

Board of Directors Regular Business

MEETING AGENDA



Date: November 14, 2024
Time: 9:00 – 11:00 a.m.
Location: LEARN, Room 107/ 44 Hatchedts Hill Road, Old Lyme, CT 06371

A remote meeting option is provided for those unable to attend in person. The login information is at the end of this agenda.

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:**
- 4. Reading and/or Review of Correspondence:**
- 5. Superintendents' Perspective:** Connecticut Association of Boards of Education (CABE) Executive Director and General Counsel, Patrice McCarthy, to speak about legislative updates
- 6. Consent Agenda:**
 - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—October 10, 2024
 - 6.2 Approval of Budget Summary as of October 31, 2024
 - 6.3 Approval of Grant Applications—1.) Title I, funded by Every Student Succeeds Act (ESSA)/ \$314,869 for July 1, 2024-June 30, 2026, funding agency, CT Dept. of Education; 2.) Title II, funded by ESSA/ \$25,878 for July 1, 2024 – June 30, 2026, funding agency, CT Dept. of Education; and 3.) Title IV, funded by ESSA/\$22,893 for July 1, 2024 – June 30, 2026.
- 7. Information from the Executive Director:**
 - 7.1 Hiring—Resignations and new hires, including trend reports
 - 7.2 Distributions
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—October 25, 2024
 - 7.4 LEARN Building Committee Meeting Minutes—October 25, 2024
 - 7.5 Legislative Updates
 - 7.6 LEARN Agency Updates
- 8. Old Business:**
 - 8.1** New Policy #4118.51/4218.51, Personnel (Certified/Non-Certified), Series 4000; “*Social Media*”, Final Read

9. New Business:

9.1 Office of Policy and Management (OPM) Regional Performance Incentive Program Grant

9.2 New Early Childhood Education (ECE) Position, Site Coordinator

9.3 Early Childhood Education (ECE) Position, Head Teacher

9.4 Early Childhood Education (ECE) Position, Teacher

9.5 Early Childhood Education (ECE) Position, Support Staff

9.6 Revised Policy #4118.2/4218.2, Personnel (Certified/Non-Certified), Series 4000;
“Prohibition of Sex Discrimination, Including Sex-Based Harassment,” First Read

10. Educational Perspective: The Friendship School (TFS) Magnet Schools Assistance Program (MSAP) Mid-Grant progress report

11. Roundtable Discussion: State involvement and management of Special Services; Cell Phones; Student Suicide; Disengaged Youth; Youth Mental Health Issues; and Educating Students on Social Media.

12. Future Roundtable Topics:

13. Adjournment:

JOIN ZOOM MEETING

<https://us02web.zoom.us/j/88179290855?pwd=L8ZTZ1TTOMeH7Xj47dwTVfgnSADbGa.1>

Meeting ID: 881 7929 0855

Passcode: 940741

• +1 929 205 6099 US (New York)

Meeting ID: 881 7929 0855

Passcode: 940741

LEARN.k12.ct.us

Board of Directors Regular Business

MEETING AGENDA NOTES



Date: November 14, 2024
Time: 9:00 – 11:00 a.m.
Location: LEARN, Room 107/ 44 Hatchetts Hill Road, Old Lyme, CT 06371

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- 1. Call to Order:** Pledge of Allegiance
 - 2. Audience and Guests:** Introductions
 - 3. Public Comment:**
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 - 5. Superintendents' Perspective:** Connecticut Association of Boards of Education (CABE) Executive Director and General Counsel, Patrice McCarthy, to speak about legislative updates
 - 6. Consent Agenda:**
 - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—October 10, 2024
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 - 6.3 Approval of Grant Applications—1.) Title I, funded by Every Student Succeeds Act (ESSA)/ \$314,869 for July 1, 2024-June 30, 2026, funding agency, CT Dept. of Education and 2.) Title II, funded by ESSA/ \$25,878 for July 1, 2024 – June 30, 2026, funding agency, CT Dept. of Education; and 3.) Title IV, funded by ESSA/\$22,893 for July 1, 2024 – June 30, 2026.
- Motion to accept the Consent Agenda as presented.**
- 7. Information from the Executive Director:**
 - 7.1 Hiring—Resignations and new hires, including trend reports
 - 7.2 Distributions
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—October 25, 2024
 - 7.4 LEARN Building Committee Meeting Minutes—October 25, 2024
 - 7.5 Legislative Updates
 - 7.6 LEARN Agency Updates

8. Old Business:

- 8.1 New Policy #4118.51/4218.51, Personnel (Certified/Non-Certified), Series 4000; “*Social Media*”, Final Read

Postponed from October 10th board meeting.

Motion to approve New Policy 4118.51/4218.51, Social Media as presented.

9. New Business:

- 9.1 Office of Policy and Management (OPM) Regional Performance Incentive Program (RPIP) Grant

First Motion: RESOLVED that the LEARN Board of Directors fully endorse the Regional Shared Service Solutions Project and authorize Katherine Ericson, Executive Director, to submit the 2024 Office of Policy and Management (OPM) Regional Performance Incentive Program (RPIP) Grant on behalf of LEARN and the participating regional school districts of Bozrah, Ledyard, New London, North Stonington, Preston, Region 17, Thompson, Putnam and any additional regional school districts who voluntarily join the Regional Shared Service Solutions Project in the future.

Second Motion: RESOLVED that not less than 50% of the total cost of the Regional Shared Service Solutions Project shall be funded by the Council of Government (COG) or Regional Educational Service Center (RESC) during the grant award period and that the Council of Government (COG) or Regional Educational Service Center (RESC) shall fund 100% of the costs of the service/ initiative thereafter.

- 9.2 New Early Childhood Education (ECE) Position, Site Coordinator

Motion to approve new Early Childhood Education (ECE) position, Site Coordinator, @ a salary range of \$58,000 - \$68,000 as presented.

- 9.3 New Early Childhood Education (ECE) Position, Head Teacher

Motion to approve new Early Childhood Education (ECE) position, Head Teacher, @ a salary range of \$42,000 - \$46,000 as presented.

9.4 New Early Childhood Education (ECE) Position, Teacher

Motion to approve new Early Childhood Education (ECE) position, Teacher, @ a salary range of \$38,000 - \$42,000 as presented.

9.5 New Early Childhood Education (ECE) Position, Support Staff

Motion to approve new Early Childhood Education (ECE) position, Support Staff, @ a salary range of \$33,000 - \$37,000 as presented.

9.6 Revised Policy #4118.2/4218.2, Personnel (Certified/Non-Certified), Series 4000;
“Prohibition of Sex Discrimination, Including Sex-Based Harassment” First Read

Motion to adopt Revised Policy 4118.2/4218.2, Prohibition of Sex Discrimination, Including Sex-Based Harassment, as presented.

- 10.** Educational Perspective: The Friendship School (TFS) Magnet Schools Assistance Program (MSAP) Mid-Grant progress report
- 11.** Roundtable Discussion: State involvement and management of Special Services; Cell Phones; Student Suicide; Disengaged Youth; Youth Mental Health Issues; and Educating Students on Social Media.
- 12.** Future Roundtable Topics:
- 13.** Adjournment:

JOIN ZOOM MEETING

<https://us02web.zoom.us/j/88179290855?pwd=L8ZTZ1TTOmeH7Xj47dwTVfgnSADbGa.1>

Meeting ID: 881 7929 0855
Passcode: 940741

• +1 929 205 6099 US (New York)
Meeting ID: 881 7929 0855
Passcode: 940741

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Board of Directors Regular Business Meeting

DRAFT MINUTES



Meeting Date: October 10, 2024

Draft Posted: **October 16, 2024**

Present: Sara Baker, Stonington (Zoom); Eric Bauman, East Lyme; Dale Bernardoni, Chester/Grades K-6; W. Scott Brown, Lyme & Old Lyme/Region 18; Kate Ericson, LEARN; Elizabeth Fernandes, Westbrook; A. Terri Garrity, East Haddam (Zoom); Nancy Johnston, Essex/Grades K-6; Robert Mitchell, Montville; Beverly Washington, Groton (Zoom); and Laurie Wolfley, Waterford

Not Attending and Not Represented: Steve Beeler, Old Saybrook; Mary Ann Connelly, Madison; Jennifer Favalora, Killingworth/Region 17; Mary Harris, Ledyard; Cindy Luty, Preston; Kristen Peck, Guilford; Gregory Perry, Norwich; Sean Reith, Salem; Christine Wagner, North Stonington; Vacant, Chester, Deep River, Essex Region #4; Vacant, Clinton; Vacant, Deep River/Grades K-6; Vacant, East Hampton; Vacant, Essex/Grades K-6; and Vacant, New London

Guests: Michael Belden, LEARN Chief Financial Officer; Jill Bessette, LEARN Systems Developer; Liz Binger, LEARN Assistant MSAP/LEAP Project Director; Dr. Ryan Donlon, LEARN Associate Executive Director; Joanne Lund, LEARN Assistant Director of Business; and Elizabeth McCaffery, LEARN Director of Human Resources

Meeting began at 9:00 a.m.

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:** No public comment
- 4. Reading and/or Review of Correspondence:** No Correspondence
- 5. Superintendents' Perspective:** Jill Bessette presented to the Board an overview of the [Parent Bill of Rights for English Learners and Multilingual Learners](#). Jill explained that the Multilingual Bill of Rights was legislation passed in July 2024, in the state of Connecticut. The Top five themes of the Bill are (1) Educational Equity; (2) Federal and State Law Compliance; (3) Linguistic Rights of students; (4) Supporting Student Educational Success; and (5) Promoting Family Involvement. The Bill of Rights are not new and can be traced back to previous efforts such as the Dear Colleague Letter of 2015 from the Office of Civil Rights and the 2015 Office of English Language Acquisition Toolkit. In relation to federal legislation and related case law, Jill pointed out that she recently learned that **Plyer v. Doe, 1982** is currently being challenged, which is affecting school districts in the West. The Northeast and Connecticut are keeping an eye on developments and what this means. There are 15 Bill of Rights that can be divided into three different areas of programming: (1) Translation and Interpretation, (2) Equity, and (3) Programming. Jill pointed out that a main concern is equitable access to academic learning and instruction in the schools. Translation services are costly and the state has been able to translate about 97% of languages. It also

lists about 30 languages on CSDE website. Jill clarified for the Board the correct terminology usage, stating that since 1968, when the federal government acknowledged bilingual students needed services, the terminology has evolved. Currently, we are shifting to multilingual learner because many of our students are coming in where English is their 3rd or 4th language. The term Multilingual learner is more inclusive. Jill stressed that training and family engagement are extremely important in making sure that systems and services are truly effective.

6. Consent Agenda:

- 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—September 12, 2024
- 6.2 Approval of Budget Summary as of September 30, 2024
- 6.3 Approval of Grant Applications

Motion to accept the Consent Agenda as presented.

- Presented by Dale Bernardoni
- Second W. Scott Brown
- Motion passed with 9 votes in favor, 0 votes against, and 1 abstention

7. Information from the Executive Director:

- 7.1 Hiring—Resignations and new hires, including trend reports: Executive Director Ericson reported on the recent resignation of the LEARN Director of Development. The philosophy of this position will be carefully vetted prior to any potential replacement efforts.
- 7.2 Distributions — [CABE 2024 Law Summaries](#)
- 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—September 27, 2024, *Attached in the agenda packet.*
- 7.4 LEARN Building Committee Meeting Minutes—September 27, 2024, *Attached in the agenda packet*: Executive Director Ericson reported that we currently have two building committees. The SSS Building Committee, for Ocean Avenue, has five remaining punch list items to complete prior to closing out in the next three months. The LEARN Building Committee has collaborated with the architects to conduct multiple feedback sessions. The Town of Waterford has been extremely supportive and responsive of the new Early Childhood School building efforts.
- 7.5 Legislative Updates: Executive Director Ericson reported that the RESC Alliance collectively met with Secretary Jeffrey Beckham of the Office of Policy and Management (OPM) on September 25th, in Hartford, and discussed magnet funding and support of the CREC Teacher Residency Program. To date, 130 teachers of color have been hired through the program and placed in districts across the state. The current ask by the collective group is for \$1.3 million.

7.6 LEARN Agency Updates— Executive Director Ericson shared the ***LEARN News for Families***, [September 2024 Edition](#): An e-newsletter resource for parents, guardians, and caregivers of students enrolled in LEARN's Family of Schools. This new resource is intended to support the reimagining of LEARN's magnet schools and to make LEARN more visible to families in the region. As a member of Commissioner Charlene Russell-Tucker's Advisory Board, Executive Director Ericson participated in a meeting Commissioner Russell-Tucker held with Superintendents in September. The state is making a big push to help people understand the many benefits of partnerships with the national guard, including their mobile STEM lab, district and adult leadership activities at Camp Nett in Niantic, and 5th grade programming. Another issue raised, concerned nine students in Connecticut who took their own lives and what role the schools can play in improving systems to support students. On Wednesday, Executive Director Ericson returned from attending the National Summit for Courageous Conversation® in Chicago. The focus of this year's Summit was "Learning, To Be Free," and emphasizing the need to redefine educational approaches for Black, Indigenous and People of Color. Summit Goals included, transforming our understanding of history, institutions, and the costs of system participation and empowering individuals to navigate and challenge these structures. On Tuesday, October 22nd, student awardees Raidy Cabrera, Jr. and Layan Faraj, both of Marine Science Magnet High School, will be celebrated at the annual Dr. Martin Luther King, Jr. Scholarship Trust Fund dinner. Executive Director Ericson and Human Resources Director Elizabeth McCaffery updated the Board on the progress of the regional collaborative of districts to offer combined course programming to students in the region. The program is 2 ½ years in the making and is very close to possibly launching. Five Courses are currently on the table and are slated to be provided as a blend of three available formats: Synchronous, Asynchronous, and in-person learning. Once the program is built, other districts will be able to join in the future. Executive Director Ericson concluded the Agency update with LEARN's preparation to apply for a license for the new Infant/Toddler Program which will be piloted in two renovated classrooms at the Friendship School. If all goes well, the program will create new jobs, which the Board will have to approve within the next month to allow for a January 20th open. The new state mandated ratio is 1 to 5. Executive Director Ericson will confirm enrollment requirements but expects that it will be on a first come first serve basis and not lottery based as it is not intended to be connected to the magnet programs. Although the program will be located at the school, it is not a feeder program.

8. Old Business:

- 8.1 New Policy #3314, Business and Non-Instructional Operations, Series 3000; “*Travel Reimbursement*,” Second Read

Motion to approve New Policy 3314, Travel Reimbursement, as presented.

- Presented by Dale Bernardoni
- Second Eric Bauman
- Motion passed unanimously with 10 votes in favor and 0 votes against

- 8.2 New Policy #3520.13, Business and Non-Instructional Operations, Series 3000; “*Student Data Protection and Privacy*”, Second Read

Motion to approve New Policy 3520.13, Student Data Protection and Privacy, as presented.

- Presented by W. Scott Brown
- Second Dale Bernardoni
- Motion passed unanimously with 10 votes in favor and 0 votes against

- 8.3 New Policy #4118.51/4218.51, Personnel (Certified/Non-Certified), Series 4000; “*Social Media*”, Second Read

Motion to approve New Policy 4118.51/4218.51, Social Media, as presented.

- Presented by A. Terri Garrity
- Second Dale Bernardoni

Prior to completing the vote, Executive Director Ericson requested that the Board table this policy to allow the teacher’s union an opportunity to provide input.

Motion to postpone New Policy 4118.51/4218.51 until the next meeting.

- Presented by Laurie Wolfley
- Second Dale Bernardoni
- Motion passed Unanimously with 10 votes in favor and 0 votes against

9. New Business:

- 9.1 Revised Policy #5005, Students, Series 5000; “*Student Prohibition of Sex Discrimination, Including Sex-Based Harassment*”

Motion to adopt Revised Policy 5005, Student Prohibition of Sex Discrimination, Including Sex-Based Harassment, as presented.

- Presented by W. Scott-Brown
- Second A. Terri Garrity
- Motion passed unanimously with 10 votes in favor and 0 votes against

- 10.** Educational Perspective: Executive Director Ericson announced that LEARN received the national Magnet Schools Assistance Program Grant for \$9,125,042.00 on Friday, September 27th, at 7:00 p.m. This is a five-year grant in partnership with New London Public Schools. This is a Federal Program and only magnet schools are eligible to apply. Executive Director Ericson took this time to acknowledge Liz Binger, LEARN Assistant MSAP/LEAP Project Director for providing more than 18 years of grant writing expertise and service to LEARN. LEARN has been awarded a total of \$45,936,400.00 through Liz Binger's grant writing. Dr. Ryan Donlon, LEARN Associate Executive Director, and Liz Binger presented to the Board an overview of the **Magnet Schools Assistance Program, titled Southeastern Connecticut Sustainable Outcomes by Advancing Regional Solutions or SECT SOARS**. The Idea of sustainability has always been key to MSAP applications. The federal government wants to make sure that this is an investment. The grant invests in building capacity so that when the grant cycle is over, the work can continue. Regional solutions is another important aspect of this grant and LEARN's cross-regional partnerships make its grants unique. MSAP is the only grant that has a relationship with the Office of Civil Rights (OCR). Approved grant submitters must be in alignment with federal law to submit. The grant funding is split evenly across C.B. Jennings International Elementary Magnet School in New London, LEARN's Regional Multicultural Magnet School (RMMS), and regional solutions. The MSAP Grant goals are: To reduce and prevent minority and racial isolation, To Reduce socioeconomic isolation; To improve student outcomes; Ensuring equitable access to magnet programming; and Increasing and deepening parent engagement.
- 11.** Roundtable Discussion: Meeting attendees discussed other districts and student cell phones. Although some districts enact measures to control student cell phone usage, students are finding ways around these measures. Therefore, district efforts continue.
- 12.** Future Roundtable Topics: State involvement and management of Special Services; Cell Phones; Student Suicide; Disengaged Youth; Youth Mental Health Issues; and Educating Students on Social Media.
- 13.** Adjournment:

Motion to adjourn at 11:13 a.m.

- **Presented by Laurie Wolfley**
- **Second Dale Bernardoni**
- **Motion passed unanimously with 10 votes in favor and 0 votes against**

Respectfully submitted by:
Jamella A. A. Etienne

LEARN BUDGET & ACTUAL (FY 2024-2025) CURRENT YEAR REVIEW * in thousands	REVENUES				EXPENDITURES				
	Original Adopted Budget FY 24/25	Revised Budget	Year-to-Date Actual Revenues	Estimated Revenues Receivable	Original Adopted Budget FY 24/25	Revised Budget	Year-to-Date Actual Expenditures	Year-to-Date Actual Encumbrances	Actual Available Budget
		as of 10-31-24	as of 10-31-24	as of 10-31-24		as of 10-31-24	as of 10-31-24	as of 10-31-24	as of 10-31-24
Departments & Programs									
Student Support Services	\$ 18,503	\$ 19,101	\$ 14,810	\$ 4,291	\$ 18,503	\$ 19,101	\$ 4,930	\$ 873	\$ 13,298
Goodwin Schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
MSAP	\$ 2,410	\$ 2,246	\$ -	\$ 2,246	\$ 2,410	\$ 2,246	\$ 314	\$ 118	\$ 1,814
Office of Teaching & Learning	\$ 1,717	\$ 1,756	\$ 25	\$ 1,731	\$ 1,717	\$ 1,756	\$ 352	\$ 38	\$ 1,366
Early Childhood Education	\$ 2,320	\$ 2,447	\$ 85	\$ 2,362	\$ 2,320	\$ 2,447	\$ 1,117	\$ 872	\$ 458
Transportation	\$ 434	\$ 438	\$ -	\$ 438	\$ 434	\$ 438	\$ 62	\$ 272	\$ 104
COVID Relief	\$ -	\$ 6	\$ -	\$ 6	\$ -	\$ 6	\$ 156	\$ 12	\$ (162)
Executive Services, Special Projects, IT	\$ 3,088	\$ 3,114	\$ 205	\$ 2,909	\$ 3,088	\$ 3,114	\$ 2,379	\$ 6,082	\$ (5,347)
Dept & Programs Subtotal	\$ 28,472	\$ 29,108	\$ 15,125	\$ 13,983	\$ 28,472	\$ 29,108	\$ 9,310	\$ 8,267	\$ 11,531
Magnet Schools									
Regional Multicultural Magnet School	\$ 6,049	\$ 6,058	\$ 3,621	\$ 2,437	\$ 6,049	\$ 6,058	\$ 1,130	\$ 750	\$ 4,178
Marine Science Magnet High School	\$ 4,005	\$ 4,005	\$ 2,110	\$ 1,895	\$ 4,005	\$ 4,005	\$ 863	\$ 603	\$ 2,539
The Friendship School	\$ 6,130	\$ 6,160	\$ 3,372	\$ 2,788	\$ 6,130	\$ 6,160	\$ 1,251	\$ 600	\$ 4,309
Three Rivers Middle College High School	\$ 1,191	\$ 1,191	\$ 706	\$ 485	\$ 1,191	\$ 1,191	\$ 334	\$ 85	\$ 772
Magnet Schools Subtotal	\$ 17,375	\$ 17,414	\$ 9,809	\$ 7,605	\$ 17,375	\$ 17,414	\$ 3,578	\$ 2,038	\$ 11,798
Non-Operating Items									
ECHMC Insurance	\$ 30,217	\$ 32,190	\$ 11,102	\$ 21,089	\$ 30,217	\$ 32,190	\$ 11,832	\$ 19,858	\$ 500
Food Service	\$ 950	\$ 995	\$ 131	\$ 864	\$ 950	\$ 995	\$ 183	\$ 642	\$ 170
Construction Projects / Capital Expenditures	\$ 6,909	\$ 7,357	\$ -	\$ 7,357	\$ 6,909	\$ 7,357	\$ 638	\$ 2,066	\$ 4,653
Non-Operating Items Subtotal	\$ 38,076	\$ 40,542	\$ 11,233	\$ 29,310	\$ 38,076	\$ 40,542	\$ 12,653	\$ 22,566	\$ 5,323
Grand Total	\$ 83,923	\$ 87,064	\$ 36,167	\$ 50,898	\$ 83,923	\$ 87,064	\$ 25,541	\$ 32,871	\$ 28,652
Notes	Original budget amounts tie to the approved Board budget; revised budgets continue to reflect ongoing activity such as new contracts and roll forward of 2 year grants.								
	Goodwin = Effective 7/1/2024, LEARN's partnership with Goodwin University Magnet Schools has ended resulting in an ~\$15m reduction in the budget.								
	MSAP = THE MSAP 5 year LEAP grant began In October 2022 for \$9.8m. The revised budget reflects the anticipated spend in the current year. In October, LEARN was awarded a new 5 year MSAP grant (SOARS) for \$9.125m. For FY25, \$1.8m was added to the budget.								
	COVID Relief = LEARN received \$2,568,834 of ARP ESSER funds; all funds were spent by the deadline of 9/30/24.								
	Exec Services, Special Projects, IT = Expenditures consist mainly of amounts paid to cover health insurance costs; all expenditures will be offset by admin (12%) and health insurance allocations charged monthly to schools / departments.								
	ECHMC = Effective 7/1/24, East Haddam Board of Education and Town joined the ECHMC.								
	Construction Projects = LEARN anticipates spending ~\$6m for the Early Childhood Center of Excellence project in addition to several projects at each of LEARN's magnet schools. Additionally, LEARN's central office renovations are in process including new flooring, office reconfiguration, and bathroom updates. These projects will be funded by an Interdistrict Magnet School Capital Improvement Grant and the Capital fund balance.								

LEARN BUDGET & ACTUAL (FY 2024-2025) PRIOR YEAR COMPARISON * in thousands	REVENUES					EXPENDITURES						
	Revised Budget	Prior Year to Date Actual Revenues	Current Year to Date Actual Revenues	Revenues: Increase/ (Decrease)	Revenues: Increase; (Decrease) Change	Revised Budget	Prior Year to Date Actual Expenditures	Prior Year to Date Actual Encumbrances	Current Year to Date Actual Expenditures	Current Year to Date Actual Encumbrances	Expenses: Increase/ (Decrease)	Expenses: Increase; (Decrease) Change
	as of 10-31-24	as of 10-31-23	as of 10-31-24	as of 10-31-24	as of 10-31-24	as of 10-31-24	as of 10-31-23	as of 10-31-23	as of 10-31-24	as of 10-31-24	as of 10-31-24	as of 10-31-24
Departments & Programs												
Student Support Services	\$ 19,101	\$ 13,696	\$ 14,810	\$ 1,115	8%	\$ 19,101	\$ 4,335	\$ 7,874	\$ 4,930	\$ 873	\$ (6,406)	-52%
Goodwin Schools	\$ -	\$ 3,497	\$ -	\$ (3,497)	-100%	\$ -	\$ 3,505	\$ 8,829	\$ -	\$ -	\$ (12,334)	-100%
MSAP	\$ 2,246	\$ 302	\$ -	\$ (302)	-100%	\$ 2,246	\$ 402	\$ 349	\$ 314	\$ 118	\$ (319)	-43%
Office of Teaching & Learning	\$ 1,756	\$ 22	\$ 25	\$ 4	17%	\$ 1,756	\$ 344	\$ 493	\$ 352	\$ 38	\$ (446)	-53%
Early Childhood Education	\$ 2,447	\$ 175	\$ 85	\$ (90)	-51%	\$ 2,447	\$ 602	\$ 1,665	\$ 1,117	\$ 872	\$ (279)	-12%
Transportation	\$ 438	\$ -	\$ -	\$ -	0%	\$ 438	\$ 16	\$ 331	\$ 62	\$ 272	\$ (13)	-4%
COVID Relief	\$ 6	\$ -	\$ -	\$ -	0%	\$ 6	\$ 228	\$ 219	\$ 156	\$ 12	\$ (279)	-62%
Executive Services, Special Projects, IT	\$ 3,114	\$ 445	\$ 205	\$ (240)	-54%	\$ 3,114	\$ 2,654	\$ 5,290	\$ 2,379	\$ 6,082	\$ 518	7%
Dept & Programs Subtotal	\$ 29,108	\$ 18,137	\$ 15,126	\$ (3,011)	-17%	\$ 29,108	\$ 12,086	\$ 25,051	\$ 9,310	\$ 8,266	\$ (19,561)	-53%
Magnet Schools												
Regional Multicultural Magnet School	\$ 6,058	\$ 4,429	\$ 3,621	\$ (809)	-18%	\$ 6,058	\$ 1,294	\$ 2,937	\$ 1,130	\$ 750	\$ (2,352)	-56%
Marine Science Magnet High School	\$ 4,005	\$ 3,243	\$ 2,110	\$ (1,133)	-35%	\$ 4,005	\$ 890	\$ 2,092	\$ 863	\$ 603	\$ (1,515)	-51%
The Friendship School	\$ 6,160	\$ 2,873	\$ 3,372	\$ 498	17%	\$ 6,160	\$ 1,330	\$ 2,837	\$ 1,251	\$ 600	\$ (2,316)	-56%
Three Rivers Middle College High School	\$ 1,191	\$ 968	\$ 706	\$ (263)	-27%	\$ 1,191	\$ 288	\$ 492	\$ 334	\$ 85	\$ (361)	-46%
Magnet Schools Subtotal	\$ 17,414	\$ 11,514	\$ 9,808	\$ (1,707)	-15%	\$ 17,414	\$ 3,802	\$ 8,358	\$ 3,578	\$ 2,039	\$ (6,544)	-54%
Non-Operating Items												
ECHMC Insurance	\$ 32,190	\$ 9,260	\$ 11,102	\$ 1,843	20%	\$ 32,190	\$ 9,054	\$ 11,794	\$ 11,832	\$ 19,859	\$ 10,842	52%
Food Service	\$ 995	\$ 170	\$ 131	\$ (39)	-23%	\$ 995	\$ 357	\$ 107	\$ 183	\$ 642	\$ 363	78%
Construction Projects / Capital Expenditures	\$ 7,357	\$ -	\$ -	\$ -	0%	\$ 7,357	\$ 522	\$ 346	\$ 638	\$ 2,066	\$ 1,836	>100%
Non-Operating Items Subtotal	\$ 40,542	\$ 9,430	\$ 11,233	\$ 1,804	19%	\$ 40,542	\$ 9,933	\$ 12,247	\$ 12,653	\$ 22,567	\$ 13,041	59%
Grand Total	\$ 87,064	\$ 39,082	\$ 36,166	\$ (2,914)	-7%	\$ 87,064	\$ 25,821	\$ 45,656	\$ 25,541	\$ 32,871	\$ (13,065)	-18%
<u>Variances: Revenues & Expenditures</u>												
Note - actual expenditures year over year are reasonable, variances resulting from encumbrances which continue to be entered for FY25.												
SSS = FY25 student count is budgeted at 104 students at Ocean Ave Learning Academy and the Learn Transition Academy vs FY24 student count of 85. Revenues / expenditures are expected to increase over prior year.												
Magnet Schools = Enrollments for FY25 are down slightly in total from FY25; TFS 460 v 459, RMMS 469 v 495, MSMHS 274 v 271, TRMC 92 v 81. 10/1 enrollment is in line with expectations based on LEARN's family of schools.												
ECHMC = Beginning July 1, 2024, East Haddam Board of Education and Town (~150 members) joined the ECHMC.												
Construction Projects = In FY25, LEARN anticipates higher expenses from central office renovations and preliminary expenses for LEARN's Early Childhood Center of Excellence.												

- I. TITLE OF GRANT: *Title I*
- II. FUNDING SOURCE: *Federal Funding (ESSA)*
- III. FUNDING AGENCY: *CT Department of Education*
- IV. GRANT PERIOD: *July 1, 2024-June 30, 2026*
- V. AMOUNT REQUESTED: *\$314,869*
- VI. DESCRIPTION OF ACTIVITIES:

LEARN utilizes Title I funds to provide literacy support and coaching staff in order to implement high quality tiered instruction at The Friendship School, Regional Multicultural Magnet School, and Three Rivers Middle College Magnet High School.

The specific interventions and system of progress monitoring and communication to parents will vary based on the school level. LEARN has created a district-wide literacy team and, in partnership with the Hill for Literacy, have worked to develop a yearlong professional development program based on the Science of Reading, a structured literacy approach to tiered reading instruction, a comprehensive data teaming process, and a system of developing and implementing high quality coaching supports.

In addition, this grant includes a \$2,448 set aside to support school access for students experiencing homelessness.

- VII. STAFFING REQUIREMENTS: *The grant will fund multiple positions including 2.00 (FTE) Literacy Teachers incl Reading/Library/Inquiry; 1.00 (FTE) Instructor to support MTSS; and 1.00 (FTE) Literacy Instructor.*
- VIII. COSTS COVERED BY GRANT:
\$247,699 (staffing)
\$44,319 (benefits)
\$2,448 (set aside for students experiencing homelessness)
\$20,433 (indirect costs)
- IX. COSTS COVERED BY LEARN: *N/A*
- X. BENEFITS TO LEARN:
- Supports LEARN's quality of teaching and learning*
 - Invests in the development of high quality instructional practices*
 - Provides additional supports and services to students in need of additional supports*

ATTACHMENTS: *N/A*

DATE: *November 6, 2024*

BOARD APPROVAL: Required:

Not required:

DEPARTMENT: *Magnet School Office*

SUBMITTED BY: *Dr. Ryan Donlon, Associate Executive Director*

- I. TITLE OF GRANT: *Title II*
- II. FUNDING SOURCE: *Federal Funding (ESSA)*
- III. FUNDING AGENCY: *CT Department of Education*
- IV. GRANT PERIOD: *July 1, 2024-June 30, 2026*
- V. AMOUNT REQUESTED: *\$25,878*
- VI. DESCRIPTION OF ACTIVITIES:

LEARN will use a comprehensive approach to allocate Title II funds for effective professional development. A primary effort for 2024-2025 continues to center on work related to literacy and leading with an equity lens which includes LEARN School Administrators learning together and a district-wide literacy team. Facilitated by regional and national experts, the LEARN team will seek to apply an equity lens to school development and decision-making and continue to develop a district-wide literacy team.

Additional executive team, principal and teacher training plans and opportunities for the year include:

- *Enhanced training and development of Multitiered Systems of Support for Tier 2 and Tier 3 support;*
- *Coaching and data systems building in partnership with the Hill for Literacy*
- *Reading program implementation support from the Hill for Literacy*

VII. STAFFING REQUIREMENTS: *N/A*

VIII. COSTS COVERED BY GRANT:
\$10,240 (salaries)
\$250 (employee benefits)
\$15,388 (professional and technical services)

IX. COSTS COVERED BY LEARN: *N/A*

- X. BENEFITS TO LEARN:
- *Supports LEARN's development plan for professional learning*
 - *Deepens understanding and ability of LEARN leaders to apply an equity lens to decision making and school improvement*
 - *Builds capacity of LEARN educators to meet the needs of developing readers*
 - *Creates comprehensive literacy systems for PK-8 literacy instruction*

ATTACHMENTS: *N/A*

DATE: *November 6, 2024*

BOARD APPROVAL: Required: Not required:

DEPARTMENT: *Magnet School Office*

SUBMITTED BY: *Dr. Ryan Donlon, Associate Executive Director*

- I. TITLE OF GRANT: *Title IV*
- II. FUNDING SOURCE: *Federal Funding (ESSA)*
- III. FUNDING AGENCY: *CT Department of Education*
- IV. GRANT PERIOD: *July 1, 2024-June 30, 2026*
- V. AMOUNT REQUESTED: *\$22,893*
- VI. DESCRIPTION OF ACTIVITIES:

Activities to support Effective Use of Technology –

Go Guardian: This tool enables schools to unify filtering strategies, classroom management for in-class technology access, and student safety solutions to assure safe and effective use of technology when students are online. The tool also promotes student engagement for the effective use of technology for instructional purposes within the district's 1:1 technology approach.

Activities to support Safe & Healthy Students –

Raptor Visitor Management Tool: funds will encourage community and family engagement by allowing visitors to safely enter the buildings. The use of this tool will allow schools to increase parent and community participation within the school day by assuring all individuals entering the building are authorized.

- VII. STAFFING REQUIREMENTS: *N/A*
- VIII. COSTS COVERED BY GRANT:
\$22,893 (property)
- IX. COSTS COVERED BY LEARN: *N/A*
- X. BENEFITS TO LEARN:
- *Supports safe and effective use of technology.*
 - *Promotes healthy and safe learning environments.*
 - *Encourages community and family engagement.*

ATTACHMENTS: *N/A*

DATE: *November 7, 2024*

BOARD APPROVAL: Required: Not required:

DEPARTMENT: *Magnet School Office*

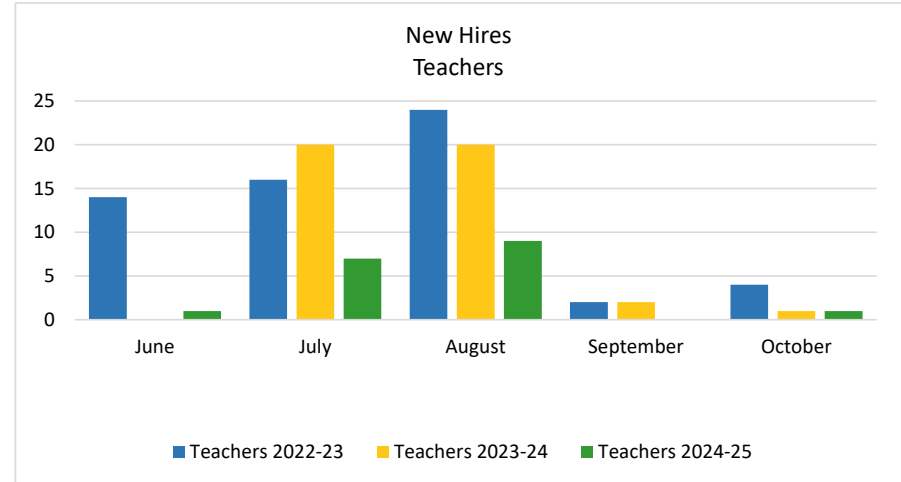
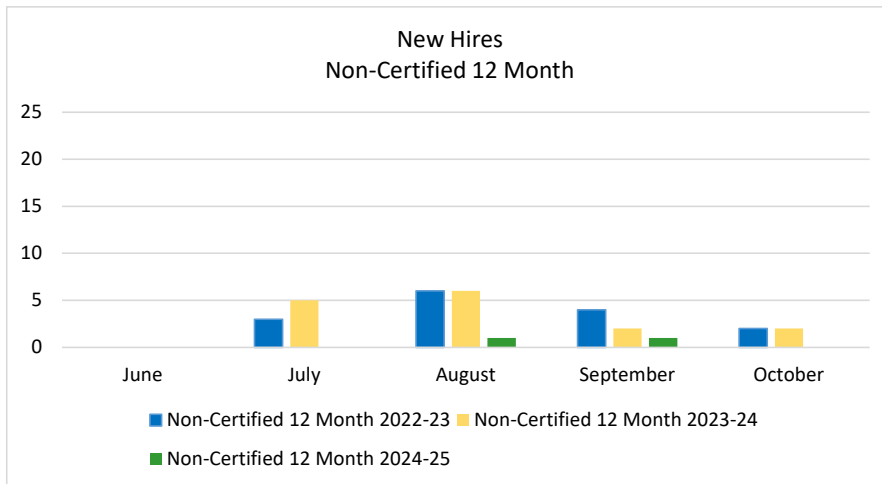
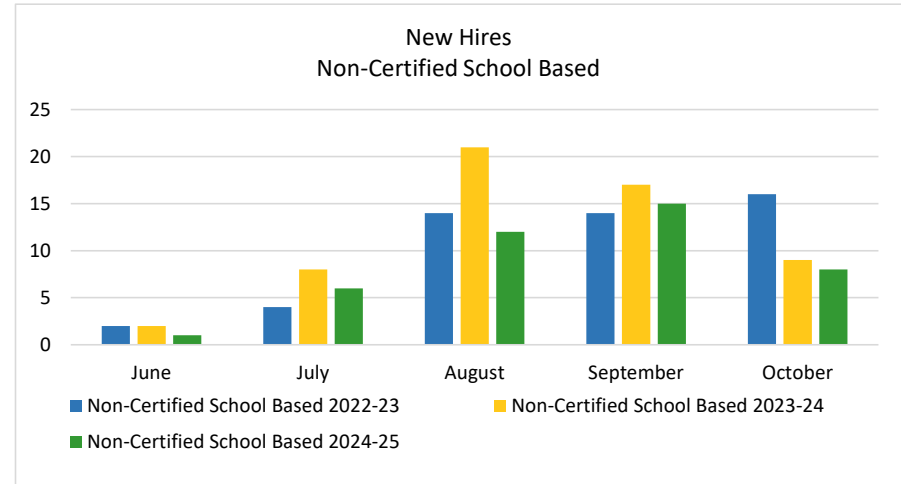
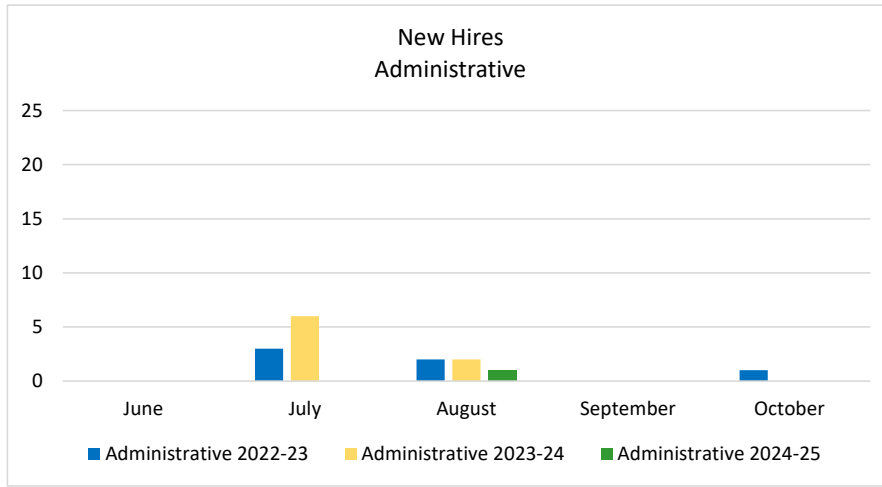
SUBMITTED BY: *Dr. Ryan Donlon, Associate Executive Director*

LAST NAME	FIRST NAME	POSITION	DEPT	DATE	PAY	RATE	COMMENTS
BURKE	GEORGINA	REGISTERED NURSE	SSS	10/22/2024	SALARY	\$62,940.00	NEW POSITION
CADARETTE	CATHY	SUBSTITUTE INSTRUCTOR	TFS	10/02/2024	PER DIEM	\$120.00	REPLACEMENT
COSMOPOULOS	JENNIFER	PHYSICAL THERAPIST	SSS	10/15/2024	HOURLY	\$58.87	NEW POSITION
DELAIRE	ANTHONY	TEACHER	RMMS	10/24/2024	SALARY	\$54,236.00	REPLACEMENT
DIAZ	NAZIYA	BUILDING SUBSTITUTES	RMMS	09/30/2024	PER DIEM	\$128.00	REPLACEMENT
FLORES IZQUIERDO	DALIANA	LONG TERM SUBSTITUTE TEACHER	RMMS	10/07/2024	PER DIEM	\$256.06	REPLACEMENT
HOPKINS	EMILY	INTERVENTION SPECIALIST	SSS	10/14/2024	HOURLY	\$18.02	REPLACEMENT
LORENZO	ROBERT	JOB COACH	SSS	10/07/2024	SALARY	\$43,777.20	REPLACEMENT
WILLIS	NICOLE	SPEECH/LANG PATHOLOGY ASSISTANT	SSS	10/11/2024	HOURLY	\$27.16	NEW POSITION
LOCATION KEY							
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL							
SSS - STUDENT SUPPORT SERVICES							
TFS - THE FRIENDSHIP SCHOOL							



New Hires Trend Report
October 2024

7.1b

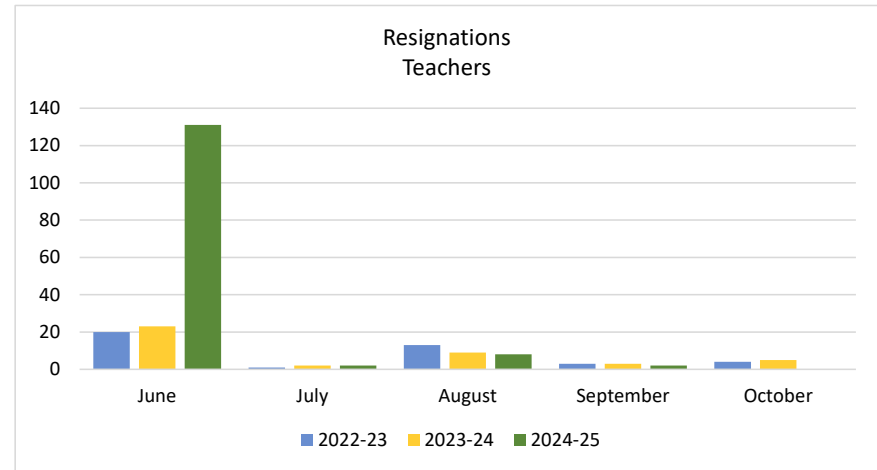
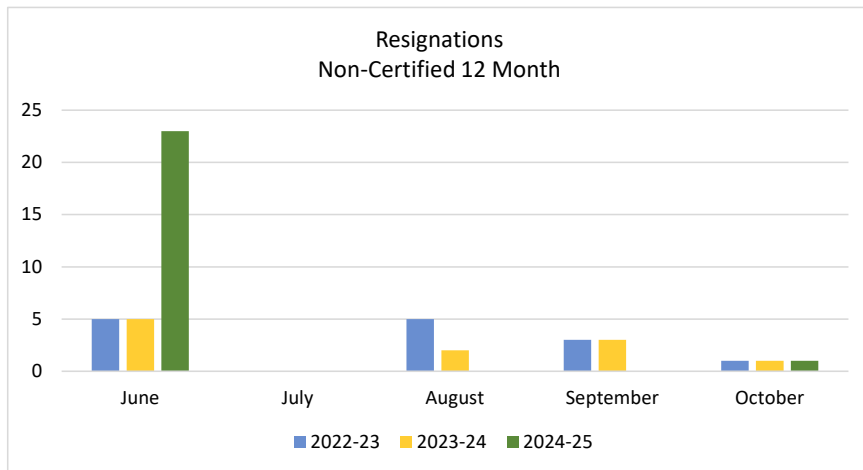
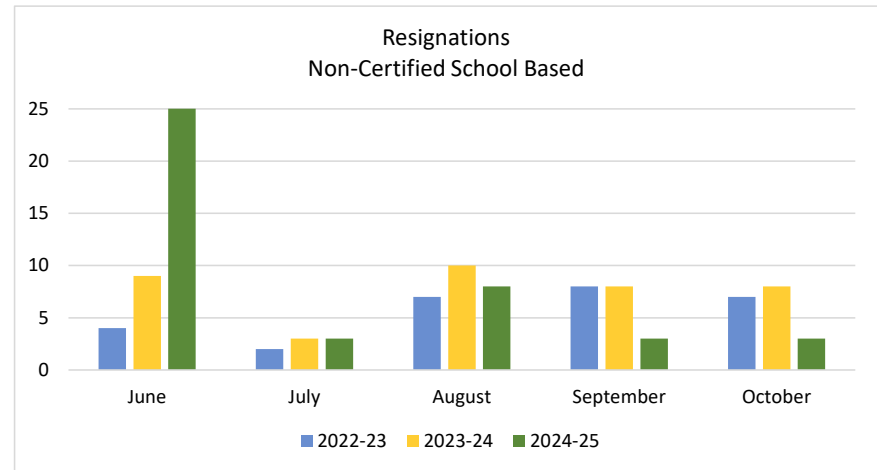
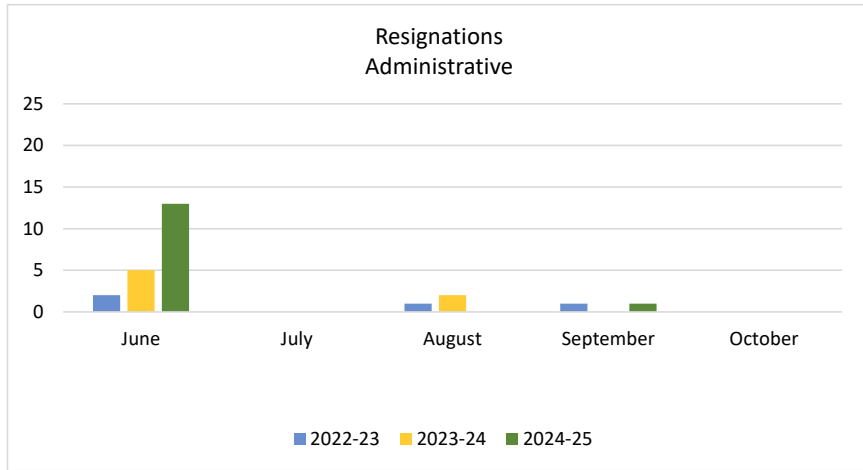


<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>JOB TITLE</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>COMMENTS</u>
BATTLE	NASHEMA	INTERVENTION SPECIALIST	SSS	10/07/2024	RESIGNATION
BENITEZ MARIN	JAVEN	TECHNOLOGY SPECIALIST	IT	10/04/2024	RESIGNATION
COSMOPOULOS	JENNIFER	PHYSICAL THERAPIST	SSS	10/18/2024	RESIGNATION
SCHENK-BELISLE	JULIA	ASSOCIATE INSTRUCTOR	RMMS	10/04/2024	RESIGNATION - NEW POSITION
LOCATION KEY					
IT - INFORMATION TECHNOLOGY DEPARTMENT					
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL					
SSS - STUDENT SUPPORT SERVICES					



Resignation Trend Report October 2024

7.1d



Executive Committee

MEETING SUMMARY



Date: October 25, 2024
Time: 8:30 – 10:00 a.m.
Location: LEARN, Room 107/ 44 Hatchetts Hill Road, Old Lyme, CT 06371

A remote meeting option is provided for those unable to attend in person. The login information can be found at the end of the agenda.

Present: Robert Mitchell, Chair; Dale Bernardoni, Vice Chair; Jen Favalora, Fiscal Officer; Beverly Washington, Secretary; Cynthia Ritchie, Superintendent of Schools New London; Maryann O'Donnell, Superintendent of Schools Clinton; and Katherine Ericson, LEARN Executive Director

Not Attending:

Meeting began at 8:35 a.m.

1. Review November 2024 Board of Directors' Agenda

Executive Director Ericson announced the two speakers for November's meeting—Patrice McCarthy and The Friendship School (TFS) team.

2. Review Executive Director's Goals (attached)

Executive Director Ericson discussed her goals across three focus areas of leadership.

- Building design and support of grade level transitions at The Friendship School (TFS) and Regional Multicultural Magnet School (RMMS) will serve as key drivers of the Executive Director's work for the upcoming year.
- Capital improvement projects will conclude this year at the Ocean Avenue LEARNING Academy (OALA) and Hatchetts Hill. Two other capital improvement projects will begin in support of Marine Science Magnet High School's (MSMHS) desire to create additional classrooms and the reconfiguration of RMMS from grades K-5 to grades 3-8.

3. Representative Kathleen McCarty Visit

Executive Director Ericson detailed her recent visit with Representative Kathleen McCarty and Representative Jeff Curry, which included a full tour of the newly renovated Ocean Avenue LEARNing Academy, The Friendship School, and the site of the new Early Childhood School.

4. LEARN Updates

The Executive Director shared that LEARN has formed a new partnership with CARTWHEEL, a telehealth program that will support students and families with wraparound services related to mental health needs.

5. Regional Multicultural Magnet School (RMMS) Architectural Study

LEARN is currently in the process of working with an architectural firm to map out how RMMS will slowly shift to grades 3-8.

6. Marine Science Magnet High School (MSMHS) Architectural Study

MSMHS is looking to construct 3-5 new classroom spaces within the existing school building. These classrooms will provide the school with greater scheduling flexibility in the future.

7. Middle School Planning Strategy

Executive Director Ericson shared LEARN's plan to use a committee of teachers, from elementary and high school, to help design the new middle school program.

8. Hatchetts Hill 2nd Floor Renovation Project Status

The second floor at LEARN is currently under construction. The project includes renovation of the bathrooms, a kitchenette, and the addition of two office areas, as well as fresh paint, new rugs, and new office furniture.

9. National School Board Association Conference

Executive Director Ericson invited the Executive Committee to attend the 2025 National School Board Association (NSBA) Conference.

10. Adjournment

Meeting adjourned at 9:34 a.m.

 Join Meeting via Zoom

<https://us02web.zoom.us/j/82071624323?pwd=RVxeElub9bcwpDVVPE7WM0U4LGDGQC.1>

Meeting ID: 820 7162 4323

Passcode: 521615

• +1 929 205 6099 US (New York)

Date: October 25, 2024

Time: 10:02 a.m. – 11:20 a.m.

Location: LEARN, 44 Hatchetts Hill Road, Old Lyme

Meeting Minutes

Building Committee Members: Kate Ericson, LEARN Executive Director; Robert Mitchell, Chair LEARN Board of Directors; Craig Esposito, Immediate Past President LEARN Board of Directors; Dale Bernardoni, Vice-Chair LEARN Board of Directors; Beverly Washington, Secretary LEARN Board of Directors; Jennifer Favalora, Fiscal Officer LEARN Board of Directors

Meeting Attendees: Ryan Donlon, LEARN Associate Director; Katelyn Chapman, Newman Architects; John Holden, Newman Architects; Molly Haas, RDG; Nick Conti, Gilbane Building Company

Guests: Mike Belden, LEARN Chief Financial Officer

Building Committee Staff: Julie Pendleton, LEARN Coordinator of Special Projects; Lisa Cooney, LEARN Coordinator of Communication

Agenda

- 1.0 Approval of Minutes
- 2.0 Guest Presenter
- 3.0 Updates & Reports
- 4.0 Other Reports
- 5.0 Financial Update
- 6.0 Old Business
- 7.0 New Business
- 8.0 Next Meeting
- 9.0 Adjournment

Discussion and Decisions:

1.0 Approval of Minutes

- September 27, 2024, Building Committee: Early Childhood School, 51 Daniels Avenue, Meeting Minutes
 - Motion to approve
 - Presented by: Robert Mitchell
 - Second by: Beverly Washington
 - Motion carried unanimously

2.0 Guest Presenter

- Mike Belden, LEARN Chief Financial Officer
 - The informal presentation focused on borrowing options for the new early childhood school at 51 Daniels Avenue in Waterford.
 - The information from the presentation will be refined as the project moves forward.



3.0 Updates & Reports

- Newman Architects, PC/RDG Architects
 - Collection of Feedback.
 - The collection of stakeholder feedback, as part of the programming phase, is complete.
 - The consolidated feedback yielded 4 aspirational principals that will inform the design.
 - Identity
 - Well-being
 - Discovery
 - Connection
 - There are 4 key phases of architectural design and construction include:
 - Programming Phase
 - Focus of phase: Goals, needs, and requirements
 - Schematic Design Phase
 - Focus of phase: Preliminary design concepts [basic form and function]
 - Design Development Phase
 - Focus on phase: Refined design and detailed planning
 - Construction Documents Phase
 - Detailed drawings and specifications required for construction [used for bidding, permitting, and guiding]
 - October 23 marked the kick-off for the Schematic Design Phase
- Gilbane, Inc.
 - Reviewed the general timeline:
 - January 2025: Receive schematic documents
 - April 2025: Prepping for the bid process for demolition
 - End of summer 2025: Demolition of existing structure at 51 Daniels Avenue

4.0 Other Reports

- Town of Waterford
 - Representatives from Newman Architects met with Planning & Zoning officials from the Town of Waterford.
 - A preliminary schedule of information flow between Newman Architects/51 Daniels Avenue project and the Town of Waterford Planning & Zoning was developed.

5.0 Financial Update

- Contracts & Invoices.
 - Motion to approve the Payment Application/Invoice # 23947 to Newman Architects, PC for Project # 245-0090MAG/A/PF in the amount of \$59,920.00 for programming work.



- Presented by: Robert Mitchell
Second by: Craig Esposito
Motion carried unanimously
 - Motion to approve the Payment Application/Invoice #652399 to Shipman & Goodwin LLP for Project # 245-0090MAG/A/PF in the amount of \$2,708.97.
 - Presented by: Dale Bernardino
Second by: Beverly Washington
Motion carried unanimously
- Furniture, Fixtures, & Equipment (FF&E)
 - No new information to report.

6.0 New Business

- Discussion and possible action on Project Labor Agreements (PLA)
 - After discussion, it was determined that additional information was needed.
 - Discussion will continue during the November meeting.

7.0 New Business

- No new business for discussion.

8.0 Next Meeting

- Date: November 22, 2024
- Time: 10:00 a.m.
- Location: LEARN, 44 Hatchedts Hill Road, Old Lyme, CT
- Items for the Next Meeting Agenda
 - Approval of Minutes
 - Updates & Reports
 - Newman Architects, PC/RDG Architects
 - Gilbane, Inc.
 - Other Reports
 - Financial Update
 - Old Business
 - New Business
- Requested Agenda Items for Upcoming Meeting
 - Expenditure Report – Requested by Beverly Washington
 - Project Timeline – Requested by Jennifer Favalora

9.0 Adjournment

- Motion to adjourn at 11:20 a.m.
 - Presented by: Beverly Washington
Second by: Bob Mitchell
Motion carried unanimously



Policy
4118.51
4218.51
Personnel (Certified/Non-Certified)

SOCIAL MEDIA

LEARN recognizes the importance and utility of social media and networks for its employees. Nothing in this policy is intended to limit an employee's right to use social media or personal online accounts under applicable law. LEARN acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern.

While a policy cannot address every instance of inappropriate social media use, employees must refrain from such use that:

- 1) interferes, disrupts or undermines the effective operation of LEARN and/or its individual schools or programs;
- 2) is used to engage in conduct that is harassing, defamatory, obscene, abusive, discriminatory or threatening;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of LEARN employees; or
- 5) violates the law or LEARN policies and regulations.

The Executive Director or designee will adopt and maintain administrative regulations to implement this policy[.], [subject to any collective bargaining obligations](#).

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen Stat. § 31-40x. Employer inquiries re personal online accounts

Conn. Gen. Stat. § 31-48d. Employers engaged in electronic monitoring – prior notice

Conn. Gen. Stat. § 31-51q. Liability of employer for discipline or discharge

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250. Disorderly conduct. Harassment.

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted:
LEARN

SOCIAL MEDIA

Definitions

“Social media” includes a variety of online tools and services that allow users to publish content and interact with their audiences. Social media includes, but is not limited to, social networking (e.g. Facebook, LinkedIn, Google+); blogs and micro-blogs (e.g. Twitter, Tumblr, Medium); content sharing (e.g. Scribd, SlideShare, Dropbox); image sharing, video sharing or live streaming (e.g. Snapchat, YouTube, Instagram, Pinterest); other sharing sites or applications for sound, location, news, messaging, etc. (e.g. Reddit, WhatsApp).

“Electronic communications device” includes any electronic device that is capable of transmitting, accepting or processing data, including, but not limited to, a computer, computer network and computer system, and a cellular or wireless telephone.

“Personal online account” includes any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of LEARN, including, but not limited to electronic mail, social media and retail-based Internet websites. Personal online account does not include any account created, maintained, used or accessed by an employee for a business, educational or instructional purpose of LEARN.

Rules Concerning Personal Social Media Activity

- 1. LEARN understands that employees utilize social media and the web for personal matters in the workplace. LEARN reserves the right to monitor all employee use of LEARN electronic communications devices, including a review of online and personal social media activities made with such devices. An employee should have no expectation of personal privacy in any personal communication made through social media while using LEARN computers, LEARN-issued cellular telephones or other LEARN-issued electronic communications devices. While LEARN reserves the right to monitor use of its electronic communications devices, employees may engage in incidental personal use of social media in the workplace so long as such use does not interfere with operations and productivity, and does not violate other LEARN policies.**
- 2. An employee may not mention, discuss, reference or link to LEARN or its individual schools or programs using personal online accounts or other sites or applications in a manner that a reasonable person would construe to be an official LEARN communication.**

**Regulation
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Personnel (Certified/Non-Certified)**

3. **Employees are required to maintain appropriate professional boundaries with students, parents/guardians, and colleagues.**
4. **Unless given written consent, employees may not use LEARN's logo or trademarks on their personal posts. This prohibition extends to the use of logos or trademarks associated with individual schools or programs of LEARN. This prohibition does not extend to incidental displays of LEARN's logo or trademarks, such as in family photographs of student athletes in uniform.**
5. **Employees must refrain from engaging in hateful, racist, bigoted, harassing, defamatory, obscene, abusive, discriminatory, threatening or similarly inappropriate communications through personal online accounts. Such communications reflect poorly on LEARN's reputation, can affect the educational process, and may substantially and materially interfere with an employee's ability to fulfill professional responsibilities.**
6. **Employees are required to comply with all LEARN policies and regulations with respect to the use of computer equipment, networks or electronic devices when accessing personal online accounts and/or social media sites through LEARN computer systems. Any access to personal online accounts and/or social media activities while using LEARN equipment must comply with those policies and procedures, and may not interfere with an employee's duties at work.**
7. **All communications through personal online accounts and/or social media must comply with LEARN's policies concerning confidentiality, including the confidentiality of student information. Employees who are considering sharing information and are unsure about its confidential nature should consult with their supervisor prior to communicating such information.**
9. **All LEARN policies and regulations that regulate off-duty conduct, including, but not limited to, policies related to public trust, illegal harassment, conflict of interest, and protecting confidential information, apply to personal online account and social media activity.**

Access to Personal Online Accounts

Employees shall not be required by their supervisors to provide their username, password, or other means of authentication of a personal online account.

Employees shall not be required to authenticate or access any personal online account.

Employees shall not be required to invite or accept an invitation from any individual(s) or group, or be required to join any individual(s) or group with their personal online account.

Employees shall not be required to use personal devices, networks or equipment to engage in any LEARN-related activity.

Regulation
4118.51
4218.51
Personnel (Certified/Non-Certified)

Rules Concerning LEARN-Sponsored Social Media Activity

- 1. In order for employees to use social media sites as an educational tool or in relation to extracurricular activities or programs of LEARN, the employees must seek and obtain the permission of their principal or director.**

- 2. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club, a school-based activity, an official school-based organization, or an official sports team; or to communicate with parents/guardians about class activities, the employee must also comply with the following rules:**
 - **The employee must receive the permission of the immediate supervisor.**
 - **The employee may not use a personal online account for such purpose, but must use the LEARN-issued account.**
 - **The employee must ensure that such social media use is compliant with all LEARN policies and regulations, and applicable state and federal law, including the provision of required legal notices and permission slips to parents.**
 - **Social media sites are not considered appropriate to use between employees and students for instructional purposes such as posting assignments, collecting homework, or discussing class activities.**
 - **The employee must set up the club, etc. as a group list, which will be “closed” (e.g. membership in the group is limited to students, parents/guardians and appropriate school personnel, and “monitored” (e.g. the employee has the ability to access and supervise communications on the social media site).**
 - **When social media is used to communicate with parents, the account must be set up as private, for which the employee administrator of the account must approve members.**
 - **Employees may not include photographs of students in the social media site without permission from the students’ parents/guardians, nor shall they report on the current location of students (e.g., the current location of a field trip). Such communication about the event may be made only after the event has concluded.**
 - **Anyone who has access to the communications conveyed through the social media site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.**
 - **Parents/guardians shall be permitted to access any page that their child has been invited to join.**
 - **Access to the page may only be permitted for educational purposes related to the club, activity, organization, or team.**
 - **The employee responsible for the page will monitor the content regularly to**

Regulation
4118.51
4218.51
Personnel (Certified/Non-Certified)

- ensure compliance with LEARN policies and regulations and appropriateness of content.
- The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
 - Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such LEARN-sponsored social media activity.
3. Employees are prohibited from making harassing, defamatory, obscene, abusive, discriminatory, threatening, or similarly inappropriate statements in their social media communications using LEARN-sponsored sites or accounts, or through LEARN-issued electronic accounts.
 4. Employees are required to comply with all LEARN policies and procedures and all applicable laws with respect to the use of LEARN computer equipment, networks, accounts, or electronic communication devices; or when accessing LEARN- sponsored social media sites; or while using personal devices on LEARN's wireless network; or while accessing LEARN servers.
 5. LEARN reserves the right to monitor all employee use of LEARN computers and other LEARN-issued electronic devices, including employee blogging and social networking activity on such devices. An employee should have no expectation of personal privacy in any communication made through social media, including personal online accounts, while using LEARN-issued computers, cellular telephones or any other LEARN electronic communications devices.
 6. All communications through LEARN-sponsored social media or LEARN-issued electronic accounts must comply with LEARN's policies concerning confidentiality, including the confidentiality of student information. Employees who are considering sharing information and are unsure about its confidential nature should consult with their supervisor prior to communicating such information.
 7. An employee may not link a LEARN-sponsored social media page to any personal online account or social media sites not sponsored by LEARN.
 8. An employee may not use LEARN-sponsored social media or LEARN-issued electronic accounts for communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.
 9. An employee may not use LEARN-sponsored social media or LEARN-issued electronic accounts in a manner that misrepresents personal views as those of LEARN or of individual schools or programs, or in a manner that could be construed as such.

Regulation
4118.51
4218.51
Personnel (Certified/Non-Certified)

Disciplinary Consequences

Violation of LEARN's policy and/or regulation concerning the use of social media may lead to discipline up to and including the termination of employment consistent with state and federal law.

An employee may face disciplinary action up to and including termination of employment if an employee transmits, without LEARN's permission, confidential information to or from the employee's personal online account.

An employee shall not be disciplined for not providing the username, password, or other authentication means for accessing a personal online account, not authenticating, or accessing a personal online account in the presence of a supervisor or any other individual, or for not inviting or accepting an invitation sent by a supervisor or any other individual to join a group affiliated with a personal online account.

LEARN may require that an employee provide the username, password or other means of accessing or authenticating any account or service provided by LEARN for business purposes or any electronic communications device supplied by or paid for, in whole or in part, by LEARN.

**Regulation adopted:
LEARN**



**LEARN Regional Educational Service Center
Early Childhood Education (ECE) Site Coordinator**

General Scope of Responsibilities

The ECE Center Coordinator is responsible for planning, directing, and supporting the activities of staff to meet the physical, emotional, social, and educational needs of children aged six weeks to three years. This role ensures compliance with all accreditation and licensing guidelines, fosters a developmentally appropriate environment, and maintains effective communication with families and staff.

Relationship within the Organization

The ECE Site Coordinator reports to and is evaluated by the Assistant Director of Early Childhood Education.

Responsibilities

Program and Classroom Management

- Supervise classrooms to ensure compliance with accreditation and licensing standards.
- Support staff in providing developmentally appropriate care and educational activities for all children.
- Collaborate with the ECE Assistant Director to set program goals, staffing plans, structures, and development standards.
- Arrange classroom coverage for staff absences.
- Direct classroom time based on needs

Family and Community Engagement

- Manage family enrollment processes, including program presentations, applicant screening, assessments, and waitlist maintenance.
- Orient new families to the Center's policies, practices, and educational approach.

Staff Development and Supervision

- Train, supervise, and support all staff members and student interns.
- Plan and conduct staff in-service sessions and training on timely and relevant topics.
- Assist in screening, assessing, and selecting staff members in collaboration with the ECE Assistant Director.

Administrative and Financial Management

- Complete financial and administrative reports for the Early Care (if needed) and the CT Care-4-Kids program.
- Collaborate with the ECE Assistant Director on budget planning and accounting practices within the Center.
- Prepare payroll deduction authorizations and process weekly payment/changes.
- Maintain facilities with Service Solutions and ensure compliance with emergency procedures.

Documentation and Reporting

- Prepare written proposals, reports, and grant applications in coordination with the ECE Assistant Director.
- Maintain accurate documentation for compliance and reporting purposes.

Other Responsibilities

- Demonstrate knowledge of and compliance with emergency procedures.
- Perform other duties as assigned.
- Ability to lift up to 40 pounds.



Experience, Knowledge, and Training

Education

- Bachelor's Degree in Early Childhood Education or Special Education, Master's Degree or enrolled in a Master's degree program in education or administration strongly preferred.
- Director's credential within first year of hire

Experience

- 8-10 years of experience in early childhood education, including work with infants, toddlers, preschool, and special needs children
- 5-8 years of experience supervising early childhood education teachers

Licensure

- CT Early Childhood Teaching Credential (ECTC) or equivalent is preferred

Special Skills

- Strong interpersonal, communication, organizational, and leadership skills
- Demonstrated ability to support and enhance staff development in alignment with the developmental philosophy of the Center
- Solid understanding of NAEYC standards, CT OEC guidelines, CT ELDS, CT DOTS, and CT DPH guidelines

I have read the above job description and am capable of performing the essential functions of the job with reasonable accommodation.

Employee Name (Print): _____ **Signature** _____ **Date** _____

LEARN Regional Educational Service Center is an equal opportunity employer.



**LEARN Regional Educational Service Center
Early Childhood Education (ECE) Head Teacher**

General Scope of Responsibilities

The ECE Head Teacher is responsible for planning, coordinating, and implementing a program that supports the physical, emotional, social, and educational development of children aged six weeks to three years. This role ensures adherence to Center policies, Connecticut Office of Early Childhood Education regulations, National Association for the Education of Young Children (NAEYC) Accreditation Standards, and the NAEYC Code of Ethics.

Relationship within the Organization

The ECE Head Teacher reports to and is evaluated by the Early Childhood Education Site Coordinator.

Responsibilities

Program Development and Implementation

- Design, implement, and evaluate age-appropriate activities that meet the needs of children, ensuring alignment with NAEYC standards and Center policy
- Identify each child's developmental needs and apply differentiated instruction

Staff Supervision & Mentorship

- Supervise teachers, staff support, and classroom volunteers, ensuring adherence to planned activities, hygiene, and safety standards
- Mentor and coach support staff to implement developmentally appropriate lessons, activities, and environments
- Provide constructive feedback to the Site Coordinator for formal evaluations of teachers and support staff

Compliance & Safety

- Oversee classroom setup, equipment, and materials to ensure full compliance with state licensing requirements, NAEYC accreditation standards, health and safety regulations, and CDC guidelines or grants as applicable
- Ensure that all activities and operations align with Center policies, NAEYC standards, and state regulations

Parent & Family Engagement

- Engage parents through regular informal discussions, progress reports, and scheduled parent-teacher conferences to foster strong partnerships and open communication

Record Keeping & Documentation

- Maintain accurate records, forms, and files in compliance with Center policies and regulatory standards

Team Collaboration & Coordination

- Conduct weekly meetings with teachers and support staff to facilitate curriculum planning, review student observations, and foster effective communication
- Collaborate with the Site Coordinator weekly to discuss classroom management and address program issues



Professional Development

- Develop and maintain a personal professional development plan to ensure continuous quality improvement
- Attend a minimum of 21 hours of early childhood workshops annually and participate in staff meetings, projects, and departmental events

Additional Responsibilities

- Perform other related duties as assigned

Experience, Knowledge, and Training

Education

- Current ECE certification/Special Education or ECTC (Early Childhood Teacher Credential) Bachelor level only; traditional college route or IRR (Individual Review Route) or bachelor's degree specifically in ECE
- Infant/child CPR and First Aid certification
- Medication Administration and Epi-Pen Certificate

Experience

- Minimum of 3-5 years of professional childcare experience

Special Skills

- Ability to work well with others
- Strong oral and written communication skills and basic computer skills
- An understanding of child development
- Excellent leadership, organizational, and interpersonal skills

Physical / Health / Other Requirements

- Must clear a full background check and must pass health screening
- Must be able to lift and/or carry a child up to 50 lbs
- Minimum of 18 years of age

I have read the above job description and am capable of performing the essential functions of the job with reasonable accommodation.

Employee Name (Print): _____ **Signature** _____ **Date** _____

LEARN Regional Educational Service Center is an equal opportunity employer.



**LEARN Regional Educational Service Center
Early Childhood Education (ECE) Teacher**

General Scope of Responsibilities

The teacher is for implementing a quality educational program and in developing positive relationships with the children and their families, the observes and documents children’s interest and progress, and relays that information back to families and other staff. Teachers are responsible for creating and implementing developmentally appropriate activities based on children’s interests and needs under the direction of the Site Coordinator.

Relationship within the Organization

The ECE Teacher reports to and is evaluated by the Early Childhood Education Site Coordinator.

Responsibilities

Program Development & Implementation

- Plan, coordinate, and implement a program to meet the physical, emotional, social, and educational needs of children aged six weeks to three years in accordance with Center policy, Connecticut Office of Early Childhood Education guidelines, and NAEYC Accreditation Standards and Code of Ethics.
- Identify each child’s needs and apply differentiated instruction techniques.
- Mentor and coach support staff in implementing developmentally appropriate lessons, activities, and environments.

Compliance & Safety

- Monitor classroom staffing levels, facility equipment, and materials to ensure full compliance with state licensing requirements, NAEYC accreditation criteria, health and safety standards, and CDC guidelines or grants as applicable.
- Ensure adherence to all Center policies, NAEYC standards, and state regulations.

Communication & Family Engagement

- Maintain open and frequent communication with parents through informal discussions, progress reports, and scheduled parent-teacher conferences.
- Inform the Site Coordinator of any program-related issues that may affect service quality, accreditation, licensing, child safety, health, or family satisfaction.

Staff Supervision & Support

- Supervise teacher assistants and classroom volunteers to ensure they are following planned activities, hygiene, and safety standards.

Record Keeping & Documentation

- Maintain accurate records, forms, and files in compliance with Center policies and regulatory standards.



Professional Development

- Create and maintain a personal professional development plan to ensure continuous quality improvement.
- Attend at least 21 hours of early childhood workshops annually and participate in staff meetings, projects, and departmental events.

Additional Responsibilities

- Perform other duties as assigned.

Experience, Knowledge, and Training

Education

- Associate Degree in Early Childhood Education or a related field with a minimum of 12 credits in Early Childhood Education or ECTC (Early Childhood Teacher Credential) Associate level
- Infant/child CPR and First Aid certification.
- Medication Administration and Epi-Pen Training

Experience

- Minimum of 3-5 years of professional childcare experience.

Special Skills

- Ability to collaborate effectively with others.
- Strong oral and written communication skills.
- Proficiency in basic computer applications.
- In-depth understanding of child development.
- Strong leadership, organizational, and interpersonal skills.

Physical / Health / Other Requirements

- Must clear a comprehensive background check and pass a health screening.
- Must be able to lift and/or carry a child up to 50lbs

I have read the above job description and am capable of performing the essential functions of the job with reasonable accommodation.

Employee Name (Print): _____ **Signature** _____ **Date** _____

LEARN Regional Educational Service Center is an equal opportunity employer.



**LEARN Regional Educational Service Center
Early Childhood Education (ECE) Support Staff**

General Scope of Responsibilities

The ECE Support Staff assists the teacher and Site Coordinator to create a caring and safe environment for the children. Assisting the staff in implementing a quality educational program and in developing positive relationships with the children and their families, the ECE Support Staff observes and documents children's interest and progress, and relays that information back to families and other staff. ECE Support Staff are responsible for implementing developmentally appropriate activities based on children's interests and needs under the direction of the Teacher and the Site Coordinator.

Relationship within the Organization

The ECE Support Staff reports directly to the Head Teacher and Site Coordinator.

Classroom and Activity Support

- Assist in the implementation of curricula activities and encourage participation by children.
- Actively engage in activities; manage cleanliness, maintenance, and availability of classroom materials.
- Assist with large and small group activities.
- Help ensure a smooth, daily transition from home to childcare center.

Clerical and Administrative Support

- Assist the teacher in conducting routine clerical duties.
- Perform other duties as may be assigned.

Communication and Family Engagement

- Maintain frequent communications with families through informal discussions and assist teacher in conferences.

Child Development and Well-Being

- Encourage self-help and good hygiene through behavior modeling.
- Alert the teacher and/or administrator to any problem, special information, or situations.

Compliance and Professional Standards

- Follow all center policies and state regulations.
- Maintain a personal professional development plan to ensure continuous quality improvement.

Education and Credentials

- CDA Credential plus 12 credits in ECE, preferably an Associate's in ECE.
- Infant/child CPR and First Aid certification
- Medication Administration and Epi-Pen training



Experience

- Minimum of 1-2 years of professional childcare experience

Skills and Competencies

- Strong oral and written communication skills and basic computer skills
- Ability to work well with others
- An understanding of child development

Professional Development and Training

- Participates regularly in staff and professional projects and meetings and departmental events
- Attends a minimum of twenty-one (21) hours of early childhood workshops per year
- Clearances and Health Requirements
- Must clear a full background check
- Must pass health screening

Physical / Health / Other Requirements

- Must clear a comprehensive background check and pass a health screening
- Must be able to lift and/or carry a child up to 50 lbs

I have read the above job description and am capable of performing the essential functions of the job with reasonable accommodation.

Employee Name (Print): _____ **Signature** _____ **Date** _____

LEARN Regional Educational Service Center is an equal opportunity employer.

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[SEXUAL HARASSMENT] PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

[It is the policy of the LEARN Board of Directors that there is zero tolerance for any form of sexual harassment. All sexual harassment is prohibited, whether it takes place within LEARN premises or outside, including at social events, business trips, training sessions or conferences sponsored by LEARN, and whether it is engaged in by supervisory or non-supervisory personnel, by individuals under contract or by volunteers subject to LEARN control. Retaliation against any employee who reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint is prohibited.]

LEARN does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that LEARN operates, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

Inquiries about Title IX may be referred to the District’s Title IX Coordinators, the U.S. Department of Education’s Office for Civil Rights, or both. The District’s Title IX Coordinators are:

Dr. Ryan Donlon

**LEARN Associate Executive Director
44 Hatchetts Hill Road, Old Lyme, CT
860-434-4800; rdonlon@learn.k12.ct.us**

Bridgette Gordon-Hickey

**LEARN Deputy Executive Director
44 Hatchetts Hill Road, Old Lyme, CT
860-400-0840; bghickey@learn.k12.ct.us**

Elizabeth McCaffery

**LEARN Director of Human Resources
44 Hatchetts Hill Road, Old Lyme, CT
860-434-4800; emccaffery@learn.k12.ct.us**

The LEARN Deputy Executive Director, Associate Executive Director, and Director of Human Resources shall develop and adopt grievance regulation that provide for the prompt and equitable resolution of complaints made (1) by students, employees, or other individuals who are participating or attempting to participate in the District’s education program or activity, or (2) by the Title IX Coordinators, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law (the “Administrative Regulations”). The Administrative Regulations can be found on the LEARN website under Policies and Procedures.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related

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conditions, sexual orientation, and gender identity. Sex discrimination includes sex-based harassment, as defined below.

[Sexual] **Sex-based** harassment is a [any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when

(A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(C) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.] **form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:**

1. ***Quid pro quo harassment*, or where an employee, agent or other person authorized by LEARN to provide an aid, benefit or services under its education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service of LEARN on an individual's participation in unwelcome sexual conduct;**
2. ***Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:**
 - a. **the degree to which the conduct affected the complainant's ability to access the District's education program or activity;**
 - b. **the type, frequency, and duration of the conduct;**
 - c. **the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;**
 - d. **the location of the conduct and the context in which the conduct occurred; and**
 - e. **other sex-based harassment in the District's education program or activity; or**

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3. *A specific offense, as follows:*

- a. **Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;**
- b. **Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;**
- c. **Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or**
- d. **Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.**

[Preventing sexual harassment is a collective responsibility. LEARN cannot prevent or remedy sexual harassment unless it knows about it. It is the responsibility of any employee who has witnessed or has been subjected to sexual harassment to report the incident(s). Supervisors and managers who observe, are informed of, or reasonably suspect the occurrence of sexual harassment shall immediately report such incident(s).

Sexual harassment complaints will be investigated promptly and thoroughly, and, where it is determined that such conduct has occurred, LEARN will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action when appropriate. All reports of sexual harassment will be held in confidence to the extent permitted by applicable state and federal laws and collective bargaining agreements.

Any violation of this policy will result in disciplinary action, up to and including termination. While this policy sets forth goals of promoting a workplace that is free of sexual harassment, it is not designed or intended to limit LEARN's authority to discipline or take remedial action for workplace

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conduct of a sexual nature which it deems unacceptable, regardless of whether that conduct meets the definition of sexual harassment.

The Executive Director will develop and distribute sexual harassment complaint procedures in accordance with this policy, and will ensure compliance with all legal requirements regarding posting of notices and training regarding sexual harassment.

Legal References: Civil Rights Act of 1964, Title VII, 42 U.S. §2000-e2(a)

Equal Employment Opportunity Commission Policy Guidance(N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88

29 CFR Para. 1604.11 (EEOC)

Meritor Savings Bank, FSB v. Vinson 477 US.57 (1986)

Faragher v. City of Boca Raton, 524 U.S. 775 (1998)

Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998)

Gebbser v. Lago Vista Indiana School District, 524 U.S. 274 (1998)

Connecticut General Statutes

46a-54 Commission Powers, as amended by P.A. 19-16

46a-60 Discriminatory employment practices prohibited, as amended by P.A. 19-16.]

Reporting Sex Discrimination

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

1. **A “complainant,” which includes:**
 - a. **a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or**
 - b. **a person other than a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in LEARN’s education program or activity;**

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2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; and
3. The District's Title IX Coordinators.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinators initiate a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student of the District or employee of LEARN; or
- Any person other than a student of the District or employee of LEARN who was participating or attempting to participate in LEARN's education program or activity at the time of the alleged sex discrimination.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact a District's Title IX Coordinator or an administrator.

Any LEARN employee who has information about conduct that reasonably may constitute sex discrimination must as immediately as practicable notify a Title IX Coordinator. If the Title IX Coordinators are alleged to have engaged in sex discrimination, LEARN employees shall instead notify LEARN's Executive Director, if the employee is not assigned to a school building.

Individuals may also make a report of sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111) and/or to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a)

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

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Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

**Equal Employment Opportunity Commission Policy Guidance on
Current Issues of Sexual Harassment (N-915.050), March 19, 1990**

Conn. Gen. Stat. § 10-15c - Discrimination in public schools prohibited

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination: Employment

**Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender
identity or expression or marital status prohibited**

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

Brittell v. Department of Correction, 247 Conn. 148 (1998)

Fernandez v. Mac Motors, Inc., 205 Conn. App. 669 (2021)

Policy adopted: May 14, 1992

Revised: October 10, 2019

Revised:

LEARN

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ADMINISTRATIVE REGULATIONS

PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

LEARN (the “District”) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that LEARN and/or the District operates, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

The District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District’s education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law. Any reference in these Administrative Regulations to the Title IX coordinator or to an administrator includes such person’s designee.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. **Sex discrimination includes sex-based harassment**, as defined below.

Sex-based harassment under Title IX is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*, or where an employee, agent or other person authorized by LEARN to provide an aid, benefit or services under its education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service of LEARN on an individual’s participation in unwelcome sexual conduct);
2. *Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the District’s education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. the degree to which the conduct affected the complainant’s ability to access the District’s education program or activity;
 - b. the type, frequency, and duration of the conduct;

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- c. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. the location of the conduct and the context in which the conduct occurred; and
 - e. other sex-based harassment in the District's education program or activity; or
3. *A specific offense, as follows:*
- a. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
 - c. Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or
 - d. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.

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SECTION I: REPORTING SEX DISCRIMINATION

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please contact the District's Title IX Coordinator or an administrator. The District's Title IX Coordinators are:

Dr. Ryan Donlon
LEARN Associate Executive Director
44 Hatchetts Hill Road, Old Lyme, CT
860-434-4800; rdonlon@learn.k12.ct.us

Bridgette Gordon-Hickey
LEARN Deputy Executive Director
44 Hatchetts Hill Road, Old Lyme, CT
860-400-0840; bgickey@learn.k12.ct.us

Elizabeth McCaffery
LEARN Director of Human Resources
44 Hatchetts Hill Road, Old Lyme, CT
860-434-4800; emccaffery@learn.k12.ct.us

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX and under the LEARN's policy and these Administrative Regulations:

1. A "complainant," which includes:
 - a. a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. a person other than a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant (collectively, "parent or guardian"); and
3. The District's Title IX Coordinators.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

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With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following people have a right to make a complaint:

- Any student of the District or employee of LEARN; or
- Any person other than a student of the District or employee of LEARN who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Consolidation shall not violate the Family Educational Rights and Privacy Act (“FERPA”), and thus requires that prior written consent is obtained from the parents or eligible students to the disclosure of their education records. Where the District is unable to obtain prior written consent, complaints cannot be consolidated. When more than one complainant or more than one respondent is involved, references in these Administrative Regulations to a party, complainant, or respondent include the plural, as applicable.

SECTION II: DEFINITIONS

1. **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decisionmaker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudice of the facts at issue in the investigation.
2. **Complainant** means (1) a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or (2) a person other than a student of the District or employee of LEARN who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination. When a complainant is a student of the District, reference in these Administrative Regulations to complainant includes the student’s parent or guardian.
3. **Complaint** means oral or written requests to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations and under LEARN’s policy and these Administrative Regulations.
4. A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decisionmaker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
5. **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

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For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
 - Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
 - It is the responsibility of each person engaging in a sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
 - It shall not be a valid excuse to an alleged lack of affirmative consent that a respondent to the alleged violation believed that a complainant consented to the sexual activity:
 - because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented, or
 - if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
 - The existence of a past or current dating or sexual relationship between a complainant and a respondent, in and of itself, shall not be determinative of a finding of consent.
6. **Disciplinary sanctions** means consequences imposed on a respondent following a determination under Title IX or under LEARN's policy and these Administrative Regulations that the respondent violated the District's prohibition on sex discrimination.
7. For purposes of investigations and complaints of sex discrimination, **education program or activity** includes buildings owned or controlled by LEARN and conduct that is subject to the District's disciplinary authority. The District has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the District's education program or activity or outside the United States.

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8. **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by LEARN or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with LEARN.
9. **Party** means a complainant or respondent.
10. **Pregnancy or related conditions** mean (A) pregnancy, childbirth, termination of pregnancy, or lactation; (B) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (C) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
11. **Relevant** means related to the allegations of sex discrimination under investigation as a part of the District's Title IX grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
12. **Remedies** means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.
13. **Respondent** means an individual who is alleged to have violated the District's prohibition on sex discrimination. When a respondent is a student of the District, reference in these Administrative Regulations to respondent includes the student's parent or guardian.
14. **Retaliation** means intimidation, threats, coercion, or discrimination against any person by a student or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or Title VII or their regulations or Connecticut law, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing or informal resolution process conducted pursuant to federal Title IX regulations or under LEARN's policy and these Administrative Regulations. This also includes peer retaliation, which means retaliation by a student against another student.
15. **School days** means the days that school is in session as designated on the calendar posted on the District's website. In its discretion, and when equitably applied and with proper

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notice to the parties, the District may consider business days during the summer recess as “school days” if such designation facilitates the prompt resolution of the grievance procedures.

16. **Supportive measures** means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to: (1) restore or preserve that party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the parties or the District’s educational environment; or (2) provide support during the District’s grievance procedures or during the informal resolution process. Supportive measures may include counseling; extensions of deadlines or other course-related adjustments; increased security and monitoring; restrictions on contact; changes to class schedules or extracurriculars; training and education programs related to sex-based harassment, and other similar measures as determined appropriate by the Title IX Coordinator.

SECTION III: RESPONSE TO SEX DISCRIMINATION

1. Notification of Procedures. When notified of conduct that reasonably may constitute sex discrimination, including sex-based harassment, the Title IX Coordinator shall notify the complainant or, if the complainant is unknown, the individual who reported the conduct, of the grievance procedures, and the informal resolution process, if available and appropriate. If a complaint is made, the Title IX Coordinator shall also notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate.
2. Supportive Measures. When notified of conduct that reasonably may constitute sex discrimination, including sex-based harassment, an administrator will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person’s access to the District’s education program or activity or provide support during the District’s Title IX grievance procedures or during the informal resolution process. The District will not disclose information about any supportive measures to persons other than the person to whom they apply and their parent or guardian unless necessary to provide the supportive measure or restore or preserve a party’s access to the educational program or activity.
 - a. Where a supportive measure has been implemented, a party may seek the modification or termination of the supportive measure, if the supportive measure is applicable to them and if the party’s circumstances have materially changed. The District may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process.

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- b. *Challenge to Supportive Measures.* Upon an administrator's decision to provide, deny, modify or terminate a supportive measure, either a respondent or a complainant may challenge that decision. The challenged supportive measure must be applicable to the challenging party. A party's challenge may be based on, but is not limited to, concerns regarding whether the supportive measure is reasonably burdensome; reasonably available; being imposed for punitive or disciplinary reasons; imposed without fee or charge; or otherwise effective in meeting the purposes for which it is intended, including to restore or preserve access to the education program or activity, provide safety, or provide support during the grievance procedures. Such challenge shall be made in writing to the Title IX Coordinator.

Promptly and without undue delay after receiving a party's challenge, the Title IX Coordinator shall determine if the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures in this Administrative Regulation. When there is a change to a supportive measure currently in place, including the termination of the supportive measure, or where a new supportive measure is implemented or a requested supportive measure has been denied, the Title IX Coordinator shall notify the affected party of the determination.

In the event that the Title IX Coordinator made the decision to provide, deny, modify or terminate a supportive measure, the challenge will be assigned to a disinterested administrator.

3. Informal Resolution Process. In lieu of resolving a complaint of sex discrimination through the District's formal grievance procedures (outlined below), the parties may instead elect to participate in an informal resolution process. The District has discretion to determine whether it is appropriate to offer an informal resolution process and may decline to offer informal resolution despite one or more of the parties' wishes. The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with the law. Upon the District offering the informal resolution process to both parties, that parties shall have seven (7) school days to decide if they would like to participate in the process. The District shall obtain the parties' voluntary consent to proceed with the informal resolution process. If the informal resolution process proceeds, the Title IX Coordinator shall appoint an informal resolution facilitator, who will not be the same person as the investigator or the decisionmaker.
- a. *Notice of Informal Resolution Process.* Promptly upon obtaining the parties' voluntary consent to process with the informal resolution process and before initiation of the informal resolution process, the District must provide to the parties written notice that explains:
- 1) the allegations;

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- 2) the requirements of the informal resolution process;
 - 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the formal grievance procedures;
 - 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming the formal grievance procedures arising from the same allegations;
 - 5) the potential terms that may be requested or offered in an informal resolution agreement (which may include, but are not limited to, restrictions on contact, restrictions on the respondent's participation in the District's programs or activities, other disciplinary sanctions, and/or sensitivity training), including notice that an informal resolution agreement is binding only on the parties; and
 - 6) what information the District will maintain and whether and how the District could disclose such information for use in formal grievances procedures.
- b. *Intake Meeting(s)*. From the date of the written notice provided in subsection III.3.a, above, the parties will have thirty (30) school days to reach a resolution. The Title IX Coordinator may extend this timeframe for the same reasons identified in subsection IV.1.d, below. If a resolution is not reached, the District will continue resolving the complaint through the grievance procedures as outlined below. The informal resolution process will be designed to be collaborative, focusing on the needs of both parties. When the parties have agreed to pursue the informal resolution process, the informal resolution facilitator shall have a separate intake meeting with each party to determine the appropriate path for resolution. During the intake meeting(s), each party will have the opportunity to share their perspective on the allegations, and the informal resolution facilitator will ascertain the party's goals and motivation in pursuing an informal resolution process.
- c. *Informal Resolution Process*. Depending on the allegations of sex discrimination, the District may offer, or the parties may request (subject to the District's approval), one or more of the following types of informal resolution processes:
- 1) Facilitated Dialogue: After the intake meeting(s), the parties engage in a direct conversation about the alleged sex discrimination with the assistance of the informal resolution facilitator. In a facilitated dialogue, the parties are communicating directly and sharing the same space (virtually or in-person). During a facilitated dialogue, the parties will

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have the opportunity to discuss their individual experiences and listen to the experiences of others with the intention of reaching a mutually agreeable resolution.

- 2) Mediation: After the intake meeting, the parties will engage in back-and-forth communication to reach an agreed-upon resolution. Mediation may take place electronically or in-person or virtually, with the parties in different locations (e.g. not face-to-face). The parties will have the opportunity to speak with the informal resolution facilitator, and the informal resolution facilitator will communicate each party's perspective to the opposing party. Mediation may be completed in one session or may require multiple sessions.
 - d. *Informal Resolution Agreement*. After the parties have reached an agreed-upon resolution, the informal resolution facilitator shall memorialize such agreement in writing. Such resolutions may include, but are not limited to, mutual no-contact orders; agreed upon sensitivity training; restrictions on the respondent's participation in the District's programs or activities or other disciplinary sanctions; or other mutually agreed upon resolutions. Both parties shall sign the informal resolution agreement, at which point the matter will be considered resolved.
 - e. *Retaliation and Subsequent Conduct*. Nothing in this section precludes an individual from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.
4. Emergency Removal. The District will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination. However, the District may remove a respondent from the District's program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of the complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
5. Students with Disabilities. If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one or more members of the student's Planning and Placement Team or Section 504 Team to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act throughout the implementation of the grievance procedures, including in the implementation of supportive measures.

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6. Absence of a Complaint. In the absence of a complaint, or the withdrawal of any or all allegations in the complaint, and in the absence or termination of the informal resolution process, the Title IX Coordinator shall make a fact-specific determination regarding whether the Title IX Coordinator should initiate a complaint of sex discrimination. In making this determination, the Title IX Coordinator shall consider, at a minimum, the following factors:
- a. The complainant's request not to proceed with initiation of a complaint;
 - b. The complainant's reasonable safety concerns regarding initiation of a complaint;
 - c. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
 - d. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from the District's program or activity or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
 - e. The age and relationship of the parties, including whether the respondent is a LEARN employee;
 - f. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
 - g. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
 - h. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health or safety of the complainant or other person, or that the alleged conduct prevents the District from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

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SECTION IV: GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEX DISCRIMINATION

1. Basic Requirements for the Grievance Procedures.
 - a. The District will treat complainants and respondents equitably.
 - b. The District prohibits any Title IX Coordinator, investigator, or decisionmaker from having a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
 - c. The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
 - d. The District has established timeframes for the major stages of the grievance procedures. The District has also established the following process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay:
 - 1) When determining whether a reasonable extension of timeframes is appropriate, the Title IX Coordinator shall pursue a two-step inquiry. When appropriate, the Title IX Coordinator shall make this determination in consultation with the investigator, decisionmaker, appeal decisionmaker and/or the informal resolution facilitator.
 - 2) First, the Title IX Coordinator shall determine whether good cause exists. Good cause shall include, but is not limited to, the absence or illness of a party or a witness; concurrent law enforcement activity and/or activity by the Department of Children and Families; school being out of session; or particular circumstances based on the Title IX Coordinator's experience and familiarity with the complaint that constitute good cause. Reasonable modifications for those with disabilities and language assistance for those with limited proficiency in English should be provided within the established timeframes without need for a reasonable extension.
 - 3) The existence of good cause will not always require a reasonable extension. When evaluating whether such good cause warrants a reasonable extension of time, the Title IX Coordinator shall, in part, determine whether there is a reasonable alternative that may be pursued in lieu of an extension. Where no such alternative exists and where a reasonable extension is necessary to properly effectuate the District's grievance procedures, the Title IX Coordinator shall determine an appropriate extension of time and provide notice of the period of extension to the parties in writing.

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- e. The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will be designed to not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members or confidential resources; or otherwise preparing for or participating in the grievance procedures. The District prohibits retaliation by or against any parties, including against witnesses.
- f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory (tending to prove sex discrimination) and exculpatory evidence (tending to disprove sex discrimination). Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.
- g. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
 - 1) Evidence that is protected under a privilege recognized by Federal or Connecticut law, unless the person to whom the privilege is owed has voluntarily waived the privilege;
 - 2) A party’s or witness’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party’s or witness’s voluntary, written consent for use in its grievance procedures; and
 - 3) Evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
- h. The District will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination. However, the District may remove a respondent from the District’s program or activity on an emergency basis, as discussed above.

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2. Filing a Complaint. A complainant (as defined above) and/or their parent or guardian may file a written or oral complaint with the Title IX Coordinator or an administrator to initiate the District's grievance procedures. Complaints should be filed within thirty (30) school days of the alleged occurrence. If a complaint is filed after thirty (30) school days of the alleged occurrence, the District may be limited in its ability to investigate the complaint.
3. Notice of District Grievance Procedures. If not already done, within five (5) school days of receiving a complaint, the Title IX Coordinator shall inform the complainant and their parent or guardian about the District's Title IX grievance procedures, offer the complainant supportive measures, and, where appropriate, inform the complainant and their parent or guardian about the District's informal resolution process. Through this notification, the Title IX Coordinator shall confirm that the complainant is requesting the District to conduct an investigation and make a determination regarding their allegations of sex discrimination. When the Title IX Coordinator is named as the respondent, the building principal or administrator responsible for the program shall notify the complainant and their parent or guardian.
4. Jurisdiction and Dismissal. Prior to initiating an investigation into the alleged sex discrimination and prior to issuing the notice of allegations, the Title IX Coordinator shall review the complaint and determine jurisdiction. If the alleged conduct occurred in the District's program or activity or the conduct is otherwise subject to the District's disciplinary authority, then the District has jurisdiction. If there is no jurisdiction, the Title IX Coordinator must dismiss the complaint. The Title IX Coordinator shall make a determination regarding jurisdiction within five (5) school days of receiving the complaint.
 - a. The Title IX Coordinator or the investigator may dismiss a complaint of sex discrimination prior to issuing the notice of allegations and prior to reaching a determination regarding responsibility where:
 - 1) The District is unable to identify the respondent after taking reasonable steps to do so;
 - 2) The respondent is not participating in the District's education program or activity and/or is not employed by LEARN;
 - 3) The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

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- 4) The Title IX Coordinator determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations by communicating with the complainant to discuss the allegations in the complaint.
- b. Upon dismissal of the complaint, the Title IX Coordinator will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing. When a complaint is dismissed, the District will, at a minimum:
- 1) Offer supportive measures to the complainant as appropriate;
 - 2) If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
 - 3) Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- c. Appeal of Dismissal. The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. The District's appeal procedures will be implemented equally for all parties.
- 1) Dismissals may be appealed on the following bases:
 - a) Procedural irregularity that would change the outcome;
 - b) New evidence that would change the outcome and that was not reasonably available when the dismissal was issued; and
 - c) The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
 - 2) If the dismissal is appealed, an administrator who did not take part in the investigation of the allegations or the dismissal of the complaint will be the appeal decisionmaker for the dismissal. The District's appeal process for the dismissal of a complaint provides the following:

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- a) The appealing party shall have five (5) school days, from the receipt of the dismissal, to submit a written statement in support of, or challenging the outcome of the dismissal;
 - b) The appeal decisionmaker must promptly notify the other party of the appeal;
 - c) The other party shall have five (5) school days, from receiving notice from the appeal decisionmaker to submit a written a statement in support of, or challenging, the outcome; and
 - d) Within ten (10) school days following the other party's opportunity to provide a statement, the appeals decisionmaker shall provide the parties the result of the appeal and the rationale for the result.
5. Notice of Allegations. Upon receipt or filing by the Title IX Coordinator of a complaint, and after determining that the District retains jurisdiction over the complaint, the Title IX Coordinator must provide a notice of allegations to the parties that includes the following:
- a. The District's Title IX grievance procedures and availability of the informal resolution process;
 - b. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
 - c. A statement that retaliation is prohibited; and
 - d. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.
- If, in the course of an investigation, the investigator decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the initial notice of allegations or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations by issuing an additional notice of allegations.
6. Investigation. The District will provide for the adequate, reliable, and impartial investigation of complaints. In most circumstances, the District will institute a unified investigative model in which an administrator, or a team of administrators, will serve as both the investigator and the decisionmaker. In rare circumstances, the Title IX Coordinator may implement a bifurcated investigative model in which the investigator and the decisionmaker are separate administrators, or separate teams of administrators.

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The implementation of a bifurcated investigative model shall be in the sole discretion of the District, based on a review by the Title IX Coordinator of the complexity of the investigation and the resources needed. The following applies to all investigations, except as otherwise provided herein:

- a. The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- b. The investigator(s) will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- c. The investigator(s) will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- d. Disclosure of Evidence: Prior to making a determination, the investigator(s) will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible.
 - 1) Access to such evidence shall be accomplished by the investigator(s) providing the parties with a description of such evidence or the actual relevant and not otherwise impermissible evidence.
 - 2) The parties shall have five (5) school days to review a description of the evidence or the actual evidence.
 - 3) If not already provided, the parties may request to review the relevant and not otherwise impermissible evidence, rather than a description of the evidence. Parties requesting a review of the evidence must do so within the five (5) school day review period identified above.
 - 4) The parties may submit a written response to the evidence, which must be received by the investigator(s) no later than the end of the five (5) school day review period identified above.
 - 5) Based on the complexity and amount of the evidence, the investigator(s) may provide the parties with additional time to review and respond to the evidence.
 - 6) The District strictly prohibits the unauthorized disclosure of information and evidence obtained solely through the grievance procedures by parties or any other individuals involved in the Title IX grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

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- e. *Only when using a bifurcated investigative model*, the investigator(s) will draft an investigative report that summarizes the relevant and not otherwise impermissible evidence. The investigator(s) will provide this report to the parties and to the decisionmaker(s).
7. Questioning the Parties and Witnesses. The decisionmaker(s) shall question parties and witnesses to adequately assess the credibility of a party or witness, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Credibility may be considered to be in dispute where the decisionmaker(s) must choose between competing narratives to resolve the complaint. The decisionmaker(s), at their discretion, may conduct individual meetings with the parties or witnesses to evaluate credibility. The decisionmaker(s) may consider the following factors in making this evaluation:
- a. Plausibility – Whether the testimony is believable on its face; whether the party or witness experienced or perceived the conduct firsthand; and/or whether there are any inconsistencies in any part of the party’s or witness’s testimony;
 - b. Corroboration – Whether there is other testimony or physical evidence that tends to prove or disprove the party’s or witness’s testimony;
 - c. Motive to Falsify – Whether the party or the witness had a motive to lie; whether a bias, interest or other motive exists; and/or whether there is a fear of retaliation;
 - d. Demeanor – Evaluating the party’s or witness’s body language, including whether there is a perceived nervousness and/or they make tense body movements.

The decisionmaker(s) shall consider the credibility of any party and witness based on the factors above, as well as the evidence and information gathered during the investigation.

8. Determination of Whether Sex Discrimination Occurred. Following an investigation and evaluation of all relevant and not otherwise impermissible evidence and within sixty (60) school days of issuing the initial notice of allegations, the decisionmaker(s) will:
- a. Use the preponderance of the evidence standard to determine whether sex discrimination occurred. The standard requires the decisionmaker(s) to evaluate relevant and not otherwise impermissible evidence and determine if it is more likely than not that the conduct occurred. If the decisionmaker(s) is not persuaded by a preponderance of the evidence that sex discrimination occurred, the decisionmaker(s) shall not determine that sex discrimination occurred;
 - b. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX and/or LEARN’s policy and these Administrative Regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;

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- c. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination;
 - d. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
 - e. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.
9. Remedies and Disciplinary Sanctions. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
- a. Coordinate the provision and implementation of remedies to a complainant and other people the District identified as having had equal access to the District's education program or activity limited or denied by sex discrimination. These remedies may include, but are not limited to: continued supports for the complainant and other people the District identifies; follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation; training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it; counseling supports; other remedies as may be appropriate for a particular circumstance as determined by the Title IX Coordinator.
 - b. Coordinate the imposition of disciplinary sanctions, as appropriate, for a respondent, including notification to the complainant of any such disciplinary sanctions. The possible sanctions may include, but are not limited to, discipline up to and including expulsion for students and termination of employment for employees; resolution through restorative practices; and/or restrictions from athletics and other extracurricular activities.
 - c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
 - d. Communicate with a student's PPT or Section 504 team prior to disciplining a respondent to ensure compliance with the requirements of the IDEA and Section 504 with respect to discipline of students.

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- e. If expulsion is recommended, refer a student respondent to the Associate Executive Director for expulsion proceedings pursuant to Connecticut law.
10. Appeal of Determination. After receiving the written determination of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Title IX Coordinator challenging the outcome of the grievance procedures and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decisionmaker(s). The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance procedures.

The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

SECTION V: PREGNANCY OR RELATED CONDITIONS

When any District employee is notified by a student or a student's parent or guardian that the student is pregnant or has a related condition, the District employee must promptly provide the student or parent or guardian with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity. Once a student or a student's parent or guardian notifies the Title IX Coordinator of the student's pregnancy or related condition, the Title IX Coordinator must take specific actions to prevent discrimination and ensure equal access, as outlined in 34 C.F.R. § 106.40(b)(3) of the Title IX federal regulations.

For LEARN employees, the District will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes and follow the provisions outlined in 34 C.F.R. § 106.57 of the Title IX federal regulations. The District will provide reasonable break time for an employee to express breast milk or breastfeed as needed. The District will also ensure that an employee can access a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

Regulation**4118.2****4218.2****Personnel-Certified/Noncertified****SECTION VI: RETALIATION**

The District prohibits retaliation, including peer retaliation, in its education program or activity. When the District has information about conduct that reasonably may constitute retaliation under Title IX and/or the LEARN's policy and these Administrative Regulations, the District must initiate its grievance procedures or, as appropriate, an informal resolution process.

SECTION VII: RECORDKEEPING

The District will maintain for a period of seven (7) years:

1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
2. For each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination under Title IX, records documenting the actions the District took in response; and
3. All materials used to provide training to employees pursuant to this Administrative Regulation. The District will make these training materials available upon request for inspection by members of the public.

SECTION VIII: TRAINING

The District shall provide the individuals designated below with the following training promptly upon hiring or change of position that alters their duties, and annually thereafter.

1. *All employees.* All employees shall be annually trained on the District's obligation to address sex discrimination in its education program or activity; the scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment; and all applicable notification and information requirements related to pregnancy and related conditions and the District's response to sex discrimination.
2. *Investigators, decisionmakers, and other persons who are responsible for implementing the District's grievance procedures or have the authority to modify or terminate supportive measures.* Any employee who will act as an investigator, decisionmaker, or is responsible for supportive measures shall be annually trained on the District's response to sex discrimination; the District's grievance procedures; how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and the meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under the grievance procedures.

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3. *Informal Resolution Facilitator.* Any employee who will act as an informal resolution facilitator shall be annually trained on the topics in subsection (1) and the rules and practices associated with the District's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
4. *Title IX Coordinator.* Any employee who will serve as the Title IX coordinator must be trained on above subsections (1)-(3) and must be trained on their specific responsibilities under Title IX, the District's recordkeeping system and the requirements recordkeeping under Title IX.

SECTION IX: FURTHER REPORTING

At any time, a complainant alleging sex discrimination may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Individuals may also make a report of sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

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**COMPLAINT FORM REGARDING SEX DISCRIMINATION,
INCLUDING SEX-BASED HARASSMENT**

Name of the complainant: _____

Date of the alleged conduct: _____

Name(s) of the alleged perpetrator(s):

Location where such conduct occurred:

Name(s) of any witness(es) to the conduct: _____

Detailed statement of the circumstances:

Remedy requested: _____

Signature: _____

Date: _____

Regulation adopted: 09/24/2024
LEARN