



Interdistrict School for Arts and Communication
SPECIAL MEETING OF THE BOARD OF DIRECTORS

August 14, 2026 at 8:45 am via ZOOM Link Available on Website

This meeting will be held virtually

AGENDA

- | | | |
|---------|--|-----------------------------|
| 8:45 am | 1. WELCOME/CALL TO ORDER
1a. Establishment of Quorum | <i>Chairman R.F. Muckle</i> |
| 8:46 am | 2. CONSENT AGENDA <ul style="list-style-type: none">● Approval of the ISAAC Faculty & Staff Handbook● Approval of the Parent-Student Handbook● Approval of the HVAC Bid Waiver for Thermodynamics for \$33,899● Approval for Change in Authorized Signatures for Child Nutrition Program to replace Tanya Collins with Erica Robb● Approve Revised Policy 5011 - ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT SCHOOL CLIMATE POLICY as recommended by Shipman and Goodwin● Approve Revised Policy 4252 - FMLA as recommended by Shipman and Goodwin <i>Possible Motion: Approve and accept all items on the consent agenda</i> | <i>Chairman R.F. Muckle</i> |
| 8:50 am | 3. ADJOURN | <i>Chairman R.F. Muckle</i> |

BID WAIVER REQUEST

WAIVER FOR: Purchase and installation of HVAC System

DATE OF REQUEST: August 11, 2026

FISCAL YEAR OF PURCHASE OR SERVICES: 2026-2027

FUNDING SOURCE: General Fund – Unanticipated Expenses

SUPERVISOR OF PROJECT: Celestino Rodriguez

MATERIALS OR SERVICES TO BE PROVIDED: Facilities Equipment and Installation Services

Two classrooms on the 1st Floor are currently heated and cooled by the old unit that no longer functioning properly. Installation of new units will provide consistent temperature and occupant comfort while improving energy efficiency.

RECOMMENDED VENDOR/CONTRACTOR: Thermodynamics Inc.

Thermodynamics Inc. has quoted the lowest price of the quotes received for this project. This vendor is our hired service contractor and was previously used in a bid waiver for an HVAC system in 2021. In addition, Thermodynamics has been listed with the CT Dept of Administrative Services as an awarded contractor for maintenance and repairs at state facilities.

COST OF REQUEST:

Exploratory quotes were requested as we reviewed available options with the two most recent HVAC contractors that have valuable knowledge about our systems. The quoted costs for purchase of HVAC units and installation are as follows:

Thermodynamics Inc.	\$33,899
Guaranteed Mechanical Services LLC	\$35,000

BID WAIVER REQUEST RATIONALE:

Section IV, Item 2 of ISAAC's Purchasing Policy states that a waiver may be authorized if timing is a critical factor and a formal bid process would not be in ISAAC's best interests. ISAAC needs these rooms to be fully usable as we continue to increase the number of students participating in in-school learning. As the quotes are relatively consistent with each other, an RFP would be unlikely to result in more favorable pricing.

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

DATE: August 11, 2026

PROPOSAL

THERMODYNAMICS INC.

Air Conditioning - Refrigeration - Heating
Sales - Service - Installation
3 WELLS ROAD
BROAD BROOK, CONNECTICUT 06016

PH. (860) 292-8966 FAX (860) 292-8956

TO: ISAAC School
190 Governor Winthrop Blvd
New London, CT

PHONE	DATE 8/5/26
JOB NAME / LOCATION Replacement of HVAC RTU#5 ISAAC School New London, CT	
JOB NUMBER	JOB PHONE

We hereby submit specifications and estimates for:

> Replacement of HVAC RTU#5 to Include:

- Disconnect electrical, gas piping and duct work to existing HVAC RTU#5
- Rig up, Remove and dispose of RTU with use of crane services
- Rig up, Supply and Install new RUUD 10 Ton natural gas packaged RTU with use of crane services on existing curb
- Supply and Install new RUUD Economizer on new RTU
- Reconnect all gas piping, electrical, control wiring and condensate piping
- Supply and Install new honeywell redlink thermostat and wireless space sensors in controlled space
- Perform start-up, run and test operation

NOTE: All work is to be done during normal business hours Monday-Friday 7:00AM-4:00PM

NOTE: Please allow 2 weeks from time of approval for equipment delivery

NOTE: Total price proposed in this quote is at Standard Wage Rates (not prevailing wage)

NOTE: Any fire systems work to be done by fire systems company and not included in this proposal

We Propose hereby to furnish material and labor — complete in accordance with the above specifications, for the sum of:

dollars (\$ 33,899.00).

Payment to be made as follows:

NET 30 PLUS Applicable Sales Tax

All material is guaranteed to be as specified. All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Worker's Compensation insurance.

Acceptance of Proposal — The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date of Acceptance: _____

Authorized
Signature _____

Note: This proposal may be
withdrawn by us if not accepted within 30 days.

Signature _____

Signature _____

Faculty & Staff Handbook



Interdistrict School for Arts and Communication

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

2026-2027

2026-2027 ISAAC Faculty and Staff

ADMINISTRATION

Dr. Nicholas J. Spera

Executive Director

Mercedes Alger

Principal

Amy J. Geary

Director of Special Education

Maria DePino-Wallig

Assistant Principal

Mike Presti

Dean of Academics & Athletics

ISAAC FACULTY

LEADERSHIP

Janice Ricketts

Student Supports Coordinator

Brian Trost

Director of Information Technology

Carrie Gregory

Director of Nursing Services

Celestino Rodriguez

Director of Maintenance & Facilities

Erica Robb

Director of Finance

Bobby Harris

Dean of School Security, Safety, & Residency

LANGUAGE ARTS

Madeline Gellatly, 4th & 5th Grade

Nicole Litterio, 6th Grade

Amy Taylor, 7th Grade

Kendall Chrzanowski, 8th Grade

MATHEMATICS

Lauren Vigorito, 4th & 5th Grade

William Ferguson, 4th & 6th Grade

Shannon Lougee, 6th Grade

Vanessa Kobyluck, 7th Grade

Lauren Kang, 7th Grade

Amy Wilkes, 8th Grade

SOCIAL STUDIES/HUMANITIES

Rebecca Conti, 4th & 5th Grade

Nicole Funk, 6th Grade

Kevin Irvine, 7th Grade

Michael Presti 8th Grade

SCIENCE

Ryleigh Gonyo, 4th & 5th Grade

Emilee Cruz, 6th Grade

Tiffany Devlin-Perry, 7th Grade

Lisa Lazarou, 7th Grade

Denise Florio, 8th Grade

UNIFIED ARTS & ELECTIVES

Tiffany Devlin-Perry, *Aquarium Science*

Amanda Grundy, *Dance/Theater*

Jessica Harvey, *PE/Health*

Aaron Kane, *Digital Arts/Coding*

Bryttne Olsen, *Art, Advanced Art*

Christina Schiano, *Spanish*

Hannah Thompson, *Music/Band/Chorus*

SPECIAL EDUCATION

Mary Polatschek, *Literacy Teacher*

Allison Cyr, *Literacy Teacher*

Olivia Pacheco, 4th-5th Grade

TBD, 4th & 5th Grade

Kimberly Pesarik, 6th Grade

Peter Gonski, 6th Grade

Jannine Moores, 7th Grade

TBD, 7th & 8th Grade

Annaliisa Erickson, 8th Grade

BILINGUAL PROGRAM

Christina Schiano, *Bilingual Coordinator/TESOL Teacher*

Alexis Perez-Canas, *Bilingual Educational Assistant*

STUDENT SUPPORT SERVICES

Janice Ricketts, *Student Supports Coordinator*

Kathryn Di Garbo, *School Psychologist*

Amanda Giorno, *School Psychologist*

Lisa Lazarou, *MTSS Coordinator/Core Instructional Coach*

Jordan Buscetto, *School Counselor*

SAFETY STAFF & EDUCATIONAL INTERVENTIONISTS

Bobby Harris

Patrick Hawes

Norman Harrison

Michael Kydd

Jerry Santiago

ADMINISTRATIVE ASSISTANTS

Mildred Rivera, *Executive Assistant*

Jereidi Alvarez, *Executive Administrative Assistant*

HEALTH SERVICES

Carrie Gregory, *Director of Nursing Services*

Kelly Surprenant, *School Nursing Assistant*

Introduction

The purpose of this handbook is to provide ISAAC employees with a summary of employee policies and guidelines. Please read and review these policies and guidelines carefully.

The ISAAC Staff Handbook replaces any earlier versions of the ISAAC Employee Handbook. This handbook may be revised as needed without any prior notice as business, employment, legislative, and/or economic conditions dictate. Any such revisions apply to all ISAAC employees and will be communicated to all employees.

The ISAAC Staff Handbook is not a contract or any part of a contract of employment, express or implied.

Disclaimer for Policies

This handbook is not intended to substitute, replace, override, or modify existing federal and state laws, regulations, policies, or express terms of a collective bargaining agreement, not be inclusive of every policy. Such policies and agreements are subject to change. Therefore, the most current version of those laws, policies, and agreements shall always be the official documents upon which a ruling will be based or interpretation made. This Disclaimer applies to any and all policies.

ISAAC is an equal-opportunity employer. All aspects of employment including the decision to hire, promote, discipline, or discharge, will be based on merit, competence, performance, and business needs. We do not discriminate on the basis of race, color, religion, marital status, age, national origin, ancestry, physical or mental disability, medical condition, pregnancy, genetic information, gender, sexual orientation, gender identity or expression, veteran status, or any other status protected under federal, state, or local law.

General Information

ISAAC Main Office Hours

Monday-Friday
8:00am-4:00pm

ISAAC Main Office Phone Number

860-447-1003

ISAAC Website

www.isaacschool.org



CORE VALUES AND BELIEFS ABOUT LEARNING

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

THE ISAAC VISION OF THE GRADUATE

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

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



2026-2027 SCHEDULES
GRADES 4-5 BELL SCHEDULES

TIMES		FULL DAY SCHEDULE (Grades 4-5)
START	END	BLOCK
8:30	8:45	Morning Meeting (15 min)
8:48	9:48	Block 1 (60 min)
9:51	10:51	Block 2 (60 min)
10:54	11:34	Lunch/Recess (40 min) <i>Lunch Wave 1: 10:54-11:14 (20 min)</i> <i>Lunch Wave 2: 11:14-11:34 (20 min)</i>
11:37	12:37	Block 3 (60 min)
12:40	1:05	Dragon Time (25 min)
1:08	2:08	Block 4 (60 min)
2:15	3:00	Unified Arts (45 min)

TIMES		HALF DAY SCHEDULE (Grades 4-5)
START	END	BLOCK
8:30	9:18	Block 1 (48 min)
9:21	10:09	Block 2 (48 min)
10:12	11:00	Block 3 (48 min)
11:00	12:15	Block 4 (48 min)
11:25	12:15	Lunch/Recess <i>4th Lunch: 11:00-11:30 (30 min)</i> <i>5th Lunch: 11:45-12:15 (30 min)</i>

TIMES		2-HOUR DELAYED OPENING SCHEDULE (Grades 4-5)
START	END	BLOCK
10:30	11:30	Block 1 (60 min)
11:30	1:00	Block 3 (60 min) <i>4th Lunch: 11:30-12:00 (30 min)</i> <i>5th Lunch: 12:30-1:00 (30 min)</i>
1:00	2:00	Block 2 (60 min)
2:00	3:00	Block 4 (60 min)

GRADES 6,7,8 BELL SCHEDULES

TIMES		FULL DAY SCHEDULE
		DRAGON DAYS- Monday/Tuesday/Thursday/Friday ADVISORY-Wednesday
START	END	BLOCK
8:30	9:45	Block 1/5 (75 min)
9:48	11:03	Block 2/6 (75 min)
11:06	12:51	Block 3/7
11:03-11:33		Grade 6 Lunch
11:42-12:12		Grade 7 Lunch
12:21-12:51		Grade 8 Lunch
12:54	2:09	Block 4/8 (75 min)
2:12	3:00	Dragon Time/Advisory (48 min)

TIMES		HALF DAY SCHEDULE
		No Advisory on Early Dismissal Days
START	END	BLOCK
8:30	9:18	Block 1/5 (48 min)
9:21	10:09	Block 2/6 (48 min)
10:12	11:00	Block 4/8 (48 min)
11:00	12:15	Block 3/7
11:00-11:20		Grade 6 Lunch
11:28-11:48		Grade 7 Lunch
11:55-12:15		Grade 8 Lunch

TIMES		2-HOUR DELAYED OPENING SCHEDULE
START	END	BLOCK
10:30	11:30	Block 1/5 (60 min)
11:30	1:00	Block 3/7 (60 min)
11:25-11:50		1 st Lunch
11:51-12:16		2 nd Lunch
12:18-12:43		3 rd Lunch
1:00	2:00	Block 2/6 (60 min)
2:00	3:00	Block 4/8 (60 min)

DATES FOR QUARTER ENDINGS & POWERSCHOOL UPDATES

Quarter One

08/19/2026– 10/23/2026

10/23/26	Late Work Acceptance Deadline	09/24/26	Open House
10/23/26	End of Quarter One	10/08/26	Virtual Parent Conference
10/30/26	Grades Due	04/22/27	Virtual Parent Conference
11/06/26	Report Cards Finalized		

Parent/Teacher Conferences

Quarter Two

10/24/2026 – 12/23/2026

12/23/26	Late Work Acceptance Deadline
12/23/26	End of Quarter Two
01/08/27	Grades Due
01/15/27	Report Cards Finalized

Quarter Three

12/24/2026 – 3/19/2027

03/19/27	Late Work Acceptance Deadline
03/19/27	End of Quarter Three
03/25/27	Grades Due
04/02/27	Report Cards Finalized

Quarter Four

3/20/2027 – 5/28/2027

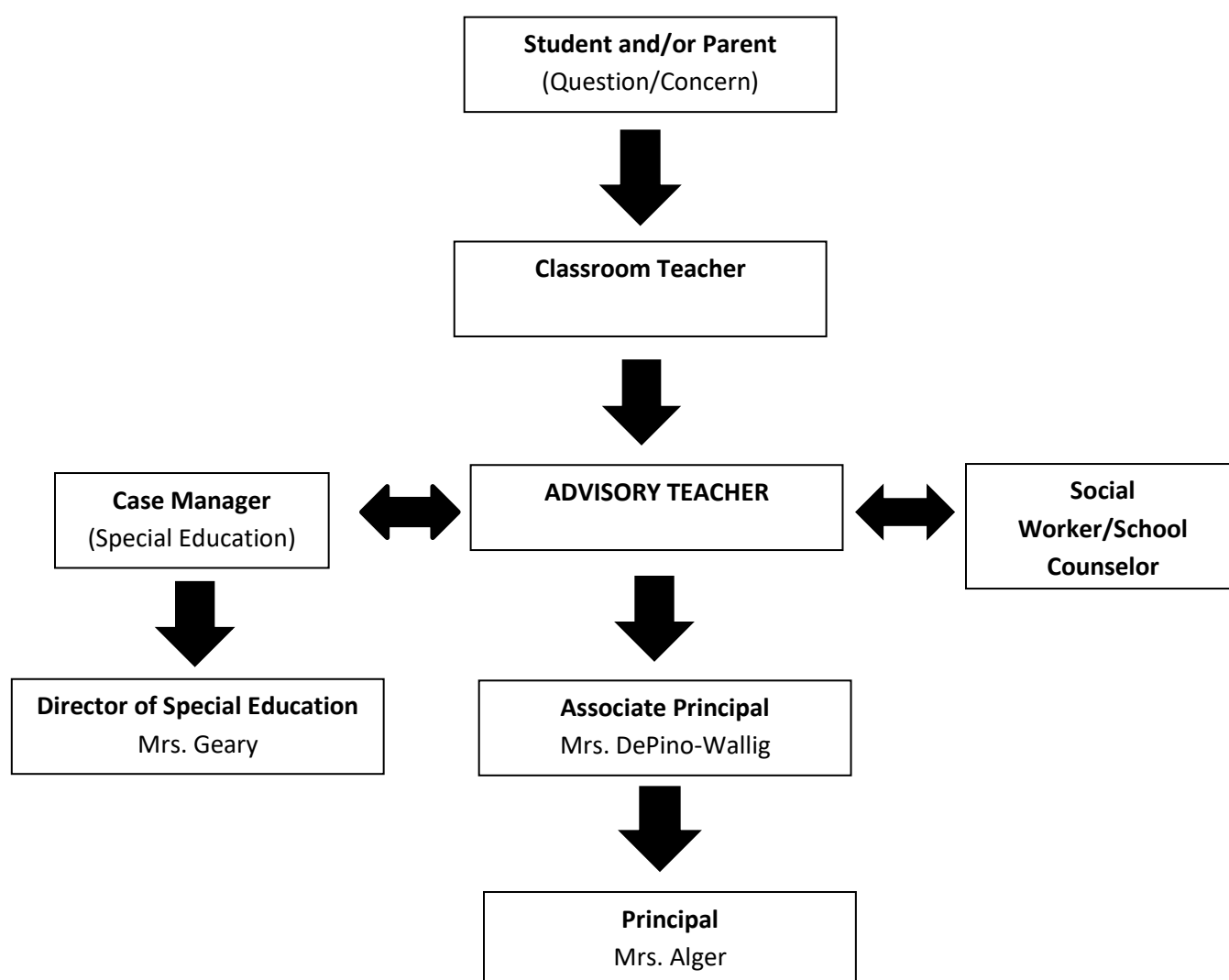
05/26/27	Late Work Acceptance Deadline
05/28/27	End of Quarter Four
05/28/27	Grades Due
05/28/27	Report Cards Distributed

*All teachers update PowerSchool in a timely fashion to promote communication with families and provide adequate opportunities for improvement where needed. Teachers will provide information on **Open House (09/24/2026)** explaining their grading policy and approximate PowerSchool updates

ISAAC Communication Flow Chart

Parent-School Communication Plan:

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



ISAAC FACULTY AND STAFF

Absence From School

If teachers expect to be absent from school, they should notify Mercedes Alger in advance as soon as possible so arrangements can be made for substitutes. If ill, teachers should contact Mercedes Alger prior to 10:00 p.m. the evening before or after 5:00 a.m. the morning of the absence. Teachers must call or text **Mercedes Alger** at **860.575.2735** in addition to submitting your absence on Frontline.

Please note: All teachers should have an up-to-date substitute file available. This should include a list of all assignments including advisory and collaterals, seating charts, class lists, and three days of emergency lesson plans.

All other employees should contact their direct supervisors.

Activities

Requests for activities such as dances, dinners, etc., must be discussed with Mrs. Alger at least 45 days before the activity. The email request should include all of the pre-planning required including: permission slips, cost per student, the purpose of the activity, chaperones, and the number of anticipated participants. Final approval of all activities rests with an administrator.

Additional Classroom Resources

In keeping with ISAAC policies and regulations on curriculum and materials, speakers, topics and/or materials presented to ISAAC students and not provided by the school shall complement the curriculum. The Principal or designee shall review and approve material not provided by the school in relation to age appropriateness, content, and context prior to its use. All guest speakers must be approved by administration before plans are made with the guest speaker(s). Moreover, all movies or videos selected should be rated 'G' or 'PG' prior to administration approval. Content must be included in the proposal to administration at least 30 days before the requested date.

Advisory

All ISAAC students will take part in our Advisory Program where our Social-Emotional Curriculum will be implemented (i.e. growth mindset, mindfulness, healthy social and emotional living, etc.). We want to ensure that our students' social/emotional well-being is our top priority.

Arrival and Departure Times

Teachers are expected to be in the building at their designated/assigned location for 8:00 a.m. and remain on duty until 3:30 pm. Between class periods, teachers should do their best to remain inside or immediately outside their room to supervise students unless they have been assigned a collateral duty or are transporting students to another classroom. ***Rooms should not be left open and unsupervised.***

Open House

ISAAC Open House will be held on Thursday, September 24, 2026. This is an opportunity to communicate with parents about the happenings in your classroom.

Budget & Teacher Materials Reimbursement

The budget process is an organized system of steps that require input from teachers in collaboration with administration. Budget requests are granted once a year on or before March 1st of the school year. Depending on funding, impact for improving student performance, and its correlation to the ISAAC Core Values, all requests will be approved by your administrator. Small items for classroom activities may be at the expense of the classroom teacher. If a teacher requests reimbursement for an activity, they must have an itemized list of materials, a reason for the supplies, and meet with the building principal for approval two weeks prior to the activity. Receipts handed to office staff without prior approval will NOT be reimbursed. (See CLASSROOM SUPPLIES for other supplies)

Bulletin Boards, Websites and Showcases

Bulletin boards, websites, and showcases are assigned to departments and organizations within the school. ***Responsibility for content and condition of these boards and cases will belong to the department. These must be kept up to date. ALL WEBSITE CONTENT/INFORMATION THAT IS UPDATED OR CREATED MUST BE FORWARDED TO ADMINISTRATION.*** All posters must be signed by administration prior to posting.

Cafeteria

Food service is available in the cafeteria, provided by CEP, and at a cost per meal.

Cancellation of School

Inclement weather and difficult traveling conditions are not far off. For the safety of our staff and students, we will consider two options in the event of potentially hazardous traveling conditions on school mornings.

- (1) Close school completely.
- (2) Delay the opening of school for **2 hours**. All morning bus schedules will be delayed for **2 hours or more depending on the school district**. Schools will close at the regular time.

In the event that school is closed or delayed, the information will be communicated through the following outlets:

- (1) A School Messenger and Parent Square message will be sent to your email address and cell/home phone.
- (2) TV Stations: WTNH-TV (Channel 8) WFSB-TV (Channel 3)
 FOX 61 (Channel 61) NBC 30-TV (Channel 30)
- (3) Website: www.isaacschool.org

IF A STORM BEGINS DURING THE SCHOOL DAY and shows signs of developing into a potentially dangerous situation, schools will be closed early to enable us to get children home quickly and safely. Whenever possible, this call will be made ASAP. If a storm begins during the school day, a School Messenger telephone, Parent Square and email message will be sent to all contacts provided to us. Our website will display this information and TV stations will be notified as soon as possible.

Please Note:

- There may be times when the **weather worsens quickly and we have missed the window of time to officially call an early dismissal**. In this situation, we **may have the buses pick up students at school approximately 15 minutes earlier than normal** to allow more travel time for the buses under deteriorating conditions. The School Messenger emergency contact system will be implemented to send email and phone messages to all contacts provided to us to make you aware of the early dismissal.
- The Police Department recommends to parents that it is safer for children to take school buses on days of inclement weather than for parents to provide transportation since buses are equipped with snow tires and chains. This action also reduces the number of cars on the road and minimizes the possibility of mishap.
- ISAAC closings, delays and early dismissals mostly follow New London Public Schools.

Chaperoning Student Functions

The presence of chaperones at school social activities signifies the interest members of the faculty have in student affairs. Mutual respect and courtesy is expected so that students and chaperones can enjoy a social evening together. All chaperones must be staff members of ISAAC. The number of chaperones will be determined by administration upon approval of the activity. Chaperones should be committed to covering the activity for the duration of the activity. The names must be given to the administration no later than one week prior to the activity; the activity will be cancelled in the event there are not enough chaperones. Arrival should take place one-half hour prior to the activity for instructions by the administrator on duty. Administration will dismiss sponsoring chaperones. Chaperones will be assigned by the administrator in charge to cover all necessary areas. These assignments may be rotated if coverage is needed.

Child Abuse

All staff members must report all known or suspected incidents of child abuse or neglect in accordance with ISAAC's Report of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students by School Employees, which is included in the Required Notices section of this Handbook for your reference. All instances are to be reported to the administration, school social worker, or the school nurse. Statutorily mandated reporters must also submit a report to the Department of Children and Families, in accordance with state law and ISAAC policy.

Classroom Procedures

The following suggestions are offered as possible ways to initiate and maintain an appropriate classroom atmosphere in which learning can best occur:

1. Make a habit of being at the door as each class arrives. Do not allow students to congregate at the door either at the beginning or end of the class period. **Bell-to-bell instruction.**
2. **Take daily class attendance for all classes within the first few minutes of each class.** It is the responsibility of each teacher to maintain accurate records, send attendance via PowerTeacher and to report attendance to the main office in a timely fashion as directed by the administration.
3. *PowerTeacher is used to record absences and tardies for each class.*
4. Be prepared to start all classes on time. Have something for students to do immediately (i.e. TWPS, Do-Now).
5. Expect students to be ready for work with enough work to last the entire block.

6. Check desktops and furniture periodically (ideally after each period) for markings and defacement. Ask students to check the floor, desks, and furniture at the end of each period to remove litter. If this is done regularly, we can all play a part in keeping our school clean. It is also important that all teachers mutually cooperate in such efforts to establish uniformity and to show the students that we are proud of our school and take a personal interest in its cleanliness.
7. Students must have teacher permission to leave the classroom. Use good judgment in keeping track of the length of time a student is out of the room; notify the office for any student gone for more than 10 minutes.
8. Bells do not dismiss the class. Students are to be dismissed by the teacher.
9. Treat students with respect and expect the same treatment in return.
10. Create an atmosphere, in all your classes, in which a relevant exchange of ideas may take place using Accountable Talk.

Classroom Supplies

Teachers must give at least 72 hours notice on all requests for minor classroom supplies (markers, pens, *Post-It* notes, etc.). Teacher requests are to be submitted to the main office. If a teacher is interested in a major classroom supply or request, please submit to the main office administrative assistant a summary of the request, estimated cost, and reasoning of how it improves student academic achievement. All requests must be reviewed and approved by the building principal before an order is placed.

Collateral Assignments

Assigned collaterals will be provided at the beginning of each semester. Collateral assignments may include monitoring students in areas such as the cafeteria, stairwells, main hallway, etc. Teachers must be in their assigned collateral location at 8:00 a.m.

School Counseling Services

The mental health team is a resource that can be utilized by students and staff alike. In addition to relating to students on an interpersonal level, the mental health team stand ready to act as working partners with other teachers concerning those students who may not be functioning in a manner that is consistent with their ability. Very often, the mental health team can help an individual teacher to better understand a certain student's learning style or behavior and thus assist in providing intervention strategies that will help the student to function at a higher level. Also, the school psychologists or school counselor may be aware of certain situations in the student's past, which they may be able to share in accordance with the Family and Educational Rights and Privacy Act, and which might be a key to establishing a more productive learning environment for the individual.

Detention and Discipline

Teachers may assign after-school detentions to students as a classroom management or behavior management strategy. Teachers must contact the parent each time a warning or discipline issue occurs in the classroom. These steps should occur before a referral to the Principal or Assistant Principal's office occurs. **Office detentions may only be assigned by an administrator and in accordance with ISAAC's Student Discipline Policy.**

Email and ParentSquare Etiquette

It is important to always maintain a professional and courteous discourse when using email to correspond with parents, students, and co-workers. Please be appropriate and respectful at all times. In addition, be

cognizant of the 'REPLY ALL' option on distribution list emails. Distribution lists for 'All ISAAC Staff' and 'All ISAAC Teachers' are to be used only by administration and office staff unless approved by administration.

Evaluations

Teacher evaluation and professional development is a collaborative and continuous learning process between the evaluator and each teacher. One goal of evaluations is to promote the growth and improvement of educators' professional practice goals. Teachers will receive observations of professional practice from administrators with feedback opportunities throughout the school year.

Examinations and Testing

Although grades are not totally indicative of a student's progress, they do serve to measure that progress, based on his/her own ability and effort, and give an estimate of the student in comparison with his/her peers. These formative and summative assessments should provide teachers and the MTSS Team with progress monitoring information that is crucial to the success of our students at. Below are descriptions of formative and summative assessments.

Formative assessment implies that the results will be used in the formation and revision process of an educational effort. Formative assessment is a deliberate process used by teachers and students during instruction and/or through the use of analytic school-wide rubrics that are used to adjust teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning targets/goals. Since educators are continuously looking for ways to strengthen their educational efforts, this type of constructive feedback is valuable.

Summative assessment is used for the purpose of documenting outcomes and judging value. It is used for providing feedback to instructors about the quality of a subject or program, reporting to stakeholders and granting agencies, producing reports for accreditation, and marketing the attributes of a subject or program. Most studies of this type are rarely exclusively summative in practice, and they usually contain some aspects of formative assessment.

Teachers should administer tests or other forms of measurement frequently to substantiate the final grade. Unit summative assessments should be analyzed and reported through the format provided in professional development. Pre-assessment, content strands, and unit test data should be included in the format of summative assessments. **At the end of any marking period, there should be enough grades to present an accurate representation of the student's academic achievement.**

Extra Help

There are some students during the course of the year that will be in need of the service of the teacher beyond the normal classroom period. If students in your classes are not doing well academically, you should recommend to them to remain after school, come in early, or to receive additional assistance during Dragon Time.

Faculty Meetings

Faculty meetings will be held on Wednesdays as posted by the school principal.

Faculty Parking

All staff are asked to park in the Cornish parking garage next to ISAAC and/or the Holiday Inn parking lot. If a teacher chooses to park in the Cornish parking garage, the Board will pay up to \$45 per car per month for teachers to park, the remaining monthly amount will be deducted from their pay. Teachers will be given a swipe card to allow entry into the garage which is managed by the Dean of Security. If there are any questions teachers can see the Dean of Security.

Field Trips

1. Purpose of Field Trips

- a. Field trips are intended to extend learning beyond the classroom. They should be articulated with instruction of the grade and subject level. Generally, it is expected that resources within a reasonable distance of New London will be used. Occasionally, resources at a distance best fit the requirement.
- b. Teachers should recognize that frequent or extended absences by pupils may seriously interfere with their obligations in other subject areas.
- c. Field trips are voluntary; alternative experiences for subject-oriented trips may be arranged.

2. Field Trips in Connections with Class Instruction

- a. The principal is authorized to approve field trips that are of significant educational value and will enhance the course of study. Request for field trip forms are available in the main office.

The ISAAC Board of Directors encourages the teaching staff to use the surrounding communities as teaching resources.

The following are guidelines for planning field trips that are part of and directly related to classroom learning activities:

1. All field trips planned to occur during the school day must be approved by the Principal.
3. Students may be asked to pay all or part of the expenses of field trips.
4. Bus transportation may be used when arrangements can be made. Use of private vehicles is discouraged.
5. Each student on a field trip shall have written parental permission from a parent/guardian from a signed slip given at the beginning of the year that encompasses all trips.
6. Each trip should be evaluated by students, teachers, and the administration.
7. No child shall be excluded from a field trip because of inability to pay.

PROCEDURES

- General requirements on field trips specifically in relation to:
 - Transportation requests
 - Written permission of parent or guardian
 - Trip involving use of parent transportation arrangements
 - Chaperone and adult supervision
 - Medical information (see below)
- Discuss arrangements and details with principal prior to initiating planning

- Complete Field Trip and Transportation Request Form and submit them to your principal and immediate supervisor
- Consult with your supervisor or principal regarding emergency notification procedures in the event of a problem with a trip.

Medical Procedures

Inform the nurse of the following information, 10 working days prior to a field trip.

- A list of all students going on the field trip
- The date the field trip is going
- The time leaving and returning
- Means of transportation, i.e. buses, vans

Arrange with the nurse when you will pick up the medical bag, review the medical alert list and practice use of an EPI PEN prior to your field trip departure. Work with the nurse to ensure compliance with ISAAC's Administration of Student Medication Policy.

Sign out the medical bag and leave a cell phone number in the Health Office and Main Office.

Attendance for Field Trips

The main office requires an e-mail containing the date, time and a list of the students leaving the school so this may be posted on the computer attendance list, and the absences of those students can be excused. If a student on the list is not going, notify the main office.

Fire, Evacuation and Lockdown Drills

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

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

For all teacher responsibilities during fire, evacuation, and lockdown drills please refer to the ISAAC Emergency Safety & Crisis Plan.

First Aid and Illness Care

There is a trained person available throughout the day in the nurse's office at school. Contact the school nurse or the school health aide for assistance. If the nurse is not available, call the main office for assistance.

Students complaining of minor injury or illness may be sent directly to the nurse's office for evaluation and care. Students complaining of feeling faint, anyone who is unconscious, anyone who has a known or

suspected head, neck or back injury or has sustained a fall should NOT be moved until the injury/illness has been evaluated by a trained person.

Keep calm - call for assistance - use the classroom telephone to call the office.
Medical kits are located in each room for emergency purposes only.

Guest Speakers

Guest speakers may be invited to ISAAC and field trips may be scheduled with prior approval of the Executive Director. All visitors must report to the main office.

Hall Supervision Between Classes

All teachers should assist with hall supervision between classes. Receiving teachers should stand at their door to encourage punctuality to class. Others should encourage students to move along and not "visit" between classes. Teachers passing to their prep time or lunch should check the lavatories along the way.

Interdisciplinary Professional Learning Community (IPLC) Meetings

All teachers will engage in an interdisciplinary professional learning community meetings. Once a week, teachers will be involved in an IPLC meeting led by administration and/or the SRBI Coordinator. Teachers will receive their IPLC schedules at the beginning of each month.

Late Work

All teachers will accept late work one week prior to the end of the appropriate quarter as listed on the ISAAC calendar; 50% is the maximum penalty for a late submission. In order to be accepted, the work must be complete and meet all assignment requirements.

Leaving School Premises

Staff members are scheduled a block of time for preparing lessons, researching, analyzing data, meeting with administration, specialists, parents, administering make-up work to students as well as for other teaching responsibilities. ***Staff members who need to leave the building during their prep block must receive permission from administration and sign out at the main office.***

Length of Day (Teachers)

The school day for students is from 8:30 a.m. until 3:00p.m. Teachers are expected to be outside their classroom or at their morning duty/collateral by 8:00 a.m. with the teachers' school day ending at 3:30 pm. The principal may request teachers to remain after-school for purposes of faculty meetings, professional development, and individual meetings as outlined in the contract. Teachers are required to attend all meetings. No activities, including coaching responsibilities, should be scheduled to conflict with meetings. Other meetings that may be scheduled on other days, while important, do not require teacher attendance after the contract hours are completed. On such days, the teacher's first responsibility is to students who need additional instruction.

Mailboxes and Work Room

There is one faculty/staff workroom known as the "Pottery Barn" where copiers are available for staff. Teachers should not send students into a workroom to make or pick up copies. Each member of ISAAC has been assigned a mailbox located in "Pottery Barn". Students are not to be allowed access to staff mailboxes. All staff must check their own mailbox each morning and afternoon.

It is the expectation that teachers check their email throughout the school day including before school begins and after school ends.

Make-Up Work

Making up work is the responsibility of students, but it is a good idea to remind and encourage students to strive for early completion of missed work. All student absences from school must be verified by a parental telephone call or note. When students have been absent from school for legitimate reasons, they have the opportunity of completing work from their absence. As a general rule, you should allow a student a day for each day he or she was absent. (Tests, quizzes, and major projects may require multiple days.) If, however, you feel the students need more time, you may arrange the schedule with them. Under provisions of state law, students have the right to make up all work missed during suspension or exclusion.

Medical Alerts

Your students may have serious medical problems which require emergency treatment or classroom adjustment. See the school nurse for additional information and/or assistance regarding students who may have various concerns, including:

- food allergies – may need immediate intervention
- insect sting allergy – immediate medical treatment needed when stung
- epilepsy – may have a seizure or temporary lapse of consciousness
- diabetes – may exhibit symptoms of weakness, fainting, perspiration and/or abnormal to bizarre behavior
- asthma – wheezing, difficulty breathing
- selective seating required – hearing deficiency or vision deficiency
- limited physical activity.

Work with the school nurse to ensure compliance with ISAAC's Administration of Student Medication Policy.

Non-Discrimination

The ISAAC Board of Directors (the "Board") and ISAAC School (ISAAC or the "School") will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class"), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

For more information, as well as the procedures for reporting complaints of discrimination, please see ISAAC's Administrative Regulations Regarding Discrimination Complaints (Personnel), which are included

in the Required Notices section of this Handbook for your reference. If you have questions or concerns about the Board's policies regarding discrimination, you may contact:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

PowerSchool – Online Homework Database

To facilitate communication between the school and home, ISAAC teachers will utilize PowerSchool. Teachers must post all homework and classwork assignments, their point value, and a description of the assignment for parents and students to access 24 hours/day through their PowerSchool accounts. All homework must be posted in advance on Power School.

Power School Reports

PowerSchool is a fully integrated, web-based student information system. All teachers have web access to **PowerTeacher** to take attendance, enter and maintain grades, initiate student and parent communication, post assignments, and access student information. **It is expected that PowerTeacher will be updated once every two weeks at a minimum.**

Professional Dress

It is important for professional educators to dress in a professional manner every school day. Research supports the effect that teacher dress has on student achievement and perception. Faculty must dress professionally during the school day unless the nature of their course dictates them to wear other appropriate attire (e.g. no jeans unless attending field trips or other outdoor activities or otherwise permitted by the Executive Director). Inappropriate attire may include but is not limited to: torn clothing or clothing with holes, jeans, hats/winter hats, winter coats, t-shirts with inappropriate language, flip flops, sweatpants and yoga pants. On professional development days, Field Day, and outdoor field trips, casual attire (e.g. jeans, shorts, sweatshirts, t-shirts) is appropriate.

Professional Learning Communities (PLCs)

PLCs at ISAAC are grouped based on department and/or themes. ISAAC offers a unique schedule that allows members of PLCs to have a common prep period once a week, when possible. It is the school's expectation that PLCs utilize this time to plan and review topics including Stanford Calibration, Learning Walks, Assessment Data, and Curriculum Revision.

Planning and Placement Teams

The Planning and Placement Team (PPT) consists of a permanent committee and extra members as the individual student case under discussion warrants. At present, the permanent membership is made up of a school administrator, who serves as chairman of the PPT, and the individual student's school social worker. Other members of the team as the situation requires are the student's sending district or their representative, social worker, nurse, classroom teachers, and the student's parent(s) or advocate(s). The PPT has the obligation to identify and provide programs for children with exceptionalities, such as learning disabilities, physical handicapping conditions, or social and emotional disturbances.

Any teacher who feels that a student in any class exhibits any type of disability should contact a member of the SRBI Team for help in making the proper written referral to the chairperson of the SRBI Team.

Teachers are responsible for preparing data and attending PPTs when requested to do so. If there are any questions regarding the PPT process, please see the student's case manager.

Security Camera Policy

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

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

Section 504 and Title II of the Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the ISAAC Board of Directors (the "Board") recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact:

Amy Geary- Director of Special Education
190 Governor Winthrop Boulevard
New London, CT 06320
ageary@isaacschool.org
860.447.1003

Sex Discrimination and Sexual Harassment

It is the policy of the ISAAC Board of Directors that any form of sex discrimination and/or sexual harassment is forbidden in the workplace and in all school facilities, whether by supervisory or non-supervisory personnel, by individuals under contract or volunteers subject to the control of the Board.

Sexual harassment in the workplace, whether by supervisory or non-supervisory employees, will result in disciplinary action up to and including dismissal.

For more information about sex discrimination and sexual harassment, as well as the procedures for reporting complaints, please see ISAAC's Administrative Regulations Regarding Sex Discrimination and Sexual Harassment in the Workplace, which are included in the Required Notices section of this Handbook for your reference. If you have questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex, you may contact ISAAC's Title IX Coordinator:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

Social Media Policy

Staff are directed to consult ISAAC's Social Media Policy and Administrative Regulations as well as ISAAC's Policy on Use of School Computer Systems and Electronic Communications. Of note, all teachers and staff must only communicate with students and parents with an ISAAC created account (i.e. email @isaacschool.org). **Teachers are not to 'friend' or 'follow' any students on social media.**

Substance Abuse Policy

A full statement of the ISAAC's Alcohol, Tobacco and Drug-Free Workplace Policy as it pertains to substance abuse and employee assistance can be found in the Required Notices section of this handbook and on our website: **www.isaacschool.org**.

Surveys and Petitions

Students have the right to exercise the practice of free speech by appropriately distributing petitions at ISAAC. **In order to ensure a safe culture and climate, the following guidelines must be met before any petition is distributed at ISAAC even if the topic is course-related:**

The students, teacher, or organization will meet with ISAAC administration to discuss the literature and methods of distribution at least one day before distribution. In this meeting, administration will ensure that the material meets the following content guidelines:

- does not contain anything obscene or libelous,
- does not advocate breaking laws or school rules,
- will not cause a substantial disruption to the school environment,
- will be distributed before and after school hours and during lunch blocks.

This policy also pertains to any leaflets of any kind that may be distributed.

Tardy Policy

“Tardy” is defined as being late to school, class or activity without permission of school personnel. Students who arrive at school after 8:30 a.m. must report to the main office. Teachers should not allow students admittance to class after 8:30 without a tardy pass from the office unless otherwise notified. Students that are chronically late to school will have their parent/guardian contacted by administration.

Telephones

Each classroom has a telephone. An additional telephone for staff use is located in the conference room. The office telephones are business phones and should be used for emergencies only.

Telephone Numbers for ISAAC

ISAAC Principal	860-447-1003
ISAAC Assistant Principal	860-447-1003
ISAAC Executive Director	860-447-1003
ISAAC Director of Special Education	860-447-1003

Monthly Calendars

Isaac staff are expected to keep monthly calendars electronically for each class taught. **Monthly calendars must be submitted to the administrative team electronically by the first of every month.**

REQUIRED NOTICES

Notification Concerning Asbestos Management Plans

The Asbestos Hazard Emergency Response Act (40CFR 763.93) requires notice be given that ISAAC has asbestos containing materials in the building. A Management Plan has been developed and we will continue to monitor these materials.

The Management Plan is available and accessible to the public at the ISAAC main office.

If you have any questions, you may contact Tino Rodriguez, Director of Facilities, at 860-447-1003, or via email at crodriguez@isaacschool.org.

Notification of Pesticide Applications

The State of Connecticut (Public Act 99-165) requires all schools in the State to implement a plan of action for pest control. ISAAC has adopted an Integrated Pest Management Program (IPM) for pest control within our building. Our main focus will be to control pest problems at their early stage without having to use pesticide.

Pesticide will not be applied on regular basis however, if a pesticide application is needed to eliminate a large amount of pest infestation, we will notify you no later than twenty-four hours prior to any application being made. All records will be kept in ISAAC's Facilities Office.

Notification will include:

- The name of the active ingredient of the pesticide being applied
- The target pest
- The location of the application on the school property
- The date of the application
- The name of the contractor applying the active ingredient

If you have any questions you may contact Tino Rodriguez, Director of Facilities, at 860-447-1003, or via email at crodriguez@isaacschool.org.

Notification of Green Cleaning

HEALTHIER “GREEN” CLEANING PROGRAM IN SCHOOLS (CT PUBLIC ACT 09-81)

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

The Interdistrict School for Arts and Communication (ISAAC) is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in our school with a written statement of the school’s Healthier “Green” Cleaning Program as well as making it available on our web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. A Green Cleaning Program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state-owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: Green Seal or Eco Logo.
2. By July 1, 2011 and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include general-purpose bathroom and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred Green Cleaning products used by our school are listed on attachment “A” and can be accessed on ISAAC’s website or at ISAAC’s main office.
4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school’s Green Cleaning Program as stated in the new law: “NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT.”

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff.

If you have any questions you may contact Tino Rodriguez, Director of Facilities, at 860-447-1003, or via email at crodriguez@isaacschool.org.

ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE

PURPOSE

ISAAC's Board of Directors (the "Board") seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

STATEMENT OF POLICY

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, a controlled substance, or alcohol and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs or alcohol on school property shall notify the Executive Director or his/her designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business to the Executive Director or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter.

Employees shall only use prescription drugs on school property or during the conduct of Board business which have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. § 21a-408a through 408q, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product, and the use of tobacco products on school property, including property owned, leased, contracted for, or utilized by the Board, or at any school-sponsored activity. For purposes of this policy, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. The term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, and is inhaled by the user of such product. **Violations of this policy may result in disciplinary action, up to and including possible termination of employment.**

DEFINITIONS

“School property” means any land and all temporary and permanent structures comprising the district’s elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields, and parking lots.

“School-sponsored activity” means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.

EMPLOYEE ASSISTANCE

In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs.

An employee who feels he or she has developed an addiction to, dependence upon or other problem with alcohol or drugs, is encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program which requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.

Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233a(h) (definition of school-sponsored activity)
Conn. Gen. Stat. § 19a-342
Conn. Gen. Stat. § 19a-342a
Conn. Gen. Stat. § 21a-408a through 408q (palliative use of marijuana)

United States Code:

Pro-Children Act of 2001, 20 U.S.C. § 7973, as amended by the Every Student Succeeds Act,
Public Law 114-95, § 4001
Drug Free Workplace Act, 41 U.S.C. § 8101 et seq.

NOTICE REGARDING ELECTRONIC MONITORING

In accordance with the provisions of Connecticut General Statutes Section 31-48d, ISAAC hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While ISAAC may not actually engage in the use of electronic monitoring, it reserves the right to do so as the Board of Directors and/or the Administration deem appropriate in their discretion, consistent with the provisions set forth in this Notice.

“Electronic monitoring,” as defined by Connecticut General Statutes Section 31-48d, means the collection of information on the ISAAC’s premises concerning employees’ activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photoelectronic or photo-optical systems. The law does not cover the collection of information (A) for security purposes in any common areas of the Board’s premises that are open to the public, or (B) which is prohibited under other state or federal law.

The following specific types of electronic monitoring may be used by the ISAAC in its workplaces:

- Monitoring of e-mail and other components of the school’s computer systems, including monitoring of electronic devices such as PDAs, Smartphones, and mobile or handheld devices that access the computer systems, for compliance with ISAAC’s policies and regulations concerning use of such systems.
- Video and/or audio surveillance within school buildings (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions), on school grounds and on school buses and other vehicles providing transportation to students and/or employees of the school system.
- Monitoring of employee usage of the school’s telephone systems.

The law also provides that, where electronic monitoring may produce evidence of misconduct, ISAAC may use electronic monitoring without any prior notice when ISAAC has reasonable grounds to believe employees are engaged in conduct that: (i) violates the law, (ii) violates the legal rights of ISAAC or other employees, or (iii) creates a hostile work environment.

Questions about electronic monitoring in the workplace should be directed to the Executive Director and/or his/her designee.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-48b

Conn. Gen. Stat. § 31-48d

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Interdistrict School for Arts and Communication (the "School") that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression is forbidden, whether by students, School employees or third parties subject to the control of the School. Students, School employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the school to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy #4218, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy # 4504, Section 504/ADA (Personnel)).

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this policy and implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression he/she should make a written complaint to the Executive Director, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the School's policy and regulation and made aware of his/her rights. In the event the Executive Director or designee receives a complaint alleging discrimination or harassment based on gender/sex or disability, the Executive Director or designee shall follow the procedures identified in the appropriate Board policies ((e.g., Policy # 4208, Sex Discrimination/Harassment in the Workplace (Personnel); Policy #4504, Section 504/ADA (Personnel), where applicable, rather than the complaint procedures provided in this policy.

The complaint should state the:

A. Name of the complainant,

- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination;
and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Executive Director or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Executive Director or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent"), and any witnesses to the conduct. 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. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. Provide the complainant and respondent (if applicable) with a copy of the School's non-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Executive Director's office. The complainant and respondent (if any) 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 the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. 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 (if any) will receive notice and interim measures may be implemented as necessary (see subparagraph 6);
8. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. If either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Executive Director within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Executive Director shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Executive Director shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy #4218, Sex Discrimination/Harassment in the Workplace; Policy #4504, Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education 8th Floor
5 Post Office Square
Boston, MA 02109- 3921

(617-289-0111)

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about these regulations may contact:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

Anyone who has questions or concerns about the School's policies regarding discrimination on the basis of gender/sex may contact the School's Title IX Coordinator:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

Anyone who has questions or concerns about the School's policies regarding discrimination on the basis of disability may contact the School's Section 504/ADA Coordinator:

Amy Geary, Director of Special Education
190 Governor Winthrop Blvd
New London, CT 06320
ageary@isaacschool.org
860.437.1003

ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEES AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

POLICY REGARDING EMPLOYEES AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the ISAAC Board of Directors (the "Board") recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact:

Amy Geary, Director of Special Education
190 Governor Winthrop Boulevard
New London, CT 06320
ageary@isaacschool.org
860.447.1003

Any employee may file an internal grievance/complaint regarding discrimination on the basis of disability by or within ISAAC by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulations Regarding Employees and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000).

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

Anyone who wishes to file a grievance/complaint with ISAAC, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for ISAAC:

Amy Geary, Director of Special Education
190 Governor Winthrop Boulevard
New London, CT 06320
ageary@isaacschool.org
860.447.1003

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEES AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

ISAAC Board of Directors Section 504/ADA Grievance/Complaint Procedures Regarding Discrimination Against Employees

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices,

hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or mental impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to ISAAC's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence.

Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability of the ISAAC School (the "School") to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to ISAAC's Section 504/ADA policies and regulations regarding students.

Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. ISAAC will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. ISAAC will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Executive Director who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Executive Director is the subject of the complaint, ISAAC shall designate an appropriate party to conduct the investigation in accordance with these procedures.

Complaints will be investigated promptly within 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. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

The name of the complainant;
The date of the complaint;
The date(s) of the alleged discrimination;
The names of any witnesses or individuals relevant to the complaint;
A detailed statement describing the circumstances in which the alleged discrimination occurred; and
The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

Provide a copy of the written complaint to the Executive Director;

Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;

Provide the complainant and respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of ISAAC's investigation;

Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;

Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;

Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Executive Director. The written notice shall include a finding as to whether the complaint was substantiated and if so, shall identify how ISAAC will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;

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, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);

Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;

In the event the investigator concludes that there is no violation of Section 504/ADA, ISAAC may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant or respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within ten (10) school days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Executive Director will provide the appealing party's written statement to the non-appealing party (if any). The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the complaint procedures.

The Executive Director shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Executive Director shall issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances). The Executive Director's decision shall be final.

Complaint Procedure for Executive Director/Board Members Complaints:

Any School administrator or Board member who receives a complaint of discrimination, harassment or retaliation of any employee by a Board Member or by the Executive Director shall forward the complaint promptly as follows. Complaints pertaining to the Executive Director or Board members will be forwarded to the Chair of the Board of Directors. Complaints pertaining to the Board Chair will be forwarded to the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the procedures described above.

If a complainant or a respondent is not satisfied with the findings and conclusions of an investigation in which the Executive Director or a member of the Board is the respondent, within ten (10) school days of receiving the findings such party may present the complaint and written outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation. Such steps may include retention of an independent investigator different from the investigator who investigated the complaint.

III. The Section 504/ADA Coordinator for ISAAC is:

Amy Geary, Director of Special Education
190 Governor Winthrop Boulevard
New London, CT 06320
ageary@isaacschool.org
860.447.1003

IV. Complaints to Federal or State Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000), or the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

NOTICE OF THE TITLE IX COORDINATOR

The School's Title IX Coordinator is **Mercedes Alger, Principal**. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

The Title IX Coordinator manages the School's compliance with Title IX, Title VII and Connecticut law with respect to sexual harassment and/or sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, School employee, or other participant in the School's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any School program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX, Title VII and Connecticut law 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.

The School 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

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.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the School 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, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of his or her 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 the Board.

- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment 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.
- **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 the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’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 the Board 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 the School receives notice of sexual harassment or alleged sexual harassment against a person in the School’s education program or activity, the Title IX Coordinator or designee will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant has filed 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 or designee will explain to the complainant the process for doing so.
2. The School 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 these Administrative Regulations shall preclude the School from placing an employee respondent on administrative leave during the pendency of the grievance process. Further, nothing in these Administrative Regulations shall limit or preclude the School from removing a respondent from the School’s education program or activity on an emergency basis, provided that the School 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, the School 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 the School's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the 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. The School 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. The School will attempt to complete the formal grievance process within ninety (90) school days of receiving a 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 or designee has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator or designee 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. The School 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 the School to provide supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the School will provide the known parties with written notice of the allegations potentially constituting sexual harassment 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 School's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the written notice, the School 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. The School 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 the School 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. The School 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 the School 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, the School 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 section.
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 School employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the complaint filed is against the Executive Director, the Board Chair shall appoint the decision-maker, 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 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. 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 School'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 the School will impose on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and (6) the School's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.
12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the School's programs, activities and/or property. In appropriate circumstances, the School may make a criminal referral. Remedies will be designed to restore or preserve equal access to the School's education programs or activities.
13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the School dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Regulation.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the School 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. The School 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 an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the School'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 the School 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.

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.

The School will provide the other party with written notice of such appeal. Both parties will then have an opportunity to submit a written statement in support of, or challenging, the outcome. Such written

statement must be submitted ten (10) school days after receiving written notice of the appeal. Upon receipt of an appeal, the Executive Director 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). The decision-maker(s) for the appeal, in their discretion, will determine the appropriate procedure for the appeal. After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. 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 the School'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 Board policy.

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

Upon a dismissal, the School will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the School'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 Title VII or Connecticut law.

A dismissal pursuant to this section does not preclude action by the School 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 time frame 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 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 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 (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 the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. The School 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.
5. The School 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. The Board will make these training materials publicly available on its website.

If the School has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the School 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. The School 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 the Board's education program or activity. If the School does not provide a complainant with supportive measures, then the School will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

The ISAAC Board of Directors (the "Board") and ISAAC do not discriminate on the basis of sex and prohibit sex discrimination in any education program or activity that the Board and/or School operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations ("Title IX"), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law.

Inquiries about Title IX may be referred to ISAAC's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. ISAAC's Title IX Coordinator is:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

The Executive Director shall develop and adopt grievance procedures that provide for the prompt and equitable resolution of complaints made (1) by students, employees, or other individuals who are participating or attempting to participate in the ISAAC's education program or activity, or (2) by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law (the "Administrative Regulations").

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

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

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

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

Reporting Sex Discrimination:

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

1. A "complainant," which includes:

- a. a student of ISAAC or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- b. a person other than a student of ISAAC or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the Board's education program or activity;

2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; and

3. ISAAC's Title IX Coordinator.

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

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

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

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

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

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

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 the Board 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 the School receives notice of sex discrimination or alleged sex discrimination against a person in the School's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The School 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 Title VII or Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as an employee feels that he or she has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Title VII or Connecticut law), he/she should make a written complaint to the Title IX Coordinator or to the building principal, or his/her designee. The employee will be provided a copy of the Board's policy and Administrative Regulations and made aware of his or her rights. 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 employee 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.
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 his/her 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 an employee, 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 employee who makes a complaint shall be notified of the School's intent to investigate the complaint. In the event the employee requests confidentiality or that an investigation not be conducted, the School will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the School not investigate the complaint. If the employee insists that his/her information not be shared with the alleged discriminator(s), the employee will be informed that the School'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 the Board'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 work 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 the School 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 his/her 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, he or she may file a written appeal within five (5) school days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Executive Director, who 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 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 the School (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 Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. The School 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 formal 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).

Employees 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: 860-514-3400).

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

ISAAC GENERAL CONCERNS PROCESS FOR PERSONNEL

The Interdistrict School for Arts and Communication (“ISAAC”) encourages faculty and staff to share concerns, as well as suggestions for improvement, with ISAAC leadership. The below process is meant to foster an open channel for communication so that issues can be addressed promptly and, in a manner, focused on continuous improvement and supporting a positive school climate.

The General Concerns Process for Personnel is available to faculty and staff who wish to address issues (such as employee relations matters and conflict resolution) that fall outside the realm of ISAAC’s non-discrimination policies and procedures and grievance procedures. If faculty and/or staff would like to file a complaint alleging potential discrimination, they should follow the policies and procedures made available to them in the relevant Board policy and regulations concerning Non-Discrimination; Prohibition of Sex Discrimination, Including Sex-Based Harassment; and/or Section 504/Title II of the Americans with Disabilities Act. In addition, teachers who believe that there has been a violation, misinterpretation, or misapplication of a specific term of the relevant collective bargaining agreement (“CBA”) should follow the grievance procedure outlined in the teachers’ CBA.

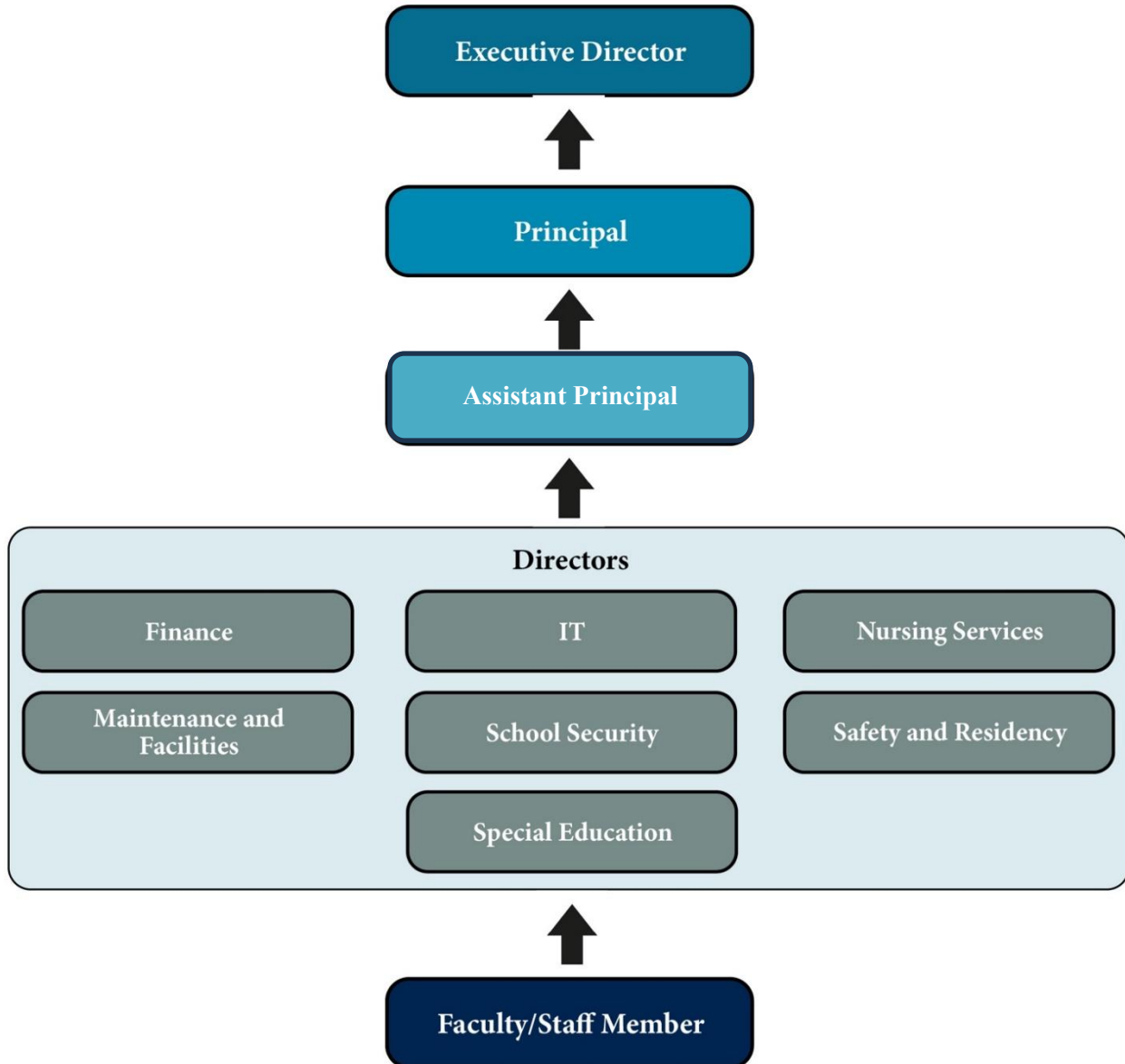
For all other issues, faculty and staff are encouraged to make their first contact with the appropriate member of the leadership team, depending on the topic of concern. Thus, a faculty or staff member may raise their concerns with any of the following individuals, as relevant and appropriate: Director of Finance, Director of Information Technology (“IT”), Director of Nursing Services, Director of Maintenance and Facilities, Director of School Security, Director of Safety and Residency, or Director of Special Education. The employee may submit a concern in writing and/or request to meet with the relevant member of the leadership team, who will work to resolve the issue promptly.

If the situation remains unresolved, the faculty or staff member may raise the issue with Mercedes Alger, Principal; and/or Dr. Nicholas Spera, Executive Director, in that order. The employee may submit a concern in writing and/or request to meet with the relevant administrator, who will work to resolve the issue promptly.

If, at any time, the faculty or staff member feels uncomfortable raising a concern with their direct supervisor or another administrator identified in the general line of progression, the employee may bring the issue to the attention of another administrator and/or use an alternate pathway for raising workplace issues, such as raising the issue through the Principal Advisory Committee.

General Concerns Process for Personnel – Flow Chart

While the general line of progression is outlined below, a faculty or staff member may “skip” any step in the process if their concern lies with an individual in a particular position.



If, at any time, it becomes evident that the concern raised through this process should be handled pursuant to another ISAAC Board policy or procedure, the reviewing administrator will provide the relevant Board policy and/or procedure to the employee and take any other steps as may be appropriate.

NON-DISCRIMINATION

Protected Class Discrimination Prohibited:

The ISAAC Board of Directors (the “Board”) and ISAAC School (ISAAC or the “School”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the School. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Discrimination on the Basis of Erased Criminal History Prohibited:

The Board will not discriminate against any employee or applicant for employment solely on the basis of the individual’s erased criminal history record information, as defined in Conn. Gen. Stat. § 46a-80a.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the school, accessing or seeking access to School facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination

It is illegal for employers to treat employees differently in relation to hiring, discharging, compensating, or providing the terms, conditions, and privileges of employment because of such employee's actual or perceived membership in a Protected Class.

B. Harassment

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy.

Harassment is unwelcome conduct that is based on an employee's actual or perceived membership in a Protected Class. Harassment constitutes unlawful discrimination when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to an intimidating, hostile, or abusive environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphics, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy 4218, Prohibition of Sex Discrimination, Including Sex-Based Harassment (Personnel) . For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the School's Title IX Coordinator at:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

C. Genetic information

The information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

D. Veteran

A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity, or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

E. Gender identity or expression

Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

F. Sexual orientation

Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

G. Race

The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

H. Domestic violence

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

Reporting to School Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The School will investigate both formal and informal complaints of discrimination, harassment or retaliation.

Any employee who believes they or another employee has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to Mercedes Alger or any other School administrator in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Personnel, which accompany this policy and are available online at <https://z2policy.cabe.org/cabe/browse/isaac/isaac/z20000045> or upon request from the main office of the School.

Employees are encouraged to report incidents of alleged Protected Class discrimination, harassment, or retaliation immediately.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 4218, Prohibition of Sex Discrimination, Including Sex-Based Harassment (Personnel).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in Board Policy 4504, Section 504/ADA (Personnel).

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any School administrator or to Mercedes Alger.

Remedial Action:

If the School makes a finding of discrimination, harassment or retaliation, the School will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and

F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the School does not tolerate it, and how to report it.

Reporting to State and Federal Agencies:

In addition to reporting to the Board, any employee also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Equal Employment Opportunity Commission:
Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any employee who:

- 1.has questions or concerns about this policy or its accompanying regulations;
- 2.wishes to request or discuss accommodations based on religion; OR
- 3.would like a copy the Board's complaint procedures or complaint forms related to claims of discrimination or harassment should contact the following School official:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

Any employee who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex/sexual orientation/pregnancy/gender identity or expression applicable to employees should contact the School's Title IX Coordinator:

Mercedes Alger -Principal
190 Governor Winthrop Blvd.
New London, CT 06320
malger@isaacschool.org
860.447.1003

Any employee who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to employees; OR
2. wishes to request an accommodation on the basis of disability

Should contact the School's Section 504/ADA Coordinator:

Amy Geary
190 Governor Winthrop Boulevard
New London, CT 06320
ageary@isaacschool.org
860.447.1003

**SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED
BY
THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT
(Section 46a-60(a)(8) of the Connecticut General Statutes)
AND
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)**

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.

Examples of Sexual Harassment Include:

UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS
UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

Remedies for sexual harassment may include:

CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
PUNITIVE DAMAGES
HIRING, PROMOTION, OR REINSTATEMENT

RETALIATION AGAINST ANY EMPLOYEE FOR COMPLAINING ABOUT SEXUAL HARASSMENT IS PROHIBITED UNDER THIS POLICY AND ILLEGAL.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO **MERCEDES ALGER, TITLE IX COORDINATOR, OR EXECUTIVE DIRECTOR, DR. NICHOLAS J. SPERA, IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT.** CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES
EASTERN REGIONAL OFFICE
100 BROADWAY
NORWICH, CT 06360
(860)886-5707

AND/ OR:

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
BOSTON AREA OFFICE
JOHN F. KENNEDY FEDERAL BUILDING
475 GOVERNMENT CENTER
BOSTON, MA 02203
PHONE (800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN THREE HUNDRED (300) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education or charter school, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of Interdistrict School for Arts and Communication (the "School") to require ALL EMPLOYEES of the School to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a School employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the School.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school Executive Director, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the School or who is working in a School elementary, middle or high school; or (b) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the School, pursuant to a contract with the School.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

“Statutorily mandated reporter” means an individual required by Conn. Gen. Stat. Section 17a-101et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics and is eighteen years of age or older.

3. What Must Be Reported

- a. A report must be made when any employee of the School in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
 - i) has been abused or neglected;
 - ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
 - iii) is placed at imminent risk of serious harm; or
- b. A report must be made when any employee of the School in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the School, the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a School employee:
 - i) sexual assault in the first degree;
 - ii) aggravated sexual assault in the first degree;
 - iii) sexual assault in the second degree;
 - iv) sexual assault in the third degree;
 - v) sexual assault in the third degree with a firearm; or
 - vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a School employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutorily Mandated Reporters

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

When an employee of the School who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above the following steps shall be taken.

- (1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee.
 - (a) An oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families ("DCF") or the local law enforcement agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.
 - (b) An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of DCF or designee made within twenty-four (24) hours. Such employee shall inform the Executive Director or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.
- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Executive Director or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Executive Director or the Executive Director's designee directly.
- (3) In cases involving suspected or believed abuse, neglect or sexual assault of a student by a school employee, the Executive Director or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or designee made within twenty-four (24) hours. Such employee shall inform the Executive Director or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

- (5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or his/her designee and to the Executive Director or the Executive Director 's designee.
- (6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or his/her designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

- a) When an employee who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above the following steps shall be taken.
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Executive Director or his/her designee, to be followed by an immediate written report to the Executive Director or his/her designee.
 - (2) If the Executive Director or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee, he/she shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child* and his/her parents or other person responsible for his/her care;
- b) the age of the child;

- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) 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
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 2, above

7. Investigation of the Report

- a) The Executive Director or his/her designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the School or other individual under the control of the School, provided the procedures in subparagraph (b), below, are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the School, as appropriate.
- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Executive Director's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Executive Director shall conduct the School's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the School's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.
- c) The Executive Director shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

- d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Executive Director with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- e) When the School is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the School or other individual under the control of the Board of Directors, the Executive Director's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Executive Director may suspend a School employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the School, pursuant to a contract with the Board of Directors, the Executive Director may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the School, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

- a) If, upon completion of the investigation by the Commissioner of DCF ("Commissioner"), the Executive Director has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF Child Abuse and Neglect Registry, or (2) a student is a victim of sexual assault by a school employee the Executive Director shall request (and the law provides) that DCF notify the Executive Director not later than five (5) working days after such finding, and provide the Executive Director with records, whether or not created by DCF, concerning such investigation. The Executive Director shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- b) Not later than seventy-two (72) hours after such suspension, the Executive Director shall notify the State Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The [Executive Director shall disclose such records to the Commissioner of Education and the Board of Directors or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
- c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the [Executive Director and/or Board of Directors acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Executive Director shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

- d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Executive Director and/or Board of Directors acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the [Executive Director shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
- e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the police, the Executive Director and/or the Board of Directors, 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 or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.
- f) The School shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the School

If the investigation by the Executive Director and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the School, pursuant to a contract with the School, the Executive Director shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the School.

10. 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 policy.

11. Confidential Rapid Response Team

The Executive Director shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Executive Director a local police officer and any other person the School, acting through its Executive Director, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The School shall not hire any person whose employment contract was previously terminated by a board of education or other charter school or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The School expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The School also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy and Posting of Careline Information

This policy shall be distributed annually to all school employees employed by the School. The School shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. The School shall post the Internet website address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in the school.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of DCF.
- b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.
- c) The Executive Director shall annually certify to the Board of Directors that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Executive Director shall certify such compliance to the State Board of Education.

17. Records

- a) The School shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee employed by the School or that a student has been a victim of sexual assault by a school employee employed by the School, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to DCF. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the School shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the School, any records maintained or kept on file by the School. 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 the School, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of Executive Director employed by the School in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The School has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program, as outlined in its Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with his/her obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Legal References:

Connecticut General Statutes:

- Section 10-151
- Section 10-221s
- Section 10-222
- Section 17a-101 et seq
- Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program
- Section 17a-103
- Section 46b-12
- Section 53a-65

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.

3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

Website

For a quick and easy way to access information about ISAAC use our websites: www.isaacschool.org.

ISAAC BOARD OF DIRECTOR POLICIES

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

- 4000 - Concepts and Roles in Personnel**
- 4002 - Alcohol Tobacco and Drug-Free Workplace**
- 4003 - Athletic Coaches Evaluation and Termination**
- 4004 - Non-Discrimination (Personnel)**
- 4006 - Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability**
- 4007A - Concussion Training for Athletic Coaches**
- 4008 - Use of School Computer System and Electronic Communications**
- 4009 - Personnel Employment Checks**
- 4100 - Appointment and Conditions of Employment.docx**
- 4101 - Provisions of Negotiated Agreements-Contracts.docx**
- 4102 - Certification.docx**
- 4103 - Evaluations and Support Program.docx**
- 4104 - Personnel Records**
- 4111 - Hiring of Certified Staff**
- 4112 - Termination-Non-Renewal-Suspension.docx**
- 4114 - Resignation**
- 4115 - Substitute Teachers**
- 4116 - Student Teachers**
- 4118 Staff Student Non-Fraternization**
- 4140/4240 - Child Abuse and Neglect Reporting**
- 4143 - Psychotropic Drugs**
- 4152.6/4252/6 - Family and Medical Leave**
- 4180/4280 - Minority Education and Staff Recruitment**
- 4211 - Hiring of Non-certified Staff**
- 4218 - Personnel Sex Discrimination and Harassment in the Workplace.pdf**
- 4301 - Non-School Employment**
- 4302 - Employee Protection**
- 4304 - Conduct**
- 4306 - Travel**
- 4305 - Creation and-or Publication of Materials**
- 4418 - Social Media**
- 4504 – Section 504-ADA (Personnel)**
- 5140 - Child Sexual Abuse**
- 6173 - Parental Access to Instruction**

EQUAL OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

ISAAC is an equal opportunity employer. All aspects of employment including the decision to hire, promote, discipline, or discharge, will be based on merit, competence, performance, and business needs. We do not discriminate on the basis of race, color, religion, marital status, age, national origin, alienage, ancestry, physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity or expression, veteran status, or any other status protected under federal, state, or local law.



Parent-Student Handbook

2026-2027

Home of the Dragons

190 Governor Winthrop Boulevard

New London, CT 06320

Phone: 860.447.1003

Fax: 860.447.0470

www.isaacschool.org

All Students Can Succeed!



August, 2026

Dear ISAAC Families,

Welcome back to another exciting school year at the Interdistrict School for Arts and Communication (ISAAC)!

I hope you and your family found time this summer to relax, recharge, and make lasting memories together. As we begin a new school year, I am filled with excitement and optimism for all that lies ahead. Every August brings a fresh start; a chance to grow, set new goals, strengthen relationships, and create meaningful experiences that will shape our students' futures.

At ISAAC, we are committed to providing a safe, respectful, and nurturing learning environment where every student feels seen, valued, and supported. Our dedicated faculty and staff work tirelessly to challenge students academically while also helping them develop the confidence, compassion, resilience, and character needed to thrive both inside and outside the classroom.

This year, our focus is on growth; in learning and in the positive connections we build with one another each day. Together, we will celebrate successes, learn, and continue to create a school culture where kindness, curiosity, and perseverance are at the heart of everything we do. **We believe that All Students Can Succeed with effort, support, high expectations, and perseverance.** This belief guides every decision we make and every opportunity we provide for our students.

The partnership between home and school is one of the greatest strengths of our community. When families, students, and educators work together, incredible things happen. We encourage open communication throughout the year and invite you to reach out whenever you have questions. Your partnership is invaluable, and together we can ensure that every child feels safe, challenged, supported, and inspired.

Please carefully review the Parent-Student Handbook and sign and return the "Stakeholder Signature Page" to your child's advisory teacher by Friday, August 28, 2026. The handbook contains important information about our school-wide expectations, policies, and procedures, and serves as a valuable resource throughout the school year.

Whether your family is returning to ISAAC or joining our community for the first time, know that you are an important part of our school family. We are grateful for the trust you place in us each day, and we look forward to partnering with you as we make this a year filled with growth, positivity, and success for every student.

Here's to an incredible school year ahead. We can't wait to welcome our students back through our doors!

With gratitude,

A handwritten signature in blue ink that reads 'M. Alger'.

Principal

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2026-2027 ISAAC Faculty and Staff

ADMINISTRATION

Dr. Nicholas J. Spera

Executive Director

Mercedes Alger

Principal

Amy J. Geary

Director of Special Education

Maria DePino-Wallig

Assistant Principal

Mike Presti

Dean of Academics & Athletics

ISAAC FACULTY

LANGUAGE ARTS

Madeline Gellatly, 4th & 5th Grade

Nicole Litterio, 6th Grade

Amy Taylor, 7th Grade

Kendall Chrzanowski, 8th Grade

MATHEMATICS

Lauren Vigorito, 4th & 5th Grade

William Ferguson, 4th & 6th Grade

Shannon Lougee, 6th Grade

Vanessa Kobyluck, 7th Grade

Lauren Kang, 7th Grade

Amy Wilkes, 8th Grade

SOCIAL STUDIES/HUMANITIES

Rebecca Conti, 4th & 5th Grade

Nicole Funk, 6th Grade

Kevin Irvine, 7th Grade

Michael Presti 8th Grade

SCIENCE

Ryleigh Gonyo, 4th & 5th Grade

Emilee Cruz, 6th Grade

Lisa Lazarou, 7th Grade

Tiffany Devlin-Perry, 7th Grade

Denise Florio, 8th Grade

UNIFIED ARTS & ELECTIVES

Tiffany Devlin-Perry, *Aquarium Science*

Amanda Grundy, *Dance/Theater*

Jessica Harvey, *PE/Health*

Aaron Kane, *Digital Arts/Coding*

Bryttnie Olsen, *Art, Advanced Art*

Christina Schiano, *Spanish*

Hannah Thompson, *Music/Band/Chorus*

BILINGUAL PROGRAM

Christina Schiano, *Bilingual Coordinator*

Alexis Perez-Canas, *Bilingual Educational Assistant*

SPECIAL EDUCATION

Mary Polatschek, *Literacy Teacher*

Allison Cyr, *Literacy Teacher*

Olivia Pacheco, 4th & 5th Grade

TBD, 4th & 5th Grade

Kimberly Pesarik, 6th Grade

Peter Gonski, 6th Grade

Jannine Moores, 7th Grade

TBD, 7th & 8th Grade

Annaliisa Erickson, 8th Grade

STUDENT SUPPORT SERVICES

Janice Ricketts, *Student Supports Coordinator*

Kathryn Di Garbo, *School Psychologist*

Amanda Giorno, *School Psychologist*

Lisa Lazarou, *SRBI Coordinator/Core Instructional Coach*

Jordan Buscetto, *School Counselor*

EDUCATIONAL INTERVENTIONISTS

Norman Harrison

Michael Kydd

Jerry Santiago

ADMINISTRATIVE ASSISTANTS

Mildred Rivera, *Executive Assistant*

Jereidi Alvarez, *Executive Administrative Assistant*

HEALTH SERVICES

Carrie Gregory, *Director of Nursing Services*

Kelly Surprenant, *School Nursing Assistant*

SAFETY & SECURITY

Bobby Harris, *Dean of Safety & Security*

Patrick Hawes, *Assistant Director of Safety & Security*

INFORMATION TECHNOLOGY

Brian Trost, *Director of Information Technology*



CORE VALUES AND BELIEFS ABOUT LEARNING

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

THE ISAAC VISION OF THE GRADUATE

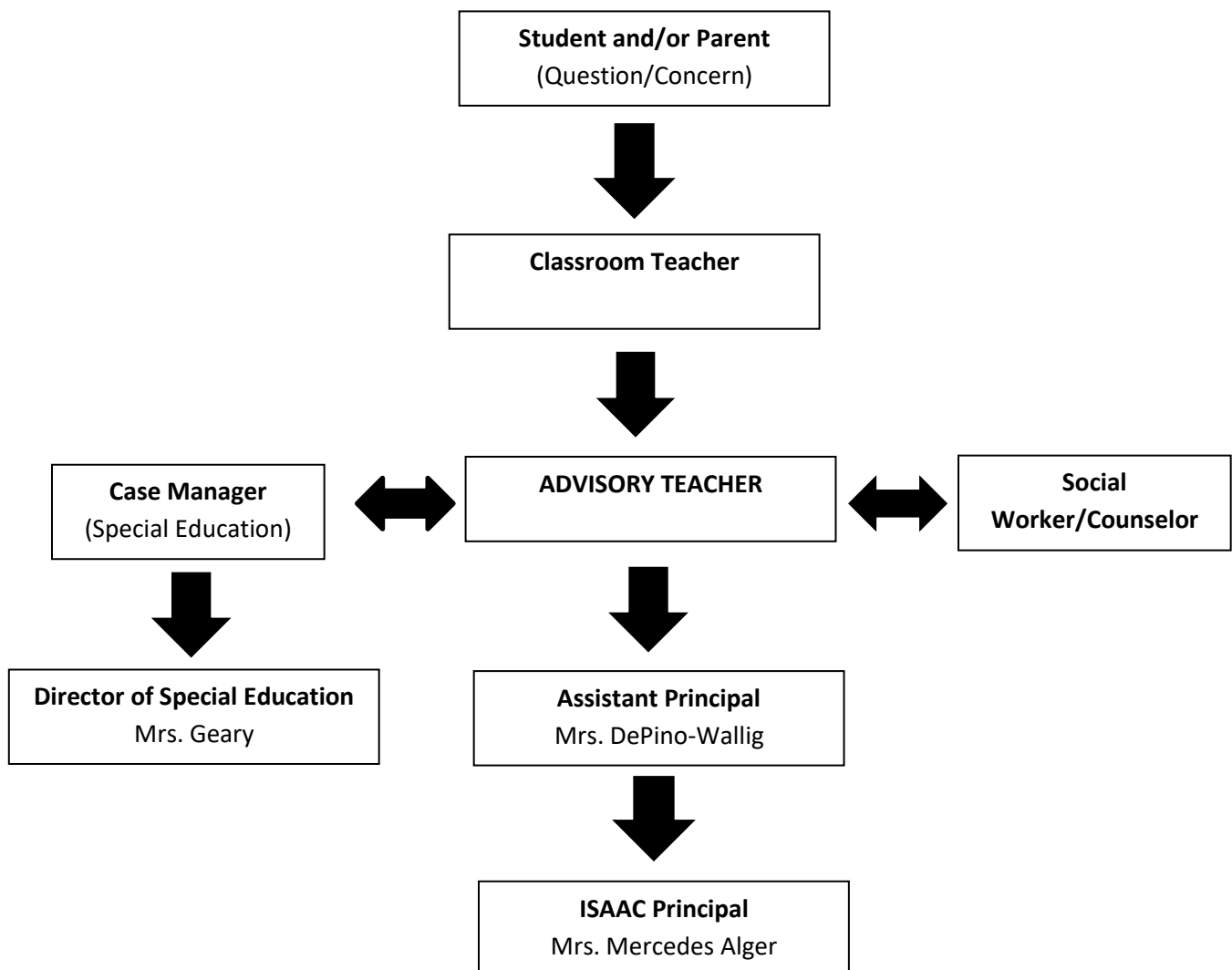
The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

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

ISAAC Communication Flow Chart

Parent-School Communication Plan:

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





2026-2027 GRADES 4-5 SCHEDULES

TIMES		FULL DAY SCHEDULE
START	END	BLOCK
8:30	8:45	Morning Meeting (15 min)
8:48	9:48	Block 1 (60 min)
9:51	10:51	Block 2 (60 min)
10:54	11:34	Lunch/Recess (40 min) <i>Lunch Wave 1: 10:54-11:14 (20 min)</i> <i>Lunch Wave 2: 11:14-11:34 (20 min)</i>
11:37	12:37	Block 3 (60 min)
12:40	1:05	Dragon Time (25 min)
1:08	2:08	Block 4 (60 min)
2:15	3:00	Unified Arts (45 min)

TIMES		HALF DAY SCHEDULE
START	END	BLOCK
8:30	9:18	Block 1 (48 min)
9:21	10:09	Block 2 (48 min)
10:12	11:00	Block 3 (48 min)
11:00	12:15	Block 4 (48 min)
11:25	12:15	Lunch/Recess <i>4th Lunch: 11:00-11:30 (30 min)</i> <i>5th Lunch: 11:45-12:15 (30 min)</i>

TIMES		2-HOUR DELAYED OPENING SCHEDULE
START	END	BLOCK
10:30	11:30	Block 1 (60 min)
11:30	1:00	Block 3 (60 min) <i>4th Lunch: 11:30-12:00 (30 min)</i> <i>5th Lunch: 12:30-1:00 (30 min)</i>
1:00	2:00	Block 2 (60 min)
2:00	3:00	Block 4 (60 min)



2026-2027 GRADES 6-8 SCHEDULES

TIMES		FULL DAY SCHEDULE
		DRAGON DAYS- Monday/Tuesday/Thursday/Friday ADVISORY-Wednesday
START	END	BLOCK
8:30	9:45	Block 1/5 (75 min)
9:48	11:03	Block 2/6 (75 min)
11:06	12:51	Block 3/7
11:03-11:33		Grade 6 Lunch
11:42-12:12		Grade 7 Lunch
12:21-12:51		Grade 8 Lunch
12:54	2:09	Block 4/8 (75 min)
2:12	3:00	Dragon Time/Advisory (48 min)

TIMES		HALF DAY SCHEDULE
		No Advisory on Early Dismissal Days
START	END	BLOCK
8:30	9:18	Block 1/5 (48 min)
9:21	10:09	Block 2/6 (48 min)
10:12	11:00	Block 4/8 (48 min)
11:00	12:15	Block 3/7
11:00-11:20		Grade 6 Lunch
11:28-11:48		Grade 7 Lunch
11:55-12:15		Grade 8 Lunch

TIMES		2-HOUR DELAYED OPENING SCHEDULE
START	END	BLOCK
10:30	11:30	Block 1/5 (60 min)
11:30	1:00	Block 3/7 (60 min)
11:25-11:50		1 st Lunch
11:51-12:16		2 nd Lunch
12:18-12:43		3 rd Lunch
1:00	2:00	Block 2/6 (60 min)
2:00	3:00	Block 4/8 (60 min)

DATES FOR QUARTER ENDINGS & POWERSCHOOL UPDATES

Quarter One

08/19/2026– 10/23/2026

10/23/26 Late Work Acceptance Deadline
10/23/26 End of Quarter One
10/30/26 Grades Due
11/06/26 Report Cards Finalized

Parent/Teacher Conferences

09/24/26 Open House
10/08/26 Virtual Parent Conference
04/22/27 Virtual Parent Conference

Quarter Two

10/24/2026 – 12/23/2026

12/23/26 Late Work Acceptance Deadline
12/23/26 End of Quarter Two
01/08/27 Grades Due
01/15/27 Report Cards Finalized

Quarter Three

12/24/2026 – 3/19/2027

03/19/27 Late Work Acceptance Deadline
03/19/27 End of Quarter Three
03/25/27 Grades Due
04/02/27 Report Cards Finalized

Quarter Four

3/20/2027 – 5/28/2027

05/26/27 Late Work Acceptance Deadline
05/28/27 End of Quarter Four
05/28/27 Grades Due
05/28/27 Report Cards Distributed

*All teachers update PowerSchool in a timely fashion to promote communication with families and provide adequate opportunities for improvement where needed. Teachers will provide information on **Open House (09/24/2026)** explaining their grading policy and approximate PowerSchool updates

ACADEMICS

Grading/Report Cards

Student report cards will be finalized 4 times per year, after each marking period. ISAAC has chosen to go paperless for report cards. As a result, emails will go out to families marking the end of each quarter.

Final grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a variety of ways: class participation, homework, written work, performance assessments, formative and summative testing at intervals during the course.

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

Homework: 10 pt. increments

Classwork: 10 pt. increments

Quiz: 100 pts.

Test: 200 pts

Papers/Projects: 100 to 200 pts.

Unit Tasks: 100 to 200 pts.

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

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

Progress Reports

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

Late Work

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

Make-Up Work

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

Retake/Extra Credit

ISAAC follows a Growth Mindset by allowing students to improve on unit tests, quizzes, or projects before the completion of a unit at the discretion of the teacher. Once the unit is complete, students will no longer be given the opportunity for a retake. At teacher discretion, students may retake a test/quiz or complete an additional assignment to improve the student's overall quarter grade. The original test/quiz/project grade will remain as part of the student's record. To complete a retake, students must schedule a time with the teacher outside of class or during Dragon Time to discuss their assignment.

Marking Periods

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

Courses Offered

CORE CLASSES	<i>All courses offered are also offered as honors classes to students 6-8 grade:</i> Language Arts, Mathematics, Social Studies/Humanities, Science/Honors Marine Science
ELECTIVE CLASSES	Dance, Theatre Arts, Health/PE, Art, Digital Arts, Advanced Art, Motion Media and Animation, Elementary Internship, Honors Aquarium Science, Music, Band, Music History, Music Technology, Chorus, School Media and Communications
SUPPORT CLASSES	WIN (What I Need), Co-Taught Mathematics, ELA, and Humanities, Bilingual Program, Advisory, SRBI Support, Literacy Lab, Language Academy

Advisory

All ISAAC students will take part in our Advisory Program where our social-emotional curriculum will be implemented (i.e. growth mindset, mindfulness, healthy social and emotional living, etc.). We want to ensure that all students' social/emotional well-being is our top priority.

Code of Conduct

The ISAAC Code of Conduct reflects our commitment to creating a safe, respectful, and inclusive learning environment where every student can thrive. Rooted in our ISAAC Family Values, the Code of Conduct emphasizes treating others with kindness, taking responsibility for our actions, demonstrating integrity, and contributing positively to our school community. Students are expected to communicate respectfully, make thoughtful choices, and work to resolve conflicts in a constructive manner. While our goal is always to teach, support, and restore positive behavior, students who repeatedly choose not to follow the expectations outlined in the Code of Conduct may be subject to disciplinary action, including suspension, and up to severe circumstances, recommendation for expulsion as supported by Board Policy on student discipline 5114. By following these expectations, students help ensure that ISAAC remains a place where everyone feels valued, supported, and ready to learn.

The image on the following page will be displayed throughout the school as a reminder. This image will be referred to by both staff and administration as we encourage our learners to work to the best of their ability.



Honor Code

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

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

- Materials will be collected and submitted to the teacher.
- A failing grade would be given for that assignment.
- Parents/guardians will be notified.

Students forging a signature:

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

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

Honor Roll

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

Honors Classes

Honors classes offer students the opportunity to engage in more rigorous and advanced coursework in core academic subjects. Students are selected based on a combination of academic performance, teacher recommendations, standardized test scores, and demonstrated motivation. Placement in honors courses is reviewed annually to ensure students are in the best learning environment for their success.

Parents/guardians may appeal a decision and meet with the principal. The principal shall have final say on placement into any honors class.

National Junior Honor Society

The National Junior Honor Society recognizes middle school students who excel in scholarship, leadership, citizenship, service, and character. Students are eligible for consideration based on academic performance, responsibility, community involvement, and positive behavior. Selection is determined by a faculty committee and members are expected to uphold NJHS values through continued academic excellence and active participation in service projects. All NJHS selections will be made in the Spring.

Otis-Lennon Gifted and Talented Test (OLSTAT)

The Otis-Lennon School Ability Test (OLSAT) is a nationally recognized assessment used to identify students for gifted and talented programs. This test measures abstract thinking and reasoning abilities through verbal and non-verbal questions. It is designed to assess a student's cognitive abilities related to learning potential, not academic achievement. The OLSAT is administered to all grade 6 students as part of the gifted and talented identification process. The results help determine if a student may benefit from enrichment opportunities, accelerated instruction, or placement in advanced academic programs.

Smarter Balanced Tests (SBAC)

The SBAC is a standardized test administered annually to all students to assess their progress in English Language Arts (ELA) and Mathematics. These computer-based tests are aligned with the Common Core State Standards and are designed to measure critical thinking, problem-solving, and academic growth. SBAC results help educators and families understand student achievement and guide instructional planning. Participation is required by the state, and students are encouraged to do their best and take the assessments seriously.

Next Generation Science Standards (NGSS) Tests

The Next Generation Science Standards (NGSS) are science assessments that are administered to all students in Grades 5 and 8 to measure students' understanding of science concepts, their ability to apply scientific practices, and their grasp of crosscutting themes across disciplines. The results help schools monitor progress and ensure students are prepared for college, careers, and informed citizenship.

AIMSweb and IXL

AIMSweb and IXL are benchmarking and progress monitoring tools used to assess foundational skills in reading and math. They are administered to students in grades 4-8 multiple times throughout the school year. These brief, standardized assessments help educators identify students' academic strengths and areas in need of support. AIMSweb and IXL data is used to inform instruction, guide intervention strategies, and track student growth over time to ensure all learners stay on track for academic success. Data will be discussed at Parent Teacher Conferences, 504 meetings, PPT meetings, or MTSS meetings.

Promotion

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

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

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

Retention

Retention is an extraordinary measure that should be the result of the combined professional judgment of the school principal, teachers, and/or other support personnel. The Executive Director or his/her designee has the authority to develop procedures that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures may require students who have substantial academic deficiencies that

jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Student Records

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

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

Transfer/Withdrawal from School

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

In a case where a student has not attended school for an extended period of time, and the school is unable to connect with the family, the student may be withdrawn from school after official notice has been delivered via email and mail. Moreover, if a student has not attended school for the first 5 days of school and the family has not contacted the school, the student may be withdrawn from school and the slot will be given to a student on the waiting list.

Field Trips

Field trips are an important part of the learning experience and are designed to enhance classroom instruction. Please note that families do not need to sign a separate permission slip for each field trip. Instead, one general permission form is signed at the beginning of the school year called the Signature Stakeholder Page. Your signature on the "Stake Holder" page, grants permission for students to attend all academic field trips for the 2026-2027 school year. Travel will most commonly be by school van or bus.

Students may be excluded from participating in field trips for the following reasons:

- Social Concerns
- Academic Concerns
- Behavioral Concerns

MTSS Team – Multi-Tiered Systems of Support

The MTSS Team consists of the executive director, principal, assistant principal, special education director, SRBI coordinator, social worker, school counselor, regular education teachers, and special education teachers who meet on a regular basis. The MTSS Team looks at referrals concerning non-special education students who are experiencing academic or behavioral difficulties. The team will develop intervention strategies and program accommodations specific to the needs of the student and implement and monitor those strategies for 6-8 weeks. If the accommodations don't impact student learning and growth, then a referral to special education may be made.

Through our Multi-Tiered Systems of Support (MTSS), students will be monitored to ensure academic growth

and progress through the tiered system. All students will have Tier 1 & 2 interventions within the classroom provided by the classroom teacher. If a student continues to struggle, the student will be referred to the SRBI team for Tier 3 for further assessments and data review. These interventions are designed to provide academic and behavioral interventions, accommodations and supports to develop the necessary skills toward college and career readiness.

Special Education

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

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

Bilingual Program

For our Bilingual Monthly Newsletters and Resources, please refer to our Bilingual Program page on our ISAAC website.

Language Assessment Scales - (LAS Links)

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

TECHNOLOGY

Internet/Cell Technology/Acceptable Use Policies

ISAAC curriculum makes extensive use of resources on the internet, which makes it vital for students to avoid dangerous, destructive, and unlawful behavior when using the internet. All students and their parents must sign an acceptable use policy that indicates that the student agrees to use the internet exclusively for educational purposes and to abide by the ISAAC Computer Technology Use Rules. Students found violating the acceptable use policy, including but not limited to viewing inappropriate sites, are subject to disciplinary consequences and revocation of computer privileges for a specified period of time. In the ISAAC technological environment, the use of a computer negates the need for cellular devices. Students may only use electronic devices distributed by ISAAC.

All cell phones should be stored away in the student's backpack, jacket, pocket, or left with administration throughout the entire day. Student use of cell phones and/or similar devices, including but not limited to Meta Glasses and Smart Watches, are not permitted at ISAAC.

Students using an electronic device that inhibits teaching and learning or that does not support the school

mission will:

1. Receive a verbal warning to put the phone away (preferably in their backpack). *Students should not expect to receive a verbal warning each day. Repeated violations will result in immediate progression to the next step in the process.*
2. Have their portable electronic device confiscated by the staff member and returned to the student at the end of class.
3. Have their portable electronic device confiscated by a staff member, given to administration, and returned to the student at the end of the day.
4. Have their portable electronic device confiscated by a staff member, given to an administrator, and held for parents to claim.

At no time should students take pictures or record on their personal cellular devices. If a student is found to have recorded or have taken pictures during the school day, a student may receive similar if not more severe consequences based on the violation of school policy.

Technology Resources

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

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

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

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

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

STUDENT LIFE

Activities and Clubs

Students may join a variety of club activities offered at ISAAC. Parents/guardians will receive written or digital notification of after-school club offerings throughout the year. Privileges to participate in clubs/enrichment activities may be revoked due to grades, attendance, disciplinary referrals, suspensions, or misbehavior. Please refer to the "After-School Program Handbook" for more information.

After School and Evening Activities

Students must have a parent or guardian present to attend after school or evening activities, this excludes 8th grade prom. A student may not attend an evening activity or program if he/she has been absent. Only ISAAC students are allowed to attend 8th grade prom.

Athletics

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

Publicity/Media Relations

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

School Cancellation/Delayed Opening/Early Dismissal

In the event of a school cancellation, delay, or early dismissal due to inclement weather, a phone call, email and/or a text message will be sent through SchoolMessenger and ParentSquare to notify parents. SchoolMessenger and ParentSquare are parent-notification systems that allow administrators to deliver messages to home phones, work phones, cell phones, email addresses and text message devices in a matter of minutes.

EARLY DISMISSAL:

If the weather causes ISAAC to close early, dismissal will be determined by the Executive Director and an announcement will be made on the local television stations as well as through SchoolMessenger and ParentSquare.

DELAYED OPENING:

If the weather causes ISAAC to have a delayed opening, there will be a 2 hour delay; school will begin at 10:00 a.m. and an announcement will be made on the local television stations as well as through SchoolMessenger and ParentSquare.

You may also listen to local radio announcements or local TV news for your local school district's announcements. Your local district's decision may differ from ISAAC's closings or delay. For example, if your local district decides to cancel school and ISAAC is still open, you may choose to drive your child to the school, as there will be no transportation provided by your district. If a student does not attend ISAAC when their local district is closed, it will be marked as a EXCUSED absence. As with any absence, the student is responsible for any missed work or assignments. The same is true when the delayed opening times are different.

ATTENDANCE

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

Absences

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

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

Reporting Absences/Tardiness

If a student is absent, the parent/ guardian must contact the school by 9:00 a.m. on the day of the absence (860-447-1003). Otherwise, the absence will be recorded as unexcused, and parents/guardians will be contacted by the school. If the student has an appointment that causes him/her to be late or absent, a note should be sent in with the student when he/she returns to school for the tardy/absence.

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

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

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

Students arriving late to school any time after 8:30 are to report to the main office for a late pass. Tardiness due to bus-related situations will be excused. Students who are tardy for a period greater than or equal to one-half of the school day are considered absent.

The Administration will determine if an absence is excused. When the student has four (4) unexcused absences, a referral will be made to the Administration. The Administration will arrange a meeting with the

parent/guardian and evaluate the reason. This meeting shall be held no later than ten (10) days after the child is identified as a truant. If the parent/guardian declines to attend the meeting, that fact shall be documented, and the meeting will be held without the parent/guardian being present. The Administrative and Attendance Teams will develop a plan to help improve the student's attendance.

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

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

Chronic Absenteeism

A student whose total number of absences at any time during the school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a "chronically absent child." Such a student will be subject to review by the SRBI Team. This amounts to 18 or more absences over the span of a 180 day school year.

Extraordinary Educational Opportunities To qualify as an extraordinary educational opportunity: it must be educational in nature and must have a learning objective related to the students' course work or plan of study; be an opportunity not ordinarily available to the student; be grade and developmentally appropriate, and include content that is highly relevant to the student. The Executive Director has the ultimate decision-making in granting this request.

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

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

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

TRANSPORTATION

Under current charter school law, transportation to ISAAC is the responsibility of the parent(s)/guardian(s) or of the home school district if it chooses to provide transportation. Students or parents should contact their local superintendent's office to obtain information on transportation procedures.

Students are reminded that flagrant disobedience, misconduct or jeopardizing transportation safety can result in disciplinary action up to, and including suspension, temporary removal of students from school transportation to and from ISAAC or participating in ISAAC field trips.

Bus and/or Van Conduct

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

Visitors

All visitors must sign in immediately at the school office before proceeding to other areas of the school or school grounds. Parents or other visitors desiring a meeting with school staff must arrange an appointment in advance. Students are not allowed to bring visitors to school, except for school purposes and with prior authorization from the school administration. Visitor access is allowed unless the visit is not in the best interest of students, staff, or the school district as determined by administration. **Student visitors and alumni are not permitted during school hours.** Parents/guardians of students who are potential applicants must contact the guidance office to schedule an appointment.

HEALTH/NURSING SERVICES

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

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

Parents of students requiring either prescription or over-the-counter medication during school must contact the school nurse. A medication administration form signed by a physician is required to permit the administration of ANY medicine in school. **All medication, whether over the counter or prescription must be delivered to the school by an adult and be in the original container with proper labeling.** Parents may authorize the administration of acetaminophen or ibuprofen by the nurse in accordance with ISAAC's standing orders from the medical advisor. Parents must complete, sign, and return the appropriate medication form.

Immunizations

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

against measles and tetanus, diphtheria, and pertussis (Tdap) before being permitted to enter seventh grade.

Mental Health Services

The well-being of our students is a top priority. If students are feeling overwhelmed, anxious, or struggling emotionally, help is available from our school counselor, social worker, and school psychologist. These mental health professionals are available for confidential support and can connect you with additional resources. ISAAC also partners with local mental health organizations to provide access to therapy, crisis support, and wellness programs. If there are any concerns, please do not hesitate to reach out.

School-Based Health Services

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

Vision, Hearing, and Postural Screening

To support student health and learning, vision, hearing, and postural screenings are conducted for all students in grades 4 and 5. These screenings help identify any issues that may affect academic performance or well-being.

- **Vision Screening:** Checks for common vision problems such as nearsightedness or farsightedness.
- **Hearing Screening:** Assesses the ability to hear a range of sounds to detect any hearing difficulties.
- **Postural Screening:** Evaluates posture and spinal health to identify concerns like scoliosis.

Parents will be notified if any concerns are found during the screenings, and referrals for further evaluation may be recommended. If you have any questions, please contact our Director of Health Services Carrie Gregory at cgregory@isaacschool.org.

Child Abuse, Neglect and Sexual Assault

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

McKinney-Vento Homeless Assistance

ISAAC is committed to supporting students and families experiencing homelessness under the McKinney-Vento Act. This federal law ensures that all children and youth have equal access to a free, appropriate public education, regardless of their housing situation.

If you or your family are experiencing homelessness, including living in shelters, motels, cars, or temporarily doubled up with others, please know that you have rights to immediate enrollment, transportation, and support services. The school's McKinney-Vento liaison is available to help connect you with resources such as school supplies, counseling, and community assistance.

For help or more information, please contact the assistant principal, Mrs. DePino-Wallig at mdepino@isaacschool.org who is the McKinney-Vento liaison.

GENERAL INFORMATION

I. ADMISSIONS POLICY:

The Interdistrict School for Arts and Communication (ISAAC) is a free public charter school open to all 4-8 grade students in Southeastern Connecticut. Our charter states that our student population is based on 50% New London residents and 50% from surrounding towns. Transportation is guaranteed to students in the New London school district. Other towns may elect to provide transportation. All students who wish to attend ISAAC must submit an application. Student applications are available on our website, www.isaacschool.org, and in the main office. Each year, ISAAC admits new students for each grade, depending upon the availability of open slots. Students are selected based on a fair, random lottery, which ensures all students have an equal opportunity to enroll. The lottery is held during late winter/early spring. Students that are not selected will be added to a waiting list.

If an opening occurs, the first student on the waiting list at that grade level will fill the vacant space.

II. ACCEPTABLE USE REGULATIONS FOR THE INTERNET:

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

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

The Interdistrict School for Arts and Communication (ISAAC) is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of ISAAC to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale, or use of substances that affect behavior. (ISAAC Policy #5131).

ISAAC prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product (vapes), on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the ISAAC, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." (ISAAC Policy # 1009)

IV. BULLYING

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication directed at or referring to another student attending ISAAC, or a physical act or gesture by one or more students repeatedly directed at another student at ISAAC, that:

- (1) causes physical or emotional harm to such student or damage to such student's property;
- (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- (3) creates a hostile environment at school for such student;
- (4) infringes on the rights of

such student at school; or (5) substantially disrupts the education process or the orderly operation of a school. (ISAAC Policy # 5011)

V. CELL PHONES AND ELECTRONIC DEVICES:

Please see, *Internet/Cell Technology/Acceptable Use Policies for more information*

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

VI. CLASSROOM BEHAVIOR:

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

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

VII. CUTTING CLASS:

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

VIII. DISCIPLINARY ACTIONS:

The primary responsibility of ISAAC is to provide students with a rewarding education. As with any organization, there are rules, regulations, and a Code of Conduct that students must follow to maintain an environment conducive for learning. To support a positive learning experience, a sequence of corrective measures is in place to address a broad range of student behaviors. ISAAC is committed to repairing the harm caused to our community by student behavior and working restoratively with students to prevent further offenses. Administration reserves the right, at all levels of infractions, to implement various instructional activities and actions geared toward students developing positive behaviors. Administration will manage students' more significant or repetitive negative behaviors with a progressive disciplinary system in which consequences become increasingly severe. Discipline is at an administrator's discretion and will be based on a full investigation of the incident.

IX. DRESS:

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

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

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

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

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

XI. FIGHTING:

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

XII. FIRE/EMERGENCY DRILLS:

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

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

XIII. HAZING/HARASSMENT:

Hazing/harassment of any student or group of students is strictly prohibited. Disciplinary consequences may include co-curricular discipline, suspension, expulsion, and/or referral to the police.

XIV. INSUBORDINATION:

Students are expected to respond promptly and politely to requests and directions from staff members. Failure to do so will result in teacher consequences and, as appropriate, referral to administration. **Any obscene language directed towards a teacher or staff member will result in disciplinary action.**

XV. LANGUAGE:

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

XVI. LASER PENS/LIGHTS:

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

XVII. LOITERING:

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

XVIII. MACE

For the safety of all students and staff, mace, pepper spray, and any similar chemical self-defense products are strictly prohibited on school property, in school buses, or during any school-sponsored events. Possession or use of these items will result in disciplinary action as outlined in the school's code of conduct policy. (ISAAC Policy #5114)

XIX. ORGANIZED DISRUPTION OF SCHOOL ENVIRONMENT:

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

XX. PLAGIARISM: (*See Honor Code*)

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

XXI. PROMOTION CEREMONY PARTICIPATION

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed ISAAC's course of study and are qualified to be promoted to high school. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives. In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in promotion ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written or verbal notice of the loss of privilege(s), the reasons for such denial and the means whereby a student may appeal this decision.

XXII. SALE OR TRADE OF ITEMS

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

XXIII. SEXUAL HARASSMENT:

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

XXIV. SOCIAL MEDIA:

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

XXV. SURVEYS & FLIERS:

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

XXVI. THEFT/DAMAGE:

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

XXVII. TOYS AND PERSONAL BELONGINGS:

Students are not permitted to bring toys and/or personal belongings. This includes, but is not limited to fidgets, stuffed animals, Matchbox cars, action figures, diaries, personal drawing books, slime and silly putty, Lego's, and trading cards.

XXVIII. VAPE

To promote a safe and healthy learning environment, Trident Vape Detectors have been installed in all student bathrooms. These devices are designed to detect vaping and other air quality concerns, allowing school staff to respond promptly and support student well-being. Students found vaping or tampering with the detectors will face disciplinary consequences in accordance with the school's discipline policy #5114 and/or substance policy #5131.

XXIX. WEAPONS:

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

SAFETY PROCEDURES

Asbestos Management Annual Notification

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

Millstone Power Station Readiness Plan

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

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

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

collaboration with other school districts, will transport students and staff to the state-designated evacuation facility.

Fire, Evacuation and Lockdown Drills

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

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

Security Camera Policy

The ISAAC Board of Directors supports the limited use of video cameras on ISAAC property for the purpose of enhancing school safety and security. The goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use school property and diminish the potential for personal and district loss or destruction of property. Appropriate signage is posted at the school entrance to notify students, staff, and the general public of the use of security cameras. Security cameras are installed in public areas only. These areas include common areas, stairwells, hallways, large gathering areas, and exterior entrances or exits to the school building.

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

Armed Safety Officers

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

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

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

Legal References:

Conn. Gen. Stat. § 10-244a

Conn. Gen. Stat. § 53a-217b

ADOPTED: June 15, 2022

ISAAC BOARD OF DIRECTOR POLICIES

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

ISAAC GRIEVANCE PROCEDURE FOR TITLES VI AND IX, SECTION 504

NON-DISCRIMINATION

SEXUAL HARASSMENT

STUDENT HARASSMENT POLICY

BULLYING

SCHOOL ATTENDANCE

PROMOTION/ACCELERATION/RETENTION

EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES

HOME TO SCHOOL COMMUNICATION

STUDENT RECORDS: CONFIDENTIALITY

SUBSTANCE ABUSE

DANGEROUS WEAPONS IN THE SCHOOLS

ADMINISTERING MEDICINES TO STUDENTS

CHILD ABUSE

YOUTH SUICIDE PREVENTION AND INTERVENTION POLICY

FIELD TRIPS

PLEDGE OF ALLEGIANCE

SEARCHES

STUDENT SURVEYS

COMPUTER USE, E-MAIL, AND INTERNET POLICY

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

USE OF AUTOMATIC EXTERNAL DEFIBRILATORS (AEDs)

HEALTH SCREENINGS

COMMUNICABLE/INFECTIOUS DISEASES

STUDENT HEALTH SERVICES

STUDENTS/STAFF WITH HIV, ARC (AIDS RELATED COMPLEX) OR AIDS

STUDENT SAFETY

HEALTH RECORDS

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the ISAAC Board of Directors (the “Board”), under the federal Family and Medical Leave Act of 1993 (“[Federal FMLA](#)”) and/or the [Connecticut Family and Medical Leave Act](#) (“[CT FMLA](#)”) and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

ELIGIBILITY

An employee who ~~holds a certification under Chapter 166 of the Connecticut General Statutes (i.e. a certified employee)~~ who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the [Federal](#) FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee ~~who~~ [working for the Board in a position that](#) does not ~~hold a~~ [require a](#) [professional](#) certification under Chapter 166 of the Connecticut General Statutes (i.e., a “noncertified employee”) is eligible for ~~the unpaid~~ leave ~~described in this policy~~ [under the CT FMLA](#) if such employee has ~~worked for~~ [been employed by](#) the Board for at least ~~twelve~~ [three](#) (123) months, ~~and has worked at least 950 service hours during in~~ the twelve (12) months immediately preceding the start of such leave.

DEFINITIONS

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, ~~the results of~~ an individual’s or family member’s genetic tests, ~~and/or~~ the fact that an individual or an individual’s family member sought or received genetic services, ~~and or~~ [participated in clinical research which includes](#) genetic [services](#). “Genetic information” includes [genetic](#) information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member ~~receiving~~ [utilizing](#) assistive reproductive ~~services~~ [technology](#).

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as

signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, “noncertified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

REASONS FOR LEAVE

(a) Federal FMLA

Leaves under the Federal FMLA ~~and applicable state law~~ may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth; ~~or~~
- to care for the employee’s newborn child; ~~or~~
- the placement of a child with the employee by adoption or for foster care; ~~or~~
- to care for the employee’s spouse, child, or parent who has a serious health condition; ~~or~~
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee’s position; ~~or~~
- ~~to serve as an organ or bone marrow donor; or~~
- to care for ~~an~~ a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of ~~a family member’s~~ an employee’s spouse, child, or parent’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from **the Human Resources Department**):
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;
 - post-deployment activities;
 - parental care leave for military member’s parent who is incapable of self-care and care is necessitated by the military member’s covered active duty; and/or
 - additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for ~~one of the above-listed reasons,~~ ~~each-eligible~~ a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

(2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of the fiscal year beginning July 1st of each year.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for ~~(i)~~ a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty ~~on active duty~~ in the Armed Forces; ~~or (ii) a covered veteran with a serious injury or illness who is the employee's spouse, parent, child or next of kin.~~

~~For servicemembers, the injury or illness must render the servicemember medically unable to perform the duties of office, grade, rank or rating. This provision applies to servicemembers who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.~~

~~For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and must have been (1) a member of the Armed Forces (including the National Guard or Reserves); (2) discharged or released under conditions that were other than dishonorable; and (3) discharged within the five year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.¹~~

~~For covered veterans, serious injury or illness means any of the following:~~

- ~~(i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or~~
- ~~(ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~
- ~~(iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~
- ~~(iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.~~

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard ~~FMLA~~ leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

¹ ~~The employee's first date of leave must be within the five year period. However, the employee may continue to take leave throughout the single 12 month period even if the leave extends past the five year period. Note special rules may apply to calculating the five year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five year calculation.~~

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the [Federal FMLA and/or CT FMLA](#).

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule [Federal FMLA and/or CT FMLA](#) leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, [Federal FMLA and/or CT FMLA](#) leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

~~**OPTIONAL SECTION— if the employer allows intermittent leave following the birth or placement of a healthy child, A board of education may decide that it will not allow intermittent or reduced schedule leave for these reasons, and therefore not include this provision in its policy. If the board does include this optional provision, the district must be aware of its equal protection obligations and treat similarly situated individuals in the same manner when administering FMLA leave;**~~

~~**Intermittent or reduced schedule leave may be taken following the birth or placement of a healthy child only with the Board's permission.**~~

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a [covered](#) family member or a covered servicemember, including during a period of recovery from an employee's or [covered](#) family member's serious health condition or a serious injury or illness of a covered servicemember, ~~**OPTIONAL SECTION to be included if the above optional section regarding intermittent leave is included: or if the Board agrees to permit intermittent or reduced schedule leave for the birth of a child or for placement of a child for adoption or foster care,**~~ the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. **Also**

[Under the Federal FMLA](#), special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a [covered](#) family member with

a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request [Federal FMLA and/or CT FMLA](#) leave for the birth, placement of a child by adoption or for foster care, or to care for a parent [\(or family member, for purposes of CT FMLA leave\)](#) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for [Federal and/or CT FMLA](#) leave for ~~their own or their spouse's serious health condition~~ [other qualifying reasons](#) in the 12-month entitlement ~~periods~~ [period](#).

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If ~~a~~ [Federal FMLA](#) leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins ~~a~~ [Federal FMLA](#) leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins ~~a~~ [Federal FMLA](#) leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

(a) Foreseeable Leave

An employee must notify the **HR Department** of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or [a covered](#) family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember.

If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for [Federal FMLA and/or CT FMLA](#) leave.

~~(b) Qualifying Exigency:~~

~~An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency, regardless of how far in advance such leave is foreseeable.~~

~~(e**b**) Unforeseeable Leave:~~

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

SCHEDULING PLANNED MEDICAL TREATMENT

When planning medical treatment for foreseeable [Federal FMLA and/or CT FMLA](#) leave, an employee must consult with the Human Resources Department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources Department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

REQUIRED CERTIFICATIONS/DOCUMENTATION

For leaves taken for any [Federal FMLA or CT FMLA](#)-qualifying reason, an employee must submit ~~a~~-completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources Department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. [Federal FMLA- and/or CT FMLA](#)-protected leave may be delayed or denied, [in accordance with applicable law](#), if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Human Resources. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional [Federal FMLA and/or CT FMLA](#) leave (if [the eligible for such leave and](#) such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

USE OF PAID LEAVE

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy (["PTO"](#)) will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and [Federal FMLA and/or CT FMLA](#)-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment. [An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.](#)

[Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program \("CT Paid Leave"\) for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority \("Authority"\) for partial income replacement benefits when they need leave for \(1\) any of the reasons that qualify for CT FMLA; and/or \(2\) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.](#)

The Board shall require employees to use applicable PTO concurrently with their CT FMLA leave, subject to their right to retain up to two weeks of accrued PTO. If, after exhausting other applicable PTO, an employee does not wish to retain two weeks of accrued PTO while on approved CT FMLA leave, the Board shall permit the employee to receive these accrued PTO benefits concurrently with their CT Paid Leave benefits, if any, provided the total compensation of such covered employee during such period of leave shall not exceed such covered employee's regular rate of compensation.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During family or medical leaves ~~of absence~~-approved ~~pursuant to this policy~~in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid ~~family or medical leave~~Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During ~~an~~ Federal FMLA and/or CT FMLA leave, an employee shall not accrue **benefits, such as seniority, pension benefits, or sick or vacation leave**, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

COMPLAINTS

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Executive Director or designee. ~~An employee may file a complaint with the U.S. or [FMLA Administrator/Human Resources Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.~~

Legal References:

Connecticut ~~General Statutes:~~

Conn. Gen. Stat. § ~~31-51rr~~ ~~Family and medical leave benefits for employees of political subdivisions~~ 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

Regs. Conn. State Agencies ~~31-51rr-1~~31-51qq, et seq.

Public Act ~~24-41~~25-174, “An Act ~~Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements~~”Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027”

~~United States Code~~Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED:	SEPTEMBER 12, 2012
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REVISED:	SEPTEMBER 26, 2023
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~~8/26/2024~~

9/17/2025

Summary report: Litera Compare for Word 11.10.1.2 Document comparison done on 9/24/2025 2:45:14 PM	
Style name: Default Style	
Intelligent Table Comparison: Active	
Original DMS: iw://cloudimanager.com/SG/238837/14	
Modified DMS: iw://cloudimanager.com/SG/238837/15	
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<u>Move To</u>	0
<u>Table Insert</u>	0
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<u>Table moves to</u>	0
~~Table moves from~~	0
Embedded Graphics (Visio, ChemDraw, Images etc.)	0
Embedded Excel	0
Format changes	0
Total Changes:	175

**ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT
SCHOOL CLIMATE POLICY**

The ISAAC Board of Directors (the “Board”) has adopted the Connecticut School Climate Policy in accordance with Connecticut General Statutes Section 10-222cc. The purpose of these Administrative Regulations Regarding Connecticut School Climate Policy is to outline additional requirements under Connecticut General Statutes Sections 10-222aa *et seq.* regarding the reporting of, assessment of, and responses to challenging behavior and bullying, as well as certain related requirements.

I. Definitions

- A. “School Climate Specialist” means the principal of each school, or a school employee who holds professional certification pursuant to Connecticut General Statutes Section 10-145, who is trained in school climate improvement or restorative practices, and is designated as the School Climate Specialist by the school principal. The School Climate Specialist is responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in Connecticut General Statutes Section 10-222ff, and (4) leading the implementation of the school climate improvement plan, developed pursuant to Connecticut General Statutes Section 10-222hh.
- B. “School employee” means (1) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (2) 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 school, pursuant to a contract with the Board.
- C. “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.
- D. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the

use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

- E. “Challenging Behavior Reporting Form” (referenced as the “uniform bullying complaint form” in Connecticut General Statutes Section 10-222bb) means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the Board’s web site and in each of the Board’s student handbooks, and the School Climate Committee must annually provide notice of such form to the school community.
- F. “Investigation Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed by the School Climate Specialist within a reasonable amount of time after receiving a report of an alleged challenging behavior and/or alleged bullying incident.
- G. “Response Process(es) Notification Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed and submitted by the School Climate Specialist to the student(s), parent(s) or guardian(s), and/or school employee(s) who submitted the Challenging Behavior Reporting Form within three (3) school days after an assessment has been finalized and submitted.
- H. “Tiered responses” are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged. Particular tiered responses are required when a student engages in behavior that (1) requires temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury, (2) indicates credible intention to cause bodily harm to self or others, or (3) results in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses must include, at a minimum, the responses described in Section V of these Administrative Regulations.
- I. “Student discipline”, for purposes of these Administrative Regulations, means removal from the classroom, suspension, or expulsion, as authorized by the Board’s student discipline policy.
- J. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

II. Reporting Challenging Behavior or Bullying

- A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student

discipline (i.e., removal from the classroom, suspension, or expulsion).

- B. Students, parents or guardians of students enrolled in the school, and school employees (“Reporters”) may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with these Administrative Regulations.
- C. Reporters may complete the Challenging Behavior Reporting Form electronically or in hard copy, or they may meet with the School Climate Specialist for assistance in completing the Challenging Behavior Reporting Form.
- D. Written reports of alleged challenging behavior and/or alleged bullying shall be reasonably specific as to the basis for the report, including the date and place of the alleged conduct, a description of what happened, and the names of potential witnesses.
- E. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

III. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

- A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form.
- B. The School Climate Specialist or other designated administrator shall assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.
- C. In conducting such assessment, the School Climate Specialist or other designated administrator shall:
 - 1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the behavior, and witnesses to the behavior, as appropriate;
 - 2. Review any relevant materials (e.g., records, statements, documents, videos);

3. Consider whether the conduct also should be addressed pursuant to any other Board policies or District regulations, such as those related to protected class discrimination or harassment; and
 4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.
- D. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.
- E. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.
- F. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

IV. Challenging Behavior or Bullying That Results in Student Discipline

- A. **Removal.** If a teacher removes a student from the classroom because the student has deliberately caused a serious disruption of the educational process, the teacher shall: (1) send the student to the main office; and (2) immediately inform the building principal or designee of the name of the student who was removed and the reason for the removal.
1. While the student has been removed to a designated area, the student may receive supports that include, but are not limited to: intervention from a school employee trained to provide such intervention, available mental health supports, instructional materials or other resources to address the temporary needs of such student.
 2. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class. Additional procedures governing behavior that causes a serious disruption; self-harm; and/or physical harm to teacher, another student, or other school employee shall be implemented in accordance with applicable law. Specifically:

- a. The 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.
- b. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- c. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide 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.

B. ***Discipline.*** The District shall address incidents of challenging behavior or bullying that violate the Board's Student Discipline policy in accordance with such policy and any school rules, student handbook, or code of conduct provisions regarding same. Disciplinary action may be necessary for violations of other applicable Board policies or District regulations, such as those related to protected class discrimination or harassment and/or Title IX.

V. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

- A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:
 1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;
 2. Indicate credible intention to cause bodily harm to self or others; or
 3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.
- B. Such tiered responses shall include, but need not be limited to, the following:
 1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and relevant Board policy.

2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting, either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.
 3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 2-1-1 Infoline program, services or programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis intervention.
- C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:
1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team ("PPT") for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), notice of the incident shall also be provided to the student's Section 504 team.
 2. Any teacher of record in the classroom may request a behavior intervention meeting with the crisis intervention team for the school. Such request should be submitted to the building principal.
- D. The District prohibits discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior or bullying that is subject to a tiered response.

VI. Students with Disabilities

- A. The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

VII. Reports to Board of Education

- A. The Superintendent of Schools shall submit, at least annually, to the Board a report concerning:
1. the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury, as described in Section V of these regulations, that occurred during the prior year;
 2. the grade level of each student involved in such incidents; and
 3. the supports, services, or interventions provided in response to such incidents to address the needs of students and school employees.
- B. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education's data suppression guidelines.

Legal References:

Conn. Gen. Stat. § 10-222aa
Conn. Gen. Stat. § 10-222bb
Conn. Gen. Stat. § 10-222cc
Conn. Gen. Stat. § 10-222dd
Conn. Gen. Stat. § 10-222ee
Conn. Gen. Stat. § 10-222ff
Conn. Gen. Stat. § 10-222gg
Conn. Gen. Stat. § 10-222hh
Conn. Gen. Stat. § 10-222ii
Conn. Gen. Stat. § 10-233a
Conn. Gen. Stat. § 10-233b
Conn. Gen. Stat. § 10-233c
Conn. Gen. Stat. § 10-233d
Conn. Gen. Stat. § 10-233e
Conn. Gen. Stat. § 10-236c

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