

Board of Directors Regular Business MEETING AGENDA



Date: December 12, 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:**
 - 4.1 Workers' Compensation Trust Premium Return of \$70,208.00 for 2024
 - 4.2 Revised Increasing Educator Diversity Plan Approval Status
- 5. Superintendents' Perspective:** Norwich Acting Superintendent of Schools, Susan Lessard to present on strategic planning and important initiatives
- 6. Consent Agenda:**
 - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—November 14, 2024
 - 6.2 Approval of Budget Summary as of November 30, 2024
 - 6.3 Approval of Grant Applications—
- 7. Information from the Executive Director:**
 - 7.1 Hiring—Resignations and new hires, including trend reports
 - 7.2 Distributions — Coast Guard Museum Foundation Curriculum Development Draft Support Letter
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—November 22, 2024
 - 7.4 LEARN Building Committee Meeting Minutes—November 22, 2024
 - 7.5 Legislative Updates
 - 7.6 LEARN Agency Updates
 - 7.7 Review of Executive Director's Goals

8. Old Business:

- 8.1 Office of Policy and Management (OPM) Regional Performance Incentive Program (RPIP) Grant
- 8.2 Revised Policy #4118.2/4218.2, Personnel (Certified/Non-Certified), Series 4000; “Prohibition of Sex Discrimination, Including Sex-Based Harassment’ Final Read

9. New Business:

- 9.1 Review 2023-2024 Draft Audit: CliftonLarsonAllen (CLA) Principal, Jessica Aniskoff, to present
- 9.2 LEARN Tuition/Service Rates 2025-2026
- 9.3 Magnet Tuition Strategy Discussion

10. Educational Perspective:

11. Roundtable Discussion: Centralized/Shared Services.

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



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 - 6.3 Approval of Grant Applications—
- 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 — Coast Guard Museum Foundation Curriculum Development Draft Support Letter
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—November 22, 2024
 - 7.4 LEARN Building Committee Meeting Minutes—November 22, 2024
 - 7.5 Legislative Updates
 - 7.6 LEARN Agency Updates
 - 7.7 Review of Executive Director's Goals

8. Old Business:

- 8.1 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.

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

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

9. New Business:

- 9.1 Review 2023-2024 Draft Audit: CliftonLarsonAllen (CLA) Principal, Jessica Aniskoff, to present
- 9.2 LEARN Tuition/Service Rates 2025-2026
- 9.3 Magnet Tuition Strategy Discussion

10. Educational Perspective:

11. Roundtable Discussion: Centralized/Shared Services.

12. Future Roundtable Topics:

13. Adjournment:



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Passcode: 940741

LEARN.k12.ct.us



November 14, 2024

Kate Ericson
Executive Director
LEARN
44 Hatchedts Hill Road
Old Lyme, CT 06371

Dear Ms. Ericson:

I hope you and your staff and families are doing well as we head into the holiday season this year.

I am pleased to announce that the Board of Directors has declared a **\$8,500,000** premium return for 2024, making a total of \$81,000,000 returned to our members over the years.

Your company has qualified for a premium return in the amount of **\$70,208**. Your check will be distributed approximately two months prior to the scheduled renewal date of your 2025 policy. With this distribution, the Trust has now returned **\$649,203** to your organization.

This premium return distribution is based on your company's proportionate share of the Trust premium, your company's membership history in the five preceding years, your loss ratio, and the performance of the Trust as a whole. Certainly the membership has embraced our effective loss control programs, claims strategies, medical cost containment and return to work programs. These major components have served us well as our average cost per claim is **30% lower** than the average for the rest of the state. These results prove that when we work together we can generate amazing results.

In the true spirit of the Trust, enclosed are some resources to help you continue creating a safe and healthy workplace for your staff.

- 1) **Member Education Calendar:** - A list of our education courses for you and your staff to attend. We also have a number of webinars available for your viewing at any time. Additional information can be found on our website www.wctrust.com.
- 2) **2025 "Foundation for Wellness Calendar"** – This calendar is filled with a wide array of great tips and specific suggestions to help your staff envision a year of good health. We hope this calendar can be used as an addition to your existing wellness program or a good start to forming one by placing in your staff lounge or other visible area for employees to view and obtain a quick healthy tip.

Kate Ericson
November 14, 2024
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- 3) **Winter Safety Flyers** – Information to help keep your staff safe out in the cold and while out in wintery weather.
- 4) **Trust University Flyer** – A description of our free online staff training courses available to you as a member of the Trust. There are over 270 courses for your staff to take at their own pace that will help them stay well trained and add value to your organization. There is no charge for Trust members and topics include compliance and safety issues, OSHA, Wellness, Microsoft courses, staff development, etc.

We thank you for your business and for keeping us as one of the “**Top Three**” writers of workers’ compensation in the state of Connecticut. We look forward to working with you again in the New Year. On behalf of the entire staff of the Trust, we extend our best wishes for a safe, happy and healthy holiday season and all the best for 2025. As always, please feel free to call me at (203) 678-0108 should you have any questions or concerns.

Sincerely,



Diane M. Ritucci
President & Chief Executive Officer

cc: Louis Levine ~ Beecher Carlson Ins. Services



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



November 12, 2024

Dear Superintendent:

Thank you for your very diligent efforts in submitting a revised Increasing Educator Diversity Plan (Plan) compliant with Public Act (P.A.) 23-167 Section 10.

The purpose of this letter is to inform you that the Connecticut State Department of Education (CSDE) has completed a review of your Plan. The Plan was reviewed by CSDE staff trained to use the Increasing Educator Diversity Review and Feedback Tool (Feedback Tool) to determine if the Plan submitted has characteristics of a strong plan and is on track for successfully increasing educator diversity.

Following a thorough review and careful deliberation, we are delighted to inform you that your Plan has been approved.

In accordance with P.A. 23-167 Section 10 your approved Plan must be publicly available. Specifically, in relevant part, P.A. 23-167 Section 10(c) states: “. . . [f]or the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall implement the increasing educator diversity plan approved by the commissioner . . . and [e]ach such board shall make such plan available on the Internet web site of such board.”

Thank you for your commitment to prioritize building a teacher workforce that reflects the demographic diversity of the state’s K–12 students. Please email questions about your Plan and/or Plan feedback to: SDE.IEDPlans@ct.gov.

Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education

cc: Synthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness
Dr. Shuana K. Tucker, Chief Talent Officer
Michael P. McKeon, Director of Legal and Governmental Affairs

Enclosure: (1)



Board of Directors Regular Business

DRAFT MINUTES

Meeting Date: November 14, 2024

Draft Posted: **November 22, 2024**

Present: Eric Bauman, East Lyme; Kate Ericson, LEARN; Jennifer Favalora, Killingworth/Region 17; Elizabeth Fernandes, Westbrook; Nancy Johnston, Essex/Grades K-6; Cindy Luty, Preston; Robert Mitchell, Montville; Beverly Washington, Groton; and Laurie Wolfley, Waterford

Not Attending and Not Represented: Sara Baker, Stonington; Steve Beeler, Old Saybrook; Dale Bernardoni, Chester/Grades K-6; W. Scott Brown, Lyme & Old Lyme/Region 18; Mary Ann Connelly, Madison; A. Terri Garrity, East Haddam; Mary Harris, Ledyard; 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; and Vacant, New London

Guests: Michael Belden, LEARN Chief Financial Officer; Dr. Ryan Donlon, LEARN Associate Executive Director; Joanne Lund, LEARN Assistant Director of Business; Elizabeth McCaffery, LEARN Director of Human Resources; Patricia McCarthy, CAFE Executive Director and General Counsel; Jessica Silvestro, The Friendship School Principal; Diane Felty, The Friendship School Teacher; and Jacqui Endorf (Zoom)

Meeting began at 9:01 a.m.

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:** None
- 4. Reading and/or Review of Correspondence:** None
- 5. Superintendents' Perspective:** Connecticut Association of Boards of Education (CABE) Executive Director and General Counsel, Patrice McCarthy provided the Board with the following legislative updates:
 - LEARN, the CABE Leadership Fund, CAPSS, and the Rell Center for Public Service contributed to secure Tim Shriver as the 2024 CABE/CAPSS Convention keynote speaker.
 - The Legislative session is set to begin on January 8th. Notable updates include Representative Jeff Currey's decision not to seek re-election and Representative Kathleen McCarty's departure from office following the recent election results.
 - This is a Biennial budget year, and significant advocacy efforts are anticipated to secure increased support for education. Additionally, the 119K Commission has released its report on disconnected youth, which includes a series of recommendations, made possible through funding from the Dalio Foundation.
 - The Special Education Task Force is on track to issue recommendations to fully fund the Excess Cost Grant, create a model contract for private providers, have state auditors look at cost differential and profits from private providers, and special education support by January 1.

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 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.

- Presented by Beverly Washington
- Second Cindy Luty
- Motion passed with 8 votes in favor and 0 votes against

7. Information from the Executive Director:

- 7.1 Hiring—Resignations and new hires, including trend reports: Executive Director Ericson provided an update on the creation of four new Early Childhood Education (ECE) positions for the upcoming infant/toddler program and referred to LEARN Policy 4200, which outlines guidelines for hiring non-certified staff when establishing new programs. Hiring challenges continue for specialized roles.
- 7.2 Distributions—None
- 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—October 25, 2024, *Attached in the agenda packet.*
- 7.4 LEARN Building Committee Meeting Minutes—October 25, 2024, *Attached in the agenda packet:* Executive Director Ericson noted that LEARN is currently in the second phase with the architects and schematic designs are being produced. LEARN will submit a demolition permit request in the next four to five months and will issue an Owners Rep RFP soon.
- 7.5 Legislative Updates: Executive Director Ericson recently attended meetings with State Representative Jennifer Leeper on RESCs' functions and Carolyn Olortegui, Legislative Assistant to Representative Joe Courtney, about education across the LEARN region.
- 7.6 LEARN Agency Updates: Executive Director Ericson shared that LEARN has been actively engaged in several impactful events and initiatives, including Dr. Linda Darcy and Gretchen Osodipe representing LEARN at the National Coast Guard Museum Community Update Event; Executive Director Ericson introducing the 2024 Teacher of the Year, Kiana Foster-Mauro, at the Igniting Change conference; Celebrating Marine Science Magnet High School (MSMHS) Aquaculture Teacher Eric Litvinoff's recognition as a semifinalist for the 2024 Connecticut Teacher of the Year award; The Early Childhood Education team, led by Alison Zanardi and Maria Jose Beteta, presenting at the NAEYC Conference on navigating the

accreditation process in Spanish; Student Support Services announced the upcoming 2025 disABILITY Summit; LEARN hosted a four-day balanced McREL leadership training series; and LEARN leadership will attend the 2024 AESA Annual Conference.

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.

- **Presented by Beverly Washington**
- **Second Eric Bauman**
- **Motion passed unanimously with 8 votes in favor and 0 votes against**

9. New Business:

- 9.1 Office of Policy and Management (OPM) Regional Performance Incentive Program (RPIP) Grant – Executive Director presented to the Board on the overall purpose of the grant.

Important Note: No Action Required—Pre-meeting start, Board Chair determined the Executive Director’s OPM board presentation as informational only. No formal motions or votes will be taken on item 9.1 during the meeting. Both motions will be presented at the December meeting.

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.

- **Presented by Cindy Luty**
- **Second Beverly Washington**
- **Motion passed unanimously with 8 votes in favor and 0 votes against**

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.

- **Presented by Beverly Washington**
- **Second Jennifer Favalora**
- **Motion passed unanimously with 8 votes in favor and 0 votes against**

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.

- **Presented by Jennifer Favalora**
- **Second Beverly Washington**
- **Motion passed unanimously with 8 votes in favor and 0 votes against**

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.

- **Presented by Beverly Washington**
- **Second Cindy Luty**
- **Motion passed unanimously with 8 votes in favor and 0 votes against**

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

Important Note: No Action Required—Board Chair clarified item 9.6 is first read only. No formal motions or votes will be taken on item 9.6 during the meeting to allow for revised policy first read. Motion for item 9.6 will be presented at the December meeting.

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 overview was presented by Friendship School Teacher Diane Felty and Principal Jessica Silvestro. The overview involved The Friendship School transition to becoming a museum-theme focused magnet school.
- 11.** Roundtable Discussion: Board members briefly touched upon cell phones, budget, board meeting Protocol, and student representatives’ board meeting participation.
- 12.** Future Roundtable Topics: Centralized/Shared Services.
- 13.** Adjournment:

Motion adjourned at 11:28 a.m.

- **Presented by Laurie Wolfley**
- **Second Cindy Luty**
- **Motion passed unanimously with 7 votes in favor and 0 votes against**

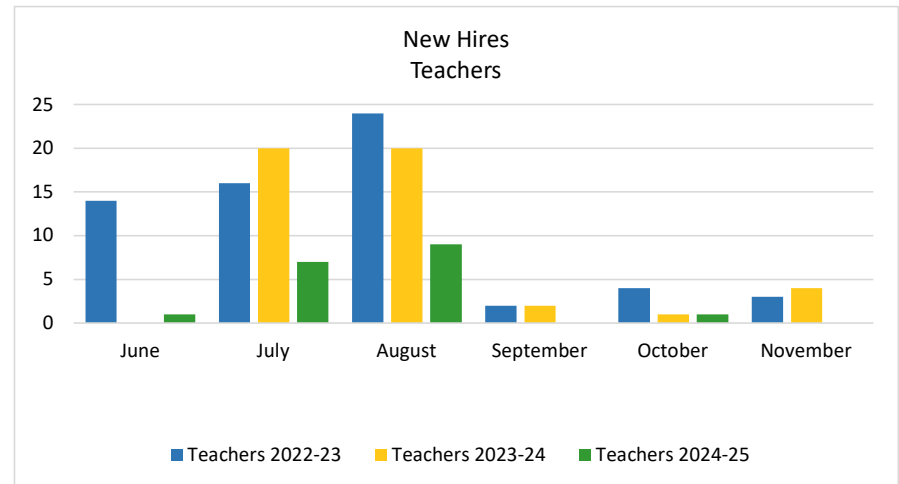
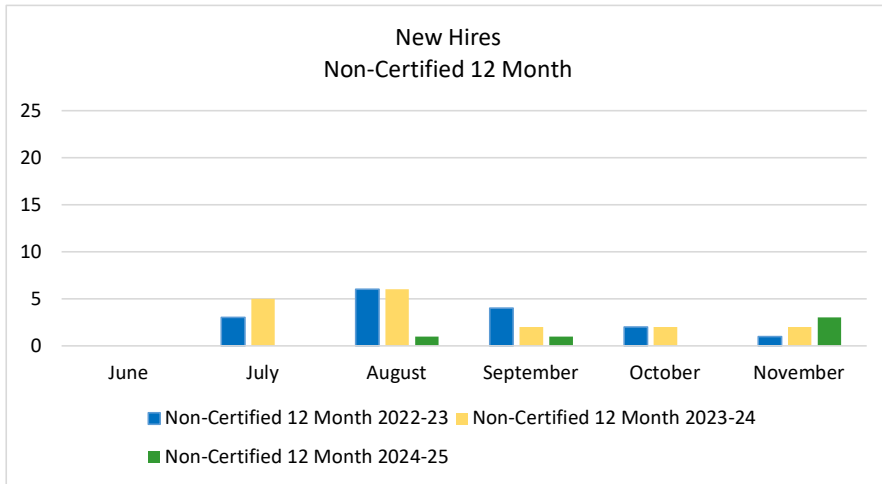
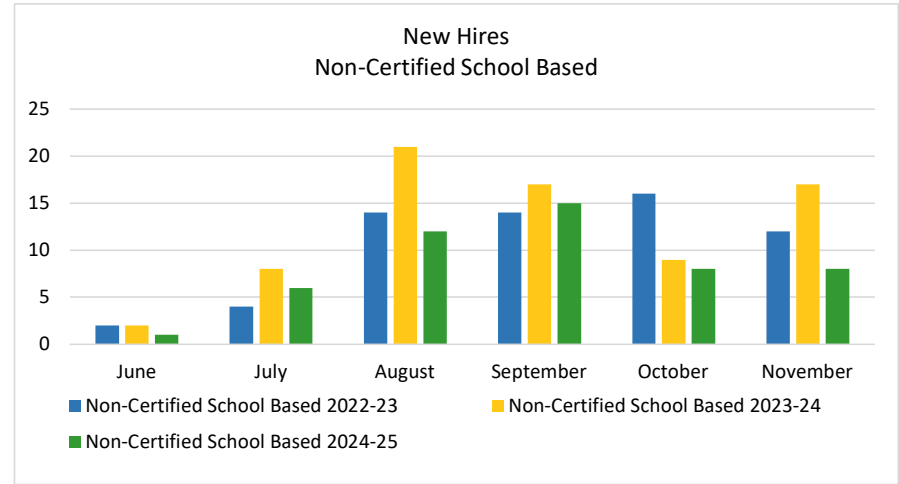
**Respectfully submitted by:
Jamella A. A. Etienne**

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 11-30-24	as of 11-30-24	as of 11-30-24		as of 11-30-24	as of 11-30-24	as of 11-30-24	as of 11-30-24
Departments & Programs									
Student Support Services	\$ 18,503	\$ 19,104	\$ 14,973	\$ 4,131	\$ 18,503	\$ 19,104	\$ 6,210	\$ 7,416	\$ 5,478
Goodwin Schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
MSAP	\$ 2,410	\$ 3,917	\$ -	\$ 3,917	\$ 2,410	\$ 3,917	\$ 393	\$ 896	\$ 2,628
Office of Teaching & Learning	\$ 1,717	\$ 1,756	\$ 31	\$ 1,725	\$ 1,717	\$ 1,756	\$ 424	\$ 635	\$ 697
Early Childhood Education	\$ 2,320	\$ 2,547	\$ 548	\$ 1,999	\$ 2,320	\$ 2,547	\$ 1,166	\$ 1,118	\$ 263
Transportation	\$ 434	\$ 438	\$ 196	\$ 242	\$ 434	\$ 438	\$ 140	\$ 216	\$ 82
COVID Relief	\$ -	\$ 89	\$ 8	\$ 81	\$ -	\$ 89	\$ 88	\$ -	\$ -
Executive Services, Special Projects, IT	\$ 3,088	\$ 3,118	\$ 766	\$ 2,352	\$ 3,088	\$ 3,118	\$ 3,064	\$ 3,601	\$ (3,547)
Dept & Programs Subtotal	\$ 28,472	\$ 30,969	\$ 16,522	\$ 14,447	\$ 28,472	\$ 30,969	\$ 11,485	\$ 13,882	\$ 5,602
Magnet Schools									
Regional Multicultural Magnet School	\$ 6,049	\$ 5,954	\$ 4,523	\$ 1,431	\$ 6,049	\$ 5,954	\$ 1,565	\$ 2,602	\$ 1,787
Marine Science Magnet High School	\$ 4,005	\$ 4,059	\$ 3,133	\$ 926	\$ 4,005	\$ 4,059	\$ 1,138	\$ 2,034	\$ 887
The Friendship School	\$ 6,130	\$ 6,160	\$ 3,430	\$ 2,730	\$ 6,130	\$ 6,160	\$ 1,738	\$ 2,373	\$ 2,049
Three Rivers Middle College High School	\$ 1,191	\$ 1,370	\$ 1,046	\$ 324	\$ 1,191	\$ 1,370	\$ 409	\$ 506	\$ 455
Magnet Schools Subtotal	\$ 17,375	\$ 17,543	\$ 12,132	\$ 5,411	\$ 17,375	\$ 17,543	\$ 4,850	\$ 7,515	\$ 5,178
Non-Operating Items									
ECHMC Insurance	\$ 30,217	\$ 32,190	\$ 13,599	\$ 18,591	\$ 30,217	\$ 32,190	\$ 14,480	\$ 17,154	\$ 556
Food Service	\$ 950	\$ 995	\$ 207	\$ 788	\$ 950	\$ 995	\$ 288	\$ 590	\$ 117
Construction Projects / Capital Expenditures	\$ 6,909	\$ 7,357	\$ -	\$ 7,357	\$ 6,909	\$ 7,357	\$ 760	\$ 2,001	\$ 4,596
Non-Operating Items Subtotal	\$ 38,076	\$ 40,542	\$ 13,806	\$ 26,736	\$ 38,076	\$ 40,542	\$ 15,528	\$ 19,745	\$ 5,269
Grand Total	\$ 83,923	\$ 89,054	\$ 42,460	\$ 46,594	\$ 83,923	\$ 89,054	\$ 31,863	\$ 41,142	\$ 16,049
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 grant:								
	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	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 11-30-24	as of 11-30-23	as of 11-30-24	as of 11-30-24		as of 11-30-24	as of 11-30-24	as of 11-30-23	as of 11-30-23	as of 11-30-24	as of 11-30-24
BUDGET & ACTUAL (FY 2024-2025)												
PRIOR YEAR COMPARISON												
* in thousands												
Departments & Programs												
Student Support Services	\$ 19,104	\$ 14,151	\$ 14,973	\$ 822	6%	\$ 19,104	\$ 5,593	\$ 6,900	\$ 6,210	\$ 7,416	\$ 1,133	9%
Goodwin Schools	\$ -	\$ 4,687	\$ -	\$ (4,687)	-100%	\$ -	\$ 4,759	\$ 7,575	\$ -	\$ -	\$ (12,334)	-100%
MSAP	\$ 3,917	\$ 498	\$ -	\$ (498)	-100%	\$ 3,917	\$ 498	\$ 516	\$ 393	\$ 896	\$ 275	27%
Office of Teaching & Learning	\$ 1,756	\$ 73	\$ 31	\$ (42)	-58%	\$ 1,756	\$ 418	\$ 408	\$ 424	\$ 635	\$ 233	28%
Early Childhood Education	\$ 2,547	\$ 404	\$ 548	\$ 144	36%	\$ 2,547	\$ 750	\$ 1,514	\$ 1,166	\$ 1,118	\$ 20	1%
Transportation	\$ 438	\$ 265	\$ 196	\$ (69)	-26%	\$ 438	\$ 108	\$ 207	\$ 140	\$ 216	\$ 41	13%
COVID Relief	\$ 89	\$ -	\$ 8	\$ 8	0%	\$ 89	\$ 386	\$ 582	\$ 88	\$ -	\$ (880)	-91%
Executive Services, Special Projects, IT	\$ 3,118	\$ 667	\$ 766	\$ 99	15%	\$ 3,118	\$ 3,100	\$ 2,633	\$ 3,064	\$ 3,601	\$ 932	16%
Dept & Programs Subtotal	\$ 30,969	\$ 20,746	\$ 16,522	\$ (4,224)	-20%	\$ 30,969	\$ 15,613	\$ 20,335	\$ 11,484	\$ 13,883	\$ (10,581)	-29%
Magnet Schools												
Regional Multicultural Magnet School	\$ 5,954	\$ 4,436	\$ 4,523	\$ 87	2%	\$ 5,954	\$ 1,684	\$ 2,609	\$ 1,565	\$ 2,602	\$ (126)	-3%
Marine Science Magnet High School	\$ 4,059	\$ 3,246	\$ 3,133	\$ (113)	-3%	\$ 4,059	\$ 1,172	\$ 1,735	\$ 1,138	\$ 2,034	\$ 265	9%
The Friendship School	\$ 6,160	\$ 2,912	\$ 3,430	\$ 518	18%	\$ 6,160	\$ 1,663	\$ 2,382	\$ 1,738	\$ 2,373	\$ 66	2%
Three Rivers Middle College High School	\$ 1,370	\$ 968	\$ 1,046	\$ 78	8%	\$ 1,370	\$ 352	\$ 538	\$ 409	\$ 506	\$ 25	3%
Magnet Schools Subtotal	\$ 17,543	\$ 11,562	\$ 12,132	\$ 570	5%	\$ 17,543	\$ 4,872	\$ 7,265	\$ 4,850	\$ 7,514	\$ 227	2%
Non-Operating Items												
ECHMC Insurance	\$ 32,190	\$ 11,691	\$ 11,102	\$ (589)	-5%	\$ 32,190	\$ 12,185	\$ 9,992	\$ 14,480	\$ 17,155	\$ 9,458	43%
Food Service	\$ 995	\$ 337	\$ 207	\$ (130)	-39%	\$ 995	\$ 514	\$ 437	\$ 288	\$ 590	\$ (73)	-8%
Construction Projects / Capital Expenditures	\$ 7,357	\$ -	\$ -	\$ -	0%	\$ 7,357	\$ 665	\$ 289	\$ 760	\$ 2,001	\$ 1,807	>100%
Non-Operating Items Subtotal	\$ 40,542	\$ 12,028	\$ 11,308	\$ (720)	-6%	\$ 40,542	\$ 13,364	\$ 10,718	\$ 15,528	\$ 19,746	\$ 11,192	46%
Grand Total	\$ 89,054	\$ 44,335	\$ 39,963	\$ (4,374)	-10%	\$ 89,054	\$ 33,849	\$ 38,318	\$ 31,863	\$ 41,143	\$ 839	1%
<u>Variances: Revenues & Expenditures</u>												
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.												



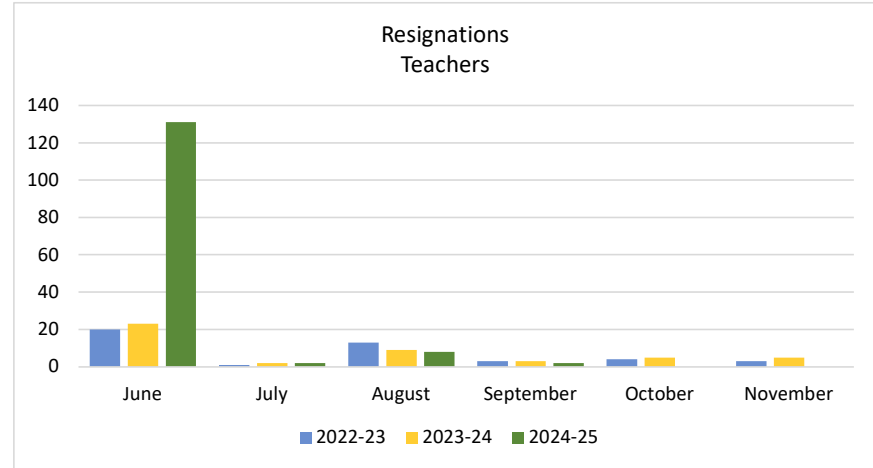
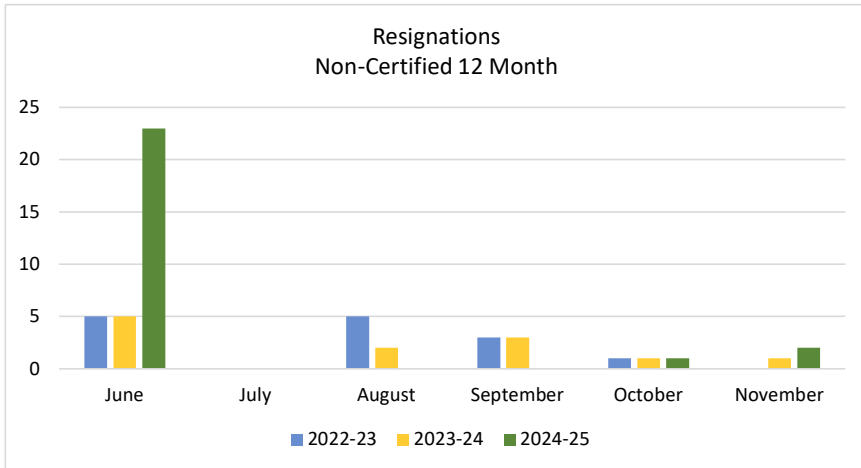
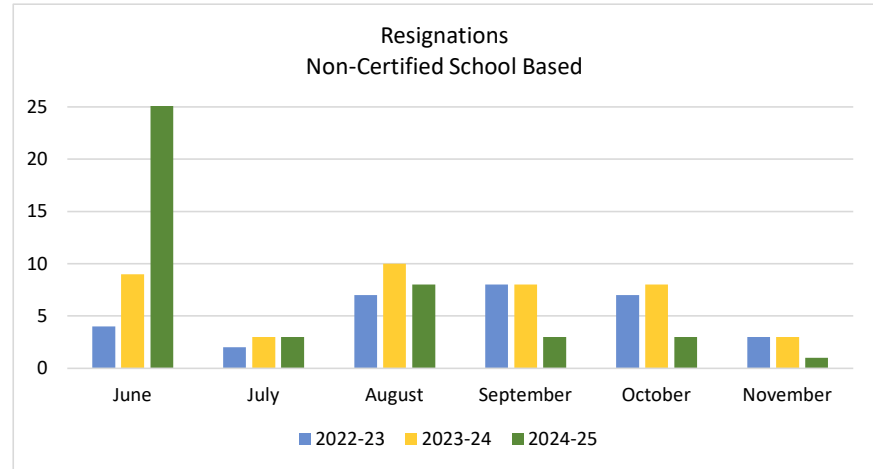
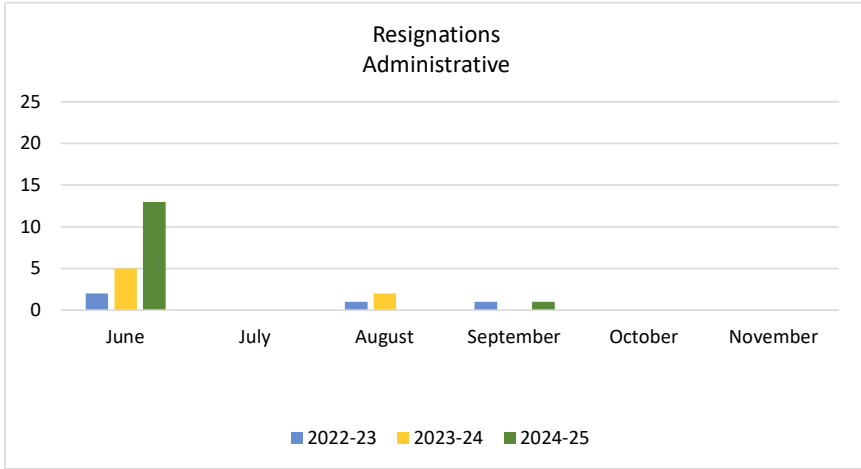
New Hires Trend Report
November 2024



LAST NAME	FIRST NAME	POSITION	DEPT	DATE	PAY	RATE	COMMENTS
CAPOZZA	MICHAEL	LONG TERM SUBSTITUTE SCHOOL COUNSELOR	MSMHS	11/12/2024	PER DIEM	\$269.11	NEW POSITION
CAULEY	CRISTA	LONG TERM SUBSTITUTE TEACHER	RMMS	11/12/2024	HOURLY	\$39.24	REPLACEMENT
CUADROS QUISPE	JAVIER	SUBSTITUTE TEACHER	RMMS	11/15/2024	PER DIEM	\$128.00	REPLACEMENT
HALDER	TITHI	INTERVENTION SPECIAIST	SSS	11/12/2024	SALARY	\$31,419.50	REPLACEMENT
LARSON	EMMA	SUBSTITUTE TEACHER	TFS	11/21/2024	PER DIEM	\$128.00	REPLACEMENT
LEWIS	DANIEL	SUBSTITUTE TEACHER	TFS	11/14/2024	PER DIEM	\$128.00	REPLACEMENT
MACLEAN	MARTIN	TECHNOLOGY SPECIALIST	IT	11/04/2024	SALARY	\$61,000.00	REPLACEMENT
PIERRE	SHADAE	ASSOCIATE INSTRUCTOR	TFS	11/18/2024	HOURLY	\$16.91	REPLACEMENT
SANTANA BENITEZ	ANGELA	ASSOCIATE INSTRUCTOR	TFS	11/18/2024	HOURLY	\$16.50	REPLACEMENT
VOKAJ	BONA	STAFF ACCOUNTANT	BUS	12/02/2024	SALARY	\$70,000.00	REPLACEMENT
WELCH	DYLAN	TECHNOLOGY SPECIALIST	IT	11/04/2024	SALARY	\$51,000.00	NEW POSITION
LOCATION KEY							
BUS - BUSINESS DEPARTMENT							
IT - INFORMATION TECHNOLOGY DEPARTMENT							
MSMHS - MARINE SCIENCE MAGNET HIGH SCHOOL							
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL							
SSS - STUDENT SUPPORT SERVICES							
TFS - THE FRIENDSHIP SCHOOL							



Resignation Trend Report
November 2024



NOVEMBER 2024

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>JOB TITLE</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>COMMENTS</u>
BURGOS MEZA	GENEVA	INTERVENTION SPECIALIST	SSS	10/28/2024	RESIGNATION
CROSSWAY	MICHELLE	BCBA	SSS	11/01/2024	RESIGNATION - NEW POSITION
MCCLARDY	CHANEL	FINGERPRINTING SPECIALIST	HR	11/07/2024	RESIGNATION - NEW POSITION
LOCATION KEY					
HR - HUMAN RESOURCES DEPARTMENT					
SSS - STUDENT SUPPORT SERVICES					

[NCGMA Letterhead]

[Date TBD]

Mr. Lou Ziegler, Chairman of the Board
Chamber of Commerce of Eastern Connecticut Foundation
92 Eugene O'Neill Drive
New London, CT 06320

Dear Mr. Ziegler and Members of the Grants Committee,

It is with sincere respect for your mission and philanthropic goals that I submit a request for funding to support the development of in-class K-12 curricular materials that will complement the educational programming at the future National Coast Guard Museum in New London, CT.

The U.S. Coast Guard is our Nation's oldest continuous seagoing service, yet it is the only legacy branch of the U.S. Armed Forces without a national museum honoring the bravery, innovations, and achievements of its servicemembers. The National Coast Guard Museum Association is working to resolve this in a powerful and meaningful way, building a world-class museum to celebrate the historic contributions of the Coast Guard to the United States. Once complete in Spring 2026, the 80,000 ft² Museum will be free to the public and combine immersive galleries telling thousands of stories with leading-edge, hands-on programming – including three large-scale simulations – to educate and inspire visitors of all ages. However, in order to truly maximize the educational impact of the Museum for our K-12 audience in particular, we are developing complementary in-class lesson plans that demonstrate academic concepts grounded in exciting real-world examples, designed to enhance students' enthusiasm and eagerness to learn, benefit their overall comprehension, and equip them with valuable life skills to carry forward.

The Need for Curriculum Development

Incorporating real-world examples into K-12 classrooms is a powerful pedagogical approach that enhances student engagement, comprehension, and the practical application of academic concepts. By bridging the gap between theoretical knowledge and real-life scenarios, educators can ignite students' curiosity, foster critical thinking, and cultivate a deeper understanding of how the subject matter relates to their lives beyond the classroom walls. As a result of our work to develop this scenario-based curriculum and release it for use, we anticipate three primary student learning outcomes:

1. Increased Student Engagement and Excitement: When students connect abstract concepts to tangible, relatable examples from the real world, learning becomes more meaningful and captivating. Real-world examples provide context and relevance, allowing students to more easily grasp the practical implications of what they are studying. This sense of purpose and applicability fuels their enthusiasm and motivation, transforming the learning experience from a passive exercise to an active exploration of knowledge that resonates with their interests and experiences.
2. Improved Comprehension and Knowledge Retention: Real-world examples serve as powerful anchors for understanding complex ideas. By grounding theoretical principles in

concrete situations, students can visualize and internalize the concepts more effectively. This multisensory approach to learning facilitates better comprehension and long-term retention of the material. Additionally, real-world examples encourage students to analyze, synthesize, and apply their knowledge, reinforcing their grasp of the subject matter.

3. **Fostering Practical Skills:** Incorporating real-world examples into lesson plans not only enhances subject-specific learning but also cultivates beneficial “soft” skills. Students develop critical thinking, problem-solving, and decision-making abilities as they examine authentic scenarios and challenges, and furthermore, they learn to analyze situations from multiple perspectives, consider various factors, and devise practical solutions. These skills are invaluable and help prepare students for success in their future academic pursuits, careers, and life experiences.

It is vital to note that the COVID-19 pandemic has had a *severe* impact on K-12 education nationwide, leading to significant learning losses and widening achievement gaps. As a shocking example in just our own community, *only 2%* of New London middle school students recently tested at or above the proficiency level for math. With students on average five months behind in math and four months behind in reading across the country, many have experienced increased disengagement that hinders their academic performance. As schools work diligently to address these setbacks, incorporating real-world examples into existing curricula now holds even greater potential to generate positive results. By making learning more relevant, engaging, and applicable to students' experiences, educators can reignite their students' enthusiasm, deepen their comprehension, and even equip them with practical skills. With your support, the National Coast Guard Museum's in-class curriculum will help educators accomplish just that.

To support teachers in effectively implementing this powerful pedagogical approach without adding to their already demanding workloads, the Museum Association is developing these units in partnership with experts in education at LEARN using a plug-and-play approach that will allow them to simply drop in our lesson plans and activities alongside an academic concept no matter the timing of its instruction during the academic year. These meticulously crafted units that align with both national and state educational standards will incorporate exciting real-world examples that complement the subject material – allowing students to explore their practical applications in authentic contexts – and will comprehensively include lesson plans, activity guides, multimedia content, and assessment tools. By providing teachers with these approachable and ready-to-use resources, we can help them create a dynamic and engaging learning environment that powerfully resonates with their students' interests and experiences.

Our collaboration with LEARN, Southeastern Connecticut's regional educational service center, has been key to this effort. With a network of 24 school districts within their oversight and peer organizations serving the remainder of Connecticut, they will be uniquely positioned to circulate these units to benefit K-12 students in New London, our neighboring regions, and communities statewide; assist participating educators to ensure seamless classroom implementation of the learning material; and further support the Museum's unit distribution efforts by helping us create a framework to ensure that the impact of these lesson plans is maximized for learners beyond field trip range.

Utilization of Funds

A \$10,000 grant from the Chamber of Commerce of Eastern Connecticut Foundation will be utilized to fund the start-to-finish development of an interdisciplinary, activity-based elementary grade unit. Creating a unit for elementary grades requires a more significant investment of time

and resources as teachers at this level are responsible for covering all academic subjects within their classrooms, necessitating an integrated approach that spans multiple disciplines. Moreover, these units rely more heavily on hands-on activities to facilitate effective learning at this developmental stage; designing these interactive components is a labor-intensive process, as they must be carefully crafted to align with learning objectives while fostering active engagement and comprehension. To accomplish this, grant funding will be applied primarily toward curriculum research and development work shared between two curriculum specialists over approximately 80 hours (\$9,500), and to a lesser degree, lesson pack visual design (\$500). This will ensure the high-quality production of a dynamic and engaging elementary grade unit ready for educators to incorporate into their lesson plans and packaged in a visually stimulating way to capture students' curiosity and attention even before the lessons begin.

Your Impact as a Donor

With the support of the Chamber of Commerce of Eastern Connecticut Foundation, the Museum Association will be able to take a significant step forward in our goal to realize a suite of curriculum materials that will both enhance the impact of students' learning experience and serve as a valuable resource for educators. And as an inaugural donor of this effort, you would be instrumental in helping us bring this vision to life and ensuring that the National Coast Guard Museum can truly fulfill its educational mission for K-12 students across New London, the State of Connecticut, and beyond at a rate of approximately 30,000 students each year, therefore making a lasting impact on the region's educational landscape.

Very sincerely, and on behalf of everyone at the National Coast Guard Museum Association, thank you for your consideration of this request, particularly as we strive to fulfill our end-of-year matching gift challenge. If you would like to discuss this proposal or our overall programmatic efforts further, please feel free to contact me at mcwilder@coastguardmuseum.org or (678) 378-3097 and I will be happy to answer any questions you may have or provide any additional information you may need.

With deepest appreciation,

Mary Catherine Wilder
Foundation Relations Manager
National Coast Guard Museum Association



Executive Committee

MEETING SUMMARY

Date: November 22, 2024
Time: 8:30 – 10:00 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 can be found at the end of the agenda.

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

Not Attending: Dr. Cynthia Ritchie, Superintendent of Schools New London

Meeting began at 8:33 a.m.

1. Review 2023-2024 Draft Audit

1.1 CliftonLarsonAllen (CLA) Principal, Jessica Aniskoff, to present

Jessica Aniskoff presented CLA's audit overview with the Executive Committee. While a few items are still pending for CLA to finalize in the next few weeks, no significant changes to the findings are expected. Overall, LEARN had another clean audit. However, three material weaknesses were identified, which will require corrective action plans. The LEARN team has already outlined the path forward to remedy these deficiencies.

2. Review December 2024 Board of Directors' Agenda

3. Tuition/Service Rates' Discussion

Executive Director Ericson shared the proposal for Special Education rate increases for programs and services. Tuition, Extended School Year, hourly rates, and evaluation service rates were adjusted to ensure LEARN is able to cover projected expenditures for next year.

4. Bid Waiver: Year 3 LEAP MSAP, New England Science and Sailing (NESS) at TFS

Motion to approve the bid waiver for New England Science and Sailing (NESS), as sole source provider, to provide unique instructional experiences for students at The Friendship School (TFS) using a museum approach strategy for fiscal year 2025, in the amount of \$48,000.00.

- **Presented by Beverly Washington**
- **Second by Jennifer Favalora**
- **Motion Passed, unanimously**

5. Bid Waiver: UCLA/CRESST Center, 2024 MSAP Project/Five (5) Yr SECT SOARS

Motion to approve the bid waiver for UCLA/CRESST, as a single-source provider, to continue to serve as the rigorous evaluation provider for LEARN's current MSAP project (LEAP) as a subcontractor with LEARN's project evaluator: American Education Solutions for the remainder of the MSAP grant award period in the amount of \$373,585.00.

- **Presented by Jennifer Favalora**
- **Second by Beverly Washington**
- **Motion Passed unanimously**

6. Adjournment

Meeting adjourned at 10:04 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: November 22, 2024

Time: 10:07 a.m. – 10:58 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; Brooks Fischer, Newman Architects; Ed Buglewicz, RDG; Molly Haas, RDG; Nick Conti, Gilbane Building Company; Lance Hagen, LEARN Director of Information Technology; Gary Cymbala, SSC

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

Agenda

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

Discussion and Decisions:

- 1.0 Approval of Minutes
 - October 25, 2024, Building Committee: Early Childhood School, 51 Daniels Avenue, Meeting Minutes
 - Motion to approve
 - Presented by: Beverly Washington
 - Second by: Robert Mitchell
 - Motion carried unanimously
- 2.0 Updates & Reports
 - Newman Architects, PC/RDG Architects
 - The 4 key phases of architectural design and construction include:
 - Programming Phase
 - Focus of phase: Goals, needs, and requirements
 - **Schematic Design Phase.** (We are in this 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]
- Guiding Principles (informing the Schematic Design Phase).
 - Identity
 - Well-being
 - Discovery
 - Connection
- Newman and RDG continue to work on schemes.
- A high-level summary of the work to date was provided by Newman and RDG.
 - 51 Daniels Avenue building started at 99,000 square feet.
 - Through feedback, the building was reduced to 85,000 square feet.
 - Classrooms: 34
 - Enrollment: 582 students
 - Prekindergarten-Grade 2: 526 students
 - Outplacement: 16 students
 - Infant/Toddler: 40 students
 - 5 classrooms
 - 40 students, ages 6 weeks to 35 months
 - Discussion ensued around the number of infant/toddler classrooms.
 - The Building Committee will move forward with 6 infant/toddler classrooms.
- Gilbane, Inc.
 - Gilbane 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, Waterford
 - Mid-July 2027: Completion of building at 51 Daniels Avenue, Waterford

3.0 Other Reports

- Town of Waterford
 - We may expect an early demo. package to be delivered to the Town of Waterford (by Newman Architects) in January.
- Owner's Rep. RFP/RFQ
 - LEARN completed the Owner's Rep. RFP/RFQ. It will be shared after the first of the year.



- Space Waiver Letter
 - The space waiver letter was reviewed by Newman and RDG. The letter is now being refined by LEARN.
 - It will be sent to the State of CT (by LEARN) as soon as possible.

4.0 Financial Update

- Project Cost Summary.
 - A Project Cost Summary was shared. At this early stage, the cost summary is based on estimates.
 - The authorized project total: \$95,736,656.
 - The early estimate on construction, soft costs, architect, and FF & E/tech totals: \$75,228,129.
- Contracts & Payment Applications.
 - Motion to approve the Payment Application/Invoice #653990 to Shipman & Goodwin LLP for Project #245-0090MAG/A/PF in the amount of \$9,005.26 for professional services related to contract negotiations for 51 Daniels Avenue – architect contract and construction manager contract.
 - Motion to approve
 - Presented by: Robert Mitchell
 - Second by: Kate Ericson
 - Motion carried unanimously
 - Motion to approve the Payment Application/Invoice # 23991 to Newman Architects, PC for Project # 245-0090MAG/A/PF in the amount of \$121,230.00 for professional services related to programming work.
 - Motion to approve
 - Presented by: Robert Mitchell
 - Second by: Beverly Washington
 - Motion carried unanimously
 - Motion to approve the contract for Newman Architects, PC/RDG. This is a standard AIA contract with changes specific to this project. A record of those changes is available. The contract was vetted by attorneys and ready for signatures.
 - Motion to approve
 - Presented by: Jennifer Favalora
 - Second by: Robert Mitchell
 - Motion carried unanimously
 - Furniture, Fixtures, & Equipment (FF&E)
 - The month of December will bring a deep dive into furniture needs.
 - LEARN is researching potential grants to fund FF&E.

6.0 New Business

- Discussion and possible action on Project Labor Agreements (PLA)
 - Additional information was shared regarding PLAs.



7.0 New Business

- No new business for discussion.

8.0 Next Meeting

- Date: December 18, 2024
- Time: 10:00 a.m.
- Location: LEARN, 44 Hatchetts 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

9.0 Adjournment

- Motion to adjourn at 10:58 a.m.
 - Presented by: Kate Ericson
 - Second by: Beverly Washington
 - Motion carried unanimously

EXECUTIVE DIRECTOR GOALS 2024-2025

Overview/Summary

Through my role as Executive Director, for the current school year I look to focus my responsibilities on the overall leadership, management, and administration of LEARN, through collaboration with the Board of Directors, administrative team, staff, and external stakeholders. I look to grow LEARN's visibility and program offerings while further developing and implementing LEARN's mission, vision, and strategic goals, and ensure the sustainability, growth, and effectiveness of the agency.

Goal Area One Educational Leadership	Goal Area Two Operational Management	Goal Area Three Community/Board Relationships
<p>To establish and maintain high quality relationships that support the vision of the agency, to innovate, connect, and serve the educational community.</p>	<p>To provide the effective facilitation of the day-to-day operations of LEARN to ensure the health, safety, and well-being of all staff and those we serve.</p>	<p>To promote positive relationships that enable us to establish and lead the vision of LEARN, and to communicate and operationalize that vision in action.</p>
<p>Action Steps</p>	<p>Action Steps</p>	<p>Action Steps</p>
<p>To articulate the grade level shifts that will take place from 2025-2027 in LEARN's two elementary programs.</p> <p>→ Create a staffing plan for schools to ensure voice and choice for current staff, and aggressively recruit staff for vacant positions.</p>	<p>Complete renovations of the second floor of Hatchetts Hill.</p>	<p>Work with our local and state leaders to continue to advocate for increased magnet school funding.</p>
<p>Continue to partner with the HILL for Literacy for systemic and systematic change in literacy instruction based on the Science of Reading (<i>leading to district decision on literacy materials</i>).</p>	<p>Closeout Project 2 for The Ocean Avenue LEARNing Academy.</p>	<p>Continue to build relationships through my board membership on Eastern Connecticut Chamber of Commerce.</p>
<p>Hyperfocus on LEARN's dual enrollment program with the goal of growing the program into the middle school.</p>	<p>Work with Newman/RDG architects to design LEARN's new early childhood center.</p>	<p>Chair the Eastern Connecticut Health and Medical Collaborative.</p>
<p>Support the implementation of two Magnet School Assistance Program grants.</p>	<p>Plan transition of Regional Multicultural Magnet School's Kindergarten to The Friendship School.</p>	<p>Lobby for increased financial support for the Early Childhood School</p>
<p>Support LEARN administrators' growth through the McREL Balanced Leadership 4-day institute.</p>	<p>Prepare for the new grade 6 to be open at The Regional Multicultural Magnet School for the 2025-2026 School Year.</p>	
<p>Open two pilot Infant/Toddler classrooms at the Friendship School.</p>	<p>To update and maintain, district and school-based safety plans through the facilitation of All Hazards School Security and Safety Committee.</p>	
	<p>Build a new Tri Share Program for the Office of Early Education in partnership with Electric Boat.</p>	



Policy
4118.2
4218.2

Personnel-Certified/Noncertified

[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; 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 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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Personnel-Certified/Noncertified

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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Personnel-Certified/Noncertified

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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4218.2**

Personnel-Certified/Noncertified

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.

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).

7/29/2024

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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

**LEARN
Student Support Services
School Year 2025-2026
Magnet Evaluation Fees - **PROPOSAL****

<u>Type of Evaluation</u>	<u>Included in Evaluation</u>	<u>Fee @ LEARN Magnet Programs</u>	<u>CURRENT SY24-25</u>	
			<u>@ Related Service SY24-25 hourly rate</u>	<u>% from current rates to Break even amounts</u>
PT Evaluation	Comprehensive Evaluation	\$500	\$800	60%
OT Evaluation	Comprehensive Evaluation	\$800	\$1,000	25%
OT Evaluation	Area Specific Evaluation	\$500	\$600	20%
SLP Evaluation	Comprehensive Evaluation	\$1,000	\$1,500	50%
SLP Evaluation	Articulation/Intelligibility Evaluation	\$700	\$700	0%
PSYCH Evaluation	Comprehensive Evaluation	\$1,175	\$1,500	28%
PSYCH Evaluation	Area Specific	\$650	\$900	38%
FBA		\$1,775	\$2,100	18%
ADOS		\$1,150	\$1,375	20%
AT/AAC Evaluation	Provided by Assistive Tech Specialist for 10-14 hours based on Professional Services hourly rate		\$1,680-\$2,352	
Bilingual SLP Evaluation	10-14 hours based on hourly rate		\$1,570-\$2,198	



LEARN
Student Support Services
SY 2025-2026 Tuition Rates - **PROPOSAL**

SERVICE/PROGRAM	CURRENT		SY25-26 Proposal		ESY	ESY
	2024-2025		5% Increase	Increase \$		
Emotional/Behavioral Disability (ED) Programming						
Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Elementary @ <i>OALA</i>	\$	96,153	\$ 100,961	\$ 4,808		
Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Elementary @ <i>OALA</i>	\$	73,968	\$ 77,666	\$ 3,698		
Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Secondary @ <i>OALA</i>	\$	94,278	\$ 98,992	\$ 4,714		
Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Secondary - @ <i>OALA</i>	\$	72,093	\$ 75,698	\$ 3,605		
Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Secondary @ <i>LTA</i>	\$	94,278	\$ 98,992	\$ 4,714		
Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Secondary - @ <i>LTA</i>	\$	72,093	\$ 75,698	\$ 3,605		
Autism/Developmental Delay Programming						
Autism/Developmental Delay (includes 1:1 supports) - Elementary - @ <i>OALA</i>	\$	96,193	\$ 101,003	\$ 4,810		
Autism/Developmental Delay (<i>without 1:1 supports</i>) - Elementary - @ <i>OALA</i>	\$	74,008	\$ 77,708	\$ 3,700		
Autism/Developmental Delay (includes 1:1 supports) - Secondary - @ <i>OALA</i>	\$	97,906	\$ 102,801	\$ 4,895		
Autism/Developmental Delay (<i>without 1:1 supports</i>) - Secondary - @ <i>OALA</i>	\$	75,721	\$ 79,507	\$ 3,786		
Autism/Developmental Delay (includes 1:1 supports) - Secondary - @ <i>LTA</i>	\$	97,906	\$ 102,801	\$ 4,895		
Autism/Developmental Delay (<i>without 1:1 supports</i>) - Secondary - @ <i>LTA</i>	\$	75,721	\$ 79,507	\$ 3,786		
Medically Fragile Programming						
Medically Fragile (includes 1:1 supports) - @ <i>OALA</i>	\$	114,789	\$ 120,528	\$ 5,739		
Medically Fragile (<i>without 1:1 supports</i>) - @ <i>OALA</i>	\$	92,604	\$ 97,234	\$ 4,630		
Transition Programming						
Transition Program (includes 1:1 supports) - EBD - @ <i>OALA</i>	\$	101,624	\$ 106,705	\$ 5,081		
Transition Program (<i>without 1:1 supports</i>) - EBD - @ <i>OALA</i>	\$	79,439	\$ 83,411	\$ 3,972		
Transition Program (includes 1:1 supports) - ASD/DD - @ <i>OALA</i>	\$	102,788	\$ 107,927	\$ 5,139		
Transition Program (<i>without 1:1 supports</i>) - ASD/DD - @ <i>OALA</i>	\$	80,603	\$ 84,633	\$ 4,030		
Transition Program (includes 1:1 supports) - EBD - @ <i>LTA</i>	\$	101,624	\$ 106,705	\$ 5,081		
Transition Program (<i>without 1:1 supports</i>) - EBD - @ <i>LTA</i>	\$	79,439	\$ 83,411	\$ 3,972		
Transition Program (includes 1:1 supports) - ASD/DD - @ <i>LTA</i>	\$	102,788	\$ 107,927	\$ 5,139		
Transition Program (<i>without 1:1 supports</i>) - ASD/DD - @ <i>LTA</i>	\$	80,603	\$ 84,633	\$ 4,030		
Diagnostic Programming						
Diagnostic 45 day placements @ <i>OALA</i> (prorated based on number of days planned in IEP)		cost =45 days of above program tuitions (Tuition/180= daily cost; total cost= daily cost x 45 days)		32,509		
Diagnostic 45 day placements SAILS@ <i>LTA</i> (prorated based on number of days planned in IEP)		cost =45 days of above program tuitions (Tuition/180= daily cost; total cost= daily cost x 45 days)		32,509		
Extended School Year (ESY) Programming - 5 week program/5 hours per day						
(ESY) Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Elementary @ <i>OALA</i>	\$	9,845	\$ 10,355	\$ 510	\$ 10,337	\$ 492
(ESY) Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Elementary @ <i>OALA</i>	\$	8,099	\$ 7,966	\$ (133)	\$ 8,504	\$ 405
(ESY) Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Secondary @ <i>OALA</i>	\$	9,845	\$ 10,153	\$ 308	\$ 10,337	\$ 492
(ESY) Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Secondary - @ <i>OALA</i>	\$	8,099	\$ 7,764	\$ (335)	\$ 8,504	\$ 405
(ESY) Emotional/Behavioral Disability (SAILS) (includes 1:1 supports) - Secondary @ <i>LTA</i>	\$	9,845	\$ 10,153	\$ 308	\$ 10,337	\$ 492
(ESY) Emotional/Behavioral Disability (SAILS) (<i>without 1:1 supports</i>) - Secondary - @ <i>LTA</i>	\$	8,099	\$ 7,764	\$ (335)	\$ 8,504	\$ 405
(ESY) Autism/Developmental Delay (includes 1:1 supports) - Elementary - @ <i>OALA</i>	\$	9,845	\$ 10,359	\$ 514	\$ 10,337	\$ 492
(ESY) Autism/Developmental Delay (<i>without 1:1 supports</i>) - Elementary - @ <i>OALA</i>	\$	8,099	\$ 7,970	\$ (129)	\$ 8,504	\$ 405
(ESY) Autism/Developmental Delay (includes 1:1 supports) - Secondary - @ <i>OALA</i>	\$	9,845	\$ 10,544	\$ 699	\$ 10,337	\$ 492
(ESY) Autism/Developmental Delay (<i>without 1:1 supports</i>) - Secondary - @ <i>OALA</i>	\$	8,099	\$ 8,155	\$ 56	\$ 8,504	\$ 405
(ESY) Autism/Developmental Delay (includes 1:1 supports) - Secondary - @ <i>LTA</i>	\$	9,845	\$ 10,544	\$ 699	\$ 10,337	\$ 492
(ESY) Autism/Developmental Delay (<i>without 1:1 supports</i>) - Secondary - @ <i>LTA</i>	\$	8,099	\$ 8,155	\$ 56	\$ 8,504	\$ 405
(ESY) Medically Fragile (includes 1:1 supports) - @ <i>OALA</i>	\$	9,845	\$ 12,362	\$ 2,517	\$ 10,337	\$ 492
(ESY) Medically Fragile (<i>without 1:1 supports</i>) - @ <i>OALA</i>	\$	8,099	\$ 9,973	\$ 1,874	\$ 8,504	\$ 405
(ESY) Transition Program (includes 1:1 supports) - EBD - @ <i>OALA</i>	\$	9,845	\$ 10,944	\$ 1,099	\$ 10,337	\$ 492
(ESY) Transition Program (<i>without 1:1 supports</i>) - EBD - @ <i>OALA</i>	\$	8,099	\$ 8,555	\$ 456	\$ 8,504	\$ 405
(ESY) Transition Program (includes 1:1 supports) - ASD/DD - @ <i>OALA</i>	\$	9,845	\$ 11,069	\$ 1,224	\$ 10,337	\$ 492
(ESY) Transition Program (<i>without 1:1 supports</i>) - ASD/DD - @ <i>OALA</i>	\$	8,099	\$ 8,680	\$ 581	\$ 8,504	\$ 405
(ESY) Transition Program (includes 1:1 supports) - EBD - @ <i>LTA</i>	\$	9,845	\$ 10,944	\$ 1,099	\$ 10,337	\$ 492
(ESY) Transition Program (<i>without 1:1 supports</i>) - EBD - @ <i>LTA</i>	\$	8,099	\$ 8,555	\$ 456	\$ 8,504	\$ 405
(ESY) Transition Program (includes 1:1 supports) - ASD/DD - @ <i>LTA</i>	\$	9,845	\$ 11,069	\$ 1,224	\$ 10,337	\$ 492
(ESY) Transition Program (<i>without 1:1 supports</i>) - ASD/DD - @ <i>LTA</i>	\$	8,099	\$ 8,680	\$ 581	\$ 8,504	\$ 405
Extended School Year (ESY) - 1:1 additional support (not included in tuition)	\$	3,124	\$ 3,280	\$ 156		

SERVICE/PROGRAM	CURRENT		SY25-26 Proposal	
	2024-2025		5% Increase	Increase \$
1:1 Supports				
1:1 Para Full Time (if not included in tuition)	\$	44,371	\$ 46,589	\$ 2,219
1:1 Para Full Time (Daily rate)	\$	246.51	\$ 259	\$ 12
Hourly Rates				
BCBA/Professional Staff Services per hour	\$	160	\$ 168	\$ 8
Related Services (SLP, COUNS, OT, PT) per hour (group rate of 2 or more = \$74.50/hour)	\$	149	\$ 157	\$ 7
Learning & Behavior Team (up to 2 consultants) per hour	\$	225	\$ 236	\$ 11
Tutoring Hourly Rate	\$	48.23	\$ 51	\$ 2
RN Hourly Rate	\$	91.42	\$ 96	\$ 5
LPN Hourly Rate	\$	65.30	\$ 69	\$ 3
Professional Development Rates				
Professional Development (Half Day)	\$	750	\$ 775	\$ 25
Professional Development (Full Day)	\$	1,200	\$ 1,250	\$ 50
MAGNET-SpecEd TUITION - based on academic hours per week:				
<i>TFS, RMMS, MSMHS, TRMC</i>				
up to 0.5 hrs/wk	\$	2,470	\$ 2,594	\$ 124
0.51 to 2 hrs/wk	\$	4,940	\$ 5,187	\$ 247
2.01-3.99	\$	8,029	\$ 8,430	\$ 401
4-6.99	\$	11,117	\$ 11,673	\$ 556
7-9.99	\$	14,200	\$ 14,910	\$ 710
10-13.99	\$	17,289	\$ 18,154	\$ 864
14-16.99	\$	20,378	\$ 21,397	\$ 1,019
17-19.99	\$	23,467	\$ 24,640	\$ 1,173
20 and over	\$	28,406	\$ 29,827	\$ 1,420

PLEASE NOTE

Related Services will be separately billed based on monthly service logs.

For 2025-2026, the related services rate is \$157/hour (\$168 for BCBA and professional staff).



Autism/Developmental Delay Programs

Program Components

- Certified Special Education Teacher
- Board Certified Behavior Analyst
- Specialized Instruction
- Content area Instruction
- Discreet Trial Instruction
- ABA Methodology
- Essentials, Enrichment and Extension Learning Experiences
- Education Program Oversight, Training, Supervision and Coordination of staff
- IEP Development and Case Management
- PPT Meeting Attendance
- School Nurse
- Physical Education delivered by a certified APE teacher
- Transdisciplinary teaming for program and curriculum development and enriched classroom-based services (SLP, OT, SW, RBT, Job Coach)
- Classroom Consumables
- Safety-Care Trained Staff
- Access to technology for learning and leisure as appropriate

Per IEP (included in Tuition)

- Transition Services (as appropriate per student age)
- Education Program Oversight, Training, Supervision and Coordination of staff
- Instructional Supplies
- Comprehensive Educational Evaluations (Psycho-Ed, SLP, OT, PT, Transition, Functional Behavioral Assessment, Functional Assessment)
- Paraprofessional support (one to one)

Per IEP (Billed separately based on services delivered)

- BCBA Direct and Indirect Services
- Related Direct and Indirect Services
- Psychological Evaluation and Consultation
- Assistive Technology Evaluations
- Augmentative and Alternative Communication Evaluation
- ADOS
- Additional 1:1 Support staff, beyond the first assigned
- Comprehensive Person-Centered Planning

Emotional/Behavioral Programs include the following:

Program Components

- Certified Special Education Teacher
- Licensed Social Worker
- Specialized Instruction
- Content Area Instruction
- Classroom or Program Based SEL Instruction
- Essentials, Enrichment and Extension Learning Experiences
- Education Program Oversight, Training, Supervision and Coordination of staff
- IEP Development and Case Management
- PPT Meeting Attendance
- School Nurse
- Physical Education delivered by a certified APE teacher
- Transdisciplinary teaming for program and curriculum development and enriched classroom-based services (SLP, OT, BCBA, RBT, Job Coach)
- Classroom Consumables
- Access to technology for learning and leisure as appropriate

Per IEP (included in Tuition)

- Transition Services (as appropriate per student age)

- Education Program Oversight, Training, Supervision and Coordination of staff
- Instructional Supplies
- Safety-Care Trained Staff
- Comprehensive Educational Evaluations (Psycho-Ed, SLP, OT, PT, Transition, Functional Behavioral Assessment, Functional Assessment)
- Paraprofessional support (one to one)

Per IEP (Billed separately based on services delivered)

- BCBA Direct and Indirect Services
- Related Direct and Indirect Services
- Psychological Evaluation and Consultation
- Assistive Technology Evaluations
- Augmentative and Alternative Communication Evaluation
- ADOS
- Additional 1:1 Support staff, beyond the first assigned
- Comprehensive Person Centered Planning

Medically Fragile Programs include the following:

Program Components

- Certified Special Education Teacher
- Specialized Instruction
- Content Area Instruction
- Classroom or Program Based SEL Instruction
- Essentials, Enrichment and Extension Learning Experiences
- Education Program Oversight, Training, Supervision and Coordination of staff
- IEP Development and Case Management
- PPT Meeting Attendance
- School and Classroom Nurse (Includes up to 8 hours of nursing per student)
- Physical Education delivered by a certified APE teacher
- Transdisciplinary teaming for program and curriculum development and enriched classroom-based services (SLP, OT, SW, RBT, Job Coach)
- Classroom Consumables
- Access to technology for learning and leisure as appropriate

Per IEP (included in Tuition)

- Transition Services (as appropriate per student age)
- Instructional Supplies
- Safety-Care Trained Staff
- Comprehensive Educational Evaluations (Psycho-Ed, SLP, OT, PT, Transition, Functional Behavioral Assessment, Functional Assessment)
- Paraprofessional support (one to one)

Per IEP (Billed separately based on services delivered)

- BCBA Direct and Indirect Services
- Related Direct and Indirect Services
- Psychological Evaluation and Consultation
- Assistive Technology Evaluations
- Augmentative and Alternative Communication Evaluation
- Includes up to 8 hours of nursing (additional supports will be billed as needed)
- Individual nursing needs beyond the 8 hours included
- ADOS
- Additional 1:1 Support staff, beyond the first assigned
- Comprehensive Person Centered Planning

Transition Programs:

• Program Components

- Certified Special Education Teacher
- Board Certified Behavior Analyst
- Transition Specialist
- Specialized Instruction
- Content area instruction
- Vocational instruction and training
- Community based learning experiences
- ABA methodology
- Essentials, Enrichment, and Extension Learning Experiences

- Education Program Oversight, Training, Supervision and Coordination of staff
- IEP Development and Case Management
- PPT Meeting Attendance
- School Nurse
- Physical Education delivered by a certified APE teacher
- Transdisciplinary teaming for program and curriculum development and enriched classroom-based services (SLP, OT, SW, RBT)
- Classroom Consumables
- Access to technology for learning and leisure as appropriate
- Paid work experiences
- Transportation

Per IEP (included in Tuition)

- Transition Services
- Job coaching and vocational supports
- Education program oversight, training, supervision and coordination of staff
- Instructional Supplies
- Safety-Care Trained Staff
- Comprehensive Educational Evaluations (Psycho-Ed, SLP, OT, PT, Transition, Functional Behavioral Assessment, Functional Assessment)

Per IEP (Billed separately based on services delivered)

- BCBA Direct and Indirect Services
- Related Direct and Indirect Services
- Paraprofessional support (one to one or other)
- Psychological Evaluation and Consultation
- Assistive Technology Evaluations
- Augmentative and Alternative Communication Evaluation
- ADOS
- Comprehensive Person Centered Planning

Diagnostic Placements:

- Diagnostic placements are billed 45 days of the outplacement tuition program rates
- Includes cost of all comprehensive evaluations including psychiatric evaluations
- + Includes programming specific to student needs (listed above in each category)