

Board of Directors Regular Business MEETING AGENDA



Date: February 13, 2025
Time: 9:00 – 11:00 a.m.
Location: LEARN, Room 107/ 44 Hatchetts Hill Road, Old Lyme, CT 06371

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

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:**
- 4. Reading and/or Review of Correspondence:**
- 5. Superintendents' Perspective:** East Haddam Superintendent of Schools, Teresa DeBrito, to present on the work of East Haddam Schools
- 6. Consent Agenda:**
 - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—January 9, 2025
 - 6.2 Approval of Budget Summary as of January 31, 2025
 - 6.3 Approval of Grant Applications— LEARN Perkins V Consortium for \$99,023.00 to support Career and Technical Education (CTE) and Early College Experience programs across member districts/schools, including East Haddam Public Schools (Nathan Hale-Ray HS), Ledyard Public Schools (Ledyard HS), North Stonington Public Schools (Wheeler HS), Portland Public Schools (MS and HS), Region 4 (Valley Regional HS), Region 18 (Lyme-Old Lyme HS), and Westbrook Public Schools (Westbrook HS), from February 3, 2025, to August 31, 2025.
- 7. Information from the Executive Director:**
 - 7.1 Hiring—Resignations and new hires, including trend reports
 - 7.2 Distributions — LEARN's Family of Magnet Schools and Governor's Fiscal Year 2026-2027 Biennial Budget Proposal
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—January 24, 2025
 - 7.4 LEARN Building Committee Meeting Minutes—January 24, 2025
 - 7.5 Legislative Updates
 - 7.6 LEARN Agency Updates

8. Old Business:

9. New Business:

- 9.1 New Policy #3516, Business and Non-Instructional Operations, Series 3000; “Safety”
- 9.2 New Policy #6190, Instruction, Series 6000; “Early Learning Centers”
- 9.3 Revised Policy #4132, Personnel/Certified, Series 4000; “Staff Development”
- 9.4 Revised Policy #5115, Students, Series 5000; “Exclusion From School For Disciplinary Purposes”
- 9.5 Revised Policy #5141.10, Students, Series 5000; “Administering Medicines To Students”
- 9.6 Revised Policy #5141.11, Students, Series 5000; “Child Abuse, Neglect, and Sexual Assault”
- 9.7 Revised Policy #5155, Students, Series 5000; “Students With Special Healthcare Needs,”
- 9.8 OCR Vacation of the 2024 Title IX Regulations
- 9.9 Retirement of Policy #4131: Series 4000; “Continuing Education Units”

10. Educational Perspective: Marine Science Magnet High School (MSMHS) Magnet Schools Assistance Program (MSAP) Mid-Grant progress report

11. Roundtable Discussion: District Budget Process

12. Future Roundtable Topics:

13. Adjournment:

JOIN ZOOM MEETING

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

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Passcode: 940741

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LEARN.k12.ct.us

Board of Directors Regular Business

MEETING AGENDA NOTES



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- Motion to accept the Consent Agenda as presented.**
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 - 7.1 Hiring—Resignations and new hires, including trend reports
 - 7.2 Distributions — LEARN's Family of Magnet Schools and Governor's Fiscal Year 2026-2027 Biennial Budget Proposal
 - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—January 24, 2025
 - 7.4 LEARN Building Committee Meeting Minutes—January 24, 2025

- 7.5 Legislative Updates
- 7.6 LEARN Agency Updates

8. Old Business:

9. New Business:

- 9.1 New Policy #3516, Business and Non-Instructional Operations, Series 3000; “Safety”

Motion to approve New Policy 3516, Safety, as presented.

- 9.2 New Policy #6190, Instruction, Series 6000; “Early Learning Centers”

Motion to approve New Policy 6190, Early Learning Centers, as presented.

- 9.3 Revised Policy #4132, Personnel/Certified, Series 4000; “Staff Development”

Motion to approve Revised Policy 4132, Staff Development, as presented.

- 9.4 Revised Policy #5115, Students, Series 5000; “Exclusion From School For Disciplinary Purposes”

Motion to approve Revised Policy 5115, Exclusion From School For Disciplinary Purposes, as presented.

- 9.5 Revised Policy #5141.10, Students, Series 5000; “Administering Medicines To Students”

Motion to approve Revised Policy 5141.10, Administering Medicines To Students, as presented.

- 9.6 Revised Policy #5141.11, Students, Series 5000; “Child Abuse, Neglect, and Sexual Assault”

Motion to approve Revised Policy 5141.11, Child Abuse, Neglect, and Sexual Assault, as presented.

- 9.7 Revised Policy #5155, Students, Series 5000; “Students With Special Healthcare Needs,”

Motion to approve Revised Policy 5155, Students With Special Healthcare Needs, as presented.

9.8 OCR Vacation of the 2024 Title IX Regulations

Motion to approve the reversion to the previous LEARN Title IX Policies 4118.2 (Certified), 4218.2 (Non-Certified), and 5005 (Students), from PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT to SEX DISCRIMINATION AND SEXUAL HARASSMENT, as outlined under the 2020 Title IX regulations, in light of the recent confirmation from the Office for Civil Rights (OCR) that the 2024 Title IX regulations have been vacated. This action will ensure continued compliance with federal guidance and maintain consistency with prior policy standards, pending any further updates or guidance from relevant authorities.

9.9 Retirement of Policy #4131: Series 4000; “Continuing Education Units”

Motion to retire Policy #4131: Series 4000; “Continuing Education Units” as a result of the changes in the law and the revisions as proposed to Policy #4132, Students, Series 4000; “Staff Development”.

- 10.** Educational Perspective: Marine Science Magnet High School (MSMHS) Magnet Schools Assistance Program (MSAP) Mid-Grant progress report
- 11.** Roundtable Discussion: District Budget Process
- 12.** Future Roundtable Topics:
- 13.** Adjournment:

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Board of Directors Regular Business

DRAFT MINUTES



Meeting Date: January 9, 2025
Draft Posted: January 13, 2025

Present: Eric Bauman, East Lyme; Dale Bernardoni, Chester/Grades K-6; W. Scott Brown, Lyme & Old Lyme/Region 18; Mary Ann Connelly, Madison (Zoom); Kate Ericson, LEARN; Jennifer Favalora, Killingworth/Region 17 (Zoom); Elizabeth Fernandes, Westbrook; A. Terri Garrity, East Haddam (Zoom); Mary Harris, Ledyard (Zoom); Cindy Luty, Preston; Robert Mitchell, Montville; Chet Stefanowicz, North Stonington; Beverly Washington, Groton (Zoom); Jane Wisialowski, Old Saybrook; and Laurie Wolfley, Waterford (Zoom)

Not Attending and Not Represented: Sara Baker, Stonington; Alisah Blake, New London; Nancy Johnston, Essex/Grades K-6; Kristen Peck, Guilford; Gregory Perry, Norwich; Sean Reith, Salem; Vacant, Chester, Deep River, Essex Region #4; Vacant, Clinton; Vacant, Deep River/Grades K-6; and Vacant, East Hampton

Guests: Michael Belden, LEARN Chief Financial Officer; Joanne Lund, LEARN Assistant Director of Business; and Elizabeth McCaffery, LEARN Director of Human Resources (Zoom)

Meeting began at 9:00 a.m.

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:**
- 4. Reading and/or Review of Correspondence:**
- 5. Superintendents' Perspective:** Michael Belden, LEARN Chief Financial Officer, and Kate Ericson, LEARN Executive Director, presented the 2023-2024 State of the Agency, highlighting the agency's financial health and key achievements in which LEARN has shown consistent fiscal growth since 2013.
- 6. Consent Agenda:**
 - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—December 12, 2024
 - 6.2 Approval of Budget Summary as of December 31, 2024
 - 6.3 Approval of Grant Applications—None

Motion to accept the Consent Agenda as presented.

- **Presented by Cindy Luty**
- **Second Dale Bernardoni**
- **Motion passed with 14 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 reported LEARN currently has 47 vacancies and 6 candidates in the hiring process. Recent resignations were noted in December, and to better understand staff turnover, the agency conducts exit interviews, typically citing geographic or financial reasons. LEARN also tracks employee retention and attrition trends through annual data analysis.
- 7.2 Distributions —None
- 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—December 18, 2024
- 7.4 LEARN Building Committee Meeting Minutes—No meeting held December 18, 2024
- 7.5 Legislative Updates: The legislative session begins this week, with a new bill introduced to increase resources for students and schools, including special education. Lawmakers acknowledge the urgent need for more educational funding, though challenges remain due to the end of federal funding and budget constraints. The upcoming session is expected to be competitive, with ongoing negotiations.
- 7.6 LEARN Agency Updates: LEARN has made several strategic investments and improvements across its programs. Two new vans were purchased for Student Support Services to enhance transportation. The Friendship School (TFS) hosted a successful Museum Night in December, drawing over 900 families, and is preparing for a Parent Academy in partnership with the Child and Family Agency. LEARN is also progressing with plans for an early childhood program, with construction set to begin by July 1. In terms of school structure, TFS will expand to include kindergarten next year, while Marine Science Magnet High School (MSMHS) continues its lottery process. The Regional Multicultural Magnet School (RMMS) will transition to a 3rd-8th grade model, and over the next few years, these changes will help create a seamless K-8 pathway.
- 7.7 Executive Director Mid-Year Review: The Mid-Year Review is included in the full agenda packet and outlines three key areas of focus: Educational Leadership, Operational Management, and Community and Board Relationships.

8. Old Business: None.

9. New Business:

- 9.1 Proposed Salaries & Benefits 2025-2026: LEARN's Chief Financial Officer, Michael Belden, provided a preview of the agency's proposed salaries and benefits for both certified and non-certified staff for the 2025-2026 FY. The proposal outlined the adjustments and considerations for compensation in alignment with LEARN's financial strategy and organizational goals.

Motion to approve 2025-2026 LEARN Salaries & Benefits as presented.

- **Presented by W. Scott Brown**
- **Second Cindy Luty**
- **Motion passed with 14 votes in favor and 0 votes against**

- 9.2 Proposed Executive Committee and Board of Directors 2025-2026 Meeting Dates

Motion to approve the 2025-2026 LEARN Executive Committee and Board of Directors meeting schedules as presented.

- **Presented by Eric Bauman**
- **Second Dale Bernardoni**
- **Motion passed with 14 votes in favor and 0 votes against**

- 10.** Educational Perspective: Executive Director Ericson welcomed new board members and presented the 2025 Board Orientation, Leading LEARN. The orientation session covered key topics, including the role of a Regional Educational Service Center (RESC), LEARN's Theory of Action, and the responsibilities of a LEARN Board member.

- 11.** Roundtable Discussion: None

- 12.** Future Roundtable Topics: None

- 13.** Adjournment:

Motion to adjourn at 10:59 a.m.

- **Presented by Dale Bernardoni**
- **Second W. Scott Brown**
- **Motion passed unanimously with 14 votes in favor and 0 votes against**

Respectfully submitted by:
Jamella A. A. Etienne

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

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Notes

Construction Projects = In FY25, LEARN anticipates higher expenses from central office renovations and preliminary expenses for LEARN's Early Childhood Center of Excellence.



Submitted Grant Application One-Page Summary

Please complete this form after your grant application has been signed by the Executive Director and submitted. The information in this form will be used to update the Board of Directors about the overall focus and purpose of your grant.

Grant Title: LEARN Perkins V Consortium

Funding Source: Connecticut State Department of Education

Funding Agency: Connecticut State Department of Education

Grant Period: February 3, 2025-August 31, 2025 Amount Requested: \$99,023.00

Description of Activities

To fund Career and Technical Education as well as Early College Experience programs and activities in support of the consortium member districts/schools. Consortium members are: East Haddam Public Schools-Nathan Hale-Ray HS, Ledyard Public Schools – Ledyard HS, No. Stonington Public Schools – Wheeler HS, Portland Public Schools – Portland MS and HS, Region 4 – Valley Regional HS, Region 18 – Lyme-Old Lyme HS, and Westbrook Public Schools – Westbrook HS.

Staffing Requirements

Program Coordinator – not to exceed 35 hours and Program Budget Support Staff – not to exceed 85 hours

Costs Covered by the Grant: \$99,023.00

Costs Covered by LEARN: \$0

Benefits to LEARN

Providing this service allows member districts who would not otherwise qualify for >\$15,000 to partake without the time-consuming challenges of the administrative responsibilities that come with Perkins Funding. Administering a consortium for Perkins V for small member schools/districts within our region also supports educators from the Careers and Technical Education departments in frequent collaboration and course alignment with one another, as well as alignment with the regional workforce that many students will move to following high school graduation.

Board Approval: ☒ Required ☒ Not Required

Department or School: Teaching and Learning

Submitted By: Sheila Riffle

Date: 2/5/2025

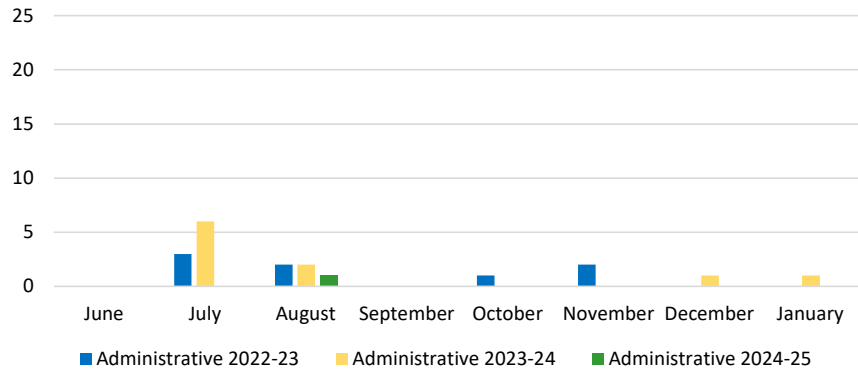
Attachments

Please upload any corresponding documentation pertaining to this grant [HERE](#).

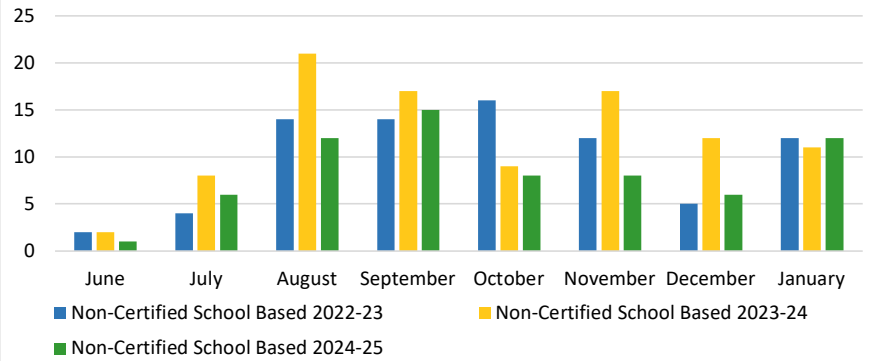


New Hires Trend Report January 2025

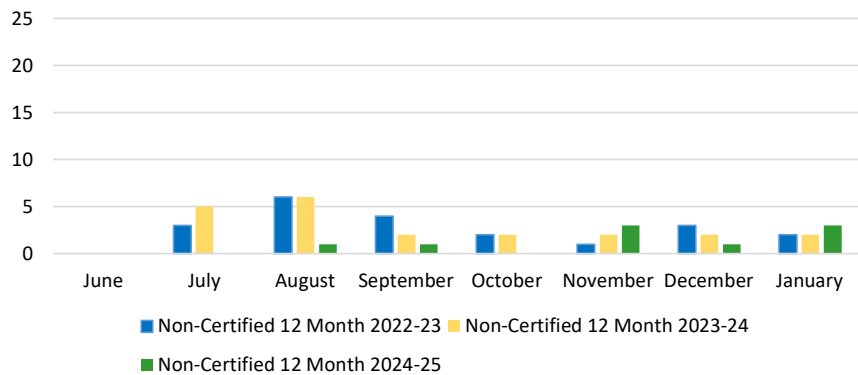
New Hires
Administrative



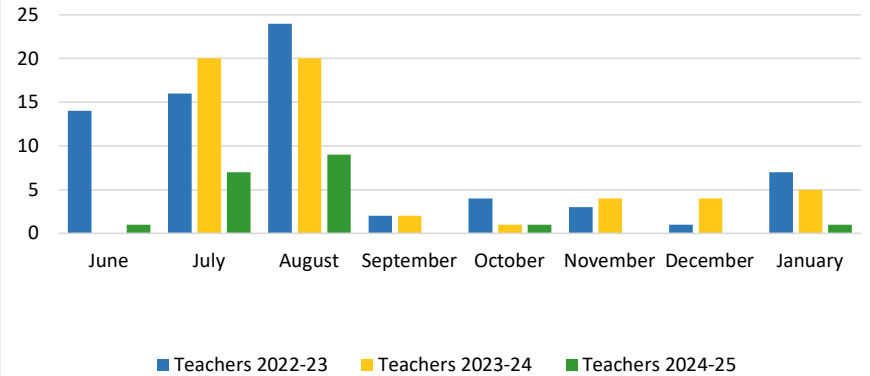
New Hires
Non-Certified School Based



New Hires
Non-Certified 12 Month



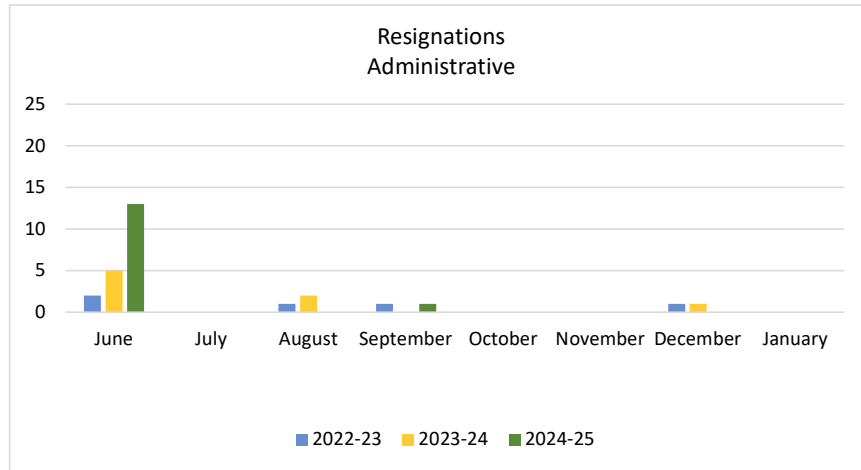
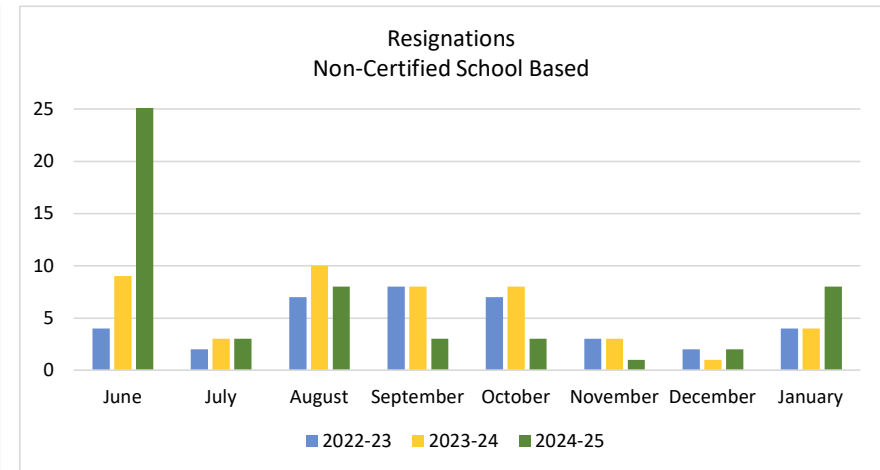
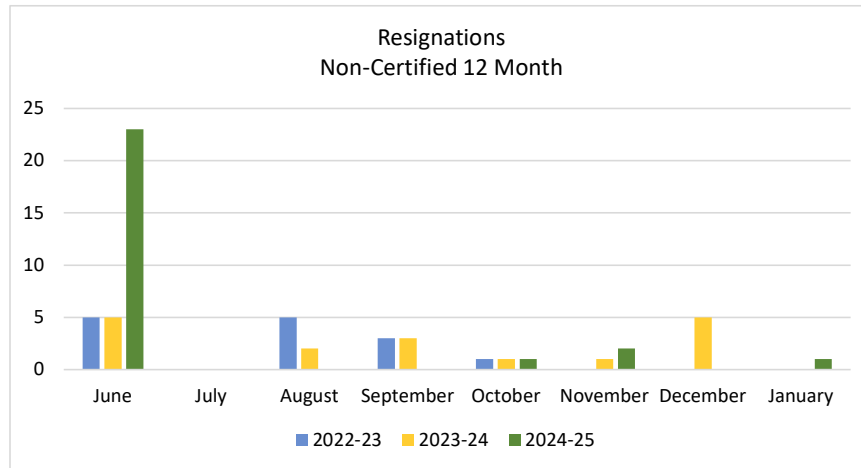
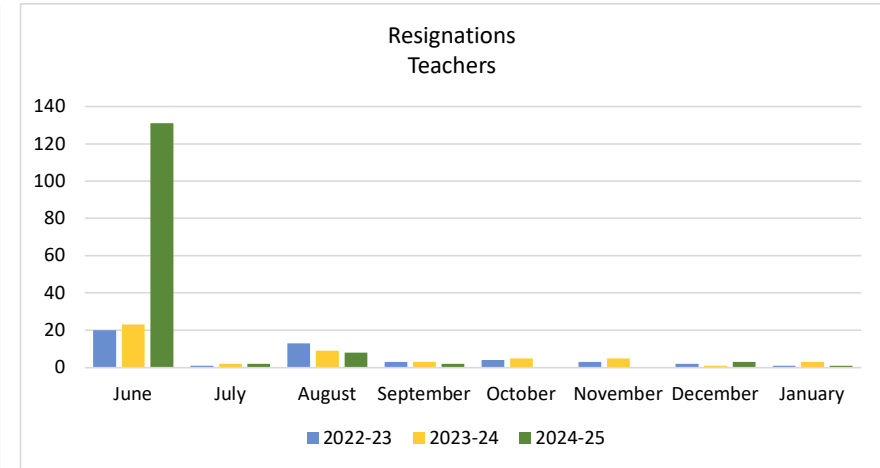
New Hires
Teachers



LAST NAME	FIRST NAME	POSITION	DEPT	DATE	PAY	RATE	COMMENTS	
AMABILE	HANNAH	REGISTERED BEHAVIOR TECHNICIAN	SSS	01/27/2025	SALARY	\$45,391.60	REPLACEMENT	
BEAUMONT	CASSAUNDRA	SUBSTITUTE TEACHER	RMMS	01/02/2025	PER DIEM	\$128.00	REPLACEMENT	
BEAUMONT	KELSEY	SUBSTITUTE INSTRUCTOR	RMMS	01/02/2025	PER DIEM	\$120.00	REPLACEMENT	
BUDZIK	NOAH	BUSINESS OFFICE ASSOCIATE	BUS	01/08/2025	SALARY	\$66,000.00	REPLACEMENT	
CLOUET	CHRISTOPHER	REGIONAL MAGNET COORDINATOR	ADMIN	01/22/2025	SALARY	\$73,000.00	NEW POSITION	
FISHER	TAIBAH	INTERVENTION SPECIALIST	SSS	01/02/2025	HOURLY	\$17.15	REPLACEMENT	
GENTRY	XYLECIA	SUBSTITUTE TEACHER	TFS	01/29/2025	PER DIEM	\$128.00	REPLACEMENT	
KROES	SARAH	SPEECH/LANG PATHOLOGY ASSISTANT	SSS	01/29/2025	HOURLY	\$29.95	NEW POSITION	
MARTIN	KELCEY	SUBSTITUTE TEACHER	MSMHS	01/03/2025	PER DIEM	\$128.00	REPLACEMENT	
MATHANOO	EVANGELINE	SUBSTITUTE INSTRUCTOR	RMMS	01/02/2025	PER DIEM	\$120.00	REPLACEMENT	
MAURO	ALICE-ELLEN	L / T SUB TEACHER	RMMS	01/07/2025	PER DIEM	\$256.06	REPLACEMENT	
MICHAUD	SUZANNE	PAYROLL ACCOUNTANT	BUS	01/27/2025	SALARY	\$68,000.00	REPLACEMENT	
MINER	ELENI	SUBSTITUTE INSTRUCTOR	RMMS	01/15/2025	PER DIEM	\$120.00	REPLACEMENT	
PATEL	SONAL	TEACHER	SSS	01/08/2025	SALARY	\$55,727.00	REPLACEMENT	
WALDEN	UNIQUE	INTERVENTION SPECIALIST	SSS	01/07/2025	HOURLY	\$18.93	REPLACEMENT	
WHITMORE	MATTHEW	LPN	SSS	01/23/2025	SALARY	\$44,035.00	NEW POSITION	
LOCATION KEY								
ADMIN - ADMINISTRATIVE SERVICES								
BUS - BUSINESS DEPARTMENT								
MSMHS - MARINE SCIENCE MAGNET HIGH SCHOOL								
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL								
SSS - STUDENT SUPPORT SERVICES								
TFS - THE FRIENDSHIP SCHOOL								



Resignation Trend Report January 2025



JANUARY 2025

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>JOB TITLE</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>COMMENTS</u>
GAVIDIA	VANESSA	INTERVENTION SPECIALIST	SSS	01/23/2025	RESIGNATION
HANEY	LYDIA	INTERVENTION SPECIALIST	SSS	01/17/2025	RESIGNATION
HEUGHINS	MADISON	TEACHER	SSS	01/14/2025	RESIGNATION
MACLEAN	MARTIN	TECHNOLOGY SPECIALIST	IT	01/03/2025	RESIGNATION - NEW POSITION
MARTINEZ	ISAIAS	INTERVENTION SPECIALIST	SSS	01/15/2025	RESIGNATION
ORTIZ	MINERVA	MEDICAL ASSISTANT	SSS	01/12/2025	RESIGNATION
POURIET RIVERA	SHIRLYANN	INTERVENTION SPECIALIST	SSS	01/10/2025	RESIGNATION
SIMS	NATALIE	INTERVENTION SPECIALIST	SSS	01/23/2025	RESIGNATION - NEW POSITION
WILKER	MICHAEL	INTERVENTION SPECIALIST	SSS	01/15/2025	TERMINATION
ZIMMERMAN	MORGAN	INSTRUCTIONAL TUTOR	SSS	01/10/2025	RESIGNATION - RELOCATION
LOCATION KEY					
IT - INFORMATION TECHNOLOGY DEPARTMENT					
SSS - STUDENT SUPPORT SERVICES					



LEARN'S FAMILY OF SCHOOLS

*Igniting Passions,
Inspiring Purpose*

Structural Shifts

- New Early Childhood School will be located at 51 Daniels Avenue, Waterford. *The Friendship School will close in the fall of 2027.*
- Regional Multicultural Magnet School, One Bulkeley Place, New London

LEARN is transforming its early childhood and elementary school magnet programs to build a unified, high-impact educational pathway from prekindergarten through Grade 8. This visionary pathway will provide families in the region with two exceptional options:

- a LEARN early childhood school (Prekindergarten-Grade 2) on our 51 Daniels Avenue, Waterford campus and
- a LEARN elementary/middle school (Grade 3-Grade 8) on our New London campus.

2025 is year one of a three-year structural revision to LEARN magnet schools.

7.2b

Enrollment

	2025-2026	2026-2027	2027-2028
The Friendship School soon-to-be a new early childhood school at 51 Daniels Avenue, Waterford	360 Prekindergarten 100 Kindergarten 460 Total Students	240 Prekindergarten 100 Kindergarten 100 Grade 1 440 Total Students	200 Prekindergarten 100 Kindergarten 100 Grade 1 100 Grade 2 500 Total Students
Regional Multicultural Magnet School	Grades 1-6 85 Students per Grade 510 Total Students	Grades 2-7 85 Students per Grade 510 Total Students	Grades 3-8 85 Students per Grade 510 Total Students

- LEARN’s early childhood school in Waterford (currently The Friendship School) and the soon-to-be elementary/middle school in New London (currently Regional Multicultural Magnet School) will begin transitioning their grade levels one grade at a time starting in the 2025-2026 school year.
- The target enrollment and grade level distribution will be fully implemented by the 2027-2028 school year.
- LEARN’s total enrollment will remain within the overall allocated slots currently approved by the Connecticut State Department of Education.
- Tuition for The Friendship School kindergarten in 2025-2026 will align with the Regional Multicultural Magnet School kindergarten tuition for 2024-2025.

Thematic Shifts

- The Friendship School is in Year 3 of its transition to a **museum** theme and will introduce a dual immersion Spanish program in 2025-2026.
- Regional Multicultural Magnet School began its shift from International Baccalaureate to a **multicultural** theme with **project-based learning approach** this year.

Operations

- The new early childhood school at 51 Daniels Avenue is set to open in 2027-2028.
- Starting in 2025-2026, LEARN will introduce regional hub bus locations for The (current) Friendship School.
- Until 2027-2028, The Friendship School will hold a lottery for kindergarten admission, after which kindergarten admission will be guaranteed.
- Students transitioning from The Friendship School to Regional Multicultural Magnet School for grade 3 will have guaranteed admission, while those moving to Marine Science Magnet High School for grade 9 will receive lottery preference.





Good Afternoon,

Governor Lamont released his two-year budget proposal to the General Assembly today for the FY 2026 – 2027 biennium. The budget will now be reviewed and modified by the legislature to reflect their priorities. Final negotiations between the legislature and the Governor’s office are expected in the spring before final adoption, likely sometime in late May or early June. The total proposed general fund expenditures under the Governor’s budget are \$27 billion in fiscal 2026 and \$28.2 billion in fiscal 2027. You can view the [Governor’s Budget Address here](#), and once the [Official Budget Document Landing Page](#) has been updated you can view the full budget here.

Some high-level highlights of the budget include:

- All the new spending is in the 2nd year.
- The Governor is agreeing to move a total of \$593 million from the volatility cap over both years with no other changes to guardrails.
- 300 million investment in Universal Preschool Endowment to eventually fund universal childcare for families making under \$100,000.
- Small tax breaks for individuals and businesses.
- No changes in excess cost funding in the first year, \$40 million in 2027.
- Removing medicaid coverage for weight-loss drugs used solely for treating obesity, freezing income eligibility, reducing ambulance reimbursements.
- Increases in transit fares including train and busses.

The next step in this budget process will commence with the Appropriations Committee deliberating the spending side of the budget and Finance Revenue and Bonding Committee deliberating the taxes, bonding, and other revenue components of the budget between now and the end of May. The Appropriations Committee will hold executive branch agency hearings on each the spending portion of the budget starting next week as outlined in the schedule below; and a public hearing component is included.

The first year of the biennium runs from July 1, 2025 through July 1, 2026 and the second year runs from July 1, 2026 through June 30, 2027.

**2025 APPROPRIATIONS COMMITTEE
SCHEDULE OF STATE AGENCY BUDGET PRESENTATIONS
AND PUBLIC HEARINGS**

The Appropriations Committee will hold state agency budget presentations and public hearings from **Tuesday, February 11, 2025** through **Wednesday, February 26, 2025**, to be held at the times listed below, in Room 2C of the LOB and via Zoom. Separate Bulletin notices for each public hearing will be published with a link to an On-line Registration form, as well as a link to submit testimony electronically. The state agency presentations and public hearings can be viewed via [YouTube Live](#). In addition, some state agency presentations and public hearings may be recorded and broadcast live on [CT-N.com](#).

Please note that the schedule is subject to change should House or Senate sessions be scheduled on any of these dates.

Tuesday, February 11

Transportation

10:00 A.M.-10:30 A.M.	Department of Motor Vehicles
10:30 A.M.-11:30 A.M.	Department of Transportation
11:30 A.M.- 12:30 P.M.	LUNCH RECESS

Judicial and Corrections

12:30 P.M.-1:30 P.M.	Judicial Department
1:30 P.M.-2:00 P.M.	Division of Criminal Justice
2:00 P.M.-2:30 P.M.	Public Defender Services Commission
2:30 P.M.-3:30 P.M.	Department of Correction (including the Board of Pardons and Paroles)
3:30 P.M.-4:00 P.M.	Probate Court Administration

Public Budget Hearings 5:00 P.M.

Thursday, February 13

General Government B

10:00 A.M.-10:45 A.M.	Office of Policy and Management
10:45 A.M.-11:15 A.M.	State Treasurer (including Debt Service)
11:15 A.M.-11:45 P.M.	Attorney General
11:45 A.M.-12:15 P.M.	Department of Revenue Services
12:30 P.M.-1:30 P.M.	LUNCH RECESS
1:30 P.M.-2:00 P.M.	State Comptroller and Miscellaneous Accounts
2:00 P.M.-2:30 P.M.	Department of Administrative Services

Veterans and Military Affairs

3:00 P.M.-3:30 P.M.	Military Department
3:30 P.M.-4:00 P.M.	Department of Veterans Affairs

Public Budget Hearings 5:00 P.M.

In addition to the agencies listed above, public testimony may be given on the following agencies:
Judicial Review Council
Judicial Selection Commission
Governor's Office

Friday, February 14

Regulation and Protection

10:00 A.M.-10:15 A.M. Commission on Human Rights and Opportunities
10:15 P.M.-10:45 A.M. Department of Consumer Protection
10:45 P.M.-11:15 A.M. Office of the Healthcare Advocate
11:15 P.M.-11:45 P.M. Insurance Department (Special Fund Agency)

12:00 P.M.-1:00 P.M. LUNCH RECESS

1:00 P.M.-1:15 P.M. Workers' Compensation Commission (Special Fund Agency)
1:15 P.M.-1:30 P.M. Department of Banking (Special Fund Agency)
1:30 P.M.-2:00 P.M. Department of Emergency Services and Public Protection

General Government A

3:00 P.M.- 3:30 P.M. Secretary of the State

Public Budget Hearings 4:00 P.M.

In addition to the agencies listed above, public testimony may be given on the following agencies:

Office of State Ethics
State Contracting Standards Board
State Elections Enforcement Commission
Freedom of Information Commission
Office of the Child Advocate
Office of the Victim Advocate
Office of Legislative Management
Auditors of Public Accounts
Commission on Women, Children, and Seniors, Equity and Opportunity
Commission on Racial Equity in Public Health

Wednesday, February 19

Higher Education

11:00 A.M.-11:30 P.M. Office of Higher Education
11:30 A.M.-12:30 P.M. Connecticut State Colleges and Universities
12:30 P.M.-1:30 P.M. LUNCH RECESS
1:30 P.M.-2:30 P.M. University of Connecticut
2:30 P.M.-3:00 P.M. UConn Health Center

Public Budget Hearings:

5:00 PM-7:30 P.M. Higher Education Panels
7:30 P.M. Public Hearing

Thursday, February 20

Elementary & Secondary Education

10:00 A.M.- 10:15 AM. Teachers' Retirement Board
10:15 A.M.- 10:30 A.M. State Library
10:30 A.M.- 11:00 A.M. Office of Early Childhood
11:00 A.M.- 12:00 P.M. CT Technical Education and Career System
12:00 P.M.-1:00 P.M. LUNCH RECESS
1:00 P.M.-2:00 P.M. State Department of Education

Public Budget Hearings 3:00 P.M.

Friday, February 21

Health

10:00 A.M.-11:00 A.M. Department of Public Health 7.2f
11:00 A.M.-12:00 P.M. Department of Developmental Services
12:00 P.M.-1:00 P.M. LUNCH RECESS
1:00 P.M.-1:30 P.M. Office of the Chief Medical Examiner
1:30 P.M.-2:00 P.M. Office of Health Strategy
2:00 P.M.-3:00 P.M. Department of Mental Health and Addiction Services
Public Budget Hearings 4:00 P.M.

Monday, February 24

Human Services

11:00 A.M -11:30 A.M. Department of Aging and Disability Services
11:30 A.M. - 1:00 P.M. Department of Social Services
1:00 P.M.-2:00 P.M. LUNCH RECESS
2:00 P.M.-3:00 P.M. Department of Children and Families

Public Budget Hearings 4:00 P.M.

Wednesday, February 26

Conservation and Development

10:00 A.M.-11:00 A.M. Department of Energy and Environmental Protection (including PURA)
11:00 A.M.-11:30 A.M. Office of Consumer Counsel
11:30 A.M.-12:00 P.M. Department of Agriculture
12:00 P.M.-1:00 P.M. LUNCH RECESS
1:00 P.M.-1:45 P.M. Department of Economic and Community Development
1:45 P.M.-2:30 P.M. Department of Labor
2:30 P.M.-3:00 P.M. Department of Housing
3:00 P.M.-3:30 P.M. Agricultural Experiment Station

Public Budget Hearings 4:30 P.M.



Executive Committee

MEETING SUMMARY

Date: January 24, 2025
Time: 8:30 – 10:00 a.m.
Location: LEARN, Room 107/ 44 Hatchetts Hill Road, Old Lyme, CT 06371

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

Present: Robert Mitchell, Chair; Dale Bernardoni, Vice Chair; Jen Favalora, Fiscal Officer; Beverly Washington, Secretary; 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 8:36 a.m.

1. Review February 2025 Board of Directors' Agenda

2. Professional Design Services Proposal, Renovations for phased MS transition at Regional

Multicultural Magnet School (RMMS) SP+A Project No. 24.041. This project has been ongoing and has already established a framework for design services for fiscal year 2025, with a budget of \$49,216.00. As a result, the Executive Director did not request quotes for the project.

Executive Director Ericson informed the Committee that LEARN has decided to continue working with Silver/Petrucelli + Associates, who began the work this summer and have been retained to move forward with the renovation project.

3. Magnet School Funding

RESC Executive Directors met with legislators to continue to advocate for magnet school funding to ensure long-term sustainability of magnet schools.

4. Connecticut Paid Leave

The Committee discussed Public Act 24-8, which expands the availability of paid sick time in Connecticut, as the law became effective as of January 1st. Executive Director Ericson conveyed that she and superintendents across the state are actively advocating for the exclusion of school districts from the scope of this law, citing concerns over its potentially disruptive impact on district operations.

5. Potential New Regional Shared Services Grant Application

LEARN submitted the Regional Shared Service Solutions grant application in December and the application is currently in the review stage with the Office of Policy and Management. The Executive Director continues to collaborate with partnering districts to gather input and bolster the development of regional services.

6. Infant/Toddler Program Update

The Executive Director provided an update to the Committee on the progress of the new Infant/Toddler Program set to pilot at The Friendship School (TFS). The program's license has been submitted for approval to the Office of Early Childhood, and the team is actively working to finalize all necessary preparations for a timely opening.

7. Adjournment

Meeting adjourned at 9:15 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: January 24, 2025

Time: 10:05 a.m. – 11:19 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; Ed Buglewicz, RDG; Molly Haas, RDG; John Holden, Newman Architects; 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

- November 22, 2024, Building Committee: Early Childhood School, 51 Daniels Avenue, Meeting Minutes
 - Motion to approve
 - Presented by: Robert Mitchell
 - Second by: Craig Esposito
 - 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 moving from the Schematic Design phase to the Design Development phase this week.
 - **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
- A high-level summary of the work to date was provided by Newman and RDG. The summary included 3 schemes.
 - 51 Daniels Avenue building site: 13 acres
 - 51 Daniels Avenue building: 85,000 square feet
- Building Committee members responded positively to the presentation by Newman and RDG.
 - Questions posed in response to the schemes focused on:
 - Restrooms (staff and child)
 - Security (exterior doors)
 - Roof
 - Energy Efficiency
 - Acoustics
 - Site Map (soil matter, geo borings)
 - Playground/Playscapes
 - Outside Shade for Students
 - Stage
 - Gymnasium Windows
 - Exterior Building Material
 - Sequence of Classrooms

3.0 Other Reports

- Town of Waterford
 - Permit for Demolition. The permit for demolition is moving forward.
 - Cell Tower. The town of Waterford is formalizing their agreement (with the cell tower owner) about the cell phone tower located at 51 Daniels Avenue.
- Space Waiver Letter
 - The Space Waiver Letter was submitted to the State of Connecticut.
 - The State responded with questions that LEARN is in the process of answering.

4.0 Financial Update

- Contracts & Payment Applications.
 - Motion to approve the Payment Application/Invoice #655814 to Shipman & Goodwin LLP for Project #245-0090MAG/A/PF in the amount of \$4,728.11 for professional services.
 - Motion to approve
 - Presented by: Robert Mitchell
 - Second by: Beverly Washington
 - Motion carried unanimously
 - Motion to approve the Payment Application/Invoice #24032 to Newman/RDG Architects for Project # 245-0090MAG/A/PF in the amount of \$228,250.00 for professional services.
 - Motion to approve
 - Presented by: Craig Esposito
 - Second by: Robert Mitchell
 - Motion carried unanimously
 - Motion to approve the Payment Application/Invoice #24071 to Newman/RDG Architects for Project # 245-0090MAG/A/PF in the amount of \$237,380.00 for professional services.
 - Motion to approve
 - Presented by: Kate Ericson
 - Second by: Robert Mitchell
 - Motion carried unanimously
- Furniture, Fixtures, & Equipment (FF&E)
 - We are engaging in very preliminary discussions, identifying furniture and equipment that will move from 24 Rope Ferry Road to 51 Daniels Avenue.

6.0 Old Business

- No old business for discussion.

7.0 New Business

- No new business for discussion.

8.0 Next Meeting

- Date: February 28, 2025
- Time: 10:00 a.m.
- Location: LEARN, 44 Hatches 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 11:19 a.m.
 - Presented by: Beverly Washington
 - Second by: Robert Mitchell
 - Motion carried unanimously

DRAFT

SAFETY**School Security and Safety Plans**

A school security and safety plan shall be developed and implemented for each LEARN school. The plan shall be based on the school security and safety plan standards developed by the state Department of Emergency Services and Public Protection; shall be reviewed annually and updated, if necessary; and shall be submitted annually to the state Department of Emergency Services and Public Protection.

The school security and safety plan shall be an all-hazards approach to emergencies at the school, and shall include, but not be limited to:

- (1) involvement of local officials, including the Executive Director; the chief executive officer of the municipality; and law enforcement, fire, public health, emergency management and emergency medical services personnel in the development of the plan.**
- (2) a command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization.**
- (3) crisis management procedures.**
- (4) a requirement that local law enforcement and other local public safety officials evaluate, score, and provide feedback on fire drills and crisis response drills conducted at the school.**
- (5) a requirement that reports regarding fire drills and crisis response drills be made annually to the Department of Emergency Services and Public Protection.**
- (6) procedures for managing various types of emergencies.**
- (7) a requirement that a security and vulnerability assessment for each school be conducted every two years and its results reflected in the school security and safety plan for each such school.**
- (9) a requirement that an orientation on the school security and safety plan be provided to all school employees.**
- (10) violence prevention training for all school employees.**

Business and Non-Instructional Operations**School Security and Safety Committee**

A school security and safety committee shall be established at each school. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and for administering such plan.

The committee shall consist of a local police officer, a local first responder, a teacher and an administrator employed at the school, a mental health professional, a parent or guardian of a student enrolled in the school, and any other person(s) the school principal deems necessary. A parent or guardian serving as a member of a school security and safety committee shall not have access to any information that would result in a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Asbestos Control

LEARN will implement and maintain procedures necessary to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA) by adhering to the following guidelines:

- 1. Use specifically accredited/certified persons to conduct inspections on all buildings for asbestos-containing material, as required.**
- 2. Take appropriate action to control the release of asbestos fibers upon completion of inspection.**
- 3. Describe corrective steps and long-range maintenance in a management plan, to be made available to all concerned persons and filed with the Department of Public Health and Addiction Services.**
- 4. Post warning(s) in all areas containing asbestos, and send appropriate written notice to parents and employees, apprising them of the conditions.**

Fire / Crisis Drills

Each building administrator shall conduct a fire drill in the school not later than thirty days after the first day of each school year and at least once each month thereafter, except that a crisis response drill shall be substituted for a fire drill once every three months. The format of crisis response drills shall be developed in consultation with the appropriate local law enforcement agency.

**Policy
3516****Business and Non-Instructional Operations**

Legal Reference: **Connecticut General Statutes**
10-203 Compliance with public health statutes and regulations
10-222m School security and safety plans. School security and safety committees (as amended by P.A. 23-167, An Act Concerning Transparency in Education)
10-231 Fire Drills. Crisis response drills

Other
The Asbestos Hazard Emergency Response Act of 1986 (AHERA)

Policy Adopted:
LEARN

EARLY LEARNING CENTERS

LEARN supports the well-being, growth, and development of every child while fostering strong partnerships with families and the community. This policy aims to ensure regulatory compliance, maintain clear communication with parents/guardians, promote family involvement, and provide a safe, nurturing, and consistent experience for all children in LEARN Early Learning Centers.

Educational Program

Children at LEARN Early Learning Centers will follow a flexible daily schedule that meets their individual needs and is mindful of their cultural, language, and developmental diversity.

The daily schedule includes indoor and outdoor physical activities, to aid fine and gross motor development; problem-solving experiences that aid language development and sensory discrimination; creative expression, including arts and media, dramatic play, and music; experiences that promote self-reliance; health education practices; exploration and discovery; individual and small group activities; active and quiet play; rest, sleep, or quiet activity; and nutritious meals and snacks.

Personnel

LEARN Early Learning Centers are staffed by a site coordinator, head teacher, staff, and assistant staff. All Early Learning Center staff members possess the education, experience, and other qualifications, as required by applicable laws and regulations, and have clear and delineated duties and responsibilities.

In addition to staff, the Early Learning Centers utilize the services of an early childhood educational consultant, health consultant, dental consultant, social service consultant, and registered dietitian consultant. Such consultants are available for advice in person and/or by telecommunication; serve as a resource to staff and parents; conduct an annual review of written policies, plans and procedures, and education programs; document program activities and observations; and, in the case of the health consultant, make quarterly site visits to the Center; review health and immunization records of children and staff; reviewing the contents, storage and plan for maintenance of first aid kits; observe the indoor and outdoor environments for health and safety; observe children's general health and development; observe diaper changing, toileting, and handwashing areas and procedures; and review procedures and required documentation for the administration of medications, and individual care plans for children with special health care needs or children with disabilities.

Policy
6190
Instruction

Supervision

The staff/child ratio is 1 staff for every 4 children under the age of two years old; 1 staff for every 5 children two to three years old; and/or 1 staff for every 10 children over the age of three years old. The group size shall not exceed 8 children under the age of three years old and/or 16 children over the age of three years old, even if the staff to children ratios are being observed. When there is a mixed age group, the lower required ratio and group size for the age of the youngest child shall prevail.

Children must be supervised by sight and sound at all times, including nap time, bathroom time, and during transportation. Staff shall position themselves to see as many children as possible. **NO CHILD/CHILDREN SHOULD BE LEFT ALONE FOR ANY PERIOD OF TIME.**

All children must have signed permission slips prior to leaving the building for a field trip. Staff must bring each child's emergency contact information and the first aid kit on the field trip.

Staff shall ensure the safety of children on the playgrounds, and shall: take a head count before leaving the building; escort the children to their designated play areas; encourage and demonstrate proper equipment usage and play; circulate through the play areas, supervising and interacting with the children in a positive manner; ensure that all play activities and equipment is supervised; have a phone at all times for emergencies; and take a head count before re-entering the building. At least one CPR certified staff member must be on the playground whenever there are children under the age of three present. Children may not go inside for any reason (including to the bathroom); nor may they go back outside, unless accompanied by staff.

Activities and Safety

Infant Safe Sleep

LEARN has adopted the safe sleep practices recommended by the American Academy of Pediatrics, and all staff are trained in such practices.

Handwashing

Staff shall wash their hands, using proper handwashing technique: before and after changing a child's diaper; after toileting or assisting a child using the toilet; before eating or handling food, preparing bottles, or feeding children; after handling bodily fluids (saliva, nasal secretions, blood, vomit, etc.); after handling soiled items, such as garbage; after handling animals/animal cages; whenever hands are visibly soiled.

Children shall wash their hands: before and after each diaper change; after toileting; before eating meals or snacks; after blowing their nose, coughing, or sneezing; before and after water or sensory play; after playground use/outdoor play; after handling animals/animal cages; whenever hands are visibly soiled. Staff shall guide and monitor children in proper handwashing technique.

Policy
6190
Instruction

Diapering

The posted diapering and/or cloth diapering procedure must be followed at all times.

Late pick up

Two staff members eighteen years of age or older will remain at the program with the child at all times.

If a child remains at the center after 5:00 PM, the teacher in charge and another assigned staff member (both 18 years or older) will stay with the child until they are picked up. If no contact is made with a parent, guardian, or authorized pickup person by 6:00 PM, the Department of Children and Families and the Waterford Police Department will be notified. At that time, the child will be placed in their care.

Operations and Communication

Days and Hours of Operation

The EARLY LEARNING CENTER is open Monday through Friday 7:00 to 5:00 year round. Tuition is due weekly regardless of any absence, including sick days.

Admission

The EARLY LEARNING CENTER serves children (ages). A \$20 non-refundable registration fee, along with one week's tuition is due upon registration. Tuitions payments are to be made weekly, and due the Friday before the week of care unless other arrangements are made and agreed upon with the coordinator. If a tuition payment is late a \$5.00 a day late fee may be added after 5 days of non-payment.

In case of inclement weather, the local television channel will provide information for closings or delays.

Each entering child must have an updated physical form, signed and dated by his/her pediatrician, including current immunization documentation. Children who are not school age, must have their physicals updated yearly. Children who are school age, are required to have a physical upon entering Kindergarten and then as required by the school district for which that child attends and acceptable to the local education authority.

The first thirty days of the program will be regarded as a trial period, and either party may terminate the contract without notice. After the first thirty days of enrollment, parents or guardians must provide the program with two weeks written notice prior to withdrawing their child from the center. All tuition owed must be paid in full. If possible, the program will provide the same courtesy if care for a child must be terminated for any reason. The program will work with all children and families to avoid a child's expulsion.

Policy
6190
Instruction

Parents and guardians are encouraged to visit their children whenever possible. The center also plans periodic educational and fun field trips. Volunteers are more than welcome.

Parent Responsibilities

If a child is going to be absent for any reason the parent must notify the program. An adult must accompany the child to and from the classroom and sign them in and out each day. Any changes in address, phone number, employment, etc. must be given to the Director in writing.

Children must have at least two spare outfits and a "snug fitting" spare sheet in their cubby, labeled with their name on it. Parents must supply diapers, bottles, baby food, formula, bedding for cribs/cots, and their child's lunch in a labeled lunch box. Toys are not to be brought from home, except on specified days.

Daily communication with parents is vital to the success of the children's experience at the program. Parents may speak to the teachers at drop off and/or pick up and will receive written communication daily.

Policy Adopted:

LEARN

Appendix A

HAND WASHING PROCEDURES

Staff shall wash their hands:

- **Before and after changing a child's diaper**
- **After toileting or assisting a child using the toilet**
- **Before eating or handling food, preparing bottles, or feeding children**
- **After handling bodily fluids (saliva, nasal secretions, blood, vomit, etc.)**
- **After handling soiled items, such as garbage**
- **After handling animals/animal cages**
- **Whenever hands are visibly soiled**

Children shall wash their hands:

- **Before and after each diaper change**
- **After toileting**
- **Before eating meals or snacks**
- **After blowing their nose, coughing, or sneezing**
- **Before and after water or sensory play**
- **After playground use/outdoor play**
- **After handling animals/animal cages**
- **Whenever hands are visibly soiled**

Proper handwashing technique:

1. **Wet hands and apply a small amount of liquid soap to the hands**
2. **Rub hands together vigorously with soap and water for at least 20 seconds (about two rounds of the "Happy Birthday" song)**
3. **Wash all surfaces of the hands, including the backs of the hands, palms, wrists, between fingers, and fingernails**
4. **Rinse hands thoroughly to remove the soap lather**
5. **Dry hands with a single use disposable towel**
6. **Turn off the faucet with the towel**

Appendix B

DIAPERING PROCEDURE

The following diapering procedure shall be followed:

- 1. Staff and children will wash their hands thoroughly and dry them with a paper towel.**
- 2. Staff will put on protective gloves.**
- 3. Child will be placed on disposable changing paper.**
- 4. Soiled diaper will be removed and child will be cleaned with wipes.**
- 5. Soiled disposable diapers, wipes, and changing paper will be disposed of in a covered, washable, lined waste receptacle which will be removed at least daily. Soiled cloth diapers and any soiled clothing will be placed (un-rinsed) in a sealed zip-loc bag and labeled with the child's name; parents must remove the soiled clothing and diapers daily.**
- 6. Gloves will be removed and a new, clen diaper will be put on the child.**
- 7. If needed, diaper cream, ointment, or powder will be applied.**
- 8. Staff will wash their hands and the child's hands.**
- 9. Diaper area will be washed and disinfected after each use.**
- 10. Changing paper will be replaced.**
- 11. Staff will again wash their hands.**

Appendix C

INFANT SAFE SLEEP PRACTICES

LEARN's Early Learning Centers have adopted the safe sleep practices recommended by the American Academy of Pediatrics. These practices aim to promote safe sleep for infants and to reduce the risk of sudden infant death syndrome (SIDS) for infants up to twelve months of age.

All staff responsible for the supervision of infants shall ensure that the infants' breathing, color, temperature, and comfort are observed every fifteen (15) minutes while the infants are sleeping.

All staff, parents/guardians, volunteers, and others who care for infants in LEARN's Early Learning Centers shall follow these required safe sleep practices:

- 1. Infants up to twelve months of age shall be placed for sleep in a supine position (wholly on their back) without infant sleep positioners for every nap or sleep time, unless the infant has written documentation from a physician, physician assistant or advanced practice registered nurse specifying a medical reason for alternative sleep position or alternate piece of equipment.**
- 2. Infants should be placed for sleep in a safe sleep environment which includes a firm crib mattress covered by a tight-fitting sheet in a safety-approved crib. The cribs at LEARN's Early Learning Centers meet the standards and guidelines reviewed/approved by the U.S. Consumer Product Safety Commission (CPSC) and ASTM International (ASTM).**
- 3. No monitors or positioning devices will be used, unless required by the infant's primary care provider.**
- 4. Infants who can easily turn themselves from the back position shall be placed on their backs for sleep, and may then be allowed to assume any comfortable sleep position.**
- 5. No other items will be in a crib occupied by an infant, except for a pacifier without attachments. Families are encouraged to provide clothing sacks or other clothing designed for sleep as an alternative to blankets.**
- 6. No infant shall be put to sleep or allowed to remain asleep in any type of equipment other than their crib at LEARN's Early Learning Centers - this includes a car seat, bouncy seat, highchair, chair, or any other type of furniture/equipment.**
- 7. If an infant arrives at the Early Learning Center asleep in a car seat, the parent/guardian or caregiver/teacher will immediately remove the sleeping infant from the seat and place them in the supine position in their crib.**

**Policy
6190
Instruction**

- 8. Infants who fall asleep outdoors in a stroller or on a walk will be moved to their crib as soon as possible.**
- 9. Each infant has their own crib and only one infant will be placed in each crib.**
- 10. All bedding will be kept away from sleeping infants. This includes: bumper pads, pillows, quilts, comforters, blankets, sleep positioning devices, flat sheets, cloth diapers, bibs, etc.**
- 11. No blankets or other items will be hung on the sides of cribs. Nothing will be attached to the crib, including toys, mobiles and other types of play equipment.**
- 12. Swaddling infants when they are in a crib is not recommended by the AAP. No infant shall be swaddled, unless the infant has written documentation from a physician, physician assistant or advanced practice registered nurse specifying instructions and a timeframe for swaddling the infant.**
- 13. All staff will check to ensure that the temperature in the room is comfortable for a lightly clothed adult. They will check the infants to ensure that they are comfortably clothed when they are putting them into their cribs.**
- 14. Infants may not wear bibs, necklaces, or garments with ties or hoods when sleeping.**
- 15. All infants shall be directly observed by sight and sound at all times, including when they are going to sleep, are sleeping, or are in the process of waking up. All staff shall be trained in safe sleep practices. Staff shall remain alert and actively supervise sleeping infants at all times, checking them to ensure that their heads remain uncovered; and re-adjusting their clothing if needed. Staff shall always position themselves so they are able to see all infants with direct sight and sound at all times.**

Appendix D

BEHAVIOR SUPPORT PRINCIPLES AND PRACTICES

The purpose of LEARN Early Learning Centers is to provide all children and staff a staff learning environment to learn and play.

Early Learning Centers staff are all trained on the Pyramid Model from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and integrate the use of the Pyramid Model into the children's development of social and emotional regulation. In their daily interactions with children, teachers begin with the foundation of relationships; and support families and children by modeling appropriate behaviors, identifying all emotions, and developing strategies for appropriate responses to strong emotions. Teachers express approval through positive reinforcement and continuous supervision.

Behavior support and discipline at the Early Learning Centers is viewed as an ongoing process, during which children are helped to increasingly develop inner controls. Children are guided to respect the feelings and rights of all. Teachers guide the children's understanding of behaviors aligned with these expectations by verbally expressing what are viewed as both acceptable and unacceptable responses. The baseline for determining which behaviors will be deemed unacceptable is fixed at any action that can be harmful to the child or others. The goal is to define the rules and limits, and enforce them in a supportive, non-punitive manner, using positive guidance.

For children with unique needs or challenging behaviors, specific positive guidance, communication, strategies, and techniques will be followed. A behavior plan will be developed with families and revisited on an on-going basis with the families and staff in order to develop a partnership for success.

Positive redirection is used to promote active learning whether in play, large and small groups, or individually. Teachers serve as facilitators in the learning process. Children are encouraged to develop independence and an awareness of their own skills and feelings. The goal is to help children develop self-control that is appropriate for their age and experience.

In order to help children become self-disciplined, staff and volunteers will follow these guidelines:

1. Expectations for behavior will be based on the developmental skill level of the children.
 - The activities in the classroom will meet individual and group needs.
 - There will be routines, schedules, and planned transitions during the children's day.
 - Equipment and materials will be appropriate for their age.

2. Reasonable limits will be set, keeping the children's security and safety in mind.

- Children will be reminded of limits more than once.
- Reminders will be concrete - for example, "I want you to walk in the room."
- Reminders will tell children what they can do - for example, "Sit in your chair."
- Consequences for unacceptable behavior will be logical, specific and adults will follow through.
- Limits will be stated specifically and in terms of what the child can do - for example, "You can dig with that shovel."

3. Adults will anticipate problems and move to redirect or stop.

- Evaluate room arrangements.
- Make sure all adults (staff and volunteers) know their responsibilities.
- Tune into children's voices and activity level.
- All adults have the same expectations for behavior.

4. Show respect and concern for children.

- Make eye contact with the children.
- Personally recognize children - for example, use their names.
- Specifically praising behavior - for example, "You zipped your jacket up by yourself" rather than "Good job".
- Recognize individual differences and experiences, "John can tie his shoes, and you can get yours on by yourself."
- Refer to the behavior, not the child, when reminding him/her of limits or addressing behavior - for example, "It hurts when you hit Mary."

5. Model appropriate behavior.

- Use words to communicate needs and feelings.
- "I get upset when you."
- "I want you to."
- "Ask Arthur to move so you can get through."

6. Praise children for appropriate behavior.**7. Provide verbal and physical examples of "how to."**

8. Help children stay in control.

- Offer alternative ways to express feelings.
- Give choices that are acceptable to the child and adult.
- Give a choice only when there is one.

9. Provide consistent responses to both acceptable and unacceptable behavior.

Redirection, shadowing, or removal from the area where behavior is prevalent is initially employed. Consistent communication with families/guardians and the coordinator and classroom teachers are important for creating action plans for children. Through these action plans, strategies should be developed and consistent communication between home and school should be happening to provide everyone a full scope of the child's needs, challenges, and progress.

When these strategies fail, parents, authorized pick up people, or child crisis services must be contacted. On occasion, we may ask parents to be available to assist us in managing the child's behavior within a reasonable timeframe as part of the individual action plan.

All staff shall report actual or suspected child abuse or neglect, or the imminent risk of serious harm of any child to the Department of Children and Families as mandated by section 17a-101 to section 17a-101e, inclusive, of the Connecticut General Statutes.

Accepted disciplinary measures:

- Positive guidance – acknowledging all emotions and finding solutions to the problem.
- Redirection of negative or challenging behavior.
- Setting clear limits and guidelines such as telling the child what we do not want her/him to do and briefly and if appropriately explain why.
- Providing the child with alternative responses.
- Diverting or redirecting the child whenever possible, particularly with toddlers.
- Picking the child up in a supportive way.
- Giving the child the opportunity to express feelings, "I know you are angry because you cannot have Jianne's toy. I'll help you find something else."

Prohibited disciplinary measures under any circumstances:

- Physical or corporal punishment.
- Psychological abuse such as shame, humiliating or embarrassing remarks to the child or about the child to others.
- Frightening threats, coercion, neglect, or threatening physical actions.
- Abuse, rough handling of a child, forcing a child to sit or lie down, restraints or isolation.

**Policy
6190
Instruction**

- **Scolding or shaming in a loud punitive voice.**
- **Threatening to withhold activities or food.**

STAFF DEVELOPMENT

Professional staff growth and effectiveness are important to LEARN. [The Board] LEARN shall provide professional growth opportunities for its certified staff.

[The] A Professional Development **and Evaluation** Committee, established in accordance with Connecticut General Statutes 10-220a(b), **consisting of certified employees, including their union representatives, and other school personnel deemed appropriate, will be established and meet regularly. The members chosen by the Executive Director to be on the Professional Development and Evaluation Committee shall serve at the pleasure of the Executive Director. The committee will be responsible for the development, evaluation and annual updating of a comprehensive professional development plan for certified staff. The plan will be directly related to the educational goals proposed by the LEARN Board of Directors pursuant to C.G.S. 10-220(b), and will be developed in full consideration of the priorities and needs related to student social-emotional learning and student academic outcomes as determined by the State Board of Education** [shall recommend for approval by the Executive Director professional development activities to be offered by LEARN in fulfillment of its annual obligation to offer not fewer than eighteen (18) hours of professional development activities for continuing education unit credit. The Executive Director shall determine the date and time of such recommended activities].

Each Early Learning Center employee shall annually participate in a program of professional development, of not fewer than 21 hours in length, as prescribed by applicable state laws and regulations.

Each certified employee shall annually participate in a program of professional development, of not fewer than 18 hours in length, of which a preponderance is in a small group or individual instructional setting. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is
 - i. aligned with rigorous state student academic achievement standards;
 - ii. is conducted among educators at the school and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers;
 - iii. occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement;
 - iv. and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for

**Policy
4132
Personnel-Certified**

comment and updating.

5. include training in culturally responsive pedagogy and practice.

The principles and practices of social-emotional learning and restorative practices shall be integrated throughout the components of the professional development program.

Staff development activities shall:

- be consistent with any goals identified by certified employees and the LEARN Board of Directors;
- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Executive Director or designee;
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance;
- be aligned with state student academic achievement standards; and
- foster collective responsibility for improved student performance.
- comply with all laws and regulations regarding minimum hours, subject matter, and documentation.

The time and location of professional development activities will be determined by the Executive Director or designee.

School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation.

The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities: were planned in response to identified needs; were provided by qualified instructional personnel, as appropriate; met the requirements for participation in the activity shared with participants before the commencement of the activity; and were evaluated in terms of effectiveness and contribution to the attainment of school and/or LEARN goals.

**Policy
4132
Personnel-Certified**

[The Executive Director shall designate an employee as the person responsible for managing the continuing education unit program for LEARN. Subject to budgetary limitations and approval of the Executive Director, these opportunities may include:

1. Special in-service programs and workshops.
2. Released time for approved study/research.
3. Released time for school visitations and attendance at conferences.

Incentive and opportunities for professional growth shall also include an adequate professional library and assistance from supervisors.

Staff members shall be encouraged to share information and ideas by sharing evaluation of school visitations, professional and cultural reading, new teaching techniques, advanced course work, conferences, conventions, clinics, seminars, workshops, curriculum changes, new texts, travel and research to the appropriate administrator with recommendations for dissemination to other staff members.

Reports on activities engaged in during released time from regular school assignments, and activities for which expenses are received, should be submitted to the appropriate administrator for distribution to personnel concerned.

The Executive Director shall have authority within budgetary considerations to:

1. Plan in-service programs and workshops for the professional staff.
2. Grant permission for teachers and administrators to attend conferences and similar professional meetings and to engage in school visitations during school time and at school expense.]

Legal Reference: Connecticut General Statutes

10 220a In Service training as amended by P.A. 24-45, An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth; P.A. 24-93, An Act Concerning Various and Assorted Revisions to the Education Statutes.

10-148a Professional development for certified employees.

10-148c Subject matter to be made available to boards of education for in-service training programs

10 226g Intergroup relations training for teachers.

46a-170 Trafficking in Persons Council

P.A. 23-167, An Act Concerning Transparency in Education.

Policy adopted: November 12, 1992

Revised:

LEARN

APPENDIX

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence, and child abuse.
3. School violence prevention, in a manner prescribed by the school security and safety plan; conflict resolution; prevention of and response to youth suicide; and the identification and prevention of and response to bullying.
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. The requirements and obligations of mandated reporters.
6. The detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training pertaining to human trafficking, as required by state law and developed by the Department of Children and Families (DCF), for staff members who have contact with students.
8. Culturally responsive pedagogy and practice.
9. The principles and practices of social-emotional learning and restorative practices.
10. The laws governing the implementation of planning and placement team meetings and concerning Section 504 plans.
11. An annual update of the new state and federal policies concerning special education, recommendations and best practices.
12. Emergency response to students who experience a seizure at school, including, but not limited to, the recognition of the signs and symptoms of seizures, the appropriate steps for seizure first aid, information about seizure action plans for students; and, for staff authorized to administer medications, the administration of seizure rescue medication or prescribed electrical stimulation using a Vagus Nerve Stimulator magnet.

B. Optional In-Service Topics for Certified Personnel

- Holocaust and genocide education and awareness
- African-American History
- Puerto-Rican history
- Native American history
- Personal financial management
- The historical events surrounding the Great Famine in Ireland
- Mental health first aid training
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and culturally responsive pedagogy

EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES

LEARN affirms its commitment to the right of each child to obtain an education in an environment conducive to learning.

The goal of discipline is to help the child develop self-control and move toward appropriate social behavior, through the use of developmentally appropriate methods for resolving conflict, including positive guidance; setting clear limits; and redirection. Staff will continually supervise children during disciplinary actions, and shall not be abusive or neglectful, or use corporal, humiliating, or frightening discipline under any circumstances.

[Therefore, e]Each pupil has the responsibility to abide by the policies and school rules which have been established to insure a safe school environment and an orderly educational process.

Exclusion from school (removal, suspension or expulsion) may be a necessary disciplinary action for any pupil whose conduct endangers persons or property, seriously disrupts the educational process, or violates publicized school policy or school rules.

The policy on exclusion shall apply to all schools, school transportation, programs, and activities under LEARN's jurisdiction.

In accordance with the mandates of Connecticut General Statutes concerning exclusion for disciplinary purposes, LEARN:

- Authorizes teachers in its employ to remove a pupil from class when such pupil causes a serious disruption of the educational process within the classroom;
- Authorizes the administration of the schools under its direction to suspend at an informal hearing any pupil whose conduct endangers persons or property, seriously disrupts the educational process or violates publicized policy or school rules;
- Authorizes the administration of the schools under its direction to take actions to recommend expulsion based upon the descriptions listed below;
- Retains for itself the authority to exclude from school until a PPT is convened, any pupil whose conduct endangers persons or property, seriously disrupts the educational process or violates publicized policy or school rules. Whenever, a student is expelled from school, LEARN shall with the student's home district offer such pupil an alternative educational program or plan.

**Policy
5115
Students**

DEFINITIONS:

- “Exclusion” means any denial of [public] school privileges to a pupil for disciplinary purposes.
- “Removal” means temporary removal of a pupil from class for a period not to exceed ninety (90) minutes.
- “Suspension” means exclusion from school privileges or from transportation services for no more than ten consecutive school days, but not beyond the end of the school year.
- “In-School Suspension” means exclusion from regular classroom activity for no more than [ten (10)] **five (5)** consecutive school[s] days, but not beyond the end of the school year.
- “Out-of-School Suspension” means exclusion from regular classroom activity and from school district premises for no more than **five (5) consecutive days for students in grades preschool to two; and for no more than ten (10) consecutive school days, for students in grades three to twelve;** but not beyond the end of the school year.
- “Expulsion” means exclusion from school privileges and from school district premises for a period of more than ten (10) consecutive school days, but not beyond one calendar year. All expulsions are handled by the home school district.
- “Emergency” means a situation where the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing must be held as soon as possible after the exclusion of the pupil.

The LEARN Executive Director or designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:

- 1) a preschool student who was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or
- 2) a student in grades Kindergarten to twelve grounds or at a school-sponsored activity was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or who, (a) on school martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in C.G.S 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under C.G.S. 21a-277 and 21a-278; or
- 3) a student in grades three to twelve, who, on school grounds or at a school-sponsored activity, has engaged in conduct that is in violation of a publicized school policy and either endangers persons or property, or is seriously disruptive of the educational process [or is in violation of a publicized school policy]; or who, off school grounds, has engaged in conduct that is seriously disruptive of the educational process and is violation of a publicized school policy.

**Policy
5115
Students**

The LEARN Executive Director or designee shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.

If the sending LEA declines to conduct an expulsion hearing per the LEARN Executive Director or designee recommendation, LEARN shall do so, in accordance with C.G.S. 10-233d.

The LEARN Board of Directors authorizes the Executive Director, at [his/her] **their** discretion, to establish an impartial hearing officer, either as described by C.G.S. Sec 10-233d or of a similar nature, for the purpose of hearing and ruling on matters of student discipline originating in LEARN magnet schools. This authorization extends not only to impartial hearing officers operated under the sole auspices of LEARN, but also in conjunction with the other entities, including but not limited to LEARN college-based magnet schools and districts sending students to such schools.

LEARN's Executive Director or designee shall create administrative regulations regarding student discipline in accordance with this policy.

It is the policy of LEARN to abide by mandates of the Connecticut General Statutes (CGS) and the Individuals with Disabilities Education Act (IDEA) concerning exclusion of students from school for disciplinary purposes. In exclusion cases for identified students with disabilities, LEARN adheres to the manifestation determination decisions of Planning and Placement Teams (PPT).

Legal References:

Connecticut General Statutes

4-177-4-180. Contested cases. Notice. Record.

[[CGS, 10-233(a) – 233(f)]]

10-233a-10-233e. Suspension and expulsion of students

10-233f In-School suspension of pupils

10-221o Lunch periods. Recess (as amended by P.A. 22-81).

10-221u. Boards to adopt policies addressing the use of physical activity as discipline

P.A. 22-47, An Act Concerning Children's Mental Health

**P.A. 24-45, An Act Concerning Education Mandate Relief,
School Discipline, and Disconnected Youth**

**P.A. 24-93, An Act Concerning Various and Assorted
Revisions to the Education Statutes**

Other

Honig v. Doe. (United States Supreme Court 1988)
IDEA, 300.121(d); 300.519 – 300.529

**Policy
5115
Students**

Policy Adopted: September 11, 1997

Revised: June 14, 2001

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Revised: March 14, 2019

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LEARN

**Regulation
5115
Students**

Procedures for Exclusion from a LEARN Program or School

Infractions of rules can lead to exclusion. They can also lead to issues being addressed by local police authorities. Suspension can be in-school or out of school. Disciplinary action can also take place for behaviors, which occur off school property or outside of LEARN sponsored activities. In the case of identified students with disabilities, procedures will be followed which comply with federal and state requirements.

Intervention for behavior usually proceed in the following order:

- a. Teacher/Staff intervention and/or action
- b. Administration action and notification of authorities if warranted
- c. Suspension or other action requiring parent notification
- d. Meeting of appropriate staff, parents, and student (May include home district or PPT)
- e. LEA notified by LEARN administration
- f. Parent and LEA notified in writing
- g. A manifestation determination, if appropriate
- h. Determination of disciplinary action, program established (if required)
- i. A meeting with the parent/or guardian and a program administrator designee or conference call may be held prior to or upon the return of the student to the LEARN program.

Misconduct Requiring Disciplinary Action

The following breaches of conduct on school property, in a school classroom, on school transportation or any school activity may result in removal, suspension or expulsion:

- Disruptive activity at a school function;
- Disruptive classroom behavior;
- Open defiance of authority of any teacher or person having authority over the student, including verbal abuse;
- Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism;
- Using obscene or profane language or gestures to members of the school staff, students, or other persons;

**Regulation
5115
Students**

- Willfully or recklessly striking, assaulting, or attempting to strike or assault another person;
- Conduct causing a threat of injury to the student or others;
- Use of physical force against another person which is not reasonably necessary for self-defense;
- Refusal to follow the dress code according to school/program policy;
- Intimidating, harassing or hazing behavior toward others (please refer to LEARN's Harassment Policy #5006);
- Stealing or attempting to steal school property, private property, or other public property;
- Causing an emergency evacuation, lock down, fire alarm, or other safety concern involving school personnel and/or first responders;
- Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear;
- Damaging or attempting to damage school property, private property, or other public property; willfully causing, or attempting to cause damage to school or personal property;
- Tampering with fire or burglar alarms systems;
- Throwing of food or causing a disruption in a lunchroom or cafeteria;
- Possessing, using, transporting, transmitting, consuming, orchestrating the purchase or receipt of, or having consumed dangerous drugs, narcotics, hallucinogenic drugs, amphetamines, barbiturates, marijuana, alcohol, or other intoxicants, nicotine products, smoking paraphernalia, alcoholic beverages, smoking, vaping or electronic nicotine devices and/or products. This includes the inappropriate use or possession of prescribed or over the counter drugs;
- Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol, nicotine product or other intoxicant of any kind. This includes the inappropriate use or possession of prescribed or over the counter drugs;
- Possession or transmission of any electronic items prohibited in program settings such as personal electronic devices; willful misuse of electronic devices;
- Deliberately refusing to comply with a reasonable directive from a member of the school staff;
- Failure to report to, or remain in, an assigned area including cutting class;
- Participating in a walk-out, sit-in, boycott, picketing or other demonstration that disrupts the educational process;

**Regulation
5115
Students**

- Participation in an unauthorized occupancy or intentional incitement to occupy any part of the school or school premises or building owned or leased by LEARN or its partners and failure to leave such school premises or the facility promptly after having been directed to do so by an administrator or other person(s) in charge of such building or facility;
- Threatening, harassing, intimidating, or blackmailing school staff, students or other persons in any manner;
- Leaving school grounds without permission;
- Intentional and successful incitement of truancy by other students;
- Violating published attendance regulations;
- Wearing any article of clothing including jackets, shoes, hats, bandanas, jewelry or other item that is identifiable as a symbol of gang membership or affiliation;
- Off-campus misconduct which directly affects the school's orderly operations by jeopardizing the safety or welfare of school persons or property or the welfare of the persons who work or study herein;
- Gambling;
- Possessing, using, transporting or transmitting dangerous weapons or facsimiles thereof including any firearms, knives, frame of or receiver of a weapon; firearm muffler or firearm silencer, deadly weapons, dangerous instruments, laser pointers, martial arts weapons, incendiary devices, fireworks, explosives, or other dangerous objects in the school setting;
- Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law;
- Sale or distribution of drugs or alcohol or nicotine products or other smoking paraphernalia on school property, at a school sponsored activity, or off of school property;
- Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school sponsored event;
- Intentionally releasing, injecting, or delivering any material, liquid or gas that could affect the welfare of people and/or living organisms and/or cause disruption to the educational process;
- Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention;
- Making bomb threats or other threats of violence towards the school community;

**Regulation
5115
Students**

- Bullying (refer to LEARN's Bullying Policy #5007), is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
 - a. Causes physical or emotional harm to such student or damage to such student's property;
 - b. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c. Creates a hostile environment at school for such student;
 - d. Infringes on the rights of such student at school; or
 - e. Substantially disrupts the education process or the orderly operation of a school.
- Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property,
- Violation of any other board policy or rule dealing with student conduct, including that dealing with conduct on the school bus; and
- Violating other LEARN disciplinary regulations or directives and/or is behavior or actions that are seriously disruptive of the educational process.

Exclusion from physical activity

Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded or restricted from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment, except:

- 1) when the student poses a danger to the health or safety of other students or staff; or
- 2) during the shortest period devoted to physical exercise if there are two or more such periods in the school day and the student is still able to participate in at least twenty minutes of physical exercise during the regular school day, and only once during the school week.

Such discipline or punishment may be imposed before and/or during the period of physical exercise, and appropriate interventions to redirect the student's behavior shall be used during the time of exclusion or restriction.

No student shall be excluded or restricted from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment for not completing work on time or for academic performance.

No student shall be required to engage in physical activity as a form of discipline or punishment.

**Regulation
5115
Students**

Behavior intervention meeting

A school principal/program director or designee shall notify the parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student or other school employee, not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting with the crisis intervention team of the school/program.

A classroom teacher may request a behavior intervention meeting with the crisis intervention team of the school for any student whose behavior has caused a serious disruption to the instruction of other students; or caused self-harm or physical harm to the teacher or another student or staff member in the classroom. Upon the teacher's request, and upon notifying the student's parent or guardian, the crisis intervention team shall convene a behavior intervention meeting for the student and shall identify resources and supports to address the student's social, emotional, and instructional needs. The crisis intervention team shall solicit the classroom teacher's input and shall keep the teacher informed of the results of such meeting and/or the resources and supports identified. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

Suspension

All suspensions of students shall be in-school suspensions, except that:

1. A student in grades preschool to two may be given an out-of-school suspension if the administration: (a) determines that such suspension is appropriate based on evidence that the student's conduct on school grounds is behavior that causes physical harm; (b) requires that such student receives services that are trauma-informed and developmentally appropriate, and align with any behavioral intervention plan, individualized education program or Section 504 plan for such student upon such student's return to school immediately following the out-of-school suspension; and (c) considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services. Such out-of-school suspension shall not exceed five (5) school days.
2. A student in grades three to twelve may be given an out-of-school suspension if it is determined that a) the student poses such a danger to persons or property or such a disruption of the educational process that (s)he shall be excluded from school during the period of suspension; or b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) previous disciplinary problems that have led to suspension or expulsion, and (ii) efforts to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. Such out-of-school suspension shall not exceed ten (10) school days.

**Regulation
5115
Students**

LEARN Suspension Procedures

1. School administrator will inform the student of the reason(s) suspension is being considered and give him or her an opportunity to respond to the allegation.
2. Parents or guardians will be notified of the length and reason(s) for suspension. The means of communication will be either by telephone or in person, with a written follow-up. In the event a parent cannot be reached, the inability of the administration to make contact cannot be considered a lack of due process if an administrator makes a good faith effort to call the numbers provided by the parent(s). Parents will be notified if the reason for suspension may warrant a recommendation for expulsion, in which case the LEARN Expulsion Procedures will be followed.
3. Any student who is suspended will be given an opportunity to complete any missed class work within an agreed upon timeframe, including, but not limited to, examinations that were missed during the time of the suspension.
4. No regular education student will be suspended for more than ten (10) times or fifty (50) days in one program year, unless the student is granted a formal hearing. No student with an identified disability will be suspended for ten (10) cumulative days or more without a manifestation determination to determine if behavior is a result of disability.
5. Students whose presence poses a "continuing danger" to themselves or persons or property or an "on-going threat" to disrupting the academic process may be immediately removed from the program without prior notice of suspension. However, verbal and/or written notice of the
6. suspension in these cases will be sent to the student's parents within twenty-four (24) hours and a meeting will be held, if requested, with the student and his/her parents or guardians. Appeals from decisions of administrative personnel may be made to the school only after all of the above steps have been taken.
7. An appeal may be made to the Executive Director of LEARN only after all of the above steps have been taken. The Executive Director will normally change a decision only if a LEARN policy has not been properly interpreted.

**Regulation
5115
Students**

LEARN Expulsion Procedures

1. All expulsions will be handled by the home district. The Executive Director or designee shall immediately notify the sending district regarding any student facing expulsion along with the recommendation for discipline.
2. If the sending district declines to conduct an expulsion hearing per the Executive Director's recommendation, then the LEARN Board of Directors authorizes the Executive Director, and LEARN shall do so, in accordance with C.G.S. 10-223d.
3. LEARN shall notify the parent of their intent to recommend expulsion.
4. LEARN must provide notice of the expulsion hearing to the student or parent/guardian five business days in advance of the hearing and include the time, place, and nature of the hearing; the legal authority and jurisdiction under which the hearing is to be held; a reference to the particular statutory provisions at issue; and a "short and plain statement of the matters asserted," that is, the factual basis for the proposed expulsion.
5. Notice must include information concerning the parent/guardian's and the student's legal rights in the expulsion process (including the right to a hearing, to representation, postponement, and the opportunities to be heard and to review documents/records).
6. The notice must include information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
7. LEAs are required to provide notices in a language that the student and parents/guardians can understand.
8. Formal notice of the hearing must be either hand delivered or sent via certified mail to the student or parent/guardian to ensure they are aware of their rights to attend the hearing.
9. The LEARN Board of Directors authorizes the Executive Director, at their discretion, to establish an impartial hearing officer, either as described in CGS Section 10-233d or of a similar nature, for the purpose of hearing and ruling on matters of student discipline originating in the LEARN magnet schools. This authorization extends not only to an impartial hearing officer operated under the sole auspices of LEARN but, also, as considered necessary or appropriate by the Executive Director, an impartial hearing officer operated in conjunction with

**Regulation
5115
Students**

other entities, including, but not limited to, LEARN college-based magnet schools and districts sending students to such schools.

10. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence of the hearing received and considered by the hearing officer;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Hearing Officer rendered after such hearing; and
 - d. A copy of the initial letter of notice of hearing and the official transcript, if any, or, if not transcribed, any recording of the hearing.
11. Prior to readmission to the program, a reentry meeting may be held to set up conditions of successful reentry, clarify continuing expectations and clarify any next steps.
12. Notice of the expulsion and the conduct for which the pupil was expelled must be included in the student's cumulative education record. The notice must be expunged (unless 9-12 student had possession of firearm or deadly weapon) from the cumulative education record by the LEA if graduates from high school.

Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. Suspension of IDEA students:

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Removal of Special Education Students for Certain Offenses:

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

1. Except as provided in subsection b. below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
 - a. The parents of the student must be notified of the decision to recommend for expulsion.
 - b. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
 - c. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 - d. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

2. LEARN may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

1. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by LEARN in accordance with the provisions of this [section] regulation. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
2. If a student who committed an expellable offense seeks to return to [a] school [district] after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by LEARN for such offense [under subdivision (A) of this subsection], LEARN shall allow such student to return and may not expel the student for additional time for such offense.

Early Readmission to School

An expelled student may apply for early readmission to school. LEARN delegates the authority to make decisions on readmission requests to the Executive Director. Students desiring readmission to school shall direct such readmission requests to the Executive Director. The Executive Director has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

Procedures for Early Readmission of Students Expelled by LEARN

1. LEARN delegates the authority to make decisions on readmission requests to the Executive Director.
2. The Executive Director must receive a written request for readmission from the parent/guardian of the expelled student.
3. An early readmission meeting will be scheduled to include the parent/guardian, student, Executive Director (or designee), and the magnet school's principal (or designee).
4. The student and parent/guardian must present evidence related to academic progress, compliance with behavioral expectations, and completion of all expulsion hearing recommendations. .

5. Prior to making a decision, the Executive Director (or designee) will ask for a recommendation from the magnet school's principal (or designee). In the case of Goodwin University Magnet Schools, a recommendation from the Superintendent of Goodwin University Magnet Schools will also be required.
6. The Executive Director has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria. .
7. The Executive Director will render a decision based upon the entirety of the evidence provided in consideration of the severity of the original offense which led to expulsion.
8. If early readmission is granted, the magnet school principal will be asked to recommend a transition date.
9. The decision will be shared verbally at the meeting with a written communication to follow.
10. The decision of the Executive Director is final and cannot be appealed.

Dissemination of Policy and Regulation

LEARN shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this regulation and accompanying policy.

Compliance with Documentation and Reporting Requirements

- A. LEARN shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. LEARN shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. 21 a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. 21a-277 and 21a-278, LEARN shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If LEARN expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. 53a-3, LEARN shall report the violation to the local police.

Regulation approved:

Revised: January 18, 2023

Revised:

LEARN

ADMINISTERING MEDICINES TO STUDENTS

Students shall be permitted to receive medication while at school in accordance with the established LEARN regulations and once the "Authorization for the Administration of Medicines by School Personnel" form is complete and on file at the school. This authorization covers all prescriptions and over the counter drugs.

All medications will be administered by qualified school staff, in accordance with state laws and regulations and Department of Education Guidelines, except that parents or guardians may administer medications to their own children on school grounds. In addition, in accordance with the provisions of law and the accompanying regulation, students may possess and/or self-administer medications; students with glycogen storage disease may test their own blood glucose levels; and students diagnosed with asthma or any other allergic condition may carry and use an inhaler or an EpiPen or similar device in the school.

All medications shall be handled, stored, and disposed of, and documentation and record keeping shall be done in compliance with the provisions of law and the administrative regulation accompanying this policy.

Legal Reference: Connecticut General Statutes

10-212a Administration of medications in schools, as amended by P.A. 24-93 and P.A. 24-41.

10-220j. Blood glucose self-testing by children.

Connecticut Regulations of State Agencies

10-212a-1 to 10-212a-10, [I]inclusive

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LEARN

**Regulation
5141.10
Students**

ADMINISTERING MEDICINES TO STUDENTS

The Executive Director shall be responsible for the administration of the Board's policy pertaining to the administration of medicines by school personnel.

Definitions

"Authorized prescriber" means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and, for interscholastic and intramural athletic events only, a podiatrist.

"Cartridge injector" means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

"Eligible student" means a student who has reached the age of eighteen or is an emancipated minor.

"Error" means:

(1) failure to do any of the following as ordered:

- (i) administer a medication to a student;
- (ii) administer medication within the time designated by the prescribing practitioner;
- (iii) administer the specific medication prescribed for a student;
- (iv) administer the correct dosage of medication;
- (v) administer medication by the proper route; and/or
- (vi) administer the medication according to generally accepted standards of practice; or,

(2) administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine for the purpose of emergency first aid pursuant to state statute.

"Medication emergency" means a life-threatening reaction of a student to a medication.

"Medication plan" means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan, or a medication administration form.

"Qualified medical professional" means a licensed physician, a licensed optometrist, an advanced practice registered nurse licensed to prescribe, or a physician assistant licensed to prescribe.

**Regulation
5141.10
Students**

"Qualified personnel" for schools means a qualified school employee who is (i) a full-time employee, or (ii) a coach, athletic trainer, or paraeducator.

"Qualified personnel" for school readiness programs and before- and after-school programs, means the director or director's designee and any lead teachers and school administrators who have been trained in the administration of medication.

"Qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist, coach, or paraeducator.

"School bus driver" means any person who holds a commercial driver's license with a public passenger endorsement to operate a school bus pursuant to state law.

Written Authorization

Students requiring prescribed medications, including controlled substances, during school hours shall be administered said medications only with specific written orders of an authorized prescriber ("prescriber") and the written authorization of the parent or guardian or eligible student to have LEARN personnel administer medication, as well as permission for the exchange of information between the prescriber and the school nurse as necessary to ensure the safe administration of such medication. The prescriber's signed order will specify at minimum the name of the drug, the dose, route, time(s) to be administered and the duration of the order.

Prescribed medication shall be administered to and taken only by the person for whom the prescription has been written.

Authorization of a parent, guardian or eligible student is required for the administration of acetaminophen, ibuprofen or substitutes during school hours.

Standing Orders

The LEARN Medical Advisor shall issue a standing order for school nurses to administer epinephrine to students who are not known to have a life-threatening food allergy, do not have their own medication order and have their first anaphylactic reaction in school. This standing order should also include an order to administer a second dose of epinephrine if the symptoms of an anaphylactic reaction have not subsided within a specified number of minutes with the first dose of epinephrine.

These standing orders shall be reviewed and signed by the LEARN Medical Advisor on an annual basis.

**Regulation
5141.10
Students****Medication Administration Personnel**

Medications will be administered by a licensed nurse (RN/LPN) or, in the absence of such nurse, by Qualified Personnel for Schools who have been trained to administer medications to students, as delegated by and under the general supervision of the school nurse.

Designated Qualified Personnel for Schools who administer medication in the school nurse's absence will be trained by the school nurse.

Investigational drugs will not be administered by Qualified Personnel for Schools. Investigational drugs for an individual student will be administered only by nurses.

Storage and Emergency Use of Epinephrine Cartridge Injectors

A school nurse or, in the absence of a school nurse, a qualified school employee who has completed the training required by C.G.S. 10-212g shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid during regular school hours for students who experience allergic reactions, and who were not previously known to have serious allergies and who do not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained to administer epinephrine as emergency first aid. There shall be at least one qualified school employee on the grounds of each school during regular school hours in the absence of the school nurse. Each school must maintain a supply of epinephrine in cartridge injectors for such emergency use.

The school nurse or, in the absence or unavailability of the school nurse, a qualified school employee may administer epinephrine as emergency first aid to a student experiencing a life-threatening undiagnosed allergic reaction, who does not have a prior written authorization from a parent or guardian or a prior written order from a qualified medical professional for the administration of epinephrine.

A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine. Following the emergency administration of epinephrine, the qualified employee shall report the administration to the school nurse and to the student's parent or guardian. A medication record shall be submitted to the school nurse not later than the next school day and filed in or summarized on the student's cumulative health record.

The parent/guardian of a student may notify, in writing, the school nurse that epinephrine shall not be administered to his/her child as permitted by statute. LEARN shall annually notify parents/guardians of the need to provide such written notice if they do not wish epinephrine to be administered to their children as emergency first aid.

**Regulation
5141.10
Students**

Administration of medications by coaches during intramural and interscholastic events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer may administer (1) inhalant medications prescribed to treat respiratory conditions and/or (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death; to students for whom self-administration plans are not viable options, as determined by the school nurse, provided the following conditions are met:

1. The coach or licensed athletic trainer must be trained in:
 - (a) the general principles of the administration of medication applicable to receiving, storing and assisting with inhalant medications or cartridge injector medications, and documentation;
 - (b) student-specific needs for assistance according to the individualized medication plan.
2. The school nurse must provide a copy of the authorized prescriber's order and the parental permission form to the coach or athletic trainer.
3. The parent or guardian must provide to the coach or licensed athletic trainer the medication, such as the inhaler or cartridge injector, which shall be separate from the medication stored in the school health office for use during the school day.
4. The coach or licensed athletic trainer must agree to the administration of emergency medication and shall implement the emergency care plan.
5. Medications to be used in athletic events must be stored:
 - (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - (d) in a locked secure cabinet when not in use at athletic events.
6. Errors in the administration of medication shall be addressed as required by this regulation, except that if the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day; and
7. Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed, and the school nurse shall be notified as follows:

**Regulation
5141.10
Students**

- (a) a separate medication administration record for each student shall be maintained in the athletic area;
- (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time but not later than the next school day;
- (c) all other instances of the administration of medication shall be reported to the school nurse at least monthly or as frequently as required by the individual student plan;
- (d) the administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

Administration of medications by paraeducators

In the absence of a school nurse, a paraeducator may administer medications, including, but not limited to, a cartridge injector, necessary for the prompt treatment of an allergic reaction, to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition:

- (a) with approval by the LEARN Medical Advisor and the school nurse, in conjunction with the school nurse supervisor, and under the supervision of the school nurse;
- (b) with a proper medication authorization from the authorized prescriber;
- (c) with parental permission to administer the medication in school;
- (d) and after having received proper training and supervision from the school nurse, as required by state laws and regulations.

Self-Administration

Students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for medically-diagnosed allergies, will be allowed to possess and/or self-administer these and other medications, provided that:

1. An authorized prescriber provides a written medication order, including the recommendation for self-administration;
2. A parent or guardian or the eligible student provides written authorization for self-administration of medications, as well as written authorization for the exchange of information between the prescriber and the school nurse as necessary to ensure the safe administration of the medication.
3. The school nurse has assessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate, including that the student:

**Regulation
5141.10
Students**

- a. is capable of identifying and selecting the appropriate medication by size, color, amount and other label identification;
 - b. knows the frequency and time of day for which the medication is ordered;
 - c. can identify the presenting symptoms that require medication;
 - d. administers the medication appropriately;
 - e. maintains safe control of the medication at all times;
 - f. seeks adult supervision whenever warranted; and
 - g. cooperates with the established medication plan.
4. The school nurse has reviewed the medication order and parental authorization, developed an appropriate plan for self-administration, including provision for general supervision, and documented the medication plan in the student's health record.
 5. The principal and appropriate staff are informed that the student is self-administering prescribed medication.
 6. Such medication is transported by the student to the school and maintained on the student's person or under the student's immediate control and supervision at all times.

The self-administration plan will be reviewed as needed, and may be altered or terminated by the school nurse in conjunction with the student's medical provider, parent or guardian or eligible student, as appropriate.

Students may possess and/or self-administer inhalers for asthma and cartridge injectors for medically diagnosed allergies with only the written authorization of an authorized prescriber and written authorization from a parent/guardian or eligible student.

Parents/guardians may administer medications to their own children on school grounds.

Students with glycogen storage disease who have written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that they have a need and are capable of conducting self-testing on school grounds, may test their own blood glucose levels. LEARN does not restrict the time and location of such blood glucose self-testing.

Students who are six years of age or older may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, provided a written authorization signed by the student's parent/guardian is submitted to the school nurse.

**Regulation
5141.10
Students****Medication Emergency**

Medication emergency information posted on the telephone closest to the medicine storage area in each geographic location where medication is administered will include contact information, including telephone numbers, for:

- (1) Poison Information Center
- (2) The LEARN Medical Advisor
- (3) The name of the person responsible for decision making in the absence of the school nurse
- (4) Staff certified in first aid/CPR
- (5) Emergency medical services
- (6) Ambulance
- (7) School administrator

The cumulative health records of students receiving medication and a separate emergency file (if such exists) will have the following information readily available:

- (1) Home, cell, parental employment and emergency telephone numbers;
- (2) Prescribing medical provider's name(s) and telephone number(s);
- (3) Hospital of Choice. In an emergency, students will be taken to the nearest emergency room.

Training School Personnel

1. The school nurse and principal will determine appropriate Qualified Personnel for Schools to be trained to administer medications to students in the absence of the school nurse. The school nurse will provide training in the safe administration of medications at least annually.
2. Only Qualified Personnel For Schools who have received such annual training shall administer medications to students. The training shall include, but not be limited to:
 - a. The general principles of safe administration of medications;
 - b. The procedural aspects of medication administration, including the safe handling and storage of medications and documentation;
 - c. Review of state statute and school regulations regarding administration of medication by school personnel.
 - d. The specific information related to each student's medication and each student's medication plan, including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication,

**Regulation
5141.10
Students**

potential side effects, overdose or missed dose of the medication and when to implement emergency interventions.

3. Documentation of such annual training, including dates of general and student-specific trainings, content of the training, individuals who have successfully completed general and student-specific administration of medication training for the current school year and the name and credentials of the nurse or trainer or trainers will be maintained by the school nurse and the Executive Director/designee.
4. Training in the administration of cartridge injectors will be done yearly by the LEARN nurse for all Qualified Personnel For Schools who will administer medication.
5. A current list of those authorized to give medication shall be maintained in each school.

School Bus Drivers Training

LEARN shall require all of its school transportation staff and all contracted school transportation carriers to receive training, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction, in accordance with the requirements of state law.

All school transportation staff must receive, and each such contracted transportation carrier must provide, the training (1) upon hiring, and (2) annually thereafter.

Handling, Storage, Disposal and Recall of Medications

1. All medications, except those approved for self-administration and epinephrine to be used for the purpose of emergency first aid to students who do not have prior written authorization of a parent/guardian or a prior written order of qualified medical professional, shall be delivered by the parent/guardian or other responsible adult to the school nurse or, in the absence of the school nurse, to other Qualified Personnel For Schools who are trained in the administration of medication and assigned to that school, who will lock up medications upon receipt.
2. The school nurse must examine on-site any new medication, medication order and parent/guardian or eligible student authorization, and, except for epinephrine to be used for the purpose of emergency first aid to students who do not have prior written authorization of a parent/guardian or a prior written order of qualified medical professional, develop a medication administration plan for the student before any medication is given by Qualified Personnel For Schools.
3. The school nurse shall review all medication refills with the medication order and parent/guardian or eligible student written authorization prior to the administration of medication, except for epinephrine intended for emergency administration to students without a prior written authorization order.

**Regulation
5141.10
Students**

4. All medications to be administered must be delivered in their original containers with pharmacy labels that include:
 - a. name of student;
 - b. name and strength of the medication;
 - c. prescription number, date ordered, duration if indicated;
 - d. name of prescriber;
 - e. name of pharmacy;
 - f. directions for administration.
5. All medications shall be properly stored, as follows:
 - a. Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse, or, in the absence of the school nurse, the principal or designee who has been trained in the administration of medications.
 - b. Except as otherwise determined by a student's emergency care plan, emergency medications will be locked after regular school hours.
 - c. All other non-controlled medications, except those approved for self-medication, shall be kept in a designated, immobile, locked container, cabinet or closet used exclusively for the storage of medication.
 - d. Controlled drugs shall be stored separately from other medications in a separate, secure, cabinet, in accordance with state regulation.
 - e. Controlled drugs must be counted after administration, and the amount of the controlled drug remaining after each administration must be recorded and co-signed by the administrator or administrator's designee.
 - f. Access to stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.
 - g. All medications, prescription and nonprescription, shall be stored in their original containers.

**Regulation
5141.10
Students**

- h. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building. Keys shall be maintained as directed by state regulation.
- i. Medications requiring refrigeration shall be stored in a refrigerator at no less than 36 F and no more than 46 F. The refrigerator shall be located in a health office that is maintained for health services purposes with limited access; non-controlled medications may be stored directly on the shelf of the refrigerator with no further protection needed; and controlled medications shall be stored in a locked box which is affixed to the refrigerator shelf.
- j. Medications to be used in athletic events shall be stored in containers used exclusively for holding medications, under the general supervision of the coach or licensed athletic trainer; and in a locked secure cabinet when not in use at athletic events.
- k. All unused, discontinued, or obsolete medications shall be removed from storage areas and either returned to the parent/guardian or eligible student, or, if the medication cannot be returned to the parent/guardian or eligible student, the medication shall be destroyed or surrendered in collaboration with the school nurse, as follows:
 - (1) Non-controlled drugs shall be destroyed in the presence of at least one witness who shall co-sign a document indicating the drugs were destroyed.
 - (2) Controlled drugs cannot be destroyed and shall be surrendered to the drug control section of the Consumer Protection Department.
 - (3) Accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and a medication error form. If no residue is present, notification must be made to the Department of Consumer Protection.
- l. No more than a three-month supply of a medication for a student shall be stored at the school.
- m. No medication for a student shall be stored at school without a current written order from an authorized prescriber.
- n. Medication Recall - when a manufacturer or state agency recalls medication, program nurses will check lot numbers and contact the manufacturer for replacements.

**Regulation
5141.10
Students**

Documentation and Recordkeeping

Each school where medications are administered shall maintain an individual medication administration record for each student who receives medication during school hours.

Such record shall include:

- (1) the name of the student;
- (2) the name of the medication;
- (3) the dosage of the medication;
- (4) the route of administration;
- (5) the frequency of administration;
- (6) the name of the authorized prescriber, or in the case of ibuprofen, or acetaminophen being given to a student, the name of the parent or guardian requesting the medication to be given;
- (7) the dates for initiating and terminating the administration of the medication, up to June 30th of the school year, unless the student is enrolled in an extended year program. A new order will be obtained for summer school programs;
- (8) the quantity received, which shall be verified by the nurse, or, in the absence of the nurse, by a qualified LEARN employee, along with the adult delivering the medication;
- (9) any student allergies to food and/or medicines;
- (10) the date and time of administration or omission including the reason for the omission;
- (11) the dose or amount of drug administration;
- (12) the full written or electronic legal signature of the nurse or qualified personnel for schools administering the medication.
- (13) For controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

Transactions shall either be recorded in black ink and shall not be altered or shall be recorded electronically in a record that cannot be altered. If an incorrect recording is made, a line shall be drawn through the mistake and the correct data entered immediately following. Both entries must be signed by the person giving the medication. The medication administration record shall be made available to the State Health department for review until destroyed upon request.

The completed medication administration record for non-controlled medications shall be stored in the student's cumulative health record.

The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medication record. In addition, a separate medication administration record will be maintained in the school/program for three years.

**Regulation
5141.10
Students**

The written order of the authorized prescriber, the written authorization of the parent / guardian or eligible student to administer the medication and the written permission for the exchange of information between the prescriber and school nurse to ensure the safe administration of such medication shall be filed in the student's cumulative health record or, for before and after school programs and school readiness programs, in the child's program record.

An authorized prescriber's verbal order, including a telephone order, for any medication can be received only by a school nurse. Any such verbal order must be followed by a written order, which may be faxed, and must be received not later than three (3) school days.

When a student leaves or completes a LEARN program, the cumulative health record, including all medication administration forms, will be returned to the sending school district.

Following the emergency administration of epinephrine by a qualified school employee to a student who does not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine:

- (1) After such administration, a 911 call will be initiated, the school nurse or school medical advisor shall be notified by the qualified school employee, and the student's parent or guardian shall be notified by the school nurse or the qualified school employee; and
- (2) a medication administration record shall be submitted to the school nurse by the qualified school employee at the earliest possible time, but not later than the next school day, and filed in or summarized on the student's cumulative health record

Errors in Medication Administration

1. If an error in the administration of a medication is made, the person making the error will immediately contact the school nurse, the Executive Director/designee, the authorized prescriber and the parent or guardian or eligible student.
2. Based on the information received from the above contacts, appropriate action will be taken if medical treatment is required as a result of such error.
3. A medication error incident report will be completed, forwarded to the Executive Director/designee and a copy placed in the student's cumulative health record or program record.

Supervision

The nurse assigned to each school is responsible for general supervision of administration of medications in that school. This responsibility shall include, but not be limited to:

1. Availability on a regularly scheduled basis to:

**Regulation
5141.10
Students**

- a. review orders or changes in orders and communicate these to the Qualified Personnel For Schools designated to give medication for appropriate follow-up;
 - b. set up a plan and schedule to ensure medications are given properly;
 - c. provide training to Qualified Personnel for Schools and other licensed nursing personnel in the administration of medications and assess that the Qualified Personnel For Schools are competent to administer medications;
 - d. support and assist other licensed nursing personnel and Qualified Personnel for Schools to prepare for and, implement their responsibilities related to the administration of specific medications during school hours;
 - e. provide appropriate follow-up to ensure that administration of medication plans result in desired student outcomes;
 - f. provide consultation by telephone or other means of telecommunication. In the absence of the school nurse, an authorized prescriber or other nurse may provide consultation.
2. Implementation of policies and procedures regarding all phases of administration of medication.
 3. Regular and on-going review of all documentation pertaining to the administration of medications for students.
 4. Observation of competency to administer medications by qualified personnel for schools.
 5. Annually, or as needed, review with licensed nursing personnel, and all qualified personnel for schools regarding the needs of any student receiving medication.

Regulation adopted:3/12/92

Revised:

LEARN

CHILD ABUSE, NEGLECT, AND SEXUAL ASSAULT

Consistent with the requirements of state law, Section 17a-101i (e) of the **Connecticut General Statutes**, it shall be the policy of LEARN that suspected cases of child abuse, [including] neglect, and sexual assault, shall be appropriately reported by those employees who are required by state law to [report such suspected cases of abuse] **make such reports**. [The purpose of this policy is to protect children by providing appropriate education, intervention and evaluation.] **Mandated reporters include all school employees, specifically the Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraeducators, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists, social workers, and licensed behavior analysts, either employed by LEARN or working in LEARN schools or programs; or any other persons who, in the performance of their duties, have regular contact with students and who provide services to or on behalf of students enrolled in LEARN schools or programs.**

Recognizing its responsibilities to protect children, and in compliance with its statutory obligations, LEARN shall provide in-service training, and all LEARN employees shall complete all mandated training and refreshers regarding the requirements and obligations of mandated reporters. Any person applying for employment with LEARN shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. LEARN shall not employ any person whose employment contract was terminated or who resigned from employment following a suspension after the Commissioner of Children and Families found reasonable cause to believe that a child was abused or neglected and recommended that such person be placed on the Child Abuse and Neglect Registry, if such person is convicted of a crime involving an act of child abuse or neglect or sexual assault of a child. LEARN shall not employ any person whose employment contract was terminated or who resigned from employment if such person was convicted of failure to make a mandated report, regardless of whether an allegation of abuse or neglect or sexual assault was substantiated.

A confidential response team shall be established to coordinate with the Department of Children and Families to ensure prompt reporting of suspected abuse or neglect, or sexual assault; and to provide immediate access to information and individuals relevant to the Department's investigation. The confidential rapid response team shall consist of the Superintendent, a teacher, a local police officer and any other person appropriate to the team's mission.

LEARN shall not retaliate against any mandated reporter for compliance with the law and LEARN policy pertaining to the reporting of suspected child abuse and neglect.

**Policy
5141.11
Students**

The Executive Director shall establish regulations to ensure the reporting by personnel of suspected child abuse/neglect or children who are at-risk, as specified in the Connecticut General Statutes.

Legal Reference: Connecticut General Statutes

10-220a [20a] In-service training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations [(as amended by PA 11-93)]

10-221d [21d] Criminal history records check of school personnel. Fingerprinting. Termination or dismissal [(as amended by PA 11-93)]

10-221s Investigations of child abuse and neglect. Disciplinary action. [(as amended by PA 16-188)]

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations [(as amended by PA 11-93)]

17a-101 – **17a101o** Protection of children from abuse. [Reports required of certain professional persons. When child may be removed from surroundings without court order.] (as amended by **P.A. 24-41** [PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205])

[17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93 and PA 15-205)]

[17a-102 Report of danger of abuse. (as amended by PA 02-106)]

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

[P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District]

[P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.]

[P.A. 15-205 An Act Protecting School Children.]

Policy Adopted: June 14, 1990

Revised: May 10, 2001

Revised: April 12, 2018

Revised:

LEARN

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE**Reporting of Child Abuse and Neglect**

Mandated reporters include all school employees, specifically the Superintendent, administrators, teachers, substitute teachers, school counselors, paraeducators, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists, social workers and licensed behavior analysts, either employed by LEARN or working in a LEARN school or program, or any other persons who, in the performance of their duties, have regular contact with students and who provide services to or on behalf of students enrolled in LEARN schools or programs.

All mandated reporters who have reasonable cause to suspect or believe a child has been the victim of abuse, neglect, sexual assault, or placed in imminent risk of serious harm, are required to report such abuse and/or neglect or risk and/or sexual assault of a child under eighteen (18) years of age by telephone or in person to the Department of Children and Families or a law enforcement agency, within twelve (12) hours of such suspicion. Mandated reporters who fails to report such abuse and/or neglect may be fined in accordance with state law. Mandated reporters who knowingly make a false report of child abuse and/or neglect may be fined or imprisoned in accordance with state law. LEARN staff members shall indemnify and hold harmless LEARN from all types of suits, litigation and other claims arising from the failure to report abuse and/or neglect, or the false report of abuse and/or neglect.

Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of LEARN has reasonable cause to suspect or believe that a child has been abused, neglected, has been placed in imminent risk of serious harm, or has had non-accidental physical injury or injury which is at variance with the history or such injury, or sexually assaulted by a school employee the following steps shall be taken:
 - a) The employee shall immediately, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24-hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
 - b) The employee shall also immediately make an oral report to the Building Principal or designee and/or the Executive Director or designee. If the building Principal is the alleged perpetrator of the abuse/neglect, then the employee shall notify the Executive Director or designee directly.

**Regulation
5141.11
Students**

- c) If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect or sexual assault by a school employee, the Executive Director or designee, shall immediately notify the child's parent or guardian that such a report has been made.
- d) Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or their representative, containing all of the required information. The written reports should be submitted on the DCF-136 form or any other form designated for that purpose.
- e) The employee shall immediately, submit a copy of the written report to the Principal and/or Executive Director or designee.
- f) If a report prepared in accordance with Section (d) above, concerns suspected abuse or neglect or sexual assault by a school employee who possesses a certificate, permit, or authorization issued by the State Board of Education, the Executive Director shall submit a copy of the written report to the Commissioner of Education, or representative.

Oral and written reports shall contain, if known:

- 1. names and address of the child and parent(s), guardian(s) or other person(s) responsible for the child's care.
- 2. the child's age;
- 3. the child's gender;
- 4. the nature and extent of the child's injury or injuries, maltreatment or neglect;
- 5. the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- 6. information concerning any previous injury or injuries to, maltreatment or neglect came to be known;
- 7. the circumstances in which the injury or injuries to, maltreatment or neglect came to be known;
- 8. the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- 9. the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- 10. any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- 11. whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

**Regulation
5141.11
Students**

This regulation is intended to safeguard children whose health and welfare may be adversely affected through injury and neglect, and to ensure a nurturing and safe environment. Program personnel shall cooperate toward the prevention, identification, and investigation of child abuse and/or neglect. Reports should be made where there is reasonable cause to suspect or believe that any child under the age of 18:

1. Has had physical injury or injuries inflicted upon them (other than by accidental means) by a person responsible for the child's health, welfare, or care, or by a person given access to the child by such responsible person.
2. Has injuries which are at variance with the explanations given of their occurrence.
3. Is in a condition, which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, and deprivation of necessities, emotional maltreatment, or cruel punishment.
4. Has been neglected in one or more of the following ways:
 - A. has been abandoned;
 - B. is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - C. is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being.
5. Has been sexually assaulted.

Investigation of the Report

If the suspected abuser is a school employee, the Executive Director or designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Executive Director or designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Executive Director may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child abuse or neglect or sexual assault shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in

**Regulation
5141.11
Students**

the possession or control of the person reporting child abuse or neglect, or sexual assault except as expressly prohibited by state or federal law.

1. Evidence of Abuse by Certain School Employees. After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been abused, neglected, or sexually assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families abuse and neglect registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse, neglect or sexual assault by a school employee, the Executive Director, the school employee, and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Executive Director and the Commissioner of Education. The Executive Director shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits.

Not later than 72 hours after such suspension, the [Superintendent] Executive Director shall notify the Board of Directors and the Commissioner of Education, or representative, of the reasons for and the conditions of suspension.

The Executive Director shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Directors, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Executive Director concerning such suspension shall remain in effect until the Board of Directors acts, pursuant to the provisions of the Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from employment with LEARN. Regardless of the outcome of any investigation by DCF and/or the police, the Executive Director and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Executive Director's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Executive Director shall notify the Commissioner of Education, or representative, within 72 hours of such termination.

2. Evidence of Abuse by Other School Staff. If the investigation by the Executive Director and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member the Executive Director and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

3. LEARN shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in LEARN's

**Regulation
5141.11
Students**

Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.

4. LEARN shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by LEARN, any records maintained or kept in LEARN files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of LEARN, and records of the personal misconduct of such teacher. ("Teacher" includes each certified professional employee below the rank of Superintendent employed by LEARN in a position requiring a certificate issued by the State Board of Education).

5. LEARN shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected. LEARN shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of Section 17a-101i of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that LEARN's investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.

6. The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been abused or neglected by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

Delegation of Authority by Executive Director

The Executive Director may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this regulation and accompanying policy.

Special Reporting Procedures Concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18. It is the policy of LEARN to require ALL EMPLOYEES to comply with the procedures below in connection with the suspected abuse or neglect of any intellectually disabled person over the age of 18.

**Regulation
5141.11
Students**

Role of Department of Children and Families

1. Determination of Need (In-School Interview)

Any person authorized to conduct an investigation of abuse or neglect shall coordinate the investigatory activities in order to minimize the number of interviews of any child and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate. The Department of Children and Families shall obtain the consent of parents or guardians or other persons responsible for the care of the child to any interview with a child, except that such consent shall not be required when the department has reason to believe such parent or child's household is the perpetrator of the alleged abuse. If consent is not required to conduct the interview, such interview shall be conducted in the presence of a disinterested adult unless immediate access to the child is necessary to protect the child from imminent risk of physical harm and a disinterested adult is not available after reasonable search.

If the DCF determines that an interview is appropriate, the DCF social worker will notify the school principal prior to the visit. The DCF worker will provide the school principal or designee with DCF identification upon request.

Should the DCF social worker not arrive as scheduled and personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, the principal or designee must attempt to notify the parents/guardians of the child. If reasonable attempts to notify the parents/guardians fail, the principal/designee will notify the police of the child's retention.

2. Process (In-School Interview)

The school will provide a private place for the DCF worker to interview the child. School personnel will not be a part of the interview unless specifically asked to do so. In either event, the investigation is to be conducted solely by the DCF worker, unless the alleged abuser is a LEARN employee or student, thereby necessitating initiation of an investigation and possible disciplinary action.

2. Removal from the Home and/or School

If the DCF has probable cause to believe that the child is in imminent risk of physical harm from their surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the DCF may remove or authorize a law enforcement official to remove the child and any other child similarly situated from such surroundings without the consent of the child's parent or guardian. If removal of the child from the school is determined to be necessary, the DCF shall inform the principal or designee of the removal. It is the responsibility of the DCF to notify the parents/guardians of any activities or actions taken by the DCF following the interview.

**Regulation
5141.11
Students**

Follow-up Procedures for the School Staff

1. Notification of Parents/Guardians

If the alleged perpetrator of the abuse does not reside in the home with the child, the school principal, the school social worker, or the student crisis team designee will notify the parent/guardian that a referral has been made.

If the alleged perpetrator of the abuse is in the home, and if in the judgment of the school principal and/or the student crisis team, the parent or guardian may punish the child for revealing the abuse, the notification of the parent or guardian of the child abuse referral will be done by the Department of Children and Families (DCF) worker.

Communication will be established and maintained between the DCF worker and appropriate LEARN personnel, who will confer with the staff as necessary.

Procedures for use with an intellectually disabled person

In case of suspected abuse or neglect of any person with an intellectual disability, an oral report of suspected abuse shall also be made to the Office of Protection and Advocacy

Persons with Disabilities within five calendar days. Such report shall be followed up by a written report within five additional calendar days. Such report shall contain the name and address of the allegedly abused or neglected person, a statement from the person making the report indicating the belief that such person is intellectually disabled, information supporting the supposition that such person is substantially unable to protect themselves from abuse or neglect, information regarding the nature and extent of the abuse or neglect and any other information which the person making such report believes might be helpful in an investigation of the case and the protection of such person with an intellectual disability.

Education

All LEARN employees will complete the training program in the recognition and reporting procedures of suspected abuse and neglect made available by the Commissioner of Children and Families, within three (3) months of hire, and complete a refresher program at least once every three years. Critical components of the training should include:

- Dynamics and prevalence of the different types of abuse and neglect;
- Predisposing factors that put students at risk of abuse and neglect;
- Factors that place adults at risk as perpetrators;
- Effects of abuse and neglect on students;
- Signs and symptoms of each form of abuse and neglect;

**Regulation
5141.11
Students**

- Legal requirements of reporting suspected abuse and neglect (17a-101(b) and 17a-101a; 46a-11b);
- Legal protections for making a good faith report;
- Legal sanctions for failure to report (17a-101a; 46a-11b(a));
- Role and responsibility of law enforcement officials;
- Role and responsibility of DCF and P & A;
- Procedures to follow whenever school personnel suspect abuse or neglect;
- Contents of a good report; and
- LEARN policy on disciplinary action for failure to report interference with making a report and making a false report.

Each principal shall annually certify to the Executive Director that each school employee is in compliance with the training requirements. The Executive Director shall certify such compliance to the State Board of Education.

Evaluation and Notices

Evaluation of these procedures will occur periodically.

This regulation and accompanying policy shall be annually distributed electronically to all employees. The guidelines regarding identifying and reporting child sexual abuse that were developed by the Governor's Task Force on Abused Children shall be annually distributed electronically to LEARN employees and Board of Directors members and to parents/guardians.

Regulation adopted: 12/20/2022

Revised: 2/24/2023

Revised:

LEARN

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease (Diabetes)

LEARN recognizes that food allergies and glycogen storage disease may be life threatening. The purpose of this policy is to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. LEARN is also committed to appropriately managing and supporting students with glycogen storage disease. In accordance with applicable law, it is the policy of LEARN to provide all students, through necessary accommodations where required, the maximum opportunity to participate in all school programs and activities.

LEARN further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and strongly encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, **an Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students that are identified with food allergies and glycogen storage disease. Additionally, and as appropriate, a clearly-defined “Section 504 Accommodation Plan” shall be developed and implemented for all such identified students, with necessary accommodations to ensure their full participation in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student’s physician.** [LEARN will adopt guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in LEARN schools.]

All schools are also responsible for developing and implementing **guidelines for the care of students with food allergies and glycogen storage disease. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student’s allergy, including avoidance measures, designation of typical symptoms, and dosing instructions for medications.**

LEARN’s plan for managing students with life-threatening food allergies and glycogen storage disease shall be posted on the LEARN website and/or on the website of each LEARN school. [IHCPs for students with life threatening food-allergies and/or glycogen storage disease in accordance with applicable law and LEARN regulations concerning same. LEARN shall develop general guidelines for food allergy management and/or glycogen storage disease which shall include, but not be limited to, the implementation and training of a student’s Individual Health Care Plan (“IHCP”).]

**Policy
5155
Students**

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-154a Professional communications between teacher or nurse and student

10-207 Duties of medical advisors

10-212a Administrations of medications in schools

[10-212a (d) Administration of medications in schools by paraprofessional]

10-121c Life-threatening food allergies: Guidelines

[10-220i Transportation of students carrying cartridge injectors]

[52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection.]

[PA 05-104 An Act Concerning Food Allergies and the Prevention of Life-Threatening Incidents I Schools]

[PA 05-144 and 05-272 An Act Concerning the Emergency Us of Cartridge Injectors]

The Regulations of Connecticut State Agencies [section] **Sections** 10-212a through 10-212a-7

Federal Legislation

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 §504; 34 C.F.R § 104 et seq.)

[Americans With Disabilities Act (ADA) of 1990 (42 U.S.C. § 12101 et seq.; 29 C.F.R. § 1630 et seq.)]

[The Family Education Rights and Privacy Act of 1974 (FERPA)]

[The Individual with Disabilities Education Act of 1976 9IDEA) (20 U.S.C. § 1400 et seq.) 34 C.F.R. § 300 et seq.)]

FCS Instruction 783-2, Revision 2, Meal substitute for medical or other special dietary reasons.

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006).

Policy Adopted: October 8, 2009

Revised: December 11, 2014

Revised:

LEARN

Policy**4118.2****4218.2**Personnel-Certified/Noncertified**SEXUAL 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.

Sexual harassment is 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.

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

Policy**4118.2****4218.2**Personnel-Certified/Noncertified

workplace 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)

Gebbs 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.

Policy adopted: 5/14/92

Policy revised: 10/10/19

LEARN

Sexual Harassment Complaint Procedure

“Sexual Harassment” means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment,
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- (3) 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.

The above conduct constitutes a violation of LEARN policy whether or not a threat of adverse job consequences is carried out and whether or not the employee actually suffers any tangible adverse job consequences. The conduct must be unwelcome in the sense that the employee did not solicit or incite it, and in the sense that the employee regarded the conduct as undesirable or offensive.

Examples of sexual harassment include, but are not limited to:

- Physical contact, including patting, pinching, stroking, kissing, hugging, fondling, brushing against the body, impeding or blocking movement, inappropriate touching
- Giving gifts, leaving objects or sending messages that are sexually suggestive
- Sexual epithets; sexual comments, stories, pranks or jokes; references to sexual conduct; gossip regarding one’s sex life; comments about an individual’s body; comments or inquiries about an individual’s sexual activity, deficiencies, or prowess
- Display of sexually explicit or suggestive materials in the workplace or work-sponsored events
- Making threats of reprisal, implying or withholding support for an appointment, promotion, transfer, or change of assignment in order to coerce sexual behavior.

What to do if Sexually Harassed

An employee who believes (s)he has been subjected to sexual harassment should, if possible, inform the harasser that the conduct is unwanted and unwelcome. LEARN recognizes that sexual harassment can occur in unequal relationships, i.e. between a supervisor and a subordinate. If the victim is not able to inform the harasser, LEARN will consider consistent failure to respond to the behavior sufficient to communicate that the conduct is unwelcome.

An employee who believes (s)he has been subjected to sexual harassment should immediately report the matter to Human Resources. If the employee is uncomfortable doing so, (s)he may report the sexual harassment to the Associate Executive Director, the Executive Director, or to any other administrator to whom (s)he is comfortable reporting. 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 administrator or supervisor who witnesses, or is made aware of possible sexual harassment must immediately report the matter to Human Resources.

Retaliation

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.

The Investigation

Human Resources is the main contact point for questions or concerns about sexual harassment. Human Resources has responsibility for investigating or overseeing investigations of alleged sexual harassment. Human Resources shall ensure that all investigations of sexual harassment are conducted in a prompt, thorough, and impartial manner.

Remedial Action

If the investigation reveals that sexual harassment and/or retaliation has occurred, appropriate actions shall be taken in a manner consistent with any applicable laws and collective bargaining agreements.

Post Remedial Action

Following a finding of sexual harassment, complainants may be periodically interviewed by the appropriate personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time.

Complaint Records

Complainants and alleged harassers will be informed of the final determination of the complaint and of any corrective actions to be implemented. Complainants will be informed of the right to file a complaint or charge with the appropriate government agencies.

Documentation of the final determination of the complaint shall be filed with the employment records of both the complainant and the alleged harasser.

Procedure
4118.2-P
4218.2-P

Investigation in the Absence of a Complaint

Upon learning of, or having reason to suspect, the occurrence of any sexual harassment, Human Resources will conduct an investigation into the matter and take appropriate action.

Rev. 8/19

LEARN SEXUAL HARASSMENT PERSONNEL COMPLAINT FORM

Name of complainant:_____ Telephone (work)_____
Home address:_____ Telephone (home)_____

Department/position of employment: _____
Supervisor:_____

Date of incident_____ Time of incident_____ Date reported_____

Location of incident:

Complaint filed against (name/position):

Details (description) of complaint:

Witnesses:

Name/Position	Address	Telephone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signatures (Acknowledgement):

Complainant:_____ Date: _____

Executive Director:_____ Date: _____

SEXUAL HARASSMENT

LEARN does not discriminate on the basis of sex in its education programs or activities, including employment, and is required by Title IX of the Education Amendments of 1972 to refrain from such discrimination.

Sexual harassment is a form of sex discrimination and is prohibited, whether engaged in by students, LEARN employees or third parties subject to the control of LEARN. Students, LEARN employees, and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

Sexual harassment is conduct on the basis of sex that involves one or more of the following: (1) A LEARN employee or third party subject to the control of LEARN conditioning the provision of an aid, benefit, or service of LEARN on a individual's participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LEARN's education program or activity; or (3) Sexual assault, dating violence, domestic violence, or stalking.

It is the express policy of LEARN to encourage students who have been subjected to sexual harassment to report such incidents to the appropriate personnel, as set forth in the Administrative Regulations implementing this policy. LEARN will investigate such complaints promptly, offer supportive measures, and take corrective action where appropriate. LEARN will maintain confidentiality to the extent possible and appropriate, and will not tolerate any reprisals or retaliations that occur as a result of the good faith reporting of sexual harassment.

Reports of sex discrimination and/or sexual harassment may also be made to the United States Department of Education, Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. Telephone (617) 289-0111.

The Executive Director of LEARN shall develop Administrative Regulations implementing this Policy.

Legal References: United States Constitution, Amendment XIV
 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.
 Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
 Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

United States Department of Education, Title IX Final Rule, 34 CFR Part 106

[Revised Sexual Harassment Guidance: Harassment of Office for Civil Rights, U.S. Department of Education, Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Office for Civil Rights, U.S. Department of Education Dear Colleague Letter: Sexual Violence (April 4, 2011).

Constitution of the State of Connecticut, Article I, Section 20.

42 U.S.C. 2000e "Title VII"

29 C.F.R. 1604.11 EEOC Guidelines on Sexual Harassment

Connecticut General Statutes 46a-60(a)(8)]

Policy adopted:

Revised: September 11, 1997

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Revised: December 10, 2020

LEARN

ADMINISTRATIVE REGULATIONS REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of LEARN that any form of sex discrimination or sexual harassment is prohibited, whether by students, LEARN employees or third parties subject to substantial control by LEARN. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, LEARN employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, LEARN employees, and third parties. Any student or employee who engages in conduct prohibited by LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to remedial measures, which may include exclusion from school property.

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.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of LEARN conditioning the provision of an aid, benefit, or service of LEARN on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LEARN's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Although not an exhaustive list, the following are other examples of conduct prohibited by LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students):

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

NOTICE OF THE TITLE IX COORDINATOR

LEARN's Title IX Coordinators are Bridgette Gordon Hickey, Deputy Executive Director and Ryan Donlon, Associate Executive Director. Any individual may make a report of sex discrimination and/or sexual harassment to any LEARN employee or directly to the Title IX Coordinators using any one, or multiple, of the following points of contact:

Bridgette Gordon Hickey
44 Hatchetts Hill Road
Old Lyme, CT 06371
bgickey@learn.k12.ct.us
(860) 400-0840

Ryan Donlon
44 Hatchetts Hill Road
Old Lyme, CT 06371
rdonlon@learn.k12.ct.us
(860) 434-4800 x1132

Any LEARN employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages LEARN's compliance with Title IX and Connecticut law regarding sexual harassment and sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, LEARN employee, or other participant in the LEARN's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any LEARN program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

LEARN will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(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 prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **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”). 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:

A. 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.

- B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. 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.
- D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
- (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented, or
 - (ii) 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.
- E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which LEARN exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
 - **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.
 - **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
 - **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.

- **School days** means the days that school is in session as designated on the calendar posted on the Board’s website. In its discretion, and when equitably applied and with proper notice to the parties, LEARN may consider business days during the summer recess as “school days” if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to LEARN’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or LEARN’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of LEARN to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If LEARN receives notice of sexual harassment or alleged sexual harassment against a student in the District’s education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant’s wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.
2. LEARN will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or preclude LEARN from removing a respondent from LEARN’s education program or activity on an emergency basis, provided that LEARN undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, LEARN shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX

Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in LEARN's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Executive Director. If the formal complaint being filed is against the Executive Director, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

2. LEARN may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. LEARN will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.
3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. LEARN will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of LEARN to provide such supportive measures.
4. Within ten (10) school days of receiving a formal complaint, LEARN will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment as defined above;
 - iii. The date and the location of the alleged incident, if known;
 - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - vi. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, LEARN decides to investigate allegations about the complainant or respondent that are not included in the written notice, LEARN must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. LEARN may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on LEARN and not on the parties.
7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. LEARN will provide to a party whose participation is invited or expected (including a witness), written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which LEARN does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, LEARN will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.

10. The Executive Director will appoint a decision-maker(s), who shall be a LEARN employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Executive Director, the Board Chair shall appoint the decision-maker, who shall be a LEARN employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.
11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the LEARN's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions LEARN will impose on the respondent, and whether remedies designed to restore or preserve equal access to LEARN's education program or activity will be provided by the LEARN to the complainant; and (6) LEARN's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by LEARN's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.
12. Student respondents found responsible for violating LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from LEARN's programs,

activities and/or property. In appropriate circumstances, LEARN may make a criminal referral. Remedies will be designed to restore or preserve equal access to LEARN's education programs or activities.

13. After receiving notification of the decision-maker's decision, or after receiving notification that LEARN dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Subsection E of this Section.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, LEARN may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. LEARN must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student 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 LEARN's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-maker's decision, or after receiving notification that LEARN dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

LEARN will provide the other party with written notice of such appeal. The 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 process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other 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 process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in LEARN's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another LEARN policy.

LEARN may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in LEARN; or 3) specific circumstances prevent LEARN from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, LEARN will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from LEARN's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for

claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Connecticut law.

A dismissal pursuant to this section does not preclude action by LEARN under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable LEARN policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within LEARN (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with LEARN's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither LEARN nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. LEARN will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

5. LEARN will maintain for a period of seven (7) years records of:
- i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. LEARN will make these training materials publicly available on its website.

If LEARN has actual knowledge of sexual harassment in an education program or activity of LEARN, and for any report or formal complaint of sexual harassment, LEARN will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. LEARN will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to LEARN's education program or activity. If LEARN does not provide a complainant with supportive measures, then LEARN will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of LEARN to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If LEARN receives notice of sex discrimination or alleged sex discrimination against a student in LEARN's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. LEARN will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any

allegations of sexual harassment under Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as a student feels that the student has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Connecticut law), the student or the student's parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The student will be provided a copy of LEARN's Policy and Administrative Regulations and made aware of the student's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
 - i. Name of the complainant;
 - ii. Date of the complaint;
 - iii. Date(s) of the alleged discrimination;
 - iv. Name(s) of the discriminator(s);
 - v. Location where such discrimination occurred;
 - vi. Names of any witness(es) to the discrimination;
 - vii. Detailed statement of the circumstances constituting the alleged discrimination; and
 - viii. Remedy requested.
3. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Executive Director or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Executive Director. If the complaint being filed is against the Executive Director, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against a student, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating

circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

6. Any student who makes a complaint shall be notified of LEARN's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, LEARN will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that LEARN not investigate the complaint. If the student insists that the student's personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that LEARN's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - ii. provide the complainant and respondent (if applicable) with a copy of LEARN's sex discrimination policy and accompanying regulations;
 - iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
 - iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - v. consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Executive Director's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent

possible, how LEARN will remedy the discrimination, adhering to the requirements of state and federal law; and

- vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Executive Director or designee, and take steps to remedy the effects of the sex discrimination.
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.
 9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Executive Director shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Executive Director may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Executive Director shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable LEARN policies and state law. Additionally, if a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within LEARN (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report

such matters in accordance with the LEARN's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the LEARN's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither LEARN nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. LEARN will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Students may also make a report of sexual harassment and/or 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).

Copies of these Administrative Regulations will be distributed to all students.

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

**Series 5000
Students**

**COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX
(STUDENTS)**

This complaint form should be used for complaints of sexual harassment as defined on page 1 of LEARN's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

Location where such sexual harassment occurred _____

Name(s) of any witness(es) to the sexual harassment

Detailed statement of the circumstances constituting the alleged sexual harassment

Remedy requested _____

Signature of Complainant or Title IX Coordinator: _____

11/23/2020

**Series 5000
Students**

**COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL
HARASSMENT UNDER TITLE IX) (STUDENTS)**

*This complaint form should be used for complaints of sex discrimination as defined on page 1 of LEARN's
Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex
Discrimination and Sexual Harassment (Students)*

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

Location where such sex discrimination occurred _____

Name(s) of any witness(es) to the sex discrimination _____

Detailed statement of the circumstances constituting the alleged sex discrimination

Remedy requested _____

Signature: _____



NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX
AND NOTICE OF BULLYING INVESTIGATION UNDER CONN. GEN. STAT. § 10-222d

In accordance with LEARN's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students), a formal complaint of sexual harassment has been filed with or signed by the Title IX Coordinator. The formal complaint shall also be considered a written report of suspected bullying under LEARN's Bullying Prevention and Intervention Policy and Connecticut General Statutes § 10-222d. As such, a bullying investigation pursuant to the foregoing policy and statute will be conducted as part of the Title IX grievance process. This notice shall serve as notification that an investigation of alleged Title IX sexual harassment and bullying has commenced. Please be advised that students are entitled to different and additional procedural rights under the Title IX grievance process than under LEARN's Bullying Prevention and Intervention Policy.

Identities of the parties involved, if known:

_____(Complainant(s))
_____(Respondent(s))

The conduct allegedly constituting sexual harassment and bullying:

The date and the location of the alleged incident, if known:

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinators:

Bridgette Gordon Hickey
44 Hachetts Hill Road
Old Lyme, CT 06371
bgickey@learn.k12.ct.us
(860) 400-0840

Ryan Donlon
44 Hachetts Hill Road
Old Lyme, CT 06371
rdonlon@learn.k12.ct.us
(860) 434-4800 x1132

Procedural Rights Under Title IX:

- The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility under Title IX is made at the conclusion of the grievance process.
- All parties involved in the Title IX grievance process may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students).

It is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy.

A copy of the Board's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students) and the Board's Bullying Prevention and Intervention Policy is included with this notice.

1/26/2022

Revised: September 8, 2022



NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX

In accordance with LEARN's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students), a formal complaint of sexual harassment has been filed with or signed by the Title IX Coordinator.

Identities of the parties involved, if known:

 _____ (Complainant(s))
 _____ (Respondent(s))

The conduct allegedly constituting sexual harassment:

The date and the location of the alleged incident, if known:

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator:

Bridgette Gordon Hickey
 44 Hachetts Hill Road
 Old Lyme, CT 06371
bgickey@learn.k12.ct.us
 (860) 400-0840

Ryan Donlon
 44 Hachetts Hill Road
 Old Lyme, CT 06371
rdonlon@learn.k12.ct.us
 (860) 434-4800 x1132

Procedural Rights Under Title IX:

- The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.
- All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by LEARN's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students).

It is a violation of LEARN's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to LEARN's Student Discipline Policy. Any employee who knowingly makes false statements or knowingly submits false information during this grievance process is subject to discipline, up to and including termination.

A copy of LEARN's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students) is included with this notice.

1/26/2022

Revised: September 8, 2022



NOTICE OF INFORMAL RESOLUTION PROCESS FOR SEXUAL HARASSMENT
COMPLAINTS UNDER TITLE IX

In accordance with LEARN's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students), a formal complaint of sexual harassment has been filed with the Title IX Coordinator. LEARN has an informal resolution process to promptly and equitably resolve such complaints using mediation. This informal resolution process will only be utilized if both the Complainant and Respondent agree to do so.

The conduct allegedly constituting sexual harassment: _____

If both parties agree to the informal resolution process, it shall preclude the parties from resuming a formal complaint arising out of the same allegations. However, either party may withdraw from the informal resolution process at any time before agreeing to a resolution and resume the grievance process for formal complaints of sexual harassment.

If both parties agree to a resolution, that resolution is binding upon both parties and cannot be changed or appealed.

LEARN will maintain for a period of seven (7) years records of the informal resolution process and results therefrom.

I voluntarily consent to the informal resolution process:

Complainant	Date
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Parent/Guardian of Complainant	Date
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Respondent	Date
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Parent/Guardian of Respondent	Date
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11/23/2020

Revised: September 8, 2022

CONTINUING EDUCATION UNITS

The LEARN Board of Directors shall make available to its employees, who hold a Professional Educator Certificate, not fewer than eighteen (18) hours of Professional Development activities, annually and at no cost, for continuing education credit. Such activities shall be made available at time and location to be determined by the Board, or its designees. Specific activities to be made available shall be determined with the advice and assistance of the teachers employed by the board, including representatives of the exclusive bargaining unit for such teachers, pursuant to the applicable provisions for the Connecticut General Statutes and the accompanying administrative regulations. In addition, such activities shall conform to the LEARN CEU procedures.

CEU Equivalent

The LEARN Board of Directors, through its designee, may award to its employees, holding Professional Educator Certificates, Continuing Education Unit Equivalent(s) for the successful completion of professional development activities based on a minimum of five (5) contact hours of participation in a planned, continuing education experience, other than an activity granted Continuing Education Units.

Policy adopted: May 11, 1989

Revised: April 8, 2004

LEARN