Election. At the Annual Meeting at which a quorum has been established, the Board shall elect a Chair, Vice Chair, a Secretary, and a Treasurer.

Section 5.3: Term. Officers of the corporation shall hold offices for terms of one (1) year or until their successors are elected. Notwithstanding the foregoing, an officer's term shall automatically end when that officer ceases to be a Director of the Board. *[refer to Policy 9114: Officers]*

Section 5.4 Chair. The Chair, or the designee of the Chair, shall preside at all meetings of the Board of Directors. The Chair shall see that all orders and resolutions of the Board and of committees of the Board are carried into effect. In general, the Chair shall perform all duties incident to the office of Chair and other duties as from time to time the Board may designate. The Chair shall act in support of a Board's motion in emergency situations, especially when there is insufficient time to convene a meeting, as long as such action does not bind the Board irrevocably to a course of action. The Chair shall serve as the Board's spokesperson. The Chair shall be a voting Director of the Executive and Finance Committees and an *ex officio* non-voting Director of all other committees. The Chairperson shall appoint the chair and members of all special committees. The Chair shall have the duties of the Treasurer, temporarily, if there is no elected Treasurer. *[refer to Policy 9118: Official Duties of Board Officers]*

Section 5.5 Vice Chair. The Vice Chair shall have such general responsibility as may be assigned to the Vice Chair from time to time by the Board or by the Chair. At the request of the Chair, or in the event of absence, resignation, removal, disability, or death of the Chair, the Vice Chair shall carry out all duties of the Chair. When so acting, the Vice Chair shall have all the powers of and be subject to all of the restrictions upon the office of the Chair. If the Vice Chair is unable to serve in this capacity, the Board shall elect a Director of the Board to so act. [refer to Policy 9118: Official Duties of Board Officers]

Section 5.6 Secretary. The Secretary shall ensure the preparation of and shall keep the minutes of all Board meetings. The Secretary shall keep the official list of all Directors and shall issue reports and correspondence as directed by the Chair or the Board. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to the Secretary by the Board or the Chair. [refer to Policy 9118: Official Duties of Board Officers]

Section 5.7 Treasurer. The Treasurer shall oversee the financial affairs of the Corporation, shall oversee the preparation of financial reports for the Board, and shall see that proper financial procedures are being followed as established by the Board. [refer to Policy 9118: Official Duties of Board Officers]

Section 5.8 Executive Director. The Executive Director shall be the Chief Executive Officer of the Corporation. The Executive Director shall be responsible for the day-to-day management and operation of the Corporation. The Executive Director shall be responsible for implementing the policies set forth by the Board. The Executive Director shall be appointed by the Board of Directors upon such terms as the Board deems reasonable. The Executive Director shall be a non-voting Director, *ex officio*, of the Board and of all its committees. The Executive Director shall report regularly to the Board of Directors and, between Board meetings, to the Chair and the Executive Committee of the Board. *[refer to Policy 2011: Board – Executive Director Relationship]*

ARTICLE VI
COMMITTEES OF THE BOARD

Section 6.1: General. There shall be an Executive Committee, a Finance Committee, Governance Committee, and Curriculum Committee. The Board Chair shall appoint the Chair of all Board committees. The Board of Directors may from time to time appoint additional committees to serve the Corporation as needed without a change to these Bylaws. Committees shall be tasked as defined in the Board Policy Manual. Any committee, unless barred by Board resolution, may recruit, work with, and include in its proceedings persons who are not Directors. All committees shall act in an advisory capacity only and shall not have the power of the Board. [refer to Policy 9122: Committees]

A. Executive Committee. The Executive Committee shall consist of the Chair, Vice Chair, Secretary, and Treasurer of the Board.

B. Finance Committee. The Finance Committee shall consist of the Treasurer and (1) or more other Board Directors.

C. Governance Committee.

D. Curriculum Committee.

ARTICLE VII
BOARD ATTENDANCE

Section 7.1: General. Board Directors are expected to attend all regular and special meetings, Board retreats, training, and workshops, and participate in committee work, as assigned by the Board Chair.

Section 7.2: Leave of Absence. Any Director may ask for a leave of absence, either with or without cause, for a period of up to three (3) months by the affirmative vote of not less than two-thirds (2/3) of the total Directorship of the Board, provided that the request was submitted to the Chair and given to all Directors in advance of such meeting. An additional period of up to three (3) months may be requested, contingent upon Board approval. The Board will operate with one (1) less Director during this leave of absence.

Section 7.3: Failure to Attend and Resignation. Any Director of the Corporation may resign at any time by giving written notice to the Chair of the Corporation. In the event of a resignation of a Director without written notice, the Chair shall confirm such resignation in writing. Such resignation shall take effect at the time specified therein, or if no time is specified therein, at the time of receipt thereof. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any director who fails to attend three (3) or more Board meetings in a fiscal year shall, upon the affirmative vote of the Board of Directors, be deemed to have resigned as a director. For purposes of this provision, Board meetings shall include regularly scheduled meetings, special meetings, and Board workshops.

Section 7.4: Removal. Any Director may be removed, either with or without cause, at a meeting of the Board, by the affirmative vote of not less than two-thirds (2/3) of the total Directorship of the Board, provided that notice of consideration of removal of such Director at such meeting shall have been given to all Directors in advance of such meeting. The Board may not fill the vacancy on the Board caused by such removal until the next annual meeting. [refer to Policy 9124: Removal of Board Officers]

Section 7.5 Vacancies.

A. Any Director vacancy, other than removal, occurring in the Board shall be filled by the Board as soon as possible in accordance with the policies enacted thereby at a regular Board meeting or a special meeting called for that purpose. A Director appointed to fill a vacancy shall serve the remainder of the unexpired term of their predecessor in office. The Director is then eligible to serve two (2) full terms independent of their predecessor. [refer to Policy 9218: Filling Vacancies on the Board]

B. Any Parent Director vacancy occurring on the Board shall be filled by the Board as soon as possible in accordance with the policies enacted thereby at a regular Board meeting or a special meeting called for that purpose. A Director appointed to fill a vacancy shall serve the remainder of the unexpired term of their predecessor in office.

C. Any Teacher Director vacancy shall be filled in accordance with the annual procedure for selecting this position. A Teacher Director elected to fill this vacancy shall serve the remainder of the unexpired term of their predecessor in office.

ARTICLE VIII
OATH OF OFFICE

Section 8.1: General. Board Directors shall, before entering upon their official duties, take the oath of office provided in Connecticut General Statutes. [refer to Policy 9222: Oath of Office]

ARTICLE IX
CONFLICT OF INTEREST AND NEPOTISM

Section 9.1: Directors Conflicting Interest Transactions. The Board shall not engage in acts that produce any real or perceived conflicts of interest among the Board or its employees. Connecticut General Statutes requires that no Director of the charter school board or employee of the charter school board have a personal or financial interest in the assets, real or personal, of the school. This policy is intended to supplement this statute, as well as any applicable state and federal laws governing conflicts of interest applicable to charter schools. This policy does not override ISAAC's requirement to have teachers employed by ISAAC on its governing council. This policy shall be read annually at a Board meeting and shall be signed by each Director of the Board of Directors. [refer to Policy 9234: Conflict of Interest and Nepotism]

Section 9.2 Nepotism. Board Directors shall not employ or accept application for hire from any teacher or other employee if such teacher or other employee is a relative of a school administrator or any Director of the Board, as defined by policy. A Board Director or administrator who has an existing familial relationship with an employee, as defined above, or who has had a change in circumstances which creates a relationship with any employee of the school system, shall declare such relationship as soon as possible. [refer to Policy 9234: Conflict of Interest and Nepotism]

ARTICLE X
CODE OF CONDUCT

Section 10.1: General. Directors shall adhere to all Board policies, rules, and regulations. Directors shall conduct themselves in a fair and impartial and refrain from any behavior that is deemed unbecoming of a Director. Directors shall refrain from interfering with the implementation of a Board policy decision by the administration and shall refrain from interfering with the duties of any school official. No Director shall divulge to anyone any aspect of matters considered and discussed in executive session. [refer to Policy 9270: Code of Conduct for Board Directors]

Section 10.2: Nondiscrimination. The Corporation shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression.

Section 10.3: Censure. Directors shall act in complete accordance with the provisions and tenor of the Code of Conduct Policy. Should any Director of the Board fail to so act, such failure shall constitute cause for censure, or other such action as deemed appropriate by the Board. [refer to Policy 9270: Code of Conduct for Board Directors]

ARTICLE XI
FORMULATION, ADOPTION, AMENDMENT, DELETION, OR SUSPENSION OF BYLAWS

Section 11.1: General. Bylaw proposals and suggested amendments to, revisions of, or deletions of existing bylaws shall normally be submitted to the Board or its subcommittee by the Executive Director in writing prior to a regular Board meeting in which such proposed bylaws, amendments, revisions, or deletions thereof shall be read and discussed unless such amendments, revisions, or deletions are part of administrative regulations as suggested by legal counsel. [refer to Policy 9314: Formulation, Adoption, Amendment, or Deletion of Bylaws]

Section 11.2: Procedure. Any bylaw of the Board may be adopted, amended or deleted at any regular meeting by a majority vote of all members of the Board, provided that such proposal shall have been given to the Board prior to the regular meeting. Except for emergency situations, proposals to bylaws made at a regular meeting that have not been submitted to the Board prior to the regular meeting will be adopted, amended, or deleted after consideration at two regular meetings of the Board. The agenda shall be marked to indicate such matters. [refer to Policy 9314: Formulation, Adoption, Amendment, or Deletion of Bylaws]

Section 11.3: Manner. Any bylaw of the Board may be adopted, amended, or deleted at any regular meeting by a majority vote of all Directors of the Board, provided that such proposal shall have been given to the Board at the previous regular meeting. [refer to Policy 9314: Formulation, Adoption, Amendment, or Deletion of Bylaws]

Section 11.4: Suspension. Policies and bylaws of the Board shall be subject to suspension for a specified purpose and limited time upon a majority vote of Directors present at the meeting, provided that prior notification of such a proposed suspension has been described in writing in the call of the meeting. Policies and bylaws of the Board shall be subject to suspension for a specified purpose and limited time upon a majority vote of all Directors when no such written notice has been given. [refer to Policy 9322: Suspension of Policies, Bylaws, or Administrative Regulations]

ARTICLE XII
MEETINGS

Section 12. 1. Time, Place, and Notice of Meetings. [refer to Policy 9414: Time, Place, and Notice of Meetings]

A. Regular Meetings

1) The Board shall set a calendar of regular Board and committee meetings for the ensuing year on or before January 31 of each calendar year.

2) In compliance with the General Statutes of the State of Connecticut, the Chair or Secretary shall post this calendar on the Board's website on or before January 31.

3) If at any point in the meeting the Board should not maintain a quorum, then the Chair will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment.

B. Special Meetings

1) Special meetings of the Board or of any duly constituted committee may be held when determined by the Board or such committee, when called by the Chair or committee Chair, or upon written request, including electronic communication of three Directors of the Board or committee, as the case may be.

2) No special meeting shall be held unless twenty-four (24) hour notice stating the time, place, and purpose of the meeting has been given to each Director and has been posted on the school website.

3) Only the Board and the Executive Committee may have emergency meetings, and then only when a majority of the Directors agree that an emergency exists which has made a regular notice impossible. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be posted on the school website no later than seventy-two (72) hours following the holding of such a meeting.

C. Annual Meeting

1) The annual meeting of the Board shall be held in the month of June each year, as noted on the calendar of regular meetings.

2) The business of each annual meeting shall include the election of officers, a Treasurer's report, adoption or ratification of an annual budget, voting in new Directors, and the transaction of any business as may properly come before the meeting.

Section 12.2: Public Meetings and Executive Sessions. [refer to Policy 9418a: Public Meetings and Executive Session]

A. Public Meetings

1) All meetings of the Board for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds (2/3) of the Directors present and voting, meet in executive session for the purposes specified in Connecticut State Statute.

2) As defined by statute, the term "meeting" shall not include: any meeting of a personnel search committee for executive-level employment candidates; any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business; strategy or negotiations with respect to collective bargaining; a caucus of Directors of a single political party notwithstanding that such Directors also constitute a quorum of a public agency; an administrative or staff meeting of a single Director public agency; and communication limited to notice of meetings of any public agency or the agendas thereof. The term "caucus" means a convening or assembly of the enrolled Directors of a single political party who are Directors of a public agency within the state or a political subdivision.

B. Executive Sessions

1) The public may be excluded from meetings of the Board which are declared to be executive sessions.

2) Executive sessions may be held on a two-thirds (2/3) vote of the Directors present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:

a. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.

b. Strategy and negotiations with respect to pending claims and litigation to which the Board or a Director of the Board, because of their conduct as a Director of the Board, is a party until such claims or litigation have been finally adjudicated or otherwise settled.

c. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.

d. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been

terminated or abandoned.

e. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Connecticut State Statute.

12.3: Meeting Conduct. [refer to Policy 9418b: Meeting Conduct]

A. Procedures for Meetings

1) Meetings of the Board shall be conducted by the Chair in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board.

2) All Board meetings shall commence at, or as close as practicable to the stated time, provided there is a quorum.

3) All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered twenty-four (24) hours in advance to all Board Directors and other designated persons. The Board may add items to the agenda of any regular meeting by a two-thirds (2/3) vote of those Board Directors present and voting.

4) Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

B. Procedures for Participation by Means of Electronic Equipment

1) Board Directors may participate in meetings by means of electronic equipment (e.g., telephone, video conference) under the conditions set forth herein. When such conditions are met, any Board Director participating by means of electronic equipment shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:

a. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board Directors are located (i.e. virtual or in-person)

b. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and

c. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

2) When a Board Director is participating in a meeting by means of electronic equipment, the Chair shall take the necessary steps to ensure that the three (3) conditions enumerated above are met. In addition, the Chair shall take the necessary steps to ensure that a Board Director participating by means of electronic equipment has adequate opportunity to express themself in Board discussion, including the opportunity to take the floor and make motions.

C. Public Comment

1) The Board may permit any individual or group to address the Board concerning any subject that lies within its jurisdiction during a portion of the Board's regular meetings so designated for such purpose.

2) The Board of Directors welcomes public comment. Due to the nature of the virtual format of the meetings, all comments are to be submitted via email prior to noon on the day of the meeting.

3) No boisterous conduct shall be permitted at any Board meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chair, of that person's privilege of address.

4) Comments may be made on almost any matter related to the operation of the Corporation. However, comments concerning individual students or staff members shall not be permitted.

5) The Board welcomes public comments, but it shall not read or respond to comments at its meetings. The Board Chair and the Executive Director, at their discretion, may respond in a timely manner.

6) All speakers must identify themselves by name and address.

12.4: Construction and Posting of the Agenda. [refer to Policy 9422: Construction and Posting of Agenda]

A. All agendas are created in collaboration with the Executive Director.

1) The Secretary, in cooperation with the Executive Director, shall prepare an agenda for each Board meeting.

2) Chairs of subcommittees in cooperation with the Executive Director shall prepare an agenda for each meeting.

3) Members of the ISAAC community may request that the Board place an item appropriate for the Board to discuss on the agenda of a regular meeting.

a. Requests of Board matters must be made in writing to the Secretary of the Board, with a copy of the request to the Executive Director.

b. The Secretary of the Board will present the written request to the Board at its next regular meeting.

c. If the majority of the Board agree to the additional agenda item, it will be placed on an agenda for a future regular meeting of the Board.

d. The Board will decide at which future regular meeting date the item will appear on the agenda.

B. Posting of Agenda

1) At least twenty-four (24) hours prior to the time of the regular or special meeting, an agenda will be constructed and posted by the Executive Director in collaboration with the Secretary of the Board.

2) An agenda will be posted at the Administrative Offices of ISAAC and on the ISAAC website.

3) The Board may add items to the agenda of any regular meeting by a two-thirds (2/3) vote of those Board Directors present and voting.

Section 12.5: Quorum and Voting Procedures. [refer to Policy 9426: Quorum and Voting Procedures]

A. A majority of the total number of Directors of the Board shall constitute a quorum for the transaction of business.

B. Each Director in attendance at a meeting shall be entitled to one (1) vote on each matter submitted to the Board for action. Voting shall be in person, or in accordance with the procedures for electronic participation as stated in these bylaws. Voting by mail or attendance by proxy shall not be permitted unless approved by the Board previously.

C. Voting Procedures

1) No Director can vote on a question in which they have a direct personal or pecuniary interest.

2) Directors may vote for themselves for any office or other position.

3) While it is the duty of every Director who has an opinion on a question to express it by vote, they cannot be compelled to do so.

4) A Director may abstain from voting (with the knowledge that the effect is the same as if they had voted on the prevailing side).

5) The votes of each Director of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.

6) Any Board Director shall have the opportunity to explain their vote for recording in the minutes.

ARTICLE XIII
MINUTES

Section 13.1: General. In compliance with legal requirements, a complete and accurate set of minutes of each meeting shall be kept. [refer to Policy 9446: Minutes]

Section 13.2: Publication. Minutes shall be maintained at the administrative offices of the school in an official record book designated for such purpose and on the school website. The minutes shall constitute the official records of proceedings of the Board and shall be open to public inspection at all reasonable times.

Section 13.3 Procedure. The minutes shall include the following:

A. The time, place, and date of each meeting.

B. The names of those Directors in attendance.

C. The disposition of all matters on which action was recommended.

D. All motions and resolutions and their disposition, listing all votes, abstentions, and absentees.

E. All decisions concerning future meetings and agendas.

F. By request, a brief statement of a Board Director may be included.

Section 13.4 Record of Votes. A record of votes taken at each meeting shall be reduced to writing and made available for public inspection within forty-eight (48) hours of the conclusion of the meeting at which the votes were taken. Votes taken shall also be reflected in the minutes of each meeting, and the minutes shall be made available for public inspection not later than seven (7) days after the date of the meeting to which they refer. [refer to Policy 9446: Minutes]

ARTICLE XIV
FISCAL ADMINISTRATION

Section 14.1: Fiscal Year. The fiscal year of the Corporation shall be from July 1 to June 30.

The undersigned, being Chairman of the Interdistrict School for Arts and Communication, ISAAC, a corporation incorporated, organized and existing under the laws of the State of Connecticut, does hereby certify that the foregoing Bylaws were reviewed, approved, and adopted by the Board of Directors at its meeting held on March 16, 2022.



_____
Richard F. Muckle, Chairman

Section 1
Appendix 2

Bylaws

ROLE OF BOARD AND MEMBERS

1. General Duties

A. The Interdistrict School for Arts and Communication (ISAAC) Board of Directors (the "Board") carries out the mandates of the General Statutes pertaining to education.

B. The Board shall concern itself with questions of policy, compliance, strategic planning and oversight.

C. In determining school policy it shall:

(1) hear and consider facts and recommendations,

(2) adopt a plan, policy, or course of action, and

(3) authorize the Executive Director, its chief executive officer, to carry out its policy.

2. Specific Powers and Duties

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under state statute including but not limited to the following:

A. Create, abolish, modify, and maintain such positions, schools, divisions, and classifications as may be necessary for the efficient administration of the educational enterprise.

B. To elect and evaluate an Executive Director in accordance with state statutes.

C. To consider and adopt an annual budget, prepared by the Executive Director; to prevent an overspending of the total appropriation to ISAAC by the state of Connecticut.

D. To act as a body corporate with powers to sue and be sued; to make agreements and regulations for establishing and conducting of schools consistent with regulations of the State; to authorize the Executive Director to employ teachers.

E. To establish policies for employment, promotion, and dismissal of personnel in accordance with the state statutes.

F. To provide for the appraisal of the efficiency of personnel.

G. To initiate and approve the acquisition and disposition of school sites; to initiate and approve plans for school buildings; to equip and make repairs for school buildings; to supply them with fuel, furniture, and other appendages and accommodations.

H. To consider any specific recommendations made by the Executive Director**,** including presiding over expulsion hearings.

I. To keep ISAAC community informed of purposes, values, conditions and needs of ISAAC.

J. To serve on committees of the Board.

K. To take any other actions required or permitted by law.

L. To make reasonable provision to implement the educational interests of the State, as defined by law, so that

(1) each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;

(2) the school shall finance at a reasonable level an educational program designed to achieve this end;

(3) the school shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds;

(4) he mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal References:

Connecticut General Statutes

1-200 Definitions (public agency)

10-4a Educational interest of the State identified

10-4b Failure of local or regional board to implement educational interests

10-66dd Charter schools subject to laws governing public schools.

10-220 Duties of Boards of Education

10-221 Board of education to prescribe rules

10-241 Powers of school district

10-66aa Charter schools: Definitions.

10-66dd Charter schools subject to laws governing public schools.

ADOPTED: April 8, 2020

Bylaws

TIME, PLACE AND NOTICE OF MEETINGS

1. Regular Meetings

a. The Interdistrict School for Arts and Communication (ISAAC) Board of Directors (the "Board") shall set a calendar of regular meetings for the year in *January*.

b. In compliance with the General Statutes of the State of Connecticut, the Chairperson or Secretary shall post this calendar on the Board's website on or before January 31.

c. If at any point in the meeting the Board should not maintain a quorum, then the Chairperson of the Board will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.

2. Special Meetings

a. Special meetings may be held when determined by the Board, when so called by the Chairperson, or upon written request of three members of the Board.

b. No special meeting shall be held unless a notice stating the time, place and purpose of the meeting has been given to each member, and has been posted on the Board's website, if available, twenty-four (24) hours before the time stated for the meeting to convene.

c. When a majority of the members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be posted on the Board's website and filed at the school no later than seventy-two (72) hours following the holding of such a meeting.

3. Meeting Time and Place

a. All regular meetings of the Board shall begin at the posted time or as soon thereafter as a quorum is present and shall adjourn no later than each committee had the opportunity to present, unless extended to a time certain by a two-thirds vote of the Board members present.

b. Special Meetings (non-emergency) - time and place to be determined and announced in advance of meeting.

Legal References:

Connecticut General Statutes

1-225 Meetings of government agencies to be public.

Recording of votes. Schedule of agenda of

meetings to be filed. Notice of special meetings

Executive session.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

7-3 Warning of Town and other meetings.

7-4 Record of warning.

10-218 Officers. Meetings.

10-66aa Charter schools: Definitions.

10-66dd Charter schools subject to laws governing public schools.

ADOPTED: April 8, 2020

Bylaws

PUBLIC MEETINGS AND EXECUTIVE SESSION

1. Public Meetings

A. All meetings of the **Interdistrict School for Arts and Communication** Board of Directors (the "Board") for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds of the members present and voting, meet in executive session for the purposes specified in Conn. Gen. Stat. §1-225.

B. As defined by statute, the term "meeting" shall not include: any meeting of a personnel search committee for executive level employment candidates; any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business; strategy or negotiations with respect to collective bargaining; a caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency; an administrative or staff meeting of a single-member public agency; and communication limited to notice of meetings of any public agency or the agendas thereof. The term "caucus" means a convening or assembly of the enrolled members of a single political party who are members of a public agency within the state or a political subdivision.

2. Executive Sessions

A. The public may be excluded from meetings of the Board which are declared to be executive sessions.

B. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.

2. Strategy and negotiations with respect to pending claims and litigation to which the Board or a member of the Board, because of their conduct as a member of the Board, is a party until such claims or litigation have been finally adjudicated or otherwise settled.

3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.

4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such site, lease, sale, purchase, or construction would cause a likelihood

of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning the same have been terminated or abandoned.

5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Conn. Gen. Stat. §1-210(b).

Legal References:

Connecticut General Statutes

1-200 Definitions (Public Agency; Meetings; Person;

Public Record; Executive Session)

1-210 Access to public record. Exempt records.

1-225 Meetings of government agencies to be public.

Recording of votes. Schedule and agenda of

meetings to be filed. Notice of special meetings.

Executive sessions.

1-231 Executive sessions.

10-66aa Charter schools: Definitions.

ADOPTED: April 8, 2020

Bylaws

MINUTES

1. In compliance with legal requirements, a complete and accurate set of minutes of each meeting shall be kept.

2. Minutes shall be maintained at the Administrative Offices of the school in an official record book designated for said purpose.

3. The minutes shall constitute the official records of proceedings of the Interdistrict School for Arts and Communication Board of Directors (the "Board") and shall be open to public inspection at all reasonable times.

4. The minutes shall include the following:

A. The time, place and date of each meeting.

B. The names of those members in attendance.

C. The disposition of all matters on which action was recommended.

D. All motions and resolutions and their disposition, listing all votes, abstentions, and absentees.

E. All decisions concerning future meetings and agendas.

F. By request, a brief statement of a Board member may be included.

5. A record of votes taken at each meeting shall be reduced to writing and made available for public inspection within forty-eight hours of the conclusion of the meeting at which the votes were taken. Votes taken shall also be reflected in the minutes of each meeting, and the minutes shall be made available for public inspection and posted on the Board's website, if available, not later than seven days of the date of the meeting to which they refer, however, the Board shall not be required by law to post such minutes on an Internet website. Should the Board decide to make minutes available on the Board's website, it shall do so at the sole discretion of the Board.

The Board of Directors may make minutes available on the Board's website, in its discretion.

Legal Reference:

Connecticut General Statutes

1-225 Meetings of government agencies to be public.

Recording of votes.

10-66aa Charter schools: Definitions.

Public Act 10-171, An Act Concerning Municipal Mandate Relief

ADOPTED: April 8, 2020

Section 1
Appendix 3

ISAAC 2029

FULL STEAM AHEAD

Key Performance Indicators, Strategies, and Targets Aligned to Each Goal

GOAL #1: SAFE POSITIVE ENVIRONMENT

If we create a school climate and culture where every student, parent, and teacher feels safe, valued, respected, and informed, then all stakeholders will share in the partnership of meeting students' academic and social-emotional needs toward becoming active and responsible citizens.

GOAL #1 STRATEGIES:

I. Implementation of a school-wide social emotional Advisory Program.
II. Continue to provide cultural competency trainings to staff and students periodically.
III. Provide opportunities to engage parents in the school community through multiple methods.
IV. Ensure that all school safety and security initiatives are reviewed and revised periodically.
V. Provide the staff with opportunities for culture and climate feedback through various committees.

SUCCESS METRICS: School Climate Data

STUDENT SURVEY:
I generally feel safe at ISAAC: 85% or higher

PARENTS SURVEY:
My child generally feels safe: 85% or higher

TEACHERS SURVEY:
The culture and emotional climate of the school is positive and supportive: 85% or higher

GOAL #2: SYSTEMS OF EXCELLENCE

If we develop our professional talent and create a collective responsibility through the intelligent allocation of our financial and human resources, then we will be able to effectively adjust our curriculum, programming, and instructional pedagogy to ensure high levels of student achievement and school success.

GOAL #2 STRATEGIES:

I. Implementation of a non-evaluative instructional coaching system for core instructors and special education teachers.
II. Continue to pursue grant opportunities that support the core values and beliefs about learning
III. Revise and implement with fidelity an educator development and performance plan.
IV. Create opportunities and experiences that invite collaboration, teamwork, and acts of appreciation to the staff.

SUCCESS METRICS: Systems of Support

ISAAC Middle School will ensure that a yearly, balanced school budget remains supportive of the needs of the school through collaborative processes with its key stakeholders.

85% of ISAAC Middle School certified teachers will reach "exemplary" on the end of the year performance review upon reaching tenure.

GOAL #3: TOP CHOICE

If we increase the communication of the strengths of ISAAC and celebrate the successes throughout the school year in different modes of communication, then students, parents, staff, and the community will voice their ISAAC Pride to promote ISAAC as one of the premier middle schools to attend in Southeastern Connecticut.

GOAL #3 STRATEGIES:

I. Provide a high-quality, innovative school choice middle school that invites student choice in STEAM elective offerings.
II. Expand the co-curricular athletic and club offerings while providing afterschool transportation for all participants.
III. Develop a plan to provide transportation for out-of-district students that include multiple hubs.
IV. Ensure that the school building remains a safe, inviting, and innovative learning environment.

SUCCESS METRICS: Recruitment

ISAAC Middle School will increase the percentage of out-of-district 6th grade enrollment to reach 40% of students by 2029.

	2024	2025	2026	2027	2028	2029
OUT OF DISTRICT	23%	26%	30%	33%	36%	40%

ISAAC BOARD OF DIRECTORS

Richard F. Muckle, *Chairperson*
Michael Spellman, *Vice-Chairperson*
Barbara Crouch, *Secretary*
Lee Muller, *Treasurer*
Dr. David Brailey
Kevin Booker Jr.
Elizabeth Bumgardner
Dr. Lawrence Fenn
Dr. Richard Sanders
Christina Schiano
Shannon Lougee

ISAAC LEADERSHIP

Dr. Nicholas J. Spera, *Executive Director*
William J. Linski, *Principal*
Tanya M. Collins, *Associate Principal*
Amy J. Geary, *Director of Special Education*
Tucker Regan, *Student Supports Coordinator*
Erica Robb, *Director of Finance*
Celestino Rodriguez, *Director of Facilities*
Brian Trost, *Director of Technology*
Bobby Harris, *Director of Safety & Security*

ISAAC 2029

FULL STEAM AHEAD

Key Performance Indicators, Strategies, and Targets Aligned to Each Goal

GOAL #4: EFFORT CREATES ABILITY

If teachers and staff collaborate in the examination of assessment and instructional practice through the PLC process, then they will enhance the curriculum and improve their planning and instruction with fidelity to promote student success.

GOAL #4 STRATEGIES:

I. Implementation of the ISAAC Professional Learning Community (PLC) system with fidelity
II. Increase the frequency of mathematics for incoming 6th graders
III. Implementation of tiered systems of support and targeted social/emotional interventions (SRBI)
IV. Review and revise curricula to align to student needs, vertical alignment, and state standards
V. Implementation of the high-leverage practices that promotes learning from innovative instruction

CON'T GOAL #4 STRATEGIES:

VI. 40% of students will reach goal in ELA SBAC
VII. 30% of students will reach goal in Math SBAC
VIII. 75% of EL students will reach target goals
IX. 75% of grade 6 and 8 students will pass all four areas of the physical fitness exam
X. 75% of eligible students will make their growth goal on the ELA SBAC
XI. 75% of eligible students will make their growth goal on the Mathematics SBAC
XII. 40% of students will reach goal in Science

SUCCESS METRICS: Accountability Index

ISAAC Middle School will increase their overall School Performance Index (SPI) by 10 percentage points by 2029.

	2024	2025	2026	2027	2028	2029
SPI	57	59	61	63	65	67

GOAL #5: BRING YOUR 'A' GAME

If we continuously discuss, monitor, and celebrate student attendance through a multiprocedural systematic process that incorporates family involvement and community partnerships, then students will attend school to obtain the skills and competencies needed to be academically and emotionally successful.

GOAL #5 STRATEGIES:

I. Continue to meet weekly to analyze and identify daily student attendance trends
II. Collaborate with families and community partners regarding student attendance concerns
III. Create systems of recognition to reinforce positive student attendance
IV. Continue to follow the attendance procedures that include multiple methods of home notifications
V. Implementation of tiered systems of support and targeted social/emotional interventions (SRBI)

SUCCESS METRICS: Attendance

ISAAC Middle School will improve its chronic absenteeism by 40% in 2029.

	2024	2025	2026	2027	2028	2029
Chr.Ab	23%	21%	19%	17%	16%	15%

GOAL #6: *IF YOU BUILD IT, THEY WILL COME*

If we provide an innovative curriculum that focuses on the skills and competencies needed to be successful in high school with innovative STEAM offerings, then students will have their individual skills improved and be successful in high school and beyond.

GOAL #6 STRATEGIES:

I. Full implementation of the Honors Program in grades 6, 7, and 8
II. Ensure student needs are met through individualized programming
III. Collaborate with STEAM related community partners to enhance curricula and provide real world experiences for students
IV. Expand the STEAM course elective offerings
V. Ensure that the academic core standards (NGSS, CCSS) are strengthened through STEAM offerings

SUCCESS METRICS: Full STEAM Integration

ISAAC Middle School will be approved by the Connecticut State Department of Education to become a STEAM school.

ISAAC Middle School will offer STEAM themed courses that are aligned to area high school themed program offerings

CORE VALUES & BELIEFS ABOUT LEARNING

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that All Students Can Succeed with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that Effort Creates Ability. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

ALL STUDENTS CAN SUCCEED

Section 1
Appendix 4

ISAAC Interdistrict School for Arts and Communication

Business Procedure Manual

Version date: October 24, 2022
as approved by Board (8/17/22) with update to page 18 (10/24/22)

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NOTICE AND DISCLAIMER

The purpose of this manual is to provide the Business Office and the Board of Directors for the Interdistrict School for Arts and Communication (hereinafter referred to as "ISAAC") with a guide to assist the office in ensuring that adequate controls exist in the areas of purchasing, payroll, accounting, and records. The Business Office's primary goal is to protect the assets of ISAAC and to ensure that financial transactions are performed in accordance with generally accepted accounting practices. This manual is subject to change at any time, with or without notice, at the sole discretion of the ISAAC Board of Directors.

This manual is not intended to substitute, replace, override, or modify any existing federal and state laws, regulations and/or policies, or the express terms of a collective bargaining agreement, nor be inclusive of every law, regulation, policy, and contractual provision. Such laws, regulations, policies, and contractual provisions are subject to change, and revision and the most current version of those laws, regulations, policies, and contractual provisions shall be the official documents upon which a ruling will be based or interpretations made.

This version of the manual replaces any earlier versions of the ISAAC Business Manual. As ISAAC evolves, in order to retain necessary flexibility in the administration of policies, regulations, practices, and procedures, the need may arise to revise and/or update this manual. ISAAC therefore reserves the right to change, revise, and/or eliminate any of the policies, regulations, practices, and/or procedures described in this manual in its sole and absolute discretion. The Business Office and other relevant employees will be notified of any such changes. The only recognized deviations from the policies, regulations, practices, and procedures are those authorized and signed by the Board of Directors.

INTRODUCTION

The purpose of this manual is to provide the ISAAC Business Office with a guide to assist the office in ensuring that adequate controls exist in the areas of purchasing, payroll, accounting, and records. The Business Office's primary goal is to protect the assets of ISAAC and to ensure that financial transactions are performed in accordance with generally accepted accounting practices. This manual is subject to change at any time, with or without notice, at the sole discretion of the ISAAC Board of Directors.

The Business and Finance Office provides support in the following areas:

- Accounting
- Auditing
- Employee Reimbursement
- Fixed Assets
- Liability Insurance/Claims
- Payroll/Payroll Taxes
- State/Federal Reporting
- Employee Benefits
- Operational Compliance
- Accounts Payable
- Accounts Receivable
- Budget
- Finance Reports
- Risk Management
- Negotiations
- Purchasing
- Travel Reimbursement
- Employee Background Check

ISAAC's normal Business Office hours are from 8:00 am. – 4:00 pm. Monday through Friday.

I. Overview of Fiscal Control Structure

The Interdistrict School for Arts and Communication (ISAAC) is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Boards (FASB) rules and regulations.

As a nonprofit public charter school, ISAAC is entrusted with funds granted by government agencies, private foundations, and individual contributors. The integrity of financial data/records and a strict adherence to the highest standards of accounting are imperative.

The "Fiscal Control Structure" is defined by fiscal policies adopted at the Board level that are then implemented through an explicit set of procedures or practices. This combination of policies and procedures ensures efficient use of resources and helps to safeguard the entity's assets by reducing the potential unauthorized use of assets or misstatements of account balances. On a day-to-day basis, the control structure serves to facilitate ISAAC's ability to process, record, summarize, and report financial information, as per the requirements of internal and external monitors.

The fiscal management of ISAAC involves the following individuals and groups:

- Board of Directors
- Board Chair
- Board Treasurer
- Executive Director
- Director of Finance
- Business Office Staff

Authorized Signatories – Bank Accounts

Individuals with the following titles are approved to be authorized signers for ISAAC's bank accounts directly:

- Board Chair
- Board Treasurer
- Executive Director
- Director of Finance

Authorized Signatories – Contracts

The Board has sole authority to approve and enter into contracts. Each December, the Board authorizes the Executive Director to sign operational contracts and amendments, excluding loans, on its behalf and based on approval as noted below. General purchasing procedures for ISAAC will be centralized under the Director of Finance, as designee for the Executive Director.

1) Contracts without financial obligations that are necessary, appropriate, and in the ordinary course of business, may be entered into without previous board approval.

2) Contracts with financial obligations that are part of the board-approved budget may be entered into agreement without additional board approval. Annually, when the fiscal budget is approved, all contracts considered at that time are also approved, (e.g. health care vendor contract, maintenance contracts, utilities, etc.).

3) Contracts with financial obligations outside the approved budget may only be entered into agreement without previous board budget approval if the following conditions are met:

   a. The purchase will not cause the budget category to be exceeded by more than 10%. Or
   b. The purchase is necessary due to an extraordinary emergency and the Board is unavailable to provide approval (in such case, the Executive Director will have the authorization to approve).

4) In the event a contract with financial obligation is entered into after meeting the aforementioned conditions, the Board Chair and Board Treasurer should be notified as soon as possible.

II. Budget Planning and Cash Management

Annual Budgeting

Refer to series 3000 Policy #3160 "Board Budget Procedures and Line-Item Transfers."

Between February and April, the Executive Director and the Director of Finance will initiate the annual budgeting process for ISAAC. Draft budget materials, including current fiscal year performance and proposed staffing models, will be reviewed.

In April, the Executive Director will review key components of the draft budget with the Finance Committee. Any modifications and adjustments will be made by the May Board meeting, at which time the Executive Director will present the proposed budget to the Board. The Board will have approximately two weeks during which to offer comments and request additional modifications. A final budget will be proposed for approval at the ISAAC Board of Directors annual meeting, in time for the start of the new fiscal year on July 1st.

Cash Flow Management

The Executive Director and the Director of Finance will monitor ISAAC's cash flow needs.

In the event the Executive Director experiences cash flow concerns, he/she will contact the Finance Committee. The Board Treasurer will contact the Board of Directors so that appropriate actions may be taken such as establishing a line of credit. If it is determined that an existing line of credit needs to be drawn upon, the Board of Directors will provide approval in writing or via email.

Debt Assumption

The Board of Directors must approve all major debt, such as lines of credits from banks and financial institutions, and major loans including mortgages, and the authorizations must be documented in the minutes of the meeting of the Board of Directors, as well as a Board resolution. A record is maintained of the assets collateralizing the debt, if any.

III. Accounting Activities and the Segregation Duties

The four major/recurring areas of financial management or accounting activity at ISAAC are:

- Cash Receipts and Revenues
- Purchase and Cash Disbursements
- Payroll
- Fixed Assets

Each of these is defined by a set of duties (or tasks) that are segregated across key individuals, to maximize efficiency while minimizing the possibility of error or fraud. Under no circumstances will a single individual complete all the tasks of a given accounting activity.

Cash Receipt and Revenues

Refer to Exhibit II for Accounts Receivable Procedures.

Cash Received via Special Events/Activities

ISAAC may hold a variety of special events or collect money for student activities during the course of the school year that may involve the receipt of cash and checks. Examples of such events or activities are end of year celebrations, trips, class pictures, and Scholastic book fairs. Teachers, members of ISAAC's PTO, and other staff or volunteers may be responsible for collection of cash and checks related to these types of activities. Each person responsible for collecting cash and checks (the "collector") receives the cash and checks from the "contributor"

and must provide a receipt to the person presenting the cash or check.

Refer to Exhibit II "Money received in Business Office" for related procedures.

If cash or checks are lost due to gross negligence (failure to adhere to procedure) of a collector of staff member, the individual responsible may be held liable to the value of the lost cash and any expense related to the cancellation of the lost checks.

Processing and Recording of Cash Receipts

Cash
An Executive Assistant or designated front office staff, upon receiving cash and/or checks (other than Accounts Receivable checks), will issue a receipt to the person paying by cash/check. A receipt from a standard cash receipt book will be used. A cash transmittal form will be filled out and signed by the staff member receiving the payment and a representative of the Business Office.

Copies of checks received by mail are maintained by the Business Office and signed by the Director of Finance. Upon receipt of a check, the Director of Finance or his/her designee restrictively endorses it, using a stamp that indicates school's name and bank account number.

Billing: Special Education Billing Methodology

To establish an appropriate methodology for special education billing, ISAAC staff will complete and document the following steps:

- Identify and quantify costs which are estimated will be incurred in *providing special education instructional hours and additional supports to special education students at ISAAC*. These costs generally include, but are not limited to, salaries and benefits for special education providers; salaries and benefits for administrative support, in proportion to the amount of time assigned and dedicated to special education administrative matters; devices and technology support provided to special education staff for items specific to their needs; specialized instructional materials and evaluation packages; and facilities costs related to physical spaces devoted for special education use.

- Services provided by paraprofessionals and third-party providers (such as therapists) to specific special education students are *excluded* from the special education rate as such standard costs are directly passed through to particular students' sending districts, based on the hours of services such students receive under the terms of their IEPs. In addition, the cost of Scientific Research Based Intervention support and any costs related to services under a 504 Plan are *excluded* from the calculation of special education costs because these costs are paid with Title I and other funds and are *not* special education costs.

- Once the costs of special education instructional hours and additional supports for special education students are quantified, that total amount is divided by the number of IEP hours which are estimated will be provided for all special education students at ISAAC, based on a review of existing IEPs and past trends for incoming students.

- This calculation results in an hourly special education rate for the school year. Each year, ISAAC will notify districts no later than January of the hourly special education rate for the following school year.

- To the extent practicable, ISAAC will confirm that the hourly special education rate is *reasonable* by comparing it to rates at other schools, information which may be available through sources such as the CT Charter Schools Association and the Center for Learner Equity.

- By basing the calculation only on the costs identified above, ISAAC does not include, in the special education rate, the general education costs incurred by each student, which costs are covered by amounts ISAAC receives for all students pursuant to state charter school law and other funding sources.

- ISAAC will apply the hourly special education rate to each student's hours as listed on the student's IEP, ensuring that ISAAC follows *an individualized approach* and that the billed costs reflect the actual costs of educating each student. As noted above, sending districts whose students are assigned to a one-on-one paraprofessional or receive third-party services pursuant to their IEPs will also be charged directly for the exact costs of such services.

- Actual costs and IEP hours of service will be reviewed each spring to consider whether the hourly special education rate is appropriate. If warranted by actual trends, a new rate will be established for the remainder of the school year and sending districts will receive account adjustments to ensure that they are not overbilled beyond the reasonable costs to educate special education students at ISAAC. By charging sending districts for the actual costs incurred in providing special education for the school year, ISAAC will reap *no fiscal advantage or disadvantage* for delivering such services.

Bank Deposit

The Director of Finance or his/her designee (other than staff who receive cash/checks) transports the deposit to the bank weekly. Deposits are kept in a locked safe, access to which is restricted, until they are brought to the bank. Every effort should be made to make same-day deposits if funds amount to $500 or more in cash or checks.

The Director of Finance or his/her designee receives a validated deposit slip (from the bank), which is added to the copies of the checks and other documentation. The Director of Finance or his/her designee records the deposits in the accounting system (where the revenues are assigned to the appropriate accounts), and prints a deposit summary. The summary is compared against the deposit slip for verification and against the copies of the checks for proper posting.

Wire/Electronic Fund Transfers

Direct deposits made into ISAAC's account (such as per pupil operating revenues, government funding, or other electronic payments) should be handled as above, using either the payment voucher or a printed online record as the basis for the verification. There will be no deposit slip attached; however, a wire/electronic fund transfer confirmation should be printed and filed in the Cash Receipt file along with the voucher and a copy of the bank statement.

Acknowledgment of Charitable Contributions

Refer to Series 3000 Policy #3001 "Gifts, Grants, Bequests."

ISAAC may occasionally conduct fundraising activities. In the case of charitable contributions, ISAAC will issue an acknowledgment of receipt of the contribution to the donor. The acknowledgement should include:

- The amount of cash and a description of any other property contributed.
- A statement about whether any goods or services were made in return for the contribution.
- A description of any restriction to the contributions.

Purchases and Procurement / Cash Disbursements

Refer to Series 3000 Policy #3310 – "Purchasing."

Tax Exemption

Due to the IRS' recognition of ISAAC as a tax-exempt organization under federal, state, and local laws, ISAAC is exempt from sales tax on goods purchased for its own internal use and services. To take advantage of this exemption, the AP and Payroll Assistant should ensure that each vendor has a copy of ISAAC's tax-exempt certification and does not charge sales tax. Tax exemption does not apply to out-of–state hotel expenses, airfare, or communication-related taxes such as those on telephone bills.

IRS W-9 Forms

Some vendors must complete IRS W-9 forms and submit them to ISAAC in order to be paid. The criteria for determining which vendors must complete a W-9 form are as follows:

For new vendors:

1) If the vendor's invoice states that the vendor is incorporated, (Inc.) then no W-9 form is required. Exceptions are LLCs, attorneys, landlords, and CPA firms. The "incorporated" designation must be on the invoice in the header section. It cannot just be written in.
2) If the invoice does not show that the vendor is incorporated, or the vendor is an LCC, an

attorney, a landlord, or a CPA firm, then a W-9 must be completed by the vendor, and a copy sent with the invoice to the Director of Finance or designee prior to payments.

3) If it is not clear that the vendor is incorporated, have the vendor complete the W-9 form. In order to determine prior to submission of invoices which vendors are new, the AP and Payroll Assistant will look up the vendor's record in the accounting system. If the vendor is not in the accounting system (i.e. is a "new" vendor), then use the criteria above.

For established vendors:

The AP and Payroll Assistant will periodically audit the vendor files to ensure information is current and to determine if there are any vendors which should submit W-9 forms.

Procurement Process

Refer to Series 3000 Policy #3310 – "Purchasing."

See Exhibit III for Cash Disbursements Process.
See Exhibit IV for Purchasing Policy matrix.

Purchase Authorization

A purchase request form or a purchase order may need to be completed for all purchases. The Executive Director or the Director of Finance approve purchase requests.

The Director of Finance will review all purchase requests, confirming that each purchase has been appropriately authorized and verifying that the funds are available in the budget.

Purchase Orders

The AP and Payroll Assistant will generate a purchase order corresponding to each approved purchase request (assigning the next available purchase order number).

If/when there is not already a corresponding and approved purchase request form, the AP and Payroll Assistant will present the purchase order for approval to the Director of Finance.

The AP and Payroll Assistant places the order with the appropriate vendor by faxing, mailing, or emailing the purchase order. He/she retains a copy of the purchase order attached to the purchase request (if applicable) in the "Open Purchase Orders" file, as supporting documentation for the payment voucher.

On a monthly basis, the Director of Finance will conduct a review of open purchase orders and will follow up on any purchase orders that are open for an extended period without valid reason.

Receipt of Goods and Merchandise

The receipt of goods by mail, shipment or other carriers is signed for and received by the Business Office. Upon receiving a delivery, the Business Office

a) verifies that each item on the packing slip has been received,
b) compares the goods received against the open purchase order, and
c) date stamps the packing slip(s) and any attendant invoices.

The packing slip(s) and invoice(s) are delivered to the AP and Payroll Assistant. If an order is only partially completed, the AP and Payroll Assistant will return the still open purchase order to the "Open Purchase Order" file and await additional deliveries.

As soon as a purchase order is complete/has been fulfilled, the AP and Payroll Assistant will file documentation to the vendor's file.

The received goods will be distributed to the intended recipient or placed in storage. Goods received that were not ordered will be promptly returned to the vendor, with a packing slip detailing the contents being returned for credit. A copy of the return information will be filed in the Accounts Payable file for reconciliation against future credit statements.

Processing Invoices

The Executive Assistant, who is responsible for receiving the school mail and shipments, will stamp all incoming invoices with a "Received Date" and will promptly deliver all invoices (and any remittance envelopes) to the AP and Payroll Assistant for processing.

The AP and Payroll Assistant will receive the invoices and match them with the purchase order and items received. Each invoice will be stamped with the proper stamp, then coded with GL code and description, and physically signed.

Payments of Invoices

The AP and Payroll Assistant will review and enter the information from the invoices into the accounting system. Invoices are paid via online bill payment or checks. A printed check is presented to the Director of Finance and Treasurer, or another authorized signer.

Two signatures are always required. Authorized signatories are Board Treasurer, Board Chair, Executive Director, and Director of Finance. At least one signature must be that of a Board member.

Upon completion of the check payment process, the Board Treasurer, Board Chair and Director of Finance will receive a check register from the AP and Payroll Assistant for all online payment checks and printed checks. The register must be approved or signed by either or both the Board Treasurer and Board Chair.

Any misprinted checks are voided in the accounting system, marked “void” and are filed in a “void checks” folder.

Payments should be processed only on the basis of an official vendor invoice. Payments will not be made “against statements” or other summary “amounts due.”

Emergency Checks

Occasionally, an invoice may need to be paid before a check request is prepared. In such situations, the Director of Finance should communicate the urgency of the time requirements to the Executive Director and Board Treasurer. Any invoices paid in this manner must still go through the required procedures (e.g. documentation provided after the check is cut, etc.)

Use of ISAAC Credit/Debit Cards

Credit/Debit cards will only be used for business purposes and limited to circumstances where a purchase order is not possible. Credit/debit cards are maintained by the Business Office and held in a locked cabinet.

Authorized signer will use the log to sign out the credit/debit card for approved purchases and are required to sign the card back in within 24 hours. Receipts must be provided upon return of the card.

The cardholder will be held personally liable for an expense for which he/she is unable to furnish a detailed receipt or support documentation.

Credit/Debit cards: Monthly Payments of Invoices, Coding, and Review

The Director of Finance or his/her designee will have access to the credit/debit card accounts via the Internet, and able to download copies of the monthly statements.

Monthly, the Director of Finance or his/her designee will review ISAAC’S bank statement to ensure that there is a receipt for each charge. The Director of Finance and Board Treasurer will each review the reconciled accounts monthly and approve or sign after review.

Travel and Employee Business Expenses

School employees may occasionally incur expenses on the behalf of ISAAC. In general, reimbursable expenses should be limited to travel expenses. Any other reimbursable expenses should be approved in advance by the Executive Director.

ISAAC will reimburse employees for approved out-of-town travel for professional purposes. Prior written approval is required for all travel and employee business expenses, and should be received prior to overnight travel, air or train travel, and for participation in seminars or other business events.

Employees should make every effort to find the lowest reasonable lodging and will be reimbursed up to the federal per diem rates for lodging. In addition to lodging, all allowable travel reimbursements are subject to federal per diem rates. Daily meal allowances are $15 for breakfast, $20 for lunch, and $30 for dinner. ISAAC does not reimburse employees for alcoholic beverages. These allowances provide guidance for overall travel expenses. Receipts must be submitted in order to receive reimbursement for any expenses. Reimbursement for travel in one's own automobile will be at the current IRS mileage rates.

Note that the IRS mileage rate includes the cost of gasoline, but does not include tolls or parking, which will be reimbursed separately. Air travel should be coach only at the lowest reasonable rates.

Please note that ISAAC is exempt from state and federal tax, and therefore the employee should strive to have vendors recognize ISAAC's tax-exempt status whenever possible. Employees can obtain a copy of the Tax-Exempt Certificate from the Business Office.

To receive reimbursement, the employee should submit an Employee Expense Report, which should be completed and submitted no later than 10 days after the close of the month when the travel activity occurred. Expenses older than 30 days will not be reimbursed except under extraordinary circumstances and with the approval of the Executive Director or Director of Finance. ISAAC will not reimburse any expenses incurred in a prior fiscal year. ISAAC's fiscal year is from July 1-June 30.

Expense reports are reviewed and approved by the Director of Finance, and processed by the AP and Payroll Assistant, and reimbursed through regular payroll or through a check. The Board Chair must approve expense reports submitted by the Executive Director or Board Treasurer. The Executive Director must approve expenses submitted by the Director of Finance.

Receipts

Receipts substantiating reimbursable expenses are required for reimbursement. Receipts should be annotated to indicate the nature of the expense using the expense submission report.

Petty Cash

ISAAC may maintain a Petty Cash Fund of no more than $200.

If established, the Petty Cash Fund is maintained by the Business Office, and is reconciled by the Director of Finance or his/her designee monthly. The Director of Finance reviews the reconciliation. The petty cash fund will start with a designated balance by cashing a check from ISAAC's checking account. Such check will be signed by the Board Treasurer and Director of Finance or Executive Director.

Petty cash can only be used to reimburse individual expenditures of $25 or less and only in cases where presenting a company check is inaccessible due to timing or other logistics. As petty cash is needed, the employee requiring petty cash fills out the Petty Cash Reimbursement Request Form, attaches receipts for purchases, and obtains the approval of his/her direct supervisor. The employee then presents the approved petty cash reimbursement form to Director of Finance for approval and cash reimbursement.

When the petty cash fund is running below $50, the Director of Finance or his/her designee will add up the receipts in the petty cash box and will request a check payable to ISAAC, as custodian, to replenish the fund back to the total designated amount. Under no circumstances is the check to be made out to "Cash" or "Petty Cash." The Director of Finance will review the replenishment check along with all the related receipts. The check to replenish petty cash plus the monies left in the fund should equal the designated Petty Cash fund amount.

The Director of Finance or his/her designee will perform a monthly reconciliation of the petty cash account using the Petty Cash Form. Once the reconciliation of the petty cash account is complete, it will be reviewed and signed by the Director of Finance.

The Director of Finance will verify the monthly reconciliation of the petty cash account, verifying that the Director of Finance or his/her designee has entered the receipts into the accounting system and coded them to the appropriate expense accounts. The verification of the monthly reconciliation must be reviewed and approved by the Board Treasurer prior to the replenishment of petty cash.

Payroll

Establishing a Personnel File for Each Employee

Refer to series 4000 Policy #4211 "Hiring Non-Certified Staff" and #4111 "Hiring of Certified Staff."

The Director of Human Resources or his/her designee is responsible for establishing a complete personnel file for each school employee. Every personnel file, which contains the personal information and performance outcomes of an employee throughout his/her tenure with ISAAC, is kept both secure and confidential.

- Employee's Resume
- Teaching Certificate (if applicable)
- Employment Application
- Employee Add/Change Form (if applicable)
- Offer Letter/Employment Agreement
- Employment Eligibility Form I-9
- Federal Withholding Form W-4
- State Withholding Form W-4
- Direct Deposit Form

- Benefits Enrollment/Waiver Form (if applicable)
- CT Teacher's Retirement Board (TRB) SSA-1945 (if applicable)
- Certification Documentation (if applicable)
- Laptop Use Agreement (if applicable)
- Background Checks (held in separate folder)

Preparing Payroll

The HR Assistant or AP and Payroll Assistant will establish the employee profile in the HRIS/payroll system. The AP and Payroll Assistant prepares payroll. The Director of Finance reviews and approves payroll for processing. Upon the Director of Finance completion of review and approval, the AP and Payroll Assistant will move forward with processing payroll through the payroll system. The Director of Finance will audit the final results of the processed payroll.

Changes to Employee's Payroll Information

Employees have the ability to make the following changes in the automatic cloud based HRIS/payroll system on their employee profile:

- Tax exemptions
- Address changes
- Direct deposit

Time Sheets

An employee's time is captured on the online HRIS/payroll System. Employees punch in and out via computer or cell phone. Hourly employees' time is approved by the relevant supervisor prior to payment.

Calculating Pay

Based on the status of an employee, pay is calculated as follows:

- Teachers – per contract (see contract)
- 10- or 11-month employees – pay calculated biweekly from the first pay of their agreement to the last pay period in June (of fiscal year.)
- 12-month employees – biweekly (26 weeks)

Under FLSA guidelines, ISAAC must pay overtime to workers in nonexempt positions who work more than 40 hours during the workweek. Overtime must be pre-approved. No overtime pay is required for employees in exempt positions regardless of the hours worked.

Overtime pay represents one and one-half times the amount of regular hourly wages paid, applied to the workweek hours worked over 40.

Processing Payroll and Recording in Finance System

Payroll is processed biweekly. The AP and Payroll Assistant prepares the payroll. Director of Finance audits payroll and approves payroll to be processed.

Upon completion of processed payroll, both AP and Payroll Assistant and Director of Finance review all payroll reports. The Director of Finance will import the payroll file to the accounting system. The AP and Payroll Assistant will complete the journal entry after the GL import.

Distribution of Pay Checks

All payroll checks or vouchers are distributed via direct deposit. Under special circumstances, printed checks will be disbursed from the Business Office.

Role of the Payroll Department

The payroll staff or external payroll processor completes the following:

- Calculation and electronic/manual deposit of all garnishments, contributions and federal/state taxes
- Preparation of all quarterly payroll tax returns
- Preparation of the annual Form W-3, and supporting W-2 statements.

Closing the Books and Financial Reporting

Bank Account Review and Reconciliation

On a monthly basis, each bank account and credit card account will be reviewed and reconciled. Bank reconciliations are performed by the Director of Finance or his/her designee, who will download copies of bank statements for all accounts electronically. Once the reconciliation is complete, the Director of Finance or his/her designee will create a reconciliation report generated bythe accounting system. The Director of Finance and Board Treasurer will each review and approve or sign bank reconciliations on a monthly basis. If the Director of Finance completes the bank reconciliations, subsequent review and approval must be conducted by the Board Treasurer and/or another designated person with accounting experience.

Monthly Accounting Close

ISAAC will complete its monthly accounting close by the 15th of the month, for the previous month. On this date, all bank reconciliations are completed, and appropriate month-end General Ledger adjustments are recorded.

The following reports will be generated on a monthly basis to be reviewed at the Finance Committee meeting:

- Year-to-Date Profit and Loss by budget category,
- Summary Balance Sheet (provided quarterly), and
- Any requested additional reports.

See series 3000 Policy #3160 "Business Budget Procedure and Line-Item Transfers" for reports provided to the Board of Directors.

IV. General Policies

Fixed Assets

Fixed Assets are the non-liquid assets that are required for ISAAC's day-to-day operations. They include facilities, equipment, computer software, furniture and fixtures, and real property. As a general guideline, a fixed asset is a non-consumable item whose unit purchase price is equal to or greater than $2,500 ($5,000 for construction expense). Each asset will fall into one of the following broad categories:

- Land
- Buildings and facilities
- Machinery and equipment
- Furniture, fixtures, and office equipment
- Leasehold improvements
- Construction in progress
- Automobiles and transportation equipment
- Equipment leased under terms that meet criteria for capital leases

Asset Inventory

All assets are identified, tagged (when appropriate), and entered into the detailed fixed asset ledger. The ledger should contain the following data:

- Name and description
- Serial number, model number, or other identification
- Vendor name, acquisition date, and cost
- Location and condition of equipment
- Ultimate disposition data, including date of disposal

Every two years, ISAAC will perform a physical inventory of all its fixed assets, and the books and records are reconciled to the results of the physical inventory. The Executive Director in conjunction with the Director of Finance resolves discrepancies. The Executive Director or the Director of Finance will review adjustments with the Finance Committee.

Asset Depreciation

The depreciation schedule for each asset is based on the expected useful life of the asset. Depreciable assets are carried at the original net acquisition cost. Non-depreciable assets (e.g., land) are carried at the original net cost. The Director of Finance is responsible for determining the method of depreciation to be used for each category of capital assets. The justification for the method selected will be documented.

Accelerated methods may be used in situations where an asset's physical usefulness or value declines quickly in the earlier years. Fully depreciated assets will remain on ISAAC's records with the related accumulated depreciation as long as the asset/property is still in use.

Disposal of Fixed Assets

Refer to Series 3000 Policy #3214 "Disposal of Obsolete or Surplus Equipment and Materials."

Tracking Restricted Funding

The bulk of the funding that ISAAC receives is the State-provided Per-Pupil allocation grant. The school also receives other restricted funds (e.g., title funds and private grants.)

ISAAC's accounting system allows the Director of Finance or his/her designee to allocate restricted funds to allowable expenses. Using the approved budget submitted to the granting agency as the basis for attributing expenses to revenues, the Director of Finance or his/her designee, will be responsible for tracking and reporting the use of restricted revenues, as grant guidelines may require.

Most government grant contracts operate on a cost reimbursement basis. In this method, ISAAC must have incurred the expenses before it can request reimbursement from the funding source. In preparing the report submitted to the funding source, the Director of Finance or his/her designee is responsible for the reconciliation of the books and records for the particular grant and ensures that only incurred costs are included in the grant claims submitted to the funding source.

Occasionally, certain government contracts assist cash flow needs by providing a portion of the full contract in advance, to be recouped via reduction to subsequent payments throughout or toward the end of the contract. ISAAC recognizes these advances are a liability to the agency and incorporates future recoupments by the funder into the cash flow forecast.

Certain government funders, even when not including a federal pass-through, will require ISAAC follow the federal costing principles. To ensure compliance with the funder's requirements, the Director of Finance, in conjunction with the Executive Director, is responsible for reviewing each grant/contract prior to final acceptance by ISAAC, and will ensure ultimate compliance.

Non-Cash Gift Acceptance

Refer to Series 3000 Policy #3001 "Gifts, Grants and Requests."

Write-off of Receivables

Three months before the end of the fiscal year, the Director of Finance will review all receivables older than 90 days for potential collectability issues. Old receivables less than $5,000 can be written off with approval of the Executive Director. Written off receivables will be reviewed with the Finance Committee.

Annual Audit

ISAAC will undergo an annual independent audit. The audit will be performed shortly following the close of ISAAC's fiscal year-end and will be managed by the Director of Finance and the Executive Director. The Board Chair and Treasurer will also engage with the audit firm as needed.

Use of School Facilities or Property for Personal or Non-School Business

Refer to series 1000 Policy #1004 "School Facilities."

Record Retention

ISAAC's financial records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, State of Connecticut Library records retention policies, OMB A 133 audit requirements, if applicable, and other legal requirements. Record retention requirements will be reviewed annually with legal counsel and independent auditors to determine any necessary changes.

See Exhibit V for specific record retention periods.

EXHIBIT I: BUSINESS OFFICE: MONTHLY, QUARTERLY, AND ANNUAL RESPONSIBILITIES

JULY	AUGUST	SEPTEMBER
❑ QUARTERLY PAYROLL REPORTS ❑ NEW PAY RATES GO INTO EFFECT 1ST JULY PAYROLL (11-MONTH AND FULL YEAR STAFF) ❑ NEW HEALTH AND DENTAL INSURANCE CONTRIBUTIONS INTO ADP	❑ TEACHER SUPPLY ORDERS ❑ NEW TEACHER CONTRACT RATES INTO ADP ❑ ENTER MONTHLY RATES FOR HEALTH/DENTAL CONTRIBUTIONS FOR NEW STAFF ❑ FINALIZE GRANT REPORTS IN eGMS (formerly ED141). ❑ EFS PREPARATION AND REVIEW	❑ EFS DUE SEPT. 1ST – NO EXTENSION. SUBJECT TO MONETARY FINE ❑ ENTER ALL CERTIFIED STAFF INFO INTO EDS SYS. ❑ ENTER UNION DEDUCTIBLE FOR CEA MEMBERS ❑ BEGIN ANNUAL AUDIT
OCTOBER	**NOVEMBER**	**DECEMBER**
❑ QUARTERLY PAYROLL REPORTS ❑ ENTER NON-CERT.STAFF INTO ED162 AT SDE REPORTING SITE ❑ HSA PAYMENT (1ST HALF) ❑ SPECED BILLING	❑ REPORT ON TITLE GRANTS ❑ PROPOSED REVISED BUDGET FOR BOARD APPROVAL ❑ FINALIZE ANNUAL AUDIT	❑ INSURANCE WAIVER (1ST HALF) ❑ ANNUAL AUDIT FILED WITH STATE (DUE 12/31)
JANUARY	**FEBRUARY**	**MARCH**
❑ QUARTERLY PAYROLL REPORTS ❑ DISTRIBUTE W-2'S ❑ PROCESS 1099'S ❑ SPECED BILLING	❑ SUBMIT 1096 ❑ BEGIN TO PREPARE DRAFT BUDGET	❑ SUBMIT 990 ❑ ENGAGE AUDITOR FOR CURRENT FISCAL YEAR
APRIL	**MAY**	**JUNE**
❑ QUARTERLY PAYROLL REPORTS ❑ INSURANCE WAIVER (2ND HALF) ❑ HSA PAYMENT (2ND HALF) ❑ BUDGET PRESENTATION TO FINANCE COMMITTEE ❑ SPECED BILLING	❑ INSURANCE PROVIDER SHOULD BEGIN TO CONTACT US REGARDING NEXT YEAR'S HEALTH/DENTAL RENEWALS ❑ BUDGET PRESENTATION TO BOARD OF DIRECTORS	❑ STAFF CONTRACTS FOR NEW YEAR ❑ OPEN ENROLLMENT FOR HEALTH/DENTAL INSURANCE ❑ BALLOON VS. ACCRUAL PAY ❑ (NOTIFY/SEND MEMO TEACHERS) ❑ PAYROLL DEDUCTIONS FOR TRB WILL END W/ THE 2ND JUNE CHECK ❑ SPECED BILLING ❑ BUDGET APPROVED BY BOARD

EXHIBIT II: ACCOUNTS RECEIVABLE PROCEDURES

Checks and cash received by ISAAC for student dues, fees, trips, donations, etc. will be handled as follows:

Money received in the Main Office

The Executive Assistant will: Receive the check(s), money order(s), and/or cash
(If change is needed, the receptionist will call the Business Office to assist with making change if possible).

- Total the amount received
- Write out a receipt using a 3-part carbonless money receipt book
- Fill out the receipt for: the total amount received, name of the giver, date money is received, what the money is being received for, form the money was received in, (e.g. cash, check and/or money order) and sign the receipt
- Make sure the amount written on the receipt **matches** the amount being received and placed in the envelope
- Give the top or 1st copy of the receipt to the person giving the money
- Place the middle or 2nd copy of the receipt with the money received, in the designated school envelope and seal the envelope
- Cash receipts must be submitted to the Business Office daily
- For checks or money orders, place the envelope in the designated drop box to be retrieved by the Director of Finance or his/her designee at a designated time.

The Director of Finance or his/her designee will:

- Meet with the receptionist at an agreed upon time
- Open the drop box and retrieve the sealed envelopes
- Process the funds for a bank deposit

Money received in the Business Office

Money received directly in the Business Office, (e.g. donations, fundraiser collections, etc.) must be counted at the time it is received.

Funds are to be counted by a Business Office staff member in front of the person giving the funds to the office. A "cash transmittal" form must be filled out completely by the Business Office staff member. The "cash transmittal" form will then be signed and dated by the person giving the funds and the Business Office staff member receiving the funds. The Director of Finance or his/her designee will receive all funds brought directly to the Business Office. In the absence of the Director of Finance or his/her designee, the AP and Payroll Assistant will be responsible to collect the funds as stated.

MONEY SHOULD ALWAYS BE SECURED IN A LOCKED LOCATION AND IS NEVER TO BE LEFT ON A STAFF MEMBER'S DESK AT ANY TIME!

EXHIBIT III: SUMMARY OF PURCHASING PROCEDURES

Process/Activity	Who	Explanation
Complete purchase request	**Staff Member**	**Staff Member** creates a purchase request using the online request form or via email. Purchase request should include supporting documentation and is emailed to the Executive Director or Director of Finance.
Purchase request review and approval	**Executive Director** or **Director of Finance**	**Executive Director or Director of Finance** reviews and approves purchase request based on approved budget. Purchase request is sent to AP and Payroll Assistant for processing.
Ordering of approved purchases	**AP and Payroll Assistant**	**AP and Payroll Assistant** sends the purchase order to vendor for ordering of items requested or directly places order.
Receipt of purchase	**AP and Payroll Assistant**	**AP and Payroll Assistant** compares content with packing slip/receiving ticket and PO. Signs packing slip and files documents in "open file."
Receipt and review of vendor invoice	**AP and Payroll Assistant**	**AP and Payroll Assistant** receives and matches vendor invoice with "open file" for quantity, cost, freight, etc. Invoice is coded and entered into accounting system. Director of Finance reviews and Approves invoices for payment. Original documents are filed in "vendor file".
Check run	**AP and Payroll Assistant** **Director of Finance**	**AP and Payroll Assistant** prepares check register for invoices to be paid. Director of Finance reviews and approves check register for payment.
Check register All transactions are entered in accounting system	**Director of Finance** **Or Executive Director**	**Executive Director or Director of Finance** receives check register and printed checks, signs all checks and register. AP and Payroll Assistant mails checks and files all documents in vendor file. AP and Payroll Assistant emails final check register to Board Treasurer and Board Chair for oversight approval, with copy to Director of Finance.

EXHIBIT IV: PURCHASING MATRIX

Refer to Series 3000 Policy #3310 – "Purchasing" for complete details.

SIZE OF PURCHASE	DOLLAR RANGE	REQUIREMENTS	DOCUMENTATION
MICRO-PURCHASES	Under $10,000	"Reasonable price" based on review or industry knowledge. Documented quotes not required. To the extent practicable, micro-purchases should be distributed equitably among qualified suppliers.	It is a good practice to note in the requisition what resources were reviewed to establish reasonable pricing (for instance, based on review of online pricing at other vendors).
SMALL PURCHASES	$10,000 or higher, but less than $25,000 (ISAAC limit per Board policy.)	Documented price or rate quote from adequate number of sources, generally three. Competitively bid contract, cooperative or consortium pricing may be used.	Requisition should reference other vendors considered or clearly identify which contract/coop/ consortium is used. Copies of quotes not chosen may be requested by Business Office.
LARGE PURCHASES	$25,000 or higher (ISAAC limit per Board policy.) Over $50,000 must comply with Connecticut Nondiscrimination agreements. Over $250,000 must be separately reviewed for compliance with Federal funding regulations	Three options for purchase: (a) Sealed Bid – lowest price takes priority. (b) Competitive proposal (RFP/RFQ) – most advantageous source based on documented evaluation criteria. Competitively bid contract, cooperative or consortium pricing may be used if matching needed materials or services. (c) Sole source – item/service is only available from one source, or funding agency gives approval upon written request, or under exigent circumstances. * Approval from funding agency is REQUIRED for purchases $250,000 and higher.	Business Office to retain copies of bid documents, summary of submissions, evaluation reviews and final award decisions. Sole source documentation is expected to be thorough and objective. Requisition should include adequate documentation to describe decision-making and final award. ISAAC policy allows Board of Directors to waive bid requirements with adequate support. Waivers will be reported in meeting minutes.

EXHIBIT V: RECORD RETENTION SCHEDULE

Type of Document	Minimum Best Practice Requirement
Accounts receivable and payable ledgers and schedules	7 years
Affirmative Action Plan (EO 11246, Vietnam Era Veterans Readjustment Act and the Rehabilitation Act of 1973)	Updated annually, then 1 year after expiration of plan
Articles of incorporation, charter, bylaws, minutes, and other incorporation records	Permanently
Audit records, financial statements (year-end): general/private ledgers, trial balance, journals	Permanently
Bank reconciliation	3 years
Bank statements, deposit records, electronic fund transfer documents, and cancelled checks	3 years
Chart of accounts	Permanently
Checks (for important payments and purchases	Permanently
Contracts, mortgages, notes, and leases (expired)	7 years
Contracts (still in effect)	Permanently
Correspondence (general)	3 years
Correspondence (legal and important matters)	Permanently
Correspondence (with customers and vendors)	2 years
Deeds, mortgages, and bills of sale	Permanently
Depreciation schedules	Permanently
Donations	7 years
EEOC Reports	Permanently
Employee demographic info and compensation records (Davis-Bacon Act, Service Contract Act and Walsh-Healy Public Contracts Act)	3 years
Employment applications (depending on the # of employees, employers must retain applications and other personnel records relating to hires, rehires, tests, promotions, transfers, demotions, selection for training, layoff, recall,	3 years from making the record or taking the personnel action
Termination, or discharge) (Civil Rights Act of 1964, Title VII, ADA, ADEA)	

Type of Document	Minimum Best Practice Requirement
Expense analyses/expense distribution schedules	7 years
Garnishments	7 years
Grants (unfunded)	1 year
Grants (funded)	7 years after closure
I-9's	3 years after date of hire or 1 year after termination
Insurance policies (expired)	3 years
Insurance records, current accident reports, claims, policies, etc.	Permanently
Internal audit reports	3 years
Invoices (to customers, from vendors)	7 years
Inventory records	7 years
Loan documents and notes	Permanently
OSHA logs (records related to medical exams – 30 years after termination)	5 years
Patents and related papers	Permanently
Payroll records and summaries including records related to employee's leave (Equal Pay Act, FLSA)	7 years
Personnel files (terminated employees) (Title VII, ADA, ADEA)	7 years after termination
Polygraph test results and records (Employee Polygraph Protection Act)	3 years
Purchase orders	7 years
Retirement and pension records including Summary Plan Descriptions (ERISA)	Permanently
Tax returns and worksheets	Permanently
Timesheets	7 years
Trademark registrations and copyrights	Permanently
Withholding tax statements (FICA, FUTA, Federal income)	7 years
Workers' compensation documentation	10 years after 1st closure

Section 1
Appendix 5

Bylaws

CONFLICT OF INTEREST AND NEPOTISM

I. Purpose

The purpose of this conflict of interest policy is to protect against any real or perceived conflict of interest among The Interdistrict School for Arts and Communication (ISAAC)'s Board of Directors or its employees. Connecticut General Statutes § 10-66bb(d)(3) requires that no member of the charter school board or employee of the charter school board have a personal or financial interest in the assets, real or personal, of the school. This policy is intended to supplement this statute, as well as any applicable state and federal laws governing conflicts of interest applicable to charter schools. This policy does not override ISAAC's requirement to have teachers employed by ISAAC on its governing council. This policy shall be read annually at a Board meeting and shall be signed by each member of the Board of Directors.

II. Conflict of Interest

1. Interested Person

Any Board member or employee of the Board who has a direct financial interest in the real or personal assets of the school, as defined below, is an interested person.

2. Duty to Disclose

In connection with any actual or possible conflict of interest, a potentially interested Board member must disclose the existence of the financial interest and all other material facts to the Executive Director or Principal and other members of the governing board concerning such interest or the proposed transaction or arrangement that would create such financial interest.

A potentially interested employee must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Executive Director or Principal of the School.

3. Determining Whether a Conflict of Interest Exists

If the potentially interested person is a Board member, after disclosure of the real or possible financial interest and all material facts, and after any discussion with the potentially interested Board member, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

If the potentially interested person is an employee, the disclosure will be brought by the Executive Director or Principal to the Board to determine if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. The Board shall determine whether the conflict is one that would require that the interested person be removed from his or her role on the Board or employment with the school. An interested person may make a presentation on his or her behalf at a governing board or committee meeting in executive session, but after the presentation he/she shall recuse him/herself during the discussion of, and the vote on whether the conflict requires full removal from the Board of Directors or employment with the school. The potentially interested person may require that the presentation and resulting discussion take place in public session. If applicable, the Board may also vote on whether to enter into the transaction or arrangement that would create the conflict of interest for the Board member or Employee.

b. Any voting member of the Board having an interest in any contract that ISAAC has with an outside contractor shall recuse him or herself from any discussion or vote involving such contract.

5. Violations of the Conflict of Interest Policy

a. If the Executive Director or Principal has reasonable cause to believe that an employee has failed to disclose a possible conflict of interest, the Executive Director or Principal shall inform the employee of the basis for such belief and afford him/her an opportunity to explain the alleged failure to disclose.

b. If the governing board or committee has reasonable cause to believe that a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

c. If, after hearing the member or employee's response and after making further investigation as warranted by the circumstances, the Executive Director or Principal or the Board of Directors determines that the member or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary action. Any disciplinary action taken against a Board member shall be in accordance with the Bylaws of the Board. Discipline for an employee's failure to disclose will be determined and administered by the Executive Director or Principal.

6. Compensation

A voting member of the governing board or any committee of the Board who receives compensation, directly or indirectly, from ISAAC for services is precluded from voting on matters pertaining to that member's compensation, evaluation or any other terms and conditions of his or her employment as applicable.

III. Nepotism

1. In order to avoid both the reality and appearance of nepotism, ISAAC Board members and school administrators shall not employ or accept application for hire from any teacher or other employee if such teacher or other employee is the father, mother, brother, sister, half-brother, half-sister, wife, husband, domestic partner in a civil union, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of a school administrator or any

member of the Board. A Board member or administrator who has an existing familial relationship with an employee, as defined above, or who has had a change in circumstances which creates a relationship with any employee of the school system, shall declare such relationship as soon as possible.

2. Furthermore, no individuals shall be appointed to any full-time, part-time or temporary position which would create a supervisor/employee relationship within ISAAC between two individuals who are related. The degrees of relationship, included in this restriction, are as follows: parent, child, grandparent, grandchild, brother, half-brother, sister, half-sister, uncle, aunt, nephew, niece, first cousin, husband, wife, stepparent, stepchild, father-in-law, mother-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, guardianship relationships, partner in a civil union, and same-sex marriage. If a change in circumstances creates a relationship of this degree between an employee and his or her supervisor, ISAAC reserves the right to seek a transfer of either employee in order to resolve the conflict.

Legal Reference:

Connecticut General Statutes

10-66bb (d) Application process and requirements.

10-66dd Charter schools subject to laws governing public schools.

ADOPTED: April 8, 2020

Section 2
Appendix 6

Administration

Board – Executive Director Relationship

For success, the Board of Directors and the Executive Director must share the same goals and visions for providing students with quality education. While Board and Executive Director roles are different, they should complement each other. For the greatest success, Board members and the Executive Director must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, each respecting the others' roles and responsibilities, and collaborating effectively on those responsibilities that are shared.

In general, "the Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent [Executive Director] is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district's schools." (AASA-NSBA, 1994, p. 7).

According to the 1994 study of the American Association of School Administrators (AASA) and the National School Boards Association (NSBA), school districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the Superintendent [Executive Director] and Boards of Education.

School Governance Position Statement

The following delineation of roles and responsibilities should be followed with integrity and commitment to ensure that Board members and Executive Director fulfill the obligations to provide the best possible education for their school district's children.

Board of Director's Responsibilities

- To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district

- To hire, support, and conduct an annual formal evaluation of the Executive Director

- To refer administrative communications, including questions, complaints, and personnel inquiries to the Executive Director, as appropriate, and to follow the Board-established chain of command

- To seek the Executive Director's recommendation before taking action

- To adopt, advocate for and oversee a school budget, which is responsive to district goals and meets the needs of all students

- To delegate to the Executive Director responsibility for all administrative functions, except those specifically reserved to the Board through Board policy

- To conduct an annual self-evaluation of its own leadership, governance, and teamwork

- To ensure appropriate resources for the Executive Director to carry out their responsibilities

- To have the Board Chair work with the Executive Director to develop meeting agendas

- To determine and include in policy, hiring procedures that clearly define Board and Executive Director responsibilities

- To communicate and interpret ISAAC's core values, beliefs about learning, and vision of the graduate to the public, and listen and incorporate appropriate community perspectives into Board action

- To ensure there is a supportive, smoothly operating leadership team, which advocates for both children and the community

Executive Director's Responsibilities

- To implement policies approved by the Board and recommend changes, if appropriate

- To develop, implement, and inform the Board of administrative procedures necessary to implement Board policy

- To serve as the school's chief executive officer and educational leader

- To respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command to keep Board members informed about issues in a timely manner

- To provide the Board with good information for informed decision-making, as appropriate

- To prepare, advocate for, and implement an annual budget that addresses school goals and meets the needs of all students; and reports regularly to the Board on status of the budget and any concerns or other issues about which the Board should be informed

- To oversee the organization and management of ISAAC's day-to-day operations

- To participate, as appropriate, in the annual self-evaluation of the Board

- To recommend appropriate resources to ensure they can carry out their responsibilities

- To work closely with the Board Chair to develop meeting agendas

- To, as pursuant to best practice and Board policy, hire personnel for ISAAC and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment

- To communicate community perspectives, research information, performance results, and educational needs to the Board and to the school staff

- To serve as a key, effective member of the leadership team

Joint Board/Executive Director Responsibilities

- To work together with the stake holders to develop core values, beliefs about education, and vision of the graduate for ISAAC and to monitor the achievement of those goals

- To advocate for students and ISAAC and promote the benefits of school choice in education

- To provide community leadership on educational issues by creating strong bonds with appropriate organizations, agencies, and other groups to provide support for healthy development and high achievement for all children

- To collectively execute their legal responsibilities

- To work collaboratively with appropriate agencies and bodies on an ongoing basis

- To collaborate with other school Boards and superintendents to inform legislators of local concerns and issues relative to education

- To participate in continuing education and training, specifically regarding their roles and responsibilities and on relevant content areas

- To support Board actions and decisions

- To semiannually set aside time to discuss Board/Executive Director relations

- To belong to, actively support, and participate in their professional organizations, and that each will encourage the other to do so

- To institute a process for long-range and strategic planning that will position the school for success

- To ensure that professional development opportunities, consistent with school goals, are available to all school employees

- To serve as liaisons to the community

- To ensure adherence to federal and state laws and Board policies

The Relationship Between the Board Chair and the Executive Director

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Executive Director. The Board Chair will often have a very different relationship with the Executive Director than others on the Board. Because of this relationship, it is crucial that Board Chair be chosen carefully and that ability to serve as representative of the Board and, as appropriate, partner with the Executive Director, should be critical considerations in selecting the Board Chair.

Usually, the Board Chair and Executive Director collaborate on developing the meeting agenda and other operational issues facing the Board. The Executive Director will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/ Executive Director responsibilities.

The Executive Director is an ex-officio member of the Board of Directors and should be accorded the proper respect. Likewise, the Executive Director is an employee of the Board, and the Board has a responsibility to insulate the Executive Director from outside pressures, in particular, political pressure. The Chair has a responsibility to ensure that the Executive Director can do their job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/ Executive Director relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and agendas, the Board Chair still has the responsibility, to the extent possible, for keeping everyone "on the same page". In particular, the Chair must make every effort to ensure that once ISAAC policy has been properly established, the Board speaks "in one voice" as the Executive Director implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

Policy **Interdistrict School of Arts and Communication**
adopted: June 10, 2020 **New London, CT**

Section 2
Appendix 7

Administration

Executive Director

The ISAAC Board of Directors will elect and fix the term of office and salary of an Executive Director who serves as an ex-officio director of the Board and has authority and responsibility for the supervision of the school system. The Executive Director shall have complete administrative oversight of the school and shall be responsible for the efficient operation of the system in all its divisions.

The Executive Director has the general authority to act at their discretion upon all emergency matters. Full details of such action must be reported to the Board at the earliest possible time. (cf. 2200 - Administrative Leeway in Absence of Policy)

The Board shall provide a written contract of employment which includes salary, benefits, and term of employment of the Executive Director. The Executive Director shall perform such other duties and exercise such other authority as may be required of or conferred upon them by law or by the Board.

Each year, the Board will evaluate the Executive Director in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Executive Director.

Legal Reference: Connecticut General Statutes 10-157 Superintendents

Policy
adopted: June 10, 2020

Interdistrict School of Arts and Communication
New London, CT

Administration

Evaluation of Administrators

In order to advance the instructional program of ISAAC, the Executive Director will establish and will implement an evaluation program for all administrators and make recommendations regarding their employment and salary status to the Board of Directors. Such a program will be aimed at improving administrator performance and at promoting professional growth within the framework of the goals, core values, beliefs about education, and vision of the graduate at ISAAC.

Evaluations of administrative staff below the rank of Executive Director shall be conducted in accordance with the guidelines of the State Board of Education and such other guidelines as are mutually agreed upon by the Board.

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations)

10-151c Records of teacher performance and evaluation not public records

10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Policy adopted: June 10, 2020

Interdistrict School of Arts and Communication New London, CT

Section 2
Appendix 8

Parent-Student Handbook
2023-2024

Home of the Dragons

190 Governor Winthrop Boulevard
New London, CT 06320
Phone: 860.447.1003
Fax: 860.447.0470
www.isaacschool.org

All Students Can Succeed!

August 2023

Dear ISAAC Family,

The Interdistrict School for Arts and Communication is a safe, respectful, and nurturing environment. Our professional learning community, comprised of passionate educators, are committed to the delivery of a rigorous curriculum that promotes effort through a growth mindset. We believe that all students can succeed with hard work and grit. Learning at ISAAC prepares our students to become empathetic and courageous leaders through authentic tasks and experiences that promote creativity, critical thinking, and excellence.

Even if you are already familiar with the Interdistrict School for Arts and Communication, you should take the time to read this handbook to become knowledgeable about the policies and/or procedures that have been included, some of which are new. It should be kept available as a ready reference so it can be consulted whenever new questions and/or concerns arise.

To continue the school's commitment to excellence, it is necessary to develop a mutual understanding and working partnership among parents/guardians, staff, and students. The cornerstone of such a partnership is effective communication. This ISAAC student/parent handbook is part of our plan to develop mutual understanding.

After reading the Parent-Student Handbook**, please return the Stakeholder Signature Page by September 1, 2023, to the appropriate advisory teacher**. Most of our students already have their laptops but for those that don't, they will receive them at the start of school.

The cornerstone of our success has been our core belief that *All Students Can Succeed with Hard Work and Grit.*

Best of luck on an exciting year!

Sincerely,

William J Linski
Principal

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2023-2024 ISAAC Faculty and Staff

ADMINISTRATION

Dr. Nicholas J. Spera
Executive Director
William J. Linski
Principal
Tanya N. Collins
Associate Principal/HR Director
Amy J. Geary
Director of Special Education

ISAAC FACULTY

LANGUAGE ARTS
Nicole Litterio, 6th *Grade*
Amy Taylor, 7th *Grade*
Nicole Funk, 8th *Grade*

MATHEMATICS
Shannon Lougee, 6th *Grade*
William Ferguson, *6th Grade*
Vanessa Kobyluck, 7th *Grade*
Emily Hamady, 8th *Grade*

SOCIAL STUDIES
Kevin Irvine, 6th *Grade*
Jennifer Rovetti, 7th *Grade*
Michael Presti 8th *Grade*

SCIENCE
Mercedes Alger, *6th Grade*
Jake Battipaglia, 7th *Grade*
Tiffany Devlin-Perry, 7th *Grade*
Amanda Malinowsky, 8th *Grade*

UNIFIED ARTS & ELECTIVES
Amanda Malinowsky, *Invention Convention*
Tiffany Devlin-Perry, *Aquarium Science*
Amanda Grundy, *Dance/Theater*
Jessica Harvey, *PE/Health*
James Moffett, *Digital Arts/Coding*
Leena Faulkner, *Art, Advanced Art*
Christina Schiano, *Spanish*
Chelsey Zimmerman, *Music/Band/Chorus*

SPECIAL EDUCATION
Tucker Regan, *Student Supports Coordinator*
Linda Chambers, *SPED Literacy Teacher*
Sonya Childs, *6th Grade*
Peter Gonski, *6th Grade*
Jannine Moores, *7th Grade*
Alison Cardoza, *8th Grade*

BILINGUAL PROGRAM
Christina Schiano, *TESOL Teacher*
Oscar Segura, *Bilingual Tutor*
Alexis Perez-Canas, *Bilingual Tutor*

STUDENT SUPPORT SERVICES
Dean Avery, *Social Worker*
Lisa Lazarou, *SRBI Coordinator/Core Instructional Coach*
Mikaela Remondi, *SRBI Teacher*
Kathleen Machnik, *School Counselor*

EDUCATIONAL INTERVENTIONISTS
Norman Harrison
Michael Kydd
Jerry Santiago

ADMINISTRATIVE ASSISTANTS
Mildred Rivera, *Executive Assistant*
Jereidi Alvarez, *Executive Administrative Assistant*

HEALTH SERVICES
Carrie Gregory, *Director of Nursing Services*
Kelly Surprenant, *School Nursing Assistant*

CORE VALUES AND BELIEFS ABOUT LEARNING

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that *All Students Can Succeed* with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that *Effort Creates Ability*. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

THE ISAAC VISION OF THE GRADUATE

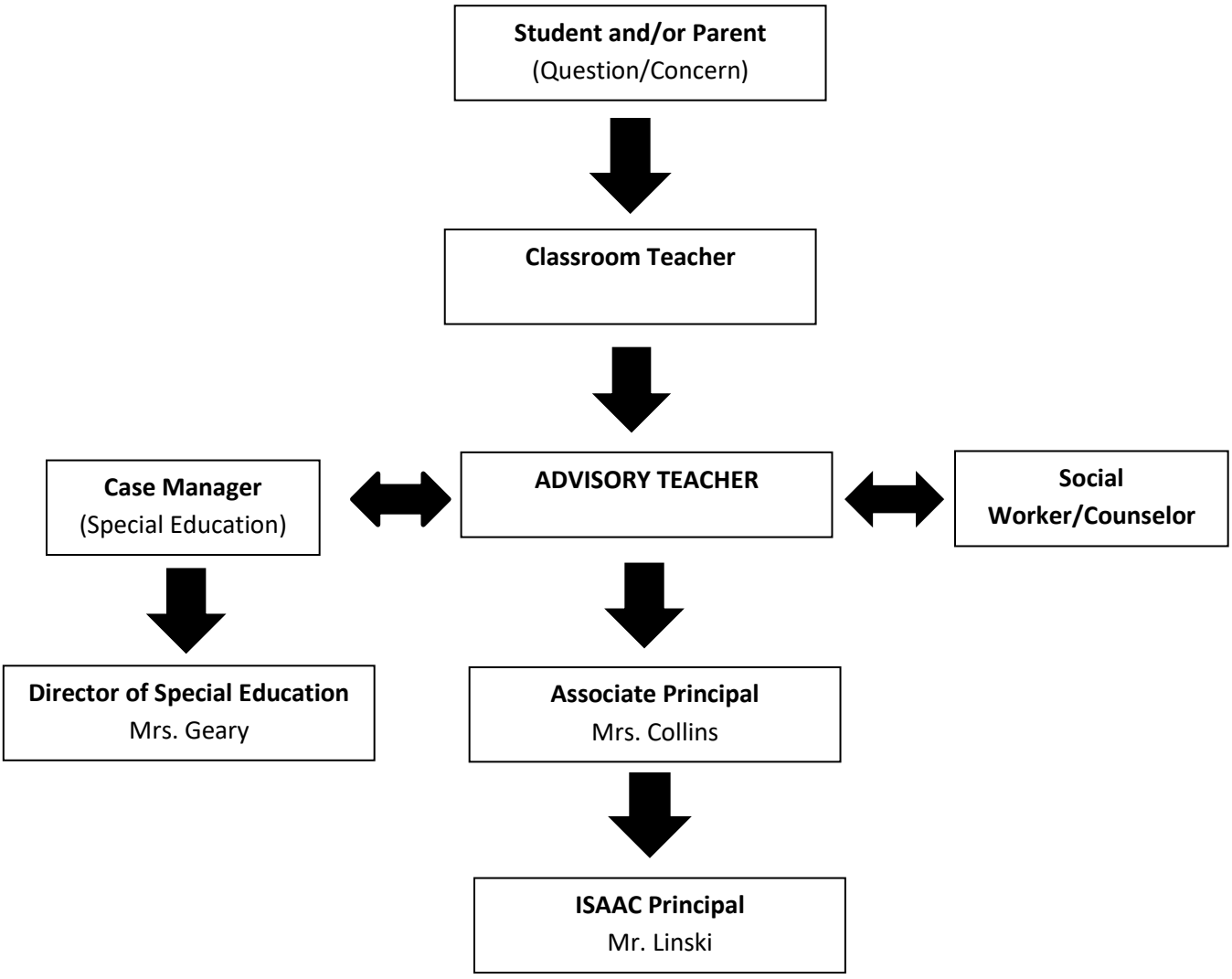
The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

ISAAC Communication Flow Chart

Parent-School Communication Plan:

The Interdistrict School of the Arts and Communication encourages students and parents to take every opportunity to foster positive dialogue with faculty and staff (see flow chart below). In the event a question or concern arises, students and parents should make their first contact with the classroom teacher. If the situation remains unsolved, the student and/or parent should then seek conversation with the school counselor, social workers, or case manager (for special education students). Should the situation continue to be an issue, students and parents should contact ISAAC Administration beginning with the Associate Principal, Tanya Collins, or Amy Geary, the Director of Student Supports, followed by the ISAAC Principal, William Linski.



ISAAC Interdistrict School for Arts and Communication
A Public Independent Charter School

2023-2024

Stakeholder Signature Page

August 2023

Dear Parent/Guardian:

This Parent-Student Handbook contains pertinent ISAAC policies, regulations, field trips, and other requisite annual notices, guidelines and rules. All students and parents will receive an electronic copy of this handbook at the beginning of the school year. This handbook and the information found within is also located on the school website: **isaacschool.org**.

However, if you do not have access to the internet and/or otherwise need a printed copy of the Parent-Student Handbook or any specific ISAAC policy, please contact the school office and a copy will be provided to you free of charge.

Please sign the following statement and return this page to the school office by September 1, 2023.

I have received notification that the ISAAC Annual Notification of District Policies Handbook is on the school's website and is also available directly from the school office. I have read and understand the guidelines and rules set forth in the handbook and any policies contained therein. I agree to abide by the policies and regulations of the Interdistrict School for Arts and Communication. We, the parent/guardian and student, also agree to support the positive ISAAC Culture and Climate along with its policies and procedures as scripted in this handbook.

Student Name_____

Student Signature_____

Student's Advisory Teacher_____

Parent/Guardian Name_____

Parent/Guardian Signature_____

Date _____

A complete ISAAC Policy Manual is available for review in the principal's office at the school as well as on the website.

ISAAC Student Laptop Acceptance Form
School Year 2023-2024

Last Name: _____ First Name: _____ Grade Level: _____

Please read the following memorandum of agreement. Each year, students will receive a laptop once this form has been completed and signed.

I understand that all Chromebooks and accessories have been provided to me by the Interdistrict School for Arts & Communication and are the property of ISAAC. I will ***not install*** *additional software or change the configuration of the equipment without the expressed written consent of the ISAAC Administration. I agree to use the Chromebook issued to me exclusively for educational purposes associated with the ISAAC curriculum.*

I understand that I will only use the Chromebook issued by ISAAC while in school and am personally responsible for any damage to or loss of any Chromebook and accessories. If the loss or damage to any part of the Chromebook occurs because of non-accidental purposes, I will need to pay for the replacement. If the loss or damage to the screen of the Chromebook is accidental, I will receive a one-time replacement part at no cost to myself. However, if the accidental damage occurs additional times, I understand that I will need to pay for the replacement part.

I will return the equipment to ISAAC in good working condition. Original school-issued Chromebooks and original school-issued power cords must be returned before the close of school in June or immediately upon transferring to another school. I understand that a violation of the terms and conditions set out in this policy will result in the restriction and/or termination of my use of the ISAAC Chromebook and may result in further discipline. Failure to return equipment may result in the ability to attend ISAAC activities and/or a referral to the New London Police Department.

Student Signature:_____ Date: _____

Parent Signature:_____ Date: _____

----------Information below to be completed by ISAAC personnel----------

Serial Number:_____

REPLACEMENT SERIAL NUMBER	WAS DAMAGE ACCIDENTAL?	COMMENTS
	YES _____ NO _____ Cost:_____	

2023-2024 SCHEDULES

School Hours

Classes begin: 8:30 a.m.
Dismissal: 3:00 p.m.

Office Hours

8:00 a.m. – 3:30 p.m.

FULL STUDENT ISAAC BELL SCHEDULE

TIMES		DRAGON DAYS -M/W/TH ADVISORY - T/F
START	END	BLOCK
8:30	9:45	Block 1/5 (75 min)
9:48	11:03	Block 2/6 (75 min)
11:06	12:51	Block 3/7 (75 min)
11:03 - 11:33		Grade 6 Lunch
11:42 - 12:12		Grade 7 Lunch
12:21 - 12:51		Grade 8 Lunch
12:54	2:09	Block 4/8 (75 min)
2:12	3:00	DRAGON TIME/ADVISORY (48 Min)

EARLY DISMISSAL SCHEDULE - Dismissal at 12:15 p.m.

TIMES		HALF DAY SCHEDULE
START	END	BLOCK
8:30	9:23	Block 1/5 (53 min)
9:26	10:19	Block 2/6 (53 min)
10:22	11:15	Block 3/7 (53 min)
11:18	12:10	Block 4/8 (52 min)
12:10	12:15	***Lunch Distribution to Students in Classrooms***

DELAYED OPENING SCHEDULE - 2 Hour Delay

TIMES		REGULAR DAY
START	END	BLOCK
10:30	11:26	Block 1/5 (56 min)
11:29	1:04	Block 2/6 (59 min/89 min)
11:28	11:58	***Grade 6 Lunch (30 min)***
12:00	12:30	***Grade 7 Lunch (30 min)***
12:32	1:04	***Grade 8 Lunch (30 min)***
1:07	2:02	Block 3/7 (55 min)
2:05	3:00	Block 4/8 (55 min)

DATES FOR QUARTER ENDINGS & POWERSCHOOL UPDATES

Quarter One
8/23/2023– 10/25/2023

10/25/23 Late Work Acceptance Deadline
10/25/23 End of Quarter One
11/01/23 Grades Due
11/06/23 Report Cards Finalized

Parent/Teacher Conferences

09/21/23- Virtual Open House
10/12/23-Virtual Parent Conference
04/25/24- Virtual Parent Conference

Quarter Two
10/26/2023 – 12/22/2023

12/22/23 Late Work Acceptance Deadline
12/22/23 End of Quarter Two
01/05/24 Grades Due
01/10/24 Report Cards Finalized

Quarter Three
12/23/2023 – 3/15/2024

03/15/24 Late Work Acceptance Deadline
03/15/24 End of Quarter Three
03/20/24 Grades Due
03/26/24 Report Cards Finalized

Quarter Four
3/16/2024 – 5/30/2024

05/30/24 Late Work Acceptance Deadline
05/30/24 End of Quarter Four
05/30/24 Grades Due
06/07/24 Report Cards Distributed

*All teachers update PowerSchool in a timely fashion to promote communication with families and provide adequate opportunities for improvement where needed. Teachers will provide information on **Virtual Open House (09/21/2023)** explaining their grading policy and approximate PowerSchool updates.

ACADEMICS

GRADING/REPORT CARDS

Student report cards will be finalized 4 times per year, after each marking period. ISAAC has chosen to go paperless for report cards; as a result, an email will go out to families marking the end of each quarter. A final report card in paper form will be mailed home at the end of the fourth quarter in June.
Final grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments, formative and summative testing at intervals during the course.

Grading is scaled in a uniform manner which allows for a simplistic approach for students and parents to follow. Below is the breakdown of the grading scales for assignments and assessments:

Homework:	*10 pt. increments*	***Test:***	*200 pts*
Classwork:	*10 pt. increments*	***Papers/Projects:***	*100 to 200 pts.*
Quiz:	*100 pts.*	***Unit Tasks:***	*100 to 200 pts.*

Teachers may adjust the amount of points per assignments based upon the rigor, complexity, or time needed to complete the task.

Letter	Numerical Equivalent	Letter	Numerical Equivalent
A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	60-69
B	83-86	F	50-59
B-	80-82		

Progress Reports

Parents/guardians can set up progress reports to be emailed once a week, once every two weeks, or once a month via PowerSchool. To set these parameters, log onto PowerSchool, input your username and password to access your child's information. Click on the "Email Notification" button to select your preference. Teachers are expected to update PowerSchool on a regular basis to promote communication with families and provide adequate opportunity for improvement where needed. Grades on PowerSchool are accessible for parents, administration, advisors, counselors, and case managers (if applicable).

Late Work

All teachers will accept late work one week prior to the end of the appropriate quarter as listed on the ISAAC calendar. To be accepted, the work must be complete and meet all assignment requirements.

Make-Up Work

Students who have been absent are required to consult with their classroom teachers about work missed because of absence. Students will need to make up missed assignments in a timely manner or in the time specified by the classroom teachers. When absent, the student is responsible for work previously assigned and due on the day he/she returns (unless excused by the teacher). Students may utilize Dragon Time to complete late or missed work.

Retake/Extra Credit

ISAAC follows a Growth Mindset by allowing students to continually try to improve on assignments and/or tests before the completion of a unit. Once the unit is complete, they will no longer be given the opportunity for a retake. To complete a retake, students must schedule a time with the teacher outside of class or during Dragon Time to discuss their assignment. At this conference, the teacher will provide productive feedback to the student and schedule a time for the retake. The teacher will use the higher of the two grades.

Marking Periods

There are 4 marking periods each school year: the first one ends in October, the second in December, the third in March and the fourth in May. Please refer to the school calendar for the exact dates that each marking period ends. Parents and students can view academic progress at any time during the marking period via PowerSchool.

COURSES OFFERED

CORE CLASSES	ELECTIVE CLASSES	SUPPORT SERVICES
Language Arts	Spanish	Special Education
Mathematics	Theater/Dance	504 Services
Social Studies	Health/PE	Bilingual Program
Science	Video Game Coding	Advisory
	Invention Convention	SRBI Support
	Art/Advanced Art/Digital Art	
	Aquarium Science	
	Music/Band	

Advisory

All ISAAC students will take part in our Advisory Program where our social-emotional curriculum will be implemented (ie. Growth Mindset, Mindfulness, healthy social and emotional living…). We want to ensure that all students' social/emotional well-being is our top priority.

Honor Roll

Honor Roll is announced by the principal at the end of each quarter. To attain 'High Honors' a student must have all A's. 'Honors' consists of a combination of A's and B's (no C's).

Student Records

A student's school records are confidential and are protected by law from unauthorized inspection or use according to the Family Educational Rights and Privacy Act (FERPA). A cumulative record is maintained for each student that includes a listing of subjects taken, levels of achievement, attendance, and other data including standardized test scores. School records also include students' names, parents' names, addresses, birth dates and any information recorded in any way that is directly related to a student and maintained by the school.

Parents of students and eligible students may, upon request, inspect and review the student's records by submitting to the school administration a written request that identifies as accurately as possible the record or records for which the request for inspection and review is submitted. An authorized school official will notify parents or eligible students of the date, time, and location where the records may be inspected and reviewed. Requests by parents and eligible students to inspect and review the student's education records will be accommodated within ten (10) school days after the receipt of such requests.

Transfer/Withdrawal from School

When a student transfers to another school or when a student withdraws from school, the parent/guardian must contact the main office to obtain a transfer/withdrawal form. The form must be completed and signed by the parent/guardian, indicating the reasons for withdrawal.

SRBI Team – (SCIENTIFIC RESEARCH-BASED INTERVENTION)

The SRBI Team consists of the executive director, principal, associate principal, special education director, SRBI coordinator, social worker, school counselor, regular education teachers, and special education teachers who meet on a regular basis. The SRBI Team looks at referrals concerning non-special education students who are experiencing academic or behavioral difficulties. The team will develop intervention strategies and program accommodations specific to the needs of the student and implement and monitor those strategies for 4-8 weeks. If the accommodations don't impact student learning and growth, then a referral to special education may be made.

Through our Scientific Research-Based Intervention System (SRBI), students will be monitored to ensure academic growth and progress through the tiered system. All students will have Tier 1 & 2 interventions within the classroom provided by the classroom teacher. If a student continues to struggle, the student will be referred to the SRBI team to Tier III for further assessments and data review. These interventions are designed to provide academic and behavioral interventions, accommodations and supports to develop the necessary skills toward college and career readiness.

SPECIAL EDUCATION

State and federal laws guarantee that a student shall receive a free and appropriate public education. In some cases, it is necessary to accommodate and/or modify the general education curriculum to meet the needs of all students who have an Individualized Education Plan (IEP).

If a student is identified as needing specialized instruction, the student will be referred to the Planning and Placement Team (PPT) consisting of the parent, student (if appropriate), general education teacher, special education teacher, school counselor and/or social worker, administration and any other necessary related support members (ie. Speech and language therapist, Occupational therapist, Physical therapist) where the team will determine what or if evaluations are needed to determine if there is a disability. ISAAC offers co-taught ELA and Math, Reading Intervention, and Academic Resource.

BILINGUAL PROGRAM

Language Assessment Scales - (LAS Links)

The No Child Left Behind Act of 2001 requires that all school districts assess the English proficiency of all English Language Learner students (ELL). The Language Assessment Scales (LAS Links) Reading, Writing, Listening, and Speaking assessments will be administered to all identified ELL students in Grades 6 through 8. Students will be progress monitored using benchmark assessments two times during the year: Fall and Winter with the final assessment administered during the Spring. The state standard for achievement on the LAS Links Assessment is an "Overall" score of Level 4 or higher.

TECHNOLOGY

Internet/Cell Technology/Acceptable Use Policies

ISAAC curriculum makes extensive use of resources on the internet that makes it vital for students to avoid dangerous, destructive, and unlawful behavior when using the internet. All students and their parents must sign an acceptable use policy that indicates that the student agrees to use the internet exclusively for educational purposes and to abide by the ISAAC Computer Technology Use Rules. Students found violating the acceptable use policy, including but not limited to viewing inappropriate sites, are subject to disciplinary consequences and revocation of computer privileges for a specified period of time. In the ISAAC technological environment, the use of a computer negates the need for cellular devices. All cell phones should be stored away in the student's backpack, jacket, pocket, or left with administration throughout the entire day. Student use of cell phones and/or similar devices are not permitted at ISAAC. Students may only use electronic devices distributed by ISAAC. Students using an electronic device that inhibits teaching and learning or that does not support the school mission will:

1. Receive a verbal warning to put the phone away (In the backpack, jacket, or pocket).
2. The portable electronic device will be confiscated by the staff member and returned to the student at the end of class.
3. The portable electronic device will be confiscated by an administrator and returned to the student at the end of the day.
4. The portable electronic device will be confiscated by an administrator and held for parents to claim.

Technology Resources

For ISAAC students to achieve ISAAC academic, civic, and social competencies, it is vital that students use computers and other advanced technology responsibly and for school purposes only. Students will have access to school computer networks, laptops, and the internet on a regular basis. Students must abide by the ISAAC computer technology expectations at all times.

Students and parents should be aware that email communications, using ISAAC's computers, are not private and may be monitored by staff. Students may not access social media sites using school equipment, while on school property, or at a school-sponsored activity unless the posting is approved by a teacher. ISAAC will not be liable for information posted by students on social media websites such as Facebook, Snapchat, Instagram, YouTube, etc. when the student is not engaged in school activities and not using school equipment.

ISAAC reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of ISAAC and no user shall have any expectation of privacy regarding such material.

Federal law requires ISAAC to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful, or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Executive Director or his/her designee.

No recording, video or audio, or photographs may be taken in school unless it is part of a lesson and all appropriate privacy protections, such as FERPA, are honored.

FIELD TRIPS

ISAAC delivers some of its curriculum through field trip experiences. Given the experiential nature of some courses at ISAAC, your signature on the "Stake Holder" page, grants permission for students to attend all academic field trips for the 2023-2024 school year. Travel will most commonly be by school van or bus. Students may be excluded from participating in field trips for the following reasons:

- Social Concerns
- Academic Concerns
- Behavioral Concerns

HONOR CODE

Students are responsible for all work that is assigned to them. Students are not to give their work to or take the work of others. This includes plagiarism, the copying of information from the Internet or other written sources presenting it as their own work. **This Honor Code applies to all classes!**

Students copying the work of others or cheating on quizzes, tests, reports or other assignments:

- Materials will be confiscated and submitted to the teacher.
- Grade for that assignment for all students involved will be a zero.
- Parents will be notified.

Students forging a signature:

- Notification of parent/guardian
- A referral to the Administration

Please note: Students involved in any plagiarism, forgery, or copying/ cheating incidents, may be eliminated from consideration for any school activity or awards.

PROMOTION

ISAAC is dedicated to the best total and continuous development of each student as part of the Vision of the Graduate. Therefore, ISAAC will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty have established a system of grading and reporting academic achievement to students and their guardians.

In order to foster student achievement and reduce social promotions, ISAAC is committed to the following initiatives:

- Adoption of rigorous standards and development of a curriculum to support them
- Interventions to prevent early school failure and assistance to students through our SRBI Team
- Maintenance of a safe and orderly learning environment
- Working in partnership with parents/guardians to enhance students' academic abilities

STUDENT LIFE

Activities and Clubs: Students may join a variety of club activities offered at ISAAC. Parents/guardians will receive written or digital notification of after-school club offerings throughout the year. Privileges to participate in clubs/enrichment activities may be revoked due to grades, disciplinary referrals, suspensions, or misbehavior.

After school and evening activities: Only ISAAC students are allowed to attend school dances. A student may not attend an evening activity or program if he/she has been absent or is dismissed early on the day of the event.

Athletics:

- All students are eligible to participate in intramural and interscholastic athletics.
- All students must have a current physical examination on record with the school nurse before they can participate. Yearly exams must be recorded on the school health physical form. It must be dated within one year of the last day of the sport season. Exams scheduled during the summer will cover all sports for the following school year.
- All academic work is to be up to date and grades are C- or better.
- Permission slip and/or FamilyID signed by parent/guardian consenting to the child's participation.
- Privileges to participate in athletics may be revoked due to grades, disciplinary referrals, suspensions, or behavioral issues of concern.
- The Administration or coach may remove a student from participation at any time for just cause.

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Publicity/Media Relations

To promote the school's core values and beliefs about learning and properly inform the public about ISAAC, all students and their parents are asked upon registration at ISAAC to provide the school with a signed permission form authorizing photographic, video, and television coverage of events involving students, including the annual ISAAC Lip Dub.

ATTENDANCE

School hours are from 8:30 AM to 3:00 PM. Students who arrive between 8:00 and 8:25 a.m. will have breakfast available in their first block class.

Absences:

According to the State Board of Education, pursuant to section 10-198b of the general statutes,
State law requires school districts and schools to have specific policies and procedures regarding students who are truant. A truant is defined as a student who has 4 unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year.

If a student becomes truant, ISAAC administration will request a meeting with the parent/ guardian within a reasonable amount of time to address the concerns. In this meeting, administration will work with the student and parent/guardian to put interventions and supports in place to address the needs of both student and families. Schools should also work with community agencies in providing child and family services to address the student's barriers to coming to school.

Reporting Absences/Tardiness: If a student is absent, the parent/ guardian must contact the school by 9:00 a.m. on the day of the absence (860-447-1003). Neither email nor text message shall serve to satisfy the requirement of written documentation. Otherwise, the absence will be recorded as unexcused, and parents/guardians will receive an automated message from the school in regards to the student being absent. If the student has an appointment that causes him/her to be late or absent, a note must be sent in with the student when he/she returns to school for the tardy/absence to be recorded as excused.

After the ninth excused absence, students may only be excused with proper documentation for the following reasons:

- Student illness (to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the length of the absence)
- Student's observance of a religious holiday
- Death in the student's family or other emergency beyond the control of the student's family
- Mandated court appearances (additional documentation required)
- The lack of transportation that is normally provided by a district other than the one the student attends
- Extraordinary educational opportunities pre-approved by administration
- All other absences will be considered unexcused

Absences for the purposes of vacation are unexcused. Such absences count toward total absences for the student. If a parent/guardian elects to take his/her child on vacation during the regular school time, he/she does so, knowing that the student's absences will be recorded as unexcused. Schoolwork for an unexcused absence may or may not be given to a student prior to his/her absence and must be made up upon return to school. The timeframe for completing the work will be determined by the teachers. A parent/guardian may request schoolwork on the second day of a student's absence from school.

Students arriving late to school any time after 8:25 are to report to the main office for a late pass. Tardiness due to bus-related situations will be excused. Students who are tardy for a period greater than or equal to one-half of the school day are considered absent.

A student may not attend an after school or evening activity or program if he/she has been absent or is dismissed early on the day of the activity or program.

The Administration will determine if an absence is excused. When the student has four (4) unexcused absences, a referral will be made to the Administration. The Administration will arrange a meeting with the parent/guardian and evaluate the reason for the student being a truant. This meeting shall be held no later than ten (10) days after the child is identified as a truant. If the parent/guardian declines to attend the meeting, that fact shall be documented, and the meeting will be held without the parent/guardian being present. The Administration will develop a plan to help improve the student's attendance.

If a student identified as "truant" has ten (10) unexcused absences and the parent/guardian fails to attend the required meeting or to cooperate with the school in trying to solve the truancy problem, the Administration shall file a written complaint with the Department of Children and Families (DCF).

At the beginning of each school year, any student who had ten (10) or more unexcused absences in the previous year will be identified as an "at risk student" and will be monitored by the SRBI team. A letter will be sent to parents and the team to set up a meeting with the student to discuss the importance of regular attendance.

Chronic Absenteeism: A student whose total number of absences at any time during the school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a "chronically absent child." Such a student will be subject to review by the SRBI Team.

Extraordinary Educational Opportunities: To qualify as an extraordinary educational opportunity: it must be educational in nature and must have a learning objective related to the students' course work or plan of study; be an opportunity not ordinarily available to the student; be grade and developmentally appropriate, and

include content that is highly relevant to the student. The executive director has the ultimate decision-making in granting this request.

Arrival Procedures: Parents/guardians dropping off students must do so in front of the main entrance. Please DO NOT park and block the street or entrance to the parking garage.

Early Dismissals: Parents/guardians must come to the Main Office to sign students out if picking up the student at any time other than regular dismissal time. Early dismissal is discouraged and should be requested only in emergency and/or unusual situations. Should someone other than the parent/caregiver come to pick up a child, that person must be certified in writing by the parent/caregiver as the one to whom the child may be released. Persons unknown to the school office will be required to present identification.

Dismissal Procedures: At dismissal, parents picking up their children should do so in front of the main entrance. Please DO NOT park and block the street or entrance to the parking garage. Students who take the bus will be dismissed to the cafeteria where their buses will be called. Walkers are to leave school grounds immediately after dismissal onto Governor Winthrop Blvd.

BUS CONDUCT

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, administration, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives training in their use, as required by state law. Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Health/Nursing Services

The school nurse maintains a cumulative health file for each student which includes illness notations, results of physical examinations, and other pertinent health information. Each parent must complete an emergency medical information form, an immunization record, and a yearly health update to be kept on file.

Any student who becomes ill or injured while at school should inform the nearest faculty member and report immediately to the school nurse. If the student is unable to do so, the school nurse will be called to the scene. Parents must notify the school nurse in cases of student illness. Any request to limit a student's participation in a school activity for an extended time must be accompanied by a signed statement from a physician.

Parents of students requiring either prescription or over-the-counter medication during school must contact the school nurse. **A medication administration form signed by a physician is required to permit the administration of ANY medicine in school.** All medication whether over the counter or prescription must be delivered to the school by an adult and be in the original container with proper labeling. Parents

may authorize the administration of acetaminophen or ibuprofen by the nurse in accordance with ISAAC's standing orders from the medical advisor. Parents must complete, sign, and return the appropriate medication form.

Immunizations

In accordance with state law and accompanying regulations, The Interdistrict School for Arts and Communication (ISAAC) requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, Hemophilus influenza type B, hepatitis A, hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, prior to enrolling in any program or school under its jurisdiction. Among other requirements, before being permitted to enter seventh grade, ISAAC requires each child to be vaccinated against meningococcal disease. ISAAC further requires each child to receive a second immunization against measles and tetanus, diphtheria, and pertussis (Tdap) before being permitted to enter seventh grade.

School Based Health Services

The Community Health Center, Inc. provides school-based health services during the school day. Licensed healthcare providers are available to provide expanded medical treatment (for illnesses or injuries, and physicals) and behavioral health (individual, group, and family therapy). School-based health services work in conjunction with the care provided by your child's pediatrician and are not intended to replace regular care by your child's primary healthcare provider. Our school nurses work closely with the School-Based Health Clinic and are the initial point of contact for students and families. The ISAAC school nurses will often refer students to the SBHC. All SBHC services are confidential, and parents must complete a Parent Permission form for students to receive services.

GENERAL INFORMATION

I. ADMISSIONS POLICY:

The Interdistrict School for Arts and Communication (ISAAC) is a free public charter school open to all sixth, seventh, and eighth-grade students in Southeastern Connecticut. Our charter states that our student population is based on 50% New London residents and 50% from surrounding towns. Transportation is guaranteed to students in the New London school district. Other towns may elect to provide transportation.

All students who wish to attend ISAAC must submit an application. Student applications are available on our website, www.isaacschool.org, and in the main office. Each year, ISAAC admits new students for each grade, depending upon the availability of open slots. Students are selected based on a fair, random lottery, which ensures all students have an equal opportunity to enroll. The lottery is held during late winter/early spring. Students that are not selected will be added to a waiting list. If an opening occurs, the first student on the waiting list at that grade level will fill the vacant space.

II. ACCEPTABLE USE REGULATIONS FOR THE INTERNET:

This is an annual agreement, which will be binding to every ISAAC student for the full year. Because the Internet is used as part of school activity, the school's code of conduct applies to network activities. Students may only visit school-appropriate websites while in attendance at ISAAC. Failure to adhere to regulations will result in a loss of privilege or other appropriate disciplinary action. (ISAAC Policy #5008)

III. ALCOHOL, DRUGS, TOBACCO, E-CIGARETTES, AND VAPOR PRODUCTS:

The Interdistrict School for Arts and Communication (ISAAC) is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, The unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of ISAAC to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale, or use of substances that affect behavior. (ISAAC Policy #5131). The ISAAC prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product (vapes), on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the ISAAC, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." (ISAAC Policy # 1009)

IV. BULLYING

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication directed at or referring to another student attending ISAAC, or a physical act or gesture by one or more students repeatedly directed at another student at ISAAC, that:
(1) causes physical or emotional harm to such student or damage to such student's property;
(2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property; (3) creates a hostile environment at school for such student; (4) infringes on the rights of such student at school; or (5) substantially disrupts the education process or the orderly operation of a school. (ISAAC Policy # 5011)

V. CELL PHONES AND ELECTRONIC DEVICES:

Please see, *Internet/Cell Technology/Acceptable Use Policies for more information (pg. 16)*

Students are required to use an ISAAC-issued laptop for all ISAAC-issued assignments. Privately-owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff or unless necessary for a student to access the district's digital learning platform. A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. (Policy #5009)

VI. CLASSROOM BEHAVIOR:

Improving student behavioral outcomes requires ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. In order to create an environment that ensures all students feel emotionally, intellectually, and physically safe, ISAAC staff is committed to providing students with a positive classroom environment that is engaging for all students.

Consideration for the rights and privileges of others, cooperation with all personnel in the school community, and respect for oneself and others are basic principles guiding ISAAC's expectations for student behavior. Students will be expected to conduct themselves in keeping with the behavioral expectations established by our school. Any conduct that is disruptive of the educational process and that infringes upon the rights of others is prohibited.

VII. COVID-19

The ISAAC Board of Directors have adopted COVID-19 policies. These policies will remain in place for future pandemic outbreaks. Policies include efforts to ensure the safety and well-being of all staff and students at ISAAC. Students who continually have difficulty ensuring the safety and well-being of others will be referred to school administration. A collaborative meeting to address the issue will ensue between home and school.

VIII. CUTTING CLASS:

Cutting a class (intentionally not attending any portion of a class) counts as an unexcused, unauthorized absence and will result in a parental conference and may be subject to further disciplinary action with repeated offenses.

IX. DRESS:

The primary responsibility for wearing appropriate clothing in school rests with the parents/guardians and students. However, it is the school's responsibility to dictate that school dress is, healthy, non-distractive, appropriate, comfortable, safe, and functional. ISAAC reserves the right to determine what constitutes dress that is disruptive to the educational climate or process.

For these reasons, the following guidelines are set forth:

1. The following list of items are not permissible to wear in school: Bandanas, hats, hoods, bathing suits, open-toed shoes such as flip flops and slides, sleepwear such as pajama tops and bottoms, lingerie-type and camisole-type clothing, slippers, see-through clothing, tank tops, cut-off shirts with excessive armholes, strapless tops, backless shirts, open midriffs shirts/ blouses, and low-cut clothing.
2. No short shorts, skirts, dresses or see-through leggings worn as pants. Shorts, dresses, skirts of mid-thigh length, or leggings worn under acceptable shorts or skirts are appropriate.
3. No undergarments should be visible (e.g.: boxers, shorts worn underneath pants, underwear, bras, bra straps, etc.). Pants must be worn at the waistline and must allow the student to move freely for safety purposes.
4. The midriff area should be covered. No visible skin between midriff shirts and low-rise pants/shorts/skirts are permitted.
5. Students cannot wear clothing/jewelry displaying alcohol, drugs, tobacco, violence, sexuality, or inappropriate language are prohibited. Due to the constantly changing nature of these symbols, determinations will be made by the administration.
6. Students cannot wear spiked or studded bracelets, oversized or multi-fingered rings, belts or any other article or attire with spikes, studs, or chains.
7. Students are not allowed to wear "costumes" or Halloween masks to school. In addition, students are not allowed to wear sunglasses in school during the school day unless a doctor's note has been provided to the school nurse and the Associate Principal.
8. If required mask should be worn properly, except for lunch and scheduled mask breaks, covering the nose and mouth.

If there is a violation of the dress code, students will be asked to change or call a parent to bring in a change of clothes. Refusal will result in the student being sent to the administration. Students who continually fail to comply with the dress code will be considered insubordinate and will be subject to disciplinary action.

X. FALSE REPORTINGS/FALSE FIRE ALARMS/FIRE EXTINGUISHERS:

Causing an emergency evacuation, lockdown, fire alarm, and/or using extinguishers improperly are major safety concerns for the school and the town authorities. Violators will be suspended and may face expulsion and referral to local authorities.

XI. FIGHTING:

Fighting, other conduct that endangers persons or property, or conduct seriously disruptive to the educational process which may lead to disciplinary action including, but not limited to, removal from class, suspension and/or expulsion in accordance with the board policy. (#5114)

XII. FIRE/EMERGENCY DRILLS:

Fire and emergency drills will be held periodically during the school year. At the sound of the fire alarm, everyone is to leave the building immediately by the nearest exit. Students are to remain with and under the supervision of their teacher. Attendance will be taken. If unassigned, students should report to the closest faculty member. Students should stand away from the building to allow a fire lane and should maintain order and quiet so that emergency procedures can be executed.

No cell phones or electronic devices will be in use during a drill. No one is to re-enter the building until instructed to do so, by an administrator. Lockdown procedures are posted, reviewed and practiced periodically.

XIII. HAZING/HARASSMENT:

Hazing/harassment of any student or group of students is not allowed. Disciplinary consequences may include co-curricular discipline, suspension, expulsion, and referral to the police.

XIV. INSUBORDINATION:

Students are expected to respond promptly and politely to requests and directions from staff members. Failure to do so will result in teacher consequences and as appropriate, referral to administration.

Any obscene language directed towards a teacher or staff member will result in disciplinary action.

XV. LANGUAGE:

Appropriate and non-abusive language is expected from everyone. Swearing, intimidating, or harassing language is not allowed.

XVI. LASER PENS/LIGHTS:

Laser pens/lights are not permitted for students. Public Act 99-256 prohibits persons under the age of eighteen from possessing a laser pointer on school grounds or in any public place. The Act also provides that no person shall sell, offer to sell, lease, give or otherwise provide a laser pointer to a person under eighteen years of age. A person may temporarily transfer a laser pointer to a person under eighteen years of age for educational or other lawful purposes if the minor is under the direct supervision of a parent, legal guardian, teacher, employer or another responsible adult.

XVII. LOITERING:

Loitering or other activity interfering with academic progress shall not be allowed in the corridors or areas adjacent to the building including the parking lot. Students must have written permission (pass) when they are not in class.

XVIII. ORGANIZED DISRUPTION OF SCHOOL ENVIRONMENT:

Students are expected to always demonstrate appropriate behavior both in and out of the classroom, at school functions, and on school grounds. Disruptive behavior or class pranks that involve damaging or destroying property, disrupting class or instruction, endangering students, or interfering with the mutual respect between students and staff are prohibited for reasons of liability, concerns about student safety and well-being, accountability, and the condition of our facilities. Students who engage in any inappropriate activities of this type will be subject to an investigation that may lead to disciplinary actions.

XIX. PLAGIARISM: *(See Honor Code)*

The use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty is plagiarism. This conduct may lead to disciplinary action. (ISAAC Policy #5114)

XX. PROMOTION CEREMONY PARTICIPATION

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed the District's course of study and are qualified to receive a diploma. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial and the means whereby a student may appeal this decision.

XXI. SALE OF ITEMS

ISAAC strictly prohibits the sale of any items, including but not limited to cookies, candy, drinks, and clothing, on ISAAC school grounds or during any school-sponsored activities off school grounds. No money shall be exchanged for goods among ISAAC students and between ISAAC students and staff.

XXII. SEXUAL HARASSMENT:

Sexual harassment is illegal and is prohibited by the Connecticut Discriminatory Employment Act, Title VII of the Civil Rights Act of the Title IX of the Educational Amendments of 1972. Sexual harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when such conduct has the purpose or effect of substantially interfering with an individual's work or performance or creating an intimidating, hostile, or offensive working or learning environment. Examples of sexual harassment include: unwelcomed sexual advances; suggestive or lewd remarks; unwanted hugs, touches, or kisses; request for sexual favors; derogatory or pornographic posters, cartoons, or drawing; sexting; or retaliation for complaining about sexual harassment (ISAAC Policy #4118).

XXIII. SOCIAL MEDIA:

Using computer systems, including email, instant messaging, text messaging, blogging, or the use of social networking websites, or other forms of electronic communication, to engage in any conduct prohibited by this policy may lead to disciplinary action (including, but not limited to, removal from class, suspension, and/or expulsion in accordance with policy #5114)

XXIV. SURVEYS & FLIERS:

Non-school-sponsored surveys and fliers shall be distributed at ISAAC. All requests for surveys and distribution of fliers that are not part of the regular educational program must have a Principal's approval.

XXV. THEFT/DAMAGE:

Property damage, theft, or endangering the well-being of others is not permitted. If damage is caused to a school building, equipment, or property and the damage can be clearly connected to an identifiable group (a class, club, team, etc.), then that group will share in covering the costs, incurred by the school in repairing the damage. Loss of social privileges for that individual or group may also occur. Conduct that may lead to disciplinary action including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy #5114

XXVI. WEAPONS:

Dangerous weapons or facsimiles thereof are not permitted on school property wherever or whenever students are under the jurisdiction of the school. Weapon means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of ISAAC. (ISAAC Policy #5114)

SAFETY PROCEDURES

Asbestos Management Annual Notification

ISAAC has submitted an asbestos management plan and is in compliance with AHERA and EPA regulations. In accordance with 40C.F.R. Section 763, "Asbestos-Containing Materials in Schools", we are required to inform families that an asbestos management plan is available which confirms that ISAAC has asbestos-containing materials in the building. We will continue to monitor these materials. The Management Plan is available and accessible to the public at the ISAAC main office. If you have any questions, please contact our Director of Facilities at 860-447-1003.

Millstone Power Station Readiness Plan

The nuclear response plan was developed by the Safety Committee, in direct consultation with the local and state emergency preparedness agencies. In the event of a nuclear emergency, the first and most likely scenario considered would involve a slow-moving type of event giving local and state officials time to gather information and take the following actions:

- Follow our regular dismissal procedures putting students in the care of their parents/guardian
- Follow our regular early dismissal procedures, putting students in the care of their parents/guardian
- Cancel school for the day or multiple days allowing students to remain at home in the care of their parent/guardian

The main goal for ISAAC is when there is no immediate threat to health and safety is reunifying children with their families so that the family can continue to monitor the situation along with the rest of the population. If an evacuation is considered necessary by emergency management officials and the Governor gives the directive to evacuate before local officials can reunite their students with their families, ISAAC in collaboration with other school districts, will transport students and staff to the state-designated evacuation facility.

Fire, Evacuation and Lockdown Drills

School safety is an absolute priority at ISAAC. Detailed instructions for emergencies are posted in all areas of the school, and periodic practice drills are conducted by school staff. All students and staff are expected to familiarize themselves with emergency procedures and cooperate promptly and fully with school authorities in all emergencies and emergency drills. ISAAC will work with local emergency agencies to ensure proper procedures and precautions are in place for the safety of all students, faculty, and staff.

In the event of a fire drill, evacuation or lockdown exercise, students must follow ALL instructions given by teachers and administrators. The New London Police Department, upon being notified, will quickly respond to the school to ensure student safety. Police officers will contain an incident and advise the administration and students of evacuation procedures. Students will be instructed to follow the directions of the police officers.

Security Camera Policy

The ISAAC Board of Directors supports the limited use of video cameras on ISAAC property for the purpose of enhancing school safety and security. The goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use school property and diminish the potential for personal and district loss or destruction of property. Appropriate signage is posted at the school entrance to notify students, staff, and the general public of the use of security cameras.

Security cameras are installed in public areas only. These areas include common areas, stairwells, hallways, large gathering areas, and exterior entrances or exits to the school building. Restrooms, changing rooms, private offices, nurse's offices, and locker rooms are excluded from security camera use. Security camera use is prohibited in any space where there is a reasonable expectation for privacy. No sound is monitored or recorded in connection with the video surveillance system. All video recordings are stored in a secure place to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for a period consistent with state law and ISAAC record retention policies, after which all recordings will be appropriately deleted.

Armed Safety Officers

The ISAAC Board of Directors (the "Board") authorizes the placement of armed safety officers in its school buildings during times that the Executive Director or his/her designee deems necessary in order to provide for a safe school environment. The armed safety officers shall support the school administration and staff in maintaining a safe and positive school environment and shall work under the immediate direction and supervision of the principal and under the overall direction of the Executive Director.

At the discretion of the Board, the armed safety officers shall be authorized to carry firearms on school grounds in the performance of their duties, consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the city of New London. An armed safety officer shall be authorized to utilize such firearms only when necessary in order to protect a person on school grounds from the use of deadly physical force.

The Executive Director will adopt and maintain administrative regulations to implement this Policy.

Legal References:

Conn. Gen. Stat. § 10-244a

Conn. Gen. Stat. § 53a-217b

ADOPTED: June 15, 2022

ISAAC BOARD OF DIRECTOR POLICIES

All ISAAC Board Policies including those listed below can be found on the ISAAC website along with other ISAAC Board policies: www.isaacschool.org

ISAAC GRIEVANCE PROCEDURE FOR TITLES VI AND IX, SECTION 504
- NON-DISCRIMINATION
- SEXUAL HARASSMENT
- STUDENT HARASSMENT POLICY

BULLYING
SCHOOL ATTENDANCE
PROMOTION/ACCELERATION/RETENTION
EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES
HOME TO SCHOOL COMMUNICATION
STUDENT RECORDS: CONFIDENTIALITY
SUBSTANCE ABUSE
DANGEROUS WEAPONS IN THE SCHOOLS
ADMINISTERING MEDICINES TO STUDENTS
CHILD ABUSE
YOUTH SUICIDE PREVENTION AND INTERVENTION POLICY
FIELD TRIPS
PLEDGE OF ALLEGIANCE
SEARCHES
STUDENT SURVEYS
COMPUTER USE, E-MAIL, AND INTERNET POLICY
STUDENTS WITH SPECIAL HEALTH CARE NEEDS
USE OF AUTOMATIC EXTERNAL DEFIBRILATORS (AEDs)
HEALTH SCREENINGS
COMMUNICABLE/INFECTIOUS DISEASES
STUDENT HEALTH SERVICES
STUDENTS/STAFF WITH HIV, ARC (AIDS RELATED COMPLEX) OR AIDS
STUDENT SAFETY
HEALTH RECORDS

Section 3
Appendix 9

ISAAC MIDDLE SCHOOL 2024 SBAC & NGSS PRELIMINARY DATA

Dr. Nicholas J. Spera
ISAAC Board of Directors
June 12, 2024

ISAAC By the Numbers

EIGHT YEAR SBAC TREND DATA

ELA SBAC

OF NOTE:

CURRENT 6TH GRADERS: 29% AT GOAL ENTERING ISAAC

ELA	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	% +/-
6TH	28.6%	36.8%	34.1%	23.3%	30%	32%	30.2%	45.3%	+ 53%
7TH	31.8%	28.7%	26.4%	34.5%	29.3%	32.6%	37.5%	46.6%	+ 24%
8th	37.3%	31.8%	28.6%	33.3%	36.4%	38.5%	42.4%	55.3%	+ 30%

SCHOOL-WIDE ELA SBAC

ELA	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	% +/-
ISAAC	32.4%	32.4%	29.7%	30.2%	31.8%	34.4%	36.4%	48.3%	+ 33%

ISAAC By the Numbers

EIGHT YEAR SBAC TREND DATA

MATHEMATICS SBAC

OF NOTE:

CURRENT 6TH GRADERS: 16% AT GOAL ENTERING ISAAC

MATH	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	% +/-
6TH	4.4%	12.6%	10.2%	14.4%	5.4%	18.4%	20.4%	38.3%	+ 88%
7TH	9.4%	8%	10.3%	9.5%	12%	15%	25.3%	21.6%	-14%
8th	15.9%	13.6%	7.1%	7.4%	7%	5.5%	25%	32.9%	+ 32%

SCHOOL-WIDE MATH SBAC

MATH	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	% +/-
ISAAC	9.7%	11.5%	9.3%	10.6%	8.2%	13%	23.4%	31%	+ 33%

ISAAC By the Numbers

FOUR YEAR NGSS TREND DATA

SCIENCE NGSS

SCIENCE	18-19	21-22	22-23	23-24	% +/-
8th Grade	25.9%	20.9%	33.3%	37.2%	+ 12%

Section 3
Appendix 10

FOUR YEARS LATER:

ACADEMIC, CULTURAL, & INFRASTRUCTURE ACCOMPLISHMENTS

Dr. Nicholas J. Spera
ISAAC BOARD OF DIRECTORS
November 15, 2023

WE HAVE BEEN BUSY!!

1. Increased the Number of Certified Teachers at ISAAC by 25% & Pursuit of STEAM!
2. Reduced Class Sizes in the Core Subjects by 25%
3. 100% of Staff Needing Certification… HAVE IT!
4. Establishment of a PDEC Committee
5. Strong Evaluation and Accountability System
6. Written curriculum in a common format
7. Creation of a Bilingual Program with a Bilingual Teacher
8. 500% increase in Afterschool Programs and expansion of Interscholastic Sports through 21CCLC Grant
9. Establishment of a PLC Process that includes Learning Walks, Revision of Curriculum, & Review of Assessments
10. Universal Grading & Common Syllabus
11. Revised or Added over 90% of the current Board policies

WE HAVE BEEN BUSY!!

12. Use of School-wide Rubrics
    - Rubric Database
13. Creation SRBI Coordinator and an SRBI Plan that includes SRBI Processes and Procedures
14. Inclusion of High Leverage Practices from the University of Pittsburgh: HLP 1: Academic Productive Talk/Accountable Talk and HLP 2: Writing to Learn
15. Expanded Mental Health Support and Crisis Team
16. Newly designed Bathrooms, Hallways, Offices, Cafeteria, Music, Science, Dance, & Technology Classrooms
17. Increased Safety and Security with Armed Security
18. Written two strategic plans with the Board of Directors
19. Trained and established a strong Board of Directors

WE HAVE BEEN BUSY!!

20. Facility Improvements Throughout & Upgraded or Added New Instructional Supplies and Equipment

21. Creation of a Strong Financial System and Budget Process

22. Aligned Policies, Systems, and Methodologies to those of Partnering School Districts

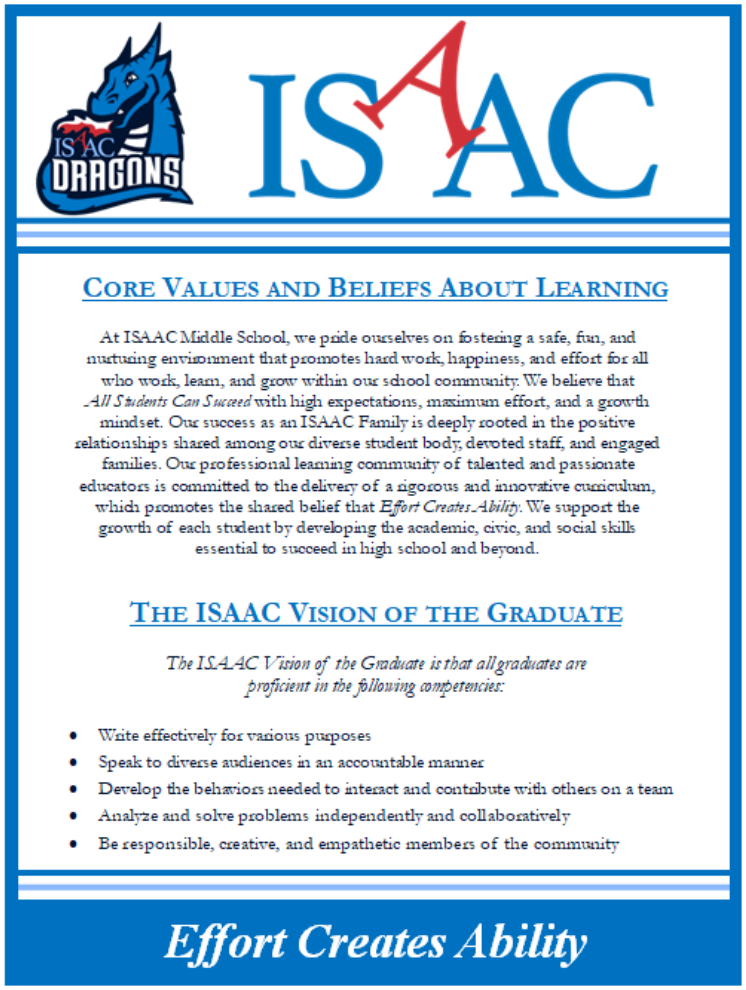
23. Established a Strong School Culture within the Families, Teachers, and Students that is backed by strong Climate Survey Results – ISAAC FAMILY

24. Continued School Operation Systems and Procedures with Returning Administration Team

25. New Core Values Statement in 2020 & Revised in 2023

26. Exploration for the Future: Board of Directors Approved the Request to CSDE for the approval to add 60 seats for grades 4 and 5 through the Charter School Program Grant

our values...



ISAAC

Core Values and Beliefs About Learning

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that *All Students Can Succeed* with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that *Effort Creates Ability*. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

The ISAAC Vision of the Graduate

The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

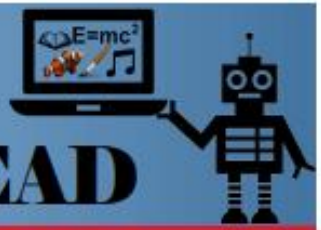
Effort Creates Ability

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that ***All Students Can Succeed*** with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that ***Effort Creates Ability***. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

ISAAC 2029



FULL STEAM AHEAD



Key Performance Indicators, Strategies, and Targets Aligned to Each Goal

GOAL #1: SAFE POSITIVE ENVIRONMENT

If we create a school climate and culture where every student, parent, and teacher feels safe, valued, respected, and informed, then all stakeholders will share in the partnership of meeting students' academic and social-emotional needs toward becoming active and responsible citizens.

GOAL #1 STRATEGIES:

I. Implementation of a school-wide social emotional Advisory Program.
II. Continue to provide cultural competency trainings to staff and students periodically.
III. Provide opportunities to engage parents in the school community through multiple methods.
IV. Ensure that all school safety and security initiatives are reviewed and revised periodically.
V. Provide the staff with opportunities for culture and climate feedback through various committees.

SUCCESS METRICS: School Climate Data

STUDENT SURVEY:
I generally feel safe at ISAAC: 85% or higher

PARENTS SURVEY:
My child generally feels safe: 85% or higher

TEACHERS SURVEY:
The culture and emotional climate of the school is positive and supportive: 85% or higher

GOAL #2: SYSTEMS OF EXCELLENCE

If we develop our professional talent and create a collective responsibility through the intelligent allocation of our financial and human resources, then we will be able to effectively adjust our curriculum, programming, and instructional pedagogy to ensure high levels of student achievement and school success.

GOAL #2 STRATEGIES:

I. Implementation of a non-evaluative instructional coaching system for core instructors and special education teachers.
II. Continue to pursue grant opportunities that support the core values and beliefs about learning
III. Revise and implement with fidelity an educator development and performance plan.
IV. Create opportunities and experiences that invite collaboration, teamwork, and acts of appreciation to the staff.

SUCCESS METRICS: Systems of Support

ISAAC Middle School will ensure that a yearly, balanced school budget remains supportive of the needs of the school through collaborative processes with its key stakeholders.

85% of ISAAC Middle School certified teachers will reach "exemplary" on the end of the year performance review upon reaching tenure.

GOAL #3: TOP CHOICE

If we increase the communication of the strengths of ISAAC and celebrate the successes throughout the school year in different modes of communication, then students, parents, staff, and the community will voice their ISAAC Pride to promote ISAAC as one of the premier middle schools to attend in Southeastern Connecticut.

GOAL #3 STRATEGIES:

I. Provide a high-quality, innovative school choice middle school that invites student choice in STEAM elective offerings.
II. Expand the co-curricular athletic and club offerings while providing afterschool transportation for all participants.
III. Develop a plan to provide transportation for out-of-district students that include multiple hubs.
IV. Ensure that the school building remains a safe, inviting, and innovative learning environment.

SUCCESS METRICS: Recruitment

ISAAC Middle School will increase the percentage of out-of-district 6th grade enrollment to reach 40% of students by 2029.

	2024	2025	2026	2027	2028	2029
OUT OF DISTRICT	23%	26%	30%	33%	36%	40%

ISAAC BOARD OF DIRECTORS

Richard F. Muckle, *Chairperson*
Michael Spellman, *Vice-Chairperson*
Barbara Crouch, *Secretary*
Lee Muller, *Treasurer*
Dr. David Brailey
Kevin Booker Jr.
Elizabeth Bumgardner
Dr. Lawrence Fenn
Dr. Richard Sanders
Christina Schiano
Shannon Lougee

ISAAC LEADERSHIP

Dr. Nicholas J. Spera, *Executive Director*
William J. Linski, *Principal*
Tanya M. Collins, *Associate Principal*
Amy J. Geary, *Director of Special Education*
Tucker Regan, *Student Supports Coordinator*
Erica Robb, *Director of Finance*
Celestino Rodriguez, *Director of Facilities*
Brian Trost, *Director of Technology*
Bobby Harris, *Director of Safety & Security*

21 CCLC

ISAAC DRAGONS

ISAAC 2029

FULL STEAM AHEAD

Key Performance Indicators, Strategies, and Targets Aligned to Each Goal

GOAL #4: EFFORT CREATES ABILITY

If teachers and staff collaborate in the examination of assessment and instructional practice through the PLC process, then they will enhance the curriculum and improve their planning and instruction with fidelity to promote student success.

GOAL #4 STRATEGIES:

I. Implementation of the ISAAC Professional Learning Community (PLC) system with fidelity
II. Increase the frequency of mathematics for incoming 6th graders
III. Implementation of tiered systems of support and targeted social/emotional interventions (SRBI)
IV. Review and revise curricula to align to student needs, vertical alignment, and state standards
V. Implementation of the high-leverage practices that promotes learning from innovative instruction

CON'T GOAL #4 STRATEGIES:

VI. 40% of students will reach goal in ELA SBAC
VII. 30% of students will reach goal in Math SBAC
VIII. 75% of EL students will reach target goals
IX. 75% of grade 6 and 8 students will pass all four areas of the physical fitness exam
X. 75% of eligible students will make their growth goal on the ELA SBAC
XI. 75% of eligible students will make their growth goal on the Mathematics SBAC
XII. 40% of students will reach goal in Science

SUCCESS METRICS: Accountability Index

ISAAC Middle School will increase their overall School Performance Index (SPI) by 10 percentage points by 2029.

	2024	2025	2026	2027	2028	2029
SPI	57	59	61	63	65	67

GOAL #5: BRING YOUR 'A' GAME

If we continuously discuss, monitor, and celebrate student attendance through a multiprocedural systematic process that incorporates family involvement and community partnerships, then students will attend school to obtain the skills and competencies needed to be academically and emotionally successful.

GOAL #5 STRATEGIES:

I. Continue to meet weekly to analyze and identify daily student attendance trends
II. Collaborate with families and community partners regarding student attendance concerns
III. Create systems of recognition to reinforce positive student attendance
IV. Continue to follow the attendance procedures that include multiple methods of home notifications
V. Implementation of tiered systems of support and targeted social/emotional interventions (SRBI)

SUCCESS METRICS: Attendance

ISAAC Middle School will improve its chronic absenteeism by 40% in 2029.

	2024	2025	2026	2027	2028	2029
Chr.Ab	23%	21%	19%	17%	16%	15%

GOAL #6: *IF YOU BUILD IT, THEY WILL COME*

If we provide an innovative curriculum that focuses on the skills and competencies needed to be successful in high school with innovative STEAM offerings, then students will have their individual skills improved and be successful in high school and beyond.

GOAL #6 STRATEGIES:

I. Full implementation of the Honors Program in grades 6, 7, and 8
II. Ensure student needs are met through individualized programming
III. Collaborate with STEAM related community partners to enhance curricula and provide real world experiences for students
IV. Expand the STEAM course elective offerings
V. Ensure that the academic core standards (NGSS, CCSS) are strengthened through STEAM offerings

SUCCESS METRICS: Full STEAM Integration

ISAAC Middle School will be approved by the Connecticut State Department of Education to become a STEAM school.

ISAAC Middle School will offer STEAM themed courses that are aligned to area high school themed program offerings

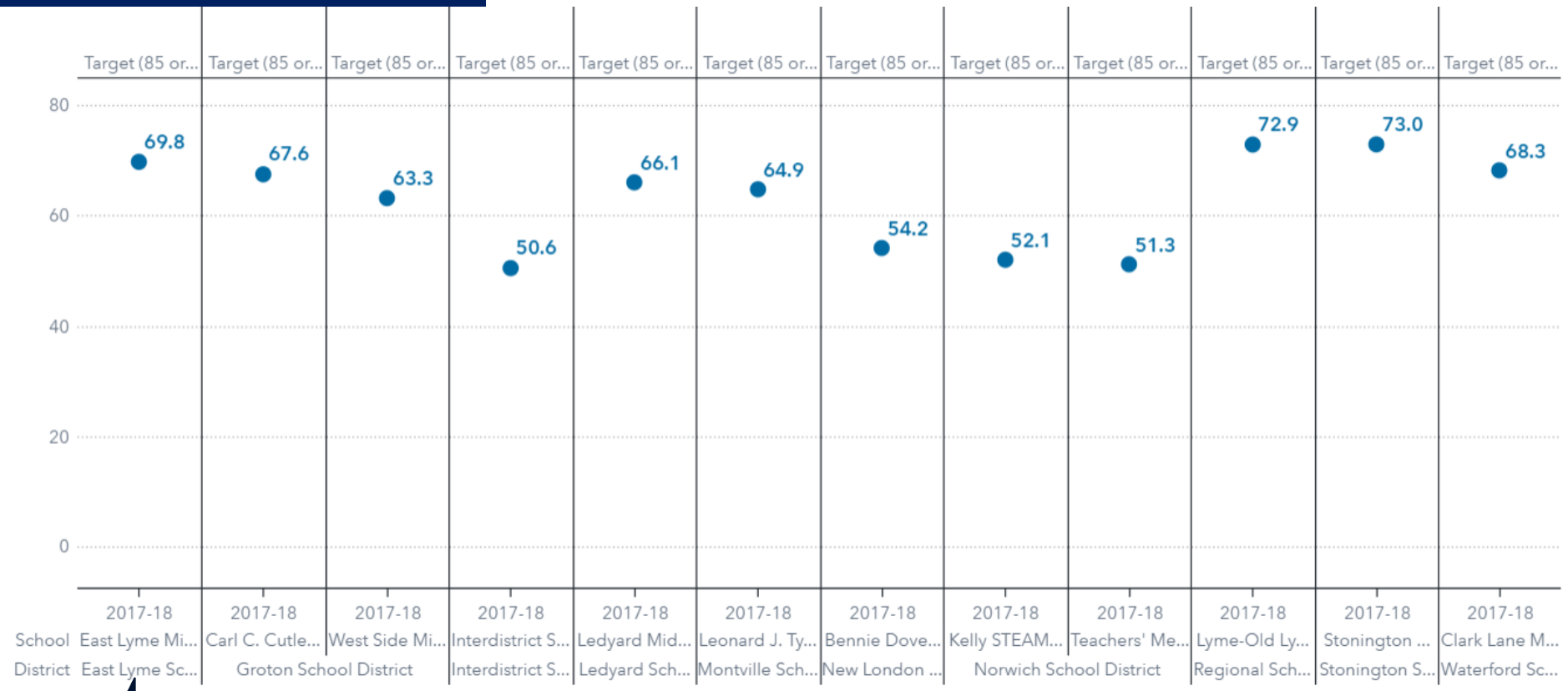
CORE VALUES & BELIEFS ABOUT LEARNING

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that All Students Can Succeed with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that Effort Creates Ability. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

ALL STUDENTS CAN SUCCEED

ACCOUNTABILITY INDEX RESULTS

2018 DATA



ACCOUNTABILITY INDEX RESULTS

2019 RANKINGS

#	DISTRICTS	ACCT. INDEX
1	**Stonington Middle School** *Stonington Public Schools*	73
2	**Lyme-Old Lyme Middle School** *Region 18*	72.9
3	**East Lyme Middle School** *East Lyme Public Schools*	69.8
4	**Clark Lane Middle School** *Waterford Public Schools*	68.3
5	**Cutler Middle School** *Groton Public Schools*	67.6
6	**Ledyard Middle Schools** *Ledyard Public Schools*	66.1
7	**Leonard J. Tyl Middle School** *Montville Public Schools*	64.9
8	**West Side Middle School** *Groton Public Schools*	63.3
9	**Bennie Dover Middle School** *New London Public Schools*	54.2
10	**Kelly STEAM Middle School** *Norwich Public Schools*	52.1
11	**Teachers' Memorial Middle School** *Norwich Public Schools*	51.3
12	**ISAAC Middle School** *Interdistrict School for Arts & Communication*	50.6

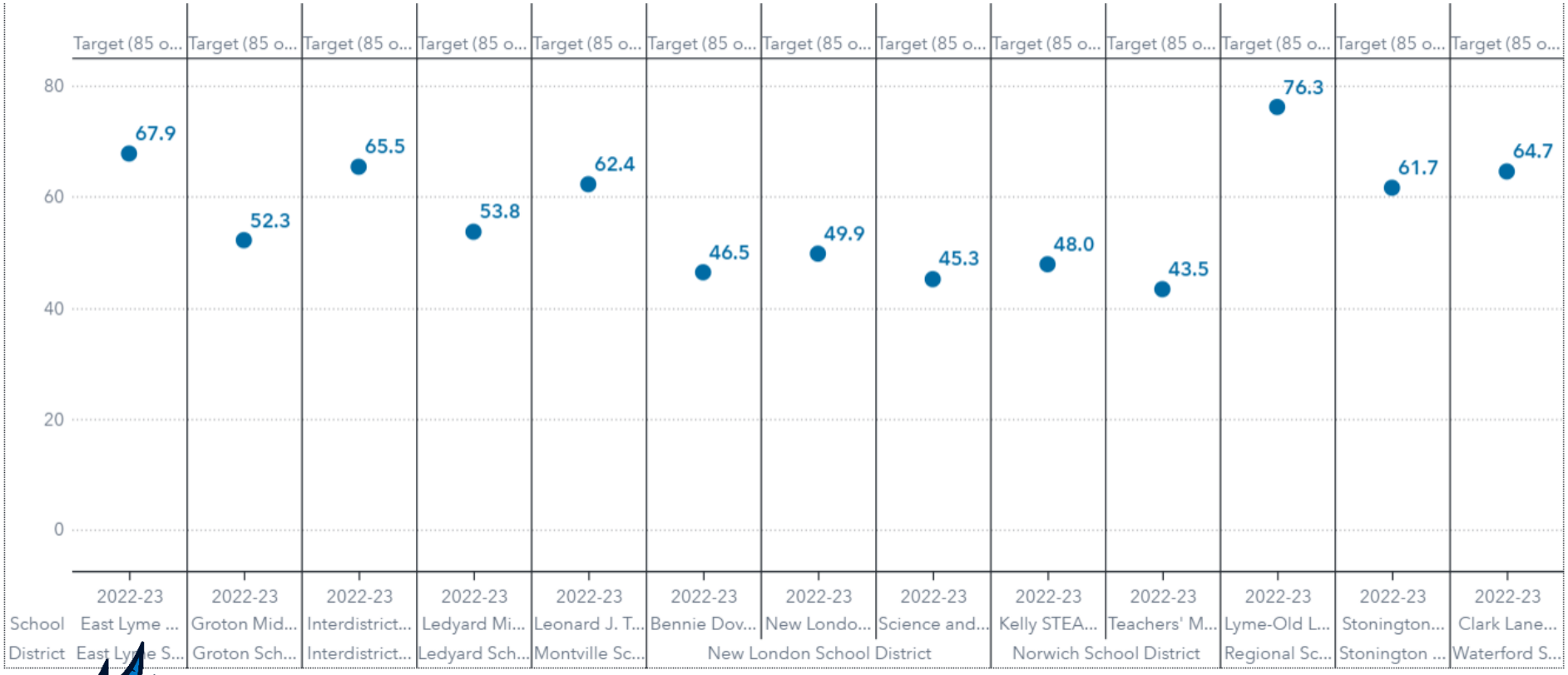
ACCOUNTABILITY INDEX RESULTS

2023 RANKINGS

#	DISTRICTS	ACCT. INDEX	MINORITY	FREE/REDUCED
1	**Lyme-Old Lyme Middle School** *Region 18*	**76.3**	*14.5%*	*11.7%*
2	**East Lyme Middle School** *East Lyme Public Schools*	**67.9**	*25.7%*	*22.1%*
3	**ISAAC Middle School** *Interdistrict School for Arts & Communication*	**65.5**	*85.7%*	*71%*
4	**Clark Lane Middle School** *Waterford Public Schools*	**64.7**	*26.4%*	*28.6%*
5	**Leonard J. Tyl Middle School** *Montville Public Schools*	**62.4**	*39.2%*	*43.1%*
6	**Stonington Middle School** *Stonington Public Schools*	**61.7**	*16.4%*	*21.2%*
7	**Ledyard Middle Schools** *Ledyard Public Schools*	**53.8**	*28.2%*	*25%*
8	**Groton Middle School** *Groton Public Schools*	**52.3**	*49.5%*	*49%*
9	**Kelly STEAM Middle School** *Norwich Public Schools*	**48**	*72.3%*	*64.9%*
10	**Bennie Dover Middle School** *New London Public Schools*	**46.5**	*92%*	*95.8%*
11	**New London Science and Technology Middle** *New London Public Schools*	**45.3**	*83.6%*	*92.2%*
12	**Teachers' Memorial Middle School** *Norwich Public Schools*	**43.5**	*77%*	*65.3%*

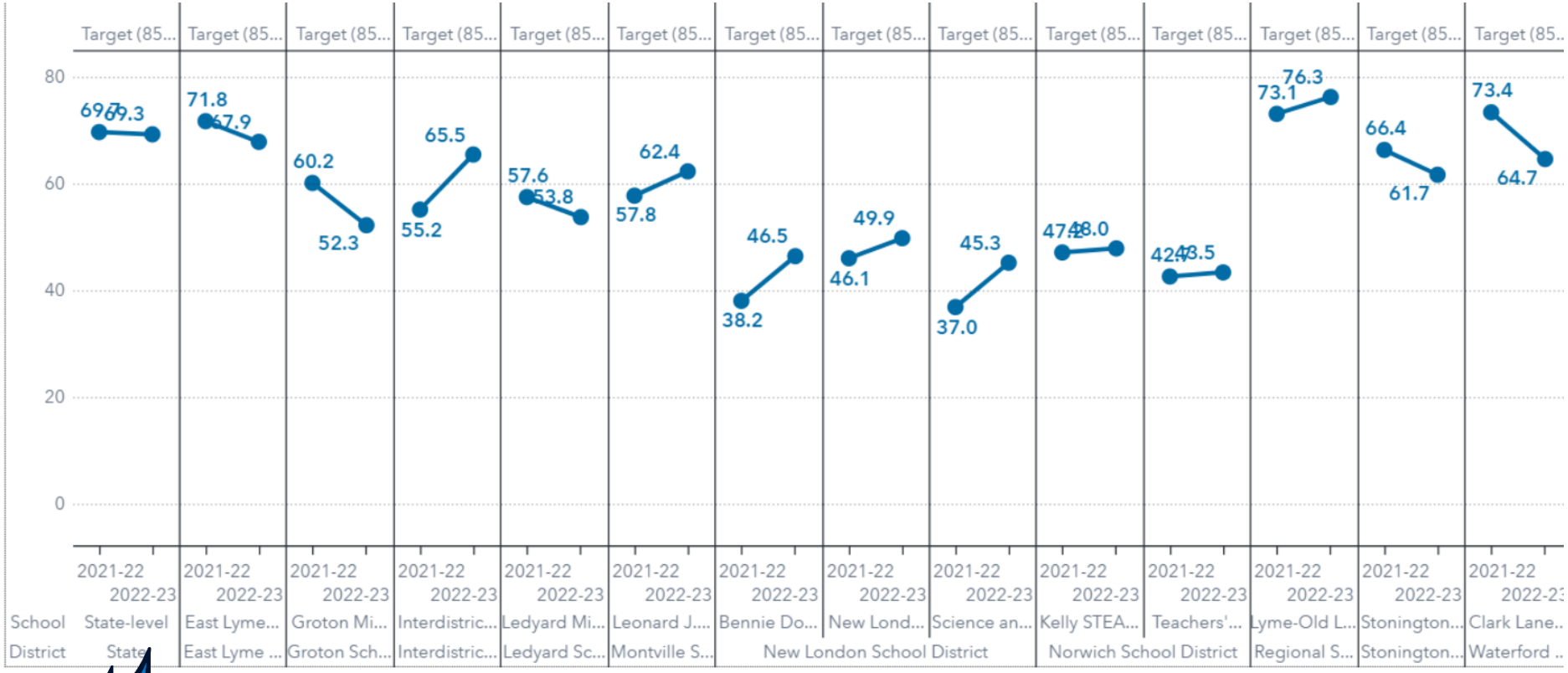
ACCOUNTABILITY INDEX RESULTS

2023 DATA



ACCOUNTABILITY INDEX RESULTS

2022 & 2023 DATA



ISAAC By the Numbers

SEVEN YEAR GROWTH RATE DATA

District	Subject	Growth Rate					
		School Year					
		2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
ISAAC	ELA	32.7%	26.7%	25.2%	31.1%	37.5%	39.1%
	Math	18.7%	29.1%	21.6%	26.3%	41.6%	49.6%

District	Subject	Average Percentage of Target Achieved					
		School Year					
		2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
ISAAC	ELA	47.5%	43.8%	42.9%	50.4%	58.5%	59.5%
	Math	33.0%	45.0%	38.5%	43.6%	62.2%	69.7%

LOTTERY RESULTS

CURRENT 6TH GRADE STUDENTS

OLSTAT8 – OTIS-LENNON SCHOOL ABILITY TEST

74.5%

SCORING AT LEAST 2 GRADE LEVELS BELOW OR MORE

35.1%

RANK BELOW 10% AMONG PEERS NATIONWIDE

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR ELA SPI DATA COMPARISON

8TH GRADE ELA SCORES

ELA 22-23	ELA 21-22	ELA 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
59.3	57.1	55.2	**+3.9%**	**149/280**	174/278	216/278

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

Yr.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+83 46.5 (*232*)	+97 43.7 (246)	+77 47.7 (*226*)	-22 63.3 (*127*)	+72 48.2 (221)	+108 45.4 (*257*)
'22	+44 50.1 (*218*)	+101 27.5 (*275*)	+85 32.6 (*259*)	-49 62.8 (*125*)	+13 54.8 (*187*)	+79 43.8 (*253*)

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR MATHEMATICS SPI DATA COMPARISON

8TH GRADE MATHEMATICS SCORES

MATH 22-23	MATH 21-22	MATH 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
53.1	45	44.2	**+18%**	**144/279**	190/278	255/278

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

r.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+93 35.5 (*237*)	+106 32.4 (250)	+88 36.0 (*232*)	-30 57.6 (*114*)	+59 41.4 (203)	+96 34.8 (*240*)
'22	+30 39.9 (*220*)	+82 23.7 (*272*)	+64 32.6 (*254*)	-64 55.3 (*126*)	+10 42.3 (*200*)	+43 36.3 (*233*)

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR MATHEMATICS SPI DATA COMPARISON

7TH GRADE ELA SCORES

ELA 22-23	ELA 21-22	ELA 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
59.1	**55.5**	59.3	**+3.6%**	**174/281**	205/278	209/278

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

Yr.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+75 45.7 (*249*)	+97 38.3 (271)	+60 48.7 (*234*)	-32 64.1 (*142*)	+54 49.3 (228)	+46 50.0 (*220*)
'22	+49 43.9 (*254*)	+41 44.9 (*246*)	+48 44.3 (*253*)	-79 68.1 (*126*)	+25 49.5 (*230*)	+32 48 (*237*)

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR MATHEMATICS SPI DATA COMPARISON

7TH GRADE MATHEMATICS SCORES

MATH 22-23	MATH 21-22	MATH 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
50.9	**45.8**	45.3	**+11.1%**	**170/281**	197/278	250/278

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+80 35.9 (*250*)	+88 34.5 (258)	+59 40.6 (*229*)	-42 59.0 (*128*)	+26 45.3 (196)	+38 43.6 (*208*)
'22	+56 36.1 (*253*)	+47 37.5 (*244*)	+39 39.4 (*236*)	-92 61.2 (*105*)	+22 42 (*219*)	+35 39.5 (*232*)

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR ELA SPI DATA COMPARISON

6TH GRADE ELA SCORES

ELA 22-23	ELA 21-22	ELA 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
59.6	**60.1**	57.4	**-0.8%**	**216/322**	219/322	277/322

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

Yr.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+0 59.6 (*216*)	+88 47.4 (304)	+41 55.1 (*257*)	-12 61.3 (204)	+42 45.1 (258)	+79 49.2 (*295*)
'22	+49 50.9 (*281*)	+41 43.5 (*314*)	+48 52.2 (*275*)	-64 67.5 (*155*)	+21 56.9 (*240*)	+44 53.7 (*263*)

ISAAC By the Numbers

Historical Data for SBAC

3 YEAR MATHEMATICS SPI DATA COMPARISON

6TH GRADE MATHEMATICS SCORES

MATH 22-23	MATH 21-22	MATH 18-19	+/- %	2022-23 RANKING	2021-22 RANKING	2018-19 RANKING
53.2	**53.7**	50.5	**-0.9%**	**196/322**	189/322	267/322

COMPARING 2023 & 2022 RANKINGS AGAINST OUR DISTRICTS

.	+/- Ranking Diff *NL Art Magnet*	+/- Ranking Diff *NL Bennie Dover*	+/- Ranking Diff *NL STEM Magnet*	+/- Ranking Diff *Groton MS*	+/- Ranking Diff Norwich Kelly	+/- Ranking Diff Norwich Teachers
'23	+35 47.5 (*231*)	+104 35.3 (300)	+80 40.0 (*276*)	+9 51.6 (205)	+44 45.4 (240)	+75 40.6 (*271*)
'22	+110 34.8 (*299*)	+126 28.8 (*315*)	+102 37.3 (*291*)	-33 58.9 (*156*)	+48 45.9 (*237*)	+74 40.8 (*263*)

ISAAC By the Numbers

SEVEN YEAR SBAC TREND DATA

ELA SBAC

OF NOTE:

CURRENT 6TH GRADERS: 23% AT GOAL ENTERING ISAAC

ELA	15-16	16-17	17-18	18-19	20-21	21-22	22-23	% +/-
6TH	28.6%	36.8%	34.1%	23.3%	30%	32%	30.2%	- 6%
7TH	31.8%	28.7%	26.4%	34.5%	29.3%	32.6%	37.5%	+ 15%
8th	37.3%	31.8%	28.6%	33.3%	36.4%	38.5%	42.4%	+ 10%

SCHOOL-WIDE ELA SBAC

MATH	15-16	16-17	17-18	18-19	20-21	21-22	22-23	% +/-
ISAAC	32.4%	32.4%	29.7%	30.2%	31.8%	34.4%	36.4%	+ 6%

ISAAC By the Numbers

SEVEN YEAR SBAC TREND DATA

MATHEMATICS SBAC

OF NOTE:

CURRENT 6TH GRADERS: 13% AT GOAL ENTERING ISAAC

MATH	15-16	16-17	17-18	18-19	20-21	21-22	22-23	% +/-
6TH	4.4%	12.6%	10.2%	14.4%	5.4%	18.4%	20.4%	+ 11%
7TH	9.4%	8%	10.3%	9.5%	12%	15%	25.3%	+ 69%
8th	15.9%	13.6%	7.1%	7.4%	7%	5.5%	25%	+ 355%

SCHOOL-WIDE MATH SBAC

MATH	15-16	16-17	17-18	18-19	20-21	21-22	22-23	% +/-
ISAAC	9.7%	11.5%	9.3%	10.6%	8.2%	13%	23.4%	+ 80%

ISAAC By the Numbers

THREE YEAR NGSS TREND DATA

SCIENCE NGSS

SCIENCE	18-19	21-22	22-23	% +/-
8th Grade	25.9%	20.9%	33.3%	+ 59%

Section 3
Appendix 11

Interdistrict School for Arts and Communication Spring Survey Data

2023-2024

Student Survey

Respondents: 239

QUESTION	Fall '23	Spring '24
At ISAAC, I generally feel safe.	92.1%	93.3%
People who are like me feel accepted at ISAAC.	86.5%	83.7%
This school sets high standards for academic performance.	96.5%	95.8%
At ISAAC, I know who to go to if I need social or emotional help.	83.8%	84.9%
At ISAAC, my teachers provide feedback that supports my academic performance.	89.5%	87%
The school has a clear vision about the skills and knowledge I need to be successful.	95.6%	93.3%
I am taught to respect the views of others even when they disagree with me.	95.2%	88.7%
I feel comfortable going to at least one adult at ISAAC for academic or socio-emotional support.	93.9%	92.5%

Parent Survey

Respondents: 60

QUESTION	Fall '23	Spring '24
This school encourages me to be a partner in my child's education.	95.5%	95%
ISAAC sets high standards for my child's academic performance.	95.5%	95.5%
My child generally feels safe at ISAAC.	97.7%	93.3%
I know who to go to at ISAAC if my child needs academic help.	93.2%	88.3%
I know who to go to at ISAAC if my child needs social or emotional help.	86.4%	90%
The school has a clear vision of the life skills and knowledge that my child needs to be successful.	97.7%	95%
My child feels generally feels valued at ISAAC.	93.2%	93.3%
Teachers provide my child with useful and timely feedback on their performance.	93.2%	93.3%
If I had a concern with school safety, I would be comfortable notifying administration.	100%	96.7%
I often receive communication from the school whether in person, by phone, by email, or in some other way.	97.7%	98.3%

Faculty Survey

Respondents: 41

QUESTION	Fall '23	Spring '24
The culture and emotional climate of the school is positive and supportive.	100%	92.7%
I feel like I am part of a school community.	100%	95.1%
I feel my contributions are valued and important.	100%	92.7%
I feel comfortable going to at least one member of the administrative team if I have a problem.	100%	95.1%
I generally feel respected by students.	100%	100%
I trust that another staff member will support me in time of need inside and outside of school.	100%	100%
I feel that at least one member of the administrative team is willing to make changes for the better of the school culture and climate.	100%	97.6%
I trust that at least one member of the administrative team will support me in time of need inside and outside of school.	97.1%	95.1%

Anonymous Faculty Survey Comments Spring '24

- *"Best year yet!"*
- *"Best team (family) and environment to work in."*
- *"Cannot thank the administration enough for understanding the demands of the profession. Every time I need support, they are there for me. I love working at ISAAC!"*
- *"This is such a supportive and wonderful place to work!"*
- *"I'm very happy working here. I feel valued, supported, and part of a school community that is creating an amazing school for all students."*
- *"I am continually amazed at how focused the admin team stays on ensuring that we can come in and do our jobs well. From clear protocols and support around student behavior, to ensuring that we are not taking too much work home, to making it easy to take a day off if it is needed, I have never felt so supported as a whole person. More so, the emphasis on laughing together and treating one another like family makes this a place I am happy to come to every day."*
- *"I am thankful to be a part of our ISAAC family community."*
- *"I feel that there is not a better place to work. The administration is so supportive, they care and it is visible. My colleagues are the same, there is such a family (we take care of each other) vibe here. I'm so happy to be a party of this school."*
- *"I value the positive and honest feedback I receive as part of our team."*
- *"I Love working at Isaac! Keep up the amazing work."*

Section 4
Appendix 12

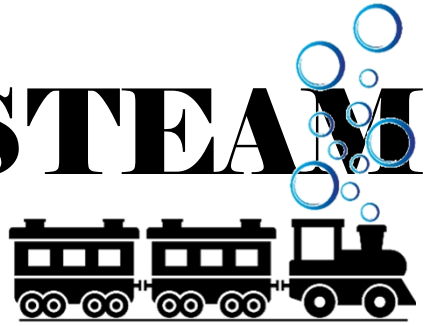
EXECUTIVE DIRECTOR BUDGET PROPOSAL

Dr. Nicholas J. Spera & Erica Robb

MAY 15, 2024

ISAAC Board of Directors

FULL STEAM AHEAD



ISAAC Budget Process

Some helpful reminders…

- Our model is based on continuous improvement
- Budgets are based on the best available information at a given point in time
- Our focus is on needs of the school not numbers
- We use actual expenditures from the previous fiscal years
- ISAAC is unique - other school districts prepare their budgets differently depending on size, location, style
- We value any questions or suggestions that have been submitted prior to the creation of this presentation
- We believe collaborative budgeting is supportive and positive

What is a budget?

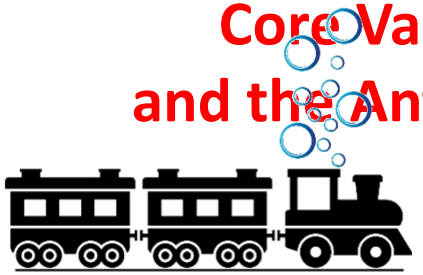


Sec. 10-222. Appropriations and budget.
Each local board of education shall prepare an **itemized estimate** of the cost of maintenance of public schools for the ensuing year and shall submit such **estimate** to the board of finance in each town or city having a board of finance, to the board of selectmen in each town having no board of finance or otherwise to the authority making appropriations for the school district, not later than two months preceding the annual meeting at which appropriations are to be made.

A BUDGET IS NOT ONLY A PLAN, BUT ALSO A STATEMENT OF VALUES AND PRIORITIES

ISAAC Budget Goals

To Financially Support the Objectives as stated in the ISAAC Core Values, Beliefs & Vision of the Graduate and the Anticipated ISAAC 2024-2029 Strategic Plan



FULL STEAM AHEAD

ALL Students Can Succeed

- *Increase ISAAC's Next Generation Accountability Index*
- *Strengthen ISAAC's Communication & STEAM Courses*
- *Provide the technology necessary for our teachers to prepare our graduates to be high school ready*
- *Recruit and retain the most talented professional staff in the history of ISAAC Middle School*
- *Improve the facilities to enhance the teaching and learning environment for all learners*

ISAAC

Goals to Be Served by the Budget

- Building upon the high standards of education at ISAAC while remaining fiscally responsible
- Maintain reduced class sizes from 2019-2020 by 25%
- Promote the social emotional & mental health supports to reduce emotional stress among our students & staff during these complicated times in society and post-pandemic
- Support the social and emotional intelligence and development of students through access to professionals
- Remain positive, collaborative, and innovative throughout these challenging economic times
- Support and enhance a positive school climate
- Maintain appropriate supports for students with high needs

Goals to Be Served by the Budget

- Ensuring the continuation of the established foundational elements by creating purposeful curriculum, improving instruction, using assessment to guide our success, and developing our teachers in response to state and national expectations
- Enhancing our technology infrastructure and applications that are consistent with highly effective and efficient programming and operational standards found in the best schools
- Maintaining high facility standards and appearance for health, safety, and promotional purposes
- Maintaining a dynamic and responsive approach to programming needs, anticipated changes, and mandates in special education, English Learners, 504, and SRBI
- Maintaining both compliance and reasonability in response to state and federal mandates including any recommendations and/or considerations from the CSDE

ISAAC By the Numbers

Dragon Nation Enrollment Over the Years

YEAR	6th Grade	7th Grade	8th Grade	TOTAL
2020-21	92	92	92	276
2021-22	93	95	91	279
2022-23	107	85	89	281
2023-24	100	96	86	282
2024-25	97	96	89	282*

* anticipated

ISAAC By the Numbers

Where Our Dragons Reside

YEAR	6th Grade	7th Grade	8th Grade	TOTAL
2024-25	**97**	**96**	**89**	**282***
TOWNS:	New London (47) Norwich (19) Groton (12) Waterford (5) Ledyard (5) ***Other Towns 3 or Less:*** *Montville,* *Stonington,* *East Lyme*	New London (70) *Norwich (8)* *Montville (7)* *Groton (6)* ***Other Towns 3 or Less:*** *Waterford,* *Ledyard*	New London (70) Norwich (6) Waterford (4) ***Other Towns 3 or Less:*** *Groton,* *Montville,* *East Lyme,* *Ledyard*	

ISAAC By the Numbers

Who is in the ISAAC Classroom?



ISAAC By the Numbers

- *1 in 5 in Special Education (19%)*
- *4 in 5 in 504 or SRBI Intervention (~79%)*
- *English Learners Population remains consistent at 46+ students in our New Bilingual Program*
- *70% Free/Reduced Meals*
- *61.8% Hispanic/Latino, 12.8% White, 15.8% Black or African American, 7.9% Other*
- *8 Sending School Districts*

ISAAC By the Numbers

Special Education by the Years & Grade

GRADE	2020-21	2021-22	2022-23	2023-24	2024-25
6	14	14	22	21	15
7	24	13	11	19	21
8	16	24	17	11	19
TOTAL	54	51	50	51	55*

English Learners by Year

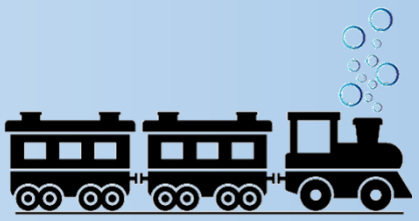
2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
29	55	54	56	55	46	48*

* anticipated

ISAAC By the Numbers

CT Accountability SPI Rankings

FALL OF YEAR	SPI	RANKING ALL SCHOOLS
2023	65.5	562/978
2023	55.2	845/968
2019	50.6	934/968



ISAAC 2029

FULL STEAM AHEAD

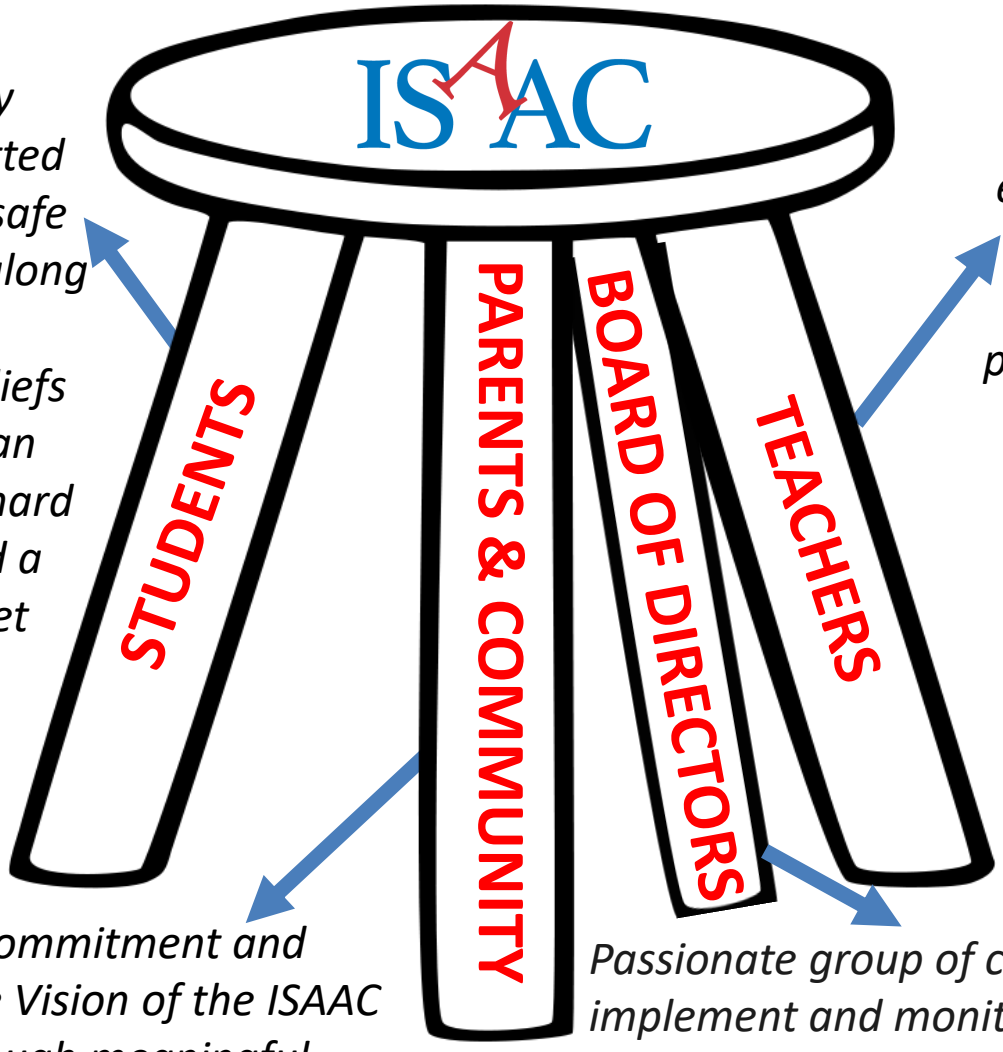
	2024	2025	2026	2027	2028	2029
SPI	57	59	61	63	65	67

Beyond the ISAAC Numbers

Programming and Opportunities

- Reducing average core class size from 25 (‘19-‘20) to under 19
  - *Most of the core subjects have class sizes of 16 or less*
- Maintaining the Certified Staff for the Bilingual & SRBI Program
- Enhancing our SRBI Program that supports core instruction with instructional coaching and PLC leadership
- Ensuring a safe learning and working environment
- Committing to the social and emotional well-being of our students and teachers
- Providing an enhanced and rigorous in-person learning experience that is innovative and engaging
- Supporting the Professional Development of our teachers and staff through the evaluation and performance process
- Supporting the needs of ALL learners with specialized instruction

THE 4-LEGGED STEP TO SUCCESS



A student body that is committed to ensuring a safe environment along with the core values and beliefs that they all can succeed with hard work, grit, and a growth mindset

Caring, hard working, and enthusiastic educators who believe that ALL STUDENTS CAN SUCCEED and provide thoughtful and meaningful lessons through a curriculum that is rigorous and purposeful

Unwavering commitment and support to the Vision of the ISAAC Graduate through meaningful partnerships and opportunities

Passionate group of citizens who develop, implement and monitor policies supporting the short/long-term goals through collaboration and support of the Exec. Dir.



Budget Review

Revenues

- **State Per-Pupil** pays for 73.9% of our operational costs (excluding Food Service and After-School/Summer programming). For 2023-2024, based on early information in the state's proposed biennial budget, we have assumed $12,611 per student, only a 2.1% increase from 2022-2023. The amount may change when the state finalizes the budget in June.
- **Special Education** is billed to districts to cover the "difference between reasonable cost of educating [special ed students]" and other sources of funding. For budget purposes, we outline costs that relate directly to the provision of special education and related support. We adjust the special education billing rate to fund only those costs.
- **Grant** funds are provided through federal, state or private sources.
- Other sources of funds are **Food Services,** paid through federal and state programs and, not included in the proposed budget, **Student Activity** (fundraisers and events) and any accumulated **Capital Reserves.**

ISAAC Federal & State Grants

- **Title grants** provide important funding for specific needs:
  - *Title I serves at-risk and low-performing students.*
  - *Title II supports teacher training and development.*
  - *Title III supports English Learner programmatic needs.*
  - *Title IV provides academic opportunity under Every Student Succeeds Act.*
- **COVID-related grants** remaining in 23-24 include:
  - *ESSER II to fund progress monitoring tools, and*
  - *ARP ESSER to provide a third year of staffing to continue to address learning loss/achievement gaps (previously funded under ESSER II).*

ISAAC Federal & State Grants

Other Federal Grants

**21st Century Community Learning Center Grant: After-School and Summer Programs - $850,000*

- **Five-year grant was awarded in 2021-2022**
- **Year 3 funds ($200,000) are included in FY24 budget**

**ARP ESSER Enhancement Grant: Additional After-School and Summer Programming and Purchase of Equipment - $283,860*

- **Grant period extends through Sept 30, 2023**

ISAAC Budget Overview

Special Education

- Using the methodology approved by the CSDE in June 2021, our Special Education rate for 22-23 was reviewed and revised in May 2023 to $50.12 (down from the original $63.60). This results mainly from a larger incoming 6th grade class, leading to higher service hours, which lowers the “per hour” rate.
- For 2023-2024, as approved by ISAAC’s Board in Nov 2022, ISAAC’S Special Education rate is set at $56.03.
- The Special Education rate is reviewed in the spring to determine whether an adjustment is needed, with the goal to bill only amounts needed to cover costs specific to Special Education.

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2023-2024 Proposed Budget

ISAAC

OBJ	ACCT DESCRIPTION	Board Appr May 2022 22-23 APPROVED	Change	Proposed 23-24 BUDGET	GENERAL (Also includes CFEC grant) 23-24 BUDGET	SPECIAL ED Approved @ $56.03/IEP hr 23-24 BUDGET	TITLE 2023-2025 23-24 BUDGET	COVID 23-24 BUDGET	AFT-SCH Grants 23-24 BUDGET	FOOD SVC 23-24 BUDGET
41310	SPEC ED: IEP & COUNS INVOICES	(736,400)	(25,608)	(762,008)		(762,008)	-	-	-	
43590	CONTRIBUTIONS / DONATIONS	(5,000)	1,700	(3,300)	(3,300)	-				-
439**	FOOD SERVICES	(253,044)	(23,496)	(276,540)						(276,540)
44*	GRANTS - STATE/FEDERAL	(1,686,061)	1,032,066	(653,995)			(197,730)	(241,918)	(214,347)	
44340	STATE FUNDING ($12,611, capped at 276)	(3,407,772)	(72,864)	(3,480,636)	(3,480,636)		-	-	-	
44450	GRANTS - PRIVATE/CORPORATE	0	(25,000)	(25,000)	(25,000)		-	-	-	-
	TOTAL REVENUES	**(6,088,277)**	**886,798**	**(5,201,479)**	**(3,508,936)**	**(762,008)**	**(197,730)**	**(241,918)**	**(214,347)**	**(276,540)**
6141*	CERT ADMINISTRATORS	565,500	26,188	591,688	388,619	115,000	33,250	-	21,450	33,369
61430	CERT TEACHERS & STAFF	1,808,821	58,439	1,867,260	1,317,424	343,402	88,247	118,187	-	-
61440	NON-CERT DIRECTORS	421,597	(17,234)	404,363	324,092	31,100	-	-	-	49,171
61520	NON-CERT STAFF	277,454	(45,938)	231,516	167,291	37,625	-	2,348	-	24,252
61540	NON-CERT EDUCATORS	148,830	47,641	196,471	48,725	45,858	25,782	76,106	-	-
616*0	STIPENDS	132,345	43,114	175,459	18,200	2,000	13,745	4,000	137,514	-
	*SUBTOTAL: SALARIES (assumes **2.5% incr**)*	*3,354,547*	*112,210*	*3,466,757*	*2,264,351*	*574,985*	*161,024*	*200,641*	*158,964*	*106,792*
62000	EMPL TAXES - FICA/MED (7.65%/1.45%)	109,415	3,337	112,752	81,138	15,565	2,106	7,842	-	6,101
62005	EMPL BENEFITS - INSUR (10%/12.5%)	335,455	17,103	352,558	240,132	72,255	22,832	15,614	-	1,725
62006	EMPL BENEFITS - RETIREMENT (403b)	49,489	590	50,079	43,082	6,997	-	-	-	
62010	EMPL COSTS - WRKR COMP (0.8% eff rate)	30,191	(2,457)	27,734	20,459	4,025	1,008	1,388	-	854
62020	EMPL COSTS - UNEMPL (0.8% eff rate)	26,836	898	27,734	17,673	5,750	1,260	1,983	-	1,068
62400	EMPL TUITION REIMB (est)	15,000	9,000	24,000	6,500	10,000	7,500	-	-	-
17.2%	*SUBTOTAL: FRINGE BENEFITS*	*566,386*	*28,471*	*594,857*	*408,984*	*114,592*	*34,706*	*26,827*	-	*9,748*
	TOTAL EMPLOYEE COSTS (78.1% of Rev)	**3,920,933**	**140,681**	**4,061,614**	**2,673,335**	**689,577**	**195,730**	**227,468**	**158,964**	**116,540**
63000	PROFESSIONAL/SKILLED SERVICES	76,650	(10,925)	65,725	30,100	-	-	-	20,625	15,000
63001	NURSING SERVICES (now in salaries)	4,500	2,060	6,560	4,935	1,625	-	-	-	-
63002	PROF SVC / STAFF DEVEL	8,050	750	8,800	2,800	5,000	-	-	1,000	-
63330	AUDITORS	30,000	(3,240)	26,760	26,760	-	-	-	-	-
63350	LEGAL FEES	50,000	(6,000)	44,000	41,500	2,500	-	-	-	-
	SUBTOTAL: PROFESSIONAL SERVICES	*169,200*	*(17,355)*	*151,845*	*106,095*	*9,125*	-	-	*21,625*	*15,000*
64000	PROPERTY SERVICES / CUSTODIAL	102,600	11,552	114,152	91,322	22,830	-	-	-	-
64100	UTILITIES	75,000	16,054	91,054	72,843	18,211	-	-	-	
6420X	MAINTENANCE / FACIL COSTS	75,190	(5,454)	69,736	55,789	13,947	-	-	-	
64400	FACILITIES USAGE (Graduation/Events)	3,500	(2,820)	680	680	-	-			
64410	RENTAL-EQUIPMENT (Copiers)	26,340	(12,248)	14,092	11,274	2,818	-	-	-	
	SUBTOTAL: FACILITIES	*282,630*	*7,084*	*289,714*	*231,908*	*57,806*	-	-	-	-

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2023-2024 Proposed Budget

ISAAC

OBJ	ACCT DESCRIPTION	Board Appr May 2022 22-23 APPROVED	Change	Proposed 23-24 BUDGET	GENERAL (Also includes CFEC grant) 23-24 BUDGET	SPECIAL ED Approved @ $56.03/IEP hr 23-24 BUDGET	TITLE 2023-2025 23-24 BUDGET	COVID 23-24 BUDGET	AFT-SCH Grants 23-24 BUDGET	FOOD SVC 23-24 BUDGET
6510*	STUDENT FIELD TRIPS (incl Aft-Sch)	17,500	(11,050)	6,450	5,950		-	-	500	
65105	PARENTAL ACTIVITIES (21st CCLC)	5,000	3,000	8,000	-		-	-	8,000	
65900	OTHER PURCHASED SERVICES	4,500	690	5,190	3,190		-	-	2,000	-
65910	INSURANCE	32,069	24,941	57,010	57,010		-	-	-	
65920	POSTAGE	2,800	100	2,900	2,900		-	-	-	
65930	TELEPHONE & INTERNET	10,833	(729)	10,104	10,104		-	-	-	
65970	MARKETING / BRANDING / ADVERT	2,000	3,000	5,000	5,000		-	-	-	
65980	PRINTING	750	(510)	240	240		-	-	-	
	SUBTOTAL: GENERAL OPERATING COSTS	*75,452*	*19,442*	*94,894*	*84,394*	-	-	-	*10,500*	-
66110	INSTRUCTIONAL SUPPLIES	22,500	7,000	29,500	26,500	3,000	-	-	-	
66120	OFFICE SUPPLIES (incl classroom basics)	10,000	11,525	21,525	21,525	-	-	-	-	
66125	CUSTODIAL / MAINT SUPPLIES	22,800	950	23,750	23,750		-	-	-	
66210	AFT-SCH/SUMMER PROGRAM SUPPLIES	52,285	(33,285)	19,000	-		-	-	19,000	
66310	GAS FOR VANS	-	-	1,650	1,650					
66410	MUSICAL INSTRUMENT SUPPLIES/REPAIR	-	1,500	1,500	1,500		-	-	-	
665**	FOOD SERVICE PURCHASES	110,000	35,000	145,000	-		-	-	-	145,000
66900	OTHER SUPPLIES (excl Aft-Sch)	5,800	1,700	7,500	5,500		2,000	-		-
	SUBTOTAL: SUPPLIES	*223,385*	*24,390*	*249,425*	*80,425*	*3,000*	*2,000*	-	*19,000*	*145,000*
67300	FURNITURE & GEN EQUIPMENT	35,000	(20,000)	15,000	15,000		-	-	-	-
67301	CAPITAL IMPROV (ARP ESSER/ESSER2)	801,504	(801,504)	0			-	-	-	-
67301	CAPITAL IMPROV (non-grant)	-	51,601	51,601	51,601					
67350	TECHNOLOGY SUPPLIES & SOFTWARE	79,579	(8,708)	70,871	51,793	2,500	-	14,450	2,128	
67390	CAPITAL EQUIP / TECH HARDWARE	238,090	(223,090)	15,000	15,000		-	-	-	-
	SUBTOTAL: TECHNOLOGY & CAPITAL	*1,154,173*	*(1,001,701)*	*152,472*	*133,394*	*2,500*	-	*14,450*	*2,128*	-
68900	DUES & FEES (incl fingerprinting)	12,099	1,365	13,464	11,334		-	-	2,130	
68970	MISC EXPENSE (incl food)	14,000	(4,950)	9,050	9,050					
	SUBTOTAL: OTHER EXPENSES	*26,099*	*(3,585)*	*22,514*	*20,384*	-	-	-	*2,130*	-
68999	CONTINGENCY / UNANTICIPATED EXPENSI	75,000	(50,000)	25,000	25,000	-				
69100	LOAN PRINCIPAL	12,701	442	13,143	13,143	-	-			
69200	LOAN INTEREST	18,331	(447)	17,884	17,884	-	-			
69x00	VEHICLE LOAN	-	7,644	7,644	7,644					
69***	CONSTR-RELATED BORROWING	60,000	55,330	115,330	115,330					
	SUBTOTAL: DEBT SERVICE	*91,032*	*62,969*	*154,001*	*154,001*	-	-	-	-	-
	TOTAL EXPENDITURES:	**6,017,904**	**(816,425)**	**5,201,479**	**3,508,936**	**762,008**	**197,730**	**241,918**	**214,347**	**276,540**
OTHER	PRIOR YEAR CARRYOVER/FUND BALANCE	100,000	(100,000)	-	-	-	-	-	-	-
OTHER	Transfer IN/(OUT): CAPITAL RESERVE	(170,373)	170,373	-		-	-	-	-	-
	CHANGE IN NET ASSETS	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ISAAC Budget Overview

General Budget Account Line Items

100 – Personal Services – Salaries
200 – Personal Services – Employee Benefits
300 – Purchased Professional Services
400 – Purchased Property Services
500 – Other Purchased Services
600 – Supplies
700 – Property
800 – Debt Service & Miscellaneous
900 – Non-operating items

ISAAC Budget Overview

Budget By Purpose

- **100 – Personal Services ⟶ Salaries**
  - *Salaries, wages and stipends*
- **200 – Personal Services ⟶ Payroll Taxes and Benefits**
  - *Payroll-related benefits: FICA (Social Security)/ Medicare, Health Insurances, Unemployment and Workers Compensation, etc.*
- **300 – Purchased Services ⟶ Professional & Technical Services**
  - *Services provided by those with specialized skills: auditors, attorneys, consultants, accounting, payroll processing, educational enrichment (Project O), etc.*

ISAAC Budget Overview

Budget By Purpose

- **400 – Purchased Services ⟹ Property Services**
  - *Costs to operate, maintain, repair, and rent property*
- **500 – Other Purchased *Services***
  - *General and administrative services not provided by staff or included elsewhere. Includes Transportation, Insurance, Communications (Phone/Postage/Printing/Internet), Marketing, Travel, etc.*

ISAAC Budget Overview

Budget By Purpose

- **600 – Supplies**
  - *Items that are consumed, worn out, or deteriorated through use: general office supplies, teacher supplies and instructional materials, student materials. Software and online materials are also included in this line.*
- **700 – Property**
  - *Equipment, technology, furniture, capital improvements.*
- **800 – Debt Service & Miscellaneous**
  - *Loan principal and interest, Professional Dues and Fees*
- **900 – Non-operating Items**
  - *Includes any Per-Pupil Carryforward and Capital Reserve amounts.*

ISAAC Budget Overview

100 and 200 Personal Services

TOTAL AMOUNT: $4,061,614

ACCOUNTS	EXPENSE
100-00 – Salaries	$3,466,757
200-00 – Benefits	$594,857
TOTAL	**$4,061,614**

Compared to FY22-23 Budget: Increase of $140,681

- New positions: School Counselor (included in Per Pupil pending School Mental Health Grant announcement); STEM (Aquarium Science/Robotics)
- Difference in rates for “replacement” hires and reduction in music and Spanish positions (2.0)
- Additional stipends related to After-School/Summer programs.
- Increase in health insurance estimate reflects 10% plan increase; higher tuition reimbursements according to contracts

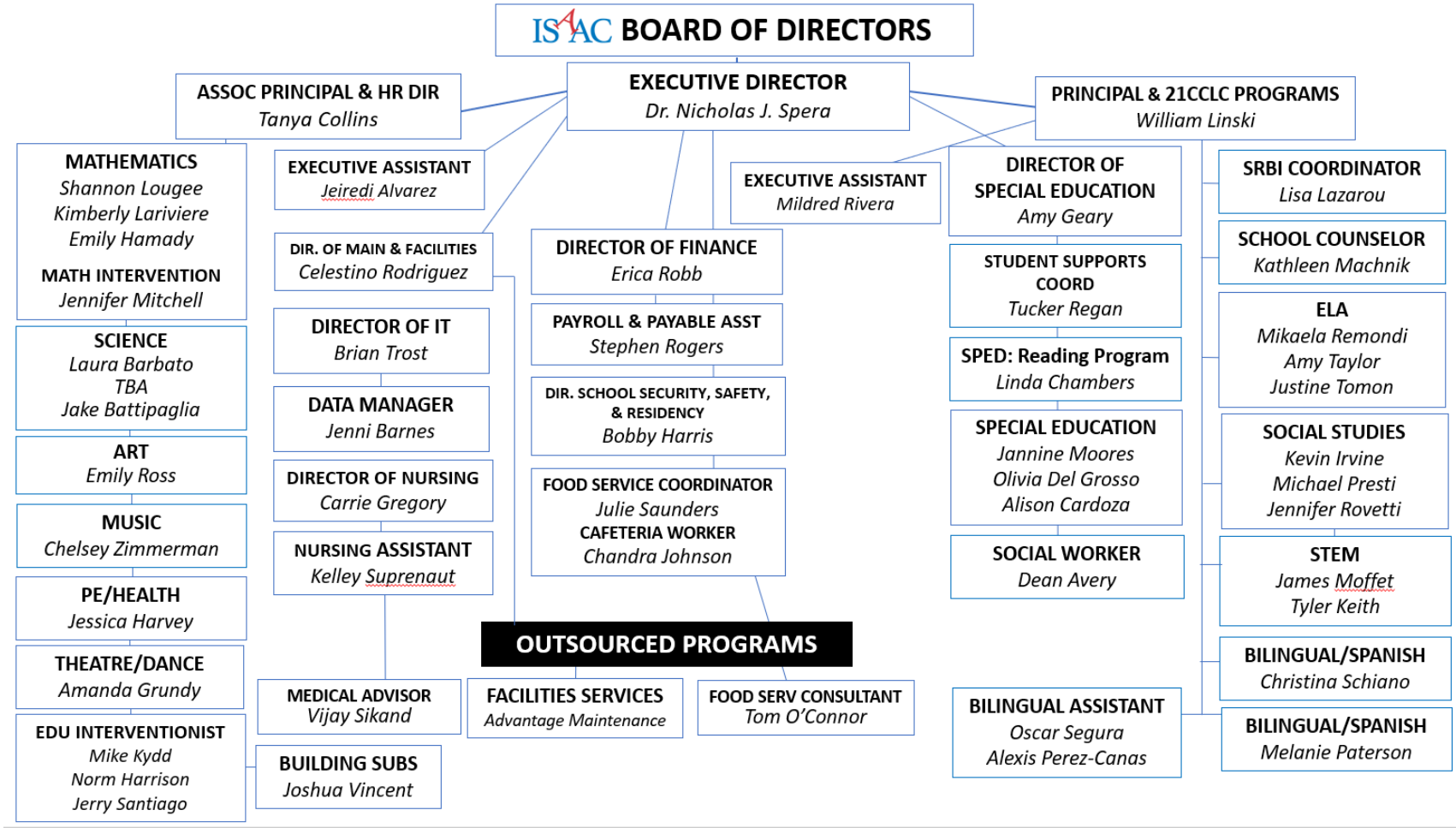
ISAAC

STAFFING

22-23			23-24	
FTEs	Budget		FTEs	Proposed
		Certified Staff		
4	$ 565,500	Administrators	4	$ 591,688
3	174,429	English / Language Arts	3	179,308
4	268,919	Mathematics	4	274,383
3	188,099	Science	3	205,206
0	-	STEM	2	110,429
3	165,870	Social Studies	3	170,507
2	110,621	Bilingual / EL / TESOL	2	113,751
7	345,752	Arts / Physical Education	4	258,915
1	85,818	SRBI Coordinator / School Counselor	2	183,365
1	100,940	Special Ed Student Support	1	87,125
2	127,922	Social Workers	1	69,986
4	240,451	Special Education Teachers	4	214,285
x	132,345	Stipends	x	175,459
34.0	**$ 2,506,666**	**Total Certified Staff**	**33.0**	**$ 2,634,407**
		Non-Certified Staff		
1.8	$ 121,169	Business Office	1.8	$ 124,198
3	169,347	Facilities / Safety & Security	2	117,875
5.45	291,535	Nursing / IT / Food	5.45	275,505
2	117,000	Secretarial	2	118,300
3	93,320	Educ Interventionist / Bilingual Assistants	5	163,262
2	55,510	Building Substitutes	1	33,210
17.25	**$ 847,881**	**Total Non-Certified Staff**	**17.25**	**$ 832,350**
51.25	**$ 3,354,547**	**Total Staff**	**50.25**	**$ 3,466,757**

ISAAC Budget Workshop

2023-2024 ORGANIZATIONAL CHART



ISAAC Budget Workshop

300 Purchased Professional Services

TOTAL AMOUNT: $151,845

ACCOUNTS	EXPENSE
300-00 – Purchased Services	$151,845
TOTAL	**$151,845**

Compared to FY22-23 Budget: Decrease of $22,355

- Special Ed Related Services now provided by districts (vs previously provided by ISAAC and reimbursed)
- More efficient use of accounting software and audit support results in lower cost
- Assumes slight decrease in legal fees

ISAAC Budget Workshop

400 Purchased Property Services
700 Property - Equip/Furniture

TOTAL AMOUNT: $442,186

ACCOUNTS	EXPENSE
400-00 – Purchased Services(property)	$289,714
700-00 – Property	$152,472
TOTAL	**$442,186**

Compared to FY22-23 Budget: **Decrease of $994,617**

- Classroom addition (ARP ESSER/General Fund) and van purchases (ARP Enhancement) in FY22-23
- Increases in utilities and custodial are offset by savings from new copiers
- Continue to upgrade classrooms and shared spaces

ISAAC

ISAAC Budget Workshop

500 Other Purchased Services
600 Supplies, 800 Debt & Misc

TOTAL AMOUNT: $545,834

ACCOUNTS	EXPENSE
500-00 – Other Purchased Services	$ 94,894
600-00 – Supplies	$249,425
800-00 – Debt, Unanticipated & Misc.	$201,515
TOTAL	**$545,834**

Compared to FY22-23 Budget: Increase of $50,491

- Increase in insurance largely due to additions (vans, security, cyber risk).
- Budget allows for rebranding related to STEAM programming.
- Unanticipated/contingency reduced to $25,000 due to budget constraints.
- Assumes $115,000 for construction loan.

ISAAC

ISAAC Budget Workshop

Additions and Improvements

- **New 21CCLC Afterschool Programs & Athletics**
- **Improved ISAAC Café Food Service Program**
- **FULL STEAM AHEAD: New Programs and Electives**
- **Modifications to School Facilities Services including:**
  - *New carpeting throughout the school hallways*
  - *Remodeled boys' bathroom to widen hallway*
  - *Enlarging the 7th grade social studies classroom*
  - *Installing dance studio mirrors and wood flooring*
  - *Installation and creation of the Aquarium System*
- **NEW 1.0 FTE School Counselor**
- **NEW 1.0 FTE STEM Teacher**

ISAAC Budget Workshop

Capital Projects

Capital Projects	Expenditures 2023-2024
Enhancements & Upgrades	$51,601
1st Floor Classroom Addition	~$350,000 from Capital Funds

Benefits/Purpose:

Enhancements & Upgrades:

- Reconfiguration of the 3rd floor boy's bathroom to allow for additional space and security in the 7th grade hallway
- Dance Studio & Theatre Room with flooring, mirrors, and mini-stage

Classroom Expansion Project *(partially funded through ARP ESSER in FY23)*

- Expansion Project was revised with the addition of the 1st floor computer lab, which enables addition of classroom space for 8th grade ELA and Special Education on the 4th floor and a more adequate classroom space for 7th grade social studies. This allows for appropriate distancing and improves access for all students to engage in programming. Anticipate classroom addition project to be fully completed August 2023
- 2023-2024 budget includes amounts in General Fund for classroom furniture/fixtures and debt payments for construction-related loan

ISAAC

THANK YOU!

Your continued support will help us to provide exceptional instruction and opportunities that supports the Vision of the ISAAC Graduate

Section 4
Appendix 13

ISAAC BOARD OF DIRECTORS BIOS AND SCHOOL LEADERSHIP AND BOARD OF DIRECTORS' RESUMES

ISAAC ORGANIZATION CHART

RICHARD MUCKLE – CHAIRPERSON

Richard F Muckle has been a member the Board of Directors at ISAAC for nearly fifteen years, currently serving in his fourth one-year term as chairman.

A graduate of Woodrow Wilson High School, he also attended the University of New Haven where he specialized in shipbuilding management.

His career in shipbuilding spanned 5 decades from 1962 to 2010. During that period, he progressed from apprentice machinist through several positions of increasing responsibility to Area Manager / Mechanical, being responsible for all non-nuclear installations in the Trident Submarine Program.

Mr. Muckle has also been very active in his community and church. He currently serves as Chair of the Pastoral Council at St. Brendan Catholic Community consisting of St. Joseph Church (New London), St. Mary Church (New London) and St. Paul Church (Waterford). Additionally, he has served as Grand Knight of Seaside Council #17 Knights of Columbus and is a Fourth-Degree member of George Deshon Assembly #110.

He has resided in his community of Waterford, CT for fifty years and is a participating member in the town government there. He currently holds the elected position of Second Selectman and is a veteran of 14 years' service on the Representative Town Meeting, the governing body of the town. His current service also includes being an appointed member of the Conservation Commission, 15 years and has recently elected to his 5th consecutive 1 year term as Chairman. He has also served on several committees and commissions including but not limited to Building, Financial, Ethics and Public Safety. He was instrumental in establishing a support organization for Music programs at the local High School. He also volunteers with the senior citizens programs of the town.

He and his wife of 62 years are the proud parents of 5 children, 14 grandchildren and 2 great-grandsons.

MICHEAL SPELLMAN – VICE CHAIRMAN

Michael J. Spellman was elected to the ISAAC Board of Directors in 2021 and has been the Vice Chairman since 2022. Mr. Spellman is a lifelong resident of Pawcatuck, educated in local schools. Spellman graduated from Stonington High School in the class of 1981. Spellman earned his Bachelors of Arts Degree at Central Connecticut State University in 1985, where he majored in Political Science/ Public Administration.

In 1987, Spellman graduated from the 96th Training Troop of The Connecticut State Police, having his badge pinned by Colonel Lester J. Forst. Spellman initially served at Troop E in Montville, where he was chosen as a Field Training Officer in 1990. From 1991 to 1993 Spellman served as Resident State Trooper of East Lyme. Upon returning to Troop E after leaving East Lyme, Spellman earned MADD awards for DWI enforcement and education. In 1996 to 1998 he served as both the Court and Evidence Officer at Troop E prior to promotion to Detective and serving in the Eastern District Major Crime Criminal Investigative Unit at both Troop K and Troop E. In 1999 Spellman was promoted to Sergeant and assigned to Troop D in Danielson. While at Troop D, Spellman was the original Supervising Sergeant of The Quality of Life Task Force and drafted protocols still used by the unit today. He served on The Windham County Community Partnership Team, and while working closely with the late Wendy Moher of The Women's Center of Northeast Connecticut, they facilitated multiagency training and cooperation to combat child sexual victimization. Spellman earned a Women's Center of NECT Connecticut Sexual Assault Crisis Center Distinguished Professional Award in 2001 for these efforts.

After service in the Connecticut State Police Internal Affairs Unit in Meriden, Spellman was promoted to Master Sergeant in 2006 and transferred back to Troop D as its Executive Officer. In 2007 Spellman was promoted to Lieutenant and named Commanding Officer of The Casino Unit handling primary law enforcement at both Foxwoods and Mohegan Sun Casinos. Spellman oversaw law enforcement preparation for the MGM expansion during his Casino Unit tenure. In 2008 Spellman earned a Troop Command at Troop K in Colchester. Here he commanded an operation of over 100 sworn and civilian employees while providing primary law enforcement for 11 municipalities, and for a population of over 100,000.

In 2010 Spellman was placed in command of Troop D in Danielson, and in 2011 transferred to Commanding Officer of Statewide Narcotics East where he served until he retired later that year. Spellman retired a heavily decorated Lieutenant earning lifesaving medals, five Outstanding Service Medals, and three Unit Citations.

Post retirement from the State Police, Spellman worked in the private sector as a Security Safety and Operations consultant. He took an unusual career path, once again passing all entry tests including fitness testing and becoming a Patrolman with the Groton City Police Department in 2014, where he later went on serving as Chief of Police for several years. After an elected Selectman resigned in 2014 Spellman accepted appointment and was elected to the Board of Selectman in the Town of Stonington in 2015.

Spellman is married to the former Heather Buffinton. They have two children, Michael and Hannah.

LEE MULLER – TREASURER

Lee Cornish-Muller was raised in New London, graduated from St. Bernard High School and received a BS in Business Administration from Heald College in Hayward California. She completed her Six Sigma training from Villanova University in Information Technology and is a Certified Scrum Master in Information Technology. She has worked at Pfizer Pharmaceutical, General Dynamics, United Health Care, a Senior Implementation Manager at CVS Health for Beacon Hills Technology, and now a Senior Program Manager at Boston Scientific. Ms. Muller has been a member of the ISAAC Board of Directors since 2018 and has served as Treasurer for most of her tenure. In addition, Lee is the President of the 7th Regiment Drum & Bugle Corps and was a member of the New London Board of Education.

BARBARA CROUCH - SECRETARY

Barbara Richardson Crouch was elected to the ISAAC Board of Directors in 2018. She has served 3 terms as Secretary and currently serves on the Board of Directors of the Drop-In Learning Center, President of St. Mary's Altar Guild, past President and Vice President of the PTO for St. Joseph's School-Baltic, former Board Member of NCNW and STEPs. Ms. Crouch has lived in Sprague for 17 years and serves as a member of the Planning and Zoning Commission and Registrar of Voters.

Ms. Crouch is currently employed by the State of CT -DCF. She earned dual Masters Degrees in Business and Public Administration, Bachelors in Mathematics, English and History at the University of Mississippi, and an Associate's Degree in Accounting at Three Rivers Community College.

DR. LAWRENCE FENN

Dr. Fenn has been on the ISAAC Board of Directors since 2022. Dr. Fenn received his doctorate from University of Connecticut in Educational Administration with a cognate concentration in Business Administration. His dissertation topic was *"An investigation of the relationship between student*

affective characteristics and achievement within more and less effective school settings." Dr. Fenn has extensive education experience serving as Superintendent of Lisbon Central School District and Franklin School District from 1986 to 2023. In addition, Dr. Fenn was the founder and designer of the Southern Connecticut State University Graduate School for Education and the Sacred Heart University Graduate School in Lisbon. He was President and Founder, University of Connecticut School of Education Alumni Society and is a Honorary Lifetime Member NEAG School of Education Alumni Society.

DR. DAVID BRAILEY

Dr. David J. Brailey earned a Doctoral Degree in Educational Leadership from Saint John's University. He also holds a Bachelors and a Masters Degree in Health Education from Southern Connecticut State University and a Connecticut Elementary Teacher Certification from Connecticut College. Dr. Brailey has trained teachers at both the undergraduate and graduate levels for the past 47 years. As a college professor he has trained over 5000 teachers in the areas of : Curriculum Development, Instructional Methods and Materials, Instructional Assessment, Promoting Social Emotional Competences, and Research Methodology in Education.

In addition, Dr Brailey was the Director and Head Researcher for the Jones Zimmerman Foundation Mentoring Program from 2005-2017. As director, he managed site coordinators at Yale University, Sacred Heart University, and Trinity Colleges. His responsibilities included: developed, implemented, and evaluated a school–based academic mentoring model for at risk middle school students with a purpose of improving academic success and graduation rates.
Currently, David is an Associate Professor at Mitchell College teaching in both the Behavioral Science Department and Education Department. He also is a Board member for Interdistrict School for Art and Communication (ISAAC) and Southeastern Region Action Council (SERAC).

DR. RICHARD SANDERS

Richard W. Sanders is an Associate Professor of Chemistry at Mitchell College and Professor Emeritus at the U.S. Coast Guard Academy. Following graduation from the Coast Guard Academy in 1987, he completed operational tours aboard ship and in marine safety. CAPT (ret.) Sanders returned to the U.S. Coast Guard Academy to teach in 1995 following postgraduate studies. Awarded the honor of becoming a member of the Coast Guard's Permanent Commissioned Teaching Staff, Dr. Sanders has served on the faculty, as a senior academic administrator, and as a science and operational specialist during his 26-years at that institution. Upon completion of a 38-year active-duty career in 2021, Dr. Sanders began his association with ISAAC and has served as a member of the ISAAC Board of Directors since 2022.

AMANDA GRUNDY

Amanda Grundy is entering her fifth year at ISAAC and is entering her first year on the Board of Directors as the parent representative. As the recipient of the 2023 ISAAC Teacher of the Year, Amanda is an experienced teacher who creates and enlivens school theatre programs through a synergy of captivating curriculum, successful storytelling, and purposeful productions. She's an expert at merging logistical and creative skills, advising professional artists and classroom teachers in arts teaching practices, and creating inclusive curriculum for many learning styles and students from birth to adults. She has had extensive work with Disney Productions and is a member of the Actor's Guild.

KEVIN BOOKER JR.

Kevin L. Booker, Jr. is the founder of Booker Empowerment, LLC and has been an educator for 20 years. He is committed to uplifting and educating individuals. Mr. Booker realized his passion for encouraging others

who do not have a voice when he was 12 years old. At that young age, he committed to fighting for young people, understood the importance of helping others see their full potential, and dedicated himself to a life of seeking social justice.
Mr. Booker went on to achieve various degrees through the support of his family and strong mentors. He now teaches college and high school level classes, trains men and women who have been sexually assaulted, facilitates leadership and diversity workshops, and lectures. He is a mentor and speaks publicly all over the country to encourage people to understand the power of education and using their voice to make positive change. He also volunteers regularly in the local elementary school, supporting reading instruction, something he has done for the last five years. Mr. Booker has a strong passion for encouraging others to stay positive through adversity and volunteers his time working with many individuals from various backgrounds.

Mr. Booker was recently recognized by the Windsor Human Relations Commission in receiving their 2019 Bridge Builders Award for his unifying work in leading workshops and circles for members of the community to discuss issues on race, inequalities, and the impact those issues have on the community. He is releasing his first book this year, that will support schools in creating inclusive learning communities. Mr. Booker serves on the Board of Directors at Opportunities Industrialization Center (OIC) in New London, CT, ISAAC School Board of Directors in New London, CT, and Hartford Job Corps Academy in Hartford, CT. His mottos is "Get comfortable with being uncomfortable."

ELIZABETH BUMGARDNER

Elizabeth Bumgardner was a member of the ISAAC Board of Directors in 2004 and rejoined the Board in 2022. Ms. Bumgardner is the Director of Elementary Education for the Windham Public Schools. She previously was a principal at North Windham School in North Windham for 8 years. In addition, she was a Dean of Students for New London Public Schools and was a Kindergarten teacher for 14 years.

In 2020, Ms. Bumgardner appointed by Governor Lamont Commission on Women, Children, Seniors, Equity, and Opportunity where she still currently is a member. Liz graduated with a double major in Early Childhood and Sociology from the Eastern Connecticut University in 1999. She later received additional degrees including her Master's Degree from the Unity of Pheonix, her 092 in School Administration from the University of Connecticut and most recently her 093 Superintendent Degree from Sacred Heart University.

Ms. Bumgardner is the mother of three amazing children that includes two of them being graduates of ISAAC.

SHANNON LOUGEE

Shannon Lougee was appointed to the ISAAC Board of Directors in June 2023 as the Teacher Representative. A 1992 graduate of Glastonbury High School, Mrs. Lougee went on to earn her Bachelor's Degree in Marketing from American International College; Springfield, MA in 1996. After working in marketing for 6 years, Shannon earned her Master's Degree in education from Sacred Heart University in 2002. Mrs. Lougee has been a 6th Grade Math Teacher for 13 years, with the past 3 years being at ISAAC. During her tenure in Norwich Public Schools at Teachers' Memorial Middle School, she was named Teacher of the Year, in 2014 and again in 2019.

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Rich Muckle

Objective

Community Activities

Community Service

2009 – 2023 Elected to 7 consecutive terms on town of Waterford Representative Town Meeting. Appointed as 2nd Selectman 2023 and elected to a 4 year term which concludes in 2027. Currently serving on various Commissions and Committees as part of Town Government.

Experience

2001 – 2014 Electric Boat Corp. Groton CT.

Procurement Specialist

- All aspects of Material Acquisition from requisition to placement of purchase order for Electrical/Mechanical components including but not limited to accelerometers, ICCP Components, circuit boards and service contracts; familiar with FAR/DFAR procurements; establishing terms and conditions
- Overall responsibility for contract performance, schedule compliance and cost control

1995 – 2001 Electric Boat Corp Groton, CT

Project Engineering Specialist

- Responsible for development of Watertight Door design from concept input through material delivery; interaction with NAVSEA Systems Command rep for program review and performance
- Develop test procedures and coordinate the issue of manufacturing drawings; Manage budgets and manufacturing resources

1984–1995 Electric Boat Corp. Groton Ct.

Area Manager

- Responsible for all Non-Nuclear Mechanical Installations for Trident Class ships including day to day activities of 100 (+) hourly employees and 5-7 supervisors
- Tracking of Work Order closeouts, schedule to delivery, manning and budgets

1976–1984 Electric Boat Corp. Groton, Ct.

Operations Dept Foreman - Mechanical

- Responsible for the daily activities of 12 -17 hourly employees including budgets, attendance and task coordination / interface with all trades

Education

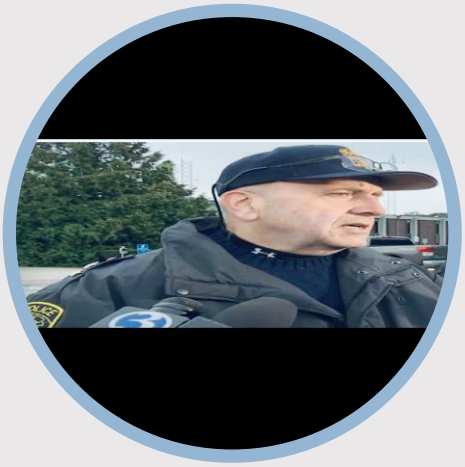
1958 Woodrow Wilson H.S. Middletown Ct

- Attended University of New Haven
- Completed Electric Boat Machinist Apprenticeship (State of Ct. Certified)
- Various certificate programs and management seminars sponsored by Electric Boat Corporation

Interests

Civic and community service, gardening,, computer technology

References provided upon request



MICHAEL SPELLMAN

DIRECTOR PUBLIC SAFETY EMS AND EMERGENCY MANAGEMENT

Lawrence+Memorial Hospital New London, CT

PROFILE

CONTACT

PHONE:
401-485-0080

EMAIL:
Spellman63@yahoo.com

Mike.Spellman@WesterlyHospital.org

EDUCATION

CENTRAL CONNECTICUT STATE UNIVERSITY
1981 to 1985
Bachelor of Arts Degree
Political Science/ Public Administration

Stonington High School
1978 - 1981

96th Training Troop Connecticut State Police Academy
1987
St. Thomas Seminary
Bloomfield Connecticut

FBI LEEDA Trilogy Training
2007

WORK EXPERIENCE

Director of Public Safety, EMS and Emergency Management at Yale New Haven Hospital Lawrence and Memorial and Westerly Hospital Campuses
January of 2024 to present
Assumed role as Director in command of Day-to-Day operations for two 20 member security teams at two primary hospital facilities. One in Rhode Island and one in Connecticut, and one armed and one unarmed unit, each responsible for safety at heavily utilized facilities. Responsibilities of directing and maintaining surveillance on site, parking regulations, and cybersecurity and access badging for two hospitals employing nearly 4500 employees at satellites all over New London and Washington Counties. Also, in charge of a 25 member EMT and Paramedic team with a 12 vehicle Paramedic and Ambulance fleet. Personnel providing primary Advanced Life Saving services in New London County and patient transport for a large urban hospital. Also responsible for all Emergency Management for both facilities inclusive of interaction with state regulatory bodies, addressing municipal needs or concerns, and single event and long-term planning. Budgeting, hiring and Labor Relations lead for all three disciplines and answering and responding to, and ensuring needs met of the Executive Director of Nursing.

Private Consultant for Law Firms in Connecticut
July 2021 -December of 2023
Provided analysis and research for Law Firms particularly on municipal issues from risk management, labor issues to proper process. While in position provided high quality, concise reports for review on a multitude of issues. Also assisted Attorneys with pretrial and hearing interviews developing fact based and fully footnoted talking points for litigation.

Town of Hopkinton RI Interim Town Planner/ Grant Writing Lead
January of 2022- October of 2023
Hired Initially as an Assistant to the Town Planner and Grant Writing Specialist. Over time I ascended to Interim Town Planner after incumbent sought employment in a neighboring community. Acquired a federal earmark from Senator Jack Reed's Office to demolish blighted Ashaway School building which had been condemned for nearly two decades. This in addition to $700,000 in grant funding for various municipal needs. Also led the town in its move to solar use under the Resilient Rhody program. An initiative all driven to reduce municipal fixed energy costs. Negotiating for this small municipality low-cost loans from the Rhode Island Infrastructure Bank. Efforts here led the town to Resilient Rhody status from the Governor's Office. Oversaw the

approval, absent potential costly litigation of the largest Solar Project and Affordable Housing proposal in town history during my brief tenure.

City of Groton Connecticut Chief of Police
January 2014–June 2021
Hired initially as a Patrolman, rose through the ranks to be named Chief of Police and Emergency Management Director by unanimous vote of the Mayor and City Council. Served as Chief of Police from 2017 to 2021. During tenure served as Field Training Officer and Interview lead on agency hiring process. Awarded a Life Saving Medal for a nationally recognized water rescue of an elderly woman driving her vehicle into the Thames River. As Chief led an agency into its Accreditation and Reaccreditation by POST. In charge of the day to day operations of a 30 sworn and 15 Civilian agency with an operational budget of over 5 million dollars annually. Led a significant modernization of the agency in its technological capabilities. Led the agency to going on the Connecticut State Police Radio system by acquiring a first ever Capital Improvement Initiative to fund infrastructure by the Town of Groton for the City of Groton. Acquired a $200,000 appropriation and successfully completed the project during a pandemic and came in under budget. Utilizing a JAG Grant we acquired Body Camera Technology and improved existing in vehicle cameras, while negotiating low cost storage in a CJIS compliant cloud storage. Imported by MOU with the Town of Stonington the CCM Award winning CASS Citizens with Autism Safety System) database and expanded it to a CARD or (Citizens At Risk Database) to meet the needs of the most vulnerable in Groton. Implemented a broadened Community Policing Program and partnered with City stakeholders to implement ALEC (Autism and Law Enforcement Education Coalition) training for police and Parks and Recreation. Training was offered on a regional basis after an Officer became the States only ALEC Certified Trainer. Developed the Police and Citizens Together (PACT) initiative to calm citizen concerns after a BLM protest ended at our facility. Ran outreach programs with the local NAACP and partnered with the Community Speaks out Initiative to train citizens in dispensing NARCAN and meet the needs of local addicted. Also worked to gateway Homeless into social services to reintegrate them into society with local stakeholders. Served on State Opioid Task Force during my tenure as a subject matter expert appointed by the State Senate Pro Tempore. Awarded a Meritorious Service Medal for my efforts by the City of Groton upon leaving the position.

Connecticut State Police Lieutenant
1987–2012
Rose through the ranks to the rank of Lieutenant, commanding Troop K in Colchester, Troop D in Danielson, The Casino Unit, and Statewide Narcotics East and North Offices. As a Troop Commander was responsible for an operation of 100 sworn and civilian employees, policing over a dozen municipalities with a population of over 100,000 people. As a Casino Unit Commander was tasked to run an operation of 30 Detectives to police the needs of the two largest Casino operations in this hemisphere. As an area commander for Statewide Narcotics was responsible for the investigation of narcotic trafficking East of the Connecticut River. I hold five years Command experience in increasing positions of authority and responsibility for the State Police. At lower ranks was the Master Sergeant and second in Command at Troop D in Danielson. As a Sergeant was the original supervising Sergeant of the Troop D Quality of Life Task Force drafting a blueprint for operations still in use over 20 years later. I worked with the Women's Center of Northeastern Connecticut to draft grants for training and operations leading to the Wendy's Place Initiative at Day Kimball Hospital. I was awarded the Distinguished Professional Award by the NECT Women's Center in 2001. I have worked as a Resident Trooper Sergeant, Detective Sergeant, Investigative Sergeant in Internal Affairs, and as a Patrol Sergeant. I was the Resident State Trooper of East Lyme

from 1991-93, and the Court and Evidence Detective at Troop E in Montville. I served as a Detective in Eastern District Major Crime at Troop K and E and have been decorated for my work to solve a homicide in Willimantic. As a Road Trooper at Troop E, I was MADD recognized for enforcement and education. As a commander all Troops, and Investigative Units I commanded received Superior status upon inspection. I also served as a CALEA troubleshooter while in Professional Standards ensuring agency reaccreditation.

Alexion Pharmaceutical Consultant
Cheshire Connecticut
January 2013–January 2014
I was hired to assist with drafting protocols for and commencing an effort to build a Global Security Operations Center in Cheshire to protect supply chain both in the USA and Internationally. Tasked to hire screen train and place the initial staff and give input on RFP and RFQ proposals to advance corporate needs. Also ensured staff needs were met during travel to areas globally and domestically believed to be high risk locations.

AWARDS
Women's Center of NECT Distinguished Professional Award 2001
Ocean Chamber of Commerce Citizen of the Year 2019
Connecticut State Police Life Saving Medal (2)
Connecticut State Police Outstanding Service Medal (5)
Connecticut State Police Unit Citation (3)
MADD Award Troop E 1991-95
City of Groton Police Life Saving Medal
City of Groton Police Chiefs Award for Investigation
City of Groton Police Meritorious Service Medal
Secretary of States Office State of Connecticut Proclamation (5)
Proclamation for superior service as a Selectman, Stonington Board of Selectman
Marine Science Magnet School Award for Service to School Community

PROFESSIONAL CERTIFICATIONS
NIMS Certified Emergency Management Director for State or Municipal
NESPAC Front Line Supervisors School
Front Line Supervisor School MPTC
Basic, Intermediate and Advanced Crime Scene School
Basic and Advanced Interview and Interrogation School
Basic and Intermediate Accident Reconstruction School
New England Community Policing Partnership (St. Anselm's College)
Interview and Investigation of Police Shootings
Basic and Intermediate Narcotics Investigation
Arnold Markel States Attorneys Seminar
Gordon Graham Risk Management Training
USCG Frontline Leadership School for NCO staff
Smith and Wesson Identikit Training
LEEDA Seminar FBI
Atlantic City Training for Casino and Surveillance of venues
Police Mountain Bike Certification ECSU
ALEC Training for Autism Interaction
De-escalation Training from the Dolan Law Group
Child Sexual Victimization Training
Crime Prevention Through Environmental Design Yale University
Maryland State Police Promotional Examination Design Training
Pandemic Overview Training
Managing Generation X and Y Training Michigan State University
Seminars on Ethical Leadership Stockdale School USNA
Hospital Emergency Management Texas A&M University

References available on request

Leota Muller, SSGB, CSM

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Industries: Health Insurance Legal Analytics, Pharmaceutical, Medical Education/Training, Information Technology, Navy Manufacturing

Functional Areas: IT Development, eBilling, Medical Research, Education, Enterprise Classified Manufacturing, Implementation

Methodologies: Agile Scrum, Six Sigma, Waterfall

SKILLS PROFILE

Projects:

- ***Build eBilling System***, Oracle BRM platform, People Soft, Banks and Treasury (UHG)
- ***Build Project/Portfolio Management Enterprise Tool*** with CA's Clarity PPM (UHG)
- ***Build Sum Total Human Capital Management Solution***, LMS, (Pfizer)
- ***Implement TIPS,*** Web Based Tracking and Planning Software (Pfizer)
- ***Build Integration Staging Tool to migrate data*** (Wyeth Integration Pfizer)
- ***Upgrade Classified Network*** software (Lumension, LANDesk, ClearCase, What's up Gold, AutoCAD, Document Databank, Steel Cloud (DXC for Electric Boat)
- ***Upgrade Classified Network*** hardware (12 servers, ESXi host, Steel Cloud Command Center, VSphere 6.5 Host, SAN Storage, Linux Red Hat 6, Red Hat 7 (DXC for Electric Boat)
- ***Upgrade Protected Distribution System*** Manage 4 vendors (DXC for GDEB)
- ***Upgrade Compute Analytics Server*** 20TB data migration to new HPE Compute Server
- ***Upgrade SharePoint 2012 to SharePoint 2019 Enterprise*** (Knowledge Management group)

Tools: Microsoft Office Suite, MS Project, VISO, Jira, QuickBase, Teams, SharePoint

Methodologies / Techniques: Agile, Scrum, SDLC, Waterfall

PROFESSIONAL EXPERIENCE

SIGNATURE CONSULTING, BOSTON SCIENTIFIC

SR. PROGRAM MANAGER

6/2023-present

- Responsible for the upgrade and MS patching of the domain controllers
- Manage a global team (server resources, system architects, and administrators) in the Active Directory space
- Prepared Project schedules and project definition proposals for review
- Develop program plans and ensure all resources are engaged
- Track program milestone
- Assign duties and responsibilities
- Manage, install and decommission Active Directory Software
- Support multiple projects related to security

9/2021-3/2023

BEACON HILLS TECHNOLOGY, CONTRACTED TO CVS HEALTH

SR IMPLEMENTATION MANAGER

- ***Oversee and support multiple implementation projects***
- Review external client product demands
- Primary client contact
- Develop project plans and ensure all resources are engaged (account manager, operations manager, technical manager, sales manager, finance manager)
- Develop presentations and present product implementation process
- Engage with sales manager in product demonstrations
- Track client milestones using QuickBase tool
- Provide assistance with scoping project and developing project proposal
- Ensure all department milestones and goals are met and adhering to approved budget

- Report all implementation status reports to Executive Director

DXC TECHNOLOGY, CONTRACTED TO GENERAL DYNAMICS, ELECTRIC BOAT DIVISION GROTON, CT

4/ 2017 – 9/2021

SR. INFRASTRUCTURE PROJECT MANAGER/ AGILE AND WATERFALL

BUDGET 5MIL + PORTFOLIO OF 7 PROJECTS

- *Upgraded Classified Network* software (Lumension, LANDesk, ClearCase, What's up Gold, AutoCAD, Document Databank, Steel Cloud, Multi-Factor Authentication, QRadar, Hytrust,Upgrade to windows 10 (DXC for Electric Boat) Environment: Desktop, Wintel, Linux, Networks
- *Upgraded Classified Network* hardware (12 servers, ESXi host, Steel Cloud Command Center, VSphere 6.5 Host, SAN Storage, Linux Red Hat 6, Red Hat 7, VSAN (DXC for Electric Boat)
- *Upgraded Protected Distribution System* Manage 4 vendors (DXC for GDEB)
- Manager vendor relationships and bakeoff's (IBM,HPE,Insight,VMWare, Dell,)
- Managed medium to large projects with a team of 15-25 techs both in application development and infrastructure management in the classified environment
- Prepared ROM, executive summary, project definition, staffing requirements, SOW, and BOM
- Prepared 5year cost estimates
- Prepared and deliver monthly reports to customer CIO.
- Developed and manage work breakdown structure (WBS)
- Developed and update project plans including project objectives, technologies, systems, information specifications, schedules, hours used and remaining funding, and staffing.
- Reported on SPI and CPI
- Reported Current Year estimated spend and hours
- Managed project execution to ensure adherence to budget, schedule, and scope.
- Prepared project status reports, analyzing, and summarizing information and trends
- Assigned duties, responsibilities, and spans of authority to project resources
- Prepared Project estimations and project definition proposals for review board for budget and hours approval
- Managed software release from dev, stage and to production environments. Prepare change controls as needed
- Managed hardware and software vendor relationships
- Prepared documentation for purchasing hardware and software
- Tracked purchase orders
- Documented project activity to PMO

Environment: , MS Project, SharePoint, Access, MS Office, Outlook, Purchasing Database,

3/2014- 1/2017

OPTUM TECHNOLOGY, UNITED HEALTH GROUP

SR. IT PROJECT MANAGER, SUPPORTING FINANCE (EBILLING)

- Responsible for multiple capital eBilling, Business Revenue and Management System, projects
- Manage project goals, risks and issues
- Provided leadership, training and direction for Jr Level Project Managers and Summer Interns
- Responsible for weekly status updates with business sponsors and IT groups
- Built and manage WBS and manage resource appropriation
- Managed relationships with front office, release management group and IT development
- Provided issue/problem resolution as required
- Completed budgeting, forecasting, project documentation, business flows and lessons learned
- Managed cross functional interdependencies

Environment: MS Office, Clarity (PPM Optics) Outlook, SharePoint, MS Project Waterfall, Agile Scrum

COMPUTER SCIENCES CORPORATION, CONTRACTED TO GENERAL DYNAMICS ELECTRIC BOAT, GROTON CT **3/2013-3/2014**

SR. IT PROJECT MANAGER

BUDGET 5MIL + PORTFOLIO OF 7 PROJECTS

- Managed medium to large projects both in application development and infrastructure management
- Prepared ROM, executive summary, project definition, staffing requirements, SOW, and BOM
- Prepared 5year cost estimates.
- Developed and manage work breakdown structure (WBS)
- Developed and update project plans, including project objectives, technologies, systems, information specifications, schedules, hours used and remaining funding, and staffing.
- Reported on SPI and CPI
- Reported Current Year estimated spend
- Managed project execution to ensure adherence to budget, schedule, and scope.
- Prepared project status reports, analyzing, and summarizing information and trends
- Assign duties, responsibilities, and spans of authority to project personnel
- Prepared Project estimations and project definition proposals for review board for budget and hours approval
- Managed software release from dev, stage and to production environments. Prepare change controls as needed

Environment: MS Office, Lotus Notes, SharePoint, MS Project, Waterfall

Education:	**Certifications and Licenses**
Heald College, San Francisco, CA BS Business Admin American Business College, San Diego, CA AS Business NCP Unitek College of Nursing So. San Francisco, CA UHG Cloud Certification DXC Sales Play White Belt 3Back Scrum Training ITT Technical Institute, (PMP Exam Prep) Villanova University (Green/Lean Belt)Six Sigma, ISIT	Certified Scrum Master 2016-present 572289 Six Sigma ISIT 2009-Present CompTIA Network 2009 CompTIA Security 2008 Network Protocols

Trauma Certification Nursing Care Providers College, So. San Francisco, CA **FEMA** Basic Principals of Emergency Management	**Professional Affiliations** New London Board of Education 2019-2021 7th Regiment Drum & Bugle Corps, President,2000-2005 and 2018-Present ISAAC School Board Treasurer/Executive, Finance Committee 2018-Present Covenant Shelter NL, Board President 2012-2018 Fmr. Grant Writer NL Youth Organizations Make-A-Wish Foundation CT, Fundraiser Co-Chair 2000-present Fmr. Cambridge Who's Who Professional Women

BARBARA R. CROUCH

3 Noah's Way ● Baltic, CT 06330-1423
860.705.2302 ● brichardsoncrouch@gmail.com

Summary of Qualifications

- More than 15 years of experience in communications, budgeting, grant writing and proposal development for public and private entities
- More than 10 years of experience in education including mentoring first-generation college students

Education

MPA- Public Policy
University of Mississippi
Oxford, MS

BA- Political Science and English
University of Mississippi
Oxford, MS

AAS – Accounting (Summa Cum Laude)
Three Rivers Community College
Norwich, CT

Work History

10/2023-Present **State of Connecticut - Department of Children and Families TVCCA**
505 Hudson Street, Hartford, CT 06101
Associate Fiscal Administrative Officer
Fiscal Administrative Supervisor

- Supervises a variety of professional fiscal and administrative functions;
- Assists head of fiscal/administrative operations, division head or agency head in budget preparation by compiling and consolidating data and projecting expenditures;
- Maintains budget control by reviewing and authorizing expenditures and monitoring expenditures against appropriations and allotments;
- Prepares budget reports;
- Prepares various financial statements and statistical or narrative fiscal/administrative reports;
- Assists in planning and implementation of financial aspects of EDP systems;
- Utilizes EDP systems for financial records, reports and analyses;
- Prepares or reviews grant budgets and other fiscal portions of grant applications;
- Provides technical assistance to grantees regarding accounting procedures;
- Reviews various contracts, financial documents and financial reports to ensure compliance with grant requirements;
- Exercises functional supervision over a variety of clerical fiscal/administrative activities such as maintenance of accounting records, payroll preparation, preparation and processing of purchase requisitions, grant and contract record keeping;
- Performs technical purchasing tasks such as soliciting bids and recommending contract awards;
- Assists in formulation of policies and procedures relating to area(s) of responsibility and implementation of such policies and procedures;
- Acts as liaison with agency central fiscal and administrative office(s) and/or central state agencies;
- May supervise support services such as stores, inventory, mailroom, security or maintenance

06/2021-10/2023 **TVCCA**
1 Sylvandale Road, Jewett City, CT 06330
Sr. Director of Marketing and Development

- Oversees research and development of funding initiatives for agency and individual programs in response to strategic plan and emerging opportunities: perform grant research and write grants; cultivate relationships with current and potential funders to enhance agency development efforts
- Responsible for development of monitoring and assessment tools to document agency/program and community needs and capacities
- Responsible for data collection of agency services and to meet all compliance requirements
- Manage the development, editing, production and distribution of print materials including the Annual Report and other publications to promote public understanding and support for agency programs
- Represent agency at state, federal, and local community levels in areas of new and/or potential development of initiatives and/or collaborative relationships; participation in evening and weekend community events/meetings will be expected.
- Participate in statewide network meetings/committees as necessary
- Ability to establish and maintain cooperative working relationships with legislators, municipal leaders, colleagues, other agencies, and co-workers
- Work as part of agency's senior management team in a leadership role to agency personnel
- Promote effective ongoing communications with agency program/department personnel at all levels
- Working knowledge of program and fiscal regulations in all grants administered by the agency and extensive knowledge of grants management

12/2019-6/2021 **Noank Community Support Services**
306 Thames Street, Groton, CT 06340
Director of Finance

- Assures accurate, complete and timely receipts of all revenues including, federal and state grant funds;
- Manages agency payroll system;
- prepares DCF and ORR annual budget report;
- prepares monthly and quarterly reports and fiscal forecasts
- Review subcontractor agreements/ submissions for compliance with grantor agency and NCSS fiscal policies.

1/2017-12/2019 **Mashantucket Pequot Tribal Nation 2 Matts Path Mashantucket, CT**
Education Administrator/ Manager of Education and Recreation

- Responsible for developing comprehensive long and short term goals and objectives which support educational initiatives.
- Collaborates with local schools and educational departments to ensure that all services, programs and resources that are available are being utilized.
- Collaborates with private employers to create internships, on-the-job training, and job shadow opportunities for Tribal youth.
- Develops departmental budgets and implements cost savings.

- Administers the MPTN scholarship program for more than 200 students.
- Monitors Tribal resources and ensures that all policies and procedures are followed
- Serves as the Academic/Career Counselor for High School and College Students, including assisting in the recruitment of tutors**.**
- Works with Tribal Finance to ensure all grant funds are charged appropriately.
- Prepares reports and projections for Tribal Council, Education Committee and the Chief of Staff
- Maintain Tribal Social Media Site and Intranet site and communicates all opportunities, changes in programs, deadlines for scholarship submissions and testing.
- Assist students with navigating college and universities in the region and nationally.
- Attends all PPT meetings and Transition Planning Meetings to ensure smooth transitions for students with 504 or IEP plans, including working with disability services at Three Rivers CommunityCollege, Mitchell College, Goodwin College and Johnson and Wales.
- Manage afterschool and summer recreation programs including but not limited to: programming; planning of trips; supervision of staff and daily, weekly and monthly reports.
- Manage all recreation facilities including the gymnasium, pool, and recreation fields.
- Increased departmental revenues by more than 150% in one year and developed a policy and procedure manual that resulted in savings of more than $500,000 in two years.

8/2014-12/31/2016 Hygienic Art, Inc. 79-81 Bank Street, New London, CT 06320
Development Director

- Maintain vendor and donor database to ensure compliance with funding agencies and grants.
- Prepare specifications, RFPs, RFQs, and contracts for supplies, machinery, services and software.
- Negotiate contracts with sponsors and vendors.
- Completed 32 grants with a 92% funding success rate.
- Solicited more than $500 thousand in donations for the Capital Campaign.

1/1/2013-12/2018 Goodwin University 1 Riverside Drive East Hartford, CT
Adjunct Instructor

- Instructor for "Public Speaking – Com 101", "Communication for Business – COM 105"; "Writing for Human Services Professional", ENG 115 and "Grant Writing – Eng 212"; Summer Bridge Program - Communication
- Interpret lesson plans, curriculum and maintain a positive learning environment.
- Complete new student orientation and welcome.
- Assist with the development of curriculum for Communication courses.
- Assist students with scholarship applications.
- Serve as a mentor for students from Ghana

9/1/2009-4/17/2011 Town of Griswold, 28 Main Street, Jewett City, CT

Finance Director

4/1/2011-9/13/2011 Town of Lebanon, 579 Exeter Road, Lebanon, CT

Finance Director

- Maintained separate General Ledger for each of the Town funds as required; verified all asset and liability accounts on a monthly basis.
- Maintained a current cash flow balance to ensure maximum investment and return on municipal funds.
- Reconciled Town accounting records for all significant functions including payroll, accounts payable, revenues and cash.
- Utilized on-line banking to access all Town accounts.
- Responsible for the oversight and accuracy of all activity within the Finance Department.
- Drafted investment policy and policy and procedural manual.
- Budget development and implementation.
- Developed and implemented procurement policy for federal funds, including standardizing the RFP and RFQ process.
- Served as a procurement officer for equipment, construction and engineering contracts.
- Served as IT coordinator and Human Resources Manager
- Restructured Parks and Recreation Summer Program/Youth Programming to ensure maximum efficiency and compliance with state grant requirements
- Maintained separate General Ledger for each of the Town funds as required; verified all asset and liability accounts on a monthly basis.
- Assisted with preparation of Official Statement for all borrowing.
- Maintained a current cash flow balance to ensure maximum investment and return on municipal funds.
- Reconciled Town accounting records for all significant functions including payroll, accounts payable, revenues and cash.
- Prepared financial information for the negotiation of Town Union Contracts.
- Performed monthly bank account reconciliations.
- Utilized on-line banking to access all Town accounts.
- Responsible for the oversight and accuracy of all activity within the Finance Department.
- Maintained fixed asset listing and depreciation schedule for the Town and Board of Education.
- Processed payroll for more than 125 employees.
- Prepared reports for the Department of Education for school construction project
- Completed RFP/RFQ for contracts; monitored and evaluated contracts

CT Certified School Business Manager
CT Certified Election Official
Supervisory Committee for Core Plus Credit Union
Board of Directors - New London Drop In Center
Secretary - Board of Directors, ISAAC School
Member - Sprague Planning and Zoning Board
Member, Education Committee ROVAC (Registrar of Voters Association Connecticut)

Curriculum Vitae
Captain (ret.) Richard W. Sanders, Ph.D.

225 Hamburg Road
Lyme, CT 06371
(860) 608-9972
RSandersEast@gmail.com

U.S. COAST GUARD ACADEMY, New London, CT

Head of Science, 2016-2020, 2011 – 2012
Director, Center for Maritime Policy and Strategy, 2013-14
Dean of the Faculty, 2008 – 2011
Chief, Chemistry Section, 2014, 2002 – 2008
U.S. Coast Guard Permanent Commissioned Teaching Staff, 1997-2021

Professor of Chemistry, 2008 – 2021
Associate Professor of Chemistry, 2003 – 2008
Assistant Professor of Chemistry, 1997 – 2003
Chemistry Instructor, 1995 – 1997

UCONN AVERY POINT, Groton, CT

Adjunct Chemistry Professor, 2013

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, New London, CT

Teacher, Earth Science, 2021

Mitchell College, New London, CT

Associate Professor of Chemistry, 2023-2024
Laboratory Technician, 2023
Chemistry Lab Tutor/Co-Instructor, 2023

TEACHING EXPERIENCE

General Chemistry 1 & 2 Lecture and Lab, Mitchell College: 2023-2024
Scientific Writing, Mitchell College: 2023
Fundamentals of General Chemistry, Mitchell College: 2023
Quantitative Methods in General Chemistry, Mitchell College: 2024
The Chemistry of Everyday Things, Mitchell College: 2024
General Chemistry 1 & 2 Lecture and Lab, USCGA: 1995-2020*
Organic Chemistry Lecture and Lab, USCGA: 2003-2016
Organic Chemistry 1 Lab, USCGA: 2017-2018
Analytical Methods in Chemistry Lab, USCGA: 2006-2020
General Chemistry 2 Lab: 2013 (University of Connecticut, Avery Point)
Inorganic Chemistry: 1996
Cadet Research in Chemistry: 1996-2020
Cadet Research in Marine Science: 2013
Directed Studies: Corrosion: 2014-2020
Directed Studies: Education: 2014
USCG History: 2016-2017

Freshman (Fourth Class) Experience: 2011
Fundamentals of Math and Communications: 2016
Basic, Advanced and Specialty SCUBA certification of CGA cadets, faculty, and staff, 2014 – 2020

*2020 General Chemistry Lab employed both in-person and synchronous remote formats

Research Expertise and Field Work

U.S. Coast Guard Academy Corrosion Research Laboratory/National Park Service Submerged Resources Center:
Corrosion rate modeling of shipwrecks and structures for pollution risk assessment:
- *Coimbra* corrosion evaluation for Federal On-Scene Coordinator, 2019.
- *USS Arizona*: Mass loss studies, 2018-2021.
- *Cities Service No. 4 barge* (RULET Potentially Polluting Wreck) evaluation for Federal On-Scene Coordinator/Commander, CG Sector Long-Island Sound, 2017.
- *COAST TRADER* Remotely Operated Vehicle Survey – Joint NOAA/USCG Survey of a WW2 casualty and potentially polluting vessel, Exploration Vessel Nautilus and the University of Rhode Island Inner Space Center (Graduate School of Oceanography), June 2, 2016.

Rhode Island Shipwrecks Cruise & Telepresence Outreach, Research Vessel Endeavor, University of Rhode Island Inner Space Center, September 2-6, 2015. (http://www.innerspacecenter.org/news/item/311-rhode-island-shipwrecks-recap)

Remotely Operated Vehicle Navigator, Exploration Vessel Nautilus, Dr. Robert D. Ballard, Galápagos and Seafloor Mapping - Cruises 062-064, June 15-July 27, 2015. (https://nautiluslive.org/expeditions/2015)

Organometallic Chemistry:
Synthesis of near-infrared (NIR) absorbers for defense and medical applications, focus on d^8-transition metal (TM) dithiolene dyes. Development of synthesis methods for d^6-metallocene derivatives and investigation of the redox properties of these complexes.

Conference Presentations and Seminars

Sanders, R.W., Hard Science on Hard Steel, Presentation, Society for Historical Archaeology Annual Conference, January 8, 2019, Boston MA.

Richard W. Sanders, Corrosion and Fate of the USS Arizona, Maine and New Hampshire Area Committee, December 6, 2017.

Richard W. Sanders, Cadets, Corrosion, and the USS Arizona, USS Arizona 75th Anniversary Research Symposium, Pearl Harbor, HI, December 9, 2016.

Richard W. Sanders, Richard W. Sanders, Corrosion of Legacy Vessels and Potentially Polluting Wrecks, Bundeswehr (United Armed Forces of Germany), Bremerhaven, Germany, April 20, 2016.

Richard W. Sanders, Corrosion of Potentially Polluting Wrecks and Legacy Vessels, U.S. Coast Guard Academy Center for Advanced Studies, New London, CT, March 29, 2016.

Richard W. Sanders, Corrosion of Legacy Vessels and Potentially Polluting Wrecks, 2015 Department of Defense – Allied Nations Technical Corrosion Conference (National Association of Corrosion Engineers), Pittsburgh, PA, November 16, 2015.

Richard W. Sanders, In Situ Survey & Corrosion Rate Modeling of Potentially Polluting Wrecks, Exploration Vessel Nautilus At-Sea Seminar Series, Eastern Pacific Ocean, July 10, 2015.

Richard W. Sanders, Faculty Best Practices: Attracting and Retaining an Underserved Student Population in a Technical Major, Underserved Students: Creating a Comprehensive Plan for Access and Success Conference, Boston, Massachusetts, July 13, 2007.

Richard W. Sanders and Antonio Farias, Serving Our Underrepresented Minorities by Championing a Diverse Faculty: A Case Study of the Department of Science, U.S. Coast Guard Academy Panel Discussion, Hispanic Association of Colleges and Universities National Conference, San Antonio, Texas, October 28, 2006.

Richard W. Sanders, Ferrocenyl Substituted Dithiolene Complexes of the d^8 Metals as Near-IR Absorbers: A Study of Structural and Electronic Factors, Chemistry Lecture Series, Connecticut College, New London, Connecticut, April 09, 2002.

Richard W. Sanders, Ferrocenyl Substituted Dithiolene Complexes of the d^8 Metals Ni, Pd, and Pt as Near-IR Absorbers: A Study of Structural and Electronic Factors, Boston College, Chestnut Hill, Massachusetts, November 26, 2000.

Richard W. Sanders, Ferrocenyl Substituted Dithiolene Complexes of the d^8 Metals as Near-IR Absorbers: A Study of Structural and Electronic Factors, New England Regional Meeting of the American Chemical Society, Storrs, Connecticut, April 27, 2000.

SPONSORED UNDERGRADUATE SEMINARS

Richard W. Sanders (Advisor), Matthew Naylor, Marshall Grant, Cody Williamson, Corrosion Studies of Legacy Vessels and Potentially Polluting Wrecks, USS Arizona 75th Anniversary Research Symposium, Pearl Harbor, HI, December 9, 2016.

Richard W. Sanders (Advisor), Matthew Naylor, Marshall Grant, Cody Williamson, A Mass Loss Experiment Supporting Corrosion Studies of Legacy Vessels and Potentially Polluting Wrecks, U.S. Coast Guard Undergraduate Research Seminar, New London, CT April 29, 2016

Richard W. Sanders (Advisor), Matthew Naylor, Marshall Grant, Cody Williamson, A Mass Loss Experiment Supporting Corrosion Studies of Legacy Vessels and Potentially Polluting Wrecks, U.S. Coast Guard Undergraduate Research Seminar, New London, CT April 29, 2016.

Richard W. Sanders (Advisor), Matthew Naylor, Marshall Grant, A Mass Loss Experiment Supporting Corrosion Studies of Legacy Vessels and Potentially Polluting Wrecks, U.S. Department of Defense Office of Corrosion Policy and Oversight, Washington, D.C., April 25, 2016.

Richard W. Sanders (Advisor), Philip Azzari, Mass Loss Corrosion Experiment in New England Waters (Poster), March 30, 2016.

Richard W. Sanders (Advisor), Dylan F. Finneran, Jamie N. Waterman, Corrosion Rate Modeling of Subsurface Legacy Structures, Presentation and Poster, U.S. Coast Guard Academy Undergraduate Research Symposium, New London, CT, April 30, 2015.

Richard W. Sanders (Advisor), Dylan F. Finneran, Jamie N. Waterman, Corrosion Rate Modeling of Subsurface Legacy Structures, Presentation, Technical Corrosion Collaboration, Washington DC, April 29, 2015.

Richard W. Sanders (Advisor), Lauren Bloch, Kelcie Laroche, Kaitlin Ward, Lydia Dilworth, Ocean –In-A-Box: Building, Testing, and Evaluation of an "!nventivity" Remotely Operated Vehicle for Survey and Outreach to Underserved Students, Student Presentation and Poster, U.S. Coast Guard Academy Undergraduate Research Symposium, New London, CT, May 2, 2013.

Richard W. Sanders (Advisor), Aaron Parker, When A + B Does Not Equal B + A: An Undergraduate Organic Chemistry Laboratory Exercise Highlighting the Significance of Order of Addition, Student Presentation and Poster, American Chemical Society/Connecticut Valley Section Undergraduate Research Symposium, Storrs, CT, April 24, 2004.

Richard W. Sanders (Advisor), Erica Govednick, Synthesis of Ferrocenyl Dithiocarbonate Derivatives as a Route to Water-Soluble and Functionalized d^8-Ferrocenyl Dithiolene Dyes, Student Poster, American Chemical Society/Connecticut Valley Section Undergraduate Research Symposium, Storrs, Connecticut, April 24, 2004.

PUBLICATIONS

Science Editor, Estuary Magazine (www.estuarymagazine.com), 2021-present

Teaching Electrochemistry in the General Chemistry Laboratory through Corrosion Exercises; Richard W. Sanders, Gregory L. Crettol, Joseph D. Brown, Patrick T. Plummer, Tara M. Schendorf, Alex Oliphant, Susan B. Swithenbank, Robert F. Ferrante, and Joshua P. Gray, Journal of Chemical Education 2018 95 (5), 842-846; DOI: 10.1021/acs.jchemed.7b00416

Final Corrosion Assessment of the Tank Barge *Cities Service No. 4*, Sanders, R.W., Prepared for the FOSC/CG Sector Long Island Sound, CGA Corrosion Research Laboratory, April 11, 2019

Initial Corrosion Assessment of the Tanker Coimbra, Sanders, R.W., Prepared for the FOSC/CG Sector Long Island Sound, July 14, 2017

Telepresence-enabled archaeological survey and identification of SS Coast Trader, Straits of Juan de Fuca, British Columbia, Canada; James P. Delgado, Frank Cantelas, Lisa C. Symons, Michael L. Brennana, Richard Sanders, Evan Regerd, Deanna Bergondo, Donald L. Johnson, Jacques Marc, Robert V.Schwemmer, Lea Edgar, Duncan MacLeod,

Ulrich T. Mueller-Westerhoff, Richard W. Sanders, Electronic Spectra of Ferrocenyldithiolene Nickel Complexes: Steric and Electron Donor/Acceptor Effects. *Organometallics*, Vol 33, No. 23 (2003) 4778-4782.

Frédéric Barrière, Nicole Camire, William E. Geiger, Ulrich T. Mueller-Westerhoff, Richard W. Sanders, Use of Medium Effects to Tune the $\Delta E_{½}$ Values of Bimetallic and Oligometallic Compounds. *Journal of the American Chemical Society*, Vol 124, (2002) 7262-7263.

Richard W. Sanders, Ulrich T. Mueller-Westerhoff, The Lithiation of Ferrocene and Ruthenocene: A Retraction and Improvement. *Journal of Organometallic Chemistry*, Vol 512, (1996) 219-224.

In Progress:

Richard W. Sanders, Alexander C. Oliphant, Donald L. Johnson, David L. Conlin, and Brett T. Seymour, USS Arizona Mass Loss Studies 2016-2020: Empirical Assessment of the Secant Model of Corrosion.

POPULAR MEDIA

Coast Guard Academy cadets dive to study how fast USS Arizona is corroding, New London Day, September 28, 2018
(https://www.theday.com/article/20180928/NWS09/180929364)

Corrosion Testing at the USS Arizona, August 2018
(https://www.nps.gov/media/photo/gallery.htm?id=6FEB7E6D-8F27-43E5-AFA5-065ED3A30A96)

Tears of the USS Arizona, Coast Guard Academy corrosion study
(https://content.govdelivery.com/accounts/USDHSCG/bulletins/20e6540)

Analyzing Corrosion Rates to Understand Hazards of Wrecked Vessels, Armed With Science, April 14, 2015
(https://dailydefensenews.wordpress.com/2015/04/15/analyzing-corrosion-rates-to-understand-hazards-of-wrecked-vessels/)

Coast Guard Cadets Analyze Corrosion Rates, Paintsquare, June 20, 2016
(http://www.paintsquare.com/news/?fuseaction=view&id=15073)

EDUCATION

University of Connecticut, Storrs, CT

Ph.D. - Chemistry, January 2002
Thesis: Synthesis and Investigation of Square Planar Bis(ferrocenyl) Dithiolene Complexes of Nickel, Palladium, and Platinum: Control of Near-Infrared Absorption and Other Properties by Ligand Modification
Advisor: Dr. Ulrich T. Mueller-Westerhoff

M.S. - Chemistry, July 1995
Thesis: An Investigation of the Lithiation of Ferrocene and Ruthenocene and Development of Reproducible Monolithiation Procedures
Advisor: Dr. Ulrich T. Mueller-Westerhoff

United States Coast Guard Academy, New London, CT

B.S. – Applied Science (with honors), May 1987

Professional Memberships

American Chemical Society, 1993-2021
American Academy of Underwater Sciences, 2015-2021
Association of Naval Service Officers (dedicated to the recruitment, retention and promotion of Hispanics and Latinos across all ranks of the United States Sea Services), 2010-present

Professional Certifications

NOAA Diver
NAUI Scuba Instructor (Sustaining)

Institutional Service*

Chemistry Program Rebuild Lead, Mitchell College, 2023-2024
Science Division Hazwaste and Chemical Hygiene Officer, Mitchell College, 2023-24
Academic Advisor, 1995 – 2020
Cadet Academic Support Program (At-Risk Students), 2012, 2015-16
Advisor, Compañeros, (USCGA Diversity Council, Hispanic Club) 2008 – 2010
Superintendent's Institutional Climate and Culture Committee 2007 – 2010
Cadet Academic Assistance Program Coordinator, 2000 – 2005
USCGA Class of 1999 Advisor, 1995 – 1999
Marine and Environmental Sciences Major Program Review Co-Chair, 2012 – 2015
Credentials Committee, 2012 – 2016
Supervisor of the Director, U.S. Coast Guard Academy Hewitt Writing and Reading Center, 2010 – 2011
USCGA Permanent Commissioned Teaching Staff Selection Panels President, 2008 – 2020
USCGA Permanent Commissioned Teaching Staff Promotion Boards Member, 2008 – 2020
Athletics Director Search Committee Executive Assistant and Member, 2010 – 2011
New Faculty and Coach Mentor, 2014
Rotating Military Faculty Assignment Panels President, 2002 – 2010
Cadet Honor Remediation Officer, 2008 – 2012
Awards Board Representative, Academics Division, 2005 – 2009, 2016
Curriculum Committee, Department of Science Representative, 2005 – 2007
SCUBA Instructor (NAUI), Department of Health and Physical Education, 2013 – 2020
Marine Science Boat Operator, 2014 – 2018
Marine and Environmental Sciences Major Program Review Co-Chair, 2012 – 2015
Advisor, Cadet SCUBA Club, 2012 – 2015
Credentials Committee, Professor Emeritus Subcommittee Chair, 2012 – 2013
Coastal Sail Training Program Coordinator, 2002 – 2008
Coastal Sail Training Safety Officer, 1996-2001

*All institutional service performed at the U.S. Coast Guard Academy unless otherwise indicated.

Community Service

Interdistrict School for Arts and Communication (ISAAC) Board of Directors, 2022-present (https://www.isaacschool.org/about/board-of-directors)
Mentoring Corps for Community Development (MCCD) Board of Directors, 2022-2023 (https://mentoringcorps.org/board-members/)
New England Sailing and Science Foundation: AmeriCorps Career Webinar Coordinator (via MCCD) 2022-2023
Mystic Aquarium Volunteer Diver, 2021
Dive Control Board, Mystic Aquarium, 2019-2021
President, SECONN Skin Divers, 2014

Professional Experience

USCG Marine Safety Office, Portland, ME
Port Operations and Investigating Officer, 1989 – 1993
USCG Buoy Tender Conifer, Los Angeles, CA
Operations Officer and Navigator, 1987 – 1989
USCG Academy, New London, CT
Supervisor, Cadet Orientation Program (Swab Summer), 1987

HONORS AND AWARDS

Professor Emeritus, U.S. Coast Guard Academy, 2022
Legion of Merit for Exceptionally Meritorious Conduct in the Performance of Outstanding Services and Achievements, 2012-2021
Military/Superintendent Liaison Committee of Southeastern Connecticut Volunteer Award, 2015
National Oceanic and Atmospheric Administration, NOAA Corps Director's Ribbon, 2014
Meritorious Service Medal for Exceptionally Meritorious Achievement and Superior Performance of Duties, 2008-2012
Meritorious Service Medal for Exceptionally Meritorious Achievement and Superior Performance of Duties, 1995-2008
Robert T. Alexander Coast Guard Academy Science and Teaching Graduate Fellowship, USCG Academy, 1998-2002
Coast Guard Commendation Medal for Outstanding Achievement in the Performance of Duty, 1989-1993
Graduated with Honors, U.S. Coast Guard Academy, 1987
Highest Proficiency in Marine Science (Smith Award), USCG Academy, 1987
Highest Proficiency in Chemistry (Pfizer Award), USCG Academy, 1987
Highest Proficiency in Applied Science, USCG Academy, 1987

Kevin L. Booker, Jr.

239A Nautilus Dr. Unit #106, New London, CT
(860) 941-0134 kevinbookerjr@bookerempowerment.com

PROFESSIONAL SUMMARY

- Dynamic facilitator, leading in-person and virtual workshops focused on leadership, diversity, inclusion, anti-bias, and cultural competencies
- Dedicated, resourceful, professional educator and administrator with proven ability to create and oversee efficient administration practices that promote educational options and advancement.
- Highly committed to establishing a safe learning environment, that encourages open communication and continuing improvement and development for all
- Visionary leader with superior strategic acumen and a clear sense of purpose and urgency.
- Innate ability to rapidly access situational challenge and implement action plans for effective outcome-based solutions

EDUCATION

EdD **Educational Leadership, Higher Education** Expected completion Spring 2025
Johnson & Wales University, Providence, RI

MS **International Studies** 2017
Central Connecticut State University, New Britain, CT
Thesis: *The Ethnic and Racial Identities of Liberian Refugees and their Transition in Hartford County, Connecticut*
Advisor: Dr. Evelyn Newman Phillips

BS **Political Science** 2011
Eastern Connecticut State University, Willimantic, CT

BS **History of Social Science** 2008
Eastern Connecticut State University, Willimantic, CT

BS **Business Administration** 2000
Eastern Connecticut State University, Willimantic, CT

HONORS AND AWARDS

Certified Connecticut Municipal Official Certificate of Completion 2022
Connecticut Conference of Municipalities

CALAS Community Activist Award 2021
Connecticut Association of Latino Administrators and Superintendents
State of Connecticut

The Fatherhood Manologues 2020
Hartford, CT

Bridge Builder Award 2019
The Human Relations Commission, Windsor, CT

Community Outreach Award 2019
Hartford Job Corps, Hartford, CT

Outstanding Youth Mentor Award 2019
Community Foundation of Eastern Connecticut
Eastern Connecticut Mentoring Collaborative, New London, CT

Shiloh Baptist Community Award 2019
Shiloh Baptist Prison Ministry, New London, CT

New London NAACP Leadership Award 2018
New London NAACP, New London, CT

100 Men of Color 2014
Hartford, CT

PROFESSIONAL EXPERIENCE

Mitchell College, New London, CT August 2021- Present
Full-Time Visiting Professor

- Communications Courses, First Year Experience, and Yoga Professor
- Student Junior Class Co-Advisor
- Founder of the Mariner Market, food pantry on campus
- Co-Leader of IDEA (Inclusion, Diversity, Equity and Accessibility) Committee, leading work focused on making our campus community more inclusive for all students, faculty, and staff.
- Serve on the Hub Advisory Group, supporting the Digital Innovation Hub of Educational Excellence at Mitchell College to embody the values of access, flexibility, and connectedness and to extend the impact of Mitchell College into the regional community.

Booker Empowerment, LLC November 2007- Present
Founder and CEO

- Develops and facilitates in-person and online workshops focused on leadership, diversity, inclusion, climate and culture
- Coaches and trainings youth and adults in the art of public speaking
- Hosts and coordinates events of all sizes
- Coordinates and hosts panel discussions around a variety of topics

University of Connecticut, Storrs, CT June 2009 – Present
Upward Bound Instructor

- Provided academic instruction for low-income and first-generation college students
- Responsible for creating a safe environment for academic learning to take place.
- Taught a curriculum to over 50 students in order to increase the understanding and knowledge for college admission.
- Conducted counseling sessions on a case by case basis.

Eastern Connecticut State University, Willimantic, CT August 2004 – August 2016
University Assistant/ Instructor June – August, 2023

- Planned leadership activities for high school students transitioning into college
- Conducted life skills workshops for students
- Taught public speaking course for STEPCAP program
- Trained students on effective interviewing techniques
- Facilitated engagement among students within the classroom

Connecticut College, New London, CT August 2021- May 2022
Adjunct Professor

- Human Development Aging and the Family and Health Disparities Adjunct Professor

Connecticut State College and Universities August 2018- May 2022

Adjunct Professor

- Public Speaking Instructor at Tunxis Community College, Farmington, CT
- First Year Experience and Public Speaking Instructor at Asnuntuck Community College, Enfield, CT

Connecticut College, New London, CT October 2017- August 2018

Public Speaking Learning Specialist

- Develop and lead public speaking and communication workshops
- Advise college students on advancing communication and public speaking skills
- Collaborate with alumni and community agencies to support students in building strong communication skills
- Coordinate with professors and instructors to support students in creating presentations

New London Board of Education, New London, CT February 2015- July 2019

Mentor/Tutor/Apex Assistant/Parent Educator Coordinator/Diversity Trainer/Summer Programs

- Tutored middle and high school students who are considered at risk
- Mentored and encouraged students to see various options for middle, high school, and college
- Volunteered in an after school and during school mentoring program for at risk young men
- Created an after-school life skills workshop for students to give them a sense of self-worth
- Coordinated, facilitated, and presented workshops for staff, parents, and youth throughout the district
- District Equity Leadership Team facilitator, leading diversity workshops and advised the District Equity Plan

EASTCONN Adult Education, Danielson, CT March 2016-August 2017

Transitions Coach

- Counseled students in relation to goals, success, employment, higher education opportunities.
- Utilized a case management approach to link local services to Adult Education students.
- Coordinated with community agencies and employment opportunities in effort to assist students.
- Worked with participants to obtain scholarship, grants, student loans, and employment after GED completion.

Leadership Greater Hartford, Hartford, CT September 2015-July 2016

Process Coach for School Governance Council

- Attended training provided by LGH and by the School Board/District to monitor and guide group process, and to help the SGC keep on task to achieve their goals
- Participated in SGC meetings, observed group dynamics, and facilitated team building and group process as needed
- Coached the meeting chair and/or the members in running meetings, (e.g. suggest formats for the agenda, processes to encourage divergent thinking, consensus building, mediate conflict, etc.)
- Served as a resource to the SGC to help them address and complete the various deliverables as described in the SGC policy

Three Rivers Community College, Norwich, CT August 2012- January 2015

Assistant Director of Admissions

- Recruited of underrepresented groups
- Organized info-sessions and tours
- Supervised the evening Welcome Center
- Coordinated a partnership with high schools in Southeastern, CT
- Implemented an Ambassadors Club for students to assist the Admission dept.

Three Rivers Community College, Norwich, CT December 2010 – August 2012
CCSP Advisor/Retention/Coordinator

- Coordinated campus activities for students
- Assisted admissions department with managing college fairs
- Recruited students from local high schools
- Provided counseling services to students
- Conducted advisement sessions with students

Asnuntuck Community College, Enfield, CT August 2010 – June 2011
Minority Fellowship/Admissions Assistant

- Organized College Fairs
- Advised students on future course selection
- Created and lead awareness workshops for faculty and students
- Implemented and coordinated partnership program between Hartford Public High School and Asnuntuck Community College
- Taught first year experience course
- Diversity Committee liaison

Village for Children and Families, Hartford, CT December 2005 – June 2012
Child Development Specialist

- Provided behavioral management to emotionally and behaviorally disordered children in a short-term community-based program
- Directed activity programming within a structured therapeutic environment
- Responsible for crisis intervention

Hartford Public Schools, Hartford, CT March 2002 – August 2012
Teacher/Behavioral Specialist/Tutor

- Provided weekly lesson plans following Creative Curriculum guidelines
- Responsible for monitoring up to 25 students
- Created meaningful and authentic educational experiences for students
- Completed documentation for at-risk students to comply with national and state educational mandates
- Ensured that immediate medical needs are met
- Maintained CPR and First- Aid Certification

PUBLICATIONS

Booker, Kevin, Jr. “Emerging Men: Transformational Stories of Hope, Inspiration and Purpose.” January, 2022.

Booker, Kevin, Jr. “Three Magical Words.” Manologues Video Performance [Hartford, CT], 28, June, 2020.

Booker, Kevin, Jr. "Three Magical Words." Northend Agent's [Hartford, CT], 17 June 2020.

Booker, Kevin, Jr. "Dream Until You Can No Longer Breathe" Northend Agent's [Hartford, CT], January 2020.

Booker, Kevin, Jr. “The Ethnic and Racial Identities of Liberian Refugees and their Transition in Hartford County, Connecticut” Thesis, December 2017.

RECENT PRESS

Grant, Marcus. “MLK tribute encourages students to cultivate positive change” Eastern Connecticut State University [Willimantic, CT], 24, January, 2024.

Howard, Lee. “Annual Jewish Federation meeting shines light on hate.” The Day [New London, CT], 18 December, 2023.

Thompson, Christina. “Step Into My World: Kevin L. Booker, Jr.” Mitchell College [New London, CT], 22, February 2023.

Barry, Britt. “Faculty Spotlight: Encouraging Students to Discover Their Purpose.” President Espy’s Quarterly News & Highlights [New London, CT], Winter, 2023

Drelich, Kimberly. "Protesters speak up for Black lives in Preston." The Day [New London, CT], 25 July 2020.

Mosser, Erica. "Religious leaders aim to 'build bridges' in fight for racial justice." The Day [New London, CT], 18 July 2020.

Smith, Greg. "New London poised to declare racism a public health crisis." The Day [New London, CT], 18 July 2020.

Smith, Greg. "New London man motivating youth through online reading." The Day [New London, CT], 28 Mar. 2020.

Smith, Greg “Newly Elected Officials” The Day [New London, CT], December 2019.

PRESENTATIONS AND INVITED LECTURES

The Cultural Flipside **Podcast**

- **“Emerging Men”**
- **“Covid-19 Booster Shots”**
- **“Your Vote Matters”**
- **“Legalization of Marijuana”**
- **“Taking on Freshmen Year of College”**
- **“Latinx Leaders: Hispanic Heritage Month”**
- **“Latino Men in Action Celebrating Hispanic Heritage Month”**
- **“Latina Trailblazers: Honoring Hispanic Heritage Month”**
- **“Teacher Appreciation Week” with Secretary of Education Dr. Miguel Cardona**
- **“Public Health Crisis”**

“Discussion and Presentation: Ghana, Togo, and Benin”
Educational Tour with FCCOL, Tuesday, February 27, 2024

“Mystic Black History Month Celebration and Gospel Choir,”
Host and Coordinating Committee, Mystic Chamber of Commerce, Mystic, CT, February 3, 2024

Author Talk and Booker Signing: David Nicholson, *The Garretts of Columbia*
Moderator, Bank Square Books, Mystic, CT, February 1, 2024

“Let's Talk: Life Education and Holistic Development” Student Workshop
New London Youth Affairs, January 31, 2024

"The Leader Within" Keynote Address, Rev. Dr. Martin Luther King, Jr. Tribute Event
Intercultural Center at Eastern Connecticut State University, Willimantic, CT, January 18, 2024

"Shining a Light on Antisemitism and Hate: Together we can end hate!"
Jewish Federation of Eastern Connecticut, December 18, 2023

"Becoming my Best Self" Youth Empowerment Workshop about Mental Health
Work Out Harder, Honoring Habits Youth Workshop Series, December 15, 2023

"Reclaiming our Joy Together" Keynote Address at OEC Home Visiting Annual Conference
Office of Early Childhood, CT State Department of Education, December 1, 2023

"Colorism, Code-Switching, and the Crown Act" Workshop
Office of Multicultural Health Equity, CT Department of Mental Health and Addiction Services, November 18, 2023

Minority Recruitment Mentoring Committee (MRMC) Luncheon Keynote Address
Eastern Connecticut State University, November 2, 2024

"Public Speaking Workshop"
Trinity College, Office of Multicultural Affairs, November 1, 2023

Navigating your Surroundings" and "Leadership/Community Empowerment" workshops
Family Life Lifters, INC., October 18, 2023 and October 25, 2023

Uplift Community Restoration Program Workshops (Series of workshops)
Family Life Lifters INC, Windham, CT, October 18 and 25, 2023

"Get Comfortable with Being Uncomfortable" UCONN Precollege Summer Program
UCONN Office of Early College Programs, June-August, 2023

UCONN Precollege Summer Program Closing Ceremony
UCONN Office o Early College Programs, July 28, 2023

Staff Professional Climate and Culture Professional Development and Student Leadership Meeting Workshop
Preston Plains Middle School, Preston, CT, May 19, 2023 and February 10, 2023)

Yoga Session with Dream Chaser Academy
Upper Albany Neighborhood Collaboration, March 21, 2023

Network at Night
Career Services Eastern Connecticut State University, Windham, CT, March 6, 2023

Unique You: Speaker Series, Shades of Women
Mitchell College, New London, CT, March 2, 2023

Black History Month Assembly
New London High School, New London, CT, February 22, 2023

Black History Month Celebration
Mystic, CT, February 11, 2023

Career Development Workshop
Brakah Enterprises, Bloomfield, CT, February 2023

Career Readiness Conference
Career Services Eastern Connecticut State University, Windham, CT, January 17, 2023

Career Development Workshop Ongoing Series
SCRIP (Second Change Reentry Initiative Program) December 2022-present

Fighting Hate for Good
Anti-Defamation League Banquet Event Host, November 2, 2022

The Importance of Bilingual Education Virtual Panel Discussion
Mitchell College, New London, CT, October 27, 2022

Community Conversations: Disability Awareness Virtual Panel Discussion
Mitchell College, New London, CT, September 15th, 2022

Get Comfortable Being Uncomfortable Workshops
UCONN Explorers Program, University of Connecticut, Storrs, CT, July-August 2022

"Principles of Community Engagement"
Town of Waterford, Waterford, CT, June 29, 2022

"Go to High School Go to College" Workshop
Event Host, Alpha Phi Alpha Fraternity, Inc, June 4, 2022

Poetry in the Park
Event Host, Mystic/Noank Library and Mystic Chamber of Commerce, Mystic, CT, April 30, 2022

"Wishes by Black Men; Stories for White Folks: A Staged Reading of Black Male Voices"
HartBeat Ensemble, University of St. Joseph, West Hartford, CT, April 2, 2022

New London High School Career Day
New London High School, New London, CT, March 23, 2022

"No Place for Hate" and "Names Can Really Hurt Us Assemblies"
Connecticut, New York, and New Jersey, Anti-Defamation League 2021-2022

CTAEYC Annual Conference
Keynote Address: "Behind the Mask", February 20, 2021

Cultural Team Building with University of Saint Joseph Athletics Department
Online Workshop and Panel Discussion, January 28, 2021

"Get Comfortable Being Uncomfortable"
Online Workshop, Equity Symposium with Equity CT, January 10, 2021

"Get Comfortable Being Uncomfortable"
Online Workshop, Grace Episcopal Church, December 10, 2020

"Gen-Z Voters: Stepping Up to Make their Voices Heard"
Live Online Panel Discussion, October 30, 2020

"I am Sick and Tired of Being Sick and Tired"
Live Online Panel Discussion, October 26, 2020

"Proud of your Past, Embracing your Future: Celebrating National Hispanic Heritage Month"
Live Online Panel Discussion, October 15, 2020

"Women of Color Do Yoga"
Live Online Panel Discussion, October 12, 2020

"Race: The Series"
Series of online workshops, Town of Windsor, CT
"Privilege" October 11, 2020
"Implicit Bias and Microaggressions" November 1, 2020

"Men of Color Do Yoga"
Live Online Panel Discussion, October 8, 2020

"Stand Up, Speak Up, Follow Through"
Online Workshops
Wesleyan University, September 27, 2020
Wesleyan University, August 27, 2020

"Sunday: The Most Segregated Day of the Week"
Live Online Panel Discussion, August 23, 2020

"From Civil Rights to Black Lives Matter: Trailblazers' Perspectives on the Fight for Racial Justice"
Live Online Panel Discussion, August 9, 2020

Five Senses Festival, Pilobolus
Keynote: "Get Comfortable Being Uncomfortable," August 2, 2020

Cultural Attunement Training Webinar
"Get Comfortable with Being Uncomfortable," July 31, 2020

"Beyond Town Lines"
Live Online Panel Discussion, July 2, 2020

"#StayUnmuted: Stand Up, Speak Up, Follow Through"
Live Online Panel Discussion, June 11, 2020
"Black Women Speak: Unchained and Uncensored"
Live Online Panel Discussion, June 9, 2020

"A Man was Lynched Yesterday"
Live Online Panel Discussion, June 4, 2020

"Hear me Loud and Clear" Assembly
Clark Lane Middle School, Waterford, CT March 12, 2020

Black History Assembly
Hartford Public High School, February, 2020

"Black History is Everyone's History"
Workshop: Division of Criminal Justice, Connecticut, February 25, 2020

Diversity Workshop with Residential Life
University of St. Joseph, West Hartford, CT, January 10, 2020

"Racial Identity Series: Implicit Racial Bias and Micro-Aggressions"
First Church, Windsor, CT, November 10, 2020

CTAEYC Annual Conference
Keynote Address: "Explore the Advocate Within", October 2019

Equity Symposium
Workshop: "Explore the Advocate Within" October 2019

"Get Comfortable Being Uncomfortable"
Workshops and Assemblies
UCONN Explorers Program, July 2019 and July 2018

PROFESSIONAL TRAINING AND CERTIFICATIONS

Docent Academy, February-April, 2023
Thames River Heritage Park, New London, CT

LivFree Power Yoga, 2020
200-hour Certified Yoga Teacher

State of Connecticut Police Officer Standards and Training Council, 2020
Law Enforcement Instructor Certificate

Anti-Defamation League, 2019
Implicit Bias Training for Law Enforcement Trainer

Anti-Defamation League, 2018
World of Difference Trainer, anti-bias interactive training school-aged programing
Certified in Cultural Competency Training
Implicit Bias Training

National Conference for Community and Justice (NCCJ), 2018
Implicit Bias, Anti-Racism, and Micro-Aggression Trainer

American Red Cross, Southeastern Connecticut Region, 2017
Disaster Relief

Montgomery County Study Circles, 2016
Diversity Workshop Facilitator

Village for Children and Families, 2005
Certification in Mediation

BUSINESS PARTNERSHIPS

- Albertus Magnus College
- The ARC
- Carl Robinson Correctional Institution
- Central Connecticut State University
- Connecticut College
- Cromwell Public Schools
- Division of Criminal Justice, Connecticut
- East Hampton Public Schools
- Hamden Police Department

- Hartford Public High Schools
- Greenwich Police Department
- Groton Public Library
- Groton Public Schools
- Middlesex Consortium
- Mystic/Noank Library
- Mystic Chamber of Commerce
- Newington Public Schools
- New London Public Library
- New London Public Schools
- Preston Public Schools
- Prince Technical High School
- SCRIP (Second Chance Reentry Initiative Program), CT
- The Human Relations Commission, Windsor, CT
- Town of Waterford, CT
- Town of Windsor, CT
- Waterford Public Schools
- Waterford RISE
- Wallingford Public Schools
- Wesleyan University
- Windsor Public Schools
- Various programs and schools through the Anti-Defamation League

PROFESSIONAL AFFILIATIONS

New London Community Meal Center, New London, CT 2023-present
Board of Directors

New London Parking Authority, New London, CT, 2022-present
New London Parking Authority Commissioner

Alpha Phi Alpha Fraternity, Inc., 2021-present
Beta Sigma Lambda Chapter

Anti-Defamation League (ADL), CT, 2020-Present
Connecticut Regional Board of Directors

State and School Finance Project, CT 2021-Present
Advisory Council

City Council of New London, New London, CT, 2019-2021
City Councilor, Chair of Public Safety Committee, Finance Committee, Administration Committee

Interdistrict School for Arts and Communication (ISAAC) Charter School, 2018-Present
Board of Directors, New London, CT

Juvenile Review Board, New London, CT 2016-Present
Community Liaison

Boys and Girls Club of Southeastern Connecticut, New London, CT, 2016-2018
Board of Directors

Black Man Can Institute, 2014-Present

Opportunities Industrialization Center (OIC) of New London, CT, 2014-2020
Board of Directors

Jane Doe No More, 2010-Present
Public Speaking Coach

Hartford Job Corps, Hartford, CT, 2005-Present
Outreach Board of Directors

Wesleyan Middlesex Consortium, 2004-Present
Wesleyan University, Middletown, CT

COMMUNITY SERVICE

New London Community Meal Center
2019-present

Read and Learn with Mr. Booker
2020-Present

Whalers Helping Whalers
2020-Present

American Red Cross
Disaster Relief, Southeastern Connecticut Region, Puerto Rico, 2017-Present

Community Conversations with Kevin Booker, Jr.
Organizer and Moderator, Groton Public Library, 2016-Present

New London Public Schools
2015-Present

Hartford Public Schools
2003-Present

COMPUTER SKILLS

Applications: Outlook, Office Suite (Word, Publisher, Excel, PowerPoint), Google Applications, Canva, Zoom, Blackboard Collaborate Ultra, Facebook Live, Moodle, Blackboard

David J. Brailey Ed.D.

54 Windward Way
Waterford, Connecticut 06385 Phone: 860.287.1437
email: brailey_d@mitchell.edu

EMPLOYMENT HISTORY

Mitchell College, New London, CT ***2000–Present***

- Associate Professor in the Departments of Behavioral Science and Education
- Chairman of the Department of Education
- Associate Dean for Academic Affairs
- Director of the First Year College
- Coordinator of Academic Honors Program

Associate Professor: Have taught in the Department of Behavioral Science, Department of Education, Department of Law and Justice Policy Studies, Department of Sports and Fitness Management and the First Year College.

Accomplishments:

- Behavioral Science Department: taught courses in: Introduction to Sociology, Social Issues, Selected Social Issues through the Lens of Media Satire, Marriage and Family, Human Sexuality, Drugs and Society, Race and Ethnicity, Schools and Societies, Health and Human Development, Drugs and Society, Introduction to Psychology, Educational Psychology, Adolescent Psychology, Family Systems, Families in Crisis, Ethics, Character, and Moral Development.
- Education Department-taught courses in: Research Methods in Education, Curriculum Development, Instructional Methods and Materials, Instructional Assessment, Mathematics, Science, and Technology in Early Childhood Education; Promoting Social Emotional Competence in Young Children, Contemporary Issues in Education, Special Topics in Early Childhood Education, Play in Early Childhood: Theory, Research and Practice, Early Childhood Studies: Practicum and Seminar, Student Teaching Supervision.
- Department of Law and Justice Policy Studies- taught Research Methods, and Drugs, Law and Society.
- Department of Sports and Fitness Management- taught a course in Nutrition, Health, and Safety for Young Children.
- First Year College- Taught Explore your Learning Core, First Year Seminar, Introduction to Technology
- Supervised senior level practicum experiences.

Chairman of the Department of Education

Responsibilities:

Oversee all department activities including: program review and revision, compliance with NCATE and state regulations and guidelines, departmental budgets, faculty hiring, student

advising, curriculum development, faculty evaluations, program development, and new course development.

Accomplishments:

- Took lead role in developing curriculum that met both Mitchell and State Department of Education approval.
- Managed an Education Department of ten faculty and 105 Education Majors.
- Stabilized faltering department through sound leadership practices.
- Successfully guided department through state re-accreditation process from probation status to a five year license renewal.

Director of the First-year College, Associate Dean for Academic Affairs
Responsibilities:
Supervised and managed key activities, including Academic Affairs budgeting, Academic Departments, First-year College, Title III Grant, Academic Advising, Tutoring Center, Learning Resource Center, related projects and personnel. Oversaw scholastic committees including Curriculum, Academic Standing and Review, Athletic Steering, among others.

Honors Program Coordinator
Took lead role in developing Mitchell College's Academic Honors Program. (2016). Have coordinated program from program inception to 2021.

University of New Haven, West Haven, CT ***2009-2016***
Visiting Professor in the Department of Education, Graduate Division
Accomplishments:

- Taught master level courses for students seeking initial teacher certification and certified teachers seeking professional advancement. Courses include: Human Growth and Development, Educational Psychology, Instructional Theory & Practice, Contemporary Issues in Education, Classroom Management.

Researcher **2005- 2017**
Jones Zimmerman Foundation Mentoring Program:
Yale University, Sacred Heart University, and Trinity College
Responsibilities:
Conducted research, developed, implemented, and evaluated a school–based academic mentoring model for at risk middle school students with a purpose of improving academic success and graduation rates. Program consisted of 120 at risk middle school student mentees and 60 college student mentors.

Accomplishments:

- As director, manage site coordinators at Yale, Sacred Heart and Trinity Colleges; oversee project development for middle school students and college student mentors.
- Significant findings for urban at risk population include:
    - Improved academic success rates for sixth to eighth grade population:
      20% increase

- High school graduation rate of 89% for students who participated in JZ program compared to 65% rate for CT statewide urban graduation rates:
  23% improvement
- 88% of JZ mentees who completed high school attended post secondary education compared to 65% statewide urban high school graduates:
  24% increase

Interdistrict School for Arts and Communication, New London, CT **1999– 2004**
Classroom Teacher. Technology Coordinator and Instructor.
Responsibilities:
The Interdistrict School for Arts and Communication, Inc. (ISAAC) is a public charter middle school grades six through eight serving twelve communities in southeastern Connecticut. Mission is to provide innovative teaching in all academic content areas. ISAAC believes in the importance of a multicultural curriculum within a multi-age classroom.

Accomplishments:
- Provided a safe, educationally conducive learning environment for 22 students.
- Delivered innovative teaching in all academic content areas.
- Developed and implemented new Technology Literacy curriculum.
- Developed and maintained computer program and network.
- Developed and facilitated professional development program for teachers and staff.

Connecticut College, New London, Connecticut **1983–2007**
- Assistant Professor in the Department of Education
- Department of Physical Education and Health
- Director of Health Education
- NCAA III Intercollegiate Basketball Coach

Responsibilities:
Instructed teacher preparatory and Health and Fitness classes. Developed comprehensive health promotion program for college community.

Accomplishments:
- Developed and put into practice curriculum required for CT teaching certification.
- Education courses: Teaching Science and Mathematics in Elementary and Middle Schools, Drug and AIDS Education for Teachers.
- For Physical Education and Health**,** taught Health and Fitness, Alcohol/Drug courses.
- Created, introduced, and directed a comprehensive health education program for the broader college community. Advised campus in policy formation and education.
- Hosted an alcohol conference; 16 New England Colleges participated.
- Administered campus AIDS education program.
- Established and supervised a Peer Education Program.
- Coached NCAA III basketball

Carthage College, Kenosha, Wisconsin **1979-1983**
Director of Teacher Preparation Program in Health Education
NCAA III Coach

Responsibilities:
Instructed undergraduate and graduate courses in health education. Liaison to Wisconsin Health Education Certification Board.

Accomplishments:

- Conducted courses in personal and community health, public health, health promotion and wellness, alcohol and drug education, health in the elementary, human sexuality, emotional health, methods and materials in education, curriculum development in health education, and foundations of education.
- Coached NCAA III basketball and golf.

EDUCATION

Doctor of Education, Educational Leadership
St. John's University, Queens, New York, 2007
Dissertation:
"Civic Capacity and Engagement among College Students: A Comparison of the Jones-Zimmermann Academic Mentoring Model to Other Service Learning Programs"

State of Connecticut, Teaching Licensure
Connecticut College, New London, CT, 1998

Master of Science Degree, Health Education
Southern Connecticut State University, Hamden, CT, 1979

Bachelor of Science, Health Education
Concentration in Health Psychology,
Southern Connecticut State University, Hamden, CT, 1974

SERVICE TO THE COMMUNITY

- Board member: Southeastern Region Action Council
- Board member: Inter-district School for Arts and Communication.

MEMBERSHIPS
Association of American Colleges and Universities
National Academic Advising Association
Faculty Athletics Representatives Association
New England College Alcohol Network

PUBLICATIONS and PRESENTATIONS

The Impact of the Jones-Zimmermann Academic Mentoring Model on High School Dropout Rates. Presented at the Jones-Zimmermann Foundation's Annual Meeting, May 2009

Teaching Mathematics and Science in Elementary Schools, A Constructivist Approach Presented at Mitchell College, October 2007.

Reflective Learning Practices, a Synthesis of Best Teaching Practices and Learning Modalities." Presented at St. John's University (New York) Doctoral Seminar, May 2006.

The Seven V's of Leadership, a Synthesis of the Characteristics of Leadership. Presented at St. John's University (New York) Doctoral Seminar, May 2006.

Teaching as Primarily a Political Act. Paper presented at Connecticut College, May 2005.

College Achievement Gap in African American Men. Presented at St. John's University (New York) Doctoral Seminar, November 2004.

Consultation Services as a Drug Educator include:

- Drug and alcohol education training for student athletes and coaches.
- Freshman orientation and special event alcohol and drug education programs.
- Greek system drug and alcohol education training.
- General college Alcohol and Drug policy formation.
- College Athletic Alcohol and Drug policy formation.
- College Alcohol and Drug Education program assessment and development
- College Athletic Alcohol and Drug Education program assessment and development.

Delivered on the campuses of the following clients

- Boston University
- Wesleyan University
- Trinity College
- University of Bridgeport
- Brown University
- Colby College
- Central Connecticut State University
- Southern Connecticut State University
- Mitchell College
- Connecticut College
- University of Fairfield
- Sacred Heart University
- Eastern Connecticut State University

REFERENCES for David J. Brailey, EdD

Jeffrey S. Turner, Ph.D.
Professor, Behavioral Science Department
Mitchell College
437 Pequot Avenue
New London, CT 06320-4498
860.701.5152
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turner_j@mitchell.edu

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Associate Professor, Humanities
Mitchell College
437 Pequot Ave.
New London, CT 06320
860.701.5077
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Catherine Wright
Vice President of Academic Affairs
Mitchell College
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Elizabeth Bumgardner

584 F Shennecossett Road Groton, CT 06340
(cell) 860-326-9904
Lizbumgardner24@gmail.com

EDUCATION

Sacred Heart University, Griswold Campus, CT
Superintendent of Schools Education Certificate Program **2023**

University of Connecticut, Storrs, CT
CERTIFICATE IN PROFESSIONAL EDUCATION AND LEADERSHIP UNIVERSITY OF CONNECTICUT ADMINISTRATOR PREPARATION PROGRAM (UCAPP) **2012**

University of Phoenix, Phoenix, AZ
MASTER of Arts IN EDUCATION – CURRICULUM & INSTRUCTION/CERTIFICATE IN ESL **2008**

Eastern Connecticut State University, Willimantic, CT
BACHELOR OF SCIENCE – EARLY CHILDHOOD EDUCATION (1999) **1999**
BACHELOR OF SCIENCE –SOCIOLOGY (1999-Double Major)

Three Rivers Community College, Norwich, CT
ASSOCIATE DEGREE- EARLY CHILDHOOD EDUCATION **1996**

PROFESSIONAL CERTIFICATIONS

Superintendent of Schools (093) Exp. March 2026

CT Intermediate Admin & Supervision Provisional Certificate (092)

Bilingual Unique Endorsement Certificate-Spanish (110) CT Professional

Early Childhood Certification PK/Gr.3 w/SPED endorsement in PK/K (113) Exp. Sept 2025

PROFESSIONAL ADMINISTRATIVE EXPERIENCE

Windham Early Childhood Center, Windham Public Schools **July 1, 2024-present**
Director of Early Childhood and Early Head Start Programs

Windham Central Office, Windham Public Schools **July 2021-June 2024**
Director of Elementary Education & PreK

North Windham School, Windham Public Schools **July 2014-June 2021**
Principal– Elementary K-5 Dual Language

C.B. Jennings Elementary School **Jan 2014-June 2014**
Interim Dean– Elementary PK-5 Dual Language

New London Public Schools-District Summer School **June 2013-Aug 2013**
Elementary Summer School Director K-3

Elizabeth Bumgardner

584 F Shennecossett Road Groton, CT 06340
(cell) 860-326-9904
Lizbumgardner24@gmail.com

LEADERSHIP SKILLS AND COMPETENCIES

Instructional Leadership

Instruction and Facilitation of Instructional Rounds and Learning Walks • Assisted with the review, alignment and implementation of the CCS of newly adopted District Curriculum in ELA, Math and Science • Proven ability to research, locate and implement scientific research based programs for English and Spanish with fidelity • Proficient with benchmarking, progress monitoring, as well as collecting, analyzing and articulating both academic and behavior analysis data for data team meetings • Proficient in instructional modification strategies and techniques and interventions • Prepared and facilitated staff trainings on district-wide curriculum initiatives •

Talent Management & Organizational Systems

Administrator responsible for the day-to-day operations for an Early Head Start and Pre-School Dual Language school • Facilitated as the Administrator for PPT's and 504c meetings • Evaluation of all certified and support staff using the teacher evaluation program Observe4Success • Supervisory leadership responsibilities that included interviewing, training, supervising, evaluating and scheduling all certified and support staff •

Culture and Climate

Supportive and reliable liaison between students, parents, teachers, related support staff and district professionals • Worked closely with diverse families to develop a positive relationship, securing a high level of involvement • Professional Development staff and parent trainer for various instructional topics: instruction, positive behavior supports, SEL, effective communication with parents and effective classroom management • Social media facilitator for school website (Twitter, Facebook, school website • Effective bilingual communicator in English and Spanish (read, write and speak fluently)

LANGUAGES

- English (fluent speaker, reader and writer)
- Spanish (fluent speaker, reader and writer)

MEMBERSHIPS

- National Association of Bilingual Education (NABE)
- Massachusetts Association of Bilingual Education (MABE)
- National Association for the Education of Young Children (NAEYC)
- CT Association of Latino Administrators and Superintendents (CALAS)
- Association for Supervision and Curriculum Development (ASCD)
- Former Board Member for the Connecticut Parent Advocacy Center (CPAC)
- Board Member for the Inter-district School for Arts and Communication (ISAAC)
- Windham Administrators Association Union President (current)
- Committee Member of the CT Commission on Women, Children, Seniors, Equity, & Opportunity (Children's Sub-committee member)

REFERENCES

Dr. Tracy Youngberg
Superintendent
Windham Public Schools
355 High Street, Unit B
Willimantic, CT 06226
(w) 860-465-2310 e-mail: tYoungberg@windham.k12.ct.us

AMANDA GRUNDY

THEATRE, MUSICAL THEATRE, AND DANCE TEACHER
WWW.AMANDAGRUNDY.COM



SUMMARY

Amanda's an experienced arts educator who creates and enlivens school theatre programs through a triangle of captivating curriculum, successful storytelling and purposeful productions.

Her artist mission is to help empower each participant, involve the school community & engage the neighborhood.

SKILLS

Expert at merging logistical and creative skills, advising professional artists and classroom teachers in arts teaching practices, creating and delivering inclusive curriculum for many learning styles and students from birth to adults.

EXPERIENCE

THEATRE AND DANCE TEACHER • ISAAC MIDDLE SCHOOL • 2020-PRESENT • CT

- Create and deliver theatre and dance curriculum to middle school students
- Collaborate with Arts Organizations, Goodspeed Opera House and Eugene O'Neill Theater Center to provide professional arts opportunities for students
- Facilitate Broadway at ISAAC, an afterschool musical theater club that produces productions such as The Lion King, Jr. and Moana, Jr. with students
- Assess students' theatre and dance skills and give meaningful feedback

THEATRE TEACHER • HUNTER COLLEGE ELEMENTARY SCHOOL • 2018 – 2021 • NYC

- Integrate English Language Arts and Social Studies curriculum into play-making
- Teach students theatre skills and ensemble building through process
- Stage joyful Kindergarten and 1st grade productions
- Collaborate with classroom teachers, dance teacher, lighting/sound designer, accompanist, and parent volunteers.

TEACHING ARTIST • DISNEY THEATRICAL GROUP • 2012 – 2020 • NYC

- Facilitate professional developments at regional sites for Disney Musicals in Schools
- Customize and facilitate lesson plans to increase audience engagement for a wide and diverse audience in a variety of settings
- Work with Disney Musicals in Schools to create sustainable musical theatre programs in NYC public elementary schools workshops.
- Collaborate with teaching artists in planning and facilitating in a team-teaching model for Disney on Broadway musical theatre workshops

SUPERVISING TEACHING ARTIST • CROSSING BRIDGES PROJECT • COVENANT HOUSE, NYC • 2015

- Co-Developed and supervised a 6 week theatre class program for homeless youth (ages 16 – 20), culminating in a 24 hour play festival.
- Created lesson plan template and tools for Tony and Pulitzer Prize Award winning guest artist teachers to utilize to create engaging lessons to suit a variety of learning needs

EDUCATION

M.S.ED EDUCATIONAL THEATRE • THE CITY COLLEGE OF NEW YORK

BFA, MUSICAL THEATRE • EAST CAROLINA UNIVERSITY

OTHER EXPERIENCE

BROADWAY CHILDRENS GUARDIAN, BILLY ELLIOT, LES MISERABLES & ANNIE
JUDITH JAMISON TRIBUTE, THE WHITE HOUSE

AMANDAGRUNDY@GMAIL.COM

646-221-5921

LINKEDIN

Shannon Lougee

6th Grade Math Teacher

61 Lochdale Drive
Oakdale, CT 06370
(860) 625-1794
sclougee74@gmail.com

EXPERIENCE

InterDistrict School for Arts and Communication
New London, CT— *6th Grade Math Teacher*

August 2021 - PRESENT

-Effectively instruct students to master the 6th grade math common core standards
-Grade level team leader,member of the Principal Advisory Committee, National MathCounts Advisor, National Junior Honor Society Board Member, and Head of Sunshine Committee
-ISAAC Board of Directors Teacher Representative- 2023-2024 and 2024-2025

Teachers' Memorial Global Studies Magnet Middle School,
Norwich, CT— *6th Grade Math Teacher*

October 2012 - PRESENT

-Effectively instruct students to master the 6th grade math common core standards
-Grade level team leader and member of the school Leadership/Action Team

St. Mary Star of the Sea School,
New London, CT—Kindergarten Teacher

August 2006 - June 2012

-Planned and implemented daily standards based lesson plans through centers and small group instruction
-Piloted the first Dual Language Program in a CT Catholic School
-Coordinator/Evaluator for NEASC Accreditation Process

EDUCATION

Sacred Heart University; Lisbon, CT
—Master's of Elementary Education

December 2003 GPA 4.0

American International College; Springfield, MA
— Bachelor of Science and Business Administration

May 1996 Magna Cum Laude

Honors

Teacher of the Year-

Teachers Memorial Middle School

2015 and 2021

ASSOCIATIONS

National Council of Teachers of Mathematics:
2014 - present

ASCD:
2018 - present

CT TEAM (Teacher Education and Mentoring Program):
October 2018 - Present

Lawrence M. Fenn Ph.D.

22 Alexander Drive ◆ East Lyme, CT 06333 ◆ (860) 691-1208 (h) / (860) 608-7755 (c) ◆ larrymfenn1@gmail.com

Education

University of Connecticut, Storrs, CT
Ph.D., educational Administration, 1983
Cognate concentration, Business Administration, MBA Department
Dissertation topic: *"An investigation of the relationship between student affective characteristics and achievement within more and less effective school settings."*

University of Bridgeport, Bridgeport, CT
Sixth Year, Education Administration and Supervision, 1974
MS, Education/Guidance (K-12), 1972

University of Connecticut, Storrs, CT
BA, Education, 1970 Major: Social Studies Minor: Economics

Expertise

Crisis and Emergency Mangement	Curriculum Development	Special Education
Planning / Budgeting	Labor Relations	Graduate Instruction
Personnel Management/Evaluation	Grant Writing	Educational Research

Administrative/Professional Experience

2013 – Present Superintendent of Schools Franklin CT – Provide executive leadership for a school district of distinction. Implemented state of art STEAM program and regional collaborative cohort of Superintendents.

2003 – Present President/Owner – Collaborative Education Designs, LLC and Planning for Crisis Inc.
Developed graduate level programs for Johnson and Wales University, evaluate federal education programs (Perkins) for Providence and Cranston Public Schools. Consultant and advisor to private and pblic schools related to crisis and emergency management. Provided crisis management seminars, audits, and protocols for over one hundred schools in New England and New York. Served as consultant to Windwood Meadow Inc. Long Island New York

1986 – 2007 Superintendent of Schools – Lisbon Public Schools, Lisbon, CT
Responsible for planning, programming, budgeting, monitoring and managing educational program for small progressive school system. Instrumental in establishing partnership with Southern CT State University and graduate branch of Sacred Heart University, which is the only such off-campus facility in Connecticut. Initiated award-winning preschool program, which is offered to all children in the Town of Lisbon. Supervised two building projects and additions to school facilities.

1979 – 2006 Associate Graduate Professor – Sacred Heart University and Souther CT State University
Taught courses in Educational Administration, Research and Evaluation, Secondary Methodology, Characteristics of Effective Schools and Teaching, Tests and Measurements, Special Education, Curriculum Development, Educational Philosophy and Thesis Preparation.

1984 – 1986 Director, Graduate Program – Sacred Heart University, Fairfield, CT
Responsible for administration of graduate education certification and master's degree programs. Developed proposal for sixth year accreditation in administration. Established graduate intern programs state-wide and branches in Stamford, Waterbury and the greater Norwich area.

Lawrence M. Fenn

1975 – 1984 Prinpal of Natchaug and Oak Schools– Windham Public Schools, Willimantic, CT
Director, Testing and Curriculum / Principal

1973 – 1975 Guidance Counselor – Pomperaug Regional High School, Middlebury, CT

1970 – 1973 Middle School Mathematics / Social Studies Teacher – (RSD #15), Southbury, CT

Professional Distinctions / Awards

Author, "Plan for Crisis" Traffund Publishing 2012
Member, Governor's Bule Ribbon Panel on School Choice and Charter Schools
President and Founder, University of Connecticut School of Education Alumni Society
Honorary Lifetime Member NEAG School of Education Alumni Society
Guest Lecturer, Yale University, New Haven CT, (School Change)
Windham Administrator of the Year – First recipient of Windham Federation of Teachers
President's Award, EMSPAC Board of Directors
Graustein Foundation, Featured School District, 1997 Nationally renown documentary
Presenter and Member at "The Standing Conference on Educational Research"
Corporator, Backus Hospital, Norwich, CT
Corporator, Jewett City Savings Bank, Jewett City, CT
Member, Windwood Meadow Board of Directors
Founder, "Institute for Total School Safety"
Presenter, American Education Research Association
Presenter, EMSPAC Conferences

Professional Affiliations as Superintendent

CAPSS ASCD NERA NAESP NESDC SECSA
EMSPAC – Past District President, Director and Forum Advising Editor
CAPSS Representative, State Board of Education Certification Committee

Professional References

Dr. Steven Adamoski, Windham and New London Grand master
Mr. Ronald Michaels, Bureau Chief Science Education State Department of Education
Dr. Clifton Boyle, Acadmeic Vice President, Johnson and Wales University
Dr. Stephen Feldman, Former Director of Graduate Studies, Southern CT State University
Dr. Karen Christenson, Director, Griswold Branch of Sacred Heart University
Mr. M. Richard Scherza, Superintendent, Cranston Public Schools/Chairman Windwood Meadow
Mr. Peter Calvert Chairman of the Board Franklin CT
Mr. Irving Snieder President Emeritus Johnson and Wales University

Interests

Reading/Writing
Golf- Past Captain UCONN Golf
Jogging
Swimming
Coaching

Nicholas J. Spera, Ed.D.

3 Haywagon Drive ⚓ Old Lyme, CT 06371
Phone: 860.227.0873 ⚓ Email: spera24@aol.com

EDUCATION

Johnson and Wales University, *Providence, RI*
Doctorate in the field of Leadership in Elementary/Secondary Education (Ed.D), *July 2009*
Certificate of Advanced Graduate Studies (CAGS), *December 2008*, GPA: 3.9/4.0

Sacred Heart University, *Fairfield, CT*
Sixth Year Certification for Advanced Study in Administration, *May 2003*
Master of Arts in Teaching, *May 2002*, GPA: 4.0/4.0

Siena College, *Loudonville, NY*
Bachelor of Science Degree in Marketing/Management and Distributive Education, *May 2000*
Academic Achievements: *3-time Dean's List and 2-time Presidential Scholar List; 1998,99 Ronald Barry Memorial Academic Scholarship Award; Leo Dufort Student-Athlete of the Month: April 1998, March 2000; Athletic Department Academic All-Star, 1996,'97,'98,'99,'00*

PROFESSIONAL HONORS & ACCOLADES

- Named *2016 Northeast Magnet Schools of America Principal of the Year* and *National Finalist.*
- Recipient of the *Connecticut Association of Schools William Cieslukowski First Year Principal of the Year Award*.
- Named Alumni of the Year for Sacred Heart University for exemplary contribution to the education community.
- Recognized by the University of Connecticut as the *2015 Principal of the Year.*
- Recipient of *Connecticut's Top 40 under 40* by the Mystic Chamber of Commerce.
- Recipient of the *2014 PTO Anchor Award* for outstanding contributions to the school community and beyond.
- Recognized for community excellence by the United States Coast Guard Academy.
- Recipient of the *2005 Big Brothers Big Sisters Award for top Mentoring Program in Southeastern Connecticut and the State of Connecticut Elementary Education Award* for the Partners 'n Pals Mentoring Program.

CONNECTICUT & RHODE ISLAND CERTIFICATIONS

CT: Business Education (010), Middle School Mathematics (229), Intermediate Administrator (092), Superintendent (093)
RI: Professional Superintendent of Schools, Middle Secondary School Principal, Secondary Social Business - #42591

SKILLS & STRENGTHS

- Marketing and Recruitment
- Scheduling and Budgeting
- Personnel Recruitment/Evaluation
- Public Speaking/Presentations
- Development of Curriculum
- Integration of Technology
- Community Partnerships
- Public School Law
- School Security and Safety

EDUCATIONAL EXPERIENCE

Executive Director January 2020 to Current
Interdistrict School for Arts and Communication, New London, CT

- Developed a new professional development plan and six-year Strategic Plan for the Board of Directors
- Collectively improved the School Performance Index from last in the area to third among all middle schools
- Collaborated with the CSDE Turnaround Office to develop a Corrective Action Plan for discipline and academic improvements in Mathematics and English Language Arts.
- Created a redesign of the physical plant including multiple small projects and a major $2.5 million expansion project
- Redeveloped the district budget to increase certified staffing by 20%
- Responsible upon hire to development all aspects missing and in need of improvement school – school policies, expansion of the theme, school goals, handbook creation, website design, hiring, curriculum, recruitment, scheduling, and all professional development to staff and teachers.
- Delivered professional development to faculty on Professional Learning Communities, High Leverage Practices, Learning Walks, UbD curriculum writing, team building, SRBI, NEASC, culture and climate, diversity in the classroom, advisories, SBAC, school wide rubrics, data driven decision making using summative assessments, classroom management, bullying and cyber-bullying, technology in the classroom, and school crisis planning.
- Created a master schedule that allows for a 33% reduction in class size and common planning time for all teachers.

Nicholas J. Spera, Ed.D.

Principal July 2011 to January 2020

Marine Science Magnet High School, Groton, CT

- Led school towards a US News & World Report Gold Medal status in 2018 and five (5) School of Distinction Awards for Overall Performance; the most of any high school in the state of Connecticut.
- Responsible upon hire in 2011 for the development of a new high school – school policies, theme design, school goals, handbook creation, website design, hiring, curriculum, recruitment, scheduling, professional development to staff.
- Supported the work towards NEASC candidacy in 2013 and full NEASC accreditation in 2016 where MSMHS received exemplary ratings in 6 of the 7 standards.
- Delivered professional development to faculty on Professional Learning Communities, High Leverage Practices, Learning Walks, UbD curriculum writing, team building, SRBI, NEASC, culture and climate, advisories, CAPT, school wide rubrics, data driven decision making using summative assessments, classroom management, bullying and cyber-bullying, technology in the classroom, and school crisis planning.
- Created a master schedule that has the 8th highest number of UCONN ECE courses amongst all 200+ CT high schools.
- Created recruitment plan and delivered presentations at area middle schools that resulted in 486 and 544 applications.
- Co-facilitator of the Eastern CT Principal Roundtable Committee and the Assistant Principal Eastern CT Committee.
- Co-Chairperson of the LEARN District Professional Development and Evaluation Committee that established the current evaluation tool for teacher evaluation in the district.
- Established systems for common discipline Professional Learning Committees (PLCs) and interdisciplinary IPLCs that have been existing and evolving since 2011.
- Safe School Climate Coordinator and CAPT Coordinator for the LEARN district.
- Appointed District Emergency Management Director for LEARN Schools and responsible for the state reporting of school emergency crisis drills, district and school safety crisis plans, and bi-annual School Safety Surveys with law enforcement.
- Founding member of the District Professional Development Team and served as District Curriculum Leader for LEARN.
- Presented Cyber-bullying and Bullying Awareness to the students, parents, and community.
- Testified to Education & Environmental Committees for magnet school funding and ability to sell school raised fish.
- Chairperson of six NEASC high school accreditations throughout New England.
- Appointed to the New England Association of Schools & Colleges (NEASC) Board as one of the five members from Connecticut and chairperson of the Board Nominating Committee.
- Co-authored and led curriculum teams towards written curriculum in each course taught at MSMHS.
- Representative of LEARN schools as a member of the Military Superintendent Liaison Committee and Rotary Club.

Board Chairperson of Project Oceanology September 2018 to September 2022

Project Oceanology, Groton, CT

- Responsible for the organization and creation of the monthly agenda for the 23 member Board of Directors which represents each of the schools/districts that are members of Project Oceanology.
- Evaluates and supports the Executive Director of Project Oceanology.
- Chairperson of the Organizational Restructuring Committee in 2017.
- Chairperson of the Executive Director Evaluation Sub-Committee and Bi-Laws Re-design Sub-Committee.
- Helped lead fundraising charge for $950,000 from private donors.

Adjunct Professor & Site Coordinator January 2012 to Current

University of St. Joseph, Groton, Middletown, Norwich, and Westbrook Campuses

- Delivered Masters level instruction for Assessment for Special Education, School Law, Special Education Law, Digital Citizenship in the Classroom, Issues in Education, Curriculum and Instruction, and Education Research Methods courses.
- Evaluate and supervise adjunct professors at different University of St. Joseph Campuses.

Dean of Students August 2009 to June 2011

Guilford High School, Guilford, CT

- Enforced and handled all school discipline and attendance issues including suspensions and expulsions.
- Lead administrator for the CAPT and Pre-CAPT to 9th and 10th grade students.
- Presented Cyberbullying and Bullying Awareness to the students, parents, and community.
- Oversaw and evaluated the Mathematics and Tech Ed Departments as well as the clerical and custodial staff.
- Responsible for substitutes, teacher duties, and assists in school scheduling.

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- Responsible for all facility and community related events including: field trips, building use, repairs, purchase orders, grants.
- Developed and facilitated the SRBI/RTI Team, Discipline Committee, and Mathematics Professional Learning Community.
- Member of the Leadership Committee for NEASC decennial visit for School Culture and member of steering committee.
- Co-Chairperson for the District SRBI/RTI Team that developed the district K-12 SRBI Handbook.
- Coordinated and monitored the after-school tutorial program and IDEA/CEIS grant.

Assistant Principal/ Interim Principal October 2008 to July 2009

Gorton Junior High School, Warwick, RI

- Assisted the Principal in the overall administration of the school and served as Interim Principal during a period of absence.
- Enforced and handled all school discipline including suspensions and expulsions.
- Provided professional development sessions for the faculty on *Data Driven Instruction.*
- Responsible for school scheduling, substitutes, teacher duties, and evaluations of teachers and staff.
- Developed and facilitated the Gorton Student Assistance Team, Emergency Crisis Team, and Discipline Committee.
- Served on the School Improvement Team, Middle School Reform Committee, and Differentiated Instruction Club with parents, faculty and student groups in advancing educational and related activities and objectives.

Education Administrative Consultant – Public Relations/Dean of Students August 2007 to September 2008

Connecticut Technical High School System Central Office, Middletown, CT

- Monitored and supported all Dean of Students within the Connecticut Technical High School System (CTHSS).
- Handled daily phone calls from newspaper and news media concerning all issues within the CTHSS.
- Assisted and supported CTHSS recruitment teams with PowerPoint presentations, school marketing and retention of students.
- Scripted and constructed newly designed monthly CTHSS Newsletter and CTHSS Parent Newsletter.
- Appointed by the Commissioner of Education to represent and speak on behalf of the CTHSS at legislative council meeting.

Dean of Students and Summer School Supervisor August 2005 to July 2007

Norwich Technical High School, Norwich, CT

- Coordinated the Career Work Experience Program (CWE) with school stakeholders and business/industry leaders.
- Increased the number of Cooperative Work Experience students by 185% in first year.
- Increased the number of 8th grade applications through recruitment presentations at area middle schools by 120%.
- Co-Chairperson and Steering committee leader for NEASC 5-year focus group visit.
- Head organizer of the Trade Technology Advisory Committee consisting of area business and community leaders.
- Co-wrote the first Student/Parent Athletic Handbook in 2006.
- Restructured and was President of the PFO/Booster Club that organized a Golf Tournament which raised $4,000.
- Worked closely with local business organizations, Chamber of Commerce and sat on the Governor's Apprenticeship Council.
- Supervised all aspects of the summer school program including attendance, enrollment, teacher evaluations and hiring of staff.
- Member of the Principal's Cabinet, Credit Denial Committee, Crisis Team, Athletic Council & School Improvement Committee.

School to Career & Service Learning Coordinator/Business Education Teacher January 2003 to August 2005

*Montville Public Schools***,** Oakdale, CT

- Coordinated, monitored, and assessed the job placements of 75 Montville High School student interns, Alternative School and MHS special education students. Increased the number of students in the program by 250% within 3 years of employment.
- Developed STC programs designed for special education students and Alternative School students that saved the Montville Public Schools over $300,000 in the 2003/2004 school budget. ECO & SSE programs eliminated the need for outside programs.
- Scripted and financially managed the Carl D. Perkins Grant and KIDSNET Service Learning District Grant.
- Founded the TIE Committee, *Together Improving Education,* with Administrators, Parents, Students and Local Business leaders whose focus is on the integration of technology and the future success of students before entering college/workplace.
- Developed and administered *Partners 'n Pals* Mentoring Program with district High School and local business leaders.
- Committee member of the District Improvement Team, High School Department Head Team, Curriculum Council, and NEASC Team for School Culture and Leadership.

Mathematics Teacher/Athletic Director/Administrative Intern August 2001 to January 2003

*Lisbon Central School***,** Lisbon, CT

- Developed plans of a new track and field facility. Orchestrated a committee, developed presentations for the Board of Education and the Board of Finance and also conducted interviews of contractors towards the completion of a track facility.
- Researched and scripted school's first Student/Parent Athletic Handbook and founded the baseball team.
- Committee leader of the District's Strategic Curriculum Handbook based upon the CMT standards and strands.
- Researched and developed district's first bullying policy that was mandated by the Connecticut Department of Education.

Nicholas J. Spera, Ed.D.

LOCAL PUBLICATIONS & PRESENTATIONS (PAST YEAR)

Reimagining Professional Learning Communities Learning Walks — March 2019
Teacher Professional Development, Groton, CT

Vision of the Graduate: LEARN High Schools' New Graduation Requirements — December 2018
LEARN Board of Directors, Old Lyme, CT

Active Violent Training: 2.0 & Technology in the Classroom (separate presentations) — November 2018
Teacher Professional Development, Groton, CT

Understanding the Freshman Student — November 2018
MSMHS Staff, Groton, CT

MSMHS Open House Recruitment Presentation — November & December 2018
Families of Southeastern Connecticut, Groton, CT

LEARN Admin Common Core of Teaching Evaluation Rubric Calibration — October 2018
LEARN Administration Team, Groton, CT

Prepared for the Worst: Detailed Plan for the Protection of Our Greatest Assets — October 2018
City of Groton Council, Groton, CT

MSMHS Magic: Building a Culture of Success with all Stakeholders — October 2018
Shanghai Chinese Education Group, Groton, CT

MSMHS by the Numbers — September 2018
MSMHS PTO, Groton, CT

Protecting Our Assets: Overview of the Safety & Security within LEARN — September 2018
LEARN Board of Directors, Old Lyme, CT

A Throwback to Teaching: Writing to Learn — June 2018
Teacher Professional Development, Groton, CT

MSMHS 7 Years Later: Student Success, Partnerships, & Parent Involvement — May 2018
LEARN Board of Directors, Old Lyme, CT

Watch Your Tweets! The effect social media has on college acceptances — April 2018
LEARN Board of Directors, Old Lyme, CT

Active Violent Situation School Training — March 2018
All LEARN Schools, Groton, CT

PUBLICATIONS & NATIONAL PRESENTATIONS

Building a Culture of Learning Based on Assessment of School-Wide Expectations — October 2017
NEASC Showcase of Model School Programs, Westford, MA

Designing and Implementing a School-wide Analytical Rubric System — October 2016
NEASC Showcase of Model School Programs, Westford, MA

NEASC Committee on Public Secondary Schools Report of the Visiting Committee — March 2021
Windsor Locks High School, Windsor Locks, CT

NEASC Committee on Public Secondary Schools Report of the Visiting Committee — October 2020
Plainville High School, Plainville, CT

NEASC Committee on Public Secondary Schools Report of the Visiting Committee — October 2019
Rutland High School, Rutland, VT

NEASC Committee on Public Secondary Schools Report of the Visiting Committee — March 2018
Suffield High School, Suffield, CT

Nicholas J. Spera, Ed.D.

NEASC Committee on Public Secondary Schools Report of the Visiting Committee April 2017
Jonathan Law High School, Milford, CT

NEASC Committee on Public Secondary Schools Report of the Visiting Committee May 2016
Wilton High School, Wilton, CT

NEASC Committee on Public Secondary Schools Report of the Visiting Committee October 2014
East Longmeadow High School, East Longmeadow, MA

NEASC Committee on Public Secondary Schools Report of the Visiting Committee March 2014
Wachusett High School, Wachusett, MA

NEASC Committee on Public Secondary Schools Report of the Visiting Committee November 2013
Dedham High School, Dedham, MA

Use of Full Mission Simulators at the High School Level May 2012
The Nautical Institute, Buzzards Bay, MA

Utilization of Marine Science Technology in a High School Setting March 2012
Magnet Schools of America, Dallas, TX

Predicting the Success of Freshmen Students According to the Admissions Criteria of a Vocational Technical High School System
Johnson & Wales University dissertation for the requirements for Ed.D. July 2009

William J Linski Jr.
67 Daniels Ave.,
Waterford, CT 06385
(860) 204-1279
WJLINSKI@gmail.com

OBJECTIVE:
Dedicated to fostering academic success and promoting continued academic rigor and readiness for all students, parents, teachers, staff, and the greater school community.

EDUCATION:

6th Year in Administration, Sacred Heart University, 2018
Awarded Silver Medal for Academic Excellence
Intermediate 092, Sacred Heart University, 2014
Masters of Arts in Teaching, Sacred Heart University, 2007
BA in History, University of Connecticut, 2003
Teacher of the Year, Global Studies Middle Magnet School, NPS, 2018-2019

LEADERSHIP EXPERIENCE:

Principal, ISAAC Middle School (2022-Present)
Oversight of all school operations, including daily activities, curriculum coordination, staff management, and ensuring a safe learning environment. Additionally, serves as the Athletic Director and oversees the 21CCLC programming grant.

Director of Instruction, Programming, and Instruction, ISAAC (2021-2022)
Provided instructional support to teachers, led 21 CCLC programming, managed budgets, coordinated programs, and supervised staff.

Head of Curriculum and Assessment, ISAAC (2020-2021)
Led curriculum development, teacher evaluation, SBAC embedded assessments, and data analysis.

Science Department Head, ISAAC (2020-2021)
Led NGSS-aligned curriculum development, guided departmental teachers, and established grant partnerships.

Lead Teacher/Assistant Principal, Norwich (2017-2020)
Provided assistant principal duties, including behavioral management, PLC leadership, parent meetings, and technology integration.

Social Studies Curriculum Leader, Norwich (2014-2016)
Coordinated curriculum development and facilitated interdisciplinary connections.

ELA Teacher Leader, Norwich (2014-2016)
Led ELA professional development, facilitated PLCs, and supported ELA and ELL integration.

Science Curriculum Writing, Norwich (2016-2018)
Developed NGSS-aligned curriculum units promoting inquiry-based learning and literacy skills.

Connecticut Invention Convention Building Leader, Norwich (2014-2018)
Led Invention Convention in grades 6-8, provided district support, and organized regional events.

TEAM Mentor Building Leader, Norwich (2013-2018)
Mentored new teachers, facilitated reflective practices, and enhanced teaching strategies.

CERTIFICATION(S):

Intermediate Administrative and Supervision (092)
Connecticut Elementary K-6 Certification (013)

PROFESSIONAL EXPERIENCE:

Middle School Teacher, Norwich Public Schools, Norwich, CT (2013-Present)
Taught 6th-grade science, led PLCs, conducted administrative duties, and provided teacher leadership.

Elementary School Teacher, Norwich Public Schools, Norwich, CT (2007-2013)
Taught 5th grade, received extensive training in various educational methodologies and strategies.

Reading Specialist, Norwich Public Schools, Norwich, CT (2007-2008)
Served as a reading specialist for grades 2-5, focusing on literacy development.

Tanya N. Collins

16 Prindiville Avenue
Waterford, CT 06385
Home (860) 444-6104, Cell (860) 460-7569
tcollins@issacschool.org

SUMMARY

Dedicated education professional with over twenty years of experience in educational leadership and school administration. Proven record in enhancing educational programs, fostering positive school culture, and driving student achievement. Adept at managing school operations, supporting faculty, and engaging with the community to build strong partnerships.

EDUCATION

Doctorate of Education in Higher Educational Leadership, Sacred Heart University *Expected* **December 2025**
Sixth Year Degree in Educational Administration, Sacred Heart University **August 2018**
Intermediate Administrator Certification 092, Sacred Heart University **June 2016**
Master of Science in Elementary Education, University of New Haven **December 2002**
Bachelor of Arts in Social Work, Seton Hall University **May 2000**

PROFESSIONAL EXPERIENCE

Associate Principal & Director of Human Resources, ISAAC Middle School, New London, CT **2020-present**

- Assist the principal in supporting the behavioral and social-emotional well-being of students.
- Oversee daily school operations, ensuring a safe and productive learning environment for students and staff.
- Conduct teacher evaluations, provide constructive feedback, and facilitate professional development sessions.
- Develop and enforce school policies and procedures in collaboration with the principal and administrative team.
- Evaluate building-wide data, including student assessments, to present to students, staff, and stakeholders.
- Led curriculum development and instructional improvement efforts for all subjects.
- Analyzed student performance data to identify areas for growth and implement targeted intervention strategies.
- Coordinated professional development workshops to enhance teacher instructional practices.
- Assisted in the development of school improvement plans and monitored their implementation.
- Implemented positive behavior supports reducing disciplinary suspensions.
- Led the Attendance and Engagement committee with a 30% decrease in student chronic absenteeism.
- Oversaw staff onboarding and offboarding, the Child Nutrition Program, transportation, employee attendance, the Educator Data System, teacher certifications, and the TEAM program.
- Fostered positive relationships with parents, community members, and local organizations to support school initiatives.

STEM Lead Teacher, STEM Magnet Middle School, New London, CT **2015-2020**

- Designed and implemented Professional Learning and Practice (PLP) meetings for staff members.
- Collaborated with the STEM elementary and high school staff for curriculum alignment purposes.
- Delivered engaging and effective instruction daily in engineering and science for over 100 students.
- Coordinated standardized testing implementation and analysis of data.
- Promoted positive school culture through Restorative Practices and PBIS implementation.
- Enhanced communication among members of the school-wide community through weekly newsletter updates.

Science Teacher, Bennie Dover Jackson Middle School, New London, CT **2009-2019**

- Aligned science lessons with standards-based instruction across grade levels.
- Contributed in writing a standards-based report card and scope and sequence aligned to state standards.
- Developed instructional goals and objectives for science teachers.
- Facilitated monthly science department meetings.
- Budgeted and submitted department purchase orders.
- Collaborated with outside community organizations to provide instructional programming for students.

Teacher/Grade 6, Bennie Dover Jackson Middle School, New London, CT **2003-2009**

- Developed and implemented lessons to approximately 100 grade 6 students in multiple curricula.
- Administered and analyzed student skill-based and content-based assessments.
- Differentiated instruction to meet the needs of students, including English Language Learners and Special Education students.
- Provided standards-based instruction for students using a variety of teaching strategies such as inquiry-based instruction and Workshop Model.
- Communicated daily with students and/or parents regarding academic and/or behavioral student progress and attendance.

Teacher/Grade 2, Nathan Hale Elementary School**,** New London, CT, **2002-2003**

- Planned and provided instruction for approximately twenty grade two students.
- Facilitated guided reading, writing, math, science, and social studies instruction.
- Developed instructional units across the curriculum.
- Differentiated instruction for students with varied ability levels.
- Communicated daily with students and parents regarding student progress.

RELATED PROFESSIONAL EXPERIENCE

Educational Coach/Consultant, East Hampton Public Schools, East Hampton, CT **2018-2020**
Hartford Public Schools, Hartford, CT

- Provided professional development to staff about ways to enhance a positive classroom environment.
- Analyzed school climate and behavioral data to determine areas of need.
- Designed activities to promote team building among staff.
- Utilized technology to promote student engagement and positive behavior in classrooms.
- Developed lessons to promote cultural awareness and tiered support for students.

RELATED COMMITTEES & EXPERIENCES

- TEAM District Facilitator **2023-present**
- Diversity Committee Lead **2023-present**
- Title IX Coordinator **2020-present**
- Attendance & Engagement District Lead **2020-present**
- Crisis Team Committee **2020-present**
- Teaching, Learning, and Leadership Team **2019-2020**
- Positive Behavior and Intervention (PBIS) Coach **2019-2020**
- Safe School Climate Committee Member **2019-2020**
- Testing Coordinator **2018-2019**
- Diversity (DELT) Committee **2018-2019**
- Community Connections Committee **2018-2019**
- Academic Parent Teacher Teams (APTT) **2018-2019**
- SWIS Trained **2017-2019**
- School Improvement Team **2016-2019**
- BDJMS Transition Team **2016-2017**
- STEM Leadership Team **2015-2019**
- Restorative Practices & Conferences Trained **2015-2019**
- STEM Teacher of the Year **2015-2016**
- Nominated as the NLPS Teacher of the Year **2015-2016**
- School Governance Council **2014-2016**
- BDJMS Leadership Team **2014-2015**
- Teacher Evaluation Committee **2013-2015**
- Inquiry-Based Instruction Workshops **2013-2014**

AMY J. GEARY

(860) 237-0068 amygeary05@gmail.com

EMPLOYMENT SUMMARY

Feb. 2021 - Present: ***Director of Special Education (formerly Director of Student Supports)***
Interdistrict School for Arts and Communication, New London, Connecticut 06320

- Supervises and evaluates special education and Bilingual teams to fortify teaching and learning.
- Leads the special education team in developing, implementing, and supporting scientifically-based instruction to improve student achievement across all academic domains.
- Creates and facilitates professional development opportunities for teachers, parents, and diverse stakeholders to promote understanding of special education procedures and services.
- Facilitates weekly meetings with the special education department to discuss students' needs.
- Supervises and coordinates the Pupil Placement Team meetings with regional school districts, parents, teaching staff, and related services.
- Coordinates and monitors the related service hours for students across various districts.
- Provides CT-SEDS IEP Quality Training to school personnel and parents.
- Supervises the training of administering and analyzing norm-referenced and criterion-based assessment results used to determine eligibility for special education services.
- Collaborates with ISAAC's Executive Director and Administrative Team to ensure that school procedures and guidelines lead to the Vision of the Graduate for all students.

2015 – 2021: ***Reading Consultant***, Leonard J. Tyl Middle School, Oakdale, Connecticut 06370

- Assessed students who are "at-risk" for academic failure due to reading difficulties.
- Implemented diagnostic lessons using the Wilson Reading System for students with dyslexia.
- Planed and provided diagnostic, explicit instruction for struggling readers: Word Reading Disabilities, Comprehension Reading Disabilities, Mixed Reading Disabilities, At-risk Readers.
- Collaborated with English language arts and special education teachers to differentiate and support students with dyslexia using WRS decodable books and materials.
- Coordinated and facilitated the Reading Intervention Team meetings that utilized state and school-wide assessments results to analyze student results and inform instructional practices.

2003 – 2015: ***Special Education Teacher***, Leonard J. Tyl Middle School, Oakdale, Connecticut 06370

- Assessed the needs and growth of student progress in response to interventions.
- Developed and implemented IEPs based on results from standardized and curriculum-based assessments.
- Implemented Applied Behavioral Analysis for data collection and goal-setting.
- Communicated regularly with parents regarding student progress and needs.
- Coordinated and collaborated with general education teachers to differentiate instruction.

CERTIFICATIONS

- *Intermediate Administrative* – Connecticut Educator's Certification (092)
- *Special Education* – Connecticut Educator's Certification (165)
- *Remedial Reading and Remedial Language Arts* – Connecticut Educator's Certification (102)
- *Structured Literacy Dyslexia Therapist* - Center for Effective Reading Instruction
- *Wilson Dyslexia Therapist* - Wilson Language Corporation

EDUCATION

2022: *Educational Leadership* – Doctoral Candidate
Johnson & Wales University, Providence, Rhode Island
2014: *Intermediate Administrator or Supervision,* Certificate Program
Sacred Heart University, Griswold, Connecticut
2007: *Literacy Specialist Advanced Studies*, 6th Year Master's Degree
Sacred Heart University, Griswold, Connecticut
2003: *Special Education*, Master of Science Degree
Southern Connecticut State University, Lisbon, Connecticut
2001: *Psychology,* Bachelor of Arts Degree
Eastern Connecticut State University, Willimantic, Connecticut
1985: *Sign Language Interpreter,* Associate of Arts Degree
Mount Aloysius College, Cresson, Pennsylvania

PROFESSIONAL ORGANIZATIONS & OUTREACH

- President (Former), The Reading League Connecticut
  - Coordinated and facilitated monthly board meetings
  - Created and maintained website content and social media accounts.
  - Coordinated with the TRL-CT, TRL- National, and state universities to provide virtual and in-person conferences with prominent literacy experts.
- CT Dyslexia Task Force Committee Member (2019), CT Special Act 19-8
  - Subcommittee member of the Educators' Competency
  - Reviewed current professional development for in-service and pre-service educators
  - Developed recommendations for state policy regarding Dyslexia statutes
- Board Member (Former) CT Chapter of the International Dyslexia Association
  - Assisted in the establishment of the Connecticut Branch of IDA.
  - Collaborated and organized the CT IDA 2019 fall conference.
  - Volunteered at the IDA 2018 National Conference.
- Board Member (Former) Dyslexia Society of Connecticut
  - Collaborated with experts and organized in-person conferences.
  - Developed promotional materials.
  - Presented at community-based forums related to Dyslexia Awareness

CONTINUING EDUCATION

- Lexia ASPIRE for Educators teaching Grades 4 – 8, June 2024
- Introduction to Family Engagement, Harvard University, edX, July 2022
- Lexia LETRS for Early Childhood Educators, Professional Development, July 2022
- The Writing Revolution Leadership Training, February 2022
- Lexia LETRS for Educators teaching Grades K - 5, Professional Development, August 2021
- Orton Gillingham 5-day Introduction Course, May 2021
- The Writing Revolution: Advance Thinking Through Writing, February 2021

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ERICA ROBB

PROFESSIONAL SKILLS

- Financial analysis and trend review
- Budgeting, forecasting and financial planning
- Grant management, including writing, developing and monitoring grant budgets, and reporting on uses of funds
- Accounting operations, including account reconciliations, journal entries, accounts payable and receivable
- Regulatory compliance, code of ethics & internal controls documentation
- Staff development, process improvement & Information Systems enhancement
- Microsoft Office applications, including complex Excel spreadsheets
- Presentations and corporate communications to both internal and external audiences

RELEVANT EXPERIENCE

ISAAC MIDDLE SCHOOL, New London, CT 2020-present

Director of Finance

Independent public charter middle school located in urban setting. Oversee, plan and direct all finance operations. Revised existing budget framework to reflect more comprehensive information leading to meaningful decision-making by Board and administrators. Core participant in grant writing, grant budget development and monitoring, and reporting of results to Board and grantor stakeholders. Developed Connecticut's first (and currently only) state-approved "Special Education Methodology" which outlines how costs are charged to sending districts for services rendered. Responsible for all payroll, RFP/purchasing, payables and receivables. Handle all required state filings, grant drawdowns, and audit process. Present monthly financial statements and business information to Board's Finance Committee.

LEARN, INC., Old Lyme, CT 2011-2020

Budget & Purchasing Coordinator, overseeing budgets across 12 schools and departments.
Previously: Fiscal Manager (Special Education); Budget Manager (Magnet Schools/Development Dept)

Public education support for Southeastern CT schools. Monitor revenue and expenditures under state grants and local funding, including interdepartmental balances. Work closely with school principals and department directors to develop budgets and monitor changes. Key team member for large $15mn grant involving multiple district participants. Report grant budgets and expenditures to state and federal agencies. Developed agency-wide budget package that presents LEARN's complex operations in an easy-to-follow format.

DOLLAR TREE STORES, INC., Chesapeake VA 1989-2008

Consultant (2007-2008). Assistant Corporate Secretary (2004-2007). Director of Investor Relations (1995-2004)

Diverse & increasing responsibilities during tenure, as company grew from 100 stores in 1989 to approximately 3500 stores in 2008 (now over 15,000). In-depth financial analysis and interpretation of results; financial forecasts and estimates; financial review of strategic initiatives and business process improvements. Development of Sarbanes-Oxley procedures related to corporate governance and internal controls. Primary role in public offerings, coordinating legal and investment banking groups, and drafting SEC documents. Due diligence reviews of financial, tax and legal data and conversion of stock compensation plans during several mergers.

OTHER ACTIVITIES 2008-2018

Business consultant (volunteer basis) for local nonprofit agency; past Board member and Fundraising Chair for Eastern CT Symphony Chorus; past Board member for regional carriage driving club; occasional volunteer and long-time supporter of two local land conservation trusts, with focus on trails development.

EDUCATION & TRAINING

MT HOLYOKE COLLEGE, South Hadley MA
(Bachelor of Arts, English, with minor in Psychology, graduating Magna Cum Laude)

OLD DOMINION UNIVERSITY, Virginia Beach VA (Accounting classes)
Successfully completed Level 1 of Chartered Financial Analyst and Certified Equity Professional courses and exams
Attended several seminars and courses related to SEC & tax compliance; financial regulations; team leadership.

Section 4
Appendix 14

ISAAC BOARD OF DIRECTORS

EXECUTIVE DIRECTOR
Dr. Nicholas J. Spera

ASSOC PRINCIPAL & HR DIR
Tanya Collins

EXECUTIVE ASSISTANT
Jeiredi Alvarez

DEAN OF SECURITY SAFETY
Bobby Harris

ASST DIR SECUR & SAFETY
Derek Robertson

DIRECTOR OF FINANCE
Erica Robb

PAYROLL/PAYABLE ASST
Stephen Rogers

DATA MANAGER
Jenni Barnes

DIRECTOR OF ELEM
Mercedes Alger

ELEM TEACHERS
Caroline Regan
Lauren Vigorito
5TH TBA 25-26
5TH TBA 25-26

DIRECTOR OF IT
Brian Trost

DIRECTOR NURSING
Carrie Gregory

NURSING ASSISTANT
Kelley Suprenaut

DIRECTOR OF SPECIAL EDUCATION
Amy Geary

EXECUTIVE ASSISTANT
Mildred Rivera

STUDENT SUPPORTS COORD
Tucker Regan

SPED: Reading Program
Mary Gouveia

SPECIAL EDUCATION
Annaliisa Erickson
Peter Gonski
Jannine Moores
Kimberly Pesarik

SOCIAL WORKER
Meghan Lauer

BILINGUAL/SPANISH
Christina Schiano

BILINGUAL ASSISTANT
Oscar Segura
Alexis Perez-Canas

PRINCIPAL & 21CCLC
William Linski

SRBI COORDINATOR
Lisa Lazarou

SCHOOL COUNSELOR
Alida Lamagna Kendell

ELA/HUMANITIES
Nicole Funk
Nikki Litterio
Amy Taylor
Kendall Chrzanowski

SOCIAL STUDIES
Kevin Irvine
Michael Presti

STEM
Aaron Kane
Tiffany Devlin-Perry

21CCLC PROGRAM
Athletic Coaches
Club Advisors
21CCLC Staff
Transportation

DIR. OF MAIN & FACILITIES
Celestino Rodriguez

CUSTODIAL STAFF
Daniel Arias
Lucilania Delacruz
Ferdinand Maron

FOOD SERVICE COORD
Chandra Johnson
CAFETERIA WORKER
Evangeline Amar

MATHEMATICS
Will Ferguson
Emily Hamady
Vanessa Kobyluck
Shannon Lougee

SCIENCE
Timothy Thayer
Xiaoxiao Cao
Mercedes Alger

ART
Leena Faulkner

MUSIC
Chelsey Zimmerman

PE/HEALTH
Jessica Harvey

THEATRE/DANCE
Amanda Grundy

EDU INTERVENTIONIST
Mike Kydd
Norm Harrison
Jerry Santiago

BUILDING SUBSTITUTE
Michael Wall
TBA

OUTSOURCED PROGRAMS

FOOD SERV CONSULTANT
Tom O'Connor

MEDICAL ADVISOR
Vijay Sikand

SCHOOL BASED HEALTH CENTER
Mental Health & APRN Services for Students

Section 4
Appendix 15

APPENDIX A: 2022-23 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Interdistrict School for Arts and Communication (ISAAC)	1997
Street Address:	City/Zip Code:
190 Governor Winthrop Blvd.	New London, CT 06320
School Director:	School Director Contact Information:
Dr. Nicholas J. Spera	nspera@isaacschool.org /860-447-1003
Grades Authorized to Serve in 2022-2023:	Charter Term:
6-8	2020-2024 (1-year COVID-19 Extension)

1. **School Performance Best Practices:** In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2022-2023 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area as appropriate.

Interdistrict School for Arts and Communication (ISAAC) is an independent charter school that was founded in 1997. ISAAC serves students in grades six through eight and is the sole charter middle school in New London and southeastern Connecticut. ISAAC provides a safe, nurturing, and diverse middle school that delivers a highly rigorous curriculum that promotes effort through a positive mindset. ISAAC is focused on the motto “all students can succeed with hard work and grit.” The staff has written curriculum in a new common format and additional programs to identify learning gaps and social disparities to cultivate success for every student. ISAAC is committed to establishing equity for all students in terms of access to technology and transportation and providing engaging after-school programs that reflect cultural and athletic interests. ISAAC enjoys partnerships with local organizations such as the Mystic Seaport, Ivoryton Playhouse, United States Coast Guard Academy, Mitchell College, Project Oceanology, and Mystic Aquarium, to name a few. Furthermore, ISAAC has partnered with the Ant-Defamation League (ADL) to become a “No Place for Hate” school through its existing advisory program.

ISAAC engaged in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify and commit to its core values and beliefs about learning, and vision of the graduate. The ISAAC core values, beliefs about learning, and the vision of the graduate states that, upon eighth grade graduation, all students will possess a variety of academic, civic, and social competencies that will translate toward success at the high school level. These transferable skills and competencies are paramount to achieve the ultimate goal of ensuring all students will be prepared for secondary education at any comprehensive, magnet, private, or technical high school they attend following graduation. To ensure student academic, social, and civic success, ISAAC has identified action steps for a variety of strategic actions that will be supported by teachers’ student learning objectives (SLOs) which are aligned to SBAC-styled summative assessments. In collaboration with the State Department of Education, ISAAC has embedded the use of Interim Assessment Blocks (IABs) within its curriculum as a tool to expose students to SBAC style assessments and to inform instruction. Moreover, the creation of SRBI classes in ELA and mathematics for all 6th and 7th grade students was designed to close the pre-pandemic achievement gap that existed prior to the pandemic that has continued to widen following COVID years prior. ISAAC has created a school development improvement plan for all areas of improvement related to academic and social-emotional goals, along with a professional development plan.

PART 2: SCHOOL PERFORMANCE

1. School Goals: State the school's mission statement. Provide the school's mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows as necessary.

MISSION STATEMENT

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that All Students Can Succeed with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that Effort Creates Ability. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

Vision of the Graduate

The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

Goal Statement:	Evidence of Progress Toward Target Goals:
GOAL 1: To prepare all students with the competencies needed to demonstrate success in mathematics, reading, and writing	In the 2022-2023 school year, ISAAC increased their SBAC scores on both the SBAC Mathematics and Language Arts. In addition, ISAAC scored higher in each subject area and grade than the other New London public middle schools.
GOAL 2: To ensure that all graduates are high school ready upon graduation	In the 2022-2023 school year, 100% of 8th graders graduated in June 2023 and had a plan for secondary education.
GOAL 3: To provide a safe, respectful, and nurturing learning environment that supports the personal, academic, and high school goals of every student **GOAL 4:** To ensure that the school and its parents have a collective understanding of a student's success through a system of periodic and reactive communication. **GOAL 5:** To establish clear school-wide expectations, classroom to classroom, that are known, understood, and respected by students, teachers, and families	All students completed a Student Success Plan that includes academic, social, and emotional goals that were reviewed and revised throughout the school year in Advisory. Moreover, each Advisory teacher had direct communication with every student's family each quarter to discuss academic and social-emotional goals.
GOAL 6: To collaborate within ISAAC and outside of ISAAC with available resources that enhance the rigor and relevance of our instruction through professional learning communities.	ISAAC continued its professional development cycle with fidelity as it stressed Academically Productive Talk and Accountable Talk in all classrooms. Scheduled trainings and professional development with inside and outside sources throughout the school year along with continued department and interdisciplinary PLC time before, during and after-school occurred in 2022-2023.

GOAL 7: To support and grow our certified staff in all domains as prescribed through the evaluation process through effective feedback, accountability, and supervision.	All certified staff were evaluated with fidelity according to the ISAAC Educator Development and Performance Plan.

2. Student Achievement: Data summarizing school performance and academic achievement from the 2021-22 school year provided below. Please review data evidencing student growth and progress toward closing achievement gaps.

Performance Metric		**2021-2022**
1.1. Academic Achievement		
a. ELA Performance Index – All Students		57.5
b. ELA Performance Index – High Needs Students		54.4
c. Math Performance Index – All Students		48.1
d. Math Performance Index – High Needs Students		44.5
e. Science Performance Index – All Students		51.6
f. Science Performance Index – High Needs Students		47.8
1.2. Academic Growth		
a. ELA Academic Growth – All Students		58.5%
b. ELA Academic Growth – High Needs Students		57.7%
c. Math Academic Growth – All Students		62.2%
d. Math Academic Growth – High Needs Students		57.5%
e. Progress Toward English Language Proficiency – Literacy		55.6%
f. Progress Toward English Language Proficiency - Oral		53.1%
1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs)		
1.4. Chronic Absenteeism	a. All Students	25.0%
	b. High Needs	29.2%
1.5. Postsecondary Preparation		*
1.6. Postsecondary Readiness		*
1.7. On-track to High School Graduation		85.9%
1.8. 4-year Graduation—All Students 2020-21 Cohort		*
1.9. 6-year Graduation—High Needs 2018-19 Cohort		*
1.10. Postsecondary Entrance		*
1.11. Physical Fitness (estimated participation rate = **87.7%**)		7.0
1.12. Arts Access		*
School Category:		3
Charter School Accountability Index:		55.2

3. Legal Compliance Best Practices: In 250 words or less, detail how specific practices employed at the school result in ensuring that the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners/Multilingual learners, employee and student rights) overtime. Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area as appropriate.
ISAAC maintains robust student support structures, which include a co-teaching model. In this model, subject area teachers in mathematics and language arts collaborate with special education teachers to deliver instruction to students with special needs, alongside their non-special education peers. Special education students have structured opportunities to work on their specific Individualized Education Program (IEP) goals and objectives, receiving support within resource-styled classes designed to aid them in the core curriculum. As of October 1, 2022, 15.7% of our students have IEP plans in place. To further enhance our support for special education and 504 programs, ISAAC has introduced the positions of Director of Special Education and Director of Student Supports for the 2022-2023 school year. These professionals are tasked with overseeing and coordinating these programs, including implementing new systems and emphasizing adherence to recommendations resulting from the recent charter renewal visit. The Director of Special Education also provides supervision for special education staff and manages the newly established Wilson Reading program. These two experts collaborate with ISAAC administrators to ensure the school's compliance with special education laws and the development of IEPs that cater to individual student needs while fostering the least restrictive environment. During the 2020-2021 school year, ISAAC expanded its program to include a Bilingual Program, driven by the increased number of students primarily speaking Spanish. Under this program, our current TESOL teacher leads it, supported by two recently hired bilingual support assistants who actively participate in core classes to assist our English Language (EL) students throughout the school day. The Bilingual Program focuses on enhancing students' speaking and literacy skills, with a special emphasis on curriculum-related vocabulary. Daily activities encompass various aspects of language development, including speaking, listening, reading, and writing. To ensure compliance and promote best practices, ISAAC collaborated with LEARN and the State Department of Education (SDE) to establish a strong EL Program for years to come. Our primary objective is to provide EL students with ample opportunities for growth as learners, both at ISAAC and beyond. Furthermore, in alignment with our commitment to compliance and transparency, ISAAC submitted a newly drafted evaluation plan to the State Department of Education. This comprehensive document covers the evaluation plan for all certified staff and administrators employed at ISAAC. Additionally, we've updated all necessary policies and procedures based on recommendations from our legal counsel at Shipman and Goodwin, and these have been made accessible on our school website.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

1. Financial Documents: As required by C.G.S. § 10-66cc(b)(2)and 10-66pp, the charter school, and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2021-2022 certified audit statements, including the statement of activities showing all revenues from public and private sources, expenditures, and net operating gain/loss, balance sheet and statement of cash flows; (2) the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form; (3) provide the FY 2022-2023 budget; and (4) provide a FY 2023-2024 board-approved budget.	
2. Financial Condition: Provide the following financial data for FY 2022-2023	
Total margin (net income/total revenue):	**0.01**

Debt to asset ratio (total liabilities/total assets):	**0.32**
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	**2.04**
Current asset ratio (current assets/current liabilities):	**1.78**
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	**96.87**
Cash flow (change in cash balance):	**$349,585**

3. Governing Board: Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located. The chairperson has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendent's designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Barbara Crouch	Senior Director of Marketing and Development, TVCCA	Board Secretary Committee: Executive 3rd term, 1st year	bcrouch @isaacschool.org	☒ Yes ☐ No
Shannon Lougee	Teacher at ISAAC	Teacher Director Committee: Curriculum 1-Year Position	slougee @isaacschool.org	☒ Yes ☐ No
Michael Spellman	Retired Chief of Police for the City of Groton	Board Vice-Chairperson Committee: Executive 2nd term, 1st year	mspellman @isaacschool.org	☒ Yes ☐ No
Dr. David Brailey	Director of Center for Teaching and Learning, Mitchell College	Curriculum Chair Committee: Curriculum 2nd term, 3rd year	dbrailey @isaacschool.org	☒ Yes ☐ No
Dr. Richard Sanders	Retired Dean of Science, USCGA	1st term, 2nd year	rsanders @isaacschool.org	☒ Yes ☐ No
Kevin Booker Jr.	Professor at Mitchell College	Committee: Governance 2nd term, 3rd year	kbooker @isaacschool.org	☒ Yes ☐ No
Elizabeth Bumgardner	Director of Elementary Education, Windham Public Schools	Committee: Curriculum 2nd term, 1st year	ebumgardner @isaacschool.org	☒ Yes ☐ No
Leota Muller	Consultant/Former New London BOD	Board Treasurer Committees: Executive & Finance 3rd term, 1st year	lmuller @isaacschool.org	☒ Yes ☐ No
Richard Muckle	Retired Buyer Specialist, Electric Boat	Board Chairperson Committee: Finance,Executive 2nd term, 3rd year	rmuckle @isaacschool.org	☒ Yes ☐ No
Dr. Lawrence Fenn	Retired Superintendent for Franklin and Lisbon Schools	1st term, 3rd year	lfenn @isaacschool.org	☒ Yes ☐ No
Christina Schiano	Teacher at ISAAC, Parent	Parent Director. Committee: Curriculum 1-Year Position	cschiano @isaacschool.org	☒ Yes ☐ No

4. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school's most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school's last renewal resolution or issues identified by the CSDE.		
Standard/Indicator:	Term or Condition:	Progress Update:
1.1 Academic Achievement	In 2020, the SBE required ISAAC to develop and implement a corrective action plan in student academic achievement. The school should continue its efforts to improve student outcomes in ELA and math.	• We are committed to extensive professional development on curriculum development for Math and ELA and summative assessments aligned to the Smarter Balanced test. • We created a schedule of professional development opportunities in the areas of analyzing assessment data, curriculum revisions and instructional strategies. • We continue to revise our curriculum for every mathematics and ELA course in a common format that includes: essential questions, enduring understandings with unit goals, standards according to the subject area, content overview, Vision of the Graduate expectations, daily learning objectives, instructional strategies, assessments, unit task, and materials. • We created SBAC style summative assessments through the use of Edulastic and AIMS Web data and restructured the use of IABs within the mathematics and ELA curricula. • We committed one block period per week to PLC time and the development of mathematics and ELA curricula, assessment data, and instructional practice. • We created rigorous, authentic unit tasks that are assessed with schoolwide analytic rubrics that allow students to utilize the skills and knowledge gained in the classroom and beyond. • We created SRBI Mathematics and SRBI ELA courses for all 6th, 7th, and selected 8th graders that supports the curricula for each grade level and reduces the gaps that exists from the AIMS Web data. We created an additional 6th grade Math course providing all 6th grades students with mathematics every day.
3.5 Chronic Absenteeism	The school's chronic rate for the 2020-21 school year was 10.9%, whereas the state average was 19.0%. The school's rate in the 2021-22 school year was 25.0%, whereas the state average was 23.7%. The schools rate in the 2022-2023 school year was 24.63%.	• There were several interventions that were implemented to decrease our chronic absenteeism levels including changing our nurse procedures to help support student health issues contributing to absenteeism, providing more attendance information to families using resources like Attendance Works and those discovered on "Talk Tuesdays", met individually with chronically absent students and their families to determine specific needs and areas of support, provided daily attendance calls/texts and reminders to the families of absent students and recognized positive attendance for students with improved attendance. • The school's plan to reduce the school's chronic absenteeism rate is to continue utilizing our strategies and take more of a

	The school should continue its efforts to lower the chronic absenteeism rate.	proactive approach to target and support chronically absent students. We plan to create an attendance video at the beginning of the year detailing who to talk to if there is an attendance issue and the positive impact higher rates of attendance have on academic outcomes (similar to what was shown on Talk Tuesdays). The school would also like to identify the incoming students who had attendance concerns last school year and set up parent/student meetings over the summer to understand how to best support them coming to school before school begins.
3.5 School Culture and Climate	The school's suspension rate for the 2020-21 school year was not applicable, whereas the state average was 1.4%. The school's rate in the 2021-22 school year was 18.7%, whereas the state average was 6.5% The school's rate in the 2022-23 school year was 10.4% The school should continue its efforts to lower the suspension rate	ISAAC submitted a Corrective Action Plan to the CSDE to address the targeted focus area of the suspension rate. The SMART goal to address this area included improving and establishing an SRBI Team, the SRBI process, clear student behavioral expectations, and aligning our advisory curriculum and instruction with Social Emotional Learning components and the best practices associated with the ISAAC Core Values and Beliefs about Learning. In doing so, ISAAC's suspension rates would decrease from 14.4% in 2018-2019 to 6.4% in 2022-2023. For the 2021-22 school year, ISAAC hopes to achieve a 10% or lower suspension rate. Additionally, the planned strategy was to create an Advisory curriculum aligned to CASEL standards that was also flexible enough to meet the ever-changing needs of the school. The impact of the curriculum was monitored both informally through conversations with Advisors and students after each lesson and formally through an Advisory survey given to staff quarterly and to students twice this past school year. The staff survey showed an increase of 0.6% (3.9 to 4.3) on a 1-5 Likert scale for staff in all categories on the topics of preparedness, understanding, support, and enjoyableness of the Advisory curriculum from the mid-year to the end-of-year. Students were given two surveys in Fall and Spring that showed an 8% increase in how much they enjoyed Advisory. (The Fall score was 61% and the Spring score was 69%). The progress we have made to address our targeted area of suspension rate includes the following: • We have an SRBI Team and created a meeting schedule of key stakeholders in the school. • We have reviewed and disaggregated behavioral data from current and previous years to identify trends. • We have researched, identified, and implemented Tier II and III interventions for behaviors. • We have established a block of time in the master schedule dedicated to the delivery of the Advisory Curriculum that is aligned with CASEL SEL framework. • We have revised our student/parent handbook with clear expectations for student behaviors according to

		the school's Core Values and Beliefs about Learning statement and the results of the NEASC survey. • We have committed two 40-minute Advisory periods per week to deliver the Advisory SEL Curriculum to all students across all grade levels • We communicate with families regularly regarded our policies and procedures. • We ensure that the school remains safe through the ideals of relationships and accountability for all people who work, learn, and grow at ISAAC. We have become the first school in Southeastern Connecticut to be designated as a "No Place for Hate" school.

5. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations) that ensure the school is financially viable, organizationally healthy, strong, and held accountable to established goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

As a small, independent public middle school serving 281 students, ISAAC continues its longstanding tradition of actively welcoming and involving families and community members as integral partners in the educational journey. These meaningful relationships hold significant value and are in harmony with the school's core values, educational philosophies, and the vision of a well-rounded graduate.

One of ISAAC's notable strengths lies in its professionally diverse Board of Directors, which has been instrumental in the ongoing enhancement of the school across academic, social-emotional, and physical dimensions. The Board consistently participates in training sessions conducted by the Shipman and Goodwin Law Firm, ensuring that they remain well-informed about the latest policies and procedures. In response to the school's academic needs, the Board of Directors has taken steps to ensure that a well-defined curriculum is in place for every course and is prepared to endorse new curricula through its subcommittee when necessary.

The restructuring of the organizational chart entailed reshaping the leadership and support staff roles, as well as expanding the arts and instructional support within the school. Additionally, new positions were established to address the operational aspects of the school. In order to better cater to the students' needs, ISAAC has introduced roles like the Director of Student Supports, SRBI Coordinator, Mathematics Interventionist, Bilingual Teacher, Director of Food Services, and Director of Facilities. Moreover, with the award of the 5-year 21st Century Community Learning Centers Grant and the ARP 21CCLC Expansion Grant, ISAAC secured over $1.1 million in federal and state funding, which led to the creation of additional positions.

ISAAC maintains a transparent budgeting process, with the annual budget proposal being presented and reviewed during an open Board meeting in late spring. The Executive Director provides detailed insights into the budget figures, elucidating the rationale behind them and the educational objectives they aim to support. This budget process is inclusive, allowing faculty members to submit equipment and supplies proposals during early spring for the following school year. It's a best practice that involves all key stakeholders in the decision-making process. To manage budgetary constraints and accommodate the evolving needs of regular education students, as well as the rising costs of supplies, utilities, insurance, and personnel, ISAAC adopts a conservative budgeting approach with the hope of increased per-pupil funding.

PART 4: STUDENT POPULATION

1. Enrollment and Demographic Data: Provide 2022-2023 student demographic and enrollment information.

Grades Served:	6,7,8	American Indian or Alaska Native:	.36
Student Enrollment:	281	Asian:	1.4
		Black/African American:	18.9
Percent of Free/Reduced-Price Meals:	70.8	Hispanic/Latino:	60.5
		Native Hawaiian or Pacific Islander:	0
Percent of Special Education Students:	15.7	Two or More Races:	6.05
		White:	12.8

2022-2023 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							107	85	89					

2. Enrollment Efforts: Summarize the school's efforts to attract, enroll and retain a diverse student population, representative of students of color, low-income students, English learners/Multilingual learners, and students with disabilities.

ISAAC's 2020-2023 Strategic Plan includes reaching out to our community in an effort to promote diversity and enhance positive connections at an individual and community level. In addition to our enhanced communication among school, families, and the community, our branding and messaging remains purposeful. ISAAC seeks to develop trust within our community as a premier choice middle school for all students seeking a unique educational opportunity. The ISAAC brand relates to the exceptional opportunities found in our small and diverse school that is focused on a renewed academic approach with a theme of arts and communication. Our branding comes in an online presence through the newly developed website and social media platforms. Moreover, the website and several documents are available in multiple languages for our multilingual populations. Without any intentional marketing or advertisements for the recruitment of students this past year, our marketing for the 2022-2023 school year came solely on the "word-of-mouth" within the community. We believe that parents, students, and community leaders who have positive experiences with ISAAC provide the most fruitful marketing for schools.

Our in-house enhancements with newly developed curriculum, a new Bilingual Program, enhanced special education department, a new Literacy Program, and the news of our upcoming expansion, allowed for our numbers to continue to rise for applicants. In addition, during the 2020-2021 school year, ISAAC was the recipient of the 5-year 21st Century Community Learning Centers Grant and ARP 21CCLC Expansion Grant totaling over $1.1 million in federal and state funding, our school now others enhanced afterschool programming for our students and families.

3. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2022-2023 Waitlist:	2023-2024 Waitlist:
166	220

4. Student Population Best Practice: In 250 words or less, summarize practice(s)/system(s) used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies) to ensure the school promotes equity by effectively attracting, enrolling and retaining students, particularly among targeted populations. Explain the rationale for establishing and/or continuing the practice(s). Include a brief narrative on the school's unique model and describe the practice(s) and its impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

ISAAC consistently demonstrates a proactive commitment to engaging all stakeholders throughout our operational processes. A dynamic committee composed of administrators, staff, board members, and parents collaboratively crafted a strategic plan with targeted objectives aimed at enhancing student progress. This strategic blueprint seamlessly integrates our fundamental values, learning principles, and the graduate vision, infusing them into the articulated goals.

To facilitate informed decision-making, regular interactions involving students, parents, staff, and the board of directors entail sharing compelling evidence of academic advancements, deliberating on instructional and assessment methodologies, and updating programs and services. Notably, the comprehensive Reopening Guide emerged from an iterative series of meetings and workshops that engaged all stakeholders.

The entirety of ISAAC's curriculum is readily accessible on our website, enabling parents, board members, and community members to stay informed about the educational journey of our students. This curriculum undergoes meticulous revision in partnership with subject-area educators following the completion of each unit. This ongoing collaboration ensures the delivery of top-tier instruction that aligns with our standards of excellence.

Fostering parental involvement, ISAAC extends an invitation to parents to engage with our ISAAC PTO, fostering avenues for school communication, fundraising initiatives, and inclusive developmental events that draw participants from neighboring towns. A monthly Zoom meeting is orchestrated to provide parents with a platform for discussing current happenings within ISAAC's walls.

A weekly newsletter, "Dragon Tales News," is thoughtfully distributed via email to all families, serving as a conduit for vital updates about ISAAC. This platform showcases noteworthy occurrences, including introductions to new staff, spotlights on students of the month, visits from distinguished authors, deputy governors, and other esteemed guests.

ISAAC's rich network of community partnerships includes collaborations with Mystic Aquarium, Mystic Seaport, Project Oceanology, and Denison Pequotsepos Nature Center. These relationships underscore our commitment to community engagement. Notably, ISAAC's expansion encompasses the addition of an Aquarium Science instructor, complemented by novel Aquarium and Marine Science courses. The curriculum also embraces fresh offerings in music and technology, while emphasizing effective communication and celebrating diversity as hallmark attributes.

APPENDIX B: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education's (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools' efficacy and viability, and align to state law and national best practices among charter school authorizers as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:

1. **School Performance:** Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. **Stewardship, Governance, and Management:** Is the school financially and organizationally healthy and viable?
3. **Student Population:** Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. **Legal Compliance:** Is the school acting in compliance with applicable laws and regulations?

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Academic Achievement a. ELA Performance Index–All Students b. ELA Performance Index–High Needs Students c. Math Performance Index–All Students d. Math Performance Index–High Needs Students e. Science Performance Index–All Students f. Science Performance Index–High Needs Students 1.2. Academic Growth a. ELA Academic Growth–All Students b. ELA Academic Growth–High Needs Students c. Math Academic Growth–All Students d. Math Academic Growth–High Needs Students e. Progress toward English Language Proficiency–Literacy f. Progress toward English Language Proficiency-Oral 1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Postsecondary Preparation 1.6. Postsecondary Readiness 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation (All Students) 1.9. 6-year Adjusted Cohort Graduation (High Needs Students) 1.10. Postsecondary Entrance Rate 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools–as with all other public schools–adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Interdistrict School for Arts and Communication**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal record check and a record check of the Department of Children and Families child abuse and neglect registry.

2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).

3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).

4. Records of any and all background checks described above, are on file at **Interdistrict School for Arts and Communication** and available for random audit by the Connecticut State Department of Education (CSDE).

5. Pursuant to C.G.S.A. § 10-66oo, **Interdistrict School for Arts and Communication** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.

6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Interdistrict School for Arts and Communication** serves on the board of another charter school or CMO.

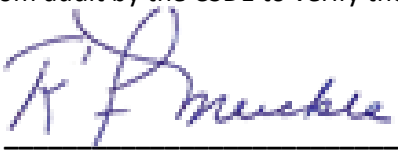
7. All public funds received by **Interdistrict School for Arts and Communication** have been, or are being, expended prudently and in a manner required by law.

8. All Governing Board meetings are open and accessible to the public, and that **Interdistrict School for Arts and Communication** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.

9. **Interdistrict School for Arts and Communication** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

10. **Interdistrict School for Arts and Communication** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **Interdistrict School for Arts and Communication**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Interdistrict School for Arts and Communication** may be subject to random audit by the CSDE to verify these statements.

Signature: 

Name of Board Chairperson: **Richard F. Muckle**

Date: **October 20, 2023**

Section 4
Appendix 16

Mercedes Alger

221 Lantern Hill Road, Mystic CT 06355
Cell: 860.575.2735
malger905@gmail.com

Professional Experience

Interdistrict School of Arts and Communication — June 2023 to Current
New London, CT
6th Grade Science Teacher

- Teach general education students as well as individuals with 504's, IEP's and behavioral plans within a mainstream, inclusive sixth grade science classroom.
- Develop, analyze, and implement a combined ELA and science curriculum based on the Common Core Standards along with Next Generation Science Standards.
- Actively serve on a variety of school committees and task forces focused on curriculum and assessment development, educator evaluation, and professional development.
- Establish positive relationships with students, parents, colleagues and school administrators/staff.
- Support and mentor new teachers through TEAM

Interdistrict School of Arts and Communication — June 2023 to Current
New London, CT
Curriculum and Assessment Coordinator

- Develop and write curriculum that is aligned to the Common Core Standards for language arts and humanities
- Align curriculum plans with assessments
- Coach teachers on implementation of curriculum and best teaching practices
- Meet with administrative team to present, review, and modify curriculum

Regional District 18 — August 2010 to June 2023
Old Lyme, CT
Classroom Teacher

- Developed, analyzed, and implemented curriculum based on the Common Core Standards.
- Taught general education students as well as individuals with 504's, IEP's and behavioral plans within mainstreamed, inclusive second, third, and fourth grade classrooms.
- Actively served on a variety of school committees and task forces focused on curriculum and assessment development, educator evaluation, and professional development.
- Established positive relationships with students, parents, colleagues and school administrators/staff.
- Supported and mentored new teachers and student teachers through TEAM

Regional District 18 — November 2009 to July 2010
Old Lyme, CT
Language Arts Consultant-Long Term Substitute

- Coordinated school assessments to determine and/or evaluate decoding, encoding, and comprehension abilities of students
- Monitored progress of students scoring below state or local levels of proficiency and identified needed support through state or local testing benchmarks

- Planned and assisted in implementing individualized reading programs when interest and/or needs were evidenced.
- Consulted and worked alongside with Haskins Reading Institute in reference to the development and implementation of instructional programs for kindergarten through second grade

Regional District 18 December 2007 to October 2009
Old Lyme, CT
Instructional Assistant

- Conducted reading groups with small groups.
- Provided additional support during academic lessons.
- Provided one-on-one assistance, and behavior management when needed.

Education and Training

Sacred Heart University 2018
Griswold, CT, USA
Intermediate Administrator Program

- Graduated Summa cum Laude
- Passed CAT module 1, 2, 3, and 4

Walden University 2009
Minneapolis, MN, USA
Master of Science: **Elementary Education**

- Graduated Summa cum Laude
- Passed Foundations of Reading Exam

Mitchell College 2007
New London, CT, USA
Bachelor of Science: **Early Childhood Education**

- Graduated Summa cum Laude
- Minor in Psychology
- Secretary for Education Club
- Member of Phi Beta Kappa

Three Rivers Community College 2005
Norwich, CT, USA
Associate of Arts: **Early Childhood Education**

- Graduated Summa cum Laude

Certifications

- Connecticut Educator Certificate for Intermediate Administrator (092), 2018-present
- Connecticut Educators Certificate for Elementary Education K-6 (013), 2009-present
- Connecticut Educators Certificate for Early Childhood Education Pre-K-3 (113), 2007-present

Affiliations

- Interdistrict School of Arts and Communication Union, Vice President, 2023-Current
- Interdistrict School of Arts and Communication Principal Advisory Committee, 2023-Current

- Interdistrict School of Arts and Communication Professional Development and Evaluation Committee, 2023-Current
- Interdistrict School of Arts and Communication Prom Committee, 2023-Current
- Region Eighteen Teachers Association, Co-President, Jan 2022-2023
- Region Eighteen Teachers Association, Grievance, 2018-Dec 2021
- Team Leader, 2016-2023
- Certified TEAM Mentor, 2016-current
- Leadership Committee, 2014-2023
- Region Eighteen Teachers Association, Secretary, 2013-2018
- Technology Committee, 2013-2015
- Professional Development and Evaluation Committee, 2012-2023
- Social Development Committee, 2010-2013
- Math Committee, 2010-2014, 2021
- Connecticut Education Association Member (CEA), 2010-present
- National Education Association Member (NEA), 2010-present
- English Language Arts Committee, 2009-2021

Awards

- Interdistrict School of Arts and Communication Teacher of the Year, 2024
- Regional District 18 Teacher of the Year, 2019
- Veterans of Foreign Wars Citizenship Education Award, 2019
- Regional District 18 Building Honors, 2018
- Regional District 18 Building Honors, 2010

Section 4
Appendix 17

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS AND GOVERNMENT REPORTS

JUNE 30, 2023

DOHERTY BEALS & BANKS, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS AND GOVERNMENT REPORTS

JUNE 30, 2023

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Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Boulevard
New London, Connecticut

INDEPENDENT AUDITOR'S REPORT

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Interdistrict School for Arts and Communication, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Interdistrict School for Arts and Communication, Inc. as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Interdistrict School for Arts and Communication, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Interdistrict School for Arts and Communication, Inc.'s. ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

187 Williams St. | New London, CT 06320 | (v) 860.443.2033 | (f) 860.444.7086 | dbbcpa.com
60 Willow St. Unit 102A | Mystic, CT 06355 | (v) 860.572.7373

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc's. internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Interdistrict School for Arts and Communication, Inc's.ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 20, 2023, on our consideration of Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting and compliance.

The financial statements of Interdistrict School for Arts and Communication, Inc., as of June 30, 2022, were audited by other auditors whose report dated October 17, 2022, expressed an unmodified opinion on those financial statements.

Doherty, Beals & Banks, P.C.

DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

November 20, 2023

Interdistrict School for Arts and Communication, Inc.

Statement of Financial Position
June 30, 2023
(With Comparative Totals for 2022)

Assets

	2023	2022
Cash	$ 1,652,297	$ 1,302,985
Accounts receivable	362,656	471,388
Grants receivable	-	-
Prepaid expenses	9,890	24,326
Property and equipment, net	7,617,066	5,325,762
Total assets	$ 9,641,909	$ 7,124,461

Liabilities and Net Assets

Accounts payable	$ 392,898	$ 63,902
Accrued liabilities and deposits	245,631	268,824
Refundable advances	561,978	651,006
Loans payable	1,595,763	486,666
Total liabilities	2,796,270	1,470,398
Commitments		
Net assets		
Net assets without donor restrictions	6,845,639	5,654,063
Net assets with donor restrictions	-	-
Total net assets	6,845,639	5,654,063
Total liabilities and net assets	$ 9,641,909	$ 7,124,461

See Notes to Financial Statements.

Interdistrict School for Arts and Communication, Inc.

Statement of Activities and Changes in Net Assets
Year Ended June 30, 2023
(With Comparative Totals For 2022)

	2023			2022
	Net assets without donor restrictions	Net assets with donor restrictions	Total	Total
Public support and revenues				
Federal and state grants - education	$ 5,466,056	$ -	$ 5,466,056	$ 4,313,964
Special education	746,468	-	746,468	863,414
Contributions	3,075	-	3,075	6,279
Student activities	14,092	-	14,092	8,157
Interest and dividends	26	-	26	1,368
Miscellaneous	10,986	-	10,986	469
Net assets released from restrictions				
Restrictions satisfied by purpose	-	-	-	-
Total public support and revenues	6,240,703	-	6,240,703	5,193,651
Expenses				
Program expenses	4,441,739	-	4,441,739	4,424,483
General and administrative expenses	607,388	-	607,388	590,155
Fundraising	-	-	-	-
Total expenses	5,049,127	-	5,049,127	5,014,638
Changes in net assets	1,191,576	-	1,191,576	179,013
Net assets, beginning	5,654,063	-	5,654,063	5,475,050
Net assets, end	6,845,639	$ -	$ 6,845,639	$ 5,654,063

See Notes to Financial Statements.

Interdistrict School for Arts and Communication, Inc.

Statement of Functional Expenses
Year ended June 30, 2023
(With Comparative Totals For 2022)

	Education	General and administrative	2023 Total	2022 Total
Salaries	$ 2,945,983	$ 399,752	$ 3,345,735	$ 3,245,410
Fringe benefits and payroll taxes	450,597	61,608	512,205	461,113
Other purchased services	81,881	88,389	170,270	266,435
Occupancy	250,896	16,015	266,911	186,477
Insurance	41,332	2,592	43,924	25,334
Supplies/materials	286,904	21,912	308,816	448,286
Marketing/recruitment	-	-	-	-
Technology	54,678	-	54,678	80,239
Office expense	36,359	2,391	38,750	42,984
Depreciation and amortization	222,530	14,204	236,734	209,444
Other	8,229	525	8,754	12,337
Student activities	14,301	-	14,301	14,762
Interest expense	48,049	-	48,049	21,817
Total expenses	$ 4,441,739	$ 607,388	$ 5,049,127	$ 5,014,638

See Notes to Financial Statements.

Interdistrict School for Arts and Communication, Inc.

Statement of Cash Flows
Year Ended June 30, 2023
(With Comparative Totals For 2022)

	2023	2022
Cash flows from operating activities		
Change in net assets	$ 1,191,576	$ 179,013
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities		
Depreciation	236,734	209,444
Bad debt expense	69	-
Changes in operating assets and liabilities		
Accounts receivable	108,663	(68,550)
Grants receivable	-	4,860
Prepaid expenses	14,436	(19,997)
Accounts payable	328,996	(27,615)
Accrued liabilities and deposits	(23,193)	13,781
Refundable advances	(89,028)	82,093
Net cash provided by operating activities	1,768,253	373,029
Cash flows from investing activities		
Purchase of property and equipment	(2,528,038)	(332,736)
Cash flows from financing activities		
Proceeds from (payments on) loan payable	-	-
Payments on loan payable	1,109,097	(12,311)
Net cash (used in) provided by financing activities	1,109,097	(12,311)
Net increase in cash	349,312	27,982
Cash, beginning	1,302,985	1,275,003
Cash, end	$ 1,652,297	$ 1,302,985
Supplemental disclosure of cash flow information		
Interest paid	$ 48,049	$ 21,817
Non-cash transactions - financing fees paid from loan proceeds	$ -	

See Notes to Financial Statements.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of operations

The Interdistrict School for Arts and Communication, Inc. (the ″School″) is a nonprofit corporation engaged in all activities pertinent to operating a state-chartered public middle school for Grades 6 to 8. The School, located in New London, Connecticut (the "State"), opened in the fall of 1997.

The School features a highly rigorous curriculum that promotes effort through a positive mindset and improves student outcomes by integrating visual and performing arts and STEM into core subject areas. The curriculum supports a learning community and that is multicultural. The School is run by its Board of Directors and a Management Team. The Board of Directors and Management Team are educators, teachers, arts and science experts, financial experts, community leaders, parents and students.

The School's activities began with its incorporation on February 4, 1997.

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

Net assets with donor restrictions are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses recognized on investments and other assets or liabilities, if any, are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law.

Expirations of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets. Donor-restricted contributions whose restrictions are met in the same reporting period have been reported as support without donor restrictions in the consolidated statement of activities and changes in net assets.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2023 and 2022. Additionally, there were no restricted cash balances at June 30, 2023 and 2022.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants and other receivables

Grants receivable represent amounts owed to the School based on exchange transactions. The remaining receivables include billings to local school districts for special education services. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2023. Such estimate is based on management's assessments of the creditworthiness of its local school districts, the aging of its receivables, as well as current economic conditions and historical information.

Revenue recognition

Revenue from federal, state and local government grants and contracts is recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to net assets without restrictions. All other donor-restricted contributions are reported as increases to net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions. Contributions are considered conditional when the underlying agreement includes a performance barrier and a right of return to the promised assets exists. Conditional contributions are not recognized in the financial statements until the performance barrier and right of return have been overcome. As of June 30, 2023 and 2022, the School had no conditional contributions.

Other revenues are recognized at the time of sale or when the performance obligation is satisfied.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

The School receives a substantial portion of its support and revenue from the State Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education school described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2023 or 2022. The School's federal and state income tax returns prior to fiscal year 2019 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of management and general expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued liabilities in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the years ended June 30, 2023 or 2022.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and equipment

The School follows the practice of capitalizing expenditures for equipment in excess of $2,500 and construction expense of $5,000; the fair value of donated assets is similarly capitalized. Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Building	40 years
Furniture and equipment	3 - 10 years

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as support without donor restrictions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as support with donor restrictions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies net assets with donor restrictions to net assets without donor restriction at that time.

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the years ended June 30, 2023 and 2022.

Functional allocation of expenses

The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs based on the percentage of salary expense of the program to total salary expense. Expenses that can be identified directly with either the program or supporting service are charged to that function accordingly.

Concentrations of credit risk

The School maintains cash balances in one financial institution as of June 30, 2023 . Accounts are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy. The uninsured cash balance was $1,407,631 and $1,021,608 at June 30, 2023 and 2022, respectively.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent events

Management has evaluated subsequent events through November 20, 2023, the date the financial statements were available to be issued.

2. LIQUIDITY

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2023 and 2022, the School has $2,014,953 and $1,774,373 respectively, of financial assets available to meet annual operating needs for the 2023 and 2022 fiscal years as follows:

	2023	2022
Cash	$ 1,652,297	$ 1,302,985
Accounts receivable	362,656	471,388
Grants receivable	-	-
Total financial assets	$ 2,014,953	$ 1,774,373
Less, amounts not available to be used within one year due to contractual or donor imposed restrictions:		
Net assets with donor restrictions	-	-
Financial assets available to meet cash needs for general expenditures within one year	$ 2,014,953	$ 1,774,373

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with federal and state grants, which are recognized as purpose restrictions are met.

3. CONCENTRATIONS

Approximately 88% and 83% of the School's revenue for the years ended June 30, 2023 and 2022, was funded by the federal and state Departments of Education. This funding is subject to specific requirements.

4. GRANTS

The following grants were awarded for use during the years ended June 30, 2023 and 2022:

A State Enrollment-Based Foundation Grant in the amount of $3,517,443 and $3,097,927 for 2023 and 2022, respectively, for the purposes of financing public education.

Various grants for the purpose of providing education programs.

Certain grants require the fulfillment of various conditions as set forth by the grantor. Failure to fulfill the conditions could result in the return of the funds to the grantors. Although that is a possibility, the Board deems the contingency remote, since by accepting the grants and their terms; the School has accommodated the objectives of the grantors to the provisions of the grants.

The School has recognized refundable advances in the statement of financial position related to unexpended State enrollment-based foundation grant funding in the amount of $526,451 and $632,809 at June 30, 2023 and 2022, respectively. The State allows for a carryover of up to 10% of the total state enrollment-based foundation grant to the following year. The School has a carryover of $65,420 and $171,779 to be expended in the next fiscal year.

The State allows for the creation of a reserve fund for capital purchase, equipment purchase or other approved projects through a set aside of up to 5% the total State enrollment-based foundation grant. The School has a reserve total of $461,030 and $461,030 at June 30, 2023 and 2022, respectively. The budgets for the years ended June 30, 2024 and 2023, do not anticipate the use of these funds.

5. PENSION PLAN

The School maintains a defined contribution pension plan which covers all eligible employees and allows employees to defer a portion of their income on a pre-tax basis. The School's contribution is discretionary and determined in accordance with collective bargaining agreements and/or employment agreements. Pension expense for the years ended June 30, 2023 and 2022, was $42,086 and $34,039, respectively.

Certain employees of the School are required to participate in a defined benefit plan established and administered by the Connecticut State Teachers' Retirement Board (the "TRB Plan"). The TRB Plan requires mandatory contributions by employees of 8.25% of their eligible annual compensation. The state of Connecticut provides the remaining funding of retirement benefits, the School is not required to and does not contribute to the TRB Plan.

6. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment:

	2023	2022
Land	$ 80,000	$ 80,000
Building	7,120,670	7,042,241
Construction in progress	2,391,961	191,800
Furniture and equipment	708,861	459,413
Less accumulated depreciation	2,684,426	2,447,692
Net property and equipment	$ 7,617,066	$ 5,325,762

Depreciation expense was $236,734 and $209,444 for the years ended June 30, 2023 and 2022, respectively.

7. LOAN PAYABLE

Loans payable consist of a mortgage loan ("1st mortgage") with an orifinal balance of $500,000 dated May 10, 2021; a construction loan ("mortgage") of up to $1,400,000, which was entered into on August 3, 2022; and a vehicle loan with an original balance of $34,369 dated January 20, 2023.

Both mortgages are secured by the School's property. The 1st mortgage bears interest at 3.75% per annum, payable in monthly installments of principal and interest of $2,586 through May 2036 at which time the loan provides for an interest rate adjustment and recalculation of the monthly payment. The new monthly payment then applies through the loan's maturity date of June 2, 2046 when the entire outstanding balance shall be due and payable in full.

The 2nd mortgage bears interest at 6.25% per annum. During the construction period, only interest is due and payable, based on the cumulative borrowings then due. The 2nd mortgage converts to a conventional loan as of September 1, 2023. Thereafter, monthly installments of $10,304 are payable through September 1, 2032, at which time the loan provides for an interest rate adjustment and recalculation of the monthly payment. This adjustment and recalculation will occur again as of September 1, 2042. The new monthly payment then applies through the loan's maturity date of June 1, 2046, when the remaining outstanding balance, if any, shall be due and payable in full.

The vehicle loan is secured by a lien on a 2019 Ford F-150 maintenance truck. The loan bears interest at 9.89% per annum, payable in monthly installments of principal and interest of $637.39 through February 6, 2029.

7. LOAN PAYABLE (Continued)

The future scheduled maturities of long-term debt for the five years subsequent to 2023 and thereafter are approximately as follows:

2024	$ 45,000
2025	57,200
2026	60,800
2027	64,600
2028	68,873
Thereafter	1,299,290
	$ 1,595,763

8. NET ASSETS WITH DONOR RESTRICTIONS

As of June 30, 2023 there were no net assets with donor restrictions

9. LEASING

The organization adopted Accounting Standard Codification (ASC) 842, Lease standard effective July 1, 2022 and recognized and measured leases existing at July 1, 2022. Lease disclosures for the year ended June 30, 2022 are made under prior lease guidance in FASB ASC 840. This adoption did not require any financial or informational changes to the financial statements presented.

The Organization leases copiers under noncancellable operating leases. Rent expense pertaining to these lease agreements was $16,929 and $18,468 for the years ended June 30, 2023 and 2022, respectively. The leases expired on April 18, 2023 and were renewed on a month-to-month basis through June 2023.

In June 2023, the School entered into new copier lease agreements which will expire in May 2028. Future minimum lease payments are $7,092 over the next 4 years, with $6,501 due in 2028, the final year of the leases.

10. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents and natural disasters. The School maintains commercial insurance to protect itself from these risks.

11. CONTINGENT LIABILITIES

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Boulevard
New London, Connecticut

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Interdistrict School for Arts and Communication, Inc., which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 20, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control is for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Interdistrict School for Arts and Communication, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

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Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Interdistrict School for Arts and Communication, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

November 20, 2023

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON SCHEDULE OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Boulevard
New London, Connecticut

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Interdistrict School for Arts and Communication, Inc.'s major federal programs for the year ended June 30, 2023. Interdistrict School for Arts and Communication, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of federal findings and questioned costs.

In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the compliance requirements referred to above and that could have a direct and material effect on its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audits in accordance with auditing standards generally accepted in the United States of America(GAAS); the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States (Government Auditing Standards); and the audit requirements of *Title 2 U.S. Code of Federal regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of the report.

We are required to be independent of Interdistrict School for Arts and Communication, Inc. and to meet our ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Eastern Connecticut Workforce Investment Board Inc's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statues, regulations, rules and provisions of contracts or grant agreements applicable to Interdistrict School for Arts and Communication, Inc.'s federal programs.

Stacey L. Gualtieri, CPA
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Auditor's Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Interdistrict School for Arts and Communication, Inc's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in aggregate, it would influence the judgement made by a reasonable user of the report on compliance about Interdistrict School for Arts and Communication, Inc's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS Government auditing Standards, and the Uniform Guidance we:

Exercise professional judgement and maintain professional skepticism throughout the audit.

Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Interdistrict School for Arts and Communication, Inc's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

Obtain an understanding of Interdistrict School for Arts and Communication, Inc's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material *weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses of significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on the Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of Interdistrict School for Arts and Communication, Inc. as of and for the year ended June 30, 2023, and have issued our report thereon dated November 20, 2023, which contained an unmodified opinion on these financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financials statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of the federal awards is fairly stated in all material respects in relation to the financial statements as a whole.



Doherty, Beals & Banks, P.C.
New London, Connecticut

November 20, 2023

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2023

Federal Grantor Pass-Through Grantor Program Title	Passthrough Entity Identifying Number	Federal	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed Through State of Connecticut Department of Education			
Child Nutrition Cluster			
School Breakfast Program	12060-20508-82079-2023	10.553	$ 84,673
National School Lunch Program	12060-20560-82079-2023	10.555	179,929
Supply Chain Public Assistance	12060-23126-82079-2023	10.555	23,294
Emer Oper Costs Reim (PEBT)	12060-29802-82079-2023	10.555	628
Total Department of Agriculture			288,524
U.S. DEPARTMENT OF EDUCATION			
Passed Through the State of Connecticut Department of Education			
Title I Grants to Local Educ Agencies	12060-20679-82070-2022	84.01	1,503
Title I Grants to Local Educ Agencies	12060-20679-82070-2023	84.01	155,203
			156,706
Improving Teacher Quality State Grants	12060-20858-84131-2023	84.367	15,714
Student Support and Academic Enrichment Grant	12060-22854-82079-2023	84.424	11,789
Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER) Fd	12060-29571-82079-2021	84.425D	251,221
Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER) Fd	12060-29571-82079-2021	84.425D	33,176
			284,397
21st Century Community Learning Ctrs	12060-20863-84131-2021	84.425D	47,803
21nd Century Community Learning Ctrs	12060-20863-84131-2023	84.425D	162,987
			210,790
ARP ESSER - Enhancement Grant	12060-29636-82079-2021	84.425U	200,639
ARP ESSER Grant	12060-29636-82079-2021	84.25U	729,290
			929,929
Passed through ACES:			
APR ESSER Homeless Children and Youth	12060-29650-82079-2021	84.425W	1,552
Passed through LEARN:			
English Language Acquisition State Grants	12060-20868-82075-2022	84.365	7,057
Total Department of Education			1,617,934
TOTAL EXPENDITURES OF FEDERAL AWARDS			**$ 1,906,458**

The accompanying notes are an integral part of this schedule.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

1. ACCOUNTING BASIS

BASIC FINANCIAL STATEMENTS

The accounting policies of Interdistrict School for Arts and Communication, Inc. conform to accounting principles generally accepted in the United States of America as applicable to nonprofit organizations.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards has been prepared on the accrual basis consistent with the preparation of the financial statements. Information included in the schedule of expenditures of federal awards is presented in accordance with the requirements of the Uniform Guidance.

For cost reimbursement awards, revenues are recognized to the extent of expenditures. Expenditures have been recognized to the extent the related obligation was incurred within the applicable grant period and liquidated within 90 days after the end of the grant period.

For performance-based awards, revenues are recognized to the extent of performance achieved during the grant period.

COST ALLOCATION PRINCIPLES

Interdistrict School for Arts and Communication, Inc. has elected not to use the 10 percent de minimus indirect cost rate allowed under the Uniform Guidance.

2. OTHER FEDERAL ASSISTANCE

Interdistrict School for Arts and Communication, Inc. did not receive other federal assistance in the form of insurance, loans, or loan guarantees.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FEDERAL FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

SECTION I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified			
Internal control over financial reporting:				
• Material weakness(es) identified?	_____	yes	X	no
• Significant deficiency (s) identified that are not considered to be material weaknesses?	_____	yes	X	none reported
Noncompliance material to financial statements noted?	_____	yes	X	no

Federal Awards

Internal control over major programs:				
• Material weakness(es) identified?	_____	yes	X	no
• Significant deficiency(s) identified that are not considered to be material weaknesses?	_____	yes	X	none reported
Type of auditor's report issued on compliance for major programs:	Unmodified			
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516	_____	yes	X	no

Identification of Major Programs

Name of Federal Program or Cluster	CFDA Number	Expenditures
COVID 19 Funding ARP Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	$ 929,929

Dollar threshold used to distinguish between Type A and Type B program: $ 750,000

Auditee qualified as a low risk auditee? No

SECTION II - FINANCIAL STATEMENT FINDINGS

No findings are reported.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings are reported.

SUMMARY SCHEDULE OF THE STATUS OF PRIOR YEAR AUDIT FINDINGS

No prior year audit findings were reported.

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE REQUIRED BY THE STATE SINGLE AUDIT ACT

Board of Directors of
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Boulevard
New London, CT 06320

Report on Compliance for Each Major State Program

Opinion on Each Major State Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the Office of Policy and Management's *Compliance Supplement* that could have a direct and material effect on each of Interdistrict School for Arts and Communication, Inc.'s major state programs for the year ended June 30, 2023. Interdistrict School for Arts and Communication, Inc.'s major state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major state programs for the year ended June 30, 2023.

Basis for Opinion on Each Major State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of the State Single Audit Act (C.G.S Sections 4-230 to 4-236). Our responsibilities under those standards and the State Single Audit Act are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Interdistrict School for Arts and Communication, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major state program. Our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Interdistrict School for Arts and Communication, Inc.'s state programs.

Stacey L. Gualtieri, CPA
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Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Interdistrict School for Arts and Communication, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the State Single Audit will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Interdistrict School for Arts and Communication, Inc.'s compliance with the requirements of each major state program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the State Single Audit Act, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Interdistrict School for Arts and Communication, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the State Single Audit Act, but not for the purpose of expressing an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Single Audit Act. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of State Financial Assistance Required by the State Single Audit Act

We have audited the financial statements of Interdistrict School for Arts and Communication, Inc. as of and for the year ended June 30, 2023, and have issued our report thereon dated November 20, 2023, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of state financial assistance is presented for purposes of additional analysis as required by the State Single Audit Act and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of state financial assistance is fairly stated in all material respects in relation to the financial statements as a whole.



DOHERTY, BEALS & BANKS P.C.

New London, CT 06320
November 20, 2023

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2023

State Grantor/Pass-Through Grantor/Program Title	State Grant Program Core-CT Number	Passed Through To Subrecipients*	Expenditures
State Department of Education			
Charter Schools	**11000-SDE64000-16119**		$ 3,517,443
State School Breakfast	**11000-SDE64000-17046**		2,662
Bilingual Education	**11000-SDE64000-17042**		6,936
Child Nutrition State Matching Grant	**11000-SDE64000-16211**		1,769
Health Food Initiative	**11000-SDE64000-16212**		3,364
Talent Development	**11000-SDE64000-12552**		2,069
			3,534,243
Department of Emergency Services and Protection			
School Security	**12052-DPS32161-43546**		11,536
TOTAL STATE FINANCIAL ASSISTANCE			$ 3,545,779

See notes to schedule.

The accompanying schedule of expenditures of state financial assistance includes state grant activity of the Interdistrict School for Arts and Communication, Inc. under programs of the State of Connecticut for the fiscal year ended June 30, 2023. Various departments and agencies of the State of Connecticut have provided financial assistance through grants and other authorizations in accordance with the General Statutes of the State of Connecticut. These financial assistance programs fund several programs including emergency shelter and transitional living programs.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Interdistrict School for Arts and Communication, Inc. conform to accounting principles generally accepted in the United States of America as applicable to not-for-profit agencies.

The information in the Schedule of Expenditures of State Financial Assistance is presented based upon regulations established by the State of Connecticut, Office of Policy and Management.

Basis of Accounting

The expenditures reported on the Schedule of Expenditures of State Financial Assistance are reported on the accrual basis of accounting. In accordance with Section 4-236-22 of the Regulations to the State Single Audit Act, certain grants are not dependent on expenditure activity, and accordingly, are considered to be expended in the fiscal year of receipt. These grant program receipts are reflected in the expenditures column of the Schedule of Expenditures of State Financial Assistance.

2. SUBRECIPIENTS

The Schedule of Expenditures of State Financial Assistance is to include an identification of the total amount provided to subrecipients from each state program. This identification should be presented on the face of the Schedule. There were no payments to subrecipients during the reporting period.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's opinion issued:	Unmodified	
Internal control over financial reporting:		
• Material weakness(es) identified?	_____ yes	__X__ no
• Significant deficiency(ies) identified?	_____ yes	__X__ none reported
Noncompliance material to financial statements noted?	_____ yes	__X__ no

State Financial Assistance

Internal control over major programs:		
• Material weakness(es) identified?	_____ yes	__X__ no
• Significant deficiency(ies) identified?	_____ yes	__X__ none reported

Type of auditor's opinion issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 4-236-24 of the Regulations to the State Single Audit Act?	_____ yes	__X__ no

- The following schedule reflects the major programs included in the audit:

State Grantor and Program	State Core-CT Number	Expenditures
State Department of Education	11000-SDE64000-16119	$ 3,517,443

- Dollar threshold used to distinguish between type A and type B programs. $ 200,000

II. FINANCIAL STATEMENT FINDINGS

- We issued reports, dated November 20, 2023, on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards*.

- Our report on compliance indicated no reportable instances of noncompliance.

- Our report on internal control over financial reporting indicated no significant deficiencies.

III. STATE FINANCIAL ASSISTANCE FINDINGS AND QUESTIONED COSTS

No findings or questioned costs are reported relating to State Financial Assistance programs.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS AND GOVERNMENT REPORTS

JUNE 30, 2022

DOHERTY BEALS & BANKS, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS AND GOVERNMENT REPORTS

JUNE 30, 2022

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Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Ave.
New London, Connecticut

INDEPENDENT AUDITOR'S REPORT

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Interdistrict School for Arts and Communication, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Interdistrict School for Arts and Communication, Inc. as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Interdistrict School for Arts and Communication, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Interdistrict School for Arts and Communication, Inc's. ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

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In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of ABC Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about ABC Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2022, on our consideration of Interdistrict School for Arts and Communication, Inc's. internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc's. internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Interdistrict School for Arts and Communication, Inc's. internal control over financial reporting and compliance.

The financial statements of Interdistrict School for Arts and Communication, Inc., as of June 30, 2021, were audited by other auditors whose report dated October 19, 2021, expressed an unmodified opinion on those financial statements.

Doherty, Beals & Banks, P.C.

DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

October 17, 2022

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

STATEMENT OF FINANCIAL POSITION
June 30, 2022
(With Comparative Totals for 2021)

Assets

	2022	2021
Cash	1,302,985	1,275,003
Grants receivable	-	4,860
Accounts receivable	471,388	402,838
Prepaid expenses	24,326	4,329
Property and equipment, net	5,325,762	5,202,470
Total assets	7,124,461	6,889,500

Liabilities and Net Assets

Accounts payable	63,902	91,517
Accrued liabilities and deposits	268,824	255,043
Refundable advances	651,006	568,913
Loan payable	486,666	498,977
Total liabilities	1,470,398	1,414,450
Commitments		
Net assets		
Net assets without donor restrictions	5,654,063	5,460,959
Net assets with donor restrictions	-	14,091
Total net assets	5,654,063	5,475,050
Total liabilities and net assets	7,124,461	6,889,500

See Notes to Financial Statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
For the Year Ended June 30, 2022
(With Comparative Totals For 2021)

	2022			2021
	Without donor restrictions	With donor restrictions	Total	Total
Public support and revenues				
Federal and state financial assistance	$ 4,313,964	$ -	$ 4,313,964	$ 3,526,085
Special education	863,414	-	863,414	956,165
Contributions	6,279	-	6,279	3,943
Student activities	8,157	-	8,157	753
Interest and dividends	1,368	-	1,368	4,854
Miscellaneous	469	-	469	4,579
Net assets released from restrictions				
Restrictions satisfied by purpose	14,091	(14,091)	-	-
Total public support and revenues	5,207,742	(14,091)	5,193,651	4,496,379
Expenses				
Program expenses	4,424,483	-	4,424,483	3,769,470
General and administrative expenses	590,155	-	590,155	692,827
Total expenses	5,014,638	-	5,014,638	4,462,297
Changes in net assets	193,104	(14,091)	179,013	34,082
Net assets, beginning	5,460,959	14,091	5,475,050	5,440,968
Net assets, end	$ 5,654,063	$ -	$ 5,654,063	$ 5,475,050

See Notes to Financial Statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

STATEMENT OF FUNCTIONAL EXPENSES
For the year ended June 30, 2022
(With Comparative Totals for 2021)

	Education	General and Administrative	2022 Total	2021 Total
Salaries	$ 2,890,848	$ 354,562	$ 3,245,410	$ 2,877,363
Fringe benefits and payroll taxes	420,552	40,561	461,113	392,774
Other purchased services	147,212	119,223	266,435	279,080
Occupancy	175,288	11,189	186,477	204,445
Insurance	23,857	1,477	25,334	26,296
Supplies/materials	429,326	18,960	448,286	339,585
Marketing/recruitment	-	-	-	4,265
Technology	63,094	17,145	80,239	54,716
Office expense	37,491	5,493	42,984	34,679
Depreciation and amortization	196,877	12,567	209,444	205,540
Other	3,358	8,979	12,337	6,098
Student activities	14,762	-	14,762	4,204
Interest expense	21,817	-	21,817	33,252
Total expenses	$ 4,424,483	$ 590,155	$ 5,014,638	$ 4,462,297

See Notes to Financial Statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2022
(With Comparative Totals For 2021)

	2022	2021
Cash flows from operating activities		
Changes in net assets	$ 179,013	$ 34,082
Adjustments to reconcile changes in net assets to net cash provided by operating activities		
Depreciation	209,444	205,540
Bad debt expense	-	95
Changes in operating assets and liabilities		
Accounts receivable	(68,550)	(194,004)
Grants receivable	4,860	106,928
Prepaid expenses	(19,997)	40,615
Accounts payable	(27,615)	23,273
Accrued liabilities and deposits	13,781	64,097
Deferred revenue - operations	82,093	371,406
Net cash provided by operating activities	373,029	652,032
Cash flows from investing activities		
Purchase of property and equipment	(332,736)	(263,156)
Cash flows from financing activities		
Proceeds from (payments on) capital reserve	-	500,000
Payments on loan payable	(12,311)	(500,195)
Net cash (used in) provided by financing activities	(12,311)	(195)
Net increase in cash	27,982	388,681
Cash, beginning	1,275,003	886,322
Cash, end	$ 1,302,985	$ 1,275,003
Supplemental disclosure of cash flow information		
Interest paid	$ 21,817	$ 33,252

See Notes to Financial Statements.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of operations

The Interdistrict School for Arts and Communication, Inc. (the ″School″) is a nonprofit corporation engaged in all activities pertinent to operating a state-chartered public middle school for Grades 6 to 8. The School, located in New London, Connecticut (the "State"), opened in the fall of 1997.

The School features an academically rigorous curriculum whose various disciplines are integrated through the arts - both visual and performing - and through modern communication skills. The curriculum supports a learning community that is multicultural. The School is run by its Board of Directors and a Management Team. The Board of Directors and Management Team are educators, arts and communication experts, financial experts, community leaders, teachers, parents and students.

The School's activities began with its incorporation on February 4, 1997.

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

Net assets with donor restrictions are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses recognized on investments and other assets or liabilities, if any, are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law.

Expirations of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets. Donor-restricted contributions whose restrictions are met in the same reporting period have been reported as support without donor restrictions in the consolidated statement of activities and changes in net assets.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2022 and 2021. Additionally, there were no restricted cash balances at June 30, 2022 and 2021.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants and other receivables

Grants receivable represent amounts owed to the School based on exchange transactions. The remaining receivables include billings to local school districts for special education services. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2022. Such estimate is based on management's assessments of the creditworthiness of its local school districts, the aging of its receivables, as well as current economic conditions and historical information.

Revenue recognition

Revenue from federal, state and local government grants and contracts is recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to net assets without restrictions. All other donor-restricted contributions are reported as increases to net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions. Contributions are considered conditional when the underlying agreement includes a performance barrier and a right of return to the promised assets exists. Conditional contributions are not recognized in the financial statements until the performance barrier and right of return have been overcome. As of June 30, 2022 and 2021, the School had no conditional contributions.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

The School receives a substantial portion of its support and revenue from the State Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education school described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2022 or 2021. The School's federal and state income tax returns prior to fiscal year 2018 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of management and general expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued liabilities in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the years ended June 30, 2022 or 2021.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and equipment

The School follows the practice of capitalizing expenditures for equipment in excess of $2,500 and construction expense of $5,000; the fair value of donated assets is similarly capitalized. Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Building	40 years
Furniture and equipment	3 - 10 years

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as support without donor restrictions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as support with donor restrictions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies net assets with donor restrictions to net assets without donor restriction at that time.

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the years ended June 30, 2022 and 2021.

Functional allocation of expenses

The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs based on the percentage of salary expense of the program to total salary expense. Expenses that can be identified directly with either the program or supporting service are charged to that function accordingly.

Concentrations of credit risk

The School maintains cash balances in two financial institutions. Accounts are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy. The uninsured cash balance was $1,021,608 and $1,133,346 at June 30, 2022 and 2021, respectively.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent events

Management has evaluated subsequent events through October 17, 2022, the date the financial statements were available to be issued.

2. LIQUIDITY

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2022 and 2021, the School has $1,774,373 and $1,668,610, respectively, of financial assets available to meet annual operating needs for the 2023 and 2022 fiscal years as follows:

	2022	2021
Cash	$ 1,302,985	$ 1,275,003
Accounts receivable	471,388	402,838
Grants receivable	-	4,860
Total financial assets	$ 1,774,373	$ 1,682,701
Less, amounts not available to be used within one year due to contractual or donor imposed restrictions:		
Net assets with donor restrictions	-	(14,091)
Financial assets available to meet cash needs for general expenditures within one year	$ 1,774,373	$ 1,668,610

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with federal and state grants, which are recognized as purpose restrictions are met.

3. CONCENTRATIONS

Approximately 83% and 78% of the School's revenue for the years ended June 30, 2022 and 2021, was funded by the federal and state Departments of Education. This funding is subject to specific requirements.

4. GRANTS

The following grants were awarded for use during the years ended June 30, 2022 and 2021:

A State Enrollment-Based Foundation Grant in the amount of $3,097,927 and $2,736,510 for 2022 and 2021, respectively, for the purposes of financing public education.

Various grants for the purpose of providing education programs.

Certain grants require the fulfillment of various conditions as set forth by the grantor. Failure to fulfill the conditions could result in the return of the funds to the grantors. Although that is a possibility, the Board deems the contingency remote, since by accepting the grants and their terms; the School has accommodated the objectives of the grantors to the provisions of the grants.

The School has recognized refundable advances in the statement of financial position related to unexpended State enrollment-based foundation grant funding the amount of $632,809 and $513,405 at June 30, 2022 and 2021, respectively. The State allows for a carryover of up to 10% of the total state enrollment-based foundation grant to the following year. The School has a carryover of $171,779 and $213,240 to be expended in the next fiscal year.

The State allows for the creation of a reserve fund for capital purchase, equipment purchase or other approved projects through a set aside of up to 5% the total State enrollment-based foundation grant. The School has a reserve total of $461,030 and $300,165 at June 30, 2022 and 2021, respectively. The budgets for the years ended June 30, 2023 and 2022, do not anticipate the use of these funds.

5. PENSION PLAN

The School maintains a defined contribution pension plan which covers all eligible employees and allows employees to defer a portion of their income on a pre-tax basis. The School's contribution is discretionary and determined in accordance with collective bargaining agreements and/or employment agreements. Pension expense for the years ended June 30, 2022 and 2021, was $34,039 and $5,186, respectively.

Certain employees of the School are required to participate in a defined benefit plan established and administered by the Connecticut State Teachers' Retirement Board (the "TRB Plan"). The TRB Plan requires mandatory contributions by employees of 8.25% of their eligible annual compensation. The state of Connecticut provides the remaining funding of retirement benefits, the School is not required to and does not contribute to the TRB Plan.

6. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment:

	2022	2021
Land	$ 80,000	$ 80,000
Building	7,042,241	7,012,130
Construction in progress	191,800	20,000
Furniture and equipment	459,413	328,588
	7,773,454	7,440,718
Less accumulated depreciation	2,447,692	2,238,248
Net property and equipment	$ 5,325,762	$ 5,202,470

Depreciation expense was $209,444 and $205,540 for the years ended June 30, 2022 and 2021, respectively.

7. LOAN PAYABLE

Loan payable consists of a mortgage loan with an original balance of $500,000 dated May 10, 2021. The loan bears interest at 3.75% per annum, payable in monthly installments of principal and interest of $2,586 through May 2036 at which time the loan provides for an interest rate adjustment and recalculation of the monthly payment. The new monthly payment then applies through the loan's maturity date of June 1, 2046, when the entire outstanding balance shall be due and payable in full. The loan is secured by the School's property. Interest expense for the years ended June 30, 2022 and 2021, was $21,817 and $33,252 respectively.

The future scheduled maturities of long-term debt for the five years subsequent to 2022 and thereafter are approximately as follows:

2023	$ 12,700
2024	13,100
2025	13,700
2026	14,200
2027	14,700
Thereafter	418,266
	$ 486,666

8. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions in the amount of $14,091 and $768 for the years ended June 30 2021 and 2020, respectively, were released from donor restrictions by incurring expenses satisfying the restricted purpose of acquiring musical instruments.

9. LEASING

The Organization leases copiers under noncancellable operating leases. Rent expense pertaining to these lease agreements was $18,468 and $16,991 for the years ended June 30, 2022 and 2021, respectively. The leases expire on April 18, 2023.

Future minimum lease payments include $15,601 due in 2023, the final year of the leases.

10. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents and natural disasters. The School maintains commercial insurance to protect itself from these risks.

11. CONTINGENT LIABILITIES

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

12. SUBSEQUENT EVENTS

In early 2020, an outbreak of a novel strain of coronavirus emerged globally. As a result, events have occurred including mandates from federal, state and local authorities leading to an overall decline in economic activity which could result in a loss of revenue and other material adverse effects to the School's financial position, results of operations, and cash flows. The School is not able to reliably estimate the length or severity of this outbreak and the related financial impact.

Subsequent to June 30, 2022, the School entered into a construction loan agreement for the construction of additional classrooms in the amount of $1,400,000. As of the date of the financial statements no funds have been drawn down on the loan. In conjunction with the construction, the School also entered into several construction contract agreements for a total commitment of $2,339,680, of which $170,345 was paid as of June 30, 2022, and included in Construction in Progress.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Ave.
New London, Connecticut

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States the financial statements of the Interdistrict School for Arts and Communication, Inc., which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, and cash flows for the year ended, and the related notes to the financial statements, and have issued our report thereon dated October 17, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Interdistrict School for Arts and Communication, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Interdistrict School for Arts and Communication, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

October 17, 2022

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Ave.
New London, Connecticut

Report on Compliance for Each Major Federal Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Interdistrict School for Arts and Communication, Inc.'s major federal programs for the year ended June 30, 2022. Interdistrict School for Arts and Communication, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of federal findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Interdistrict School for Arts and Communication, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Interdistrict School for Arts and Communication, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance.

Opinion on Each Major Federal Program
In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Stacey L. Gualtieri, CPA
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Report on Internal Control Over Compliance

Management of Interdistrict School for Arts and Communication, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Doherty, Beals & Banks, P.C.

Doherty, Beals & Banks, P.C.
New London, Connecticut

October 17, 2022

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2022

Federal Grantor Pass-Through Grantor Program Title	Passthrough Entity Identifying Number	CFDA Number	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed Through State of Connecticut Department of Education			
Child Nutrition Cluster			
School Breakfast Program	12060-20508-82079-2022	10.553	$ 86,196
National School Lunch Program	12060-20560-82079-2022	10.555	140,561
NSL Emer Operating Costs Reimb	12060-23085-82079	10.555	17,660
Supply Chain Public Assistance	12060-23126-82079	10.555	3,315
Emer Oper Costs Reim (PEBT)	12060-29802-82079	10.555	614
Total Department of Agriculture			248,346
U.S. DEPARTMENT OF EDUCATION			
Passed Through the State of Connecticut Department of Education			
Title I Grants to Local Educ Agencies	12060-20679-82070-2021	84.01	29,936
Title I Grants to Local Educ Agencies	12060-20679-82070-2022	84.01	156,374
			186,310
Improving Teacher Quality State Grants	12060-20858-84131-2022	84.367	14,383
Student Support and Academic Enrichment Grant	12060-22854-82079-2021	84.424	11,345
Student Support and Academic Enrichment Grant	12060-22854-82079-2022	84.424	10,801
			22,146
Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER) Fd	12060-29571-82079	84.425D	232,474
Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER) Fd	12060-29571-82079	84.425D	32,925
			265,399
21st Century Community Learning Ctrs	12060-20863-84131-2021	84.425D	152,197
ARP ESSER - Enhancement Grant	12060-29636-82079-2021	84.425U	71,754
ARP ESSER Grant	12060-29636-82079-2021	84.25U	171,097
			242,851
Passed through LEARN:			
English Language Acquisition State Grants		84.365	6,957
Total Department of Education			890,243
TOTAL EXPENDITURES OF FEDERAL AWARDS			**$ 1,138,589**

The accompanying notes are an integral part of this schedule.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022

1. ACCOUNTING BASIS

BASIC FINANCIAL STATEMENTS

The accounting policies of Interdistrict School for Arts and Communication, Inc. conform to accounting principles generally accepted in the United States of America as applicable to nonprofit organizations.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards has been prepared on the accrual basis consistent with the preparation of the financial statements. Information included in the schedule of expenditures of federal awards is presented in accordance with the requirements of the Uniform Guidance.

For cost reimbursement awards, revenues are recognized to the extent of expenditures. Expenditures have been recognized to the extent the related obligation was incurred within the applicable grant period and liquidated within 90 days after the end of the grant period.

For performance-based awards, revenues are recognized to the extent of performance achieved during the grant period.

COST ALLOCATION PRINCIPLES

Interdistrict School for Arts and Communication, Inc. has elected not to use the 10 percent de minimus indirect cost rate allowed under the Uniform Guidance.

2. OTHER FEDERAL ASSISTANCE

Interdistrict School for Arts and Communication, Inc. did not receive other federal assistance in the form of insurance, loans, or loan guarantees.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FEDERAL FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022

SECTION I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

• Material weakness(es) identified?	_____ yes	X no	
• Significant deficiency (s) identified that are not considered to be material weaknesses?	_____ yes	X	none reported
Noncompliance material to financial statements noted?	_____ yes	X no	

Federal Awards

Internal control over major programs:

• Material weakness(es) identified?	_____ yes	X no	
• Significant deficiency(s) identified that are not considered to be material weaknesses?	_____ yes	X	none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516 _____ yes X no

Identification of Major Programs

Name of Federal Program or Cluster	CFDA Number	Expenditures
COVID 19 Funding Elementary and Secondary School Emergency Relief (ESSER II)	84.425D	$ 265,399
COVID 19 Funding ARP Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	$ 242,851

Dollar threshold used to distinguish between Type A and Type B program: $ 750,000

Auditee qualified as a low risk auditee? No

SECTION II - FINANCIAL STATEMENT FINDINGS

No findings are reported.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings are reported.

SUMMARY SCHEDULE OF THE STATUS OF PRIOR YEAR AUDIT FINDINGS

No prior year audit findings were reported.

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE REQUIRED BY THE STATE SINGLE AUDIT ACT

Board of Directors of
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Ave.
New London, CT 06320

Report on Compliance for Each Major State Program

Opinion on Each Major State Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the Office of Policy and Management's *Compliance Supplement* that could have a direct and material effect on each of Interdistrict School for Arts and Communication, Inc.'s major state programs for the year ended June 30, 2022. Interdistrict School for Arts and Communication, Inc.'s major state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major state programs for the year ended June 30, 2022.

Basis for Opinion on Each Major State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State Single Audit Act (C.G.S Sections 4-230 to 4-236). Our responsibilities under those standards and the State Single Audit Act are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Interdistrict School for Arts and Communication, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major state program. Our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Interdistrict School for Arts and Communication, Inc.'s state programs.

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Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Interdistrict School for Arts and Communication, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the State Single Audit will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Interdistrict School for Arts and Communication, Inc.'s compliance with the requirements of each major state program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the State Single Audit Act, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Interdistrict School for Arts and Communication, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the State Single Audit Act, but not for the purpose of expressing an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed. The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Single Audit Act. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of State Financial Assistance Required by the State Single Audit Act

We have audited the financial statements of Interdistrict School for Arts and Communication, Inc. as of and for the year ended June 30, 2022, and have issued our report thereon dated October 17, 2022, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of state financial assistance is presented for purposes of additional analysis as required by the State Single Audit Act and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of state financial assistance is fairly stated in all material respects in relation to the financial statements as a whole.

Doherty, Beals & Banks, P.C.

DOHERTY, BEALS & BANKS P.C.

New London, CT 06320
October 17, 2022

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2022

State Grantor/Pass-Through Grantor/Program Title	State Grant Program Core-CT Number	Passed Through To Subrecipients*	Expenditures
State Department of Education			
Charter Schools	**11000-SDE64000-16119**		$ 3,097,927
State School Breakfast	**11000-SDE64000-17046**		2,649
Bilingual Education	**11000-SDE64000-17042**		3,697
Child Nutrition State Matching Grant	**11000-SDE64000-16211**		498
Health Food Initiative	**11000-SDE64000-16212**		3,190
Talent Development	**11000-SDE64000-12552**		2,231
TOTAL STATE FINANCIAL ASSISTANCE			$ 3,110,192

See notes to schedule.

The accompanying schedule of expenditures of state financial assistance includes state grant activity of the Interdistrict School for Arts and Communication, Inc. under programs of the State of Connecticut for the fiscal year ended June 30, 2022. Various departments and agencies of the State of Connecticut have provided financial assistance through grants and other authorizations in accordance with the General Statutes of the State of Connecticut. These financial assistance programs fund several programs including emergency shelter and transitional living programs.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Interdistrict School for Arts and Communication, Inc. conform to accounting principles generally accepted in the United States of America as applicable to not-for-profit agencies.

The information in the Schedule of Expenditures of State Financial Assistance is presented based upon regulations established by the State of Connecticut, Office of Policy and Management.

Basis of Accounting

The expenditures reported on the Schedule of Expenditures of State Financial Assistance are reported on the accrual basis of accounting. In accordance with Section 4-236-22 of the Regulations to the State Single Audit Act, certain grants are not dependent on expenditure activity, and accordingly, are considered to be expended in the fiscal year of receipt. These grant program receipts are reflected in the expenditures column of the Schedule of Expenditures of State Financial Assistance.

2. SUBRECIPIENTS

The Schedule of Expenditures of State Financial Assistance is to include an identification of the total amount provided to subrecipients from each state program. This identification should be presented on the face of the Schedule. There were no payments to subrecipients during the reporting period.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022

I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's opinion issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ yes __X__ no
- Significant deficiency(ies) identified? _____ yes __X__ none reported

Noncompliance material to financial statements noted? _____ yes __X__ no

State Financial Assistance

Internal control over major programs:

- Material weakness(es) identified? _____ yes __X__ no
- Significant deficiency(ies) identified? _____ yes __X__ none reported

Type of auditor's opinion issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 4-236-24 of the Regulations to the State Single Audit Act? _____ yes __X__ no

- The following schedule reflects the major programs included in the audit:

State Grantor and Program	State Core-CT Number	Expenditures
State Department of Education	11000-SDE64000-16119	$ 3,097,927

- Dollar threshold used to distinguish between type A and type B programs. $ 200,000

II. FINANCIAL STATEMENT FINDINGS

- We issued reports, dated October 17, 2022, on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards*.

- Our report on compliance indicated no reportable instances of noncompliance.

- Our report on internal control over financial reporting indicated no significant deficiencies.

III. STATE FINANCIAL ASSISTANCE FINDINGS AND QUESTIONED COSTS

No findings or questioned costs are reported relating to State Financial Assistance programs.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
Audit Reports and Schedules in Accordance With the Uniform Guidance and The State Single Audit Act
June 30, 2021

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
June 30, 2021

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INDEPENDENT AUDITORS' COMBINED REPORT ON THE BASIC FINANCIAL STATEMENTS, SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND THE SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE

Board of Directors
Interdistrict School for Arts and Communication, Inc.
New London, Connecticut

Report on the Financial Statements

We have audited the accompanying financial statements of Interdistrict School for Arts and Communication, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2021 and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the

entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Interdistrict School for Arts and Communication, Inc. as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Report on Summarized Comparative Information from Prior Period Financial Statements

The financial statements of Interdistrict School for Arts and Communication, Inc. as of June 30, 2020 were audited by other auditors whose report dated December 14, 2020 expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of state financial assistance, as required by the State Single Audit Act, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2021, on our consideration of Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Interdistrict School for Arts and Communication's internal control over financial reporting and compliance.

Seward and Monde

North Haven, Connecticut
October 19, 2021

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT of FINANCIAL POSITION
June 30, 2021
(with comparative totals for June 30, 2020)

	2021	2020
ASSETS		
Cash	$ 1,275,003	$ 886,322
Grants receivable	4,860	111,788
Other receivables	402,838	208,929
Prepaid expenses	4,329	44,944
Property and equipment, net	5,202,470	5,144,854
Total assets	$ 6,889,500	$ 6,396,837
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	$ 91,517	$ 68,244
Accrued expenses	255,043	190,946
Refundable advances	568,913	197,507
Mortgage payable	498,977	499,172
Total liabilities	1,414,450	955,869
Net Assets		
Without donor restrictions	5,460,959	5,426,109
With donor restrictions	14,091	14,859
Total net assets	5,475,050	5,440,968
Total liabilities and net assets	$ 6,889,500	$ 6,396,837

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT of ACTIVITIES
For the year ended June 30, 2021
(with summarized financial information for the year ended June 30, 2020)

	2021			
	Without Donor Restrictions	With Donor Restrictions	Total	2020
Revenues and other support:				
Federal and state financial assistance	$ 3,526,085	$ -	$ 3,526,085	$ 3,780,392
Special education	956,165	-	956,165	705,262
Contributions	3,943	-	3,943	18,589
Student activities	753	-	753	16,539
Interest income	4,854	-	4,854	7,397
Miscellaneous	4,579	-	4,579	19,402
Net assets released from restrictions	768	(768)	-	-
Total revenues and other support	4,497,147	(768)	4,496,379	4,547,581
Expenses:				
Education	3,769,470	-	3,769,470	3,837,599
General and administrative	692,827	-	692,827	501,516
Development	-	-	-	32,553
Total expenses	4,462,297	-	4,462,297	4,371,668
Change in net assets	34,850	(768)	34,082	175,913
Net assets, beginning of year	5,426,109	14,859	5,440,968	5,265,055
Net assets, end of year	$ 5,460,959	$ 14,091	$ 5,475,050	$ 5,440,968

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT of FUNCTIONAL EXPENSES
For the year ended June 30, 2021
(with comparative financial information for the year ended June 30, 2020)

	2021			
	Education	General and Administrative	Total	2020
Salaries	$ 2,438,133	$ 439,230	$ 2,877,363	$ 2,783,117
Fringe benefits and payroll taxes	343,384	49,390	392,774	536,402
Other purchased services	144,096	134,984	279,080	254,935
Occupancy	192,178	12,267	204,445	147,405
Insurance	21,354	4,942	26,296	28,547
Supplies and materials	326,591	12,994	339,585	277,123
Marketing and recruitment	-	4,265	4,265	18,251
Technology	54,716	-	54,716	45,455
Office expense	18,354	16,325	34,679	35,510
Depreciation	193,208	12,332	205,540	197,395
Other	-	6,098	6,098	14,345
Student activities	4,204	-	4,204	8,580
Interest	33,252	-	33,252	24,603
Total	$ 3,769,470	$ 692,827	$ 4,462,297	$ 4,371,668

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT of CASH FLOWS
For the year ended June 30, 2021
(with comparative financial information for the year ended June 30, 2020)

	2021	2020
Cash Flows from Operating Activities:		
Change in net assets	$ 34,082	$ 175,913
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	205,540	197,395
Bad debt expense	95	15
(Increase) decrease in assets:		
Grants receivable	106,928	(94,326)
Other receivables	(194,004)	(126,484)
Prepaid expenses	40,615	(15,241)
Increase (decrease) in liabilities:		
Accounts payable	23,273	(49,922)
Accrued expenses	64,097	11,488
Refundable advances	371,406	(356,928)
Net cash provided (used) by operating activities	652,032	(258,090)
Cash Flows from Investing Activities:		
Purchase of property, plant and equipment	(263,156)	(94,603)
Net cash used by investing activities	(263,156)	(94,603)
Cash Flows from Financing Activities:		
Proceeds from mortgage payable	500,000	-
Principal payments on mortgage payable	(500,195)	(31,752)
Net cash used by investing activities	(195)	(31,752)
Net change in cash	388,681	(384,445)
Cash, beginning of year	886,322	1,270,767
Cash, end of year	$ 1,275,003	$ 886,322
Supplemental Disclosure of Cash Flow Information:		
Cash paid during the year for interest	$ 33,252	$ 24,196

See notes to financial statements.

Note 1 - Organization and summary of significant accounting policies

Nature of operations

The Interdistrict School for Arts and Communication, Inc. (the ”School”) is a nonprofit corporation engaged in all activities pertinent to operating a state-chartered public middle school for Grades 6 to 8. The School, located in New London, Connecticut (the "State"), opened in the fall of 1997.

The School features an academically rigorous curriculum whose various disciplines are integrated through the arts - both visual and performing - and through modern communication skills. The curriculum supports a learning community that is multicultural. The School is run by its Board of Directors and a Management Team. The Board of Directors and Management Team are educators, arts and communication experts, financial experts, community leaders, teachers, parents and students.

The School's activities began with its incorporation on February 4, 1997.

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Net assets without donor restrictions may be designated for specific purposes by the Board of Directors or may otherwise be limited by contractual agreements with outside parties.

Net assets with donor restrictions are subject to donor (or certain grantor) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The School does not have any donor-imposed restrictions that are perpetual in nature.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses recognized on investments and other assets or liabilities, if any, are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law.

Expirations of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period have been reported as support without donor restrictions in the statement of activities.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2021 and 2020. Additionally, there was no restricted cash balances at June 30, 2021 and 2020.

Grants and other receivables

Grants receivable represent amounts owed to the School based on exchange transactions. The remaining receivables include billings to local school districts for special education services and billings to the State of Connecticut for May and June nutrition programs. Grants and other receivables are stated at the amount management expects to collect from outstanding balances. This estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information. The carrying value of grants receivable approximates fair value. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2021 and 2020.

Revenue recognition

Revenue from federal, state and local government grants and contracts are considered exchange transactions and are recorded by the School when the performance obligation is met. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to net assets without restrictions. All other donor-restricted contributions are reported as increases to net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions. Contributions are considered conditional

when the underlying agreement includes a performance barrier and a right of return to the promised assets exists. Conditional contributions are not recognized in the financial statements until the performance barrier and a right of return have been overcome.
As of June 30, 2021 and 2020, the School had no conditional contributions.

Other revenues are recognized at the time of sale or when the performance obligation is satisfied.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education school described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2021 or 2020. The School's Federal and State income tax returns prior to fiscal year 2017 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of management and general expenses in the statement of activities and include accrued interest and penalties in accrued liabilities in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the years ended June 30, 2021 and 2020.

Property and equipment

The School follows the practice of reviewing expenditures for equipment in excess of $2,500 and construction expense of $5,000 for items to be capitalized. Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Building and improvements	40 years
Furniture and equipment	3 - 10 years

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as support without donor restrictions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as support with donor restrictions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies net assets with donor restrictions to net assets without donor restrictions at that time.

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the years ended June 30, 2021 and 2020.

Functional allocation of expenses

The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs based on the percentage of salary expense of the program to total salary expense. Expenses that can be identified directly with either the program or supporting service are charged to that function accordingly.

Concentrations

The School maintains cash balances in one financial institution. Accounts are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy. The uninsured cash balance was $1,133,346 and $786,701 at June 30, 2021 and 2020, respectively.

The School receives a substantial portion of its support and revenue from the State Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent events

Management has evaluated subsequent events through October 19, 2021, the date the financial statements were available to be issued.

Reclassifications

Certain 2020 amounts have been reclassified to conform with the 2021 presentation.

Note 2 - Liquidity and Availability of Financial Assets

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. The following reflects the financial assets of the School as of June 30 available for general expenditures within one year of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date.

	2021	2020
Cash	$ 1,275,003	$ 886,322
Grants receivable	4,860	111,788
Other receivables	402,838	208,929
Total financial assets	1,682,701	1,207,039
Less, amounts not available to be used within one year due to contractual or donor imposed restrictions:		
Net assets with donor restrictions	(14,091)	(14,859)
Financial assets available to meet cash needs for general expenditures within one year	$ 1,668,610	$ 1,192,180

Note 3 - Concentrations

Approximately 78% and 83% of the School's revenue for the years ended June 30, 2021 and 2020, respectively, were funded by Federal and State grants. This funding is subject to specific requirements.

Note 4 - Grants

The following grants were awarded and expended during the years ended June 30, 2021 and 2020:

1. A State enrollment-based foundation grant in the amount of $2,736,510 and $3,459,319 for the years ended June 30, 2021 and 2020, respectively, for the purposes of financing public education.

2. Various grants for the purpose of providing education programs.

Certain grants require the fulfillment of various conditions as set forth by the grantor. Failure to fulfill the conditions could result in the return of the funds to the grantors. Although that is a possibility, the Board deems the contingency remote, since by accepting the grants and their terms, the School has accommodated the objectives of the grantors to the provisions of the grants.

The School has recognized refundable advances in the statement of financial position related to unexpended State enrollment-based foundation grant funding in the amount of $513,405 and $144,914 at June 30, 2021 and 2020, respectively. The State allows a carryover of up to 10% of the total State enrollment-based foundation grant to the following year. As of June 30, 2021 and 2020, respectively, the School has a carryover of $213,240 and $-0- to be expended in the next fiscal year. The State allows for the creation of a reserve fund for capital purchase, equipment purchase or other approved projects through a set aside of up to 5% of the total State enrollment-based foundation grant. The School has a reserve fund of $300,165 and $144,914 at June 30, 2021 and 2020, respectively. The budgets for the years ended June 30, 2021 and 2020 do not anticipate the use of this reserve fund.

Note 5 - Pension plans

The School maintains a defined contribution pension plan which covers all eligible employees and allows employees to defer a portion of their income on a pre-tax basis. The School’s contribution is discretionary and determined in accordance with collective bargaining agreements and/or employment agreements. Pension expense for the years ended June 30, 2021 and 2020 was $5,186 and $-0-, respectively.

Certain employees of the School are required to participate in a defined benefit plan established and administered by the Connecticut State Teachers' Retirement Board (the "TRB Plan"). The TRB Plan requires mandatory contributions by employees of 7.25% of their eligible annual compensation. The State of Connecticut provides the remaining funding of retirement benefits, and the School is not required to and does not contribute to the TRB Plan.

Note 6 - Property and equipment

The following is a summary of property and equipment at June 30:

	2021	2020
Land	$ 80,000	$ 80,000
Building and improvements	7,012,130	6,815,467
Construction in progress	20,000	65,720
Furniture and equipment	328,588	216,375
	7,440,718	7,177,562
Less, Accumulated depreciation	(2,238,248)	(2,032,708)
Net property and equipment	$ 5,202,470	$ 5,144,854

Depreciation expense was $205,540 and $197,395 for the years ended June 30, 2021 and 2020, respectively.

Note 7 - Mortgage payable

Mortgage payable consists of a mortgage loan with an original balance of $500,000 dated May 10, 2021 at June 30, 2021, and a mortgage loan with an original balance of $1,500,000 dated August 7, 2012 at June 30, 2020. The loan at June 30, 2021 bears interest at 3.75% per annum, payable in monthly installments of principal and interest of $2,586 through May 2036, at which time the loan provides for an interest rate adjustment and recalculation of the monthly payment. The new monthly payment then applies through the loan's maturity date of June 1, 2046 when the entire outstanding balance shall be due and payable in full. The loan at June 30, 2020 had an interest rate of 4.75%. The loan is secured by the School's property. Interest expense on the mortgage was $33,252 and $24,196 for the years ended June 30, 2021 and 2020, respectively.

The future scheduled maturities of long-term debt for the five years subsequent to June 30, 2021 and thereafter are approximately as follows:

2022	$ 11,204
2023	12,700
2024	13,100
2025	13,700
2026	14,200
Thereafter	434,073
	$ 498,977

Note 8 - Net assets with donor restrictions

Net assets with donor restrictions that are temporary in nature amounted to $14,091 and $14,859 at June 30, 2021 and 2020, respectfully, and are available for the acquisition of musical instruments.

Net assets released from donor restrictions by incurring expenses satisfying the restricted purpose of acquiring musical instruments amounted to $768 at June 30, 2021.

Note 9 - Leasing

The Organization leases copiers under non-cancellable operating leases. Rent expense pertaining to these lease agreements was $16,991 and $15,936 for the years ended June 30, 2021 and 2020, respectively. The leases expire on April 18, 2023.

Future minimum lease payments at June 30, 2021 includes $18,468 due in 2022 and $15,601 due in 2023, the final year of the leases.

Note 10 - Risk management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees, parents and natural disasters. The School maintains commercial insurance to protect itself from these risks.

Note 11 - Contingent Liabilities

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

Note 12 - Risks and uncertainties

In early 2020, an outbreak of a novel strain of coronavirus emerged globally. As a result, events have occurred including mandates from federal, state and local authorities leading to an overall decline in economic activity which could result in a loss of revenue and other material adverse effects to the School's financial position, results of operations, and cash flows. The School is not able to reliably estimate the length or severity of this outbreak and the related financial impact.

Substantially all of the School's teaching employees are covered by a collective bargaining agreement, which expires on June 30, 2025.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Interdistrict School for Arts and Communication, Inc.
New London, Connecticut

We have audited, in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Interdistrict School for Arts and Communication, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Interdistrict School for Arts and Communication, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Seward and Monde

North Haven, Connecticut
October 19, 2021

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Interdistrict School for Arts and Communication, Inc.
New London, Connecticut

Report on Compliance for Each Major Federal Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Interdistrict School for Arts and Communication, Inc.'s major federal program for the year ended June 30, 2021. Interdistrict School for Arts and Communication, Inc.'s major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for Interdistrict School for Arts and Communication, Inc.'s major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Interdistrict School for Arts and Communication, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of Interdistrict School for Arts and Communication, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Seward and Monde

North Haven, Connecticut
October 19, 2021

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES of FEDERAL AWARDS
For the year ended June 30, 2021

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Total Expenditures for the Year Ended June 30, 2021
U.S. Department of the Treasury:			
Passed through the State of Connecticut Department of Education:			
Coronavirus Relief Funds	21.019	12060-29561-82079-2020	$ 401,860
U.S. Department of Agriculture:			
Passed through the State of Connecticut Department of Education:			
Child Nutrition Cluster			
School Breakfast Program	10.553	12060-20508-82079-2021	3,309
COVID-19 School Breakfast Program	10.553	12060-29576-82079-2020	1,268
National School Lunch Program	10.555	12060-20560-82079-2021	17,986
COVID-19 National School Lunch Program	10.555	12060-29572-82079-2020	3,694
Total Child Nutrition Cluster			26,257
U.S. Department of Education:			
Passed through the State of Connecticut Department of Education:			
Title I Grants to Local Education Agencies	84.010	12060-20679-82070-2020	94,247
Title I Grants to Local Education Agencies	84.010	12060-20679-82070-2021	120,421
			214,668
Improving Teacher Quality State Grants	84.367	12060-20858-84131-2020	883
Improving Teacher Quality State Grants	84.367	12060-20858-84131-2021	15,657
			16,540
Student Support and Academic Enrichment Grant	84.424	12060-22854-82079-2020	11,006
Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	12060-29571-82079-2020	130,506
Passed through LEARN:			
English Language Acquisition State Grants	84.365		8,313
Total Expenditures of Federal Awards			$ 809,150

The accompanying notes are an integral part of this schedule.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
NOTES to SCHEDULE of EXPENDITURES
of FEDERAL AWARDS
For the year ended June 30, 2021

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Interdistrict School For Arts and Communication, Inc. (the "School") under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2 - Summary of Significant Accounting Polices

The accounting policies of the School conform to U.S. generally accepted accounting principles as applicable to not-for-profit organizations.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 3 - Indirect Cost Recovery

The School did not recover its indirect costs using the 10 percent de minimis indirect cost rate allowed under Section 200.414 of the Uniform Guidance.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE of FINDINGS and QUESTIONED COSTS
For the year ended June 30, 2021

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	_____yes __X_no
Significant deficiency(ies) identified?	_____yes __X__none reported
Noncompliance material to financial statements noted?	_____yes __X_no

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	____yes __X__no
Significant deficiency(ies) identified?	____yes ___X__none reported
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	____yes __X__no

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
21.019	Coronavirus Relief Funds

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	_____yes __X___no

. . .Continued. . .

Section II - Financial Statement Findings

There are no findings to report.

Section III - Federal Award Findings and Questioned Costs

No findings or questioned costs are reported.

S E W A R D A N D M O N D E
CERTIFIED PUBLIC ACCOUNTANTS
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NORTH HAVEN, CONNECTICUT 06473-2165
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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE STATE SINGLE AUDIT ACT

Board of Directors
Interdistrict School for Arts and Communication, Inc.
New London, Connecticut

Report on Compliance for Each Major State Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements described in the Office of Policy and Management's *Compliance Supplement* that could have a direct and material effect on Interdistrict School For Arts and Communication, Inc.'s major state program for the year ended June 30, 2021. Interdistrict School for Arts and Communication, Inc.'s major state program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with state statutes, regulations, and the terms and conditions of its state awards applicable to its state program.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for Interdistrict School for Arts and Communication, Inc.'s major state program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State Single Audit Act (C.G.S. Sections 4-230 to 4-236). Those standards and the State Single Audit Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major state program occurred. An audit includes examining, on a test basis, evidence about Interdistrict School for Arts and Communication, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major state program. However, our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance.

Opinion on Each Major State Program

In our opinion, Interdistrict School for Arts and Communication, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major state program for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of Interdistrict School for Arts and Communication, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major state program and to test and report on internal control over compliance in accordance with the State Single Audit Act, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Single Audit Act. Accordingly, this report is not suitable for any other purpose.

Seward and Monde

North Haven, Connecticut
October 19, 2021

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES of STATE FINANCIAL ASSISTANCE
For the year ended June 30, 2021

STATE GRANTOR PASS-THROUGH GRANTOR PROGRAM TITLE	STATE GRANT PROGRAM CORE-CT NUMBER	EXPENDITURES
Department of Education:		
Charter schools	11000-SDE64000-16119	$ 2,736,510
Talent development	11000-SDE64000-12552	1,506
Child nutrition state matching grant	11000-SDE64000-16211	1,784
Billingual education	11000-SDE64000-17042	3,513
State school breakfast	11000-SDE64000-17046	2,716
Total State Financial Assistance		$ 2,746,029

See note to schedule.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
NOTE to SCHEDULE of EXPENDITURES of
STATE FINANCIAL ASSISTANCE
For the year ended June 30, 2021

The accompanying schedule of expenditures of state financial assistance includes state grant activity of Interdistrict School For Arts and Communication, Inc. (the "School") under programs of the State of Connecticut for the fiscal year ended June 30, 2021. Various departments of the State of Connecticut have provided financial assistance through grants and other authorizations in accordance with the General Statutes of the State of Connecticut. These financial assistance programs fund the Charter School.

1 - Summary of Significant Accounting Policies

The accounting policies of the School conform to U.S. generally accepted accounting principles as applicable to not-for-profit organizations.

The information in the Schedule of Expenditures of State Financial Assistance is presented based upon regulations established by the State of Connecticut, Office of Policy and Management.

Basis of Accounting

The expenditures reported on the Schedule of Expenditures of State Financial Assistance are reported on the accrual basis of accounting. In accordance with Section 4-236-22 of the Regulations to the State Single Audit Act, certain grants are not dependent on expenditure activity, and accordingly, are considered to be expended in the fiscal year of receipt. These grant program receipts are reflected in the expenditures column of the Schedule of Expenditures of State Financial Assistance.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the year ended June 30, 2021

I. Summary of Auditors' Results

Financial Statements

Type of auditors' opinion issued: Unmodified

Internal control over financial reporting:
- Material weakness(es) identified? ___ yes __X__ no
- Significant deficiency(ies) identified? ___ yes __X__ none reported

Noncompliance material to financial statements noted? ___ yes __X__ no

State Financial Assistance

Internal control over major programs:
- Material weakness(es) identified? ___ yes __X__ no
- Significant deficiency(ies) identified? ___ yes __X__ none reported

Type of auditors' opinion issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 4-236-24 of the Regulations to the State Single Audit Act? ___ yes __X__ no

The following schedule reflects the major programs included in the audit:

State Grantor and Program	State Core-CT Number	Expenditures
Department of Education:		
Charter Schools	11000-SDE64000-16119	$ 2,736,510

- Dollar threshold used to distinguish between Type A and Type B programs $ 200,000

. . . Continued . . .

II. Financial Statement Findings

- No findings are reported.

III. State Financial Assistance Findings and Questioned Costs

- No findings or questioned costs are reported relating to State financial assistance programs.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS

JUNE 30, 2020

DOHERTY BEALS & BANKS, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

FINANCIAL STATEMENTS

JUNE 30, 2020

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INDEPENDENT AUDITOR'S REPORT

Board of Directors of
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Boulevard
New London, CT 06320

We have audited the accompanying financial statements of Interdistrict School for Arts and Communication, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Interdistrict School for Arts and Communication, Inc. as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

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Other Matters

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2020, on our consideration of Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting and compliance.

The financial statements of Interdistrict School for Arts and Communication, Inc., as of June 30, 2019, were audited by other auditors whose report dated December 5, 2019, expressed an unmodified opinion on those financial statements.

Doherty, Beals + Banks, P.C.

DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

December 14, 2020

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT OF FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 2020
WITH COMPARATIVE TOTALS FOR 2019

ASSETS

	2020	2019
CURRENT ASSETS		
Cash	$ 886,322	$ 1,270,767
Accounts receivable (net of allowance of $0 and $1,188)	208,929	82,460
Grants receivable	111,788	17,462
Prepaid expenses	44,944	29,703
Total current assets	1,251,983	1,400,392
Property and equipment, net	5,144,854	5,247,646
TOTAL ASSETS	$ 6,396,837	$ 6,648,038

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	$ 68,243	$ 118,165
Accrued liabilities and deposits	190,946	179,458
Refundable advances - operations	52,593	365,703
Loan payable, current portion	34,330	32,700
TOTAL LIABILITIES	346,112	696,026
LONG-TERM LIABILITIES		
Loan payable, net of current portion	464,842	498,224
Refundable advances - capital reserve	144,914	188,733
TOTAL LONG-TERM LIABILITIES	609,756	686,957
TOTAL LIABILITIES	955,868	1,382,983
Commitments		
NET ASSETS		
Net assets without donor restrictions	5,426,109	5,248,602
Net assets with donor restrictions	14,859	16,453
TOTAL NET ASSETS	5,440,968	5,265,055
TOTAL LIABILITIES AND NET ASSETS	$ 6,396,837	$ 6,648,038

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020
WITH COMPARATIVE TOTALS FOR 2019

	2020			2019
	Net assets without donor restrictions	Net assets with donor restrictions	Total	Total
PUBLIC SUPPORT AND REVENUE				
Federal and state grants - education	$ 3,672,174	$ -	$ 3,672,174	$ 3,325,456
Federal and state grants - nutrition	108,220	-	108,220	136,079
Special education	705,262	-	705,262	519,548
Contributions	18,589	-	18,589	51,844
Student activities	16,539	-	16,539	23,928
Interest and dividends	7,397	-	7,397	8,411
Miscellaneous	19,402	-	19,402	30,985
Net assets released from restrictions				
Restrictions satisfied by purpose	1,594	(1,594)	-	-
TOTAL PUBLIC SUPPORT AND REVENUES	4,549,175	(1,594)	4,547,581	4,096,251
EXPENSES				
General Education	3,639,954	-	3,639,954	3,394,686
Special education	501,062	-	501,062	453,426
Student activities	8,654	-	8,654	24,606
Interest expense	24,603	-	24,603	28,771
Depreciation and amortization	197,395	-	197,395	209,471
TOTAL EXPENSES	4,371,668	-	4,371,668	4,110,960
CHANGES IN NET ASSETS	177,507	(1,594)	175,913	(14,709)
NET ASSETS - BEGINNING	5,248,602	16,453	5,265,055	5,279,764
NET ASSETS - ENDING	$ 5,426,109	$ 14,859	$ 5,440,968	$ 5,265,055

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020
WITH COMPARATIVE TOTALS FOR 2019

FUNCTIONAL EXPENSES	Regular Education	Special Education	Total Program Services	General and administrative	Fundraising	2,020	2,019
Salaries	$ 2,066,369	$ 385,112	$ 2,451,481	$ 309,410	$ 22,226	$ 2,783,117	$ 2,416,742
Fringe benefits and payroll taxes	346,266	102,919	449,185	56,693	4,072	509,950	477,550
Other purchased services	233,568	4,800	238,368	30,085		268,453	335,120
Occupancy	129,840	-	129,840	16,388	1,177	147,405	200,992
Insurance	42,218	-	42,218	5,329	383	47,930	27,740
Supplies/materials	242,096	8,231	250,327	31,595	2,270	284,192	257,133
Marketing/recruitment	-		-	18,251	-	18,251	17,477
Technology	40,039	-	40,039	5,053	363	45,455	42,270
Office expense	31,214	-	31,214	3,940	283	35,437	38,791
Depreciation and amortization	173,874	-	173,874	21,945	1,576	197,395	209,471
Other	728	-	728	92	7	827	34,297
Student activities	8,654	-	8,654	-	-	8,654	24,606
Interest expense	21,672	-	21,672	2,735	196	24,603	28,771
TOTAL FUNCTIONAL EXPENSES	$ 3,336,537	$ 501,062	$ 3,837,599	$ 501,516	$ 32,553	$ 4,371,668	$ 4,110,960

The organization maintains multiple allocation schedules based on a number of formulas including square footage, percentage of revenue, and estimates of time and effort. In most cases, expenses are allocated directly.

See notes to financial statements.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED June 30, 2020
WITH COMPARATIVE TOTALS FOR 2019

	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	$ 175,913	$ (14,709)
Adjustments to reconcile changes in net assets to net cash provided by (used in) operating activities		
Depreciation	197,395	209,471
Bad debt expense	15	1,406
Changes in operating assets and liabilities		
Accounts receivable	(126,484)	14,587
Grants receivable	(94,326)	(13,949)
Prepaid expenses	(15,241)	2,658
Accounts payable	(49,922)	47,833
Accrued liabilities and deposits	11,488	45,470
Refundable advances - operations	(313,110)	54,507
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	(214,271)	347,274
Cash flows from investing activities		
Purchase of property and equipment	(94,603)	(71,163)
Cash flows from financing activities		
Refundable advances - capital reserve	(43,819)	(63,713)
Payments on loan payable	(31,752)	(30,979)
NET CASH (USED IN) PROVIDED BY FINANCING ACTIVITIES	(75,571)	(94,692)
NET INCREASE IN CASH	(384,446)	181,419
CASH AND CASH EQUIVALENTS - BEGINNING	1,270,767	1,089,348
CASH AND CASH EQUIVALENTS - ENDING	$ 886,322	$ 1,270,767
Supplemental disclosure of cash flow information		
Interest paid	$ 24,196	$ 28,771

See notes to financial statements.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of operations

The Interdistrict School for Arts and Communication, Inc. (the "School") is a nonprofit corporation engaged in all activities pertinent to operating a state-chartered public middle school for Grades 6 to 8. The School, located in New London, Connecticut (the "State"), opened in the fall of 1997.
The School features an academically rigorous curriculum whose various disciplines are integrated through the arts - both visual and performing - and through modern communication skills. The curriculum supports a learning community that is multicultural. The School is run by its Board of Directors and a Management Team. The Board of Directors and Management Team are educators, arts and communication experts,
financial experts, community leaders, teachers, parents and students.

The School's activities began with its incorporation on February 4, 1997.

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

Net assets with donor restrictions are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses recognized on investments and other assets or liabilities, if any, are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law. Expirations of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets. Donor-restricted contributions whose restrictions are met in the same reporting period have been reported as support without donor restrictions in the consolidated statement of activities and changes in net assets.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2020. Additionally, there was no restricted cash balances at June 30, 2020.

Grants and other receivables

Grants receivable represent amounts owed to the School based on exchange transactions. The remaining receivables include billings to local school districts for special education services. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2020. Such estimate is based on management's assessments of the creditworthiness of its local school districts, the aging of its receivables, as well as current economic conditions and historical information.

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Revenue recognition

Revenue from federal, state and local government grants and contracts is recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to net assets without restrictions. All other donor-restricted contributions are reported as increases to net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

The School receives a substantial portion of its support and revenue from the State Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education school described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2020 or 2019. The School's federal and state income tax returns prior to fiscal year 2016 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of management and general expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued liabilities in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the years ended June 30, 2020 or 2019.

Property and equipment

The School follows the practice of capitalizing expenditures for equipment in excess of $1,000 and construction expense of $5,000; the fair value of donated assets is similarly capitalized. Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Building	40 years
Furniture and equipment	5 - 10 years

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2020.

Functional allocation of expenses

The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs based on the percentage of salary expense of the program to total salary expense. Expenses that can be identified directly with either the program or supporting service are charged to that function accordingly.

Concentrations of credit risk

The School maintains cash balances in one financial institution. Accounts are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy. The uninsured cash balance was $786,701 at June 30, 2020.

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent events

Management has evaluated subsequent events through December 14, 2020, the date the financial statements were available to be issued.

2. NEWLY ADOPTED ACCOUNTING STANDARDS

In November 2016, the Financial Accounting Standards Board issued Accounting Standards Update 2016-18, *Statement of Cash Flows (Topic 230) - Restricted Cash* ("ASU 2016-18") to address diversity in practice with respect to the cash flows presentation of changes in amounts described as restricted cash and cash equivalents. ASU 2016-18 requires a reporting entity to include amounts described as either restricted cash or restricted cash and cash equivalents (collectively referred to as "restricted cash" herein) when reconciling beginning and ending balances in its consolidated statement of cash flows. The update also amends Topic 230 to require disclosures about the nature of restricted cash and provide a reconciliation of cash, cash equivalents and restricted cash between the consolidated statement of financial position and the consolidated statement of cash flows. ASU 2016-18 was adopted retrospectively during the year ended June 30, 2020. The School had no restricted cash as of June 30, 2019 consequently the balance remains unchanged.

In May 2014, the Financial Accounting Standards Board issued Accounting Standards Update 2014-09, *Revenue from Contracts with Customers (Topic 606)* ("ASU 2014-09"). Effective January 2019, the Organization adopted ASU 2014-09 on a retrospective basis. The modifications under ASU 2014-09 were applied to all of the Organization's contracts with customers. No practical expedients were applied. The majority of the School's revenue is derived from grants, contracts to provide services to third party recipients and contributions, Therefore, adoption of ASU 2014-09 had no impact on the recognition of revenue of School during the period presented or on the opening balance of School's net assets as of July 1, 2019.

3. LIQUIDITY

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2020, the School has $981,385 of financial assets available to meet annual operating needs for the 2021 fiscal year as follows:

Cash	$ 886,322
Accounts receivable	208,929
Grants receivable	111,788
Total financial assets	1,207,038
Less	
Refundable advances – operations	(52,593)
Refundable advances – capital reserve	(144,914)
Net assets with donor restrictions	(14,859)
Financial assets available to meet cash needs for general expenditures within one year	$ 994,672

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with federal and state grants, which are recognized as purpose restrictions are met.

4. CONCENTRATIONS

Approximately 81% of the School's revenue for the years ended June 30, 2020 and 2019 was funded by the federal and state Departments of Education. This funding is subject to specific requirements.

5. GRANTS

The following grants were awarded for use during the years ended June 30, 2020 and 2019:

1. A State Enrollment-Based Foundation Grant in the amount of $3,459,319 and $3,155,212 for 2020 and 2019, respectively, for the purposes of financing public education.

2. Various grants for the purpose of providing education programs.

Certain grants require the fulfillment of various conditions as set forth by the grantor. Failure to fulfill the conditions could result in the return of the funds to the grantors. Although that is a possibility, the Board deems the contingency remote, since by accepting the grants and their terms; the School has accommodated the objectives of the grantors to the provisions of the grants.

The School has recognized refundable advances related to unexpended Per Pupil Funding. The State allows for a carryover to the following year of 10% of the total grant. The State allows a 5% reserve of funds for capital purchase, equipment purchase or other approved projects. The School has a cumulative total of $144,914 at June 30, 2020; which is reflected as the long-term portion of refundable advances as the budget for the year ended June 30, 2020 does not anticipate the use of these funds.

6. PENSION PLAN

Certain employees of the School are required to participate in a defined benefit plan established and administered by the Connecticut State Teachers' Retirement Board (the "TRB Plan"). The School is not required to and does not contribute to the TRB Plan.

7. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment:

	2020	2019
Land	$ 80,000	$ 80,000
Building	6,815,467	6,786,584
Construction in progress	65,720	-
Furniture and equipment	216,375	367,703
	7,177,562	7,234,287
Less accumulated depreciation	2,032,708	1,986,641
Net property and equipment	$ 5,144,854	$ 5,247,646

Depreciation expense was $197,395 and $209,471 for the years ended June 30, 2020 and 2019, respectively.

8. LOAN PAYABLE

Loan payable consists of a mortgage loan with an original balance of $1,500,000 dated August 7, 2012 for the demolition and construction of the new gym. The loan bears interest at 4.07% per annum, and is adjusted every five years to two and one half percent above the index rate. The interest rate shall never be less than 4.07% nor greater than 18%. At June 30, 2020 and 2019, the interest rate was 4.75%. The loan is secured by the School's property. Based on the modification dated September 26, 2014, the monthly payments payable to Charter Oak Federal Credit Union were revised to $4,767 including principal and interest commencing November 1, 2014 through the loan's maturity date of August 1, 2027 when the entire outstanding balance shall be due and payable in full.

The future scheduled maturities of long-term debt for the five years subsequent to June 30, 2020 and thereafter are approximately as follows:

2021	$ 34,330
2022	36,000
2023	37,700
2024	39,600
2025	41,500
Thereafter	310,042
	$ 499,172

9. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are available for the acquisition of musical instruments.

10. LEASING

The Organization leases certain property and equipment under noncancellable operating leases. Rent expense pertaining to these lease agreements was $15,936 for the year ended June 30, 2020. The leases provide for aggregate monthly payments of approximately $1,328 expiring on April 18, 2023.

Future minimum lease payments is $15,936 over each of the next three years with $13,280 due in the final year of the lease.

11. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents and natural disasters. The School maintains commercial insurance to protect itself from these risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

12. SUBSEQUENT EVENTS

In early 2020, an outbreak of a novel strain of coronavirus emerged globally. As a result, events have occurred including mandates from federal, state and local authorities leading to an overall decline in economic activity which could result in a loss of revenue and other material adverse effects to the School's financial position, results of operations, and cash flows. The School is not able to reliably estimate the length or severity of this outbreak and the related financial impact.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

SUPPLEMENTAL FINANCIAL REPORTS IN ACCORDANCE WITH THE CONNECTICUT SINGLE AUDIT ACT

JUNE 30, 2020

DOHERTY BEALS & BANKS, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.

SUPPLEMENTAL FINANCIAL REPORTS IN ACCORDANCE WITH THE CONNECTICUT SINGLE AUDIT ACT

JUNE 30, 2020

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Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Blvd.
New London, CT 06320

Report on Compliance for Each Major State Program; Report on Internal Control over Compliance; and Report on the Schedule of Expenditures of State Financial Assistance Required by the State Single Audit Act

Independent Auditor's Report

Report on Compliance for Each Major State Program

We have audited Interdistrict School for Arts and Communication, Inc.'s compliance with the types of compliance requirements described in the Office of Policy and Management's *Compliance Supplement* that could have a direct and material effect on each of Interdistrict School for Arts and Communication, Inc.'s major state programs for the year ended June 30, 2020. Interdistrict School for Arts and Communication, Inc.'s major state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Interdistrict School for Arts and Communication, Inc.'s major state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State Single Audit Act (C.G.S. Sections 4-230 to 4-236). Those standards and the State Single Audit Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major state program occurred. An audit includes examining, on a test basis, evidence about Interdistrict School for Arts and Communication, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major state program. However, our audit does not provide a legal determination of Interdistrict School for Arts and Communication, Inc.'s compliance.

Opinion on Each Major State Program

In our opinion, Interdistrict School for Arts and Communication, Inc., complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major state programs for the year ended June 30, 2020.

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

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Report on Internal Control over Compliance

Management of Interdistrict School for Arts and Communication, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major state program and to test and report on internal control over compliance in accordance with the State Single Audit Act, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Single Audit Act. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of State Financial Assistance Required by the State Single Audit Act

We have audited the financial statements of Interdistrict School for Arts and Communication, Inc., as of and for the year ended June 30, 2020 and have issued our report thereon dated December 14, 2020, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of state financial assistance is presented for purposes of additional analysis as required by the State Single Audit Act and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of state financial assistance is fairly stated in all material respects in relation to the financial statements as a whole.

Doherty, Beals + Banks, P.C.

DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

December 14, 2020

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

State Grantor/Pass-Through Grantor/Program Title	State Grant Program Core-CT Number	Passed Through To Subrecipients*	Expenditures
State Department of Education			
Charter Schools (2020)	**11000-SDE64000-16119**		$ 3,105,000
Charter Schools (2019 c/o)	**11000-SDE64000-16119**		354,319
Child Nutrition State Matching Grant	**11000-SDE64000-16211**		1,689
Talent Development	**11000-SDE64000-12552**		1,929
TOTAL STATE FINANCIAL ASSISTANCE			$ 3,462,937

See notes to schedule.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2020

The accompanying schedule of expenditures of state financial assistance includes state grant activity of the Interdistrict School for Arts and Communication, Inc. under programs of the State of Connecticut for the fiscal year ended June 30, 2020. Various departments and agencies of the State of Connecticut have provided financial assistance through grants and other authorizations in accordance with the General Statutes of the State of Connecticut. These financial assistance programs fund several programs including: Positive Parenting Program, Families First/Nurturing Network, Fatherhood Initiative, Reunification and Therapeutic Family Time Services, and Intimate Partner Violence.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Interdistrict School for Arts and Communication, Inc. conform to accounting principles generally accepted in the United States of America as applicable to not-for-profit agencies.

The information in the Schedule of Expenditures of State Financial Assistance is presented based upon regulations established by the State of Connecticut, Office of Policy and Management.

Basis of Accounting

The expenditures reported on the Schedule of Expenditures of State Financial Assistance are reported on the accrual basis of accounting. In accordance with Section 4-236-22 of the Regulations to the State Single Audit Act, certain grants are not dependent on expenditure activity, and accordingly, are considered to be expended in the fiscal year of receipt. These grant program receipts are reflected in the expenditures column of the Schedule of Expenditures of State Financial Assistance.

2. SUBRECIPIENTS*

*The Schedule of Expenditures of State Financial Assistance is to include an identification of the total amount provided to subrecipients from each state program. This identification should be presented on the face of the Schedule. There were no payments to subrecipients during this period.

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2020

I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's opinion issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ yes __X__ no
- Significant deficiency(ies) identified? _____ yes __X__ none reported

Noncompliance material to financial statements noted? _____ yes __X__ no

State Financial Assistance

Internal control over major programs:

- Material weakness(es) identified? _____ yes __X__ no
- Significant deficiency(ies) identified? _____ yes __X__ none reported

Type of auditor's opinion issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 4-236-24 of the Regulations to the State Single Audit Act? _____ yes __X__ no

- The following schedule reflects the major programs included in the audit:

State Grantor and Program	State Core-CT Number	Expenditures
State Department of Education	11000-SDE64000-16119	$ 3,462,937

- Dollar threshold used to distinguish between type A and type B programs. $ 200,000

II. FINANCIAL STATEMENT FINDINGS

- We issued reports, dated December 14, 2020 on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards*.
- Our report on compliance indicated no reportable instances of noncompliance.
- Our report on internal control over financial reporting indicated no significant deficiencies.

III. STATE FINANCIAL ASSISTANCE FINDINGS AND QUESTIONED COSTS

No findings or questioned costs are reported relating to State Financial Assistance programs.

Board of Directors
Interdistrict School for Arts and Communication, Inc.
190 Governor Winthrop Blvd.
New London, CT 06320

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditor's Report

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States the financial statements of Interdistrict School for Arts and Communication, Inc., which comprise the statement of financial position as of June 30, 2020 and the related statements of activities, and cash flows for the year ended, and the related notes to the financial statements, and have issued our report thereon dated December 14, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Interdistrict School for Arts and Communication, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Interdistrict School for Arts and Communication, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Stacey L. Gualtieri, CPA
Audrey A. Leone, CPA

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60 Willow St. Unit 102A | Mystic, CT 06355 | (v) 860.572.7373 | (f) 860.572.0107

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Interdistrict School for Arts and Communication, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of Interdistrict School for Arts and Communication, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Interdistrict School for Arts and Communication, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Doherty, Beals + Banks, P.C.

DOHERTY, BEALS & BANKS, P.C.
New London, Connecticut

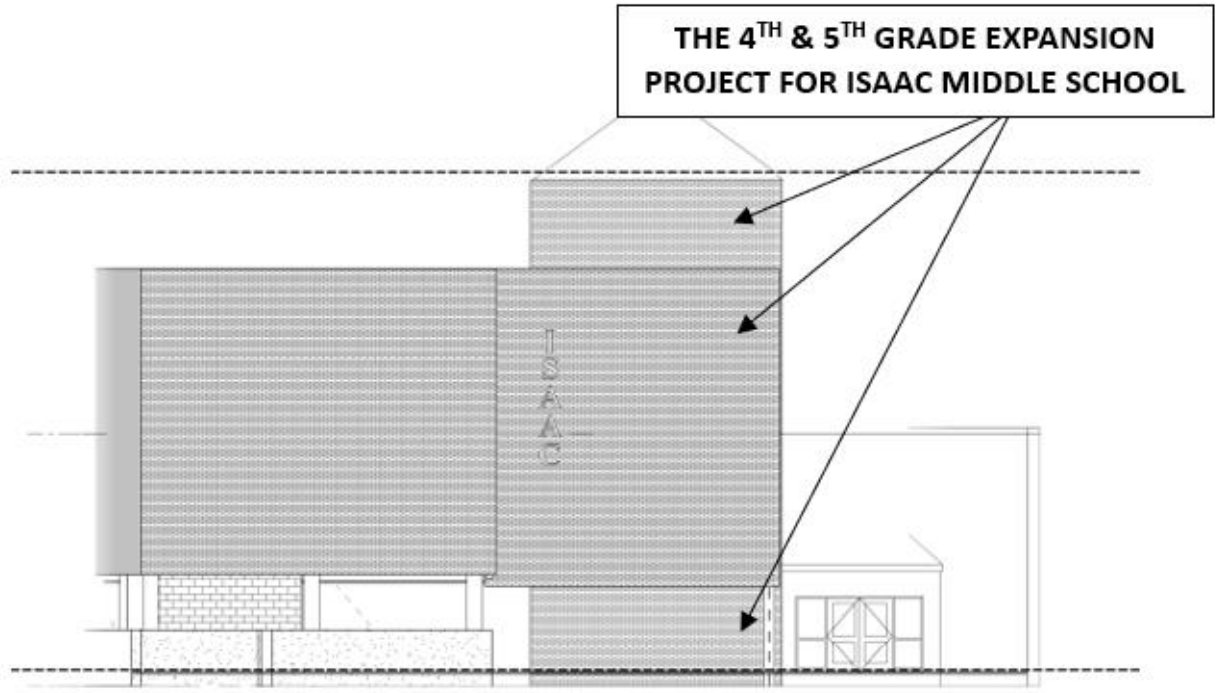
December 14, 2020

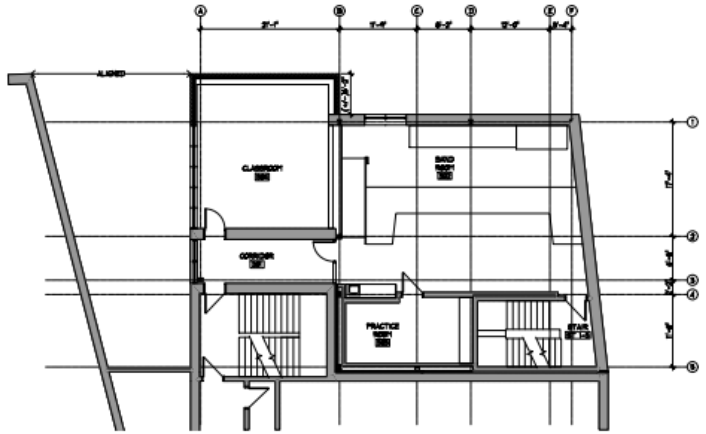
Section 4
Appendix 18

CURRENT VIEW OF ISAAC MIDDLE SCHOOL

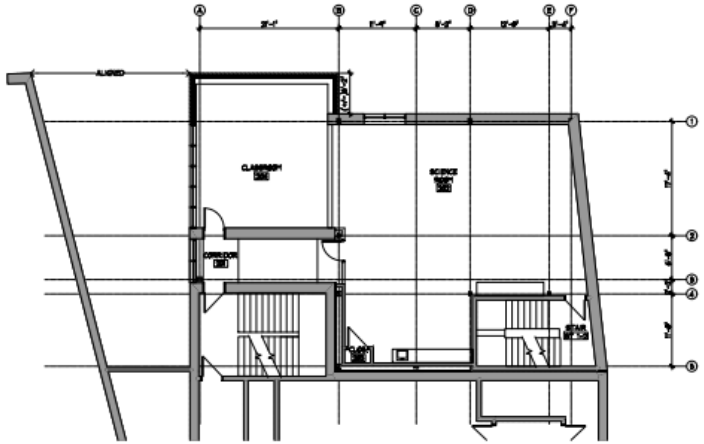


SCHEMATIC DRAWING OF CLASSROOM EXPANSION PROJECT

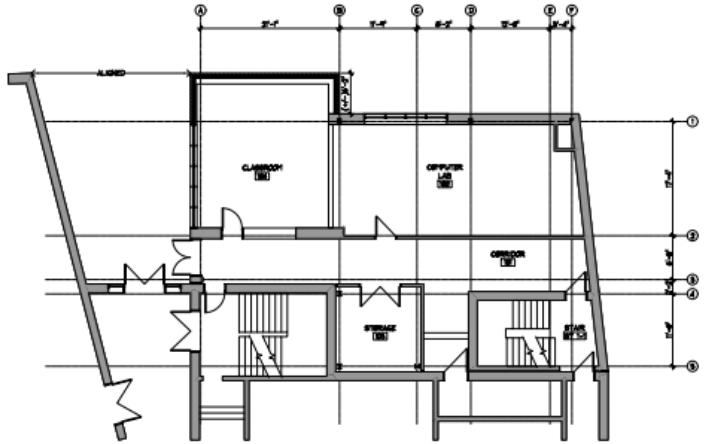




3 PROPOSED LEVEL 03 FLOOR PLAN
SCALE: 1/8" = 1'-0"



2 PROPOSED LEVEL 02 FLOOR PLAN
SCALE: 1/8" = 1'-0"



1 PROPOSED LEVEL 01 FLOOR PLAN
SCALE: 1/8" = 1'-0"

FLOOR PLAN LEGEND

- 16in STUD WALL CONSTRUCTION
- 16in EXTERIOR WALL CONSTRUCTION
- EXISTING WALL CONSTRUCTION
- ROOM NAME
- ROOM NAME AND ROOM NUMBER
- 16in DOOR FRAME AND LEAF AS SCHEDULED AND SPECIFIED
- EXISTING DOOR FRAME AND LEAF, SEE DEMO PLAN FOR EXISTING DOORS TO BE RELOCATED

SCALE: 1/8" = 1'-0"

PROGRESS DRAWING
NOT FOR CONSTRUCTION
July 15, 2024

ADDITION, INTERIOR MODIFICATIONS, AND RELATED WORK
INTERDISTRICT SCHOOL FOR ARTS & COMMUNICATION
190 GOVERNOR WINTHROP BLVD NEW LONDON, CT

JACUNSKI HUMES ARCHITECTS, LLC
15 MASSIRIO DRIVE
SUITE 101
BERLIN, CT 06037
TEL 860-828-9221
FAX 860-828-9223

FLOOR PLANS

PROJ. NO. 24046
SCALE AS NOTED
DATE JULY 9, 2024
DRAWING NO. A-1.1

Section 4
Appendix 19

5001
Students

ADMISSIONS POLICY

The Interdistrict School for Arts and Communication (ISAAC) is a free public charter school open to all sixth, seventh, and eighth grade students in Southeastern Connecticut. Our charter states that our student population is based on 50% New London residents and 50% from surrounding towns. Transportation is guaranteed to students in the New London school district. Other towns may elect to provide transportation.

Families interested in ISAAC are highly encouraged to attend an informational meeting that will discuss the difference between charter school and traditional education. The meeting is designed to allow students and their families to make an informed choice.

All students who wish to attend ISAAC must submit an application. Student applications are available on our website, www.isaacschool.org, and in the main office. Each year, ISAAC admits new students for each grade, depending upon the availability of open slots. Students are selected based on a fair, random lottery, which ensures all students have an equal opportunity to enroll. The lottery is held during late winter/early spring. Students that are not selected will be added to a waiting list. If an opening occurs, the first student on the waiting list at that grade level will fill the vacant space.

a. Sibling Policy: For purposes of the admissions process and lottery, siblings of a current 6th and 7th grade student at ISAAC whose primary residence is in the same household will be granted admission. An application must be completed before the lottery has been held to guarantee admission.

   If a parent/guardian wishes to enroll a sibling after the lottery has been held, the parent will complete an application for their child, and that child will be added to the waiting list. If another sibling (same age or older) gains entry that has a sibling on the waiting list, that sibling moves to the top of the waiting list for their grade level after any other siblings already on the list.

   When the number of siblings exceeds the number of available spaces, a separate lottery will be held for siblings to determine enrollment, at the discretion of the Executive Director.

   Prospective students whose sibling(s) is not a current student enrolled at ISAAC must complete an application and enter the lottery.

b. Children of ISAAC employees: Any current employee may elect to enroll their child at ISAAC, provided they complete an application and there is an opening.

c. Military Families: ISAAC may assist families of the Armed Forces who are currently active duty and/or transfer to the region following the regular application period, at the discretion of the Executive Director. “Armed Forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard. “Active duty” means full-time duty in the active military service of the United States, including full-time training duty, annual training duty, employment, and attendance, while in the active military service, at a school designed as a service school by law or by the Secretary of the military department concerned.

Applicants who apply after the lottery has been held for that year will be added to the waiting list created at the time of the lottery.

If an opening occurs and all students on the waiting list for that grade level have been called, a student from another grade level may be offered a seat, at the discretion of the Executive Director.

Legal Reference:

- ***10 U.S.C. 101(a)(4): In General. Definitions: “Armed Forces”***
- ***101(d)(1): Duty Status. Definitions: “Active Duty”***
- ***101(d)(5): Duty Status. Definitions: “Full-time National Guard Duty”***

ADOPTED: April 8, 2020
REVISED: February 28, 2024

GREAT SCHOOLS FOR CONNECTICUT CHARTER SCHOOLS PROGRAM

SUBGRANT AWARD LETTER[1]

CSP Grant Award Number (FAIN): PR/Award # S282A220007
Name of Federal Awarding Agency: U.S. Department of Education
CSP Grantee: Northeast Charter Schools Network (NECSN)
Project Title: Great Schools for Connecticut CSP Project (CFDA#: 84.282A)
Subgrant Recipient: Interdistrict School for Arts and Communication
Unique Entity Identifier (UEI) number: RGC4NCYD6M28
Type of Subgrant: Expansion Subgrant
CSP Subgrantee Number: GSCT2024-02
Subgrant Amount (amount of Federal Funds obligated): $736,214
Subaward Performance and Budget Period: September 06, 2024 - September 05, 2025
Federal Subgrant Award Date: September 6, 2024
Research and Development (R&D Award): No
Indirect Cost Rate: None
Project Description: Expansion of an existing 6th through 8th grade charter school through the addition of two 4th grade classrooms in 2024-2025 school year and two 5th grade classrooms in 2025-2026 school year

Dear Dr. Nicholas Spera,

Congratulations on your award of an Expansion School Subgrant under Connecticut's Great Schools for Connecticut (GSCT) Project (the "Subgrant") in the amount of $736,214. The grant period begins September 6, 2024 and grant funds must be expended in full by September 5, 2025. The Subgrant will be funded with certain federal funds awarded to the Northeast Charter Schools Network (NECSN) by the U.S. Department of Education under the PR/ Award Number referenced above and will be administered and implemented by the Connecticut Charter School Association (CTCSA). The Subgrant is awarded to the Subgrantee subject to all the terms and conditions set forth in this Letter Agreement (the "Subgrant Award Letter"), as well as the terms and conditions set forth in the GSCT CSP Request for Applications Guide (RFA) and the GSCT Monitoring Guide, both of which shall be considered incorporated into this Subgrant Award Letter. The Subgrant award may be reduced or terminated if the Subgrantee does not comply with any or all of the terms and conditions described in this Subgrant Award Letter (including the terms and conditions in the documents incorporated into this Subgrant Award Letter (as referenced above).

The Subgrant Award will be sequenced as follows:

Planning Period: Inclusive of pre-award purchases from June 07, 2024 to September 05, 2024

[1] Compliant with disclosure requirements set forth in federal regulation. See 2 CFR 200.332

Implementation Period: September 06, 2024 to September 05, 2025.

The Planning Period includes the 90 day pre-award purchase period which will begin June 7 2024 and cannot exceed 90 days (i.e., must be completed by September 06, 2024). The Implementation Period begins on September 06, 2024 - the first day of the grant and cannot exceed 12 months. The total Subgrant period cannot exceed 12 consecutive months. The GSCT CSP grant is a reimbursement program, which means recipients will be reimbursed on a monthly basis upon the submission and approval of allowable expenses.

General Conditions

The Subgrant Award, and receipt of funds thereunder, is conditioned upon Subgrantee's continued compliance with all applicable laws and regulations and the terms and conditions set forth in the RFA, including, without limitation, the non-exhaustive list of conditions below. Please see Appendices 2 and 7 of the RFA for resources and additional information regarding federal grant compliance.

1. Subgrantee must meet the federal definition of a charter school as defined in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), and as described in Appendix 2 of the RFA.

2. Subgrantee must meet the definition as a charter school under Connecticut law, as set forth in Connecticut General Statutes §§ 10-66aa to 10-66uu.

3. Subgrantee is authorized to operate as a charter school by the applicable public chartering authority in the State of Connecticut, the Connecticut State Board of Education, and complies with all of the terms and conditions of the charter.

4. Subgrantee, its governing body, and authorized representatives do not have a conflict of interest with any party that has a financial interest in the Subgrant award.

5. Subgrantee complies with all of the provisions of the Certification and Assurances listed in Appendix 7 of the RFA, as attested to on the Grant Application System (SurveyMonkey Apply) by Subgrantee as part of the RFA response and reproduced in Exhibit C to this Subgrant Award Letter.

6. Subgrant funds are used only for allowable expenditures as detailed in 2 CFR Part 200 and as summarized in the Allowable Cost Guide available on the GSCT website.

7. Subgrantee may not conduct activities under this grant until written authorization has been received. Said written authorization will not be provided until the subgrantee has participated in all required meetings (virtual and/or in person). Such meetings include, without limitation, pre-award Capacity Interview(s), post-award Budget Call(s), and the Monitoring and Reporting Requirements Call(s), and any other calls or meetings that may be required by CTCSA. These calls/meetings shall be conducted and attended by any Subgrantee staff CTCSA may deem necessary and must be attended by representatives from the Subgrantee charged with implementing the Subgrant Award. The topics discussed during said calls may include, without limitation, clarification of items in the Subgrantee's application documents, budget requests, allowability of requested budget items, and reporting and monitoring requirements of the grant project. After the Subgrantee participates in any and all calls/meetings required by CTCSA, this

Letter Agreement will be finalized and Subgrantee will be provided with written authorization to begin grant activities.

8. Any and all costs incurred by a subgrantee prior to notice of a final award shall be at the subgrantee's risk (i.e., NECSN shall not be obligated to reimburse such costs). See also 2 CFR § 200.458. If a subgrant recipient incurs project costs before an award is final, expenses incurred within 90 days of the final subgrant award date may be eligible for reimbursement if the grant rules and applicable law permit and NECSN, in its sole discretion, elects to waive the requirement for written authorization prior to spending. NECSN reserves the right to refuse reimbursement of pre-award costs for any reason, including, without limitation, the following reasons:

    a. Failure to comply with federal procurement and purchasing requirements, including the requirements outlined in 2 CFR Part 200 Subpart D - Procurement Standards.

    b. The subgrant recipient's budget is not approved in the full amount requested.

9. Subgrantee must create an account on Bill.com to receive monthly reimbursements for eligible expenses. NECSN will remit reimbursements to Subgrantee electronically through the Bill.com platform.

10. Subgrantee submits all reports and other required or requested information to CTCSA and the U.S. Department of Education. Subgrantee shall fully cooperate, so that NECSN is able to satisfy its CSP Grant reporting and compliance requirements. See reporting requirements outlined in the Monitoring Guide and Monitoring Rubric Sheet available on the GSCT website.

11. Subgrantee complies with all requirements for the management of federal funds pursuant to Title 2 of the Code of Federal Regulations (CFR), 2 CFR Part 200 as adopted by 2 CFR 3474, Cost Principles, and Audit Requirements for Federal Awards, including procurement requirements, and 34 CFR (EDGAR) 75, 76, 77, 79, 81, 82, 84, 86, 97, 98 and 99.

12. Subgrantees are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they will not be reimbursed for the excess amount.

13. Subgrantee complies with specific conditions for disclosing federal funding in public announcements. See Exhibit B.

14. Subgrantee agrees to comply with the additional conditions established for this Subgrant Award, as set forth in Exhibit C.

15. Termination of Subgrant: The Subgrantee understands that the Subgrant may be withdrawn by NECSN for any legally-authorized reason. The Subgrantee understands that the Subgrant will not be distributed to Subgrantee if any of the following (non-exhaustive) list of events occurs:

a. Subgrantee fails or is unable to comply with any of the terms or conditions of the Subgrant as set forth herein, in the RFA, the Monitoring Guide, or pursuant to applicable law;
b. Subgrantee makes a material misrepresentation or misstatement of fact in the Subgrant application or in any reports or other information provided to CTCSA in connection with the Subgrant; or
c. CSP Grant funds are not available or sufficient to fund the Subgrant.
d. Any decision by the Subgrantee to return CSP funding must be provided in writing (through email to: csp@ctcharters.org, copying Michael J. Strianese, Chief Financial Officer of NECSN at: mstrianese@necharters.org).
e. At the time of any decision to terminate the Subgrant, NECSN will determine the value of funds expended and not yet fully utilized that must be repaid to the NECSN in accordance with federal guidance, regulation, or law. In the event of Subgrant termination, Subgrantee shall be responsible for reporting through the entire grant period.

16. In addition to any other authority of the U.S. Department of Education in connection with the CSP Grant, the CSP Grant is subject to the condition specified in 2 CFR 175.15(b) prohibiting trafficking in persons, as such condition was amended as part of the CSP Grant pursuant to Grant Attachment 8 (available upon request). Under this condition, the U.S. Department of Education may terminate the CSP Grant for violation of the applicable regulatory provisions by NECSN, its employees or Subgrantees.

By executing this Letter Agreement, the undersigned representative of the Subgrantee attests to being duly authorized to bind the Subgrantee, to have read this Letter Agreement in its entirety, to have accessed and understood all Exhibits, incorporated materials and documents, to have reviewed applicable laws, regulations, and guidance, and to have a full and complete understanding of the terms and conditions of the Subgrant.

Signed for Subgrantee:

By:_____ _____
Dr. Nicholas Spera, Date
Executive Director Interdistrict School for Arts and Communication

Signed for Northeast Charter Schools Network:

By: Anna Hall _____ 9/6/2024
Anna K. Hall, Date
Chief Executive Officer

Exhibit A
Required Clarifying Information regarding the Grant Project and Budget

To begin spending against the Subgrant Award, written authorization is required. The following is required of the Subgrantee prior to the receipt of written authorization:

1. Participate in all required calls/meetings with CTCSA staff (to be scheduled).

2. Address any conditions discussed/identified during a required call/meeting promptly, but in no instance shall such condition remain unaddressed to the satisfaction of CTCSA thirty (30) days after such call.

3. Register the Subgrantee on SAM.gov and provide UEI number (CTCSA to confirm UEI is active)

Connecticut Charter Schools Association
470 James St, Suite 14
New Haven, CT 06513
info@ctcharters.org • 203-772-8111

Exhibit B
Additional Conditions (if any)

The final award decision is contingent on the applicant meeting the conditions listed below. The GSCT team reserves the right to withhold CSP fund disbursement if any condition is not met by the dates specified.

1. Applicant must submit proof of conflict of interest disclosure for all board members by November 1, 2024 as required by Connecticut General Statutes § 10-66oo. No reimbursements will be made until evidence of conflict checks for all members are uploaded to Basecamp.

2. Subgrantee may not conduct activities under this grant until after the grantee has participated in a post-award conference call with the GSCT CSP Project Director and received written approval from the CSP Project Director to begin any grant funded activities. If the subgrant recipient communicates their intention to take advantage of the flexibilities afforded to applicants under 2 CFR § 200.308(e)(1) the subgrant recipient understands and acknowledges that reimbursement is wholly within NECSN's discretion and NECSN reserves the right to refuse reimbursement of incurred expenses for any reason.

3. Notwithstanding the subaward performance and budget period outlined on page 1 of this Award Letter, the subgrant recipient agrees to participate and comply with all required technical assistance activities required of GSCT subgrant recipients. Such activities include, without limitation, participation in Parent Engagement workshops, the GSCT Leadership Development Program, and any other activities required of GSCT CSP subgrant recipients. Failure to fully participate may result in a monitoring finding or other consequences, up to and including required reimbursement of CSP funds.

Exhibit C
Certifications and Assurances from Appendix 7 of the RFA: (complete signed attestation captured on Survey Monkey Apply)

All applicants applying in the 2024 Grant cycle must certify the following assurances on the Survey Monkey Apply platform before submitting the RFA. Signatories to the checklist must include leadership within your organization (e.g., by the person in your organization who would be responsible for administering the CSP grant, if awarded) and by the chairperson of the board of directors.

Certification and Assurances

1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

2. Subgrant recipients confirm their understanding that funds will be awarded only if they have written authorization for the proposed expansion plans from the CT State Board of Education and are an open and operating school.

3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, CTCSA, and the school's authorizer (CT State Board of Education), including on-site and desktop monitoring conducted by CTCSA, annual independent audits required by the State of Connecticut that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state-funded charter public school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter public school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Connecticut laws and administrative rules regarding staff certification and licensure.

5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ''Family Educational Rights and Privacy Act of 1974''), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.

6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to charter public schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.

8. Subgrant recipients ensure that the charter public school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to CTCSA or its designator researcher in order to share through research and grant reports.

10. It is the responsibility of each charter public school that receives funds under this grant to comply with all required federal assurances. Any Charter public school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with CTCSA in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to CTCSA. CTCSA may terminate a grant award upon thirty days' notice if it is deemed by CTCSA that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

11. It is the responsibility of each Charter School that receives funds under this grant to provide CTCSA with evidence of criminal background checks for board members and school staff.

12. For any school receiving E-rate, the recipient school's board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act.

13. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government-supplied electronic equipment to text message or email when driving.

14. The recipient school and their authorizer certify that the Charter School Annual Reports submitted annually to the CSDE are the most important factors for renewal or revocation of the school's charter and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, academic, or operational factors involving the management of the school.

15. Recipient schools and their authorizer certify that a high degree of autonomy, such as autonomy over operations, budget, and personnel, is built into its charter contract consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

16. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

17. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

18. Schools receiving CSP funding have not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization, or its related entities, exercises full or substantial administrative control over the charter school and, thereby, the CSP project (2022 NFP).

19. Each charter school receiving CSP funding will provide an assurance that any management contract between the charter school and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that— (i) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the subgrant; (ii) The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food services or payroll services) and that otherwise comply with statutory and regulatory requirements; (iii) The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and (iv) The charter school is in compliance with applicable federal and state laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization (2022 NFP)

20. Each charter school receiving CSP funding will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the State entity, including— (i) A copy of the existing contract with the for-profit organization or a detailed description of the terms of the contract, including the name and contact information of the management organization, the cost (i.e., fixed costs and estimates of any ongoing cost), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the management organization, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 76.701; (ii) A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter

school; (iii) The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and (iv) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close (2022 NFP).

21. Each charter school receiving CSP funding will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program) (2022 NFP)

22. Each charter school receiving CSP funding will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include information about how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socioeconomic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided that it meets the requirements above. (2022 NFP)

23. No eligible applicant receiving funds under the State entity's program will use implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. (2022 NFP)

24. Single Audit. A non-federal entity (a state, local government, Indian tribe, Institution of Higher Education (IHE)1, or nonprofit organization) that expends $750,000 or more during the non-federal entity's fiscal year in federal awards must have a single audit conducted in accordance with 2 CFR 200.501, "Audit Requirements," except when it elects to have a program specific audit conducted. Grantees are strongly urged to obtain the "OMB Compliance Supplement" and to contact their cognizant agency for single audit technical assistance. The designated cognizant agency for single audit purposes is "the federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a copy of the OMB Compliance supplement. This supplement

will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for Single Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

I have read the above and agree to all terms and assurances.

Signature of Project Contact	Date Signed
Signature of Board President	Date Signed

Financial Controls and Audits Assurances

1. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection of its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

3. The authorizer is required to review the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported.

4. Recipient schools and their authorizer will be aware of and comply with ESEA, Title V, part B [20 USC 7221c. § 5204(e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a mutually agreed-upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.

6. Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or

courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age-appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools (Pub. L. 107-110, section 9526).

7. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify CTCSA of the reason for the closure and agrees to notify CTCSA regarding the appropriate disposition of assets purchased under this grant.

8. The subgrant recipient must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally-owned property need not be insured unless required by the terms and conditions of the federal award. 2 CFR 200.310

9. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

I have read the above and agree to all terms and assurances.

Signature of Project Contact	Date Signed
Signature of Board President	Date Signed

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION as of Sep 12 2024

Statement of Activities (Profit & Loss)

AUGUST 31 2024

		Current Yr		Prior Yr	%	*excludes 4th Gr * *approved May 2024* ORIGINAL BUDGET	%
		Aug 24		**Aug 23**	**% Change**	**24-25 Full Year**	**% of Budget**
TOTAL REVENUES		**1,122,183**		**918,027**	22.2%	**5,479,273**	20.5%
SALARIES		**279,066**		**259,852**	7.4%	**3,838,581**	7.3%
FRINGE BENEFITS	*26.9%*	**75,081**	*37.3%*	**97,024**	-22.6%	**635,492**	11.8%
TOTAL SALARIES + FRINGE BENEFITS		**354,146**		**356,876**	-0.8%	**4,474,073**	7.9%
Employee Costs as % of Revenue		***31.6%***		***38.9%***		***81.7%***	
PROFESSIONAL SERVICES		**8,832**		**11,047**	-20.1%	**107,733**	8.2%
FACILITIES COSTS		**34,452**		**45,725**	-24.7%	**214,869**	16.0%
GENERAL OPERATING COSTS		**2,183**		**31,571**	-93.1%	**94,638**	2.3%
SUPPLIES *(incl Food Services)*		**35,520**		**50,908**	-30.2%	**305,625**	11.6%
TECHNOLOGY & CAPITAL EXPENSES		**67,579**		**56,236**	20.2%	**134,462**	50.3%
OTHER EXPENSES *(incl Student Activities)*		**6,787**		**6,264**	8.3%	**28,152**	24.1%
UNANTICIPATED EXPENSE / CONTINGENCY		**-**		**-**	0.0%	**50,000**	0.0%
DEBT SERVICE (PRINCIPAL & INTEREST)		**29,455**		**19,026**	54.8%	**161,844**	18.2%
TOTAL EXPENDITURES		**538,953**		**577,652**	-6.7%	**5,571,396**	9.7%
NET ORDINARY INCOME (before Carryforward)		583,230		340,375			
OTHER INCOME: PRIOR YEAR CARRY-FORWARD		-		-		92,123	0.0%
OTHER: CAPITAL TRANSFER-IN / (OUT) to Gen Fund		-		-		-	0.0%
NET SURPLUS/(DEFICIT) excl Depr/Cap Assets		**583,230**		**340,375**		**-**	