



# Board of Directors Regular Business MEETING AGENDA

Date: September 11, 2025  
Time: 9:00 – 11:00 a.m.  
Location: Marine Science Magnet High School/ 130 Shennecossett Road, Groton, CT 06340

*A Microsoft Teams remote meeting option is provided for those unable to attend in person. Login details can be found 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:** Early Care and Education Division
- 5. Superintendents’ Perspective:** Dr. Ryan Donlon, LEARN Associate Executive Director, to present on the 2025-2026 SY opening of LEARN Magnet Schools.
- 6. Consent Agenda:**
  - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—June 12, 2025
  - 6.2 Approval of Budget Summary as of August 31, 2025
  - 6.3 Approval of Grant Applications—None
- 7. Information from the Executive Director:**
  - 7.1 Hiring—Resignations and new hires, including trend reports
  - 7.2 Distributions —AESAs Press Release; Executive Director’s AESA (Association of Educational Service Agencies) Summer Conference Leadership Series Reflection; “Marine Science Magnet High School of Southeastern CT” — [U.S.News](#); National Coast Guard Museum Association “Stories That Matter” (Handout at meeting only); and the 2025 LEARN Annual Report (*Handout at meeting only, Will also be made available online*)
  - 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—August 22, 2025
  - 7.4 LEARN Building Committee Meeting Minutes—July 25, 2025 and August 22, 2025
  - 7.5 Legislative Updates
  - 7.6 LEARN Agency Updates

**8. Old Business:**

**9. New Business:**

- 9.1 Recognition of LEARN’s 2025 Teacher and Para Educator of the Year
- 9.2 Revised Executive Committee Meeting Date – November 2025
- 9.3 New Policy #5144.2, Students, Series 5000; "Restorative Practices Response In Student Discipline"
- 9.4 New Policy #5166, Students, Series 5000; "Internal Review Board"
- 9.5 Approve the request by Southeastern New England Marine Educators (SEMEME) to utilize designated facilities at Marine Science Magnet High School on October 4, 2025, from 7:00 a.m. to 5:00 p.m., for the purpose of hosting the SEMEME Fall Conference. Requested spaces include the simulator, science classrooms, cafeteria, and access to the aqua lab for guided tours. The event does have an admission fee of \$40.00. Proceeds will support student scholarships, science fair awards, guest speaker honorariums, and website maintenance.

**10. Educational Perspective:**

**11. Roundtable Discussion:**

**12. Future Roundtable Topics:**

**13. Adjournment:**

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**Meeting ID: 231 661 556 860 5**

**Passcode: Kh3nM6Rp**



# Board of Directors Regular Business MEETING AGENDA

Date: September 11, 2025

Time: 9:00 – 11:00 a.m.

Location: Marine Science Magnet High School/ 130 Shennecossett Road, Groton, CT 06340

*A Microsoft Teams remote meeting option is provided for those unable to attend in person. Login details can be found at the end of this agenda.*

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:**

**\*Request Motion to move agenda item 9.1 Recognition of LEARN’s 2025 Teacher and Para Educator of the Year to precede regular business meeting agenda items.**

**Motion to move agenda item 9.1 Teacher and Para Educator of the Year to precede agenda item 4**

- 4. Reading and/or Review of Correspondence:** Early Care and Education Division
- 5. Superintendents’ Perspective:** Dr. Ryan Donlon, LEARN Associate Executive Director, to present on the 2025-2026 SY opening of LEARN Magnet Schools.
- 6. Consent Agenda:**
  - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—June 12, 2025
  - 6.2 Approval of Budget Summary as of August 31, 2025
  - 6.3 Approval of Grant Applications—None

**Motion to approve the Consent Agenda as presented.**

- 7. Information from the Executive Director:**
  - 7.1 Hiring—Resignations and new hires, including trend reports
  - 7.2 Distributions —AESA Press Release; Executive Director’s AESA (Association of Educational Service Agencies) Summer Conference Leadership Series Reflection; “Marine Science Magnet High School of Southeastern CT” — [U.S.News](#); National Coast Guard Museum Association “Stories That Matter” (Handout at meeting only); and the 2025 LEARN Annual Report (*Handout at meeting only, Will also be made available online*)

- 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—August 22, 2025
- 7.4 LEARN Building Committee Meeting Minutes—July 25, 2025 and August 22, 2025
- 7.5 Legislative Updates
- 7.6 LEARN Agency Updates

**8. Old Business:**

**9. New Business:**

- 9.1 Recognition of LEARN’s 2025 Teacher and Para Educator of the Year
- 9.2 Revised Executive Committee Meeting Date – November 2025
  - i. Due to the scheduling conflict with the CBE/CAPSS Conference, the Board of Directors is asked to approve rescheduling the November 21, 2025 Executive Committee meeting to Wednesday, November 19, 2025. This adjustment ensures participation in both the Executive Committee meeting and the annual conference.

**Motion to approve the change of the November 2025 Executive Committee meeting date from November 21 to November 19, 2025.**

- 9.3 New Policy #5144.2, Students, Series 5000; "Restorative Practices Response In Student Discipline"

**Motion to approve New Policy 5144.2, Students, Series 5000; Restorative Practices Response In Student Discipline as presented.**

- 9.4 New Policy #5166, Students, Series 5000; "Internal Review Board"

**Motion to approve New Policy 5166, Students, Series 5000; Internal Review Board as presented.**

- 9.5 Approve the request by Southeastern New England Marine Educators (SENEME) to utilize designated facilities at Marine Science Magnet High School on October 4, 2025, from 7:00 a.m. to 5:00 p.m., for the purpose of hosting the SENEME Fall Conference. Requested spaces include the simulator, science classrooms, cafeteria, and access to the aqua lab for guided tours. The event does have an admission fee of \$40.00. Proceeds will support student scholarships, science fair awards, guest speaker honorariums, and website maintenance.

**Motion to approve Southeastern New England Marine Educators’ use of Marine Science Magnet High School’s Simulator, science classrooms, the cafeteria, and aqua lab from 7:00 a.m.-5:00 p.m., on October 4, 2025, to host the SENEME Fall Conference as presented.**

- 10.** Educational Perspective:
- 11.** Roundtable Discussion:
- 12.** Future Roundtable Topics:
- 13.** Adjournment:

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**Meeting ID:** 231 661 556 860 5  
**Passcode:** Kh3nM6Rp

# Board of Directors Regular Business

## DRAFT MINUTES



**Meeting Date:** June 12, 2025

**Draft Posted:** June 16, 2025

**Present:** Dale Bernardoni, Chester/Grades K-6; W. Scott Brown, Lyme & Old Lyme/Region 18; Katherine Ericson, LEARN; Jennifer Favalora, Killingworth/Region 17; Elizabeth Fernandes, Westbrook; A. Terri Garrity, East Haddam; Nancy Johnston, Essex/Grades K-6; Cindy Luty, Preston; Robert Mitchell, Montville; Chet Stefanowicz, North Stonington; Beverly Washington, Groton; Jane Wisialowski, Old Saybrook (ZOOM); and Laurie Wolfley, Waterford

**Not Attending and Not Represented:** Alisha Blake, New London; Eric Bauman, East Lyme; Mary Ann Connelly, Madison; Katie Gauthier, Stonington; Mary Harris, Ledyard; Gregory Perry, Norwich; Sean Reith, Salem; Vacant, Chester, Deep River, Essex Region #4; Vacant, Clinton; Vacant, Deep River/Grades K-6; Vacant, East Hampton; and Vacant, Guilford

**Guests:** Michael Belden, LEARN Chief Financial Officer; and Elizabeth McCaffery, LEARN Director of Human Resources (ZOOM)

**Meeting began at 9:02 a.m.**

- 1. Call to Order:** Pledge of Allegiance
- 2. Audience and Guests:** Introductions
- 3. Public Comment:** None
- 4. Reading and/or Review of Correspondence:** Executive Director Ericson shared a letter from auditor, CliftonLarsonAllen LLP (CLA), formally confirming that CLA is engaged to conduct the audit of LEARN's financial statements for the fiscal year ending June 30, 2025.
- 5. Superintendents' Perspective:** None
- 6. Consent Agenda:**
  - 6.1 Approval of the DRAFT Minutes, Regular Business Meeting—May 8, 2025
  - 6.2 Approval of Budget Summary as of May 31, 2025
  - 6.3 Approval of Grant Applications—State and Local Cybersecurity Grant Program (SLCGP)

**Motion to approve the Consent Agenda as presented.**

- **Presented by W. Scott Brown**
- **Second Dale Bernardoni**
- **Motion passed with 12 votes in favor and 0 votes against**

## 7. Information from the Executive Director:

- 7.1 Hiring—Resignations and new hires, including trend reports
- 7.2 Distributions — None
- 7.3 Executive Committee Meeting Minutes, Regular Business Meeting—May 23, 2025
- 7.4 LEARN Building Committee Meeting Minutes—May 23, 2025
- 7.5 SSS Building Committee Meeting Minutes-May 7, 2025
- 7.6 Legislative Updates
- 7.7 LEARN Agency Updates: Regarding the Ocean Avenue Building Project – Phase 2, the state has implemented a new digital closeout process. Progress continues on the Early Childhood Magnet School at 51 Daniels Avenue. A legislative update highlighted recent proposals for centralized rate-setting in special education outplacement programs. Lastly, the Creating Connections Early Learning Center is nearing readiness pending final licensing approval from the Office of Early Childhood.

## 8. Old Business:

- 8.1 Approval of 2025-2026 LEARN Board of Directors' Slate of Officers

*(Request any additional nominations)*

**Motion to approve the following for the 2025-2026 LEARN Board of Directors' Slate of Officers: Robert Mitchell as Chair, Dale Bernardoni as Vice Chair, Jennifer Favalora as Treasurer, and Beverly Washington as Secretary**

- **Presented by Chet Stefanowicz**
- **Second Laurie Wolfley**
- **Motion passed with 12 votes in favor and 0 votes against**

- 8.2 Approval of 2025-2026 Proposed LEARN Budget

**Motion to approve the proposed LEARN Budget for the 2025-2026 Fiscal Year.**

- **Presented by W. Scott Brown**
- **Second Cindy Luty**
- **Motion passed with 12 votes in favor and 0 votes against**

**9. New Business:**

9.1 New Policy #5131.911, Students, Series 5000; "Connecticut School Climate Policy"

**Motion to approve New Policy 5131.911, Connecticut School Climate Policy, as presented.**

- **Presented by W. Scott Brown**
- **Second Terri Garrity**
- **Motion passed with 12 votes in favor and 0 votes against**

9.2 Retirement of Policy #5007: Series 5000; "Bullying Prevention and Intervention Policy"

**Motion to retire Policy #5007: Series 5000; "Bullying Prevention and Intervention Policy" as a result of the changes in the law and the adoption as proposed of Policy #5131.911, Students, Series 5000; "Connecticut School Climate Policy".**

- **Presented by W. Scott Brown**
- **Second Beverly Washington**
- **Motion passed with 12 votes in favor and 0 votes against**

9.3 Evaluation of Executive Director (**Begin Executive Session\***)

**[Per policy #2400; Administration, "Evaluation of Administrators and Administration"](#), \*will be held in Executive Session**

**Motion to move into Executive Session by Cindy Luty second by Beverly Washington. Motion passed with 12 votes in favor and 0 votes against**

**Begin Executive Session at 9:28 a.m.**

**Ended Executive Session at 9:45 a.m.**

9.4 Executive Director Salary & Benefits

**Motion to approve the Executive Director's Salary at a 3.00% increase and extend one year to the current 3-year contract.**

- **Presented by Cindy Luty**
- **Second Dale Bernardoni**
- **Motion passed with 11 votes in favor and 0 votes against**

**10. Educational Perspective:**

**11. Roundtable Discussion:**

**12. Future Roundtable Topics:**

**13.** Adjournment:**Motion to adjourn at 9:53 a.m.**

- **Presented by Dale Bernardoni**
- **Second Cindy Luty**
- **Motion passed unanimously with 11 votes in favor and 0 votes against**

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

DRAFT

**JOIN ZOOM MEETING**

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

Meeting ID: 881 7929 0855  
Passcode: 940741

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

**LEARN.k12.ct.us**

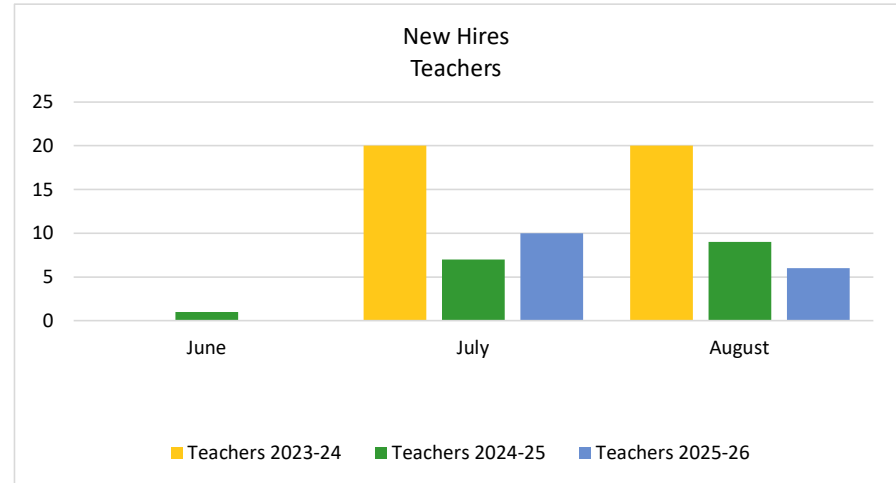
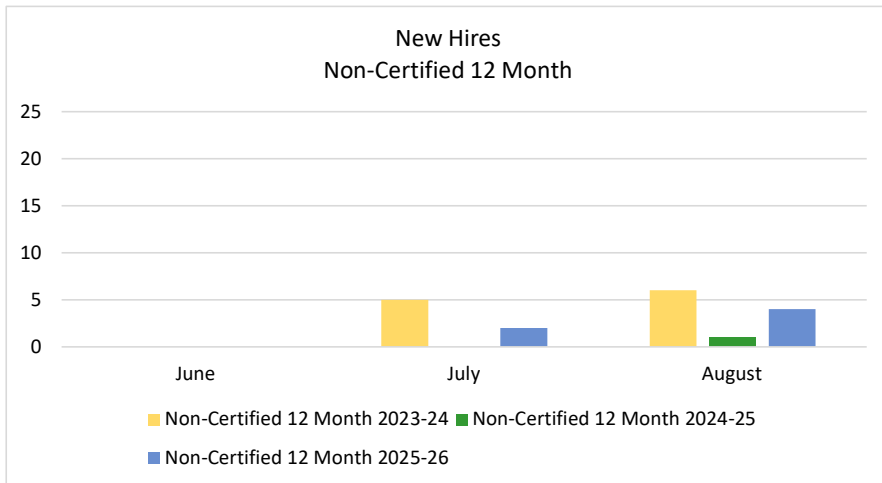
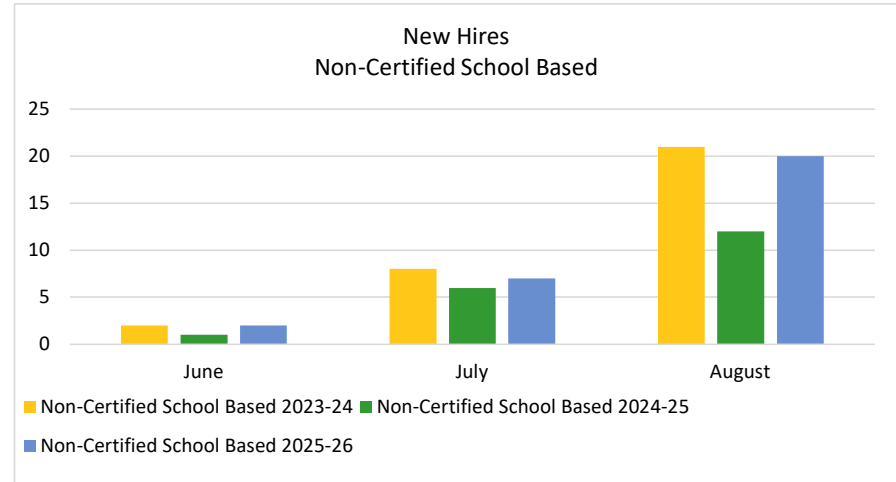
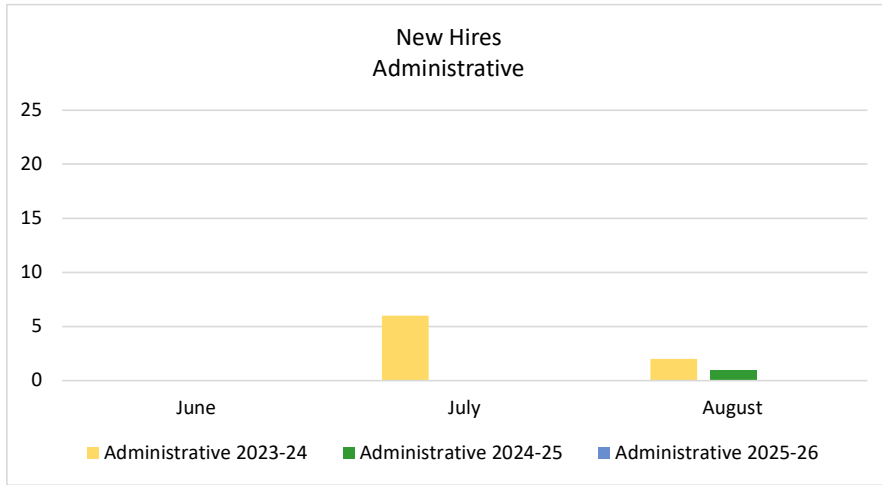
FY 2025-2026 Summary  
As of August 31, 2025

<b>LEARN</b>									
<b>BUDGET &amp; ACTUAL (FY 2025-2026)</b>	<b>REVENUES</b>				<b>EXPENDITURES</b>				
<b>CURRENT YEAR REVIEW</b>	Original Adopted		Year-to-Date	Estimated	Original Adopted		Year-to-Date	Year-to-Date	Actual Available
<b>* in thousands</b>	Budget FY 25/26	Revised Budget	Actual Revenues	Revenues Receivable	Budget FY 25/26	Revised Budget	Actual Expenditures	Actual Encumbrances	Budget
		<i>as of 8-31-25</i>	<i>as of 8-31-25</i>	<i>as of 8-31-25</i>		<i>as of 8-31-25</i>	<i>as of 8-31-25</i>	<i>as of 8-31-25</i>	<i>as of 8-31-25</i>
<b>Departments &amp; Programs</b>									
Student Support Services	\$ 21,198	\$ 21,425	\$ 917	\$ 20,508	\$ 21,198	\$ 21,425	\$ 1,962	\$ 1,065	\$ 18,398
MSAP	\$ 4,102	\$ 3,843	\$ 25	\$ 3,818	\$ 4,102	\$ 3,843	\$ 359	\$ 345	\$ 3,139
Office of Teaching & Learning	\$ 1,575	\$ 1,551	\$ 23	\$ 1,528	\$ 1,575	\$ 1,551	\$ 226	\$ 11	\$ 1,314
Early Childhood Education	\$ 2,630	\$ 2,695	\$ 271	\$ 2,424	\$ 2,630	\$ 2,695	\$ 125	\$ 14	\$ 2,556
Creating Connections Early Learning Center	\$ 491	\$ 491	\$ -	\$ 491	\$ 491	\$ 491	\$ 35	\$ 9	\$ 447
Tri-Share	\$ -	\$ 793	\$ -	\$ 793	\$ -	\$ 793	\$ 14	\$ 68	\$ 711
Transportation	\$ 568	\$ 568	\$ -	\$ 568	\$ 568	\$ 568	\$ 5	\$ 320	\$ 243
COVID Relief	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Executive Services, Special Projects, IT	\$ 3,023	\$ 2,770	\$ 188	\$ 2,582	\$ 3,023	\$ 2,770	\$ 2,572	\$ 198	\$ -
<b>Dept &amp; Programs Subtotal</b>	<b>\$ 33,587</b>	<b>\$ 34,136</b>	<b>\$ 1,424</b>	<b>\$ 32,712</b>	<b>\$ 33,587</b>	<b>\$ 34,136</b>	<b>\$ 5,298</b>	<b>\$ 2,030</b>	<b>\$ 26,808</b>
<b>Magnet Schools</b>									
Regional Multicultural Magnet School	\$ 6,099	\$ 6,108	\$ 3,317	\$ 2,791	\$ 6,099	\$ 6,108	\$ 409	\$ 880	\$ 4,819
Marine Science Magnet High School	\$ 4,216	\$ 4,189	\$ 2,110	\$ 2,079	\$ 4,216	\$ 4,189	\$ 308	\$ 669	\$ 3,212
The Friendship School	\$ 6,519	\$ 6,534	\$ 3,379	\$ 3,155	\$ 6,519	\$ 6,534	\$ 386	\$ 763	\$ 5,385
Three Rivers Middle College High School	\$ 1,383	\$ 1,383	\$ 706	\$ 677	\$ 1,383	\$ 1,383	\$ 88	\$ 305	\$ 990
<b>Magnet Schools Subtotal</b>	<b>\$ 18,217</b>	<b>\$ 18,214</b>	<b>\$ 9,512</b>	<b>\$ 8,702</b>	<b>\$ 18,217</b>	<b>\$ 18,214</b>	<b>\$ 1,191</b>	<b>\$ 2,617</b>	<b>\$ 14,406</b>
<b>Non-Operating Items</b>									
ECHMC Insurance	\$ 38,247	\$ 38,247	\$ 4,299	\$ 33,948	\$ 38,247	\$ 38,247	\$ 6,296	\$ 34,563	\$ (2,612)
Food Service	\$ 1,028	\$ 1,028	\$ 1	\$ 1,027	\$ 1,028	\$ 1,028	\$ 50	\$ 774	\$ 204
Construction Projects / Capital Expenditures	\$ 19,142	\$ 19,142	\$ -	\$ 19,142	\$ 19,142	\$ 19,142	\$ 758	\$ 14,194	\$ 4,190
<b>Non-Operating Items Subtotal</b>	<b>\$ 58,417</b>	<b>\$ 58,417</b>	<b>\$ 4,300</b>	<b>\$ 54,117</b>	<b>\$ 58,417</b>	<b>\$ 58,417</b>	<b>\$ 7,104</b>	<b>\$ 49,531</b>	<b>\$ 1,782</b>
<b>Grand Total</b>	<b>\$ 110,221</b>	<b>\$ 110,767</b>	<b>\$ 15,236</b>	<b>\$ 95,531</b>	<b>\$ 110,221</b>	<b>\$ 110,767</b>	<b>\$ 13,593</b>	<b>\$ 54,178</b>	<b>\$ 42,996</b>
<b>Notes</b>									
Original budget amounts tie to the approved Board budget; revised budgets continue to reflect ongoing activity such as new contracts and roll forward of 2 year grants									
MSAP = The MSAP 5 year LEAP grant began in October 2022 for \$9.8m and runs through September 2028. In October 2024, LEARN was awarded a new 5 year MSAP grant (SOARS) for \$9.1m and runs through September 2029.									
Creating Connections Early Learning Center (CCELC) = The infant toddler program will be operating two classrooms during the year located at The Friendship School.									
Tri-Share = LEARN is working with the Office of Policy & Management on a program to fund childcare expenses with participating companies. LEARN will be the fiscal agent.									
Exec Services, Special Projects, IT = Expenditures consist mainly of amounts paid to cover health insurance costs; all expenditures will be offset by admin (12%) and health insurance allocations charged monthly to schools / departments.									
Construction Projects = LEARN anticipates spending ~\$1m for the Early Childhood Center of Excellence project in addition to several projects at each of LEARN's magnet schools.									





New Hires Trend Report  
June - August 2025



## JUNE - AUGUST 2025

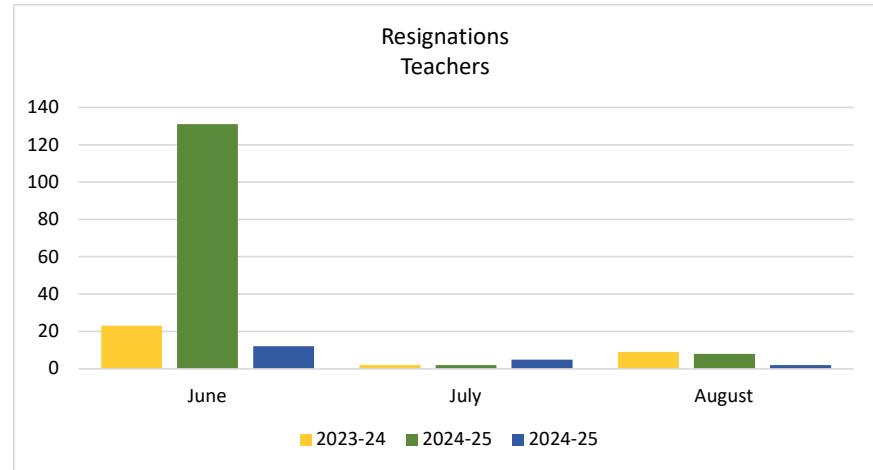
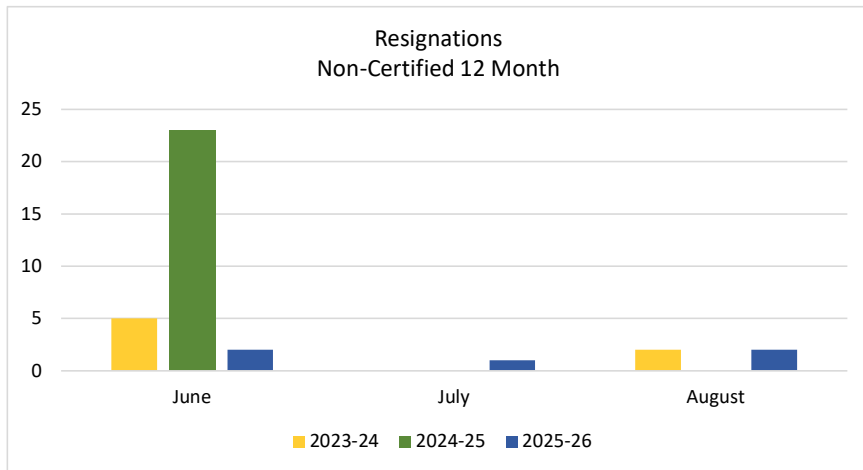
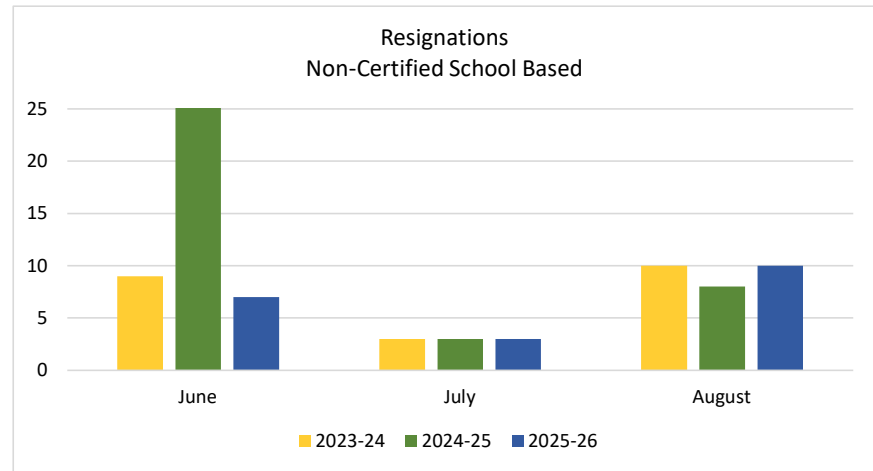
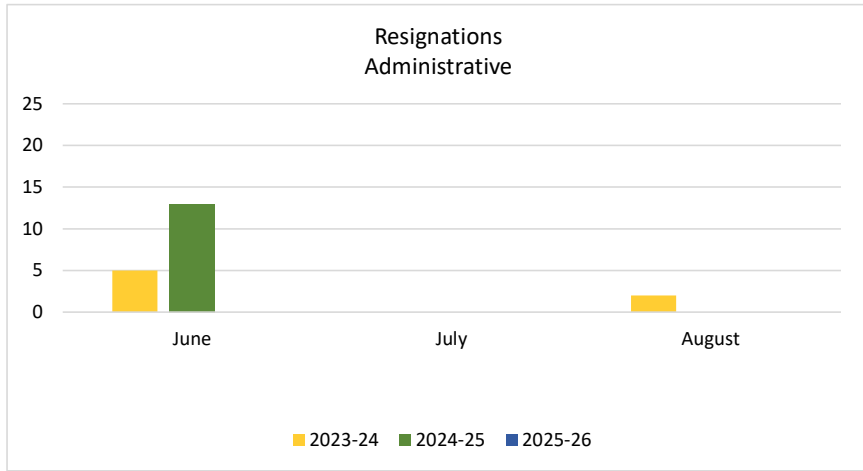
LAST NAME	FIRST NAME	POSITION	DEPT	DATE	PAY	RATE	COMMENTS
AFFAINIE	NANA EKUA	SPEECH/LANG PATHOLOGY ASST	SSS	07/01/2025	HOURLY	\$27.98	NEW POSITION
ALMONTE	ANDREA	SECRETARY	RMMS	08/28/2025	HOURLY	\$18.85	REPLACEMENT
AMATO	DAVID	TEACHER	SSS	07/01/2025	SALARY	\$46,876.00	NEW POSITION
ANDERSON	AIMEE	TEACHER	TFS	07/01/2025	SALARY	\$93,006.00	REPLACEMENT
BALKUN	COURTNEY	ECE SUPPORT STAFF	CCELC	06/30/2025	HOURLY	\$19.35	NEW POSITION
BELL	ABIGAEL	INTERVENTION SPECIALIST	SSS	07/01/2025	HOURLY	\$21.90	ESY ONLY
BROWN	KAYLA	INTERVENTION SPECIALIST	SSS	07/07/2025	HOURLY	\$21.04	REPLACEMENT
CABRERA	RAIDY	INTERVENTION SPECIALIST	SSS	07/01/2025	HOURLY	\$19.44	REPLACEMENT
CALKINS	CHLOE	BCBA	SSS	08/21/2025	SALARY	\$81,726.00	REPLACEMENT
CAMP	AMANDA	TEACHER	SSS	07/01/2025	SALARY	\$93,006.00	REPLACEMENT
CAMPBELL	MADELYN	AQUACULTURE INTERNSHIP	MSMHS	06/01/2025	HOURLY	\$18.00	REPLACEMENT
CARNEY	ABBIGAEL	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$31,559.92	REPLACEMENT
CAYANGYANG	NOAH	TEACHER	MSMHS	07/01/2025	SALARY	\$52,285.00	REPLACEMENT
CHAMBERS	LINDA	TEACHER	SSS	07/01/2025	SALARY	\$56,023.00	REPLACEMENT
CIMATO	IRINA	TECHNOLOGY SPECIALIST	IT	07/07/2025	SALARY	\$54,000.00	NEW POSITION
COOK	DANIELLE	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$23.71	REPLACEMENT
CORIATY	KATHYN	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$20.09	REPLACEMENT
CROVO	KATIE	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$26,399.52	REPLACEMENT
ELLINGTON	RILEY	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$30,337.72	REPLACEMENT
ESPOSITO	CAITLYN	JOB COACH-OUTPLACEMENT	SSS	08/25/2025	SALARY	\$38,746.65	REPLACEMENT
FIORE	EMILY	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$20.09	REPLACEMENT
GODDARD	CRETE	SPEECH/LANGUAGE PATHOLOGIST	SSS	07/01/2025	SALARY	\$57,840.00	NEW POSITION
GONZALEZ	ELIZABETH	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$21.32	REPLACEMENT
HAILE	VITALIA	GENERAL ACCOUNT ASSISTANT	BUS	08/18/2025	SALARY	\$52,000.00	REPLACEMENT
HILL	SARAH	SCHOOL PSYCHOLOGIST	SSS	07/01/2025	SALARY	\$57,840.00	REPLACEMENT
HILLIAR	MARLEY	INTERVENTION SPEC-SUMMER	SSS	07/11/2025	HOURLY	\$19.44	ESY ONLY
JAMES	ATHENA	SCHOOL SOCIAL WORKER	SSS	07/01/2025	SALARY	\$63,131.00	REPLACEMENT
KELLY	KATHLEEN	TEACHER	RMMS	07/01/2025	SALARY	\$54,778.00	NEW POSITION
KENTNER	AUDREY	TEACHER	SSS	07/01/2025	SALARY	\$49,292.00	REPLACEMENT
KONDASH	ALLIE	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$19.44	REPLACEMENT
LABOY	LORENZO	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$28,015.00	REPLACEMENT
LEBEAU	JACQUELIN	TEACHER	SSS	07/01/2025	SALARY	\$49,292.00	REPLACEMENT
MACKIN	DANETTE	TEACHER	SSS	07/01/2025	HOURLY	\$45.00	ESY ONLY
MULLINS	KAREN	REGISTERED NURSE	SSS	08/21/2025	SALARY	\$60,940.00	REPLACEMENT

JUNE - AUGUST 2025

LAST NAME	FIRST NAME	POSITION	DEPT	DATE	PAY	RATE	COMMENTS
OLIVETTI	ASHLEY	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$29,127.00	REPLACEMENT
PHILLIPS	STAZIA	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$17.84	REPLACEMENT
PISARZ	FRED	INTERVENTION SPECIALIST-OUTPLC	SSS	08/25/2025	SALARY	\$29,740.20	REPLACEMENT
QUINN	ELIZABETH	REG BEHV TECH - OUTPLACEMENT	SSS	08/27/2025	SALARY	\$45,187.20	REPLACEMENT
SCHLESSELMAN	KATRINA	INTERVENTION SPECIALIST-OUTPLC	SSS	07/01/2025	SALARY	\$30,337.72	NEW POSITION
SCULLY	ALLISON	OCCUPATIONAL THERAPIST	SSS	07/07/2025	SALARY	\$97,360.64	REPLACEMENT
SHERWONIT	DANA	TEACHER	RMMS	07/01/2025	SALARY	\$56,290.19	REPLACEMENT
SLOANE	ALEXANDRA	BCBA	SSS	09/02/2025	SALARY	\$80,559.60	REPLACEMENT
STOKES	STARJAHREM	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$18.72	REPLACEMENT
SUGRUE	DAVID	INTERVENTION SPECIALIST	SSS	08/27/2025	HOURLY	\$20.09	REPLACEMENT
SURIANO	MARY-JANE	REGISTERED NURSE	SSS	08/21/2025	SALARY	\$49,292.00	REPLACEMENT
SWANSON	KARLI	TEACHER	TFS	07/01/2025	SALARY	\$54,778.00	REPLACEMENT
TOMPKINS	CHRISTINA	INTERVENTION SPECIALIST-OUTPLC	SSS	08/27/2025	SALARY	\$31,866.24	REPLACEMENT
VAN PELT	KELLY	TEACHER	TFS	07/01/2025	SALARY	\$58,595.00	NEW POSITION
VENTURA-CHAVEZ	ROBYN	TEACHER RESIDENCY PROGRAM	SSS	07/01/2025	SALARY	\$30,000.00	REPLACEMENT
VEZINA	NICOLE	INTERVENTION SPECIALIST	SSS	08/25/2025	HOURLY	\$21.75	REPLACEMENT
VOSSLER	LYNN	OFFICE MANAGER	ECE	08/25/2025	SALARY	\$49,250.00	NEW POSITION
YOUNG	TARA	TEACHER	TFS	07/01/2025	SALARY	\$65,329.00	REPLACEMENT
<b>LOCATION KEY</b>							
BUS - BUSINESS OFFICE							
CCELC - CREATING CONNECTIONS EARLY LEARNING CENTER							
ECE - EARLY CHILDHOOD EDUCATION							
IT - INFORMATION TECHNOLOGY							
MSMHS - MARINE SCIENCE MAGNET HIGH SCHOOL							
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL							
SSS - STUDENT SUPPORT SERVICES							
TFS - THE FRIENDSHIP SCHOOL							



Resignation Trend Report  
June - August 2025



## JUNE - AUGUST 2025

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>JOB TITLE</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>COMMENTS</u>
ADREZIN	LAUREN	INTERVENTION SPECIALIST	SSS	08/10/2025	RESIGNATION - NEW POSITION
BOURASSA	KAITLIN	TEACHER	TFS	07/31/2025	RESIGNATION - NEW POSITION
BURKE	GEORGINA	REGISTERED NURSE	SSS	06/17/2025	RESIGNATION - RELOCATION
CAULEY	CRISTA	L / T SUB TEACHER	RMMS	06/30/2025	NON-RENEWED
CORIATY	KATHYN	INTERVENTION SPECIALIST	SSS	08/20/2025	RESIGNATION
CORONADO	KARLA	MEDICAL ASSISTANT SPECIALIST	SSS	08/26/2025	RESIGNATION - RELOCATION
CORTORREAL	MARIA DEL CARM	OFFICE MANAGER	RMMS	06/17/2025	RESIGNATION
CURRIER	MARY-LYNN	INTERVENTION SPECIALIST	SSS	08/26/2025	RESIGNATION
DELAIRE	ANTHONY	TEACHER	RMMS	07/17/2025	RESIGNATION - NEW POSITION
DEPINA	LYNN	PROGRAM COORDINATOR	ECE	06/13/2025	RESIGNATION
DEVANEY	MEGAN	SCHOOL SOCIAL WORKER	SSS	06/30/2025	RETIREMENT
EJCHORSZT	KRISTEN	BCBA	SSS	08/22/2025	RESIGNATION - NEW POSITION
ERICSON	KAYLEY	REGISTERED BEHAVIOR TECH	SSS	06/13/2025	RESIGNATION - RELOCATION
ERICSON	PAUL	INTERVENTION SPECIALIST	SSS	06/16/2025	RESIGNATION - BACK TO SCHOOL
HAAS	KATHERINE	TEACHER	TFS	06/13/2025	RESIGNATION
ILVENTO	ETHAN	INTERVENTION SPECIALIST	SSS	06/13/2025	RESIGNATION
KREWSKY	JESSICA	SPEECH/LANGUAGE PATHOLOGIST	SSS	06/30/2025	RESIGNATION - NEW POSITION
LAFRANCE	SUSAN	TEACHER	SSS	08/24/2025	RETIREMENT
LALIBERTE	JEFFREY	INTERVENTION SPECIALIST	SSS	07/08/2025	RESIGNATION - RELOCATION
LECAIN	ERIN	INTERVENTION SPECIALIST	SSS	08/22/2025	RESIGNATION
LEWIS	SAMANTHA	BCBA	SSS	06/13/2025	RESIGNATION - NEW POSITION
LIPPOLD	DANIELLE	TEACHER	RMMS	06/30/2025	NON-RENEWED
LOPES DOS SANTOS	MARCOS	ASSOCIATE INSTRUCTOR	TFS	08/19/2025	RESIGNATION
MELLENDEZ-ORTIZ	THAIRIS	INTERVENTION SPECIALIST	SSS	08/01/2025	RESIGNATION
MULVEY	JENNA	SCHOOL COUNSELOR	MSMHS	07/25/2025	RESIGNATION
MUSCARELLA	OLIVIA	TEACHER	TFS	07/31/2025	RESIGNATION - NEW POSITION
OLIVETTI	ASHLEY	INTERVENTION SPECIALIST	SSS	08/26/2025	RESIGNATION
OLSEN	SILAS	TEACHER	MSMHS	06/30/2025	RESIGNATION - NEW POSITION
OUELLETTE	CRYSTAL	INTERVENTION SPECIALIST	SSS	08/21/2025	RESIGNATION - RELOCATION
PARSELL	ANNELIESE	TEACHER	SSS	07/25/2025	RESIGNATION - NEW POSITION
PEARSON	ELISA	TEACHER	RMMS	06/30/2025	NON-RENEWED
PETERS	IREM	BCBA	SSS	08/01/2025	RESIGNATION - NEW POSITION
RODRIGUEZ	ELIANA	REGISTERED BEHAVIOR TECH	SSS	07/01/2025	RESIGNATION

## JUNE - AUGUST 2025

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>JOB TITLE</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>COMMENTS</b>
ROMAN	CHRISTIAN	INTERVENTION SPECIALIST	SSS	08/01/2025	RESIGNATION - NEW POSITION
ROSE	APRIL	LPN	SSS	06/30/2025	POSITION ELIMINATED
SCHENK-BELISLE	JULIA	TEACHER	RMMS	06/30/2025	NON-RENEWED
SIMMONS	MEREDITH	TEACHER	SSS	06/30/2025	RESIGNATION
SINGLETARY	HEATHER	TEACHER	SSS	06/30/2025	RETIREMENT
SUPER	MICHAELA	TEACHER	SSS	06/30/2025	RESIGNATION - NEW POSITION
TOBIN	KYLE	INTERVENTION SPECIALIST	SSS	06/30/2025	RESIGNATION - NEW POSITION
VALDEZ	TAYA	TEACHER	TFS	08/14/2025	RESIGNATION - NEW POSITION
VALENZUELA	MELISSA	YOUTH MENTAL HEALTH NAVIGATOR	SSS	07/18/2025	RESIGNATION
WONG	CHUN-KONG	TEACHER	TRMC	06/30/2025	RETIREMENT
ZAYAS-MENDIN	MAYRA	INTERVENTION SPECIALIST	SSS	08/04/2025	RESIGNATION
<b>LOCATION KEY</b>					
ECE - EARLY CHILDHOOD EDUCATION					
MSMHS - MARINE SCIENCE MAGNET HIGH SCHOOL					
RMMS - REGIONAL MULTICULTURAL MAGNET SCHOOL					
SSS - STUDENT SUPPORT SERVICES					
TFS - THE FRIENDSHIP SCHOOL					
TRMC - THREE RIVERS MIDDLE COLLEGE					



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FOR IMMEDIATE RELEASE:

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Claire Sowder

Director of Communications & Marketing

515-979-0392

[csowder@aesas.us](mailto:csowder@aesas.us)

### [Katherine Ericson Selected for the 2025-2026 AESAs Leadership Academy](#)

New London, CT — The Association of Educational Service Agencies (AESAs) is proud to announce that Katherine Ericson, Executive Director of LEARN, has been selected to join the 2025–2026 AESAs Leadership Academy — a yearlong national leadership development program designed for executive leaders of educational service agencies (ESAs).

Ms. Ericson has been a dynamic and forward-thinking leader at LEARN, where she has championed educational equity, innovative programming, and regional collaboration across southeastern Connecticut. Her selection to the Leadership Academy recognizes her outstanding leadership and her commitment to continuous professional growth in service to students, families, and schools.

“Ms. Ericson is an exceptional leader whose work at LEARN reflects a strong commitment to innovation and excellence,” said Dr. Joan Wade, AESAs Executive Director. “We are thrilled to welcome her to the 2025–2026 Leadership Academy cohort.”

Now in its second year, the AESAs Leadership Academy equips ESA CEOs and senior leaders with the tools, insights, and networks needed to lead effectively in today’s complex educational landscape. The program features a unique blend of in-person and virtual learning, peer engagement, and a global study tour to Portugal and Spain in April 2026, organized by ACES International. Participants will explore best practices in entrepreneurial leadership, systems innovation, and cross-cultural collaboration, while engaging in high-level discussions with educational leaders and policymakers in Madrid, Barcelona, and Lisbon.

“Global connectedness is not a luxury—it’s a leadership necessity,” Dr. Wade added. “Through the Leadership Academy, leaders like Ms. Ericson return to their communities with fresh ideas, new strategies, and the inspiration to lead with purpose.”

For more information about the Leadership Academy, please contact Dr. Joan Wade, AESAs Executive Director, at [jwade@aesas.us](mailto:jwade@aesas.us) or visit [www.aesas.us](http://www.aesas.us).



Key Takeaways and Action Steps from the AESA Summer Leadership Conference and Leadership Academy

Idea	Description	Dept/Office: Action Steps
Leadership Academy	All schools deserve great leaders by design. Principal Institute: Leadership Series includes rewards, networking, and group trips. State identifies which districts need ESA support, based on district outcomes. Building this out to an AP Academy, Manager of Principals Academy.	<b>OTL/Magnet:</b> Ryan and Linda to <b>kick off a leadership academy</b> this year.
Conferences	Self-Registration Tools connected to ESC.	<b>IT/Communications:</b> <b>Discussion</b> of whether we want that tool?
Mindset	How are we <b>ACTIVELY</b> pursuing our districts?	<b>Everyone</b>
District Data Sheets	Big picture of LEARN services; number of students served, number of helpdesk tickets resolved, leaders trained, roundtables attended.	<b>All Departments:</b> What will be your <b>quarterly data points</b> ?
Dyslexia Services	Product: Pathways to Reading Comprehension Statewide Training on Specialized teaching for students with dyslexia; train the trainer models <a href="#">Reading by Design Reproducible Masters for Volumes 1—5</a> .	<b>SSS:</b> Sarah this is a train the trainer model. Provides Special Education Teachers with specialized training on how to support students with dyslexia. Want you to <b>vet the product/training. Is this viable for LEARN?</b>
Team Building Tools	Patrick Lencioni: <a href="#">6 Types Of Working Genius: Discover Your Gifts &amp; Transform Your Work</a> .	<b>OTL:</b> Need to train a trainer on this tool: Linda Would like us to <b>look at THE WORKING GENIUS Training</b> . Nice tool for our districts.
Data Centers	Should LEARN build one to store our own data and the region (municipality and districts)?	<b>Business Office/IT:</b> Connect IT with Michael Keogh; Mike and Lance want to <b>explore the idea of LEARN building its own data centers</b> , potential expansion to Municipalities. Bring COGs into the mix.
It Service Model	Also look at the NY State model for IT support. This will give us the vision for the future of LEARN IT!	<b>Connect IT with Ellen McDonnell, LHRIC Executive Director:</b> Lance and Michelle connect with Ellen. How can we <b>vision the next stage of work for IT/TECH</b> .
Push In Alternative School	State per pupil funding to provide full wrap around services to AT-RISK students in district. No transportation cost, no cost to district. Personalized services extend to K-22 yrs old.	<b>Kate/ BGH/EASTCONN:</b> Invite Dr. Mark Klaisner to presentation— <b>examine the potential for a push-in Alternative School</b> model.



# Marine Science Magnet High School of Southeastern

130 Shennecossett Road, Groton, Connecticut | (860) 434-4800 | <http://www.msmhs.com>  
 | 🏆 Award Winning ⓘ

#409 in National Rankings

Overall Score 97.72/100

QUICK STATS	
Grades	9-12
Grades 9-12 Enrollment	271
Student-Teacher Ratio	11:1

## Overview of Marine Science Magnet High School of Southeastern

Marine Science Magnet High School of Southeastern is ranked seventh within Connecticut. Students have the opportunity to take Advanced Placement® coursework and exams. The AP® participation rate at Marine Science Magnet High School of Southeastern is 86%. The total minority enrollment is 35%, and 33% of students are economically disadvantaged. Marine Science Magnet High School of Southeastern is 1 of 2 high schools in the [Learn](#).

## Marine Science Magnet High School of Southeastern 2025-2026 Rankings

Marine Science Magnet High School of Southeastern is ranked #409 in the [National Rankings](#). Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. Read more about [how we rank the Best High Schools](#).

### All Rankings

- 🏆 #409 in National Rankings
- 🏆 #7 in Connecticut High Schools
- 🏆 #1 in Norwich, CT Metro Area High Schools

SCORECARD	97.72
Took at Least One AP® Exam	86%
Passed at Least One AP® Exam	54%
Graduation Rate	100%

## Ranking Factors

How Marine Science Magnet High School of Southeastern performed nationally and statewide out of 17,901 nationally ranked schools and 203 schools ranked in Connecticut.

RANKING FACTORS	NATIONAL	STATE
College Readiness Index Rank ⓘ	#594	#10
College Curriculum Breadth Index Rank ⓘ	#459	#9
State Assessment Proficiency Rank ⓘ	#1,880	#22
State Assessment Performance Rank ⓘ	#381	#5
Graduation Rate Rank ⓘ	#1 (tie)	#1 (tie)

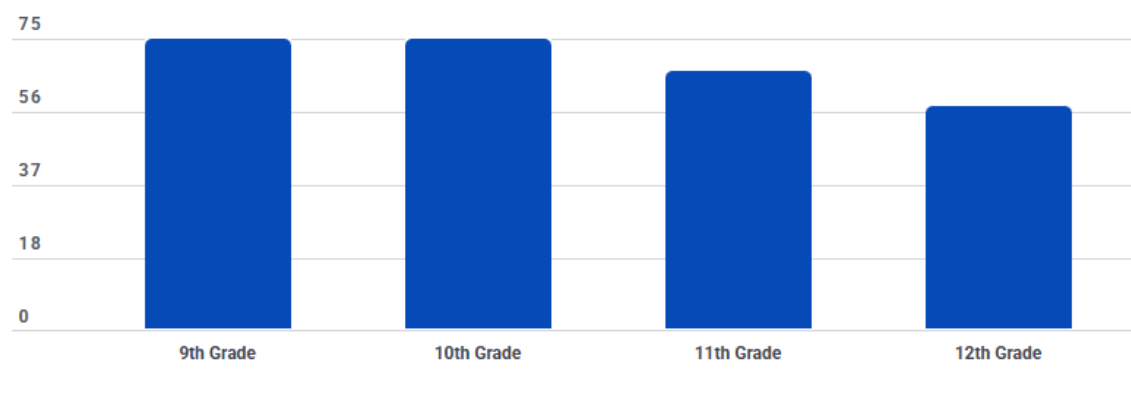
# Student Population at Marine Science Magnet High School of Southeastern

These counts and percentages of students and teachers are from data reported by schools to the government.

Grades 9-12 Enrollment

271

## Student Enrollment by Grade



## Student Demographics

- 64.9% White
- 19.2% Hispanic
- 9.2% Two or More Races
- 4.4% Asian
- 1.1% Black
- 0.7% American Indian/Alaska Native

Native Hawaiian/Pacific Islander is not included in this breakdown due to an enrollment of 0%.

- Female 48%
- Male 52%

Total Economically Disadvantaged (% of total) ⓘ **33%**

Free Lunch Program (% of total) ⓘ **28%**

Reduced-Price Lunch Program (% of total) ⓘ **5%**

# Test Scores at Marine Science Magnet High School of Southeastern

U.S. News calculates these values for schools based on student performance on state-required tests and internationally available exams on college-level coursework (AP® and IB exams).

College Readiness Index ⓘ **62.3/100**

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## Overall Student Performance

This measures overall student performance on state-required tests.

Percentile Score on Connecticut SAT School Day and Next Generation Science Standards ⓘ **89.6%**

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Connecticut SAT School Day and Next Generation Science Standards Scores Relative to U.S. News Expectations ⓘ **Well Above Expectations**

## College-Ready Student Performance

High school students take AP® exams and IB exams to earn college credit and demonstrate success at college-level coursework. U.S. News calculated a College Readiness Index based on AP/IB exam participation rates and percentages of students passing at least one AP/IB exam.

National Percentile on College-level Exams **92.5%**

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Exam(s) Used for Index ⓘ **AP®**

## Advanced Placement® (AP®) Student Performance

Many U.S. higher educational institutions grant credits or advanced placement based on student performance on AP® exams. This shows this school's student participation and performance on these exams if data were available.

Proportion of 12th Grade Class Who Took an Exam ⓘ **86%**

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Proportion of 12th Grade Class Who Scored 3+ on an Exam ⓘ **54%**

---

Exam Takers in 12th Grade Class Who Scored 3+ on an Exam ⓘ **63%**

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Exam Pass Rate ⓘ **52%**

## School Data

School profile information is based on government data.

Graduation Rate	<b>100% (well above state median)</b>
Grades Served	<b>9-12</b>
Setting	<b>Mid-size Suburb</b>
Charter School <span>?</span>	<b>No</b>
Full-Time Equivalent Teachers	<b>24</b>

## District

This information relates to high schools run by this school's state operating agency. Many districts contain only one high school.

Total Schools	<b>2</b>
Total Students	<b>352</b>
College Readiness (district average)	<b>31.1</b>

**School Location**

📍 **Marine Science Magnet High School of Southeastern**  
 130 Shennecossett Road  
 Groton, Connecticut 6340

🏆 **#409 in National Rankings**  
🏆 **#7 in Connecticut High Schools**

**Nearby Schools**

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## Executive Committee

# MEETING SUMMARY

Date: August 22, 2025  
 Time: 8:30 – 10:00 a.m.  
 Location: LEARN, Room 216/ 44 Hacketts Hill Road, Old Lyme, CT 06371

**Present:** Robert Mitchell, Chair; Jen Favalora, Fiscal Officer; Beverly Washington, Secretary; and Kate Ericson, LEARN Executive Director

**Not Attending:** Dale Bernardoni, Vice Chair; Dr. Cynthia Ritchie, Superintendent of Schools New London; and Maryann O'Donnell, Superintendent of Schools Clinton

**Meeting began at 8:32 a.m.**

### 1. Review September 2025 Board of Directors' Agenda

The committee reviewed and discussed the September Board Agenda.

### 2. HR Updates

Executive Director Ericson shared hiring updates—LEARN has successfully hired Pre-K teachers, Special Education Teachers, Board Certified Behavior Analysts, a Mathematics Teacher, Bilingual and TESOL Teachers, School nurses, a Social Worker, and a School Psychologist.

The Executive Director expressed enthusiasm about the caliber of staff LEARN has recruited into the agency. Each new team member will be an asset to our schools and programs.

LEARN still has key vacancies with the goal of completing hiring within the next week.

On August 21 and 22, LEARN hosted the New Educator Orientation. More than 30 licensed and certified staff participated in the two-day program.

### 3. Extended School Year Summary

Executive Director Ericson shared details of the very successful Extended School Year (ESY) program. Ocean Avenue LEARNing Academy and the LEARN Transition Academy hosted students from across the region. Every single student was able to have meaningful interactions out in the community with support from the staff. Students participated in programs with New England Science and Sailing, the Waterford Recreation Department, the Sea Unicorns, and the Yellow Farmhouse.

#### **4. Regional Shared Service Solutions (RSSS) Update**

The Executive Committee was informed that the Regional Shared Service Solutions Program was fully implemented this summer. Districts' savings range from \$5,000 to \$87,000 for this fiscal year, depending on the level of services contracted. Executive Director Ericson shared that three new districts have engaged with LEARN for back-office services and are reaping the benefits of the reduced rates.

#### **5. Internal Review Board (IRB)**

Executive Director Ericson shared that LEARN staff has helped construct an Internal Review Board Policy and Regulation for the LEARN Board of Directors review and approval. The new structure will allow LEARN staff to submit research proposals to the IRB for studies conducted within our schools, programs, and partner districts. Once approved and completed, this research can then be published at the national level and shared more broadly.

#### **6. Convocation and Opening of Schools**

The Executive Committee was informed that the 2025 LEARN Convocation would be aired in video format, and shared and viewed simultaneously at each LEARN site. This year's Convocation theme, "Cultivating the Power of We," celebrates the great work from last year, and the exciting opportunities that lie ahead. LEARN innovations and progress are a product of the tremendous staff here at LEARN.

#### **7. AESA Leadership Academy**

Executive Director Ericson reported on the summer conferences attended. AESA's Summer Leadership was an exceptional learning opportunity this year. Educational Service Agencies from across the country shared their practices from training on dyslexia, Human Resource operations, to building data centers. The sharing of ideas is an invaluable tool to expand LEARN's perspective on what is possible when it comes to serving the region. Executive Director Ericson also thanked the Executive Committee for their support of her participation in the AESA Leadership Academy, as she will spend a full year learning with and from Executive Directors from across the country.

**8. Admin Retreat Recap**

LEARN hosted 29 administrators during the 2025 two-day admin retreat in August. Executive Director Ericson shared how fortunate LEARN is to have so many administrators returning, to continue providing LEARN schools and programs with incredible vision and direction. The team read *Trust and Inspire* by Stephen Covey, with the goal of establishing tangible action steps to model the mission/vision of the agency.

**9. Adjournment****Motion to adjourn at 9:47 a.m.**

- **Presented by Robert Mitchell**
- **Second Beverly Washington**
- **Motion passed unanimously with 3 votes in favor and 0 votes against**

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Respectfully submitted by: Jamella A. A. Etienne

**Date:** July 25, 2025

**Time:** 10:05 a.m. – 10:36 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; Dale Bernardoni, Vice-Chair LEARN Board of Directors; Craig Esposito, Past President LEARN Board of Directors

**Meeting Attendees:** Molly Haas, RDG; John Holden, Newman Architects; Charles Warrington, Colliers Engineering and Design; Eric Gabrian, Colliers Engineering and Design; Nick Conti, Gilbane, Inc.; Tiffany (Last name and affiliation to be added); Lance Hagen, LEARN Director of IT; Gary Cymbala, SSC

**Building Committee Staff:** Julie Pendleton, LEARN Coordinator of Special Projects

### 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

- June 27, 2025, Building Committee: Early Childhood School, 51 Daniels Avenue, Meeting Minutes
  - Motion to approve
    - Presented by: Robert Mitchell
    - Second by: Dale Bernardoni
    - Motion carried unanimously

#### 2.0 Updates & Reports

- Newman Architects, PC/RDG Architects
  - On Tuesday, July 22, 2025, the Town of Waterford granted LEARN approval for both the school project and the pickleball court project.
  - 50% of the construction document review has been completed.
  - Members of the Architectural Design Team continue to meet with members of the LEARN Design Team.
    - Discussion, recommendations, and decisions from these meetings focus on a variety of items such as door signage and door locks.
  - The Architectural Review Board reviewed and approved our project.
  - 90% of the documents have been in the works.



- Gilbane, Inc.
  - Design Phase is ongoing.
    - Gilbane is putting the early procurement package out for bid.
      - Switch gear and generator will go out to bid next week.
      - Bids will be due August 19.
    - Gilbane is virtually coordinating the design and construction (placement of mechanicals).
    - The demolition and abatement contract will be awarded to Stanford Demolition.
- Colliers Project Leaders
  - Value management continues.
    - On August 29, 2025, Colliers will submit the package to the Town of Waterford Building Official for review.
    - SES has provided input.

### 3.0 Other Reports

- Town of Waterford
  - The cell tower negotiation is moving forward in a positive direction.
  - Waterford RTM accepted our change in the land purchase.
  - Waterford and LEARN continue to work on the closing of the land purchase.

### 4.0 Financial Update

- Discussion and possible action on invoices for Project #245-0090MAG/N/PF

<b>Company/Vendor</b>	<b>Amount Approved</b>
Newman Architects	\$368,687.50
Gilbane, Inc. (Building Company)	\$ 47,631.00
Colliers Project Leaders	\$ 17,545.00
SES	\$ 3,600.00
Reliant Valuations	\$ 3,500.00
Shipman & Goodwin (Legal)	\$ 18,512.00
<b>Total</b>	<b>\$459,475.50</b>

- Motion to approve
  - Presented by: Robert Mitchell
  - Second by: Dale Bernardino
  - Motion carried unanimously

### 5.0 Old Business

- Furniture, Fixtures, & Equipment (FF&E)
  - No new report.



## 6.0 New Business

- No new business

## 7.0 Next Meeting

- Date: August 22, 2025
- Time: 10:00 a.m.
- Location: LEARN, 44 Hatchetts Hill Road, Old Lyme, CT
- Items for the Next Meeting Agenda
  - Approval of Minutes
  - Updates & Reports
    - Newman Architects, PC/RDG Architects
    - Gilbane, Inc.
    - Colliers
  - Other Reports
  - Financial Update
  - Old Business
  - New Business

## 8.0 Adjournment

- Motion to adjourn at 10:36 a.m.
  - Presented by: Kate Ericson
  - Second by: Robert Mitchell
  - Motion carried unanimously



**Date:** August 22, 2025

**Time:** 10:02 a.m. – 10:32 a.m.

**Location:** LEARN, 44 Hatchesetts Hill Road, Old Lyme

### Meeting Minutes

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

**Meeting Attendees:** Katelyn Chapin, Newman Architects; John Holden, Newman Architects; Ed Buglewicz, RDG; Molly Haas, RDG; Nick Conti, Gilbane, Inc.; Benjamin Peck, Gilbane, Inc.; Tiffany (last name to be added), Colliers Engineering and Design; Gary Cymbala, SSC

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

### 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

- July 25, 2025, Building Committee: Early Childhood School, 51 Daniels Avenue, Meeting Minutes
  - Motion to approve
    - Presented by: Craig Esposito
    - Second by: Kate Ericson
    - Motion carried unanimously

#### 2.0 Updates & Reports

- Newman Architects, PC/RDG Architects
  - Design Phase to Construction Documents Phase
    - Review continues by Gilbane, Colliers, and the Town of Waterford.
    - The third-party objective reviewer is on board and ready.
    - Finishing boards were on display during the meeting and are available for committee members to view between meetings moving forward. Reach out to Julie Pendleton.
- Gilbane, Inc.
  - The demolition of the current building at 51 Daniels Avenue will begin soon.
    - A meeting was held with the Town of Waterford on August 19.



- The meeting was characterized as positive and moving things forward.
- Abatement (to be conducted by Stanford Demolition) is the first step in the demolition stage.
  - The abatement is expected to take approximately 2 weeks.
- The Switch Gear Scope Review should take place (by Gilbane) during the week of August 25.
- Virtual Design Construction (VDC)
  - Benjamin Peck, Gilbane, Inc., gave a demonstration of the VDC process occurring.
    - In this process, a digital “twin” of the building and the construction process itself is created to plan, design, coordinate, and manage the project both before and during the construction process.

### 3.0 Other Reports

- Town of Waterford
  - The cell tower negotiation is moving forward in a positive direction.
  - Waterford RTM accepted our change in the land purchase.
    - Sale of the property: \$770,000
  - An early access agreement is under development to allow LEARN/Gilbane to begin the demolition process and manage our overall project timeline effectively.

### 4.0 Financial Update

- Discussion and possible action on invoices for Project #245-0090MAG/N/PF

Company/Vendor	Amount Approved
Newman Architects	\$313,312.50
Colliers Project Leaders	\$ 7,347.50
Benesch	\$ 1,322.40
Shipman & Goodwin (Legal)	\$ 22,718.55
<b>Total</b>	<b>\$344,700.95</b>

- Motion to approve
  - Presented by: Jennifer Favalora
  - Second by: Beverly Washington
  - Motion carried unanimously

### 5.0 Old Business

- Furniture, Fixtures, & Equipment (FF&E)
  - No new report.

### 6.0 New Business

- No new business



### 7.0 Next Meeting

- Date: September 26, 2025
- Time: 10:00 a.m.
- Location: LEARN, 44 Hatchedts Hill Road, Old Lyme, CT
- Items for the Next Meeting Agenda
  - Approval of Minutes
  - Updates & Reports
    - Newman Architects, PC/RDG Architects
    - Gilbane, Inc.
    - Colliers
  - Other Reports
  - Financial Update
  - Old Business
  - New Business
- Note: A special meeting will be held on October 2 related to the Construction Document Phase: Early Procurement Package. This special meeting is in preparation for an anticipated state meeting on October 16.

### 8.0 Adjournment

- Motion to adjourn at 10:32 a.m.
  - Presented by: Kate Ericson
  - Second by: Craig Esposito
  - Motion carried unanimously





2025-2026 SY

# LEARN EXECUTIVE COMMITTEE

## MEETING SCHEDULE

Meetings are held from 8:30-10:00 AM at  
44 Hacketts Hill Road, Old Lyme, CT 06371

AUGUST 22, 2025

SEPTEMBER 26, 2025

\* OCTOBER 24, 2025

\* NOVEMBER 21, 2025

DECEMBER 17, 2025

JANUARY 23, 2026

FEBRUARY 27, 2026

MARCH 27, 2026

APRIL 24, 2026

MAY 22, 2026

Adopted: January 9, 2025

*\*Due to holiday*

(860) 434-4800  
44 Hacketts Hill Road, Old Lyme, CT 06371

[LEARN.k12.ct.us](http://LEARN.k12.ct.us)

## **CHALLENGING BEHAVIOR PREVENTION: RESTORATIVE PRACTICES RESPONSE**

**LEARN's fundamental mission is to provide all students with the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting; to achieve at the highest levels intellectually, academically, socially, emotionally, ethically, and civically; and to become contributing and engaged citizens in our diverse society.**

**LEARN supports school discipline that: promotes and sustains a positive school climate; maintains safe and engaging learning communities; assures consistency and coherence across all schools/programs; defines and communicates expectations for student behavior and staff responsibility for school discipline; balances the needs of the student, the needs of those directly affected by challenging behaviors, and the needs of the overall school community; and assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression. The use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement shall be minimized to the extent practicable, while maintaining compliance with state statutes, local ordinances, and mandatory reporting laws. The juvenile and criminal justice systems shall not be utilized unless the student behavior or conflict becomes violent or criminal.**

**As students at times find it difficult to effectively manage their emotions and focus on their studies, developmentally appropriate social and emotional skills building contributes to a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Restorative practices approaches recognize the unique strengths, needs and interests of students, and present an opportunity for schools to support students in learning the skills necessary to maintain a positive school climate and to avoid challenging behavior.**

**Accordingly, for the school year beginning July 1, 2025, LEARN adopts this Restorative Practices Response policy to address incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime.**

**Restorative practices are evidence and research-based system-level approaches that focus on: building high-quality, constructive relationships among the school community; holding each student accountable for any challenging behavior; and ensuring each such student has a role in repairing relationships and reintegrating into the school community.**

**Restorative practices in the district shall be guided by the Connecticut School Climate Standards, which include:**

- 1. A shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.**
- 2. Policies that promote a school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and is focused on overcoming barriers to teaching and learning.**
- 3. Practices that are identified, prioritized, and supported to develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability; cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion; practices early identification and assessment of struggling students; uses a problem solving/collaborative process to provide interventions matched to student needs; ensures timely progress monitoring and feedback; and delivers scientific research-based interventions.**

**The Executive Director or designee shall develop a regulation and provide for any training necessary as may be needed to effectively implement this policy.**

**This policy and its accompanying regulation shall be posted on the LEARN website as well as that of each school/program, and a copy shall be available in each school's/program's administration office. This policy, its accompanying regulation, and school/program rules shall be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.**

**cf. 1110.1 – Parent Involvement  
cf. 4131 – Staff Development  
cf. 5131.5 – Vandalism by Minors  
cf. 5131.6 – Drugs, Alcohol, Tobacco  
cf. 5131.7 – Weapons and Dangerous Instruments  
cf. 5131.91 – Hazing  
cf. 5131.911 – Bullying- Safe School Climate  
cf. 5131.913 – Cyberbullying  
cf. 5141.4 – Reporting of Child Abuse and Neglect  
cf. 5144 – Student Discipline  
cf. 5144.3 – Discipline of Students with Disabilities  
cf. 5145.5 – Sexual Harassment  
cf. 5162 – Nondiscrimination**

**Legal Reference:** Connecticut General Statutes  
10-233a through 10-233f Suspension, removal and expulsion of  
students,  
as periodically amended.  
21a-240(9) Definitions.  
53a-3 Definitions.  
Public Act 23-167, Section 74, An Act Concerning Transparency in  
Education

**Other**  
GOALS 2000: Educate America Act, Pub. L. 103-227.  
18 U.S.C. 921 Definitions  
Title III - Amendments to the Individuals with Disabilities Act Sec.  
314  
Elementary and Secondary Schools Act of 1968, as amended by the  
Gun Free  
Schools Act of 1994  
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997  
P.L. 108-446 Individuals with Disabilities Education Improvement  
Act of 2004

**Policy adopted:**

**LEARN**

## **CHALLENGING BEHAVIOR PREVENTION: RESTORATIVE PRACTICES RESPONSE**

This regulation is issued to implement LEARN policy 5144.2 and is designed to be consistent with the general purpose and principles outlined in such policy, as well as with federal and state statutes and regulations.

### **Definitions**

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

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

“Evidenced-based practices” means instructional and school-wide improvement practices that have been shown, through systematic empirical research, to have statistically significant effectiveness.

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

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

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

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

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

## **LEARN Restorative Practices**

**Restorative Practices Response is a set of principles and practices used to build community, respond to harm/conflict, and provide individual support for students. By building, maintaining, and restoring relationships between members of the entire school community, LEARN strives to create an environment where all students can thrive. The Restorative Practices approach to school discipline is to be implemented through a 3-tier, school-wide model.**

### **Tier 1: Community Building (Prevention/Relate)**

**Tier I is characterized by the use of social emotional skills and practices (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.**

### **Tier 2: Restorative Processes (Intervention/Repair)**

**Tier 2 is characterized by the use of non-punitive responses to harm/conflict, such as harm circles, or family group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.**

### **Tier 3: Supported Re-entry (Individualized/Re-Integrate)**

**Tier 3 is characterized by 1:1 support and successful re-entry of students following suspension, truancy, expulsion, or incarceration. The goal is to welcome students to the school community in a manner that provides wraparound support and promotes student accountability and achievement.**

## **General Principles**

- 1. A positive school climate is best accomplished by preventing challenging behavior before it occurs, and by using effective restorative practices in response to challenging behaviors that may occur despite proactive measures.**
- 2. School safety and academic success are formed and strengthened when all school staff build positive relationships with students and their parents/guardians.**
- 3. Effective school climate maximizes the amount of time students spend learning academically, socially, emotionally, ethically, civically, and intellectually, and minimizes the amount of time students cause disruption or are removed from their classrooms due to challenging behavior.**
- 4. School discipline shall be reasonable, timely, fair, age-appropriate, and proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, and offer students an opportunity to learn from their mistakes.**

- 5. Effective school climate improvement is a restorative process that engages all school community members. The vast majority of challenging behaviors shall be addressed at the classroom level by teachers. Behaviors that cannot be addressed at the classroom level shall receive more targeted and intensive interventions, as determined by an individualized assessment.**
- 6. LEARN serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence, and commit to eliminating institutional racism and any other discrimination that presents barriers to student success, and create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;**
- 7. Challenging behaviors may be subject to disciplinary action when they are detrimental to the school environment and to the welfare or safety of students or school personnel.**

#### **School Discipline Administration**

- 1. LEARN staff responsible for implementing the Restorative Practices policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age, or disability.**
- 2. Challenging behavior by students receiving special education and tiered intervention supports shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and LEARN policies.**
- 3. Developing strong relationships with families is the first step toward establishing safe and healthy schools. School staff members are encouraged to contact parents early in the school year to establish positive school-home communication; and throughout the school year to share student successes and challenges, and to develop plans to help students access a quality education. Schools/programs will convene parent sessions to provide information on Restorative Practices Response and how it will be implemented.**
- 4. LEARN is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. School/program staff shall engage in restorative practices that enhance school climate and develop a system for addressing challenging behavior that promotes equity; and shall monitor the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement. LEARN shall collect discipline data examining and aggregating referrals and disciplinary responses.**

## **School-Level Rules**

**In developing school-level rules of behavior, the school/program shall solicit the participation, views, and feedback of at least one representative selected by each of the following groups:**

- 1. Parents/guardians**
- 2. School administrators**
- 3. For middle, junior high and high schools, students enrolled in the school**

**School level rules of behavior shall be consistent with law, and LEARN policies and regulations. The development of the rules shall be informed by school-level challenging behavior data, and by the above participants' views on whether standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times.**

## **Interventions**

**General: Effective school responses to challenging behavior shall refrain from interrupting a student's education to the extent possible. The use of suspensions, recommendations for expulsion, and referrals to law enforcement, shall be minimized to the extent practicable while remaining consistent with federal and state statutes, regulations and LEARN policies.**

**Reasonable Responses to Challenging Behavior Consequences: Responses shall be reasonable, fair, age-appropriate, and match the severity of the student's misbehavior, and through restorative practice consider the impact on the victim and/or community. Restorative practices that include meaningful instruction and guidance offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in having the student re-engage in learning.**

## **Relevant Considerations For Determining Restorative Practices**

- 1. Age, health, and special education status of the student.**
- 2. Appropriateness of student's academic placement.**
- 3. Student's prior conduct and record of challenging behavior.**
- 4. Student's attitude.**
- 5. Student's willingness to repair the harm.**
- 6. Seriousness of the offense and the degree of harm caused.**
- 7. Impact of the incident on overall school community.**
- 8. Availability of prevention programs.**

**Interventions/Alternative Means of Correction: When challenging behavior occurs, school/program staff shall investigate the circumstances and gather facts that will help determine appropriate interventions and a restorative response for the student, with emphasis on correcting student misbehavior through school-based resources. Responses to**

challenging behavior shall provide students an opportunity to learn from their mistakes, and re-engage them in learning. All interventions shall balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community.

Each school/program is responsible for incorporating a restorative practices framework into its planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive responses to challenging behavior that are focused on maximizing student achievement, reducing such behaviors and avoiding loss of instructional time.

Referral of students from the classroom environment for challenging behaviors shall be avoided. Alternatives to suspension and restorative practices shall be utilized prior to referring a student out of the classroom. Such alternatives shall be undertaken within the classroom, except where suspension for specific offenses is required by statute and/or LEARN policy, or where it can be documented that the challenging behavior imposes a clear danger to others.

There are three types of intervention strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic.

1. **Administrative Strategies** are required by statute or LEARN policy, and respond “to” the offender. These include removal from the classroom, detention, suspension, and expulsion.
2. **Restorative Strategies** coordinate with Connecticut’s School Climate Policy, and are problem solving interventions responding “with” the offender. They are driven by restoration for the harm caused as much as possible, and focus on the harm caused and how it will be repaired. A successful restorative practice response strategy may utilize interventions with allied agencies and professionals. An assessment of the incident/conduct shall be completed and a determination will be made whether a face-to-face meeting with all parties is appropriate. Examples may include:
  - a. Family group conferencing
  - b. Victim-offender conferencing
  - c. Classroom circles
  - d. Reparation of harm
3. **Therapeutic/Resource Strategies** are responses “by” the offender and require intrinsic motivational behavior change. Such interventions include:
  - a. Mental health counseling
  - b. Informal mentoring and behavior coaching

Teachers and administrators shall intentionally utilize various types of strategies, or multiple strategies simultaneously, to address and correct challenging behavior, especially for multiple offenses.

**Classroom-based Strategies to Reduce Challenging Behaviors**

**Classroom-based strategies include, but are not limited to:**

- 1. Explicit re-teaching of behavioral expectations.**
- 2. Separating students.**
- 3. Phone call to parent.**
- 4. Keeping students after class**
- 5. Restorative conference with student(s) or class.**
- 6. Creation of a positive behavior contract.**
- 7. Conference with student.**
- 8. Conference with parent and the student.**

**School-based Strategies to Reduce Challenging Behaviors**

**Students who exhibit a pattern of challenging behaviors shall be provided more intensive support through a system of tiered interventions. Parents shall be notified if there is an escalating pattern of challenging behavior that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to:**

- 1. A conference between school staff and the student and parents/guardians.**
- 2. Referral to a school counselor or other school support service personnel for case management and counseling.**
- 3. Referral for drug or alcohol counseling.**
- 4. Convening of an intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians.**
- 5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, or Applied Behavior Analysis, including for purposes of creating a behavior plan, an individualized education program or a Section 504 plan.**
- 6. Enrollment in a program for building self-management skills.**
- 7. Continuing to encourage participation in a restorative program.**
- 8. A positive behavior support approach with tiered interventions that occur during the school day on campus.**
- 9. After-school programs that address identified challenging behaviors or expose students to constructive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.**

## Community Service

In accordance with a restorative practices response strategy, the principal/program director or designee may, at their discretion, allow for a student to perform community service during non-school hours on school grounds; or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

## Referrals

LEARN supports the adoption of the SRBI framework to facilitate a systems approach for positive, pro-social behavior management. Teachers are expected to attempt SRBI tiered interventions prior to making a referral out of the classroom whenever possible.

When a referral out of the classroom is made, the principal/program director or designee must ensure that the following:

1. Teacher completed a written referral notification/form;
2. Principal/program director or designee reviewed the referral form and, if warranted, assigned appropriate consequences;
3. Principal/program director or designee, or the teacher, contacted the student's parents/guardians and notified them of any consequences;
4. Principal/program director or designee investigated the reasons for the student's conduct;
5. Principal/program director or designee recorded the classroom interventions and referral in the appropriate database.

## Notice to Parents/Guardians and Students

At the beginning of the school year, and/or at the time of transfer to a LEARN school/program, parents/guardians shall be notified about the availability of district rules and procedures related to student behaviors and school climate.

Parent groups/programs shall be provided with information on how the school integrates Restorative Practices Response in the student discipline/behavior management system.

**Annual Review**

**Both individual schools/programs and the district shall review student disciplinary data disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available, and make changes to policies and/or practices if and as necessary. The review shall include:**

- 1. Intervention and prevention strategies.**
- 2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement,**
- 3. Differences in referrals among staff members.**
- 4. The extent to which the restorative practices policy, including, but not limited to, disciplinary action, is consistently applied to all students.**
- 5. The impact of restorative practices on student discipline and climate.**

**Staff Training**

**Staff training shall be provided as needed to ensure that the Restorative Practices in each school are effective and that relevant policies and procedures are equitably applied. Such training shall include, but will not be limited to, strategies and approaches related to Restorative Practices and its theoretical framework.**

**Regulation adopted:**

**LEARN**

## **INSTITUTIONAL REVIEW BOARD (IRB) POLICY**

The LEARN Board of Directors welcomes the opportunity to partner with individuals and organizations to conduct in-district research and surveys and to fulfill data requests that are consistent with the LEARN [Mission Framework](#) and the best interests of students, and is committed to fostering high-quality, ethical research that supports educational improvement while protecting the rights, welfare, and privacy of all human subjects—particularly students, families, and staff. This policy establishes the authority, scope, structure, and procedures of the Institutional Review Board (IRB) to ensure all research conducted under the auspices of the District meets the highest ethical and legal standards and is consistent with the District’s mission, vision, and strategic goals.

The purpose of this policy is to:

1. Ensure compliance with federal, state, and local laws governing human subjects research.
2. Provide oversight for research conducted within or on behalf of the District.
3. Protect the rights, welfare, and privacy of research participants.
4. Promote transparency, accountability, and community trust in the District’s research activities.
5. Ensure that all approved research aligns with and supports the mission, vision, and goals of LEARN

### **Scope of this Policy**

This policy applies to all research involving human subjects that:

1. Is conducted by District employees or agents;
2. Takes place within District facilities;
3. Involves District students, staff, or data; or
4. Uses District resources in any capacity.
5. All research considered for approval must demonstrate a clear connection to LEARN’s educational mission and goals and must not conflict with the LEARN’s core values or strategic priorities.

This includes activities that may be considered “exempt” under federal regulations; all such research must still be submitted to the IRB for determination of exemption.

### Definitions

1. **Human Subject** means a living individual about whom an investigator conducting research obtains data through intervention, interaction, or identifiable private information.
2. **Research** means a systematic investigation, including development, testing, or evaluation, designed to develop or contribute to generalizable knowledge.
3. **Minimal Risk** means the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life.
4. **Investigator** means any individual conducting research under District auspices, including employees, contractors, and external researchers.

### Authority & Legal Compliance

LEARN's Institutional Review Board (IRB) is established under the authority of the Board to ensure the ethical and lawful conduct of research involving human subjects within the jurisdiction of the District.

The IRB shall operate in full compliance with:

#### Federal Regulations

- 45 CFR 46 ("Common Rule") governing the protection of human subjects in research.
- 21 CFR Parts 50 and 56 for FDA-regulated research involving drugs, devices, or biologics.

#### Connecticut State Law

- C.G.S. § 19a-25 and Regulations of Connecticut State Agencies §§ 19a-25-1 through 19a-25-4, governing the protection of confidential health data and human research review.
- C.G.S. § 19a-591c, ensuring that no individual is denied the opportunity to participate in research solely due to inability to pay for medical treatment.
- C.G.S. § 1-1(d) and § 46b-150(b), defining the legal age of majority and emancipation, and applicable statutes on minors' consent to participate in research.
- State requirements for human embryonic stem cell research oversight, including compliance with Embryonic Stem Cell Research Oversight (ESCRO) procedures.

### **Ethical Standards**

**The IRB shall be guided by the Belmont Report principles of Respect for Persons, Beneficence, and Justice.**

### **Oversight Authority**

**The IRB is vested with the authority to:**

- **Review, approve, require modifications to, or disapprove any research involving human subjects under District auspices.**
- **Conduct continuing review of ongoing research at intervals appropriate to the level of risk, but no less than once per year unless otherwise permitted by law.**
- **Observe, monitor, suspend, or terminate research not in compliance with IRB requirements, applicable laws, or that poses risk to subjects.**
- **Require prompt reporting of unanticipated problems, adverse events, and protocol changes.**

### **Independence of Review**

**The IRB's determinations are final with respect to the approval or disapproval of human subjects research. District leadership may impose additional operational restrictions but may not approve research disapproved by the IRB.**

### **Assurance and Registration**

**The District shall maintain, as required, an active Federalwide Assurance (FWA) with the U.S. Department of Health and Human Services Office for Human Research Protections (OHRP) and register the IRB in accordance with federal requirements.**

### **Membership & Structure**

#### **Composition**

**The IRB shall consist of at least five members with varying backgrounds to ensure adequate review of research activities. Membership shall include:**

- **At least one member whose primary concerns are in scientific areas.**
- **At least one member whose primary concerns are in non-scientific areas.**
- **At least one member unaffiliated with the District and without immediate family ties to District staff.**
- **Additional members as needed for special expertise.**

[link to IRB Guidelines}

**Legal References:**

**20 U.S.C. § 1232g Family Education Rights and Privacy Act  
CFR 45, Part 99 Family Education Rights and Privacy Act  
Regulations**

**20 U.S.C. § 1232h Protection of Pupil Rights Amendment  
CFR 34, Part 98 Protection of Pupil Rights Amendment**

**Regulations**

**CFR 45, Part 46 Protection of Human Subjects**

**Cross References:**

**[Policy 5153](#), Student Surveys**

**[Policy 5154](#), Computer Use, E-mail, and Internet**

**[Policy 5125](#), Student Records: Confidentiality**

**Policy adopted:**

**LEARN**