

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066
BOARD OF EDUCATION MEETING

DATE: Monday, August 24, 2026

TIME: 7:00 p.m.

PLACE: Vernon Board of Education, Administration Building, 30 Park Street, Vernon – 3rd Floor Board Conference Room

ZOOM MEETING: zoom.us +1 646 558 8656 Passcode: 445633 Webinar ID: 993 3781 0930

Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

Goals

1. *Build and improve relationships and partnerships with family and community.*
2. *Increase the achievement of every student through high quality curriculum, instruction and assessment.*
3. *Promote safe environments that are socially, emotionally, and physically conducive to learning.*

Civility Statement

The Board of Education expects mutual respect, civility and orderly conduct among all individuals on school property or at school-sponsored events. District staff will treat parents and other members of the public with respect and have the right to expect the same in return. The Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

AGENDA	NOTES
1.0 Establish Quorum 2.0 Call to Order 3.0 Pledge of Allegiance 4.0 Recognitions & Presentations 4.1 Introduction of New Teachers / Administrators (BOE Goal #2) 4.2 Recognition of Retired Coach Art Wheelock (BOE Goal #1) 4.3 Presentation and Board Approval of Maple Street School's Family Resource Center Grant (BOE Goal #1, #2, #3) 4.4 Presentation by the BOE Ad Hoc 10-Year Facility Study and Master Plan Committee on School Projects (BOE Goal #1, #3) 5.0 Secretary's Report 5.1 Opportunity for Board of Education to add/delete urgent agenda items 6.0 Community Forum Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.) 7.0 Consent Agenda 7.1 (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on June 8, 2026 (b) Approval of the Minutes of the Regular Board of Education Meeting held on June 8, 2026	

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- (c) Approval of the Minutes of the Board of Education
Special Meeting held on June 18, 2026
- (d) Approval of the Minutes of the Board of Education
Special Meeting held on July 6, 2026
- (e) Approval of the Minutes of the Ad Hoc 10-Year
Facility Study & Master Plan Committee Meeting
held on July 8, 2026

8.0 Personnel

- 8.1 New Teacher Bios (BOE Goal #1, #2, #3)
- 8.2 Leave of Absence Request (BOE Goal #2)
(Executive Session Anticipated)
- 8.3 Leave of Absence Request (BOE Goal #2)
(Executive Session Anticipated)

9.0 Teaching and Learning

- 9.1 Teacher Professional Development Schedule for
August 24th, 25th & 26th, 2026
- 9.2 Approval of the Leader & Educator Evaluation
and Support Plans (BOE Goal #2)

10.0 General Business

- 10.1 2025-2026 Annual Town Report (BOE Goal #1,
#2, #3)
- 10.2 Summary of Education-Related Legislation
Enacted in the 2026 Regular Session (BOE Goal
#1, #2, #3)
- 10.3 Bid award for RHS ASTE Mechanical Lab Design
(BOE Goal #1, #3)
- 10.4 Approval of Asset Disposal Requests (BOE Goal
#3)
- 10.5 FY27 State Supplemental Education Aid Grant
(BOE Goal #3)

**11.0 Review and Update Board of Education
Calendar**

[https://www.vernonpublicschools.org/district-
information/district-calendar](https://www.vernonpublicschools.org/district-information/district-calendar)

**12.0 Opportunity for Questions from the Press
Regarding Agenda Items**

13.0 Adjournment

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

4.1

Decision Requested

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

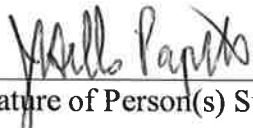
Introduction of New Teachers / Administrators (BOE Goal #2)

Background:

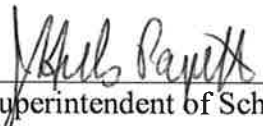
Interim Assistant Superintendent of Schools Mrs. Melissa Iles will introduce the new Vernon Public Schools Teachers / Administrators for the 2026-2027 school year.

Recommendation:

No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

Vernon Public Schools
New Administrators/Teachers
2026 – 2027 School Year

Vernon Public Schools welcomes the following new teachers to the 2026-2027 school year:

Center Road School

Benjamin Golden – Grade 4 Teacher

Kelsey Shipman – Grade 4 Teacher

Rebecca Black – Kindergarten Teacher

Monica Bongiovanni – Grade 4 Teacher

Lake Street School

Michael Savignano - Principal

Breana Rego – Special Education Teacher

Maple Street School

Arva Nerenxa – School Psychologist

Abigail Steele – Grade 2 Teacher

Northeast School

Sarah Sportini – Special Education Teacher

Skinner Road School

Emma Rogorzenski – Grade 4 Teacher

Sydney Boettger – Math Interventionist

Vernon Center Middle School

Daniel Bologna – Assistant Principal

Bryce Grigaitis – Science Teacher

Anthony Zaino – English Teacher

Teri Bailey – Art Teacher

Jonathan Bassett – School Counselor

Jessica Grzegorek – Special Education Teacher

Valerie Barrieau – Music Teacher

Calah Huie – Social Worker

Romeo Sowah - 8th Grade Math Teacher

Rockville High School

Zachery Priestley – English Teacher

Ryan Toomey – Math Teacher

Kellie Kurker – PE / Health Teacher

Leah Fry – Special Education Teacher

Emma Rawson – Science Teacher

Mason Resendes – Special Education Teacher (TALC)

Ronald Pedonti – Social Worker

Central Office

Jennifer Cowles – Special Education Supervisor-Elementary

Dalia Assem – Director of FSCP

Jessica Ben-David – Pre-School Program Supervisor

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X

Agenda Item

4.2

Decision Requested

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

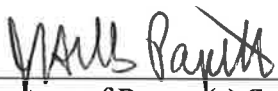
Recognition of Retired High School Coach Art Wheelock (BOE Goal #1)

Background:

The Board will recognize retired High School Coach Art Wheelock for being inducted into the Connecticut High School Coaches Association in 2026.

Recommendation:

No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS
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Agenda Item 4.3

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

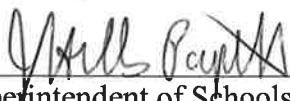
Subject: Maple Street School's Family Resource Center Grant (BOE Goal #1, #2, #3)

Background: A representative from Hartford Health Care will give a brief overview of Hartford Health Care and what it has done to support the students and families of Maple Street School. In order to meet the requirements of Maple Street School receiving the Family Resource Center Grant, the Board will be asked to approve.

Recommendation: Motion: That the Vernon Board of Education approve Maple Street School's Family Resource Center Grant as presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

Family Resource Center Grant- Maple Street School Continuation

The Family Resource Center Grant is a State Department of Education Grant applied through Hartford Healthcare. This grant has been in place for over 25 years. The purpose of the grant is to support and uplift the school's family and community partnership, by providing a broad base of educational and supportive programs. The mission is to promote positive and healthy family communities and family relationships. In delivering our services, we work closely with school, social service agencies and our community partners.

Our Components

1. **Family Engagement** - Family Resource Center Coordinator works with community agencies to support family development and promote student learning. For example:
Lunch Bunch-Lunch Bunch is a fun and engaging family literacy program where I dress up and become characters from a story, creating memorable experiences for students and their families. On a designated date each month, families are invited to join their children at school for lunch, enjoy a special story or activity, and spend quality time together. This popular program has strengthened the connection between the school and families, **with more than 80 families participating each month** and creating lasting memories together.
 - Partnering with Adult Education for GED classes (**VRABE**)

1. **Outreach**- This year, the Family Resource Center continues to partner with local community organizations to help families access essential resources
1. We participate in events hosted by our community partners to bring resources and information to the public. For example:
 - Attending PTA, Staff meetings, and other school sponsored events and communicating mission, purpose, and program updates of the FRC.
 - Attending town sponsored events and having a table so as to meet families and inform them of upcoming programs and events.
 - Events where supplies and materials are offered to help improve students' level of success in school

Through our **School-Year Food Backpack Program and Extended Summer Backpack Bridge Program**, we provide food support to families experiencing food insecurity, **including 33 families** during this year's summer months. Also; in partnership with the **Rockville YMCA Child Development Center**, we also help ensure families have access to diapers and other resource

necessities. These collaborative efforts help strengthen families and support the well-being and success of children and families within the childcare centers.

3. Playgroups: We facilitate playgroups that align with the CT Early Learning and Development Standards and utilize the ASQ Developmental and Social-Emotional Screening tools. Open to children from birth through age 5, our program provides developmentally appropriate activities that support fine and gross motor skills, cognitive and creative thinking, and early socialization. This playgroup program has grown into a valued resource for children and families in the Maple Street School community. Through weekly participation, children build important skills for school readiness while parents watch their children learn and grow. Families have also established meaningful connections and lasting friendships.

4. Positive Youth Development - Programs/Activities for students to help promote leadership, healthy lifestyle choices and self-esteem. For example:

- Lunch Groups- students can choose to participate in a lunchtime social group in the FRC. They are provided an opportunity to discuss issues that are important to them in a judgment free zone.
- Student Leaders- Students are given the opportunity to have decision making, leadership roles in the schools and work on social service projects. (Boys Group and Girls Group)
- Mindfulness - to support students social and emotional development

5.Resources and Referral- FRC Coordinators provide assistance with resources either in person or over the phone. For example:

- Names and phone numbers to medical providers, mental health providers or family counseling.
- Connect families to community providers for basic needs (housing, fuel & energy assistance)
- Providing a listing for childcare for a family that is new to the area(center based & licensed in-home providers)

6. Family Day Care Provider - Partnering with Child care providers in our community where the focus is on improving skills and knowledge through reflections and interaction.

7. Family in Training- Referral service for family needing support through Home Visit this is done in partnership with the **Hartford Healthcare** Family Development Center

- **Resource Network** - families will be connected to resources, as determined during home visits and other contacts, to address assistance needed to overcome barriers.

- **Personal Visits** - visits are conducted by qualified staff, certified as appropriate, with participants at home or similar setting on a regular basis to provide information and advise parents and other caregivers on their child's language, cognitive, social and motor development
- **Group Connections** - families are offered regular group connections focused on parent-child interaction, development-centered parenting and family well-being during the program year. FRCs are encouraged to develop or expand group connections that meet the needs of all families. This includes families with children under the age of three that are receiving early intervention services and would benefit from a structured group experience.

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Agenda Item 4.4

Decision Requested

X

August 24, 2026

Date

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Subject:

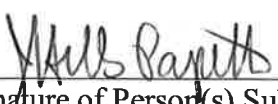
The BOE Ad Hoc 10-Year Facility Study & Master Plan Committee
School Projects Presentation (BOE Goal #1, #2, #3)

Background:

The BOE Ad Hoc 10-Year Facility Study & Master Plan Committee will
give the Board a presentation on school projects and request a possible
action on the recommendations of the Committee.

Recommendation:

Motion: That the Vernon Board of Education approve the
recommendations of the Ad Hoc 10-Year Facility Study & Master Plan
Committee on School Projects as presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS
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Agenda Item 7.1

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

Consent Agenda

Background:

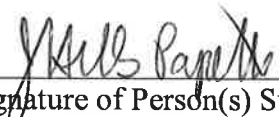
The Board is requested to approve the items listed on the Consent Agenda for August 24, 2026:

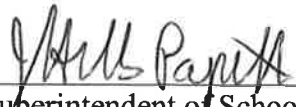
7.1

- (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on June 8, 2026
- (b) Approval of the Minutes of the Regular Board of Education Meeting held on June 8, 2026
- (c) Approval of the Minutes of the Board of Education Special Meeting held on June 18, 2026
- (d) Approval of the Minutes of the Board of Education Special Meeting held on July 6, 2026
- (e) Approval of the Minutes of the Ad Hoc 10-Year Facility Study & Master Plan Committee Meeting held on July 8, 2026

Recommendation:

Motion: That the Vernon Board of Education approve the items listed on the Consent Agenda for August 24, 2026.


Signature of Person(s) Submitting Report


Superintendent of Schools

The Board of Education Town of Vernon

**30 Park Street – PO Box 600
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Susan Jablonecki
Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek**

June 8, 2026

DRAFT MINUTES

BOARD OF EDUCATION FINANCE COMMITTEE MEETING

A Finance Committee meeting of the Vernon Board of Education was held at the Administration Building on Monday, June 8, 2026.

Attendees: Jesse Schoolnik, Finance Committee Chair; Kriste Nucci, Simone Sewell and Anthony Bedlack. Board Chair Paul Grabowski and Board Member Susanne Vacek were also in attendance.

Administration Present: Superintendent Dr. Joseph Macary, Assistant Superintendent Mr. Robert Testa and Director of Business and Finance Mr. William Meier.

Mr. Schoolnik called the meeting to order at 6:02 p.m.

There was no public comment.

Mr. Meier reviewed the Finance Report and Year-to-Date Budget with the committee.

The meeting adjourned at 6:37 p.m.

Respectfully submitted,

Karen Colt, Board Secretary

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June 8, 2026

DRAFT MINUTES

BOARD OF EDUCATION MEETING

A meeting of the Vernon Board of Education was held in-person and via Zoom Webinar at the Administration Building on Monday, June 8, 2026.

1.0 Establish Quorum

Roll call was taken at 7:00 PM.

There was a quorum. Board members present: Mr. Grabowski, Mr. Bedlack, Ms. Nucci, Mr. Schoolnik, Ms., Sewell and Ms. Vacek. Ms. Colt and Mrs. Jablonecki arrived soon after roll call. Ms. Wintress was absent.

Administration present: Superintendent Dr. Joseph Macary, Assistant Superintendent Mr. Robert Testa and Director of Business and Finance Mr. William Meier III.

2.0 Call to Order

Board Chair Mr. Paul Grabowski called the meeting to order at 7:00 PM.

3.0 Pledge of Allegiance

4.0 Recognitions and Presentations

4.1 Presentation by Lake Street School Students (BOE Goal #1, #2)

Mrs. Tracy Duenzl, Principal of Lake Street School, introduced Grade 3 teachers Ms. Alyssa Moretti and Ms. Erin Keser, as well as some of their Grade 3 students to the Board. They are here tonight to present their Biography Unit Wax Museum project, where each student was asked to research an important historical figure. The goal of their research was

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to personify the person they selected, transforming themselves into their chosen figures. To celebrate their hard work, the students presented their learning in the form of a “Wax Museum”, where they stepped into character to share their research. Families, students and staff were invited to visit the museum where the students were allowed to showcase their understanding, creativity and public speaking skills, all while bringing history to life. Each student who attended tonight’s meeting was dressed in character once again and presented fun facts about their historical figure to the Board.

4.2 Recognition of Lake Street School Principal Tracy Duenzl (BOE Goal #1)

Board Chair Mr. Grabowski congratulated Mrs. Duenzl for her 13 years of service to Vernon Public Schools and congratulated her on her retirement. Lake Street School has been a special place under her leadership. He also thanked her for her efforts with the Ad Hoc 10-Year Facility Study and Master Plan Committee. Dr. Macary thanked Tracy for 13 years of service and noted that the ABL and ELL Programs are housed at Lake Street and they do a tremendous job with our students requiring those special services. Mr. Grabowski then presented Mrs. Duenzl with a gift of appreciation from the Board.

4.3 Recognition of Board of Education Student Representative Thomas Glinski, Jr. (BOE Goal #1)

Mr. Grabowski noted that Tommy has been on the Board for 2 years and it has been a pleasure to have him as our student representative. He also noted that Tommy has successfully led his “Socktober” fundraising effort during his years at Vernon Public Schools, where he collects socks and undergarments for the homeless in our community. Tommy noted that he plans to continue this event each year. Mr. Grabowski also recognized Tommy’s photography talents and wished him all the best at college. He then presented Tommy with a gift of the Board’s appreciation.

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4.4 Spring Sports Update (BOE Goal #1, #2)

Athletic Director Jeffrey Farrell gave the Board a recap of the Spring Sports season. VCMS offered 3 sports for the Spring season: Baseball with 23 participants, Track with 69 participants & Softball with 14 participants. RHS offered 11 Spring season programs with a total of 281 student athletes participating: Baseball with 31 participants, Softball with 24 participants, E-Sports with 17 participants, Girls' Lacrosse with 17 participants, Girls' Tennis with 17 participants, Outdoor Track with 98 combined participants (39 Girls and 59 Boys), Golf with 21 participants, Boys' Volleyball with 22 participants, Unified Sports with 12 participants (6 athletes and 6 mentors), Boys' Lacrosse with 31 co-op participants, of which 25 were from RHS, and Boys' Tennis with 11 participants. The average GPA was 88.15 and the Girl's Lacrosse team had the highest grade point average at 92.66. Signing Day took place on Wednesday, May 27th where 12 Senior athletes signed letters of intent to play a sport in college. Mr. Farrell noted that all coaches are evaluated annually, and goals and improvement plans are made for the next season. Here's the Year in Review:

- 30 Varsity Sports are Offered
- 14 JV Teams
- 2 Freshmen Teams
- 448 Total Athletes
- 79 Three-Sport Athletes
- 60 All Conference Athletes
- 10 All State Athletes
- 87.79 Athlete GPA During the Season

5.0 Secretary's Report

5.1 Opportunity for the Board of Education to Add/Delete Urgent Agenda Items

Mr. Grabowski announced that we will need to pull item 8.5 - Approval of the Custodians, Maintainers, Secretaries and Clerical Contract due to the membership voting

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down the contract this past weekend.

5.2 Rockville High School Student Representative Report

Anne Aggarwala reported on the following:

- Senior exams have started and will end on Tuesday
- The Senior outing took place at Holiday Hill – everyone had a great time.
- On Thursday, May 28th, RHS hosted their annual Senior Awards/Scholarship Night. 118 Seniors were honored and scholarships totaling \$450,400.00 were awarded.
- The 2026 yearbooks have been distributed.

Thomas Glinski, Jr. reported on the following:

- Seniors will be getting together for Senior Sunset
- RHS is getting ready to host the Graduation Ceremony for the Class of 2026. This event will take place this Thursday at 6:00 pm.
- Finals week is next Monday through Thursday
- The last day of school is Friday, June 19th

6.0 Community Forum

Susanne Vacek, 43 Venetta Drive, Vernon, spoke before the Board. She mentioned that she provided a sample book of the Constitution and the Declaration of Independence that she and her family wished to provide to graduating students in our District. The version she provided was vetted by Dr. Macary and Mr. Grabowski, however, they objected to the copy provided because it was published by a Christian organization. Ms. Vacek noted that the separation of Church and State is not in the Constitution, and that references to scripture are written on many buildings and the currency used in our country. However, she is grateful to Dr. Macary and Mr. Grabowski for providing an alternate copy of the Declaration of Independence and the Constitution to students, even if it is not the version provided by her and her family.

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7.0 Consent Agenda

7.1 Consent Agenda

- (a) Approval of the Minutes of the Special Board of Education Meeting held on May 18, 2026
- (b) Approval of the Minutes of the Board of Education Special Meeting – Ad Hoc 10-Year Facility Study & Master Plan Committee Meeting held on May 26, 2026

MOTION: Mr. Schoolnik moved to approve Consent Agenda Items 7.1(a) and (b)
SECOND: Mr. Bedlack
VOTE: Unanimous

8.0 Personnel

8.1 Non-Affiliated Staff Salaries (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was moved to the end of the meeting.

8.2 Approval of Interim Superintendent Contract (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was moved to the end of the meeting.

8.3 Approval of the New Job Description for the School to Career Pathways Coordinator (BOE Goal #1, #2, #3)

Dr. Macary announced that there was a need to create a new position called the “School to Career Pathways Coordinator”. This is a non-certified position and would be a person who has “one foot in education and one foot in the workforce”. This person would assist in

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fostering increased student learning and engagement by bringing forth overall connections with outside agencies and organizations, along with career pathways for students. This position was budgeted for 2026-2027. Dr. Macary is asking the Board to approve the newly created job description for this position.

MOTION: Ms. Sewell moved to approve the new job description for the School to Career Pathways Coordinator
SECOND: Ms. Nucci
VOTE: Unanimous

8.4 Approval of the Cafeteria Workers' Contract (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was moved to the end of the meeting.

8.5 Approval of the Custodians, Maintainers, Secretaries and Clerical Contract (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was pulled from the meeting agenda by Board Chair Mr. Grabowski.

8.6 Interim Administrator Appointments (BOE Goal #1, #2, #3)

Dr. Macary announced that, with Mr. Testa's retirement effective June 30, 2026, he has appointed Mrs. Melissa Iles, current Director of VRABE, to become Interim Assistant Superintendent of Schools. As a result of this interim appointment, Dr. Macary has also appointed Ms. Cortney Gerlach, current Assistant Director of VRABE, as Interim Director of VRABE. These appointments will be effective July 1, 2026.

9.0 Teaching and Learning

9.1 Student Attendance Data (BOE Goal #2, #3)

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Assistant Superintendent Mr. Robert Testa reviewed student attendance with the Board. He reviewed 2 bar graphs that provided data regarding “Average Daily Attendance by School Year” and “Chronic Absenteeism by School Year”. For the 25-26 school year, our Daily Attendance was at 94.4% as of May 31, 2026. Our goal is 95% and we are getting close to achieving that goal. Chronic Absenteeism has decreased this year from years past and we are currently at 12.1%. Our goal is 10% and we are trending in that direction. Chronic Absenteeism is a priority for all of our school buildings, and Administrators are developing creative ways in their school improvement plans to increase student attendance in school.

10.0 General Business

10.1 Board of Education Finance Committee Report (BOE Goal #1, #2, #3)

Mr. William Meier III, Director of Business and Finance, noted that the Finance Committee met this evening to review the year-to-date budget report. He is also presenting one action item for the Board’s approval:

(a) Asset Disposal Requests from Food Services & Nursing

MOTION: Mr. Bedlack moved to approve the Asset Disposal Requests from Food Services & Nursing as discussed and presented

SECOND: Mrs. Jablonecki

VOTE: Unanimous

10.2 FY2026 Ending Year-to-Date Summary - Resolution 2026-2027 (BOE Goal #1, #2, #3)

Mr. William Meier noted that, each year, the Board of Education is asked to adopt a resolution regarding Board of Education unexpended funds. This year, we are requesting those funds be transferred to the Capital Non-Recurring Account.

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MOTION: Mr. Bedlack moved that the Vernon Board of Education approve a resolution indicating that the Superintendent is authorized to request from the Town of Vernon that the remaining fiscal year 2026 Board of Education fund balance be transferred to the capital Non-Recurring Account.

SECOND: Mr. Schoolnik

VOTE: Unanimous

10.3 Reports from the Board of Education Liaisons Regarding Attendance at Organization / Committee Meetings (BOE Goal #1)

No one had any reports to share this month. Dr. Macary reminded everyone of the Time Capsule event taking place at Northeast School on June 15th.

11.0 Review and Update Board of Education Calendar

<https://www.vernonpublicschools.org/district-information/district-calendar>

Dr. Macary announced that there will be a few additional meetings this month for the Superintendent Search, as well as a meeting to appoint the Assistant Principal of VCMS and a possible meeting on July 6th to appoint the new Superintendent. He also reminded everyone about the VCMS Evening of Excellence Ceremony on June 16th.

12.0 Opportunity for Questions from the Press Regarding Agenda Items

No one from the Press was in attendance.

Mr. Grabowski took a moment to say a few words about Dr. Macary and Mr. Testa on their years of service to Vernon Public School and that they will be sorely missed. He wished Dr. Macary the best in his Superintendency Middletown and Mr. Testa the best in his retirement.

The Board of Education Town of Vernon

30 Park Street – PO Box 600
Vernon, Connecticut 06066

Paul Grabowski, Chair
Kristiana Wintress, Vice Chair
Karen Colt, Secretary
Anthony Bedlack
Susan Jablonecki
Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek

June 8, 2026

MOTION: Ms. Vacek motioned to go into executive session at 7:46 PM to address items 8.1, 8.2 and 8.4, inviting Superintendent Dr. Joseph Macary & Assistant Superintendent Mr. Robert Testa
SECOND: Mr. Bedlack
VOTE: Unanimous

The Board came out of executive session at 8:19 PM

8.1 Non-Affiliated Staff Salaries (BOE Goal #1, #2, #3) (Executive Session Anticipated)

MOTION: Ms. Nucci moved to approve the Non-Affiliated Staff Salaries as discussed and presented
SECOND: Mrs. Jablonecki
VOTE: Unanimous

8.2 Approval of Interim Superintendent Contract (BOE Goal #1, #2, #3) (Executive Session Anticipated)

MOTION: Ms. Vacek moved to approve the Interim Superintendent Contract as discussed and presented
SECOND: Ms. Colt
VOTE: Unanimous

8.4 Approval of the Cafeteria Workers' Contract (BOE Goal #1, #2, #3) (Executive Session Anticipated)

MOTION: Mr. Schoolnik moved to approve the Cafeteria Workers' Contract as discussed and presented

The Board of Education Town of Vernon

**30 Park Street – PO Box 600
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Jesse Schoolnik
Simone Sewell
Susanne Vacek**

June 8, 2026

SECOND: Mr. Bedlack
VOTE: Unanimous

13.0 Adjournment

MOTION: Ms. Colt made a motion to adjourn at 8:20 PM
SECOND: Mr. Schoolnik
VOTE: Unanimous

Respectfully submitted,

Karen Colt, Board Secretary

The Board of Education Town of Vernon

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June 18, 2026

DRAFT MINUTES

BOARD OF EDUCATION SPECIAL MEETING APPOINTMENT OF VERNON CENTER MIDDLE SCHOOL ASSISTANT PRINCIPAL

A Special Meeting of the Vernon Board of Education – Appointment of VCMS Assistant Principal, was held via Zoom Meeting on Thursday, June 18, 2026.

1.0 Establish Quorum

Roll call was taken at 6:03 PM.

There was a quorum. Board members present: Mr. Grabowski, Ms. Wintress, Mr. Bedlack, Mrs. Jablonecki, Ms. Nucci, Mr. Schoolnik, Ms. Sewell and Ms. Vacek. Ms. Colt was absent.

Administration present: Superintendent Dr. Joseph Macary

2.0 Call to Order

Board Chair Mr. Paul Grabowski called the meeting to order at 6:03 PM.

3.0 Vernon Center Middle School Assistant Principal Appointment (Executive Session Anticipated)

MOTION: Mr. Schoolnik motioned to go into executive session at 6:04 PM, inviting Superintendent Dr. Joseph Macary and final candidate Mr. Daniel Bologna.

SECOND: Mrs. Jablonecki

VOTE: Unanimous

The Board came out of executive session at 6:22 PM

MOTION: Mr. Bedlack moved to approve the appointment of Daniel Bologna as Assistant Principal of Vernon Center Middle School as discussed and presented

SECOND: Mrs. Jablonecki

VOTE: Unanimous

The Board of Education Town of Vernon

**30 Park Street – PO Box 600
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Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek**

June 18, 2026

4.0 Adjournment

MOTION: Mr. Bedlack made a motion to adjourn at 6:23 PM
SECOND: Ms. Wintress
VOTE: Unanimous

Respectfully submitted,

Karen Colt, Board Secretary

The Board of Education Town of Vernon

30 Park Street – PO Box 600
Vernon, Connecticut 06066

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July 6, 2026

DRAFT MINUTES

BOARD OF EDUCATION MEETING

A meeting of the Vernon Board of Education was held in-person and via Zoom Webinar at the Administration Building on Monday, July 6, 2026.

1.0 Establish Quorum

Roll call was taken at 7:00 PM.

There was a quorum. Board members present: Mr. Grabowski, Ms. Wintress, Ms. Colt, Mr. Bedlack, Mrs. Jablonecki, Ms. Nucci, Mr. Schoolnik, Ms. Sewell and Ms. Vacek.

Administration present: Superintendent Dr. Joseph Macary, Interim Assistant Superintendent Mrs. Melissa Iles and Business & Finance Director Mr. William Meier III.

2.0 Call to Order

Board Chair Mr. Paul Grabowski called the meeting to order at 7:00 PM.

3.0 Pledge of Allegiance

4.0 Public Comment

No one addressed the Board.

5.0 Appointment of the New Superintendent of Schools

This item was moved to the end of the meeting.

The Board of Education Town of Vernon

30 Park Street – PO Box 600
Vernon, Connecticut 06066

Paul Grabowski, Chair
Kristiana Wintress, Vice Chair
Karen Colt, Secretary
Anthony Bedlack
Susan Jablonecki
Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek

July 6, 2026

6.0 Approval of the Superintendent's Contract (Possible Executive Session)

MOTION: Mr. Schoolnik motioned to go into executive session at 7:04 PM
SECOND: Ms. Wintress
VOTE: Unanimous

The Board returned from executive session at 7:14 PM

5.0 Appointment of the New Superintendent of Schools

MOTION: Ms. Wintress motioned that the Board of Education hereby elects Dr. Jennifer Hills-Papetti to serve as the Superintendent of Vernon Public Schools with a term to commence on August 10, 2026. The Board authorizes the Chair to sign the related Contract of Employment on their behalf.
SECOND: Ms. Nucci
VOTE: Unanimous

7.0 Adjournment

MOTION: Ms. Colt moved to adjourn at 7:16 PM.
SECOND: Mr. Bedlack
VOTE: Unanimous

Respectfully submitted,

Karen Colt, Board Secretary

The Board of Education Town of Vernon

30 Park Street – PO Box 600
Vernon, Connecticut 06066

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Karen Colt, Secretary
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Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek

July 8, 2026

DRAFT MINUTES

BOARD OF EDUCATION SPECIAL MEETING AD HOC 10-YEAR FACILITY STUDY & MASTER PLAN COMMITTEE

A Vernon Board of Education Ad Hoc 10-Year Facility Study & Master Plan Committee meeting was held in-person at the Central Office Administration building on Wednesday, July 8, 2026.

1.0 Call to Order

Mr. Grabowski called the meeting to order at 6:02 p.m.

Committee members present: Mr. Paul Grabowski, Mr. William Meier III, Mr. Mason Thrall, Mr. Steven Linton, Mrs. Anne Fischer, Mr. Josh Egan, Ms. Amy Ostien, Ms. Laura Bush, Ms. Maryann Levesque and Mr. Michael Colt III. Mr. Kevin Brown, Ms. Amanda Ruttenberg-Hakian, Ms. Lindsey Robbins and Ms. Allison Chaisson were absent.

Also present: Mr. Mark Winzler, Interim Superintendent of Schools, Ms. Angela Cahill and Ms. Marnie Liska of STV, Inc.

2.0 Public Comment

There was no public comment.

3.0 MEP (Mechanical, Electrical & Plumbing) Projects Update

- **Rockville High School**
- **Vernon Center Middle School**

Angela Cahill of STV, Inc. provided a handout outlining the scope of work for HVAC work at VCMS and RHS and shared an initial cost estimate with the committee.

MOTION: Mr. Thrall moved to recommend to the Board of Education that the MEP scope of work for VCMS & RHS be included in the bond referendum.

SECOND: Ms. Levesque

VOTE: Unanimous

4.0 Community Outreach

- **Marketing Plan**

The committee discussed communication plans and use of Donovan Group to create information on the project.

5.0 Ad Hoc Timeline

The committee discussed the following timeline:

- August – Presentation to Board of Education
- September – Presentation to Vernon Town Council for Approval of Bonding Referendum
- October – Community conversation 2.0
- February – Town Referendum
- June 30, 2027 – Grant Submission to State of Connecticut

6.0 Due Diligence Items and Next Steps

Site Survey & Architect

7.0 Adjournment

The meeting adjourned at 6:51 PM

The committee will meet next on *August 20, 2026 at 6:00 PM*

Respectfully submitted,

Karen Colt, Board Secretary

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

8.1

Decision Requested

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

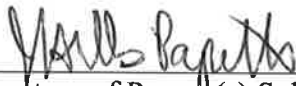
New Teacher / Administrator Hires (BOE Goal #1, #2, #3)

Background:

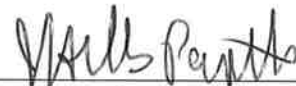
Interim Assistant Superintendent Mrs. Melissa Iles will speak about the new Teacher and Administrator hires for the 2026-2027 school year.

Recommendation:

No action required



Signature of Person(s) Submitting Report



Superintendent of Schools

NEW TEACHER / ADMINISTRATOR BIOS

2026 – 2027

CENTER ROAD SCHOOL:

Rebecca Black is a Kindergarten Teacher at Center Road School. This is her first full-time teaching position. She was previously employed as a camp counselor for 4 years at Magdalena Ecke YMCA in Encinitas, CA. Becky holds a Bachelor's Degree in Elementary and Early Childhood Education from Penn State University. She grew up in California and currently lives in Cromwell with her boyfriend. She enjoys playing the clarinet, hanging out with family and friends, going on walks, going to the beach and watching and going to football games.

Benjamin Golden is a 4th Grade Teacher at Center Road School. He has 13 years of teaching experience and was previously employed in South Carolina. Ben holds a Master's Degree in Elementary Education from the University of Bridgeport and a Bachelor's Degree in Journalism from Hofstra University. He resides in Coventry and enjoys golfing, playing guitar and spending time with his wife, three dogs and two cats. He was raised in Kent, CT and is excited to be back in his home state after 13 years of living in South Carolina!

Kelsey Shipman is a 4th Grade Teacher at Center Road School. This is her first full-time teaching position. She was employed last year as a long-term substitute in East Hartford. Kelsey holds a Bachelor's Degree in Bilingual Elementary Education with her certification in Elementary Education. She currently lives in New Britain and plans to move to Vernon with her boyfriend this Winter. She enjoys reading, playing cards, going to the beach and going camping.

Monica Bongiovanni is a 4th Grade Teacher at Center Road School. She has one year of teaching experience and was previously employed as a 1st Grade Teacher at St. James School in Manchester. Monica holds a Bachelor's Degree in Elementary Education from Central Connecticut State University. She lives in Wethersfield, is engaged to be married and enjoys walking with her dog, traveling, crafting and DIY's.

LAKE STREET SCHOOL:

Breana Rego is a Special Education Teacher at Lake Street School. She has been a teacher for 3 years and previously taught Special Education at Stadium Elementary School in Cranston, RI. Breana holds a Bachelor's Degree in Educational Communities and a Minor in Political Science from New England College and a Master's Degree in Elementary Special Education from Rhode Island College. She just moved to Enfield, CT and lives with her boyfriend. She enjoys spending time with their two dogs, grabbing an iced coffee, trying out a new restaurant and heading back to Rhode Island to visit her family.

MAPLE STREET SCHOOL:

Arva Nerenxa is a School Psychologist at Maple Street School. This is her first full-time certified position. She completed one year of practicum at Howell Cheney Technical High School in Manchester and one year of internship at Buttonball Lane School in Glastonbury. Arva lives in Wethersfield and enjoys going to Pilates, trying new restaurants and traveling. Family means everything to her and she is very close to her parents and her twin brothers. She is incredibly grateful for everything they have done for her and works hard each day to make them proud..

Abigail Steele is a 2nd Grade Teacher at Maple Street School. This is her first full-time certified position. She was previously a Building Sub at MSS for the past two years. Abigail holds a Bachelor's Degree in Childhood Inclusive Education from SUNY Brockport and is currently in pursuit of her Master's Degree in Literacy at the University of Saint Joseph. She lives in Manchester and enjoys reading, playing soccer and volleyball, spending time outside and traveling with her significant other. Her family lives in Western New York.

NORTHEAST SCHOOL:

Sarah Sportini is a Special Education Teacher at Northeast School. This is her first full-time certified position. She student taught at Center Road School last year in the Renaissance Program and began teaching at Northeast School as a Long Term Special Education Sub this past January. Sarah holds a Bachelor's Degree in Special Education from UConn and received her Master's Degree in Educational Psychology from UConn this past May. She lives in Glastonbury and enjoys walking her dog, spending time with her family and friends and watching UConn basketball games. She is the youngest of four in a large, close knit family and a proud aunt to 5 nieces and nephews.

SKINNER ROAD SCHOOL:

Sydney Boettger is a Math Interventionist at Skinner Road School. She has over 8 years of teaching experience and was previously employed in South Windsor and New Britain. Sydney holds a Bachelor's Degree in Mathematics from Eastern Connecticut State University and a Master's Degree in Elementary Education from Central Connecticut state University. She lives with her husband and 3-year old daughter in West Hartford and will celebrate their 5th wedding anniversary this November. She enjoys dance parties with her daughter, reading her Kindle, running outside, group fitness classes and walks with their dog. Sydney has also been a dance teacher for 10 years.

Emma Rogorzenski is a 4th Grade Teacher at Skinner Road School. This is her first full-time certified position. She holds a Bachelor's Degree and a Master's Degree from Merrimack College. Emma lives in West Hartford with her parents and two younger siblings, and enjoys

playing soccer, going for long walks, reading and hanging out with her family and friends. She is very excited to be teaching at Skinner Road School and cannot wait for the school year to begin!

VERNON CENTER MIDDLE SCHOOL

Daniel Bologna is an Assistant Principal at Vernon Center Middle School. He has 20 years of full-time teaching experience and was the Assistant Principal at James H. Moran Middle School in Wallingford for 10 years. Prior to that, he was the Dean of Students for Coventry Public Schools for one year and an 8th Grade Social Studies teacher at Silas Deane Middle School in Wethersfield for nine years. Dan holds a Bachelor's Degree in History and Social Sciences for Secondary Education from Eastern Connecticut State University, a Master's Degree from Central Connecticut State University and his 6th Year from Quinnipiac University. He lives in Coventry with his wife and three boys, two of which are twins. He enjoys taking care of his yard, playing and coaching soccer, basketball and baseball, and taking as much time cooking on his grill and Blackstone as is humanly possible! He grew up in Vernon and attended CRS, VCMS and RHS, and is pleased to come back to the district that he has so many fond memories of as a student.

Teri Bailey is an Art Teacher at Vernon Center Middle School. She has 5 years of full-time teaching experience and was last employed at Wallace Middle School in Waterbury as an Art Teacher. Teri holds a Master's Degree in Art Education from Central Connecticut State University and a Master's Degree in Educational Curriculum and Instruction from the University of Saint Joseph. She lives in Bloomfield with her cat and dog and is engaged to be married. She enjoys bird watching, painting, sewing and reading.

Valerie Barrieau is a Music Teacher at Vernon Center Middle School. This is her first full-time certified position. She spent one year in Winsted as a Band, Choir and General Music Teacher. Valerie studied Music Education, Classical Clarinet and Jaz Saxophone at UConn. She is a professional musician and enjoys hiking, traveling and being outdoors. She lives in Simsbury with her dog.

Jonathan Bassett is a School Counselor at Vernon Center Middle School. He has 3 years of teaching experience and was a high school Social Studies Teacher at Ellington High School. Jonathan holds a Bachelor's Degree in Education, a Master's Degree in Curriculum and Instruction and a Master's Degree in Educational Psychology, all from UConn. Jonathan lives in Rocky Hill and enjoys playing golf, basketball, coaching soccer and basketball, working out, cooking and spending time with his three brothers.

Bryce Grigaitis is a Science Teacher at Vernon Center Middle School. This is his first full-time certified position. He holds a Bachelor's Degree in Biology and a Master's Degree in Curriculum and Instruction, both from UConn. Bryce lives in Ellington and enjoys camping, hiking and

traveling. He is grateful for the support he has received from his family throughout his college journey.

Jessica Grzegorek is a Special Education Teacher at Vernon Center Middle School. She has over 20 years of teaching experience and was previously employed in Cromwell. Jessica holds a Bachelor's Degree in Elementary Education, a Master's Degree in Special Education and a 6th Year in Educational Leadership. She is married, lives in Portland and has two kids aged 17 and 20. She enjoys kayaking, cooking, reading, hiking and her pets. Her favorite subject to teach is reading.

Calah Huie is a Social Worker at Vernon Center Middle School. This is her first full-time certified teaching position. She holds a Bachelor's Degree in Social Welfare from Gordon College and a Master's Degree in Social Work from UConn. Calah lives in Simsbury and enjoys spending time with family and friends, traveling, dancing and finding new way to stay creative!

Romeo Sowah is an 8th grade Math Teacher at Vernon Center Middle School. This is his first full-time certified teaching position. He was previously employed at Windsor Locks Middle School for 3 years as a Registered Behavior Technician. Romeo holds a Bachelor's Degree in Sport Management from Endicott College and a Master's Degree in Business Administration from St. Thomas University. He lives in South Windsor with his wife and puppy and enjoys working out, playing sports, spending time with his family and watching the NFL and NBA. He and his wife grew up in Vernon and attended VCMS and RHS; they have been together since their freshman year of high school.

Anthony Zaino is an English Teacher at Vernon Center Middle School. He has 4 years of teaching experience and was previously employed in Waterbury at North End Middle School. Anthony holds a Bachelor's Degree in English and Secondary Education from Seton Hall University and Master's in Curriculum and Instruction from the University of Saint Joseph. He lives in Stafford Springs with his cat and enjoys reading, playing video games, going to the movies, cooking, hiking and collecting CDs and vinyl's. He's happy to be a part of Vernon Public Schools.

ROCKVILLE HIGH SCHOOL:

Leah Fry is a Special Education Teacher at Rockville High School. She has nine years of teaching experience, having worked in New Haven at an independent school for 6 years and for New York City Public Schools for 3 years. Leah holds a Bachelor's Degree in English from William & Mary, a Master's Degree and a Ph.D. in English from UC Santa Barbara and a Master's Degree in Education from St. John's University. She lives in Tolland with her husband and two sons and enjoys swimming, running, hiking, reading and spending time with family in nature.

Kellie Kurker is a PE/Health Teacher at Rockville High School. She has 5 years or more of teaching experience and was previously employed at Wilby High School in Waterbury as a

PE/Health Teacher. Kellie holds a Bachelor's Degree in Physical Education from Keene State College. She lives in South Windsor with her husband, 2 daughters and their dog, and enjoys CrossFit, traveling and family time.

Ronald Pedonti is a Social Worker at Rockville High School. He has 13 years of teaching experience and was previously employed with Hartford Public Schools at the University High School of Science and Engineering. Ron holds a Bachelor's Degree from Eastern Connecticut State University and a Master's Degree in Social Work from Springfield College. He lives with his partner in Vernon and enjoys golf, basketball, reading, watching movies and cooking. He is very close with his mom and sister, who live in CT, and his extended family who live in New York City. He is excited to begin this new chapter in his career!

Zachery Priestley is an English Teacher at Rockville High School. This is his first full-time certified teaching position. Zachery holds a Bachelor's Degree in English Teaching from the University of New Hampshire and a Master's Degree in Curriculum and Instructions from UConn. He lives in Manchester with his puppy and enjoys hiking, traveling, running, reading and watching movies. He loves all things super heroes and space and enjoys going on hikes around New England with his dog. He is also training for the Hartford Half-Marathon which he will participate in this year.

Emma Rawson is a Science Teacher at Rockville High School. She was a Long-Term Sub in Math last year and was previously employed at UMass Amherst as a Research Assistant in the Environmental Science & Marine Research Lab. Emma holds a Bachelor's Degree in Biology from Mount Holyoke College and also attended UMass Amherst Graduate School for Environmental Science while working in the lab. She lives in Vernon, got married on August 15th and will be changing her last name to "Ambro" when she begins teaching. She enjoys Jiu Jitsu, gardening and canning and has one dog, 5 cats and 12 chickens.

Mason Resendes is a Special Education Teacher (TALC) at Rockville High School. This is his first full-time certified teaching position. He was previously a Para for 3 years and Resident Teacher this past year at Center Road School. Mason holds a Bachelor's Degree in Business & Marketing and is currently working on his Master's Degree in Special Education. He lives in Vernon and enjoys motorsports, photography and videography, and spends his weekends at the track creating media for different drivers.

Ryan Toomey is a Math Teacher at Rockville High School. This is his first full-time certified teaching position. He previously worked in the ECSU Academic Success Center for 5 years, beginning as a Peer Advisor as an undergraduate, and then as a First-Year Advisor and the Tutor Coordinator as a graduate student. Ryan holds a Bachelor's Degree in Mathematics and a Master's Degree in Secondary Education from Eastern Connecticut State University. He lives in Willington, is one of four siblings, and enjoys being outside, exercising and watching the Boston Celtics and UConn basketball.

CENTRAL OFFICE:

Dalia Assem is the Director of Family, School and Community Partnerships for Vernon Public Schools. She has 5 years or more of full-time experience and was previously employed as an Educational Consultant at EdAdvance for 4 years, and was a TESOL teacher in South Windsor and Southington. Dalia holds a Bachelor's Degree in Psychology and Education, a Master's Degree in Teaching English to Speakers of Other Languages and a Doctorate in Educational Leadership. She lives in Glastonbury with her husband and 3 children and enjoys traveling to Canada and Egypt to visit extended family and friends, and also enjoys cooking for her family and friends. She is excited to join Vernon and has a passion for supporting families.

Jessica Ben-David is the Pre-School Program Supervisor for Vernon Public Schools. She has 15 years of teaching experience in public schools and 11 years of experience in private Early Childhood settings. She was previously employed as a Birth to Three and Private School Liaison for Norwich Public Schools for 4 years. Jessica holds an Associate's Degree in Early Childhood Education from Manchester Community College, a Bachelor's Degree in Psychology and Elementary Education from the University of Saint Joseph, a Master's Degree in Early Childhood and Special Education from the University of Saint Joseph, an Ed.D. in Educational Leadership from the University of Hartford and an 092 Certification from Sacred Heart University. She lives in Hebron with her husband and 2 daughters and enjoys the beach, spending time with family and friends, volunteering locally, participating in her child's events as a Cheer mom, gardening and farming. She has 30 chickens, 2 dogs, 3 cats and a little farm stand. She comes from a big family; they were a famous family of country musicians in Connecticut on her father's side.

Jennifer Cowles is the Special Education Supervisor – Elementary for Vernon Public Schools. She was previously employed with Southbridge Public Schools as a Senior Special Education Supervisor for 7 years, and previously taught Special Education in Portland, CT. Jen holds a Bachelor's Degree in Special Education from Southern Connecticut State University, a Master's Degree in Special Education, 6th Year Degree and 092 Certificate in Educational Leadership & Administration from Central Connecticut State University. She lives in Manchester with her husband, two young sons and their dog, and enjoys playing with her sons, going on hikes, watching Boston Bruins hockey and Kansas City Chiefs football games, watching movies and true crime shows.

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 8.2

Decision Requested

X

August 24, 2026

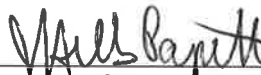
Date

AGENDA REPORTING FORM

Subject: Leave of Absence Request (BOE Goal #2) (Executive Session Anticipated)

Background: The Board will review and may take action on an employee's request for a leave of absence.

Recommendation: Possible Motion: That the Board approve/deny the request for a leave of absence submitted by Katelyn Gagliardi for the reasons discussed in executive session and authorize the Superintendent to inform the employee of the Board's decision and the reasons therefore.



Signature of Person(s) Submitting Report



Superintendent of Schools



VERNON PUBLIC SCHOOLS

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Fax (860) 870-6008

Website: www.vernonpublicschools.org

RECEIVED
JUN 23 2026
SUPERINTENDENT'S OFFICE

Katelyn Gagliardi
Payroll Supervisor
kgagliardi@vernon-ct.gov
860-896-4654

June 23, 2026

Dear Dr. Macary,

I hope this letter finds you well.

I am writing to respectfully request an extension of my maternity leave following the birth of my son, who is due on August 19, 2026. My intention is to continue working through my due date unless my physician advises otherwise.

Under FMLA, I will be entitled to 12 weeks of leave following my delivery. I am requesting additional unpaid leave beyond my FMLA entitlement, with a planned return-to-work date of January 2, 2027. This additional time would allow me the opportunity to bond with my newborn son during these important early months and to support my family's transition as we welcome our newest member.

I am grateful for the support and understanding our district extends to employees during significant life events. I have discussed this request with my direct supervisor, Bill Meier, and he is aware of and supportive of my request.

Serving as Payroll Supervisor for our district is a privilege, and I remain committed to ensuring a smooth transition before my leave begins. I will work closely with my team and colleagues to prepare for my absence and help maintain continuity of operations during my time away.

Thank you for your consideration of this request and for your continued support. I sincerely appreciate your time and understanding, and I look forward to returning to serve the district after the holiday season.

Respectfully,

Katelyn Gagliardi
Payroll Supervisor

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 8.3

Decision Requested

X

August 24, 2026

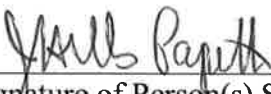
Date

AGENDA REPORTING FORM

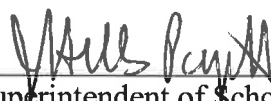
Subject: Leave of Absence Request (BOE Goal #2) (Executive Session Anticipated)

Background: The Board will review and may take action on an employee's request for a leave of absence.

Recommendation: Possible Motion: That the Board approve/deny the request for a leave of absence submitted by Kayla Miller for the reasons discussed in executive session and authorize the Superintendent to inform the employee of the Board's decision and the reasons therefore.



Signature of Person(s) Submitting Report



Superintendent of Schools

From: [MILLER, KAYLA](#)
To: [Hills-Papetti, Jennifer](#)
Cc: [Markham, Jaime](#)
Subject: [EXTERNAL] Child Rearing Leave Request
Date: Monday, August 17, 2026 3:25:03 PM

Good afternoon,

Hello! I am one of the 7th grade Language Arts teachers at VCMS. We are glad to have you in Vernon!

I welcomed my first child to the world on April 19th. Her name is Remy and my husband and I couldn't be happier!

My current maternity leave/FMLA plan has me return to work on 10/1/26, which was approved by Dr. Macary. However, I'd like to extend my time home to care for my daughter.

I am requesting unpaid child rearing leave from 9/14/26 - 10/30/26. If granted, I will return to work on Monday 11/2/26.

Thank you very much for your consideration and I look forward to meeting you when I return!

Best,
Kayla Miller

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

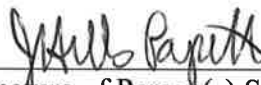
Information Only	<u>X</u>	Agenda Item	<u>9.1</u>
Decision Requested	<u> </u>		<u>August 24, 2026</u>
			Date

AGENDA REPORTING FORM

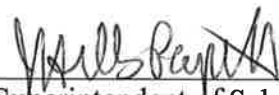
Subject: Teacher Professional Development Schedule for August 24th, 25th & 26th, 2026 (BOE Goal #2)

Background: Interim Assistant Superintendent Mrs. Melissa Iles will provide the Board with the Teacher Professional Development Schedule for August 24th, 25th & 26th, 2026.

Recommendation: No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

Monday, August 24, 2026

[illegible][illegible]

Tuesday, August 25, 2026

[illegible]

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[illegible]

Wednesday, August 26, 2026

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Special Education
Session #1 8:00-9:25	Building Based	Building Based	Building Based	Building Based	Building Based	Building Based	Building Based	Building Based
Session #2 9:30-10:55	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school	Strategic Student Support @ home school
Session #3 12:00-1:25	CPR/First Aid @EMT building	Grade level teams curriculum planning @home school	Grade level teams curriculum planning @home school	Grade level teams curriculum planning @home school	Grade level teams curriculum planning @home school	Grade level teams curriculum planning @home school	Grade level teams curriculum planning @home school	Woodcock/Johnson Training @ RHS maker space
Session #4 1:30 - 2:55		Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Meeting with assigned paraprofessionals

	Art	Science	Music	PE	EL	SW/Psych	SLP	Math Int.	Reading Int.
Session #1 8:00-9:25	Building Based	Building Based	Building Based	Building Based	Building Based	ESS (Roles and Responsibilities for Behavior MTSS) @ VCMS Cafe	Building Based	Building Based	Building Based
Session #2 9:30-10:55	Strategic Student Support @ homeschool	Strategic Student Support @ homeschool	Strategic Student Support @ homeschool	District K-12 Data & Curriculum @CRS	Strategic Student Support @ homeschool		Department Collaboration - motor speech assessment/ intervention (VCMS r.28 ½)	Strategic Student Support @ homeschool	Strategic Student Support @ homeschool
Session #3 12:00-1:25	Department Curriculum Updates and Planning @CRS	Department Curriculum Updates and Planning @CRS	Department Curriculum Updates and Planning @CRS	Department Curriculum Updates and Planning @CRS	Department Planning @ RHS r. 168	Chinni (504) VCMS rm. 2		Grade level teams curriculum planning @homeschool	Grade level teams curriculum planning @homeschool
Session #4 1:30 - 2:55					Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool	Department Collaboration-AAC (VCMS r. 28 ½)	Personalized Learning and Planning @homeschool	Personalized Learning and Planning @homeschool



VCMS Professional Learning Plan 2026-2027

Monday, August 24, 2026

	<i>All Staff</i>
Session #1 8:00-9:25	Convocation
Session #2 9:30-10:55	Convocation
Session #3 12:00-1:25	Staff Meeting AI 101
Session #4 1:30-2:55	Departmental Collaboration AI 101

Tuesday, August 25, 2026

	<i>All Staff</i>						
Session #1 8:00-9:25	Rydell Harrison Restorative Practices						
Session #2 9:30-10:55	Rydell Harrison Restorative Practice						
	<i>School Counseling</i>	<i>SLPs</i>	<i>Psychs & Social Workers</i>	<i>SPED</i>	<i>Science</i>	<i>Art & Tech Ed</i>	<i>All other Staff</i>
Session #3 12:00-1:25	Chinni (504) w/ Nurses (VCMS Room 2)	Department Collab.	Chinni (504) w/ Nurses (VCMS Room 2)	PMT Training RHS 128	OSHA Safety Training (RHS Room 124)	Shared Understanding of High- Quality Learning	Shared Understanding of High- Quality Learning
Session #4 1:30 - 2:55	Department Collab.	Department Collab.	Department Collab.	PMT Training RHS 128	Shared Understanding of High- Quality Learning	OSHA Safety Training (RHS Room 124)	Shared Understanding of High- Quality Learning

Wednesday, August 26, 2026

	<i>School Counseling</i>	<i>SLPs</i>	<i>Psychs & Social Workers</i>	<i>PE/Health</i>	<i>Unified Arts</i>	<i>ML</i>	<i>All other Staff</i>
Session #1 8:00-9:25	ESS (Roles and Responsibilities for Behavior MTSS) @VCMS Cafe	Personalized Learning & Planning	ESS (Roles and Responsibilities for Behavior MTSS) @VCMS Cafe	Team Collaboration	Team Collaboration	Team Collaboration - ML Supports	Team Collaboration
Session #2 9:30-10:55		Departmental Collaboration - Motor Speech Assessment/ Intervention (VCMS Room 28.5)		Team Collaboration	Team Collaboration	Secondary Departmental Collaboration - Lift (RHS)	Team Collaboration
Session #3 12:00-1:25	Departmental Collaboration		WJV Asynchronous Training (Psychs & SPED, online training in own rooms)	K-12 Departmental Collaboration - Curriculum and Data	Departmental Collaboration– Curriculum, Instruction, & Assessment	K-12 Departmental Collaboration	Departmental Collaboration– Curriculum, Instruction, & Assessment
Session #4 1:30 - 2:55	Personalized Learning & Planning	Departmental Collaboration - AAC (VCMS Room 28.5)	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning



**RHS Professional Learning Plan
2026-2027**

Monday, August 24, 2026

	<i>All Staff</i>
<i>Session #1</i> 8:00-9:25	Convocation
<i>Session #2</i> 9:30-10:55	Convocation
<i>Session #3</i> 12:00-1:25	Staff Meeting AI 101
<i>Session #4</i> 1:30-2:55	Departmental Collaboration AI 101

Tuesday, August 25, 2026

	<i>School Counseling</i>	<i>PE/Health</i>	<i>CTE</i>	<i>ASTE</i>	<i>Art & Music</i>		<i>English</i>	<i>Social Studies</i>
Session #1 8:00-9:25	Chinni, 504 (RHS Small Cafe)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)
Session #2 9:30-10:55	Departmental Collaboration - SchoolLinks Transition	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)	Shared Understanding of High-Quality Learning (Library)
Session #3 12:00-1:25	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)	Rydell Harrison Restorative Practices (Library)
Session #4 1:30 - 2:55	Departmental Collaboration - SchoolLinks Transition	Departmental Collaboration - Curriculum, Instruction, & Assessment	OSHA Safety Training (Room 124)	OSHA Safety Training (Room 124)	OSHA Safety Training (Room 124)	Dept. Collab.	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment

[illegible]

Wednesday, August 26, 2026

	<i>Math</i>	<i>Science</i>	<i>English</i>	<i>Social Studies</i>	<i>CTE</i>	<i>Art & Music</i>	<i>World Language</i>	<i>ASTE</i>
Session #1 8:00-9:25	Instructional Rounds	IPS Curriculum Rollout	Instructional Rounds	Instructional Rounds	Instructional Rounds	Instructional Rounds	Instructional Rounds	Instructional Rounds
Session #2 9:30-10:55	Departmental Collaboration - Curriculum, Instruction, & Assessment	IPS Curriculum Rollout	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment	Departmental Collaboration - Curriculum, Instruction, & Assessment
Session #3 12:00-1:25	PLC Goal Development	PLC Goal Development	PLC Goal Development	PLC Goal Development	PLC Goal Development	PLC Goal Development	PLC Goal Development	PLC Goal Development
Session #4 1:30 - 2:55	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning

	<i>PE/Health</i>	<i>School Counseling</i>	<i>ML</i>	<i>RAM</i>	<i>9th Grade Academy</i>	<i>Social Workers & Psychologists</i>	<i>SLPs</i>	<i>Special Education</i>
Session #1 8:00-9:25	Instructional Rounds	ESS (Roles and Responsibilities for Behavior MTSS) @VCMS Cafe	Instructional Rounds	Star Training	Team Collaboration	ESS (Roles and Responsibilities for Behavior MTSS) @VCMS Cafe	Personalized Learning & Planning	Instructional Rounds
Session #2 9:30-10:55	K-12 Departmental Collaboration - Curriculum and Data		Secondary Departmental Collaboration - Lift	Star Training	Personalized Learning & Planning		Departmental Collaboration - Motor Speech Assessment/ Intervention (VCMS Room 28.5)	WJV Training or CSDE Special Education Manual
Session #3 12:00-1:25	PLC Goal Development		K-12 Departmental Collaboration	PLC Goal Development	Star Training	WJV Asynchronous Training (Psychs)		PLC Goal Development
Session #4 1:30 - 2:55	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Personalized Learning & Planning	Star Training	Personalized Learning & Planning	Departmental Collaboration - AAC (VCMS Room 28.5)	Personalized Learning & Planning

Vernon Public Schools
Paraprofessional Professional Learning Plan
Tuesday, August 25, 2026

	Elementary Staff	VCMS Staff	RHS Staff
Session #1 8:00-11:00am	PMT Training (only assigned staff) @RHS Room 128/Wrestling Room Mandated Trainings (Vector online @home school)	Silver ASSIST @RHS Auditorium	Silver ASSIST @RHS Auditorium
Lunch 11-12pm			
Session #3 12:00-3:00pm	Silver ASSIST @RHS Auditorium	PMT Training (only assigned staff) @RHS Room 128/Wrestling Room Mandated Trainings (Vector online @home school)	PMT Training (only assigned staff) @RHS Room 128/Wrestling Room Mandated Trainings (Vector online @home school)

Paraprofessionals will need access to a Chromebook

Vernon Public Schools
Paraprofessional Professional Learning Plan
Wednesday, August 26, 2026

	Elementary	VCMS	RHS
Session #1 8:00-9:25	Building-Based	Building-Based	Building-Based
Session #2 9:30-10:55	Building-Based Strategic Student Support	Building-Based Strategic Student Support	Building-Based Strategic Student Support
Lunch 11-12			
Session #3 12:00-1:25	CPR & First Aid (PreK paras and PreK teachers - EMT station) CRS Rooms 7, 10, 11 VECTOR (for all other paras)	Transition Training for Paraeducators (online)	Transition Training for Paraeducators (online)
Session #4 1:30 - 2:55	CPR & First Aid (PreK paras and teachers - EMT station) CRS Rooms 7, 10, 11 Personalized Training for Paraeducators with Case Managers (Building-Based)	VECTOR	VECTOR

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 9.2

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

Subject

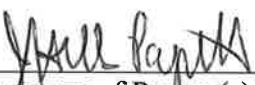
Approval of the Leader & Educator Evaluation and Support Plans (BOE Goal #2)

Background:

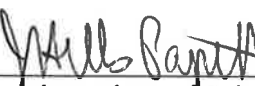
Interim Assistant Superintendent Mrs. Melissa Iles will present the Leader & Educator Evaluation and Support Plans and will ask for the Board's approval.

Recommendation:

That the Vernon Board of Education approve the Leader & Educator Evaluation and Support Plans as discussed and presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS



2026-27

Leader Evaluation and Support Handbook

Office of the Superintendent 30 Park Street P.O. Box 600 Vernon, CT 06066-0600 Fax (860)
870-6005

Website: www.vernonpublicschools.org

PDEC Membership

District Board of Education Members

Paul Grabowski, Chairperson
Kristiana Wintress, Vice Chair
Anthony Bedlack
Karen Colt
Susan Jablonecki
Kriste Nucci
Jesse Schoolnik
Simone Sewell
Susanne Vacek



District PDEC Members

Robin Apinis-Paraeducator
Kathryn Barrington-Teacher
Hilary Brady-Teacher
Jaime Doubleday-Teacher
Jeffrey Farrell-Administrator
Alyssa Fiori-Teacher
Michele Gonzalez-Teacher
Julia Hayden-Teacher
Emily McArthur-Teacher
Amy Ostien-Teacher
Melissa Ross-Administrator
Michael Savignano-Administrator
Amy Schlett-Teacher
Katherine Schnitman-Teacher
Kelly Stein-Teacher
Melissa Trantolo-Administrator
Elizabeth Trosell-Teacher

This plan was developed by the Vernon Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2025-2026 school year. It was formally adopted by the Vernon Board of Education on August 24, 2026.

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Vision

As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of the vision of a graduate.

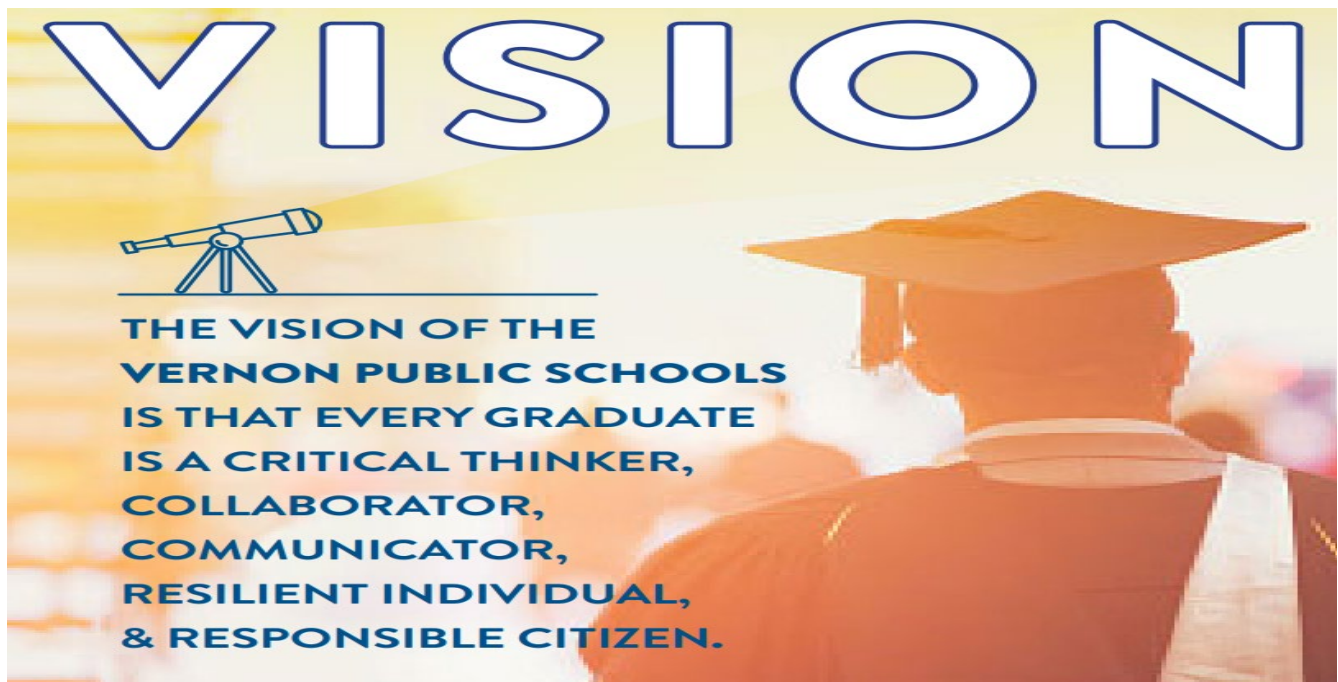
Mission

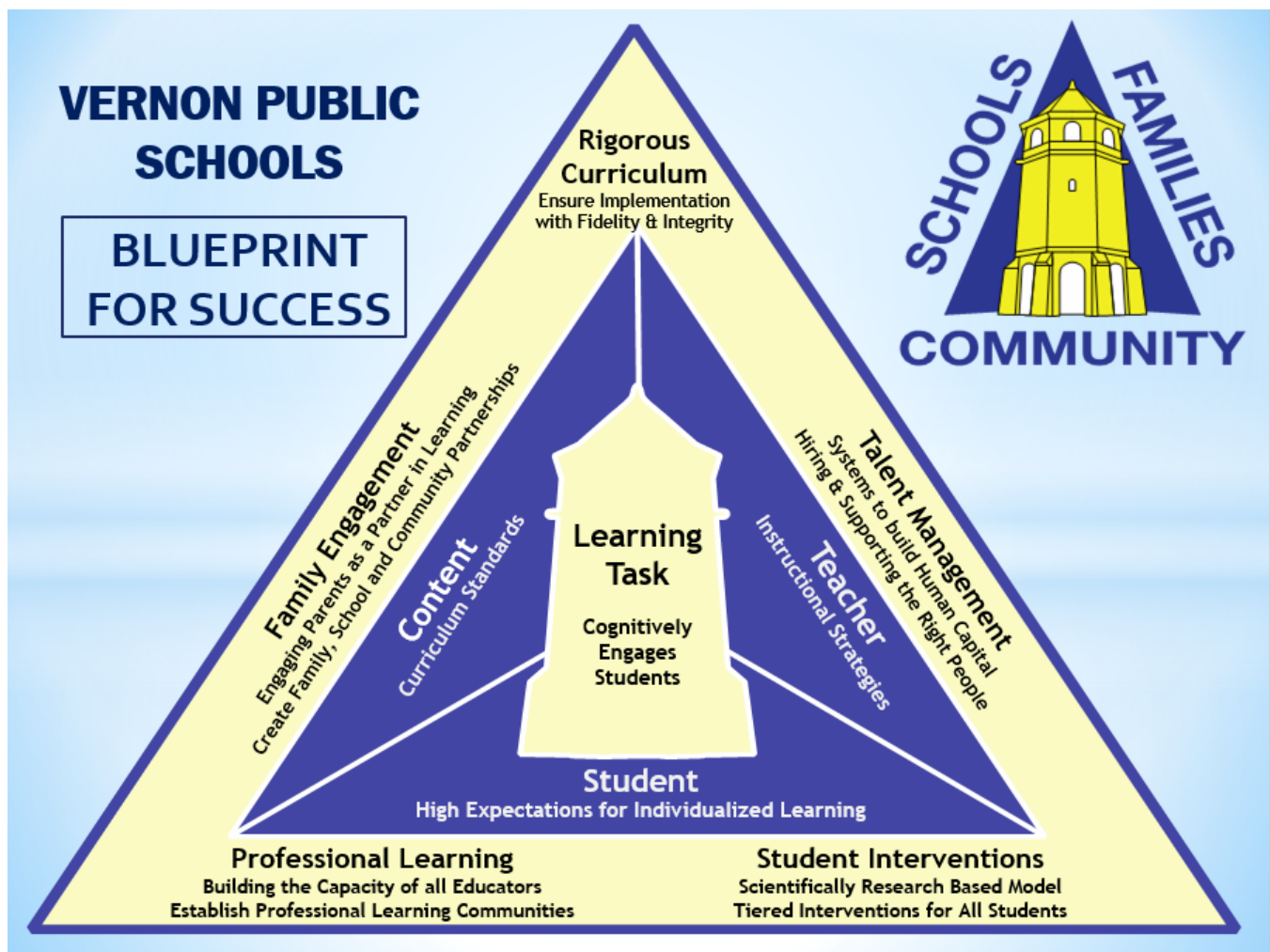
We will achieve this vision by ensuring the design, communication, ongoing support for, and formal review of, cycles of evaluative and non-evaluative feedback and an authentic, job-embedded professional learning system for teachers and administrators.

Core Beliefs

Honoring Vernon's Strategic Plan, Vision of the Graduate and Blueprint for Success increases coherence across our leaders, educators, and schools.

- When leaders and teachers grow, students grow
- There is no growth without reflection
- Actionable feedback leads to a change in practice
- Powerful learning comes from taking risks in a supportive and collaborative environment
- Choice, self-direction, and risk-taking are encouraged and valued in the process





Introduction

The ultimate goal of this plan is to ensure that every student in the Vernon Public Schools is afforded a chance to meet their academic potential through the highest quality education by a skilled teaching and learning staff. A set of Core Beliefs was designed to drive the foundational elements of Vernon's Leader and Educator Evaluation and Support plan. This plan was designed through a collaborative effort between the members of the PDEC. Following analysis of administrator and staff beliefs and vision surrounding Teacher Evaluation, the PDEC began developing the essential components of this new plan in accordance with CT Guidelines for Educator and Leader Evaluation and Support 2023. (C.G.S.) Section 10-151b has developed a transformative educator and leader evaluation and support system that is consistent with emerging research and best practices in the field of education. As amended by Sec. 51 of P.A, *the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification.*

Components of the Leader Evaluation and Support Plan

Development of New Learning and Impact on Practice	Impact on Organizational/SIP Outcomes	Impact on Community
Establishes a professional practice goal and develops a plan for professional learning	Collects and shares indicators of evidence of impact on professional learning practice and organizational/SIP growth	Promotes growth by actively engaging and collaborating with colleagues/families/community
The leader self-reflects on the Connecticut Leader Evaluation and Support Rubric 2017. The leader identifies a goal(s) that impacts leadership practice and school/district growth. The leader develops a professional learning plan to build knowledge and skills.	The leader demonstrates how they positively impacted school and/or district outcomes and can articulate connections between the improved learning and their own changes in practice	The leader demonstrates how they worked effectively with colleagues/families/community

See Appendix B for further detail

End of Year Growth Criteria

Development of New Learning and Impact on Practice	Impact on Organizational Outcomes	Impact on Community
Reflection supported with evidence of the impact of the leaders' new learning on their practice/goal(s)	Evidence of impact on professional learning practice and organizational growth aligned with School/District Improvement Plans	Evidence of impact on professional learning practice and organizational growth on the greater community (colleagues, families, community)

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of staff. This in turn affords them the opportunity to develop and enhance their personal and professional strengths to meet the needs of all students. This framework is grounded in the following professional practice standards:

1. [Connecticut School Leadership Standards](#)
2. [The Connecticut Leader Evaluation and Support Rubric 2017](#)

Leader Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by March 15

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Definition of Cohorts

Cohort 1	Cohort 2
Who: ● New to Vernon (first two years/non-tenured) What: ● Three observations of professional practice and/or site visits ● Feedback written/verbal within 5 school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	Who: ● Leaders who have successfully completed Cohort 1 What: ● Two observations of professional practice and/or site visits ● Feedback written/verbal within 5 school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Evaluation Conference Schedule

Goal(s) Setting (Completed by November 1st)

Leaders and their evaluators mutually agree upon a high-leverage professional practice goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education [Connecticut School Leadership Standards](#) [The Connecticut Leader Evaluation and Support Rubric 2017](#)

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement as aligned with Department/School Improvement Plan or District Strategic Plan. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the CT Leader Evaluation Support Rubric 2017.
- Identify a high-leverage goal that impacts leadership practice and educator and organizational growth(ex. goals identified in Department/School Improvement Plans or VPS Strategic Plan).
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

See Appendix C for further detail

Midyear Check-in (Completed by March 15):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of

impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies

- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal-setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus,

duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

[See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback,

the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
 - a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

Appendix A: Single Point Rubric

Vernon Public Schools Single Point Rubric for CT Leaders Domain 1 - Instructional Leadership		
Opportunities for Growth/Next Steps	Proficient	Areas of Strength
	(1.1 Shared Vision, Mission and Goals) Leaders collaboratively develop, implement, and sustain the vision, mission and goals to support high expectations for all students and staff. ● Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career- readiness, for all students. ● Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization. ● Engages relevant stake-holders to develop, implement and sustain the shared school or district vision, mission and goals. ● Identifies and addresses barriers to achieving the vision, mission and goals.	
	(1.2 Curriculum, Instruction and Assessment) Leaders develop a shared understanding of standards -based best practices in curriculum, instruction and assessment ● Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. ● Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students ● Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions	

	(1.3 Continuous Improvement) Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps ● Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission, and goals. ● Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students ● Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	
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Vernon Public Schools Single Point Rubric for CT Leaders Domain 2 - Talent Management		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	(2.1 Recruitment, Selection, and Retention) Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals. ● Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission, and goals, and according to district policies and procedures. ● Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection, and/or retention decisions. ● Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff. ● Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	
	(2.2 Professional Learning) Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals. ● Establishes, implements and monitors the impact of a high quality professional learning system to improve practice and advance the school or district's vision, mission and goals. ● Models reflective practice using multiple sources of evidence and feedback to determine professional	

	development needs and provide professional learning opportunities. ● Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	
	(2.3 Observation and Performance Evaluation) Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning. ● Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning. ● Regularly provides clear, timely and actionable feedback based on evidence. ● Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	

Vernon Public Schools Single Point Rubric for CT Leaders Domain 3 - Organizational Systems		
Opportunities for Growth/Next Steps	Effective	
	(3.1 Operational Management) Strategically aligns organizational systems and resources to support student achievement and school improvement. ● Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district ● Designs and implements a comprehensive school site safety and security plan. ● Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. ● Develops or implements communication and data systems that assure the accurate and timely exchange of information. ● Develops capacity of staff to document and access student learning progress over time.	
	(3.2 Resource Management) ● Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. ● Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	

	● Allocates resources to ensure educational equity for all diverse student, family and staff needs.	
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Vernon Public Schools Single Point Rubric for CT Leaders Domain 4 - Culture and Climate		
Opportunities for Growth/Next Steps	Effective	
	(4.1 Family, Community and Stakeholder Engagement) Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district. ● Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. ● Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. ● Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues. ● Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	

	(4.2 School Culture and Climate) Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. ● Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. ● Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators. ● Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff. (4.3 Equitable and Ethical Practice) Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community. ● Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. ● Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate. ● Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. ● Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	
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Appendix B: Growth Criteria and Sources of Evidence-Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice Impact on the Organization ● The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. Impact on Community ● The leader can demonstrate how they work effectively with colleagues/families/community.	● Information from site visits ● Strategic Plans ● Learning walk/instructional rounds ● Self-Reflection (e.g., journals, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community Communications ● Constituent Feedback ● Program development and implementation ● Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) ● System and structures

Appendix C: Sample Reflection Questions - Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the Connecticut Leader Evaluation and Support rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of school/district/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or redefine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix D: Beginning of the Year Form

BOY Goal Setting Meeting Completed by Leader	
Name:	School/Dept.
Self Reflection: Choose 3 or more questions to self-reflect upon your leadership: - Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice? - What data or evidence currently exists? Review student data or evidence that illustrates the concern or challenge. - Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs? - Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year? - How do you see yourself contributing to the VPS Strategic Plan, and/or Vision of a Graduate and what strategies can you learn more about to support that focus? - What are you considering for your learning goal? - What will it look like when you achieve your goal related to the impact on your leadership practice, organizational growth, and families/community?	
(Insert text box)	
In reviewing the CT Leader Evaluation and Support rubric, what areas emerge as opportunities for your professional learning and practice? - Instructional Leadership - Talent Management - Organizational Systems - Culture and Climate	
Learning Goal:	

What is your professional learning goal?	
Indicators of Success: What will it look like when you achieve your goal?	
Determine Evidence: What evidence will you collect and analyze to assess progress toward your goals?	
Professional Learning Plan: What actions will you take to support your professional learning and achieve your goal? What research/professional learning might you explore?	
Leaders and their evaluators mutually agree upon a one, two, or three-year professional learning goal(s) and plan. This professional learning goal and plan is a: 1 year plan 2 year plan 3 year plan	
Attach your School/Department Improvement Plan	Attach your Theory of Action
BOY-Completed by the Evaluator	
Evaluator Feedback to Leader:	Supports Required/Suggested ☐ Not Applicable • Tier 1 • Tier 2 • Tier 3

Appendix E: Mid-Year Form

Midyear Check-in: Reflection, Adjustment and Next Steps Completed by Leader Non-negotiable Process Element of the CT Guidelines 2023	
Name:	School/Department:
What actions have you taken on your professional learning goal(s) and plan?	Leader Self-Reflection:

What progress have you made to date on school/district outcomes?	Leader Self-Reflection
What progress have you made to date on the greater community,(colleagues, families, community)?	Leader Self-Reflection
What are your next steps?	Leader Self-Reflection
Links to Evidence:	
Midyear Conference Completed by the Evaluator by March 15th	
Evaluator feedback to leader:	Supports Required/Suggested ☐ Not applicable ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Appendix F: End of Year Form

EOY Self-Reflection Completed by Leader	
Name:	School/Dept.
Development of New Learning and Impact on Leadership Practice: What impact did your new learning have on your practice related to goal(s), and how do you know?	
Impact on Organizational/School Outcomes: What impact did your new learning and practice have on student/educator and organizational outcomes, and how do you know?	
Impact on Community (colleagues, families, community): What impact did your new learning and practice have on the greater community, and how do you know?	

Next Steps: What challenges did you encounter and what are your next steps with your professional learning?	
Links to Evidence:	
EOY-Summative Feedback and Growth Criteria Completed by Evaluator	
Development of new learning and impact on leadership practice related to goal(s)	Evaluator Feedback:
Impact of new learning and leadership practice on key partners and/or organization/school improvement outcomes	Evaluator Feedback:
Impact of new learning on the greater community(colleagues,families,community)	Evaluator Feedback:
Successful Completion of the Evaluation Cycle	Yes No
Summative Feedback/Next Steps	Evaluator Feedback:
Supports Required/Suggested Are tiered supports required above and beyond tier 1(included in feedback above)?	Supports Required/Suggested - Not applicable - Tier 2 - Tier 3
For multi-year goals only What adjustments are needed to the goals? Why?	*Leader will continue multi-year goal *Leader will adjust multi-year goal *Leader completed multi-year goal Notes:
Leader Signature	Date
Evaluator Signature	Date

Appendix G: Glossary of Professional Learning Opportunities-Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

Advanced Coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

Coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

Examination of Student Work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

Job-Embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

Case Study: Groups of leaders learning about a strategy, create an implementation plan and share results.

Mentoring: A relationship between a less experienced leader and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

Peer Observation. Leaders may want to observe peers to see a new leadership strategy in action, learn a new model of implementation, or analyze processes and procedures.

Personal Professional Reading: Individual, self-driven reading and processing of texts in order to improve one's own practice.

Professional Literature Study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

Protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

School Visits: Observation of practice at a different school or institution to gain new knowledge, ideas, or activities.

Mentor Shadow: Follow a mentor during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

Walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

Web-based Learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

Workshops: Meeting where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.



2026-27

Educator Evaluation and Support Handbook

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(860) 870-6005

Website: www.vernonpublicschools.org

PDEC Membership

District Board of Education Members

Paul Grabowski, Chairperson
Kristiana Wintress, Vice Chair
Anthony Bedlack
Karen Colt
Susan Jablonecki
Kriste Nucci
Jesse Schoolnik
Simon Sewell
Susanne Vacek



District PDEC Members

Melissa Iles-Assistant Superintendent
Robin Apinis-Paraeducator
Kathryn Barrington-Teacher
Hilary Brady-Teacher
Jaime Doubleday-Teacher
Jeffrey Farrell-Administrator
Alyssa Fiori-Teacher
Michele Gonzalez-Teacher
Julia Hayden-Teacher
Emily McArthur-Teacher
Amy Ostien-Teacher
Melissa Ross-Administrator
Michael Savignano-Administrator
Amy Schlett-Teacher
Katherine Schnitman-Teacher
Kelly Stein-Teacher
Melissa Trantolo-Administrator
Elizabeth Trosell-Teacher

This plan was developed by the Vernon Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2025-2026 school year. It was formally adopted by the Vernon Board of Education on August 24, 2026

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Vision

As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of the vision of a graduate.

Mission

We will achieve this vision by ensuring the design, communication, ongoing support for, and formal review of, cycles of evaluative and non-evaluative feedback and an authentic, job-embedded professional learning system for teachers and administrators.

Core Beliefs

Honoring Vernon's Strategic Plan, Vision of the Graduate and Blueprint for Success increases coherence across our educators and schools.

- When teachers grow, students grow
- There is no growth without reflection
- Actionable feedback leads to a change in practice
- Powerful learning comes from taking risks in a supportive and collaborative environment
- Choice, self-direction, and risk-taking are encouraged and valued in the process

Introduction

The VPS Educator Evaluation and Support plan focuses on encouraging teacher creativity, engaging in meaningful cycles of inquiry and professional learning, and making data-driven decisions to increase teacher effectiveness in a way that positively impacts student outcomes.

The ultimate goal of this plan is to ensure that every student in the Vernon Public Schools is afforded a chance to meet their academic potential through the highest quality education by a skilled teaching and learning staff. A set of Core Beliefs was designed to drive the foundational elements of Vernon's Teacher Evaluation and Support plan. This plan was designed through a collaborative effort between the members of the PDEC. Following analysis of administrator and staff beliefs and vision surrounding Teacher Evaluation, the PDEC began developing the essential

components of this new plan in accordance with CT Guidelines for Educator and Leader Evaluation and Support 2023. (C.G.S.) Section 10-151b has developed a transformative educator and leader evaluation and support system that is consistent with emerging research and best practices in the field of education. During the development process, the Vernon Public Schools engaged in the use of Pilot Teams to provide feedback to the PDEC regarding their experiences and to make suggestions and recommendations for the plan.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, *the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated by each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with Connecticut General Statutes.*



Educator Evaluation and Support Quick Reference Guide

Cohort 1	Cohort 2
- All teachers in their first year with Vernon Public Schools - All teachers participating in TEAM	- Teachers previously tenured in another district meeting Vernon Public Schools' expectations at the conclusion of year one. - Non-tenured teachers, meeting Vernon Public Schools' expectations, who have completed TEAM. - Tenured teachers.

	Evaluation Tool	Professional Learning and Student Growth Goal	Formal Observation with Self-reflection	Informal Observation with Self-reflection
Cohort 1:	4-point CCT Rubric	TEAM, or for previously tenured teachers, Professional Learning Goal	A minimum of 1 formal observation with a pre and post-conference*	A minimum of 2 informal observations with post-conferences*
Cohort 2:	VPS Single-point Rubric based on CCT	Professional Learning Goal and Action Plan	A minimum of 1 formal or informal observation*	

*Feedback, written or verbal, is provided within five school days. Additional observations of professional practice as mutually agreed upon or deemed necessary.

	Beginning of Year Conference by Oct 30	Mid-Year Conference by Jan 30	End of Year Conference by last day of school
Cohort 1:	- Individual Conference - Identify strengths and areas of growth - Outline plan for TEAM or Professional Learning Goal - Discuss present levels of performance for students	- Individual Conference - Reflect on Team or Professional Learning Goal - Review student learning performance data	- Individual Conference - Reflect on Team or Professional Learning Goal - Review student learning performance data - Identify next steps
Cohort 2:	Professional Learning Goal - Individual or group conference - Self-reflect on professional practice - Use data and evidence to identify student performance challenge - Develop professional learning and student growth goals including multiple measures of evidence related to goals - Discuss professional learning plan - Mutually agree on 1, 2, or 3-year goal(s)	Professional Learning Goal - Individual or group conference - Share progress in the PLG process - Review and discuss additional student performance data gathered and analyzed - Review and discuss evidence of professional learning - Share plans to address student performance challenges - Revisions to educator's goals may be considered during the mid-year conference	Professional Learning Goal - Individual Conference - Self-Reflect - Share data from multiple measures to indicate progress against identified challenge - Review and discuss evidence of professional learning, and impact on instructional practice, and student learning - Evaluator provides a written summary based upon evidence related to the identified goal(s) and makes a distinction regarding the educator's completion of the professional learning process

Components of the Educator Evaluation and Support Plan

The Vernon Public Schools Educator Evaluation and Support Plan was designed to ensure continuous growth for both students and educators. Educators are responsible for the overall growth and development of all students and are afforded the opportunity to direct their own learning through the development of a Professional Learning Goal and plan. This educator-directed plan focuses attention on a specific area of student performance while building professional knowledge and skills.

Development of New Learning and Impact on Practice Educator development of new learning and impact on practice	Impact on Student Learning Educator impact on student learning, growth, and achievement	Professional Performance Educator instructional practice: Domains 1-4 of the CCT
Professional Learning Goal(PLG) or TEAM	Student learning, growth and achievement related to Professional Learning Goal or TEAM. Impact on school/district goals through local and/or standardized measures of growth	Observation of performance in alignment with Vernon Public Schools expectations

End of Year Growth Criteria

At the conclusion of each school year, educators and their evaluators will review the educator's performance including professional growth, student learning related to the Professional Learning Goal or TEAM, and overall student growth aligned to school improvement plans. An educator is determined to have successfully completed the learning process by demonstrating:

Development of New Learning and Impact on Practice	Impact on Student Learning	Professional Performance
Reflection supported with evidence of the impact of the educators' new learning on their practice as experienced through the PLG	The impact the educators' PLG on student learning, growth, and/or achievement, supported with evidence. Impact on overall student growth aligned to school improvement plan	Educator Performance and Instructional Practice: Domains 1-4 of the CCT Rubric for Effective Teaching/Effective Service Delivery 2017

Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. There should be multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. See [Appendix B](#) for examples.

Cohorts and Professional Learning Goal

"If we want classrooms where students are seen as capable meaning-makers and teachers are facilitators of that learning, then districts need to treat teachers as capable meaning-makers and themselves as facilitators of teacher learning" (Jal Mehta)

Cohort 1

Professional Learning and Student Growth through Collaboration

- Monthly New Teacher Academy meetings are mandatory for all teachers working on TEAM and for teachers new to the district in their first year
- For educators who have not completed TEAM, the focus is mastery of CCT/SESS and TEAM
- For educators in Cohort 1 who have completed TEAM, the focus is mastery of CCT and Professional Learning Goal
- Utilizes a 4-point CCT/SESS rubric
- Attend professional development sessions and engage in Professional Learning Communities (PLCs)
- Collect evidence to reflect the impact of new learning on instructional practice and the impact on student learning

Cohort 2

Professional Learning and Student Growth through Collaborative Professional Learning Goal

- Educators are encouraged to work collaboratively with colleagues to set common learning goals and develop Professional Learning Goal plans.
- Each educator, ultimately, is responsible for their own professional growth, including the evidence they compile to demonstrate their individual progress and impact on student learning and achievement.
- Questions to address as a result of Professional Learning Goal:
 - *What impact did your new learning have on your practice?*
 - *What impact did your new learning and practice have on your student's learning, growth and achievement and how do you know?*

Cohort 2-Recommended PLG Timeline

The chart below identifies actions to be taken over the course of the school year. The year begins with identifying a student performance challenge, coming to understand the challenge in more detail and researching promising practices to address the challenge. The Professional Learning Goal continues with implementation of a plan to address the performance challenge. The implementation and evaluation of the plan should begin when the challenge is clearly understood and research has helped to identify specific strategies to address the challenge. The timeline below provides an example of these steps (Note: progression of each PLG may differ).

Identifying the Focus	Coming to Understand	Supporting Student Performance	Reflecting and Sharing
September - Mid-October	Mid-October - December	January - June	End of Year
- Self-reflect - Gather data - Analyze own practice - Collaborate w/ colleagues - Identify a common student performance challenge to study - Develop professional learning and student growth goals - Identify multiple measures that will indicate progress against the identified challenge - Draft professional learning plan - Attend BOY conference on or before October 30th	- Collaborate w/ colleagues - Gather additional student performance data to better understand the challenge - Research and review best practices - Engage in professional learning - Summarize and reflect on findings and new learning - Identify promising practices and action steps to implement - Plan for implementation - Articulate how to evaluate new practices and measure their impact	- Attend MOY conference on or before January 30th - Share summary of professional learning and impact on practice - Share student performance data gathered - Implement promising practices - Collect and summarize data - Measure impact and monitor student progress - Analyze results - Discuss impact of implementation - Reflect with colleagues and identify next steps	- Attend EOY Conference - Reflect on new teacher practices and share impact on student learning and growth - Share data from multiple measures to indicate progress against identified challenge - Determine next steps for Professional Learning Goal - Teams share their learning

See [Appendix C](#) to record your action steps and learning throughout the year

Educator Professional Performance

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

The Teacher Performance component is a comprehensive review of teaching practice conducted through observation, evaluated against a standards-based rubric. Following observations, the teacher reflects upon their practice and engages in dialogue with their evaluator to identify strong practice and areas of continued teacher development and support.

Observation of Professional Performance and Feedback

Observations occur throughout the continuous learning process. Evaluators provide educators with specific feedback based on evidence, standards, and the educator’s Professional Learning Goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources, including observation. All observations must be followed by actionable feedback, written and/or verbal, within five school days.

Formal: Announced formal observations last at least 30 minutes and are preceded by a pre-conference and followed by written and/or verbal feedback at a post-conference meeting. Unannounced formal observations last at least 30 minutes and are followed by written and/or verbal feedback at a post-conference meeting.

Informal: Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback.

Educator Observations

	Evaluation Tool	Observations (Formal and Informal)
Cohort 1:	4 Point CCT Rubric	A minimum of 3 observations that includes a minimum of one formal observation with pre- and post-conference in the VPS evaluation platform*. Feedback, written or verbal, is provided within five school days.
Cohort 2:	Single-point rubric based on the CCT	A minimum of 1 formal or informal observation with actionable feedback in the VPS evaluation platform*. Feedback, written or verbal, is provided within five school days.

*Additional observations of professional practice as mutually agreed upon or deemed necessary

Educator Practice Framework- CCT Rubric for Effective Teaching

The 2017 [CCT Rubric for Effective Teaching](#) represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with 3 indicators.

[The Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

Parallels the revised CCT Rubric for Effective Teaching 2014 and illustrates the common threads of practice among all educators in the service of children.

Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

The [VPS Instructional Coaching Rubric](#) is organized into four domains that mirror the CCT Rubric for Effective Teaching.

Pre-Conferences and Post-Conferences for Formal Observations:

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. Teachers will complete the appropriate electronic forms.

Please note: reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation.

Post-conferences provide a forum for reflecting on the observation against the applicable rubric and for planning towards teacher improvement. A post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- focuses on the growth of the teacher;
- involves written and/or verbal feedback from the evaluator; occurs within five business days

Levels of Tiered Support

All educators require access to high-quality, targeted professional learning and support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented before the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support up to the development of a Corrective Support Plan with indicators of success for transitioning away from the Corrective Support Plan. Evaluators will utilize and document all three tiers of support before the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tiers of Support

Moving Between Tiers I and II

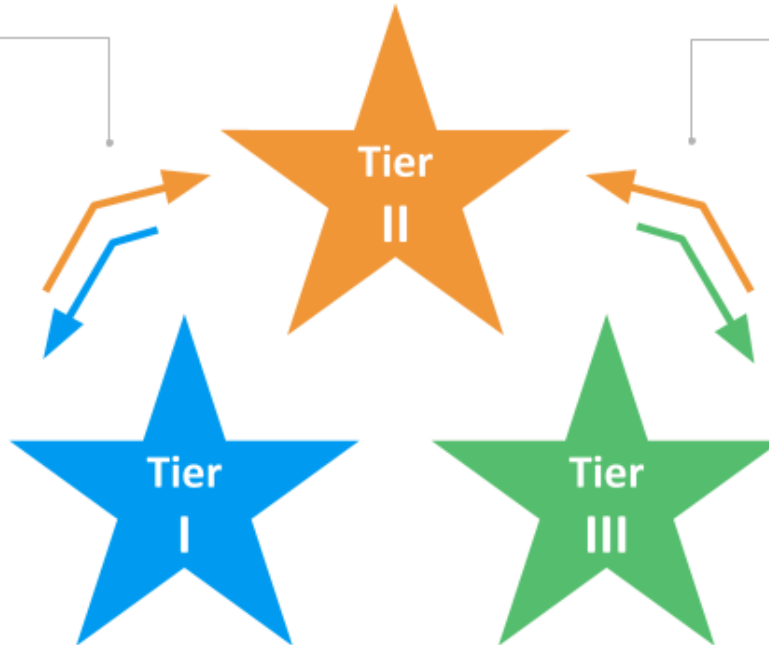
Tier I to Tier II: A teacher may elect to receive additional supports in Tier II or an evaluator may suggest additional supports in a Tier II support.

Tier II to Tier I: Upon demonstration of growth, a teacher or evaluator may discontinue tier II supports and return to Tier I.

Moving Between Tiers II and III

Tier II to Tier III: A teacher may be transitioned to Tier III if there is limited evidence of meeting VPS expectations in one or more criteria.

Tier III to Tier II: Upon achieving growth objectives and a review of evidence that reflects practice that meets VPS expectations in all criteria.



Tier I

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators.

Required

- Professional Learning Goal and professional learning plan
- One formal or informal observation including feedback
- Beginning of Year, Mid-Year, and End of Year meetings
- Attend professional development sessions, engage in PLCs, and take advantage of growth opportunities afforded by the Professional Learning Goal (PLG) and Action Plan
- Utilizes a single-point CCT rubric

Tier II

Through either self or collaborative reflection with a peer or evaluator, a teacher may decide to request additional support as part of Tier II. An evaluator may suggest these supports as well.

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 2 supports are confidential and documented when suggested by an administrator.

Required

- Professional Learning Goal and professional learning plan
- One formal or informal observation including feedback
- Beginning of Year, Mid-Year, and End of Year meetings
- Attend professional development sessions, engage in PLCs, and take advantage of growth opportunities afforded by the Professional Learning Goal (PLG) and Action Plan
- Utilizes a single-point CCT rubric
- 4-6 week cycle

Teacher/Evaluator Discretion

- Additional formal or informal observations
- Peer observations
- Review of practice (instructional task, data, lesson plans, etc.)

Tier III

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns, are developed in collaboration with the educator, and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. Tier 3 supports are confidential and documented.

Required

- Two formal or informal observations including feedback
- Admin-directed Professional Learning Goal
- Utilizes a 4-point CCT rubric
- Bi-weekly meetings with specified evidence of growth
- Clear growth objectives developed in collaboration with the educator and may be assigned by the evaluator
- 8-12 week cycle

Evaluator Discretion

- Peer observations
- Support from coach/interventionists when appropriate
- Review of practice (instructional task, data, lesson plans, etc.)

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the tiered educator growth model and must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- the naming of a secondary evaluator
- well-defined timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

See Appendix H for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development

plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within ten work days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

Option 2:

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than ten school days from the date of

the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Appendices

Appendix A: Administrator and Evaluator Quick Reference Guide

Cohort 1	Cohort 2
- All teachers in their first year with Vernon Public Schools - All teachers participating in TEAM	- Teachers previously tenured in another district meeting Vernon Public Schools' expectations at the conclusion of year one. - Non-tenured teachers, meeting Vernon Public Schools' expectations, who have completed TEAM. - Tenured teachers.

	Evaluation Tool	Professional Learning and Student Growth Goal	Formal Observation with Self-reflection	Informal Observation with Self-reflection
Cohort 1:	4-point CCT Rubric	TEAM, or for previously tenured teachers, Professional Learning Goal	A minimum of 1 formal observation with a pre and post-conference*	A minimum of 2 informal observations with post-conferences*
Cohort 2:	VPS Single-point Rubric based on CCT	Professional Learning Goal and Plan	A minimum of 1 formal or informal observation*	

*Feedback, written or verbal, is provided within five school days. Additional observations of professional practice as mutually agreed upon or deemed necessary.

	Beginning of Year Conference by Oct 30	Mid-Year Conference by Jan 30	End of Year Conference by last day of school
Cohort 1:	- Individual Conference - Identify strengths and areas of growth - Outline plan for TEAM or Professional Learning Goal - Discuss present levels of performance for students	- Individual Conference - Reflect on Team or Professional Learning Goal - Review student learning performance data	- Individual Conference - Reflect on Team or Professional Learning Goal - Review student learning performance data - Identify next steps
Cohort 2:	Professional Learning Goal - Individual or group conference - Self-reflect on professional practice - Use data and evidence to identify student performance challenge - Develop professional learning and student growth goals including multiple measures of evidence related to goals - Draft professional learning plan - Mutually agree on 1, 2, or 3-year goal(s)	Professional Learning Goal - Individual or group conference - Share progress in the PLG process - Review and discuss additional student performance data gathered and analyzed - Review and discuss evidence of professional learning - Share plans to address student performance challenges - Revisions to educator's goals may be considered during the mid-year conference	Professional Learning Goal - Individual Conference - Self-Reflect - Share data from multiple measures to indicate progress against identified challenge - Review and discuss evidence of professional learning, and impact on instructional practice, and student learning - Evaluator provides a written summary based upon evidence related to the identified goal(s) and makes a distinction regarding the educator's completion of the professional learning process

Components of the Educator Evaluation and Support Plan

The Vernon Public Schools Educator Evaluation and Support Plan was designed to ensure continuous growth for both students and educators. Educators are responsible for the overall growth and development of all students and are afforded the opportunity to direct their own learning through the development of a Professional Learning Goal and plan. This educator-directed plan focuses attention on a specific area of student performance while building professional knowledge and skills.

Development of New Learning and Impact on Practice Educator development of new learning and impact on practice	Impact on Student Learning Educator impact on student learning, growth, and achievement	Professional Performance and Practice Educator instructional practice: Domains 1-4 of the CCT
Professional Learning Goal or TEAM	Student learning, growth and achievement related to Professional Learning Goal or TEAM. Impact on school/district goals through local and/or standardized measures of growth	Observation of performance in alignment with Vernon Public Schools expectations

End of Year Growth Criteria

At the conclusion of each school year, educators and their evaluators will review the educator's performance including professional growth, student learning related to the Professional Learning Goal or TEAM, and overall student growth aligned to school improvement plans. An educator is determined to have successfully completed the learning process by demonstrating:

Development of New Learning and Impact on Practice	Impact on Student Learning	Professional Performance and Practice
Reflection supported with evidence of the impact of the educators' new learning on their practice/goal	The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported with evidence. Impact on overall student growth aligned to school improvement plan	Educator Performance and Instructional Practice: Domains 1-4 of the CCT Rubric for Effective Teaching/Effective Service Delivery 2017

Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. There should be multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. See [Appendix B](#) for examples.

Appendix B: Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. Some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. Evaluators should consider multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. Examples include, but are not limited to the following:

Observations of Practice	Other Sources of Evidence
• Classroom observation • Team meetings • Case reviews • Coaching/mentoring other educators • Collaboration with colleagues • Crisis response • Consultations with parents • Other facilitated meetings (504/PPT's) • Participation in professional development • Facilitation of professional development sessions • Collaborative curriculum writing sessions • Planning meetings • Data team meetings • Professional Learning Community meetings	• Student learning artifacts • Rubrics, interim or benchmark assessments, other assessments • Mastery-based demonstrations of achievement • Educator learning logs/ impact on practice • Educator and/or student self-reflection • Educator-created learning materials • Student feedback (e.g. assessments, learning, instructional strategies, Social Emotional Learning(SEL), equity, engagement, Vision of the Graduate attributes) • Lesson/unit plans • Artifacts aligned / in support of School Improvement Plan / District Improvement Plan

Appendix C: Optional PLG Meeting and Learning Log

PLG-Meeting and Learning Log

Professional Learning Goal:

Date	Action Steps:	Evidence of Educator Learning:	Evidence of Student Outcomes:

Appendix D: PLG Meeting and Learning Plan Sample

Professional Learning Plan (*Sample*)

Goal: I will increase my expertise in strategies that effectively increase students' reading fluency.

Why is this goal important? Fluency is the ability to read accurately, smoothly, and with expression. Fluency builds a bridge between word recognition and comprehension. It allows students time to focus on the content in the reading, rather than focusing on the decoding of each individual word.

Date	Action Steps:	Evidence of Educator Learning:	Evidence of Student Outcomes:
September	Review data to identify a challenging student performance need. Develop Professional Learning Goal with team of colleagues.	Sample DIBELS report	
September-October	Gather additional data to understand the student learning challenge in more detail. Conduct fluency measures with individual students; conduct analysis of fluency observations to identify patterns of dysfluency, accuracy errors, and other behaviors that impede fluency. Build a profile of reading fluency performance. Work with a Professional Learning Team to research best practices to develop fluency.	Hill for Literacy- The Role of Automaticity Why Reading Fluency Should be Hot Five Evidence-Based Ways to Improve Reading Fluency in Elementary and Secondary Grades Session 5: Research-based Interventions to Promote Fluency and Oral Language Florida Center for Reading Research	
October	Attend BOY Conference with administrator	BOY form in Talent Ed	
October	Discussion of best practices for implementation. Identify teachers who have had success building fluency in students and observe in that classroom. Continue to gather student performance	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	

	data, perhaps focusing on strategies students are using successfully. What is already working? What can be built upon?		
November	Reflect on additional student performance data and understandings and best practices identified in the team's professional learning. Prepare summaries of each.	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	ORF PM Data
November-December	Begin to design an intervention plan based on what is now known about the student challenge and best practices. Identify an intervention group - will the intervention be applied to all students or a subgroup of students?		
December	Complete intervention plan and determine progress monitoring practices. What data and evidence will be collected to determine the impact of intervention. How often will data and evidence be gathered?	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	ORF PM Data
December-January	Prepare MoY conference form. If the intervention plan is complete it can be implemented prior to the MoY conference.		
January	Attend Mid-Year Conference with administrator	Mid-Year form in Talent ED	
January-May	Implement interventions. Continuously gather monitoring data and revise intervention as needed.		
May-June	Administer End of Year assessment. Compare and analyze results in relation to beginning of year data. What has been the impact of the intervention?		Sample DIBELS report Student fluency graphs Student fluency scales
May-June	-Reflect on professional learning goal and the impact it had on your professional learning and growth -Determine next steps -Share learning with colleagues	Sample one-pager of your learning to share with colleagues	
June	Attend EOY conference with administrator	EOY form in Talent Ed	

Appendix E: CCT Single Point Rubric

Vernon Public Schools Single Point Rubric for Effective Teaching Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning Adapted from the <u>2017 CCT Rubric</u>		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of students. - Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. - Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. - Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes. - Establishes and consistently reinforces appropriate expectations for learning for all students. <i>Creates an environment where students proactively demonstrate social interactions and conflict resolution skills, respectfully question or challenge ideas, and take responsibility for their own learning.</i> <i>Teachers recognize and incorporate student diversity into learning opportunities.</i>	
	Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. - Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. - Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. <i>Creates opportunities for students to establish and independently maintain appropriate standards of behavior by using proactive strategies and social skills.</i>	
	Indicator 1c: Maximizing instructional time by effectively managing routines and transitions. - Establishes and manages routines and transitions resulting in maximized instructional time. <i>Students independently facilitate routines and transitions.</i>	

Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 2 - Planning for Active Learning
Adapted from the [2017 CCT Rubric](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge, and provides for appropriate level of challenge for all students. - Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards. - Plans lessons that are logically sequenced and support an appropriate level of challenge. - Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. - Plans instruction that integrates literacy strategies and academic vocabulary. <i>Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</i> <i>Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and other contexts.</i> <i>Designs opportunities to allow students to identify their own learning needs based on their own individual data, independently select literacy strategies that support their learning.</i>	
	Indicator 2b: Planning instruction to cognitively engage students in the content. - Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. - Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts. <i>Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation and selects resources to support students’ application of concepts and/or skills in other contexts.</i>	
	Indicator 2c: Selecting appropriate assessment strategies to monitor student progress. - Identifies observable and measurable criteria for student success. - Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. <i>Identifies opportunities for students to be involved in developing or interpreting criteria for student success and using assessment criteria to self monitor and reflect on their progress.</i>	

Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 3 - Instruction for Active Learning
Adapted from the 2017 CCT Rubric

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 3a: Implementing instructional content for learning. - Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. - Presents content accurately using content-specific language that leads to student understanding. - Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. - Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content. <i>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</i> <i>Provides opportunities for students to independently select and apply literacy strategies.</i>	
	Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. - Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. - Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. - Implements instruction that provides multiple opportunities for students to develop independence as learners. <i>Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.</i> <i>Fosters student ownership, self direction and choice of resources and/or flexible groupings to develop their learning and provides opportunities for students to approach learning tasks in ways that are effective for them.</i>	

	Indicator 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction. • Communicates specific observable and measurable criteria for student success. • Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. • Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. • Adjusts instruction as necessary in response to individual and group performance. • <i>Provides opportunities for students to be involved in developing or interpreting criteria for student success, self monitoring and self-assessment, self reflection and peer feedback, and opportunities for students to independently select strategies that will advance their learning.</i>	
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Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 4 - Professional Responsibilities and Teacher Leadership
Adapted from the [2017 CCT Rubric](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 4a: Engaging in continuous professional learning to impact instruction and student learning. - Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. - Responds to supervisor or peer feedback and makes changes in practice based on feedback. - Engages in relevant professional learning and applies new learning to practice. <i>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and supervisors to improve collective practices to address learning, school and professional needs. Takes a lead or initiates opportunities for professional learning with colleagues.</i>	
	Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning. - Collaborates with colleagues to improve teaching and learning. - Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. <i>Supports, assists, and collaborates with colleagues to adapt planning and instructional practices that support teaching and learning and deepen awareness of the moral and ethical demands of professional practice.</i>	
	Indicator 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. - Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. - Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. - Interacts with students, families and the community in a culturally respectful manner. <i>Leads efforts to improve and strengthen the school climate.</i> <i>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</i> <i>Leads efforts to enhance culturally responsive communications with stakeholders.</i>	

Appendix F: Single Point Rubric for Effective Service Delivery

Vernon Public Schools Single Point Rubric for Effective Service Delivery Domain 1 - Learning Environment, Engagement and Commitment to Learning Adapted from the <u>2017 Rubric for Effective Service Delivery</u>		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 1a: Promoting a positive learning environment that is respectful and equitable. - Interactions between service providers and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. - Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. - Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. - Establishes and consistently reinforces high and realistic expectations for learning/growth and development. <i>Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.</i> <i>Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.</i> <i>Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented and creates opportunities for learners to take responsibility for their own growth and development.</i>	
	Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. - Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. - Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. <i>Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.</i> <i>Encourages learners to independently apply proactive strategies and social skills.</i>	
	Indicator 1c: Maximizing service delivery by effectively managing routines and transitions. - Implements and manages effective routines and transitions that maximize service delivery time. <i>Establishes an environment in which learners independently facilitate routines and transitions.</i>	

Vernon Public Schools Single Point Rubric for Effective Service Delivery
Domain 2 - Planning for Active Learning
Adapted from the [2017 Rubric for Effective Service Delivery](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. • Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. • Designs plans using evidence based practice. • Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge. • Develops objectives that are targeted and specific to the needs of learners. • <i>Designs plans that challenge learners to apply learning to new situations and includes opportunities for learners to inform the development of future objectives.</i> • <i>Leads efforts to obtain, analyze and use data to guide collaborative planning.</i>	
	Indicator 2b: Developing plans to actively engage learners in service delivery. • Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. • Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning. • <i>Selects or designs plans that provide opportunities for learners to extend learning to new situations and opportunities to make choices about resources and/or flexible groupings that support and extend new learning.</i>	
	Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets. • Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. • Identifies objective and measurable criteria for assessing learner success. • Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery. • <i>Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.</i> • <i>Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.</i>	

	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.	
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Vernon Public Schools Single Point Rubric for Effective Service Delivery Domain 3 - Service Delivery Adapted from the 2017 Rubric for Effective Service Delivery		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 3a: Implementing service delivery for learning. - Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. - Delivers services accurately, resulting in learning. - Delivers services in a logical and purposeful progression that meet the needs of learners. - Consistently delivers services at a level of challenge that aligns to learners' needs. <i>Provides opportunities for learners to communicate how academic and/or social/ behavioral expectations apply to other situations.</i> <i>Provides learners with opportunities that challenge them to take responsibility and extend their own learning beyond expectations.</i> Indicator 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. - Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry. - Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. - Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. <i>Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.</i> <i>Fosters learner ownership, self direction, and choice of available resources or flexible groupings.</i> <i>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</i> Indicator 3c: Assessing learning, providing feedback and adjusting service delivery.	.

	• Communicates specific observable and measurable criteria for learner success. • Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective. • Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. • Adjusts to service delivery in response to learners' performance or engagement in tasks. • <i>Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success by promoting self monitoring and self-assessment to improve learning.</i> • <i>Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.</i> • <i>Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.</i>	
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Vernon Public Schools Single Point Rubric for Effective Service Delivery
Domain 4 - Professional Responsibilities and Leadership
Adapted from the [2017 Rubric for Effective Service Delivery](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. • Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. • Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. • Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice. • <i>Initiates professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</i> • <i>Proactively seeks supervisor and peer feedback.</i> • <i>Facilitates professional learning with colleagues, families or community.</i>	
	Indicator 4b: Collaborating to develop a sustain a professional learning environment to support student/adult learning. • Collaborates with colleagues to improve service delivery and learning. • Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. • Records/data are complete, organized and accurate. Confidential information is stored in a secured location. • <i>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</i> • <i>Shares best practices in maintenance of records/data.</i>	

	Indicator 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning. • Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate. • Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success. • Interacts with stakeholders in a culturally responsive manner. • <i>Leads efforts to improve and strengthen the school climate.</i> • <i>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</i> • <i>Leads efforts to enhance culturally responsive communications with stakeholders.</i>	
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Appendix G: Instructional Coaching Rubric

Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 1 - Environment and Commitment to Learning		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 1a: Creates an environment of trust and respect. • Instructional coach creates an environment where trust and respect are consistently evident. • <i>Instructional coach creates an environment where a high level of trust and mutual respect is always evident.</i>	
	Indicator 1b: Creates opportunities that foster ongoing instructional improvement. • Instructional coach consistently creates opportunities to establish a culture of ongoing instructional improvement. • <i>Instructional coach has established a culture of ongoing instructional improvement.</i>	
	Indicator 1c: Establishes clear procedures for teachers to gain access to instructional support. • Instructional coach has established clear procedures (based on consultation with directors) for teachers to use in gaining access to support. • <i>Adjustments to procedures are evaluated throughout the year and revised based on needs.</i>	
	Indicator 1d: Establishes and maintains norms of behavior for professional interactions. • Instructional coach has established clear norms of mutual respect for professional interaction. • <i>Instructional coach actively maintains clear norms of mutual respect for professional interaction.</i>	

	Indicator 1e: Provides opportunities for engagement in professional development sessions. • Instructional coach consistently provides opportunities for engagement in professional development sessions. • <i>Instructional coach facilitates multiple sessions.</i>	
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Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 2- Planning and Preparation		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 2a: Demonstrates knowledge of current trends in specialty area and professional development. - Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development. <i>Instructional coach is regarded as an expert by colleagues.</i>	
	Indicator 2b: Demonstrates knowledge of the school's and district's goals and improvement plans. - Instructional coach demonstrates thorough knowledge of the school's and district's goals and improvement plans. <i>Instructional coach works to shape its future direction.</i>	
	Indicator 2c: Collaboratively establishes and supports goals for instructional growth appropriate to the setting and educators' needs. - Instructional coach collaboratively establishes and supports clear goals for instructional growth that are appropriate to the setting and educators' needs. <i>Instructional coach collaboratively establishes and supports clear goals for instructional growth that are highly appropriate to the setting and educators' needs and based on qualitative and/or quantitative data.</i>	
	Indicator 2d: Develops a plan to evaluate instructional supports. - Instructional coach has an effective plan to evaluate the effects of their support around clear goals. <i>Instructional coach anticipates sources of evidence that may demonstrate effectiveness and provides and adjusts coaching program on an as needed basis.</i>	

Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 3- Instruction/Delivery of Service		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 3a: Collaborates with teachers in the design of instructional units and lessons. - Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units. <i>Instructional coach locates additional resources when needed.</i>	
	Indicator 3b: Engages teachers in learning new instructional skills. Instructional coach cognitively engages teachers in	

	demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. • <i>Instructional coach fosters teacher ownership, self-direction, and choice of resources to develop their learning.</i>	
	Indicator 3c: Utilizes student data to support teacher reflection and decision-making. • Instructional coach is able to discern what data is relevant and can draw on it in coaching sessions. Student learning is beginning to inform coaching conversations. When appropriate, instructional coach addresses other factors, such as implementation of curriculum, classroom routines, and culturally responsive teaching in the context of student learning. • <i>Student learning directly and consistently informs coaching conversations.</i>	
	Indicator 3d: Shares expertise with staff. • The quality of the instructional coach's model lessons and professional development sessions is appropriate based on the needs of the teachers being served. • <i>The instructional coach's model lessons and professional development sessions are high quality and appropriate based on the needs of the teachers being served. The instructional coach conducts extensive follow up work with teachers.</i>	
	Indicator 3e: Locates and demonstrates knowledge of resources for teachers to support instructional improvement. • Instructional coach consistently seeks to locate resources and demonstrates knowledge of those resources available to teachers to support instructional improvement. • <i>Instructional coach follows up, pertaining to the resources provided, with teachers.</i>	
	Indicator 3f: Demonstrates responsiveness and flexibility. • Instructional coach makes revisions to the coaching program when it is needed. • <i>Instructional coach continually improves the coaching program and makes changes as needed in response to input received from teachers and/or administrators.</i>	

Vernon Public Schools Single Point Rubric for Instructional Coaching
Domain 4 - Professional Responsibilities

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 4a: Reflects on practice - Instructional coach self-evaluates and reflects on their practice and its impact on teacher learning, identifies areas for improvement, and takes action to improve professional practice. <i>Instructional coach uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and improve collective practices that address learning, school, and professional needs.</i>	
	Indicator 4b: Prepares and submits reports - Instructional coach follows all established procedures for preparing and submitting reports. Reports are always submitted on time. <i>Instructional coach suggests improvements to those procedures as needed.</i>	
	Indicator 4c: Collaborates with other colleagues and instructional coaches - Instructional coach consistently collaborates with colleagues and other instructional coaches. <i>Instructional coach takes a leadership role in coordinating instructional coaching efforts with director(s), colleagues, and/or other instructional coaches within or beyond the district.</i>	
	Indicator 4d: Participates in professional learning community - Instructional coach consistently participates in professional learning community. <i>Instructional coach is a highly active participant in the professional learning community and takes on a leadership role.</i>	
	Indicator 4e: Engages in professional learning - Instructional coach engages in professional learning and applies new learning to practice. <i>Instructional coach takes a lead in initiating opportunities for professional learning, applies new learning to practice, and shares new learning with colleagues.</i>	
	Indicator 4f: Shows professionalism, including integrity and confidentiality - Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. <i>Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.</i>	

Appendix H: Corrective Support Plan- Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with the evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from the evaluator (dependent upon the need for a plan)

Appendix I: Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ . Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective: To improve

_____ (Indicate specific standard in your objective language)

(Possible) Resources: A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from the evaluator (dependent upon the need for a plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

Appendix J: Beginning of Year Goal Setting

Beginning of the Year Goal Setting

Name:

School:

Title:

Primary Evaluator:

Self-Reflect (choose 3 or more questions to answer)

Step 1: Self Reflect

- What are your teaching and learning challenges? Thinking about the success and challenges you may have encountered in your classroom last year, what are the student challenges that require your attention?
- What new learning might you want to explore to build your understanding of how best to support student learning? (include possible professional learning related to the CCT/SESS Rubric for Effective Teaching 2017)
- How will this work contribute to your school/district improvement plan or our Vision of the Graduate? (What strategies can you learn more about to support your professional practice and student outcomes?)

Self-Reflect

Establish a work group.

- Which colleagues have similar needs?
- How does your schedule allow for collaboration?

Collecting Presenting Data and Evidence

List relevant data/evidence that defines the student learning challenge. What does the collection of data tell you? What did the data NOT tell you? What is the problem of practice suggested by the data?

Identify a Focus Area

Which of the following describes the focus of the teaching and learning challenge you have identified? Check all that apply. required

- ☐ Student Academic Performance
- ☐ Social Emotional Learning - academic behaviors, emotional behaviors, or social behaviors
- ☐ VPS Strategic Plan (Student Success, Family and Community Partnerships, System Excellence)
- ☐ School Improvement Plan (SIP)
- ☐ Common Core of Teaching (CCT)/(SESS) Rubric for Effective Teaching 2017
- ☐ Vision of the Graduate (Communicator, Collaborator, Resilient Individual, Responsible Citizen, Critical Thinker)
- ☐ Other

If other please explain:

Student and Professional Practice Learning Goal(s):

What is the focus of your student performance goal? What change in performance do you expect to achieve?

How will students demonstrate growth? (multiple measures)

Educator Learning

Professional learning focus: What do you need to learn to support student development?

Develop deeper understanding of performance challenge: What additional student performance data and evidence will you gather to better understand the challenge?

Research best practices: Describe the professional learning experiences that will develop your understanding of how best to support students

Identify Possible Actions to Support Professional Learning required

- ☐ Look within the district for examples of exemplary performance
- ☐ Investigate Print & Online Resources
- ☐ Book/Professional Literature Study
- ☐ Collaborate with Department Heads
- ☐ Instructional Coaches
- ☐ Collaborative planning with colleagues
- ☐ Observational feedback
- ☐ Lesson Study

- ☐ Visitations/Peer Observations
- ☐ Examining student work
- ☐ Case Study
- ☐ Self-reflection and learning aligned to CCT
- ☐ Rubric
- ☐ Other

If other please explain:

Action Steps

List the steps you and your team members will engage in to support student performance:

List Resources

List resources you intend to access to support your professional learning: What will you need? How else might you learn?

Evaluator Feedback

Appendix K: Middle of Year Conference

Middle of the Year Conference

Name:

School:

Title:

Primary Evaluator:

BOY

BOY Student Performance Goal

BOY Measures of Student Growth

BOY Professional Learning Focus

MID-YEAR REFLECTION

Understanding student performance challenge: What have you learned from the additional student performance data and evidence? (describe additional data gathered by your team members and summarize findings)

Reflecting on professional learning: What did you do to advance your understanding of the student performance challenge? (summarize actions taken and findings)

Based on new learning and evidence collected: How do you now define your area of focus? Does this change your student performance goal?

Action Plan

What promising practices will you implement in your classroom? Describe the practices as well as how you will monitor and evaluate progress. What evidence of your learning, student learning, and growth will you collect to understand progress toward your goal?

Links to Evidence:

Evaluator Feedback

Appendix L: End of Year Conference

End of the Year Conference

Name:

School:

Title:

Date of Conference:

School Year:

Primary Evaluator:

What impact did your new learning have on your practice? And how do you know?

What impact did your new learning and practice have on your students', learning, growth, and/or achievement, and how do you know? (share data from multiple measures)

What are your next steps for professional learning and what are your next steps to address student learning needs? Should this goal be continued? If so, how will the goal change or continue?

What tier 2 supports are you requesting to support your work next year?

EOY SUMMATIVE EVALUATION

Summative Feedback:

Next Steps:

What tiered supports will further assist growth and development?

- ☐ Not Applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Corrective Support Plan

SINGLE POINT COMPETENCY SUMMATIVE SCORING

Educator demonstrates how they developed new learning and how their new learning improved practice.

Does the educator consistently demonstrate expected practice? required

Educator demonstrates how they positively impacted student learning, growth, and achievement.

Does the educator consistently demonstrate expected practice? required

Educator demonstrates effective Instructional Practice: Domains 1-4 of the CCT/SESS:

Does the educator consistently demonstrate expected practice? required

Contract Renewal Status required

Evaluation Cohort for Next School Year required

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

10.1

Decision Requested

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

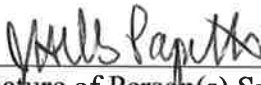
Annual Report 2025-2026 (BOE Goal #1, #2, #3)

Background:

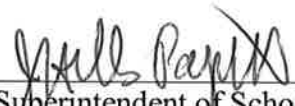
Superintendent Dr. Jennifer Hills-Papetti will review the Board of Education's Annual Report for 2025-2026, which has been submitted to the Town of Vernon.

Recommendation:

No Action Required



Signature of Person(s) Submitting Report



Superintendent of Schools

Superintendent: Dr. Joseph Macary

Assistant Superintendent: Mr. Robert Testa

Members of Board of Education:

Paul Grabowski, Chair

Kristiana Wintress, Vice Chair

Karen Colt, Secretary

Anthony Bedlack, Susan Jablonecki, Kriste Nucci, Jesse Schoolnik, Simone Sewell, Susanne Vacek

Responsibilities and Duties: The authority, the duties and the responsibilities of the Board have been established by the Connecticut statutes, federal laws, and the town charter. The Board of Education scheduled regular meetings on the second and fourth Mondays of each month with the exception of July, when it did not meet, and August and December when it met only once. In addition, Board committees met throughout the year to deal with budget, policy, facilities, negotiations, curriculum and communications.

School Data:

The following is a list of the seven schools, the grade levels in those schools, and the October 1, 2025 enrollment for each school:

- Center Road School 440 (PK-5)
- Lake Street School 254 (K-5)
- Maple Street School 244 (K-5)
- Northeast School 258 (PK-5)
- Skinner Road School 328 (PK-5)
- Vernon Center Middle School 701 (6-8)
- Rockville High School 989 (9-12)

The total enrollment for the district was 3,214. The total budget for the 2025-26 school year was \$60,419,570.

Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

Core Beliefs

- Advocate a “whole child” approach to student learning
- Maximize student performance and set high expectations
- Integrate family and community with the education system

Diversity Statement

The Vernon Board of Education reaffirms our commitment to continue the work being done and continues to look for new opportunities that promote equity and diversity in the Vernon Public Schools. We embrace diversity and inclusion, and absolutely condemn racism and discrimination.

District Goals

- *Goal 1* – Build and improve relationships and partnerships with family and community
- *Goal 2* – Increase the achievement of every student through high-quality curriculum, instruction, and assessment
- *Goal 3* – Promote safe environments that are socially, emotionally, and physically conducive to learning

Vision Statement

The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Curriculum, Instruction, and Assessment: Directors of Teaching and Learning **Meghann Burr (Secondary) and Melissa Trantolo (Elementary)**

Vernon Public Schools remains dedicated to ensuring every student has safe, high-quality, and equitable learning experiences, aligning with the district’s Student Success priority. Under the leadership of Assistant Superintendent Robert Testa and the Directors of Teaching and Learning, the district continues to advance its goal of increasing the achievement of every student through high-quality curriculum, instruction, and assessment. To ensure an equitable environment where all students can thrive, the district has implemented a comprehensive Multi-Tiered System of Supports (MTSS) designed to address diverse academic and social-emotional needs.

The Office of Teaching and Learning is committed to enhancing professional capacity and organizational coherence. This is evidenced by the New Teacher Academy, a three-day program for new hires that focuses on classroom management and relationship-building, followed by job-embedded coaching. Furthermore, certified teachers engage in ongoing collaboration through Professional Learning Communities (PLCs), fostering consistency and excellence across all classrooms.

The Office of Teaching and Learning actively works to provide a culturally relevant curriculum and inclusive environments that value student voice and choice. This commitment includes a strategic focus on recruiting a diverse staff and promoting a sense of belonging, which supports the development of graduates who are responsible citizens and resilient individuals.

Center Road School is the largest elementary school in the town of Vernon. This Pre-K through grade five school houses a student population of over 440 students and a dedicated staff. We host a number of programs for the district including 3 Preschool classes; one of them being the pilot full day 4's Pre-K program and the Renaissance Program.

Students are able to engage in a variety of enrichment activities throughout the year. Identified students in grades 3-5 work with the district Gifted and Talented Teacher weekly to extend their learning. Outside of the school day, students are able to

participate in Lego League competitions in the fall. This past year we offered an after-school art enrichment club for K-2 students in order to provide them enrichment opportunities outside of the school day as well. Our classroom teachers work to provide students with enrichment activities within the classroom to extend students learning and focus on their interests.

Technology is infused in daily learning across the grades. Classrooms either have smart boards or Newline interactive whiteboards. In addition, there are Chromebook carts available for whole class and small group use. Our K-2 classrooms are equipped with iPads for center activities. Students have access to quality platforms such as iReady and Lexia to practice individualized reading and math skills.

The Center Road core values are Caring, Responsible and Safe and these are embedded in all we do. In addition to our student-centered classrooms, we offer activities such as Student Council, Game Club, Chorus and Band. Also, social/emotional growth is fostered through our positive behavior supports, trauma informed approach and the use of the 2nd Step curriculum along with other Social-Emotional lessons facilitated by our Social Worker and School Psychologist. This year we moved away from Buddy Classrooms and implemented Advisory Groups where students in K-2 and 3-5 were grouped in small cross grade level groups that met monthly beginning in February to build community. These groups will continue with the same students and staff each year so students will have a strong relationship with the other students and staff in their advisory groups. This year we continued the Remarkable Roadrunners recognition program where, staff are able to recognize students weekly who demonstrated our core values. Students are recognized over the announcements on Fridays and families are notified via ParentSquare that their child was recognized and why.

Center Road School is an integral part of the community. Yearly, our students contribute to the local food pantry, CCMC PJ Day, the firefighter's toy collection, and the American Heart Association. Teachers engage in report card conferences twice per year and have other routine communication with parents. The implementation of the ParentSquare communication platform allows for families and all teachers to connect easily.

Center Road School strives to build deep and personal relationships with students so that they can be caring, responsible and safe individuals both in and out of school!

LAKE STREET SCHOOL:

Mrs. Terese (Tracy) Duenzl, Principal

Lake Street School is a dynamic school of students in grades K-5. Student learning in a positive and safe environment is our priority. The moment the students walk into the school until the busses pull away, we are all hands-on deck.

Our mission statement is the backbone of our school community: *We are proud to be a community of learners that treat each other with respect, take responsibility for our own*

learning, cooperate with others and strive for a safe and positive school for all. Our positive school climate is the result of a school wide effort, led by our Climate committee, to promote respect, responsibility, cooperation and safety. We believe in doing what's best for our students by working together.

Our rich and rigorous curriculum drives student learning in the classroom, enhancing knowledge/skills outlined in the Vernon Public Schools' Vision of the Graduate: collaboration, critical thinking, communication, resilience and responsibility. We monitor student progress and provide targeted intervention supports in English Language Arts, Mathematics and social and emotional needs. Technology is infused throughout the curriculum and available through the use of interactive tech boards, chrome books, and iPads in the classroom. Our classroom schedules include two WIN (What I Need) blocks during the day to meet the intervention and extension supports for students in Reading and Math. Classroom lessons are supplemented with field trips, to support the curriculum, such as the Belding Wildlife Center, CT Science Center and the New England Air Museum. Our generous PTO provides in class lessons from High Touch, High Tech and the Lutz Museum. Our school teams meet consistently throughout the year to monitor students' growth and ensure they are getting what they need academically, social/emotionally and family support with strong school attendance.

Lake Street School embraces diversity. We host our district wide Activities Based Learning program, for elementary students of Autism. These students learn how to function independently within our school community, through communication, social skills, school jobs and interactive life functioning activities.

LSS includes a successful integrated program for ESL students, from as many as 16 countries, enriching our school community, K-5. We embrace the opportunities to share our rich cultural experiences.

Students benefit from a variety of activities to extend their learning, such as Band, afterschool intramurals, Chorus and Lego League. Students in fifth grade are recognized for Visual and Performing Arts at a Celebration of the Arts through the CT Association of Schools.

Students learn best when families and schools work together. Lake Street School benefits from a strong relationship with families who support our students in a variety of ways. Parents are welcome to enjoy lunch with their children, volunteer in the classroom, support learning from home. Each grade level invites families to participate in events throughout the year, such as the third grade Wax Museum, where students portray someone they studied in their biography unit. We celebrate the Veterans in our school community with an annual ceremony provided by the Lake Street staff. Our students perform in well attended winter and spring concerts. Multicultural Night and VIP (Very Important Person) breakfasts are family favorites. Our active PTO sponsors several events for families throughout the year, including Ice Cream Socials, a Trunk or Treat and Family Fun Fair.

At Lake Street School, the feeling of success is doing your very best!

MAPLE STREET SCHOOL: **Mr. Joshua Egan, Principal**

At Maple Street School, our guiding principle and daily promise is that “Every Student Matters and Every Moment Counts.” We are deeply committed to providing a dynamic, student-centered learning environment where high standards are set for our students and held equally by our staff. True education extends far beyond traditional academics, which is why we tirelessly advocate for the whole child. Day in and day out, our passionate educators work relentlessly to ensure that every single student’s academic, social, and emotional needs are fully met, championed, and celebrated.

A central pillar of our mission at Maple Street School is building meaningful, long-lasting relationships both within our school walls and throughout the broader Vernon/Rockville community. We firmly believe that families and community members are invaluable partners in the educational process, bringing rich perspectives and vital support to our school culture. To cultivate these essential connections, we warmly invite our community to participate in a wide variety of engaging learning and social events throughout the academic year. Families can look forward to participating in hands-on Literacy and Math Nights, our festive Trunk or Treat, the vibrant Glow Art Show, our annual Spelling Bee, Read Across America Day, the Geography Bee, the Polar Plunge, and Career Day. Furthermore, each individual grade level hosts dedicated family engagement events designed to showcase student achievement and give parents practical ways to partner in their child’s academic progress.

Beyond the regular school day, Maple Street School offers a rich array of extracurricular activities designed to nurture physical fitness, creative expression, problem-solving, and leadership. Run directly by our dedicated staff members, these intramural offerings provide safe, enriching environments where students can explore new interests and build strong peer connections. Students can participate in specialized groups such as Cursive Club, Mural Club, LEGO League, and Pokémon Club, or stay active through non-competitive intramural sports like volleyball, gymnastics, and basketball. We also place a strong emphasis on student leadership and civic responsibility. Our Grade 5 Safety Patrol allows fifth graders who consistently model our core values to serve as visible school leaders with important daily responsibilities. Additionally, our Student Council includes elected student representatives all the way from Kindergarten through Grade 5, giving even our youngest learners a platform to lead community-focused service projects that help others. We are also deeply fortunate to partner with Hartford HealthCare through our Family Resource Center, a collaboration that provides vital wrap-around support services to our building, our students, and our school families.

We take immense pride in our strong academic accomplishments and our steady progress in lowering chronic absenteeism rates every year since the pandemic. By prioritizing authentic relationships and fostering a deep sense of belonging and connectedness, we have created an environment where learners feel truly valued, loved, and heard as active participants in their own education. Our students genuinely want to be in school each day because they know they belong to a community that cares for them. This positive culture

directly feeds our academic success, which is driven by our staff's dedication to continuous data collection and analysis during our morning grade-level meetings. These collaborative sessions allow teachers to deliver targeted, high-quality instruction and hold every child to ambitious standards, while always going above and beyond to support students and their families.

Social-emotional learning is deeply woven into the daily fabric of Maple Street School. Every grade level sets aside dedicated instructional time each day to teach our social-emotional curriculum, equipping students with essential life skills like self-regulation, empathy, and constructive communication. Complementing this daily focus is our Friday Advisory program, where all staff members meet twice a month with small, multi-grade groups of students. These advisory sessions are designed to foster cross-grade relationships, reinforce our social-emotional learning goals, and ensure that every single student in our building identifies and connects with at least one trusted adult they can turn to whenever needed.

Ultimately, Maple Street School is a unique, close-knit community where educators, families, and neighbors come together with a unified purpose: to enrich the lives of our children. By empowering our students, nurturing their academic growth, and prioritizing their social and emotional well-being, we are preparing a future generation of confident, responsible, and productive twenty-first century citizens. At Maple Street School, we remain forever true to our core belief—Every Student Matters, Every Moment Counts.

NORTHEAST SCHOOL: Mrs. Melissa Ross, Principal

Northeast School is a vibrant learning community where every child is known, valued, and empowered to reach their full potential. We are committed to creating a safe, inclusive, and engaging environment where students thrive academically, socially, and emotionally. Through purposeful structures, meaningful relationships, and high expectations, we ensure every learner has the opportunity to grow and succeed.

At Northeast School, we are "**Leading the Way**" by creating learning experiences that ignite curiosity, inspire creativity, and empower students to think deeply, solve problems, and embrace challenges with confidence. At NES, students are excited to learn because our staff makes learning exciting! Our instructional approach is grounded in inquiry and deep student thinking. Through application of evidenced-based practices students collaborate, take intellectual risks, explain their reasoning, and actively construct their own understanding. Our teachers are leaders of inquiry who continually reflect, learn, and innovate to create meaningful learning experiences. In turn, our students become leaders of their own learning by setting goals, asking thoughtful questions, monitoring their progress, and taking ownership of their growth. Every learning experience is intentionally designed to help students become the critical thinkers, collaborators, communicators, resilient individuals, and responsible citizens outlined in Vernon Public Schools' Vision of the Graduate.

We hold high expectations for every learner and use evidence based instructional practices to meet the unique needs of each child. Through our unique "teaming time", we engage in collaborative planning, ongoing assessment, and responsive instruction, we ensure all students are challenged, supported, and inspired to reach their full potential. We believe every child deserves access to engaging, rigorous learning experiences where thinking is visible, every voice is valued, and mistakes are embraced as opportunities for growth.

We also recognize that students cannot learn if they are not present. Promoting and recognizing consistent attendance and establishing positive school habits from the earliest grades remain essential priorities, helping every child fully benefit from the rich learning experiences our school provides.

Northeast School proudly celebrates the many cultures, traditions, perspectives, and languages represented within our community. We believe every student deserves to feel seen, valued, and affirmed. We embrace the gift of a second language and recognize that the diverse experiences our students and families bring enrich learning for everyone. By fostering belonging and embedding culturally responsive practices throughout our school, we prepare students to thrive in an increasingly interconnected world.

Families are essential partners in every child's success. We believe meaningful collaboration between home and school creates the strongest foundation for learning. Through open communication, authentic partnerships, and engaging family learning opportunities, we work alongside families to support every child's academic, social, and emotional growth. Together, we strive to cultivate a school community where every child knows they belong and every family feels welcomed.

Our dedicated team of classroom teachers, specialists, paraeducators, interventionists, special education staff, school psychologists, social workers, office personnel, custodial staff, and administrators works collaboratively to ensure every student is supported, challenged, and celebrated. We foster a culture of curiosity, innovation, inclusion, kindness, and continuous improvement because we believe learning flourishes when relationships are strong and everyone is empowered to contribute.

Northeast School's commitment to excellence has earned national and state recognition, including designation as a 2020 National Blue Ribbon School and multiple School of Distinction honors. These accomplishments reflect the dedication of our students, staff, families, and community to creating exceptional learning experiences for every child.

At Northeast School, we are preparing students not simply for the next grade level, but for a lifetime of learning, leadership, and contribution. By "Leading the Way" through innovation, inquiry, and collaboration, empowering students as owners of their learning, celebrating the rich diversity of our community, and engaging families as true partners, Northeast School is shaping confident learners who are ready to make a positive impact in their school, their community and the world.

SKINNER ROAD SCHOOL: Mr. Bryan Kerachsky, Principal

Thanks to the hard work and dedication of our students, staff, and families, Skinner Road School continues to be recognized for exceptional academic growth and achievement:

- **5-Time Connecticut School of Distinction** (Since 2017)
- **2023 National Blue Ribbon School** (U.S. Department of Education)
- **Top 10% School in Connecticut** (Next Generation Accountability Index, 2024–2025)

These national and state honors reflect our unwavering commitment to closing achievement gaps and providing learning opportunities for all students.

Reaching for the S.T.A.R.s

At Skinner Road School, we believe in every student's potential to reach for the **S.T.A.R.s**. By modeling and practicing our core pillars—being **Safe, Truthful, Academic, and Respectful**—our students learn to excel both inside and outside the classroom, growing into thoughtful, contributing members of the Vernon community. Guided by our hardworking staff, SRS is truly a school that cares for all!

Strong Family & Community Partnerships

We deeply value our partnerships with families and know that strong home-school connections are essential to student success. We encourage open communication and invite parents to connect with teachers whenever needed. Through ParentSquare and social media, we give families a daily "sneak peek" into our classrooms—celebrating student achievements, sharing special events, and highlighting the amazing work happening every day across our school.

VERNON CENTER MIDDLE SCHOOL: Mrs. Melissa Luke, Principal
Mr. Michael Savignano, Asst. Principal
Mr. Brett Distasio, Assistant Principal

Grades 6, 7, 8 Highlights

As the 2025–2026 school year comes to a close, Vernon Center Middle School reflects on a year of meaningful growth, collaboration, and measurable progress. Guiding this work was our schoolwide theme, ***One School, One Dream, One Team***, reflecting our shared belief that meaningful improvement is only possible when students, staff, families, and the community work together toward common goals while remaining grounded in the Vernon Public Schools Strategic Plan and the Vernon Center Middle School Improvement Plan.

Throughout the year, we intentionally focused on building systems that would support both immediate improvement and long-term sustainability. Those systems became the framework for every instructional decision, operational improvement, and relationship we cultivated. As a result, VCMS experienced measurable gains in student achievement, attendance, and school climate while establishing a strong foundation for continued success.

Our work began well before students returned in August. Through more than eighty individual staff conversations, collaborative planning sessions with VCMS families, and the analysis of student achievement, attendance, climate, and perception data, we identified strategic areas to strengthen our instructional practices and schoolwide systems. These conversations established a shared vision for improvement and helped guide decisions throughout the school year.

Academically, our SBAC cohort growth demonstrated exceptional progress. Seventh grade math grew by 11.9 points, eighth grade math by 3.7 points, and VCMS overall by 9 points! These results represent the highest mathematics growth VCMS has experienced in recent years and reflect the extraordinary work of our mathematics teachers and instructional teams. ELA showed similar trends, with seventh grade growing by 10.4 points and eighth grade by 3.1 points, and VCMS overall by 2 points. These gains reflect stronger Tier I instruction, high quality teachers, increased student attendance and focus, and more consistent use of data through ILT, RISE, and team meetings.

Attendance also remained a major area of focus. Weekly Attendance Team meetings, enhanced family communication, proactive student supports, and consistent relationship-building contributed to a reduction in chronic absenteeism from **21% to 16%**. This progress reflects the collective efforts of our faculty, counselors, support staff, families, and students to ensure that every child has the opportunity to engage consistently in learning.

Throughout the year, VCMS changed and continued to strengthen the systems that support both student success and school culture. Several initiatives were introduced to maximize instructional time, improve organization, and create a more predictable learning environment. Three high-leverage system improvements had a particularly significant impact on our school community:

- Transition bells that maximized instructional time.
- Electronic devices stored in lockers throughout the instructional day.
- Recess following lunch to promote student wellness and readiness to learn.

These initiatives created a calmer and more focused school environment while reinforcing consistent expectations across the building. Students reported that these changes helped them. They felt more focused, more organized, and ready to learn.

Equally important was our continued investment in school culture and student belonging. Students participated in a wide variety of academic, artistic, athletic, and extracurricular opportunities including our Drama Production, Math Bee, Hip Hop Day, Special

Olympics Torch Run, record attendance at concerts and school performances, field trips, Student Council, Eagle Eye Council, athletics and our music program also celebrated a historic milestone as the VCMS Band earned first place at its first-ever competition, highlighting the talent and dedication of our students and music staff. These experiences strengthened relationships, fostered school pride, and reinforced our belief that student success extends far beyond academic achievement.

Strong partnerships with families remained central to our work. One of the clearest themes that emerged from our family partnerships was the importance of consistent communication. Our weekly newsletters became a cornerstone of our communication system, helping us stay aligned, informed, and connected within VCMS and with our families. Families repeatedly shared how much they appreciated the clarity and consistency. As a result, family participation at concerts, athletic events, and school celebrations increased noticeably, strengthening the sense of pride and community throughout VCMS.

The accomplishments of the 2025–2026 school year are the direct result of the dedication, professionalism, and collaborative spirit of our faculty, staff, students, families, and community partners. The progress achieved this year reflects what is possible when a dedicated school community works toward a common purpose. VCMS has built tremendous momentum, and we look forward to continuing this important work as we prepare every student for future success. We did something special this year, and we are just getting started.

ROCKVILLE HIGH SCHOOL:

Mr. Jason Magao, Principal
Mr. Daniel Pichette, Assistant Principal
Mrs. Erin Houlihan, Assistant Principal

OVERVIEW

Rockville High School: Celebrating the Class of 2026 and Another Year of Excellence

We are proud to share that Rockville High School had another successful and inspiring year! The Class of 2026 graduated 230 outstanding students who have left their mark on our school and community.

Throughout the year, our programs continued to thrive. Students were recognized for their excellence in athletics, ASTE, creative writing, and music, showcasing the depth and diversity of talent at Rockville High School. Our guiding mantra—**"Our House, where we Work Hard, Play Hard, and Own It"**—remained central to our school culture, empowering students to build meaningful legacies.

This year, our graduates earned an impressive **\$450,400 in scholarships** and received acceptances from numerous distinguished colleges and universities. In addition, students

enrolled in college credit courses earned a remarkable **2,858 college credits**, preparing them for continued success in higher education.

The Rockville High School community remains deeply committed to providing a safe, respectful, and inclusive learning environment. Through strong collaboration with families and community partners, we strive to ensure that every student graduates ready to thrive as a productive and engaged member of a dynamic, global society.

We believe that rigorous academic experiences, along with enriching extracurricular opportunities, give all students the foundation to grow as **Responsible, Open-Minded, Critical, and Knowledgeable Thinkers**.

Congratulations to the Class of 2026—and thank you to all who continue to support the Rockville High School mission!

SCHOOL CLIMATE FAMILY ENGAGEMENT

Rockville High School continues to thrive, thanks to the unwavering support of our families who consistently show up for our students and their many endeavors.

This year, we proudly hosted a wide variety of events—from athletic competitions and musical performances to club activities, open house nights, and dynamic drama productions. One of the highlights of the spring was our 4th annual **ROCK the Arts** evening—a vibrant celebration where students showcased an impressive array of talents. It was truly an inspiring night that captured the creativity, passion, and spirit of our school community.

STUDENT ACHIEVEMENT

- 10 Students from the TALC Program earned their CPR and First Aid certifications.
- The National Honor Society raised \$428.00 for Connecticut Children’s Hospital
- The National Honor Society raised \$151.00 for Pack Leaders Animal Rescue
- The National Honor Society hosted a Unified Sports tournament with five surrounding districts.
- The National Honor Society raised over \$400.00 in cash and donated gifts for Cornerstone in Vernon.
- Eleven ASTE students will be receiving their FFA State Degree at the Connecticut State FFA Convention this spring
- The Rockville FFA poultry Team earned Bronze at the 98th National FFA Convention in Indianapolis
- The Rockville FFA Floriculture CDE team placed second in the state with Imani Grant, Cullen Bickford, and Meadow Bornhorst placing in the top 10 as individual competitors.

- The Rockville FFA Livestock Evaluation CDE Team placed first in the state consisting of Avery Ingraham, Rachel Griffin, Julia Cohen, and Avery Johnson. They will be representing Connecticut at the 99th National FFA Convention in Indianapolis this fall.
- An American Literature Honors Student, Isabelle Wilbon, was accepted into the Nook Farms Writers Collaborative.
- Creative Writing Competition Winners and Honorable Mentions:
 - Kadyn Bouley and Abigail Zaushny received honorable mentions with their short fiction and poetry at Eastern's Literary Festival for High Schoolers
 - Iris Hida Gold Award and Honorable Mention for CT Student Write, Gold Key and Honorable Mention in the Scholastic Arts and Writing Contest
 - Abigail Zaushny received Honorable Mention in the Scholastic Arts and Writing Contest
 - Arctis Coombs published in Stranger Sagas
- RHS Art students earned recognition at the Scholastic Art Awards, bringing home two honors: Thomas Glinski Jr. received an Honorable Mention, and Jacob Koch was awarded a Silver Key, both for their outstanding work in photography
- The Connecticut Association of Schools has recognized Thomas Glinski Jr. as the 2025–2026 Outstanding Arts Award recipient.
- The Connecticut Association of Schools has recognized Meredith Ross as the 2025-2026 Outstanding Performing Arts Award recipient
- The RHS Marching RAM Band placed 2nd at the 2025 USBANDS State Championships
- The RHS Band traveled to New York City and performed a selection of patriotic music aboard the USS Intrepid.
- RHS Choir student Charles Firetto auditioned for and was accepted into the Mixed Choir for the Connecticut Music Educators Association Eastern Region Music Festival hosted at UConn.
- The RHS Choir competed at Music in the Parks on Friday, May 15th, and won 2nd place overall. Based upon the judges' scores of our adjudicated repertoire, the RHS Choir earned the highest possible rating of superior.
- The RHS Musical Theater Company received numerous nominations for the Halo Awards (Hosted by the Palace Theater). To name a few: Best Comedic Performance: Carson Dionne as OLAF, Best Supporting Actress: Shealeigh Thomas as ELSA, Best Running Crew, Best Lighting Design, Best Overall Contemporary Musical
- Unified Sports hosted the following events: CIAC Bowling Tournament with athletes from numerous schools, the NCCC Unified Basketball Championship, and the National Honor Society Tournament, and the CIAC Flag Football event.

- Molly Wilson and Caroline Burg were recognized as the CIAC Scholar Athlete recipients.
- 30 varsity sports offered, 14 JV teams, 2 freshmen teams
- 448 total athletes (46.9% of students)
- 79 three sport athletes
- Fourteen students earned the Seal of Biliteracy in the following languages: French, Spanish, Polish, Portuguese, and Mandarin Chinese.
- Through a continued focus on MTSS, Ram Center staff implemented Star Reading and Star Math assessments for the first time this year to measure student progress and intervention outcomes. This data informed targeted interventions and timely academic support, contributing to a 15% increase in intervention students meeting proficiency in both Star Reading and Star Math.

NEW INITIATIVES

- ASEP and TALC students visited Ebony Horsewomen, a therapeutic equestrian center that provides equine-assisted programs focused on healing, empowerment, and youth development. The experience promoted responsibility, teamwork, and positive connections with the animals, making it a meaningful new initiative we hope to continue each year.
- Students from Practical Math and the Alternative Special Education Program participated in their second year of an immersive activity at the Frog Rock Summer Shack restaurant where they applied skills learned in the classroom to a real work environment. They engaged in role-playing various job positions, and enhanced their understanding of money management, financial responsibility, and employability skills.
- TALC has implemented a vocational initiative that includes hosting community members as speakers. This year, the program hosted a local barber and a correctional officer.
- Math Department worked on creating and implementing investigative and collaborative tasks to increase student discourse and engagement. The math teachers have been working with Yale students to pilot a module professional development program. This program has provided some great discourse strategies to implement while students are engaged in our more rigorous tasks.
- The ASTE department initiated Mentor Mondays as a way to increase freshman engagement. Upperclassmen partnered with the freshman to assist them in adjusting to RHS.
- The business, family and consumer science and technology education departments were successfully merged as the new Career Technical Education department.

- Katheryn Madrak developed an extensive curriculum for UConn's Popular Music ECE course, creating detailed materials and successfully running the class for a full semester. This new RHS music course provides a historical overview of popular music in America, exploring a wide variety of genres such as jazz, blues, country, pop, rock, and hip-hop. Throughout the course, students study influential musicians and their music from each genre through the context of society, diversity, and popular culture as applicable. Furthermore, students analyze the evolution of music genres throughout the 20th and 21st centuries in relation to technological advances for sharing music such as the radio, television, and the internet as well as the invention of new electronic instruments and recording equipment.
- Maxine Cunningham was awarded a grant to purchase professional camera equipment, enabling the documentation of athletics and events at Rockville High School. This initiative will provide students with valuable, real-world experience in event photography, helping them develop practical skills in a professional setting; while also giving back to the community.
- On a monthly basis, the Art and Music Departments proudly recognize outstanding "Spotlight Students" who consistently go above and beyond in their classes. These students demonstrate exceptional creativity, dedication, effort, leadership, and passion for the visual and musical arts. We celebrate their hard work and the positive impact they make in our classrooms and school community.
- Renovations were completed on the first classroom in the second floor science wing, with two more classrooms being renovated this summer.
- The Science Department proposed a new required Grade 9 science course, Integrated Physical Science, and a new suggested course sequence of science courses to begin next school year. This will ensure that all students receive instruction across all three disciplines of science included in the Next Generation Science Standards.
- The new 9th Grade Academy structure fundamentally reshaped the transition experience from 8th to 9th grade. By establishing a deep sense of belonging and having quarterly incentive events, we successfully reduced chronic absenteeism from 24.3% to 9.5% from 8th to 9th grade. There was also a 57% reduction in total freshman suspensions comparatively from last year's 9th grade.

CELEBRATIONS

- The ASTE program opened our new Aquaculture lab and classroom with a ribbon cutting ceremony.
- ASTE was able to purchase a new van for field trips and new skid steer for equipment operations.
- ASTE had a record enrollment for 2025-26 of 165 students!

- Fourteen students with IEP or 504 Plans attended a panel discussion at Manchester Community College regarding “Transitioning from High School to College for Students with Disabilities.”
- The Penguin Plunge raised a total of \$2,417, with 50% of the funds supporting Special Olympics Connecticut and the remaining 50% returned to Rockville High School to be distributed among the six participating teams based on their fundraising totals; Unified Sports retained 10% from each team to support event organization. The event included 28 registered participants, along with three administrators who participated in the plunge as fundraising milestones were reached. Interest and enthusiasm following the event were very positive, with many students and staff already expressing interest in participating again next year.
- The Avengers Leadership Program was able to host the Josten’s Leadership Conference in March of 2026 that had many schools from New England in attendance.
- English’s Multicultural Literature class was able to host Dr. Josie Brown, the Dean of the University of Hartford, semester one for a class discussion. The class was also able to host Dr. Rydell, a renowned speaker, for a class discussion in semester two.
- The National Honor Society raised \$428.00 for Connecticut Children’s Hospital
- The National Honor Society raised \$151.00 for Pack Leaders Animal Rescue
- The National Honor Society raised over 400.00 in cash and donated gifts for Cornerstone in Vernon.
- Creative Writing Competition Winners and Honorable Mentions:
 - Kadya Bouley and Abigail Zaushny received honorable mentions with their short fiction and poetry at Eastern’s Literary Festival for High Schoolers
 - Iris Hida Gold Award and Honorable Mention for CT Student Write, Gold Key and Honorable Mention in the Scholastic Arts and Writing Contest
 - Abigail Zaushney received Honorable Mention in the Scholastic Arts and Writing Contest
 - Arctis Coombs published in Stranger Sagas
- The World Language Honor Society inducted six students of French into the Société Honoraire de Français and 8 students of Spanish into the Sociedad Honoraria Hispánica.
- The RHS Musical Theater company set attendance records with their 2025 performances of FROZEN, the Broadway Musical. Halo award nominations will be announced at the end of May.
- Students at Rockville High School hosted the fourth annual *Rock the Arts* event, a vibrant celebration of the artistic, musical, and cultural talents of the RHS student

body, showcasing the diverse creative achievements that thrive within the school community.

- The RHS Choir had a successful year of significant community service, including performing at the Vernon Police Department Awards Ceremony, caroling at Vernon Winterfest, and bringing holiday joy to our local citizens at eight different locations during our third annual Community Caroling Tour.
- 60 all conference athletes
- 10 all state athletes (spring pending)
- 87.79 Athlete grade average during season
- The percentage of 11th grade students scoring at or above proficient on the CT Next Generation Science Standards (NGSS) Assessment increased 9 points compared to last school year, from 32% to 41%.

APPENDIX A

2025 Vernon Public Schools: Together, Students Learn, Achieve and Succeed

Traditionally, during this time of the year, everyone starts the New Year by making resolutions and striving to make their lives better than the year before. Before you can move forward in 2026, it is a best practice to reflect on the past year's work. As a former Social Studies teacher, you need to know where you have been in the past before you chart a new course for the future. Our ultimate goal is to create an optimal learning environment for Vernon students to grow by learning, achieving, and succeeding.

Today's students have different academic, social, and emotional needs than those of earlier generations. Their needs are continually changing, and schools need to adapt. To accomplish this transformation, the Vernon Public Schools must take steps towards maximizing student growth through high-quality teaching and learning. These steps are grounded in the district's core beliefs to: *advocate a "whole child" approach to student learning, maximize student performance and set high expectations, and integrate family and community with the education system.* These core beliefs drive our educational work.

The Vernon Public Schools administration has adapted to this "transformational change" by focusing on the essence of education. As stated by Martin Luther King, Jr. *"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education."* This quote helps us realize the true meaning of education. He reminds us that academic, social, and emotional learning must occur in our education – both in schools and the community.

Despite all the challenges in 2025, here are some impressive accomplishments this past year:

- ✓ The best indicator of student learning is Connecticut's Next Generation Accountability System Results, is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers, and life. School Accountability Results are similar to a student's report card – looking at the overall growth in one's education compared to others. The CT State Department of Education released the 2024-2025 Accountability Results for Schools. **Vernon earned 76.3% points, in comparison to the CT State Average 71.8%.** Vernon ranked #1 (with a score of 76.3) among the 36 Alliance Districts in Connecticut. This was an amazing accomplishment considering today's societal challenges to students and schools.
- ✓ Based on the Connecticut Next Generation Accountability results, schools with significant growth and achievement are deemed "Schools of Distinction." This year, the **Northeast School was deemed a School of Distinction** for its High Performance and High Growth (All Students) in English Language Arts (ELA) and High Growth (High Needs Students) in ELA. Congratulations to students, parents, teachers, staff and administration at Northeast School for their efforts and accomplishments in being named a "School of Distinction." Great Job!
- ✓ The Vernon Public Schools was honored as a finalist (one of 3 in the nation) for the category of Culture, Vision & Strategic Planning for *Vernon's Blueprint for Success* and its impact on student achievement and innovative practices. 'DALI Schools of Distinction' refers to **Districts of Distinction** awarded by the District Administration Leadership Institute (DALI), recognizing innovative K-12 school districts for impactful programs in areas like student achievement, technology, wellness, and community engagement, highlighting successful models for others to emulate. Vernon was the only Connecticut District to be honored by DALI this year. One of only three districts in the nation (CO, CT, WI) to be a finalist for this award for Developing District Coherence and Capacity in the Vernon Public Schools. These are national awards celebrating forward-thinking education initiatives and leaders.



- ✓ Congratulations to Bryan Kerachsky for being named the 2025 Connecticut Association of Schools (CAS) Elementary Principal of the Year! This is an amazing achievement at the state level. Bryan has been the Principal at Skinner Road School (SRS) for the past 8 years. This is fitting tribute to a person who has demonstrated extraordinary leadership and an unrivaled commitment to his students, school and community. Bryan represented Connecticut at the National Elementary Principalship level. Thank you Bryan for what you do for the students in Vernon. Proud of you.
- ✓ Rockville High School and the Vernon Public Schools celebrated the opening of a new Natural Resources and Aquaculture Lab for the school's popular Agricultural Science and Technology Education (ASTE) program. Rockville ASTE has offered an aquaculture program for several years, but it has been inside the program's mechanic shop. The new \$1.7 million building will enable the aquaculture program to expand and give students new opportunities to learn about an important aspect of agriculture in Connecticut. Its opens up new Career Pathways for ASTE students.
- ✓ Rockville High School senior Tommy Glinski has been collecting socks and other items for people who are homeless since he was in third grade. Each year, Tommy would distribute boxes, then collect the socks and other items and deliver them to Cornerstone, a social services agency in Vernon that runs a clothing bank, homeless shelter and other services. Cornerstone shares items with Hartford Police Officer Jim Barrett, who works to assist the capital city's homeless population. Tommy created 'Socktober' and has collected over 13,000 socks for the homeless in the last decade.
- ✓ For the eighth year in a row, Vernon has students qualifying for the National History Day contest. Congratulations to Madison Gordon, Grade 8, who took 1st place in Junior Individual Exhibits with a project on Native American Boarding Schools, and to Jacob Brown, 9th grade, who took 2nd place in Senior Individual Exhibits with a project on Sheff v. O'Neill.
- ✓ The Vernon Board of Education won two Bonnie B. Carney Awards of Excellence for Educational Communications under special projects for "Board Member Handbook" and "PSAs, Live Feeds, Facebook & X" under the Social Media category at the 2025 CABA (Connecticut Association of Boards of Education) Convention. In addition, the Vernon BOE received 'honorable mention' awards for the "District Billboards" and our "End of the Year Survey." These four communication awards highlight the positive community outreach in the school district.
- ✓ During the 2024-2025 school year, 304 Rockville High School students earned a total of 2,567 college credits through dual enrollment programs. Students either passed Advanced Placement exams, completed University of Connecticut, Eastern CT, or Southern CT State University Early College Experience courses, or completed an articulated class in the Connecticut State College System (Manchester, Middlesex) or Goodwin College. The 51 Early College Experience course offerings include science and math, but also Contemporary Social Issues in Sport, Introduction to Human Rights, Environmental Science, American Studies, Biotechnology, Digital Media Design, Spanish, French, Public Speaking, Advanced, Creative Writing, If you Love it – Teach it, Plant System Fundamentals and Animal Behavior.

- ✓ By June 2025, 304 students in a school of 975 received college credit through their academic studies at Rockville High School. These credits, earned by all RHS students during this time, translated to a total of \$1,518,252 in savings on college tuition and fees. In addition, 82 seniors were awarded Vernon community scholarships totaling \$427,150.
- ✓ On the Next Generation Accountability Index: Indicator 6 (Passing Exams) is the percentage of student in Grades 11 & 12 achieving either College & Career Readiness benchmarks on at least one of the following: SAT, AP or earning three or more dual enrollment credits. Four-year graduation rates are impacted as well:

2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
37%	39.8%	43.5%	49.4	53.5%
82.2%	79.0%	82.2%	82.0%	89.6%

- ✓ Over 72% of Rockville High School Graduates (Class of 2025) are furthering their education at the college level. Some of the colleges our students are attending include Arizona State University, CT State Community College, Duke University, Rensselaer Polytechnic Institute, Syracuse University, University of Connecticut, University of Massachusetts, University of Rhode Island, Wesleyan University, and Worcester Polytechnic Institute.
- ✓ Sixteen Seniors from the RHS Class of 2025 signed up to play a sport in college. They include Isabel Baidy for Soccer at Elms College; Matt Bannon for Track & Field at UConn; Thomas Bannon for Track & Field at UConn; Peter Glidden for Baseball at Southern (SCSU); Liam Hodson for Baseball at Springfield College; Piper Jones for Soccer at Delaware Valley University; Jonathan Kasamba for Football at Stonehill College; Sarah Landry for Soccer at University of St. Joseph; Connor Michaelson for Baseball at Houghton University; Gabby Montano for Soccer at Elms College; Katherine Morey for Tennis at University of Hartford; Brady Ramsdell for Football at Husson University; Charlotte Rumovicz for Track & Field at Mount St. Mary's College; Nate Thomas for Hockey at Central Connecticut State University; Liana Wheelock-Bonet for Basketball at Westfield State University; and Matt Woodward for Track & Field at Southern CT (SCSU).
- ✓ Congratulations to the Cast & Crew of the Rockville HS Theatre Department for 11 Halo Award Nominations for Clue and the Addams Family Productions. The nominations were for the following: Best Performance in a Comic Role to Carson Dionne (Colonel Mustad) and Lorelei Hutchings (Mrs. Peacock) in Clue; Best Performance in a Comic Role to Emily Owens (Grandma) in the Addams Family. Best Lighting and design/execution to Charlotte Rumovicz for Clue and Best Scenic Design/Execution to Larsen Owen, Derek Morgan & Lucas Mele-Levesque for The Addams Family; Best Chorus to Rockville HS in Addams Family; Best Performance in a Supporting Role to Paul Westerberg (Uncle Fester) and Abigail Brown (Wednesday) in the Addams Family; Best Standout Performance in an Ensemble Production to Pail Westerberg (Wadsworth) and Evelyn Colon (Mrs. White) in Clue; and Best Contemporary Play to Rockville High School for Clue.
- ✓ The Vernon Board of Education won the CABA (Connecticut Association of Boards of Education) **Board of Distinction Award in 2025**. The CABA Board Awards are designed to recognize boards that provide effective leadership to their districts through the use of good practices. This program acknowledges the importance of school board members and superintendents working together as effective teams. This is the tenth year (2016-2025) in a row that Vernon has won this Level II Award, which is the highest bestowed by CABA. Vernon was one of only 16 school districts in Connecticut to receive this prestigious leadership award in 2025 – a decade of positive leadership.

- ✓ In June 2025, the district conducted an 'end of the year survey' of over 515 people in the community and received the following results: 86% of the people rated the Overall Education in Vernon a grade of "A" or "B." A majority (91.4%) say they receive favorable services from the teaching staff in our schools. Additionally, 87.7% of the respondents say the Vernon Public School District is heading in the right direction based on the mission and vision statements.
- ✓ Lastly, in 2013 the Vernon Public Schools was deemed an Alliance District by the State Department of Education. Defined by CT State Statutes, the school system was one of the 30 lowest performing districts in Connecticut. In 2025, there are 200 school districts in Connecticut between cities, towns, regionals, magnets, charters, etc. Using the Next Generation Accountability Index, (CSDE Report Card), the results in November 2025 rank the Vernon Public Schools 86 out of 200 school districts in Connecticut. Clearly, the growth and improvement in Vernon Schools' education makes it no longer one of the 30 lowest performing districts.



As you can see, the Vernon Public Schools has achieved much in 2025. The above district accomplishments and student accolades clearly demonstrate the potential of the Vernon Public Schools to be one of the best districts in Connecticut. Together - students, parents, families, teachers, staff members, administrators, board members, and the community - work towards student growth every day and make our district a better place for all children. I am proud to be a part of this culture, and I can say that in **2025 – Together, Students Learn, Achieve and Succeed.** Thank you for your continued support.

Sincerely,

Joseph Macey

Superintendent of Schools
Town of Vernon, CT

APPENDIX B



VERNON PUBLIC SCHOOLS

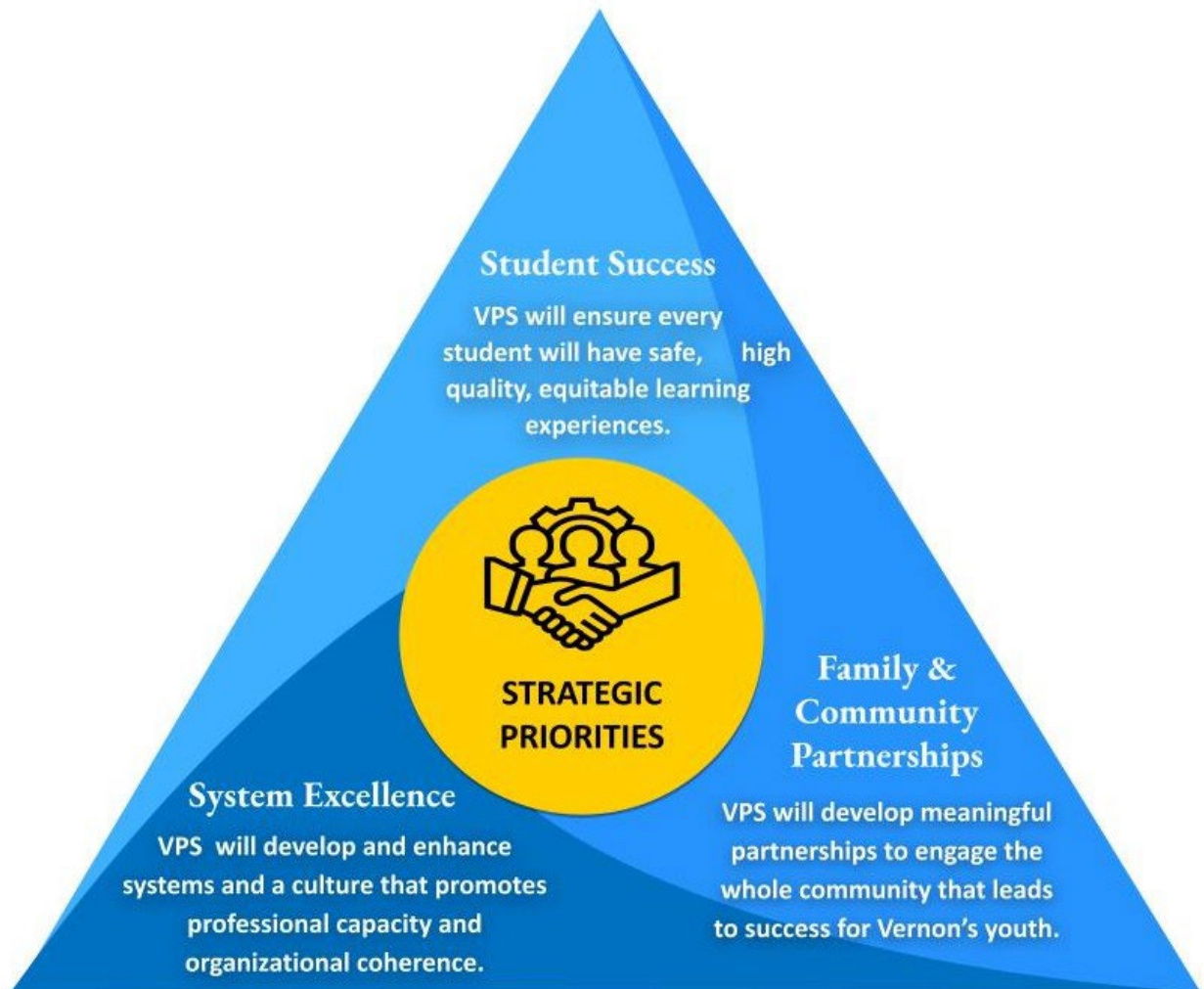
30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Website: www.vernonpublicschools.org

STRATEGIC PLAN

2022 – 2027



Where Students Learn, Achieve and Succeed

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Forward

This *Strategic Plan* is a 3 to 5 year roadmap to drive school improvement efforts in Vernon. The Strategic Plan affirms our vision, mission and core beliefs, while creating a pathway towards the next level of educational excellence for all students. The Strategic Plan is built upon successful district initiatives like the Blueprint for Success, Vision of the Graduate, and District Equity Stance which have guided improvement efforts to date. Input was solicited from over 100 individuals and students through community based focus groups and stakeholder feedback. Gratitude is extended to the Strategic Planning committee that included key district leaders, administrators and Board of Education members. This plan is the culmination of a comprehensive strategic planning process that outlined a road map for the district to follow. This Strategic Plan ensures students will adopt the knowledge, skills and dispositions identified in our Vision of the Graduate in order to become successful members of the community. It will be monitored and adjusted as needed on a regular basis to ensure fidelity to the goals of the plan.

The Vernon Public Schools serves 3,500 students in grades pre-kindergarten through 12th. The district has 5 elementary schools (PK-5), a middle school (6-8) and one high school. Vernon is in northeastern Connecticut. In addition, Vernon administers a regional Adult Education program for 14 towns and a regional agriculture, science, technology, education (ASTE) program for 10 surrounding towns. The town of Vernon is a diverse community and is a compilation of urban, suburban and rural areas that comprise this microcosm of Connecticut. According to the October 2020 census, 55% are identified as free/reduced lunch students; 18% of the students are identified as special education; and 46% are minority students made up of 21% Hispanic, 10% African

American, 7% Asian, and 7% two or more races. Four percent of the students are deemed as having limited English proficiency.

Strategic Planning Committee Members

Laura Boutilier	Facilitator, Partners for Educational Leadership
Kevin Brown	Member, Vernon Board of Education
Jennifer Buckler	Member, Vernon Board of Education
Patricia Buxton, Ed.D.	Secretary, Vernon Board of Education
David Caruso	Principal, Vernon Center Middle School
Anne Fischer	Chair, Vernon Board of Education
Melissa Iles	Director of Pupil Personnel
Mark Kalina	Member, Vernon Board of Education
Richard Lemons, Ed.D	Facilitator, Partners for Educational Leadership
Stephen Linton	Member, Vernon Board of Education
Joseph Macary, Ed.D	Superintendent of Schools
Jason Magao	Principal, Rockville High School
William Meier III	Director of Business & Finance
Jennifer Miller	Principal, Center Road School
Deborah Rodriguez	Member, Vernon Board of Education
Melissa Ross	Supervisor of Elementary Special Education
Robert Testa	Assistant Superintendent of Schools
Mason Thrall	Vice-Chair, Vernon Board of Education
Melissa Trantolo	Director of Elementary Teaching & Learning
Kristiana Wintress	Member, Vernon Board of Education
Cynthia Zingler Partnerships	Director of Family, School & Community

Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

Core Beliefs

- Advocate a “whole child” approach to student learning
- Maximize student performance and set high expectations
- Integrate family and community with the education system

Diversity Statement

The Vernon Board of Education reaffirms our commitment to continue the work being done and continues to look for new opportunities that promote equity and diversity in the Vernon Public Schools. We embrace diversity and inclusion, and absolutely condemn racism and discrimination.

District Goals

Goal 1 – Build and improve relationships and partnerships with family and community

Goal 2 – Increase the achievement of every student through a high-quality curriculum, instruction, and assessment

Goal 3 – Promote safe environments that are socially, emotionally, and physically conducive to learning

Vision Statement

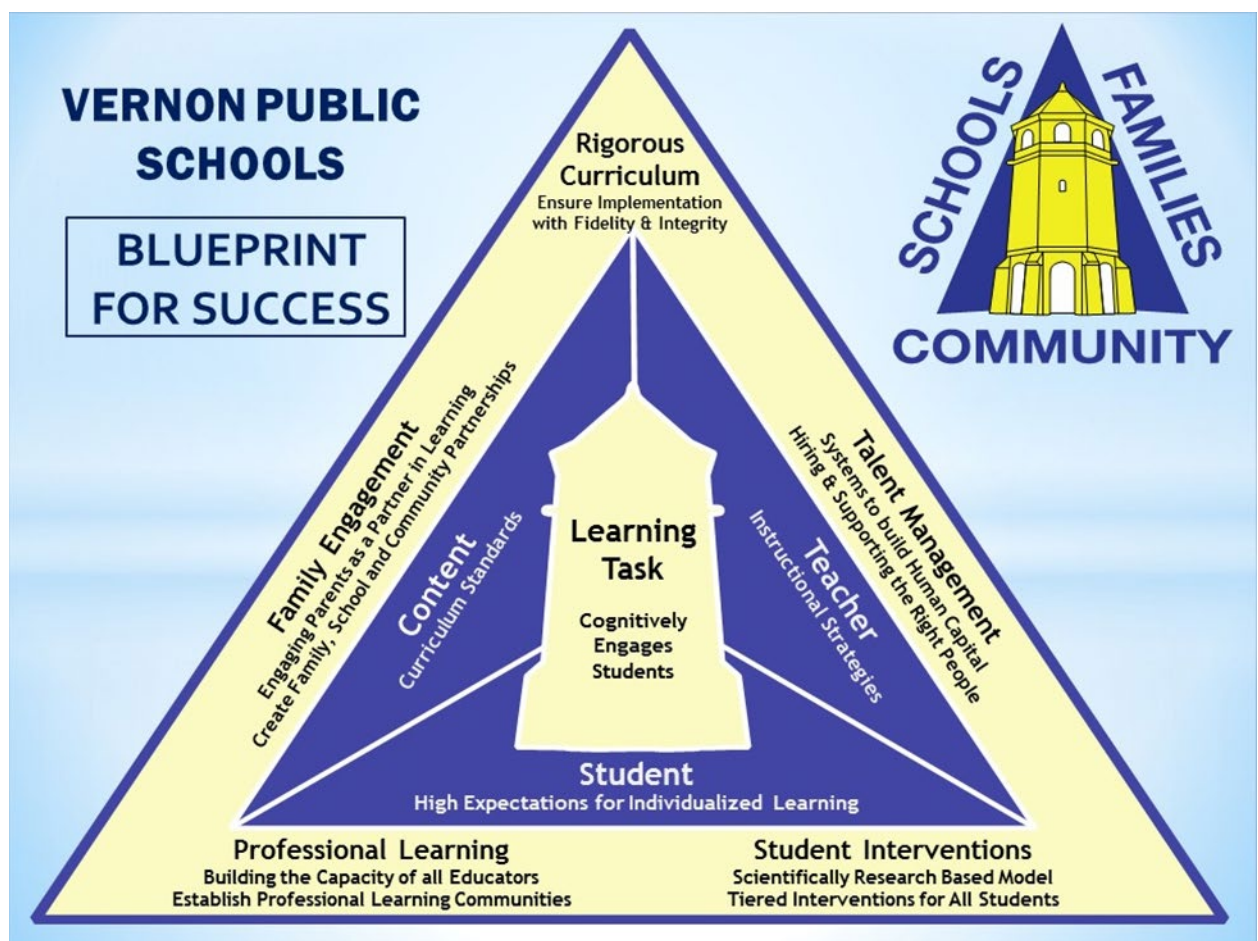
The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Blueprint for Success

The Vernon Public Schools Blueprint for Success employs five district and school-level improvement drivers that will enhance and support our work around the Instructional Core. The five improvement drivers are:

- Rigorous Curriculum
- Talent Management
- Family Engagement
- Professional Learning
- Student Interventions

Each driver is integrated into the instructional core and linked to learning. The philosophy of the Vernon Public Schools is to maximize student achievement by setting high expectations for individualized learning and focusing on the Instructional Core. Leadership priorities and continuing support for high quality instruction for every child is grounded in the Vernon Public Schools Blueprint for Success to take the district to the next level of educational excellence. Together we can accomplish great things for the children and families we serve.



Equity Stance

The Vernon Public School district recognizes and values the rich diversity of race, ethnicity, abilities, gender identity, sexual orientation, and economic background of our students.

We also acknowledge the existence of a range of inequities that exist across our nation and within our local community that impact our students. These inequities create disproportionate outcomes ranging from gaps in academic achievement to dropout rates. The impact of these gaps extends well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, economic background, sexual orientation, language or abilities and where all students reach a level of efficacy and competence that supports a rewarding and productive life.

This requires the elimination of inequitable policies, programs and practices that currently contribute to disproportionate learning and achievement among student groups. In addition, it requires the identification and implementation of new strategies that promote equitable experiences and outcomes.

In order to provide an equitable education for all students, the Vernon Public School district, in partnership with the community, will:

- Focus on inclusive Pre-K education and other research-based practices known to reduce bias and discrimination while reducing gaps
- Provide access, experiences and opportunities through an inclusive, student-centered environment that values voice and choice resulting in equitable outcomes
- Develop systemic practices that allow all students to learn from others that represent a broad range of backgrounds and experiences
- Recruit and retain a faculty and staff more representative of the experiences and backgrounds of students
- Support a professional learning community where educators have an equity lens, self-awareness, and professional skills to support all students

Our commitment to equity allows us to achieve our Mission, ensuring that every student **can** become an independent learner and a productive contributor to society.

Adopted November 2020

Vision of the Graduate

The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Knowledge, Skill or Disposition	Definition or Explanation
Critical thinker	● Works through difficult challenges with analytic reasoning ● Solves novel and complex problems with innovative and creative thinking ● Functions as a problem solver by identifying and using appropriate resources, tools and technology to approach and solve challenges ● Critically evaluates ideas and evidence by asking relevant questions, analyzing multiple sources of information, identifying and considering the reliability of sources, deliberately questioning competing information, and drawing conclusions
Collaborator	● Demonstrates openness to different viewpoints while demonstrating respect for others' assets and contributions ● Effectively works with, and within, diverse groups to plan, strategize, make decisions, and successfully execute tasks ● Seeks and utilizes feedback from others in solving tasks
Communicator	● Actively listens to understand the perspectives of others ● Communicates thoughts and opinions clearly and respectfully ● Utilizes multiple communication mediums to express viewpoints effectively to a wide range of audiences for a variety of contexts ● Uses technological skills and social media appropriately to meet goals
Resilient Individual	● Perseveres through challenges and setbacks while embracing failure as an opportunity for growth ● Demonstrates flexibility by adapting approaches to the given situation and context taking appropriate risks as necessary ● Demonstrates stamina in multiple contexts and persists in completing tasks ● Possesses self-confidence and independence
Responsible citizen	● Recognizes the experiences and needs of others, demonstrating empathy, compassion and respect for all ● Communicates and acts with ethics and values ● Positively contributes to the quality of classroom, school, community and the environment ● Possesses and acts with self-awareness

Adopted September 2019

Strategic Priorities

Student Success

Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences.

Strategic Actions

- Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.
- Deliver personalized instruction, assessments and interventions that support academic and social emotional needs for all students.
- Foster a culture of high-expectations for all students with goals for meaningful post-graduation success.
- Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills in the Vision of the Graduate.

Family and Community Partnerships

Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions

- Create innovative opportunities for student, family, and community voice that build connections based on trust and strong relationships.
- Deepen our understanding of family backgrounds and real life experiences within our community in order to promote student success.
- Foster comprehensive communication using multiple methods and languages, so families understand the district's vision, the educational progress of their child, and how to partner and advocate on behalf of their child.
- Nurture a culture that promotes wellness, diversity, and inclusion.

System Excellence

Vernon Public Schools will develop and enhance systems and a culture that promote professional capacity and organizational coherence.

Strategic Actions

- Develop a creative approach to recruiting high quality staff reflective of the population of Vernon.
- Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.
- Create a positive school culture of teaching and learning for all students, staff and families.
- Promote safe classrooms and school environments that are socially, emotionally and physically conducive to learning.

Metrics for Success

- At least 95% of our students attended school every day
- On-Track for High School Graduation (measured in 9th Grade)
- Staff Demographics: Percentage of Minority Employees with the District
- Students in Kindergarten who have a pre-kindergarten experience (Target 100%)
- ELA Performance: Students at/or above grade level standards (SBAC)- All
- ELA Performance: Students at/or above grade level standards (SBAC)- High Needs
- Math Performance: Students at/or above grade level standards (SBAC)- All
- Math Performance: Students at/or above grade level standards (SBAC)- High Needs
- Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)
- Students & Families say 'they feel they belong to the Vernon School community'
- Family & Community supporting the District's Mission & Vision (June Survey)

VISION



**THE VISION OF THE
VERNON PUBLIC SCHOOLS
IS THAT EVERY GRADUATE
IS A CRITICAL THINKER,
COLLABORATOR,
COMMUNICATOR,
RESILIENT INDIVIDUAL,
& RESPONSIBLE CITIZEN.**



THE VERNON PUBLIC SCHOOLS, IN PARTNERSHIP WITH FAMILY AND COMMUNITY,
IS COMMITTED TO PROVIDE A QUALITY EDUCATION, WITH HIGH EXPECTATIONS,
IN A SAFE ENVIRONMENT WHERE ALL STUDENTS BECOME INDEPENDENT LEARNERS
AND PRODUCTIVE CONTRIBUTORS TO SOCIETY.



VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only	<u>X</u>	Agenda Item	<u>10.2</u>
Decision Requested	<u> </u>		<u>August 24, 2026</u>
			Date

AGENDA REPORTING FORM

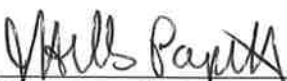
Subject: Summary of Education-Related Legislation Enacted in the 2026 Regular Session (BOE Goal #1, #2, #3)

Background: The State Department of Education has provided a Summary of Education-Related Legislation Enacted in the 2026 Regular Session for review. Please see attached.

Recommendation: No action required



Signature of Person(s) Submitting Report



Superintendent of Schools



*In its 2026 regular session, the General Assembly made a number of changes to the statutes that affect public education in Connecticut. This summary provides a brief overview of some of the more significant changes. **Unless otherwise noted, these statutory changes are effective July 1, 2026 or upon passage.** Links to the new legislation are provided in the electronic version of this publication.*

STATUTORY CHANGES RELATED TO STUDENTS

Kindergarten Early Admission – Phase-Out of Waivers

Sections 26 and 27 of [Public Act 26-1](#) change Connecticut’s kindergarten entry rules and phase out early admission waivers in two stages. Since July 1, 2024, districts have been required to admit resident children who are five on or before September 1 of the school year. Districts also have been required to consider early admission for resident children younger than five upon written parent request and following an assessment of the child to ensure that admitting such child was developmentally appropriate. Effective July 1, 2026, the early admission process becomes discretionary: a child younger than five as of September 1 may be admitted only if the local or regional board of education has adopted an early admission policy that permits a child to be admitted upon written parent request and following an assessment by the principal and an appropriate certified staff member to determine whether admitting such child is developmentally appropriate. Therefore, for the 2026–2027 school year, boards should: (1) decide whether to adopt an early admission policy; (2) ensure any such policy meets statutory requirements; and (3) communicate the policy—or the decision not to adopt one—to families. Effective July 1, 2027, the law changes again, and the early admission process is repealed in its entirety. Therefore, for the 2027–2028 school year and beyond, all children must be five on or before September 1 of the school year to enroll in kindergarten, regardless of board policy. Boards must be mindful of the changing admission requirements and ensure applicable policies reflect these evolving standards.

Out-of-School Suspension for Preschool Through Grade 2 Students

Under existing law, suspensions from public school must be in-school suspensions, unless certain requirements are met. For students in preschool through grade two, boards of education may authorize the administration to impose an out-of-school suspension only where, after an informal disciplinary hearing, the administration finds that the student’s conduct on school grounds caused physical harm. Section 40 of [Public Act 26-1](#) narrows the circumstances in which out-of-school suspension is permitted for students in the younger grades. Under the revised law, an administrator may authorize out-of-school suspension for a student in preschool through grade two only if the student’s conduct on school grounds caused “serious physical harm.”

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Alternative Educational Opportunity for Twice-Expelled Students

Under existing law, boards of education must offer an alternative educational opportunity to 16- to 18-year-old students expelled for the first time who wish to continue their education. Section 41 of [Public Act 26-1](#) expands this mandate by requiring boards to offer an alternative educational opportunity to 16- to 18-year-old students expelled for either the first or second time who wish to continue their education. Unchanged by the new law, a student may receive an alternative educational opportunity only if the student complies with the conditions established by the local or regional board of education.

Notification of Restraint and Seclusion

Existing law prohibits employees from using physical restraint or seclusion with a student except as an emergency intervention to prevent immediate or imminent injury to the student or others and requires boards of education to notify parents or guardians of such physical restraint or seclusion within twenty-four hours. Section 42 of [Public Act 26-1](#) amends the timeline for notification and requires boards of education to notify parents or guardians the same day that a student is placed in a physical restraint or seclusion. As previously required, boards still must make a reasonable effort to notify parents or guardians immediately after the restraint or seclusion is initiated.

Vision Screening for Students

Pursuant to Connecticut General Statutes § 10-214, each local and regional board of education must provide annual vision screenings for students in kindergarten, first grade, and third through fifth grade. Section 36 of [Public Act 26-1](#) permits, but does not require, such vision screening for students in preschool and second grade.

Expanded Immunization Standards of Care

Pursuant to Connecticut General Statutes § 19a-7f *et seq.*, the Commissioner of Public Health is responsible for determining the standard of care for immunization for Connecticut children. [Public Act 26-3](#) makes various changes to the state's immunization laws, including establishing an immunization standard of care for adults in addition to children, expanding the types of immunizations that may be included in state immunization schedules to include passive immunizations (e.g., antibody treatments), and allowing the Connecticut Department of Public Health to purchase vaccines by means other than through the Centers for Disease Control and Prevention ("CDC"), among other revisions. The Act also removes reliance upon immunization schedules published by the CDC and adds a requirement that the state's standard of care for immunizations be based on schedules recommended by the Commissioner. Section 6 of the Act provides that local and regional boards of education, as well as the governing boards of nonpublic schools, must require immunizations included in the schedule for immunization recommended by the Commissioner, which, as stated above, need only take CDC recommendations into consideration rather than rely upon them.

Religious Freedom Restoration Act

Connecticut's Religious Freedom Restoration Act, codified at Connecticut General Statutes § 52-571b, prohibits the state or its political subdivisions from burdening a person's exercise of religion unless the government can demonstrate that the burden furthers a compelling governmental interest and is the least restrictive means of doing so. The statute also allows individuals to assert a violation as either a claim or a defense in judicial proceedings and obtain appropriate relief. Section 14 of [Public Act 26-3](#) amends this statute to exclude the immunization requirements for public and private schools, including higher education institutions, from the Religious Freedom Restoration Act.

Health Assessment Forms

Under existing law, each local and regional board of education must require students to have health assessments and screenings in accordance with statutory requirements, and the board may deny continued attendance in public school to any student who fails to obtain the required health assessments. The results of such assessments and screenings



must be recorded on forms supplied by the State Board of Education (“SBE”) and included in a student’s cumulative health record. Section 39 of [Public Act 26-1](#) makes two practical changes. First, it expressly authorizes school nurses to reject assessment or screening results submitted on forms other than the SBE-supplied form and to require resubmission on the correct form. Second, it requires that an asthma action plan be included with the assessment form for any student diagnosed with asthma.

Athletic Health Assessments for High School Student Athletes

Sections 15 and 16 of [Public Act 26-13](#) amend Connecticut General Statutes § 10-206 and establish a new annual athletics health assessment requirement for public high school students who wish to participate in interscholastic athletics. For the school year commencing July 1, 2027, and each school year thereafter, each local or regional board of education must ensure that every student enrolled in grades nine through twelve undergoes an athletics health assessment before being permitted to participate in interscholastic athletics for each academic year. The assessment must be conducted by a qualified health care provider and include a physical examination with cardiac screening designed to detect conditions that could lead to sudden cardiac death.

All athletics health assessments must be recorded on a form supplied by the SBE, which form must include specific statutory elements identifying that certain screenings and assessments have been conducted. Consistent with existing student health assessment requirements, the Act requires boards of education to provide the athletics health assessment without charge to all students whose parents or guardians meet the eligibility requirements for free and reduced-price meals. The assessment results must also be included in the cumulative health record of each student.

Academic Standards for Interscholastic Athletics

The Connecticut Interscholastic Athletic Conference (“CIAC”) has long governed public school interscholastic athletic play in Connecticut, which governance has included establishing minimum academic requirements for participating athletes in grades nine through twelve. Section 3 of [Public Act 26-139](#) provides that, beginning July 1, 2027, local and regional boards of education may not require participating students to meet or exceed academic standards that are higher than those established by the CIAC. Accordingly, districts may not impose stricter academic requirements for athletic participation than those set by the CIAC.

Student School Safety Plans Developed by Health Care Providers

Sections 19 through 22 of [Public Act 26-13](#) set requirements for health care providers to share certain minor patients’ mental health “safety plans” with schools and for boards of education to facilitate receipt of those plans through a secure messaging system. Under the Act, a “safety plan” is defined as a “written document created collaboratively between a health care provider and a patient outlining coping strategies, activities, and support networks the patient can access to prevent or manage a potential mental health crisis.”

Beginning April 1, 2027, each health care provider that prepares a safety plan for a minor patient who received inpatient behavioral health care treatment for a period of at least twelve consecutive days must (1) review the safety plan with the minor patient, if medically appropriate, and (2) inquire whether the minor patient or the patient’s parent or legally authorized representative consents to sharing the safety plan with the patient’s school.

If consent is given, the provider must obtain written consent from the patient or the patient’s parent, as appropriate, and transmit the safety plan to the patient’s school district or school using a secure messaging system or in a form and manner that complies with the Health Insurance Portability and Accountability Act of 1996.

By January 1, 2027, each local or regional board of education must (1) sign up for a secure messaging system account and (2) provide account access to one or more designated employees (school nurses, nurse supervisors,



nurse practitioners, counselors, social workers, or psychologists) to receive safety plans. At least one designated employee must be a school nurse supervisor. Designated employees must retain safety plans in a confidential file separate from cumulative academic or health records, though plan information may be used for Individualized Education Program (“IEP”) or Section 504 plan interventions. By April 1, 2027, each board must submit its secure messaging system address to the Commissioner of Education.

Beginning July 1, 2027, and each school year thereafter, boards of education must provide guidance on these requirements to all new designated employees. The Act directs the State Department of Education (“SDE”) to develop and make available guidance and training materials, which shall include instructions for using the secure messaging system.

The Act also amends the goals of the Statewide Health Information Exchange (“Connie”) to include providing, within available appropriations, a secure messaging system organizational account to each school district or school, as determined by each board of education, for the purpose of receiving safety plans, and providing designated employees with access to those accounts at no cost to the school district, school, or designated employee.

Eating Disorder Screening Tool to be Used by School-Based Health Centers

In accordance with Section 4 of [Public Act 26-62](#), beginning January 1, 2027, each school-based health center (“SBHC”) must (1) adopt an evidence-based screening tool designed to detect early signs of disordered eating behaviors, to be used alongside—not in place of—the diagnostic methods the SBHC already employs, and (2) administer that screening tool to every student in grades six through twelve as part of the student’s annual health check-up, including the routine health assessments conducted under Connecticut General Statutes § 10-206.

Administration of Opioid Antagonists

[Public Act 26-38](#) amends Connecticut General Statutes § 10-212a, which concerns the administration of medication in schools, and expands the permissible use of opioid antagonists, such as Naloxone, to treat overdoses. These revisions reflect the reclassification by the U.S. Food and Drug Administration of certain opioid antagonists from prescription-only (“legend”) to over-the-counter (“nonlegend”). All nonlegend versions of opioid antagonists come in the form of a nasal spray, rather than an injectable.

Under current law, only a school nurse or, in their absence, a qualified school employee who has completed a training program, may administer opioid antagonists to students without prior written authorization. Section 1 of the Act clarifies that a qualified school employee may administer a *legend* opioid antagonist whether or not a school nurse is available on-site. Previously, a qualified employee could administer only in the nurse’s absence. Importantly, the Act also eliminates the option for parents or guardians to opt their child out of receiving an opioid antagonist in an emergency.

The Act further provides that “any person” may administer a *nonlegend* opioid antagonist to “any person” and adds that nothing in the law concerning opioid administration in schools should be construed to prevent school nurses, qualified school employees, or any other person in a school setting from administering a nonlegend opioid antagonist to anyone experiencing an opioid overdose at school. In accordance with changes imposed by Public Act 26-68, described further below, such persons are immune from civil liability for ordinary negligence arising from administration of a nonlegend opioid antagonist, but not for gross, willful, or wanton negligence. The SDE must establish guidelines for the storage and administration of nonlegend opioid antagonists in schools.

Importantly, the law continues to require any administration of a *legend* opioid antagonist be done only by a trained school nurse or qualified school employee and in compliance with the policies and procedures of the board of education.



Existing law provides immunity from civil and criminal penalties for a person who administers an opioid antagonist (e.g., Naloxone) to another individual, as long as the person administering the opioid antagonist has a good faith belief that the individual is experiencing an opioid-related overdose. Section 165 of [Public Act 26-68](#) expands that immunity to any person administering an over-the-counter (nonlegend) opioid antagonist. This section of the Act also provides that a pharmacy permit is not required to distribute over-the-counter opioid antagonists, as long as such distribution is without consideration or compensation.

Education of Homeless Children and Youth

Under Connecticut General Statutes § 10-253, boards of education are required to provide educational services to homeless children and youth in accordance with the federal McKinney-Vento Homeless Assistance Act, as amended from time to time. Effective October 1, 2026, [Public Act 26-125](#) amends Connecticut law to specify that the educational services must be provided in accordance with the version of the McKinney-Vento Homeless Assistance Act in effect December 23, 2022.

STATUTORY CHANGES RELATED TO SCHOOL ATTENDANCE IN PUBLIC SCHOOL, NONPUBLIC SCHOOL, OR THROUGH PARENT-MANAGED LEARNING

Parent-Managed Learning (i.e., Homeschooling)

[Public Act 26-37](#) concerns the provision of parent-managed learning (i.e., homeschooling) in Connecticut. Under current law, parents or guardians (“parents”) of children aged five to under eighteen are required to send their children to public school or demonstrate they are receiving equivalent instruction elsewhere, with limited exceptions. Effective July 1, 2027, the Act modifies the compulsory school attendance law by requiring parents to (1) enroll their children in public school, (2) have their children attend a nonpublic school, or (3) be instructed through “parent-managed learning,” defined as the “provision of education that is managed by a parent or guardian of a child in a setting other than a public or nonpublic school.”

The new law does not change a parent’s obligation to instruct, or cause their children to be instructed, in reading, writing, spelling, English grammar, geography, arithmetic, and United States history and citizenship, including a study of town, state, and federal governments.

Intent to Educate Form

Beginning with the 2028–2029 school year, Section 1 of [Public Act 26-37](#) requires parents of most school-age children to annually complete an “intent to educate” form indicating whether their child will be enrolled in public school, attend a nonpublic school, or be instructed through parent-managed learning for the school year.

- The Act specifies that the requirement to complete the intent to educate form applies to parents of children (1) enrolled in public school, (2) attending nonpublic school, (3) being instructed through parent-managed learning (if newly eligible for kindergarten or if an intent to educate form or withdrawal form was submitted the prior year), or (4) for whom an option form (described further below) was signed.
- If the child will be attending a nonpublic school, the parent must provide evidence that such child will be attending the nonpublic school.
- Parents are deemed in compliance with the requirement to submit an intent to educate form if their child attends public school or if the nonpublic school their child attends files an annual student attendance report to the Commissioner of Education.



- The intent to educate form must be submitted to the school district office for the town where the parents reside by October 1 and may be submitted electronically.
- Parents who move to a different school district during the school year must complete the intent to educate form within 14 days after moving into such school district.
- Parents who withdraw their child from a nonpublic school during the school year must complete an updated intent to educate form.
- Under the Act, as under current law, parents may still exercise the option of not sending their child to school until the child is seven years old by personally appearing at the school district office for the town in which such parent or guardian resides and signing an option form.

Additionally, starting with the 2028-2029 school year, if by November 1, a board of education does not receive an intent to educate form from a parent who is not otherwise deemed in compliance, but whose child is (1) enrolled in public school, (2) attending nonpublic school, (3) being instructed through parent-managed learning (if newly eligible for kindergarten or if an intent to educate form or withdrawal form was submitted the prior year), or (4) for whom an option form was signed the prior school year, the board must make at least three attempts to contact the parent to inform such parent that they are required to complete an intent to educate form for the current school year. If the board is unable to make contact with the parent by November 1, the board must notify the SDE.

Section 2 of the Act requires the SDE to develop the intent to educate form and withdrawal form (discussed below) by July 1, 2027, and make them available to boards of education.

Withdrawals from Public School

Section 1 of [Public Act 26-37](#) establishes student withdrawal procedures. As under current law, parents who withdraw a child from public school (or 18-year-old students who opt to withdraw) must personally appear at the school district office and sign a withdrawal form.

In addition, starting with the 2027-2028 school year, the following requirements must be met.

- If a parent withdraws their child from public school to attend a nonpublic school, the parent must provide evidence that the child will attend a nonpublic school, and the withdrawal is complete upon receipt of that evidence.
- If a parent withdraws their child from public school to instead provide for parent-managed learning, the withdrawal will not be effective until the Superintendent of Schools or the Superintendent's designee ("Superintendent") conducts a records check with the Department of Children and Families ("DCF"). The Act requires the Superintendent, within two business days of receiving a withdrawal form indicating an intent that the child be instructed through parent-managed learning, to check DCF records concerning every person aged 18 or older residing with the child.
- If the records check reveals that any adult (age 18+) in the household is (1) listed on the state child abuse and neglect registry, or (2) currently under DCF investigation for alleged child abuse or neglect, the withdrawal will not be effective and the child may not be withdrawn for parent-managed learning. The Superintendent must notify the parent within five business days of commencing the records check whether the withdrawal is effective. If the withdrawal is not effective, the Superintendent must provide the reason and information on how to challenge the findings, including the appropriate contact information for DCF.

- The Act specifies that this records check does not constitute a report of suspected child abuse or neglect. Section 1 of the Act also deems DCF a state educational authority under the Family Educational Rights and Privacy Act for purposes of this records check, allowing it to receive the education records of any child for whom a withdrawal form (intending for the child to be instructed through parent-managed learning) is signed.
- Section 5 of the Act authorizes DCF to disclose records to the board of education, without consent of the person who is the subject of the records, for purposes of conducting this check.

Reporting Requirement in Statewide Public School Information System

Connecticut General Statutes § 10-10a establishes a Public School Information System (“PSIS”) for collecting and reporting various student, teacher, and school-related data. Effective July 1, 2027, Section 4 of [Public Act 26-37](#) expands these reporting obligations to include the number of children being instructed through parent-managed learning for whom an intent to educate form was completed or a withdrawal form was signed.

STATUTORY CHANGES RELATED TO CURRICULUM

Connecticut State Seal of Civics Education and Engagement

Sections 20 and 21 of [Public Act 26-1](#) establish the Connecticut State Seal of Civics Education and Engagement (the “Seal”). Commencing with the class of 2027, local and regional boards of education, or the governing board of any other school that awards diplomas, may affix the Seal to a diploma awarded to a student who has achieved a high level of proficiency in civics education and engagement. The board must also indicate on the student’s transcript that the student received the Seal.

The Act directs the SDE to establish criteria for awarding the Seal, which shall include, but not be limited to, (1) successful completion of history or social science courses for at least two years, one of which must be a U.S. government or civics course; (2) participation in at least one civic engagement project, such as community service, student government, an internship with an elected official, or involvement in a civic organization; and (3) demonstrated proficiency in civics knowledge through a standardized assessment, portfolio of work that includes essays, projects, or presentations related to civics, or other mastery-based assessment or process.

Changes to Required and Recommended Curriculum

Connecticut General Statutes § 10-16b outlines the required courses of study in public schools, as well as courses that public schools are encouraged to offer. Beginning with the 2026-2027 school year, Section 34 of [Public Act 26-15](#) adds computer science, including but not limited to artificial intelligence and emerging technologies, to the list of required courses, adding to “computer programming,” which had already been required by the statute.

In addition, Section 24 of [Public Act 26-1](#) adds Islamic and Arab studies to the list of curricular topics for which the SBE shall (1) make curriculum materials available, within available appropriations, and (2) encourage instruction.

Mathematics Pathways, Instruction, and Specialist Guidance

Section 10 of [Public Act 26-139](#) requires the Commissioner of Education, by January 1, 2027, to redesign Connecticut’s high school mathematics pathways to prepare students for postsecondary careers. The pathways must include, at minimum, (1) science, technology, engineering and mathematics; (2) data science and statistics; (3) quantitative reasoning; and (4) workforce and applied mathematics. The Commissioner must also create a list of professional development providers to support the implementation of high-quality math instruction and explore the feasibility of launching “MathConn,” a professional learning series for educators. Finally, in consultation with



the Connecticut Educator Preparation and Certification Board, the Commissioner must develop guidelines for mathematics specialists in supporting math interventions.

Broad Assessment Reduction Incentive Program

Section 7 of [Public Act 26-139](#) directs the Commissioner of Education to establish, by July 1, 2027, an incentive program for school districts that (1) reduces or limits the time students spend taking broad assessments, (2) integrates state-provided interim and formative assessment tools into local curriculum, and (3) increases teacher competency in the formative assessment process. A “broad assessment” is one that measures what students should have learned during a semester or school year, excluding statewide mastery examinations and other assessments required by state or federal law. The incentives offered under this program may include public recognition, financial awards, and enhanced autonomy or operational flexibility.

Guidance on Reducing Discretionary Local Student Assessment

Section 8 of [Public Act 26-139](#) requires the SDE, by June 1, 2027, to develop and provide guidance to boards of education on “effective strategies for reducing the amount of discretionary local student assessments.” Such guidance may include eliminating fall and spring broad assessments, as defined above, or substituting certain end-of-unit summative assessments with state-provided interim and formative assessment tools.

Guidance on Reading Intervention and Assessments

Section 1 of [Public Act 26-149](#) requires the SDE to develop and disseminate guidance to local and regional boards of education regarding the implementation of multitiered systems of support or response to intervention frameworks for students who are identified as struggling in reading. While this statute is effective July 1, 2026, the Act does not include a date by when the guidance must be disseminated to boards. No later than January 1, 2028, the Commissioner of Education must submit to the General Assembly a report on the guidance developed and any recommendations for legislation.

SDE Study of Co-Instruction Teaching Models

Section 29 of [Public Act 26-12](#) creates a working group to study the effectiveness and benefits of co-instruction teaching models used by public schools, including models that allow individuals without a professional certification to teach collaboratively with a certified teacher. The working group shall report the results of such study to the General Assembly no later than January 1, 2027.

STATUTORY CHANGES RELATED TO SCHOOL SECURITY AND SAFETY

School Resource Officer – Memorandum of Understanding

Under existing law, a board of education that assigns a School Resource Officer (“SRO”) to its school(s) must enter into a Memorandum of Understanding (“MOU”) with a local law enforcement agency that meets certain statutory requirements. Section 34 of [Public Act 26-1](#) now requires that each SRO MOU be updated at least every three years. Existing law further provides that such MOU must, among other requirements, (1) be maintained in a central location in the school district and posted on the school district’s website and on the website of each school in which an SRO is assigned, (2) include provisions addressing daily interactions between students and school personnel with school resource officers, and (3) include a graduated response model for student discipline. The Act requires that these three elements be implemented no later than January 1, 2027.

Armed Security Guards

Under existing law, local and regional boards of education may employ or enter into an agreement with a sworn member of a police department or a retired police officer to provide security and possess a firearm on school grounds.



Section 1 of [Public Act 26-139](#) amends the law by replacing “retired police officer” with “retired officer,” and adds that a “retired officer” may also be a retired “parole officer” who meets certain requirements under federal law. The Act further revises the definition of “retired officer” to clarify that, in addition to having retired or separated from a law enforcement unit in good standing and other requirements, such individual cannot have (1) been dismissed from employment as a peace officer for malfeasance or other serious misconduct calling into question the individual’s fitness to serve as a peace officer or (2) resigned or retired during an investigation into such conduct. The Act further defines “good standing” to mean that eligible police officers or parole officers cannot have been terminated as a result of disciplinary action or during a period when such police officer or parole officer was under investigation or disciplinary action was pending.

Crisis Response Drills

Under existing law, boards of education must develop and conduct a crisis response drill, in lieu of a fire drill, once every three months. Sections 44 through 47 of [Public Act 26-1](#) establish new protocols and requirements that must be followed when conducting a crisis response drill.

The Act directs the Connecticut Center for School Safety and Crisis Prevention (“Center”), by April 1, 2027 and in collaboration with the Department of Emergency Services and Public Protection (“DESPP”), to develop (1) a clear definition for crisis response drills; (2) standardized terminology for the administration and review of crisis response drills; (3) guidance on standardized responses to crises and standardized debriefing protocols following a crisis; and (4) an evaluation template for crisis response drills that allows school districts to use feedback from participants to assess the efficacy of such drills and make appropriate adjustments. The Center and DESPP must also conduct a study on the impact of crisis response drills on the school community and submit to the General Assembly a report and recommendations regarding the same.

Beginning with the 2027-2028 school year, crisis response drills must be trauma-informed, designed to prevent emotional harm, and support the psychological safety of students and school personnel, with mental health professionals’ participation integrated throughout the crisis response drill. Schools must provide age-appropriate education for students, training for school personnel, and one week’s advance notice to students, staff, parents, and guardians before conducting a drill. Schools must also clearly communicate the nature and purpose of the drills to parents and guardians and, at the commencement of any such drill, students and school personnel must be informed that they are participating in a crisis response drill in order to avoid confusion when an actual emergency situation occurs. In addition, accommodations must be provided, to the extent practicable, for students with cognitive, physical, or sensory disabilities.

Significantly, drills involving students may not include active assailant simulations or simulated violence with highly sensorial elements such as fake assailants, firearms, gunfire sounds, blood, or injuries. These elements may, however, be included in drills conducted exclusively for school personnel, first responders, and volunteers outside the regular school day.

Each drill must utilize the definitions and terminology, reflect the guidance, and be evaluated using the evaluation template developed by the Center in consultation with DESPP. In addition, the school security and safety committee, already required by law, must collaborate with the school climate committee to plan crisis response drills that prioritize the physical and psychological safety of students and school personnel.

As under existing law, the requirement that each board of education annually submit its school security and safety plan(s) to DESPP remains in effect, but boards now must make available to members of the school community, upon request, the parts of such plans that are not prohibited from disclosure under the Connecticut Freedom of Information Act.



School Mapping Data Services

[Public Act 26-116](#) creates a program, through the DESPP, to provide grants to municipalities and municipal police departments (collectively referred to herein as “municipalities”), within available appropriations, to provide school mapping data. Any municipality may apply for a grant for services to provide school mapping data, as long as such school mapping data meets eleven statutory requirements, including compatibility with software used by public safety agencies without requiring additional purchases; accuracy verified through a physical walk-through of school buildings and grounds; inclusion of floor plans overlaid on aerial imagery; site-specific labels matching room numbers, hallway names, door numbers, hazard locations, automatic external defibrillator and trauma kit locations; and gridded coordinate overlays. By October 1, 2026, DESPP must develop and post on its website eligibility criteria, application forms, and deadlines for the grant program.

Taking an Individual into Custody in State or Municipal Facilities or Protected Areas

Section 7 of [Public Act 26-14](#) prohibits peace officers from detaining, arresting, or otherwise taking an individual into custody on the basis of a “civil offense” in a state facility, municipal facility, or protected area, including a school, unless (1) the peace officer is acting in their official capacity and (2) the individual is the subject of a judicial warrant. The Act’s protections extend not only to school buildings but also to the grounds and any garages or parking areas, regardless of whether they are contiguous to the school building. “Peace officer” is defined by the Act as, among other individuals, any federal law enforcement officer.

For purposes of this Act, a “civil offense” is an offense for which a local, state, or federal civil proceeding is available to the charged individual to offer a defense. The term does not include any infraction identified by the general statutes, a motor vehicle violation, or an arrest that is allowed for an alleged violation of criminal law carrying a possible term of imprisonment. As a practical matter, this definition is broadly understood to address, among other things, enforcement actions that rely on civil, rather than criminal, authority.

STATUTORY CHANGES RELATED TO EMPLOYMENT (SPECIFIC TO SCHOOL-EMPLOYEES)

Teacher Terminations

Section 8 of [Public Act 26-12](#) amends Connecticut General Statutes § 10-151 to make significant changes to the hearing and appeal process for tenured teachers, generally shifting decision-making authority away from boards of education.

Reasons for Termination and Standard of Review. The Teacher Tenure Act has long provided six reasons for which a tenured teacher can be terminated: (1) inefficiency, incompetence, or ineffectiveness; (2) insubordination; (3) moral misconduct; (4) disability, as shown by competent medical evidence; (5) elimination of a position or loss of a position to another teacher; or (6) other due and sufficient cause. The Act changes the sixth permissible reason for terminating a tenured teacher’s contract from “due and sufficient cause” to “due and sufficient reasons.” In addition, the Act establishes for the first time a standard of review for termination proceedings: the same standard applied in other disciplinary actions under the terms of the teachers’ collective bargaining agreement.

Hearing and Decision Process. Under prior law, a tenured teacher who had been notified that the termination of their contract was under consideration could request a hearing before either the board of education, which could conduct the hearing as a whole or appoint a subcommittee of the board, or an impartial hearing officer. The Act eliminates the option for the board or board subcommittee hearing. Now, all termination hearings must be



conducted by an impartial hearing officer selected by the teacher and the superintendent, or, if the parties cannot agree on a hearing officer, through the American Arbitration Association's expedited process.

Significantly, the hearing officer's decision will now be binding on the parties. Under prior law, the board subcommittee or hearing officer submitted written findings and a recommendation to the board for final disposition. Under the revised law, the hearing officer will instead render a written disposition that is binding on the parties, without submission to or participation by the board.

Appeal Rights. Under prior law, a tenured teacher who was aggrieved by the board's decision to terminate employment could appeal to the Superior Court. Under the then-applicable standard of review, the court was generally required to affirm the decision unless it found that the underlying decision violated constitutional or statutory provisions, exceeded statutory authority, was made using an unlawful procedure, was affected by another error of law, was clearly erroneous, or was arbitrary or capricious.

Now, either a tenured teacher or a board of education that is aggrieved by the hearing officer's decision may file an application with the Superior Court to confirm, vacate, or modify the decision pursuant to Connecticut General Statutes §§ 52-417 to 52-419. The aggrieved party must file a copy of the hearing transcript and any other documents constituting the record of the appeal. The court will apply the statutory standard for appeals of arbitration awards, which require it to confirm an award unless it is necessary to vacate or modify it due to limited reasons, including corruption or certain misconduct of the arbitrator/hearing officer.

Termination of Non-Tenured Teachers. Under current law, teachers who have not yet attained tenure generally enjoy fewer procedural rights in the event their employer seeks to nonrenew or terminate their contract. The Act does not change the process for terminating non-tenured teachers, who retain the right to a hearing before the board of education or, if designated by the board, before a subcommittee of the board or an impartial hearing officer chosen by the teacher and the superintendent, which subcommittee or hearing officer shall submit written findings and recommendations to the board for final disposition.

Public School Teacher Payroll Deduction of Union Dues

In *Janus v. AFSCME, Council 31*, the U.S. Supreme Court ruled that requiring public employees to pay an agency fee to the union violates the First Amendment. Since *Janus*, agency fees and any other payments to the union can only be deducted from a nonmember's wages upon an employee's affirmative consent. Section 13 of [Public Act 26-12](#) conforms Connecticut General Statutes § 10-153a, which governs collective bargaining for public school teachers and administrators, to federal law, which generally prohibits public sector contracts from requiring employees, who are covered by a collective bargaining agreement but do not pay union dues, from paying service fees without the employee's express consent. The revised law specifies that the parties may negotiate provisions allowing for employees to elect to have payroll deductions for dues, initiation fees, and service fees.

"Reasonable Assurance" of Returning to Work for Paraeducators

Section 51 of [Public Act 26-12](#) establishes new requirements for local and regional boards of education, regional educational service centers, governing authorities for state charter schools, and endowed or incorporated academies approved by the SBE (referred to in this section as "school districts") regarding the reporting of paraeducator employment status to the Department of Labor ("DOL") in connection with unemployment benefit eligibility during school breaks. Under existing law, employees who work at an educational institution are generally ineligible to receive unemployment benefits for a school break—such as between two successive academic years, between two regular terms, or during a customary vacation or holiday recess—if they have a "reasonable assurance" of returning to work for any educational institution once courses resume.



The Act codifies the definition of “reasonable assurance” for these purposes. Reasonable assurance exists when two conditions are met. First, there must be an offer of employment for the following school year that (a) was made by an authorized employee of the school district, (b) is for services in the same capacity as the individual performed in the prior school year, (c) provides wages or salary in an amount not less than 90% of the total amount paid to the individual by every educational institution for which the individual worked during the prior school year, and (d) is not contingent on factors within the school district’s control, such as course programming, available funding allocation, program modifications, or facility availability. Second, it must be highly probable based on the totality of the circumstances that the paraeducator will provide services in the same capacity once courses resume in the following school year.

The Act requires each school district to submit two lists to the DOL, in the form and manner prescribed by the Commissioner, at least ten days before the last day of regular school sessions. The first list must identify each individual, by name and Social Security number, who was employed as a paraeducator and does not have a reasonable assurance of returning. The second list must identify each paraeducator who does have a reasonable assurance of returning in the same capacity, along with a description of the manner in which such reasonable assurance was provided, including whether the offer was made in writing, orally, or implied; the nature of any contingencies in the offer; and information about the offer that was communicated to the individual.

The Act further specifies that the Labor Commissioner may consider information provided on these lists when making reasonable assurance determinations for unemployment benefit purposes, but such information shall not constitute conclusive evidence of reasonable assurance in any case.

Paraeducator Health Care Subsidy

Section 6 of [Public Act 26-149](#) expands the paraeducator health benefit subsidy programs that were established in 2023, revised in 2024, and expired on June 30, 2025. Specifically, the Act makes permanent two programs beginning with the fiscal year ending June 30, 2027: (1) a program that provides a subsidy to each paraeducator who opens a health savings account or is eligible for Medicare and enrolls in a high deductible health plan, in an amount up to a percentage of the plan deductible minus employer contributions, and subject to limits imposed by the state Comptroller; and (2) a program that provides a subsidy to boards of education that provide a health benefit plan or partnership plan coverage to paraeducators, subject to certain statutory amounts and requirements. Notably, the Act also broadens eligibility from paraeducators employed “by a local or regional board of education” to those employed “in a public school,” and explicitly extends the provisions to charter schools. Section 7 of the Act directs the Comptroller to calculate the cost of expanding the subsidy program to include paraeducators employed by charter schools.

Enhanced Workers’ Compensation Benefits for Employees Assaulted at Work

Under current law, Connecticut General Statutes § 10-236a provides that any board of education employee who is absent from work as a result of an injury sustained during an assault, or for a related court appearance, shall continue to receive the employee’s full salary, less any workers’ compensation benefits. In addition, if such employee, or a board member, is assaulted while performing their duties and suffers a financial loss or expense, the board of education generally must cover such losses and expenses that were not covered by insurance, workers’ compensation benefits, or another source. Effective October 1, 2026, Section 75 of [Public Act 26-12](#) repeals this law, and Section 1 of the Act replaces these benefits with enhanced workers’ compensation benefits for board of education employees and members who suffer compensable total or partial incapacity as a result of a “physical or negligent assault” in the discharge of their duties. Under the new law, such employees will receive workers’ compensation benefits equal to 100% of their average weekly earnings at the date of injury, calculated using the same process that applies to other workers’ compensation claims, plus their reasonable expenses resulting from the assault and any



wages lost due to related court appearances. In addition, the law provides that any such board member or employee shall continue to receive their full salary during such period of absence, except that the workers' compensation may be deducted from salary payments during the absence. The new law further provides that the time of such absence shall not be charged against an employee's sick leave, vacation time, or personal leave days. The Act does not define or specify the applicable legal standard for "assault."

Private Sector Educator Externships

Section 26 of [Public Act 26-12](#) directs the Commissioner of Education to create, in consultation with the Office of Workforce Strategy, a two-year pilot program to provide educator externships for certified educators to participate in experiential learning with private sector employers to align classroom instruction with current industry standards and workforce needs. The Act requires the Commissioner to include several specific elements within the pilot program, which must be created no later than January 1, 2028.

For the 2028-2029 and 2029-2030 school years, the Commissioner shall prioritize placement in such externship programs to educators in alliance districts or educators who teach a topic related to science, technology, engineering and mathematics, manufacturing or health care.

Repeal of Code of Professional Responsibility for Teachers

In our [2024 Education Legislation Summary](#), we explained that Section 51 of Public Act 24-41 repealed a number of regulations related to educator preparation programs and certifications, including Regulations of Connecticut State Agencies § 10-145d-400a(a)-(d), the Code of Professional Responsibility for Teachers, effective July 1, 2026. Section 6 of [Public Act 26-139](#) delays implementation of that repeal to July 1, 2027.

Misconduct-Related Information Disclosure During Prospective School Employee Hiring Process

Sections 11 through 13 of [Public Act 26-139](#) revise the existing framework that a board of education, charter school governing council, magnet school operator, or supervisory agent of nonpublic schools (collectively, "school governing entities") must follow when hiring applicants for positions involving direct student contact. The law requires school governing entities to, among other things, review a written statement from the applicant, contact the applicant's former employers (as defined by the statute), and review information from the SDE regarding the SDE's knowledge of the applicant's history of certain misconduct. The Act generally expands the scope of what applicants, former employers, and the SDE must disclose.

Expanded applicant disclosure requirements. Section 11 of the Act expands the scope of information an applicant for a position involving direct student contact must disclose during the hiring process. In addition to existing requirements, such applicant now must be required to disclose the following:

- if the applicant has been or is currently under investigation for abuse, neglect, or sexual misconduct. The exception that allowed applicants to avoid disclosing investigations in which all allegations were unsubstantiated has been eliminated, and applicants must now disclose all investigations regardless of outcome;
- if the applicant has been or is the subject of any investigation involving the injury or risk of injury to, or impairing the morals of, a minor (hereinafter referred to as "injury to a minor");
- whether the applicant has ever been disciplined, asked to resign, resigned or otherwise separated from employment while an allegation of abuse, neglect, sexual misconduct and now injury to a minor was pending

or under investigation not only by DCF, but also by an employer, state agency, or municipal police department; and

- whether the applicant has ever had a professional or occupational license or certificate suspended or revoked while an allegation of abuse, neglect, sexual misconduct and now injury to a minor was pending or under investigation.

Employment history review. Currently, school governing entities must also conduct an employment history review of applicants for positions involving direct student contact that meets certain requirements. The Act expands the information to be collected from certain employers to include a statement regarding whether the employer has knowledge that the applicant (1) was, or is, subject to an allegation of abuse, neglect, or sexual misconduct for which there is an investigation pending or which has been substantiated, unless such substantiation has been reversed; and (2) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was, or is, pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct, unless such substantiation has been reversed. The Act further explicitly authorizes employers from whom such information is requested to disclose such information.

Information sharing with the SDE. Under existing law, school governing entities must notify the SDE when an applicant or employee has been disciplined because of a finding of abuse, neglect, or sexual misconduct. The Act now requires that they also notify the SDE of applicants who are currently under investigation for such conduct. Similarly, the Act now requires school governing entities to seek, among other things, information from the SDE regarding whether the SDE has knowledge of and any information concerning not only substantiated findings of abuse, neglect, or sexual misconduct, but also of any pending investigations, during the background check process.

Applicability to employees of contractors. The foregoing enhanced requirements will also be applied to employees of contractors who will have direct student contact.

Contract and agreement restrictions. Currently, collective bargaining agreements, employment contracts, and other agreements cannot require a school governing entity to expunge information about an allegation or finding of abuse, neglect, or sexual misconduct from any documents it maintains unless, after an investigation, the allegation is dismissed or found false. The exception for dismissed allegations has been eliminated, allowing expungement only when an allegation is found to be false.

Requests for information from the SBE. Existing law requires the SBE, upon request of an eligible school operator, to make available any information concerning the applicant's eligibility for employment in a position requiring a certificate, authorization or permit; known discipline and findings of abuse, neglect or sexual misconduct; and known criminal history (including whether criminal charges are pending). Section 12 of the Act adds a fourth category of information that the SBE must disclose upon request to eligible school operators: whether the SDE has been notified that an applicant "is under investigation or has been disciplined for a finding of abuse or neglect or sexual misconduct by a former employer," unless the investigation resulted in a finding that "all allegations were false." Section 13 mirrors Section 12, but applies specifically to nongovernmental school operators (e.g., independent schools).



STATUTORY CHANGES RELATED TO EMPLOYMENT (GENERAL)

Electronic Monitoring of Employees

[Public Act 26-73](#) amends Connecticut General Statutes § 31-48d to strengthen the requirements governing employer electronic monitoring of employees in the workplace.

Prior written notice. The Act continues to require that each employer who engages in any type of electronic monitoring provide prior written notice to all employees who may be affected. The notice must inform employees of the types of monitoring that may occur. Effective October 1, 2026, such notice must also identify the specific locations on the employer's premises where such monitoring may take place. In addition to posting the notice in a conspicuous place readily available for viewing by employees, such notice must also be posted in the specific locations on the premises where monitoring may occur.

New requirement for newly hired employees. The Act introduces a new obligation requiring each employer who engages in electronic monitoring to provide each employee hired on or after October 1, 2026, with a written plain language statement advising the employee of which activities are prohibited and may be monitored without prior written notice, as described in the misconduct-based monitoring exception. The written statement must be provided before the employee commences employment.

Exceptions to the notice requirement. There are two categories of exceptions to the notice requirement. First, consistent with existing law, an employer may conduct electronic monitoring without giving prior written notice when the employer has reasonable grounds to believe that (1) employees are engaged in conduct that violates the law, violates the legal rights of the employer or the employer's employees, or creates a hostile workplace environment, and (2) electronic monitoring may produce evidence of this misconduct. Second, the Act adds a new exception providing that the requirement to disclose the specific location where electronic monitoring may occur does not apply when an employer has reasonable grounds to conduct monitoring for security and employee safety purposes. Notably, this exception relieves the employer only of the obligation to disclose the specific monitoring location; the employer must still provide general notice that monitoring may occur and identify the types of monitoring used.

Americans with Disabilities Act Information

Sections 30 and 31 of [Public Act 26-12](#) create new requirements related to the dissemination of information about the Americans with Disabilities Act of 1990 ("ADA") and reasonable accommodations in the workplace.

Section 30 of the Act requires the Labor Commissioner to post information about the ADA on the DOL's website.

Section 31 imposes a corresponding obligation on employers. Specifically, employers must provide written notice of an employee's right to reasonable accommodations in the workplace for a disability under the ADA to (1) new employees at the commencement of employment, (2) existing employees within 120 days of October 1, 2026 (i.e., by January 29, 2027), and (3) any employee who notifies the employer of a disability within ten days of such notification. An employer may alternatively comply with these notice requirements by displaying the poster created by the Labor Commissioner in a conspicuous place accessible to employees.

Breastfeeding and Expressing Milk in the Workplace

Section 32 of [Public Act 26-12](#) amends Connecticut General Statutes § 31-40w to strengthen workplace protections for employees who need to express breast milk or breastfeed. Under prior law, an employee could, at the employee's discretion, express breast milk or breastfeed at the workplace during meal or break periods. The revised law makes



two significant changes. First, an employer is now required to provide reasonable breaks for an employee to express breast milk for their nursing child or breastfeed on site at the employee's workplace. Second, these reasonable break times must be provided "in addition to" an employee's scheduled breaks, rather than only during meal or break periods. These changes to state law reflect similar, and already existing, requirements under the federal Fair Labor Standards Act.

Pre- and Post-Shift Hours

Under existing law, an employee's "hours worked" for overtime purposes includes all time during which an employee is required by the employer to be on the employer's premises or to be on duty and all time during which an employee is employed or permitted to work, whether or not required to do so. "Hours worked" also includes time when an employee is required to wait on the premises while no work is provided by the employer. Section 201 of [Public Act 26-68](#) clarifies the scope of an employee's "hours worked" and specifies that it also includes time the employee spends in security screenings required by the employer. This revision codifies the Connecticut Supreme Court's February 2026 decision in *Del Rio et al. v. Amazon.com Services, Inc.*

Disclosure of Wage Ranges and Benefits

Under existing law, Connecticut General Statutes § 31-40z requires certain wage transparency disclosures in connection with job postings, employment offers, and employee requests. Effective October 1, 2026, Section 2 of [Public Act 26-12](#) amends the wage transparency statute to require employers to include, in addition to the position's wage range, a general description of the position's benefits. For internal or public job advertisements, an employer must disclose the position's wage or wage range and a general description of the position's benefits in such advertisement. For positions that have not been posted this way, the employer must provide to an applicant the position's wage range and a general description of the position's benefits upon the earlier of (1) the applicant's request or (2) *prior* to any discussion of compensation with the applicant or an offer of compensation being made, rather than at the time an offer of compensation is made, as under current law. The Act also requires employers to provide employees with a position's wage range and a general description of the position's benefits upon hire, a change in position, or an employee's first request.

Under the new law, "wage range" means the range the employer sets in good faith for the position, rather than the range the employer anticipates relying on when setting wages. "Benefits" include health insurance benefits, retirement benefits, fringe benefits, paid leave, and any compensation other than wages to be offered with the position. The Act also prohibits employers from retaliating or discriminating against an applicant or employee for exercising their rights under the revised law.

Contract Worker Retention

Effective July 1, 2027, Section 9 of [Public Act 26-12](#) establishes new worker-retention protections that may apply when a public school changes contractors or otherwise restructures certain school-based service arrangements, including janitorial, maintenance, and security guard services. Under the new law, a successor contractor, which may in some circumstances be the school district, generally must retain covered employees who elect to remain for a 90-day transition period, and districts should account for the specific notice requirements that may apply when a covered service contract is terminated, not renewed, or replaced.

Paycheck Transparency

Effective October 1, 2026, Section 38 of [Public Act 26-12](#) establishes new paycheck transparency requirements for employers with at least 100 employees. Each covered employer must create a guide for employees explaining pay codes the employer uses for overtime and its most commonly used pay differentials, which may include shift differentials, on-call pay, hazard pay, call-back pay, holiday or weekend pay, or geographical pay differentials. The



guide must, if applicable, include at least ten pay codes; be posted on the employer's website in English, Spanish, and the other most common languages spoken by the employer's employees; and include contact information for the designated office or individual who will handle employee disputes regarding calculations of hours and pay differentials. Employers must update the guide each time they add a new pay code for overtime or any pay differential.

Employers must also include a link to the guide on each record of hours given to employees and provide new hires with a link to the guide or a written copy in English and the employee's primary language.

An employer will be deemed in compliance if it uses a third-party payroll services company that provides the pay code guide in accordance with statutory requirements. The law does not require employers to create new pay codes solely to satisfy these requirements.

Automated Employment-Related Decision Technology

Sections 7 through 14 of [Public Act 26-15](#) establish a new framework governing the use of automated technology in employment-related decisions. While the statutory changes take effect on October 1, 2026, the substantive requirements apply only to technology put into use on or after October 1, 2027.

The Act applies to "automated employment-related decision technology," defined as any technology that processes personal data and uses computation to generate an output—such as a prediction, recommendation, classification, ranking, or score—that is a "substantial factor" in making or materially influencing an employment-related decision. An employment-related decision includes decisions (1) to hire, promote, discipline, or discharge, or (2) regarding tenure, terms, or conditions of employment. Routine tools like spreadsheets, data storage software, or purely diagnostic or statistical information that do not influence such decisions are excluded. An employer that uses such technology is a "deployer," while the company that creates or substantially modifies it is a "developer."

Pursuant to Section 8 of the Act, a developer whose technology is deployed in Connecticut must provide its deployer (e.g., the school district) with all information necessary for the deployer to comply with the disclosure requirements described below. This obligation does not apply if the technology was not advertised or configured to materially influence employment decisions. A developer may also contractually assume the deployer's duties.

Sections 9 through 11 of the Act require employers using this technology to make certain disclosures to employees and applicants. Specifically, deployers must disclose "in plain language" to each employee or applicant who interacts with such technology that they are interacting with an automated system, unless it would be obvious to a reasonable person. In addition, before making an employment-related decision using the technology, the deployer must provide written notice to the affected employee or applicant disclosing (1) that automated technology has been deployed; (2) the purpose and nature of the decision; (3) the trade name of the technology; (4) the categories of personal data analyzed; (5) the sources of that data; and (6) contact information for the deployer. The Act does not, however, require the disclosure of trade secrets and information otherwise shielded from disclosure, provided the person withholding information sends notice to the affected individual explaining that information is being withheld and the basis for withholding.

Any violation of these provisions constitutes an unfair or deceptive trade practice, enforceable solely by the Attorney General. There is no private right of action. Before initiating any action for a violation occurring on or before December 31, 2027, the Attorney General may issue a notice of violation if the violation is curable, and the alleged violator must be allowed sixty days to cure before any action is brought.



Existing law prohibits employers from using certain factors, such as race, age, religion, and gender, in employment actions, except in cases of a bona fide occupational qualification or need. Sections 13 and 14 of the Act amend the state anti-discrimination statutes (Sections 46a-60 and 46a-81c of the General Statutes) to clarify that “the use of an automated employment-related decision technology . . . shall not be a defense against a complaint alleging a discriminatory practice.” When determining whether a discriminatory practice has occurred, the Commission on Human Rights and Opportunities (“CHRO”) or court may consider evidence of anti-bias testing or similar proactive efforts used to avoid discriminatory practices, including the quality, efficacy, recency, scope, and results of such initiatives.

Workplace Heat Safety Standards Task Force

Section 202 of [Public Act 26-68](#) establishes a task force to study and provide recommendations on heat safety standards for workplaces. The study must examine best practices to prevent employee exposure to the risk of heat illness and laws in other states governing heat safety standards. The task force must report its findings and recommendations by January 1, 2027.

STATUTORY CHANGES RELATED TO SCHOOL FINANCE AND BUDGET

Information on Prior and Current Year Expenditures in School Budget Process

Under existing law, each board of education must prepare an itemized estimate of the cost of maintaining the public schools for the upcoming fiscal year and submit it to the board of finance or other authority making appropriations to the school district at least two months before the meeting at which appropriations will be made. The “itemized estimate” is defined as “an estimate in which broad budgetary categories including, but not limited to, salaries, fringe benefits, utilities, supplies and grounds maintenance are divided into one or more line items.”

Sections 31 and 32 of [Public Act 26-1](#) provide for greater transparency with respect to the itemized estimates prepared during the school budget process. Beginning with the budget for the fiscal year ending June 30, 2028, when a superintendent prepares the annual itemized estimate, the superintendent must provide the board of education with the “original amount” and “actual amount” of each line item for the two fiscal years immediately preceding the year for which the estimate is being prepared, as well as the “original amount” and “current amount” of each line item for the current fiscal year. The Act defines “original amount” as the amount appropriated to a line item at the start of the fiscal year and “actual amount” as the amount of a line item at the fiscal year’s conclusion. The board of education must then submit the itemized estimate, including this information, to the board of finance or other appropriating authority.

Section 33 applies these new requirements to regional boards of education. Specifically, the Act requires that a regional board of education include the additional information concerning line items in the proposed budget it presents at a public district meeting and at its annual meeting.

School Budget Referendum Notifications by Schools

Connecticut General Statutes § 9-369b generally prohibits spending public funds to advocate for or against a pending referendum question, with certain exceptions. The scope of the prohibition is broad and includes direct and indirect expenditures.

The issue of automated calls to remind parents of the date, time and place of a referendum vote is specifically addressed in state statute. Under current law, an automated reminder of a referendum may be given only if it is (1) authorized by the chief elected officer of municipality or the chairperson of a regional school district, and (2) made through a “community notification system,” i.e., “a communication system that is available to all residents of a



municipality and permits any resident to opt to be notified by the municipality via electronic mail, text, telephone or other electronic or automated means of community events or news.”

Effective October 1, 2026, Section 252 of [Public Act 26-68](#) clarifies that the chief elected officer of a municipality or the chair of a regional school board may request that a municipality use its “community notification system” to send notices only about referenda that pertain to such municipality or regional school district. The notice remains subject to existing content requirements: it may include only the referendum’s time and location, a statement of the question as it will appear on the ballot, and the approved explanatory text, if applicable. It may not advocate for or against the proposal or question.

The Act also revises the law to expressly permit the Superintendent of Schools for a school district to disseminate a written notice through the schools (but not use a communication notification system) in order to inform the parents and guardians of enrolled students of an upcoming referendum pertaining to the school district. Such written notice is subject to the same content restrictions and prohibition on advocacy described above.

Finally, as under current law, the Act specifies that municipal or regional school district websites are not considered “community notification systems” but may contain factual information about the referendum, subject to the same content requirements and advocacy restrictions described above.

Education Grants

Sections 390, 391, and 394 of [Public Act 26-68](#), as amended by Sections 13 and 14 of [Public Act 26-130](#), provide supplemental education aid and district relief and compensatory use learning aid grants (collectively, “newly enacted state aid”) to Connecticut municipalities in specified amounts. The newly enacted state aid must be expended for educational purposes and upon the authorization of the local or regional board of education. The law further specifies that the newly enacted aid shall not be considered part of the budgeted appropriation for education for the town for purposes of calculating the minimum budget requirement for the fiscal year ending June 30, 2028.

As originally passed, towns were prohibited from using the newly enacted state aid to supplant local funding for educational purposes. However, Sections 12 and 15 of [Public Act 26-130](#) struck these prohibitions and replaced them with a conditional framework permitting supplanting in certain circumstances and subjecting such supplanting to specific guardrails. Whether and how a town can supplant local funding with the newly enacted state aid involves consideration of a number of factors, which are beyond the scope of this publication.

Section 392 of [Public Act 26-68](#) further provides that, for the fiscal year ending June 30, 2028, payments for educational cost sharing shall not be less than the fiscal year 2027 appropriation plus \$152,200,000. The Act does not identify how such funding will be distributed among municipalities.

Finally, Section 390 of [Public Act 26-68](#) also addresses educational aid to magnet schools, charter schools, and agricultural science and technology education centers.

Regional School Board Reserve Funds

Under prior law, regional boards of education were permitted to create a reserve fund for capital and nonrecurring expenditures. In 2024, the law was revised to permit regional boards to create a reserve fund for educational expenditures, in accordance with statutory requirements. Section 35 of [Public Act 26-1](#) explicitly allows regional boards of education to deposit funds that were previously appropriated to and are currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund created for educational expenditures.

Reviewing Board of Education Financial Conditions

Sections 388 and 389 of [Public Act 26-68](#) create a new process by which local or regional boards of education may voluntarily seek state fiscal intervention and oversight from the Municipal Accountability Review Board (“MARB”), a state board charged with providing technical, financial, and other assistance and oversight to municipalities experiencing fiscal distress. Section 389 adds the Commissioner of Education or designee as a member of MARB.

Under Section 388 of the Act, a local or regional board of education may, by a majority vote, submit an application to the Commissioner of Education to participate in a fiscal intervention and oversight plan. Upon receipt of such application, the Commissioner, in consultation with the Secretary of the Office of Policy and Management (“OPM”), must conduct an initial review of the board’s financial condition, which may include meeting with local officials, assessing the board’s budget deficit and the underlying causes of such deficit, and assessing the financial condition of the municipality or municipalities served by the board.

After conducting the initial review, the Commissioner must develop a fiscal intervention and oversight plan for the board and submit the plan to MARB for review. MARB must review the plan in accordance with specific statutory requirements and may recommend revisions to support the long-term financial sustainability of the board and the municipality or municipalities it serves. MARB may also require the board to appear before it to discuss compliance with the plan.

After its review, MARB must submit the plan to the OPM Secretary, who must approve the plan (with or without revisions) and then submit the plan to the SBE for approval. The board of education must implement the plan upon SBE approval.

STATUTORY CHANGES RELATED TO TRANSPORTATION

Zero-Emission School Buses

Current law requires that 100% of school buses providing transportation for school districts in the state must be zero-emission or use alternative fuel by January 1, 2035, and must be fully zero-emission by January 1, 2040.

Sections 24, 36 and 37 of [Public Act 26-63](#) amend these requirements in several ways. Specifically, the Act (1) replaces the 2035 completion requirement with a requirement for municipalities (other than “distressed municipalities,” discussed further below) to submit a compliance plan and schedule to the Commissioner of the Department of Energy and Environmental Protection (“DEEP”) by July 1, 2035, outlining how they will meet the 2040 zero-emission deadline; and (2) lowers the percentage of buses that must be zero-emission by 2040 from 100% to 90%.

Additionally, under current law, school districts located in or containing at least one environmental justice community must have zero-emission buses by January 1, 2030. The Act eliminates this requirement and instead establishes an interim deadline for school buses in “distressed municipalities,” defined under Connecticut General Statutes § 32-9p (generally, municipalities meeting federal Urban Development Action Grant distress thresholds).

Under the Act, buses providing transportation for school districts in distressed municipalities must be 50% zero-emission by July 1, 2035, and 90% zero-emission by July 1, 2040. These districts must submit a compliance plan and schedule to the DEEP Commissioner by July 1, 2029.

The Act also modifies the DEEP grant program for municipalities, school districts, and bus operators seeking funds to purchase zero-emission school buses. Key changes include (1) broadening grant purposes by eliminating



the federal matching funds requirement and instead requiring that grants provide a portion of funds necessary to maximize federal, state, or other funding sources; (2) requiring DEEP to administer the program in consultation with the Connecticut Green Bank; and (3) giving preference to grant applications for school buses that will operate in distressed municipalities rather than environmental justice communities.

Section 37 of the Act, effective upon passage, requires that, prior to the purchase and use of a zero-emission school bus, local and regional boards of education develop and implement safety plans that (1) consider the ages and development needs of the students transported on such buses, and (2) include procedures for the evacuation of such buses in the event of a fire.

Finally, Section 36 of [Public Act 26-63](#) requires the DEEP Commissioner to create a working group to evaluate and make recommendations on Connecticut school bus fleets' increased use of alternative fuels and technologies, including, but not limited to, biodiesel, propane and electric school buses. The working group, which must include, among others, an individual from the SDE, must submit a report to the General Assembly by February 1, 2027.

Bus Pass Grant Program for Students

Section 64 of [Public Act 26-76](#) establishes a student bus pass grant program to be administered by the Commissioner of Transportation (not the SDE, as an earlier bill proposed). This program will provide grants to boards of education for the purchase and distribution of free passes for public bus transportation, including services provided by transit districts, to students in grades nine through twelve. The Commissioner of Transportation will set forth application timelines and requirements and develop guidelines as needed.

Annual reporting to the education and transportation committees is required beginning July 1, 2027, which report must include "an assessment of the impact of the grant program on student outcomes."

Transportation Grants to Certain Regional Educational Service Centers

Connecticut General Statutes § 10-264i previously required the SDE to provide transportation grants to magnet schools operated by regional educational service centers ("RESCs") in an amount "equal to" one-half of the total estimated transportation cost on or before October 31 of the fiscal year. Section 2 of [Public Act 26-106](#) amends the law to require the SDE to pay an amount "not greater than" one-half of the total estimated transportation cost by October 31 of the fiscal year, rather than an amount "equal to" one-half. The statutory framework for the remainder of the grant payments remains unchanged.

STATUTORY CHANGES RELATED TO EDUCATOR WORKFORCE AND PROFESSIONAL DEVELOPMENT

Teacher Shortage Areas

Section 3 of [Public Act 26-149](#) amends the Commissioner of Education's annual teacher shortage identification process. Now, in addition to identifying teacher shortages by subject area and geographic area, the Commissioner must also identify teacher shortages by population subgroups that are underrepresented in the teaching profession, by considering data collected in the statewide public school information system.

Aspiring Educator Scholarship

Section 2 of [Public Act 26-149](#) expands eligibility for the "aspiring educators diversity scholarship" to all "aspiring educators" who graduated from any public high school in the state. The Act defines an "aspiring educator" as an



individual who is in a population subgroup underrepresented in the teaching profession and identified as a teacher shortage area by the Commissioner. Such scholarships shall be awarded annually.

Teacher Apprenticeship Program

Section 381 of [Public Act 26-68](#) requires the SDE to administer a teacher apprenticeship program. The Department will administer the program beginning in the fiscal year ending June 30, 2027, and each year thereafter, within available appropriations. The Act does not prescribe specific programmatic requirements or eligibility criteria for the new program.

School Administrator Mentorship Program

Section 2 of [Public Act 26-139](#) requires the Connecticut Advisory Council for School Administrator Professional Standards, in consultation with the Connecticut Association of Schools, to establish a pilot program for new school administrators that includes training, supports and professional development. The Council must report its implementation plan to the legislature by July 1, 2027, implement the pilot in identified districts for the 2027–2028 school year, and report on results by January 1, 2029.

MISCELLANEOUS

Attendance at Teacher and Administrator Negotiations

Connecticut General Statutes § 10-153d governs a local or regional board of education's duty to negotiate with the teachers' and administrators' unions. It is typical practice for many boards of education to have at least one member, or a subcommittee, of the board present at such negotiations. Section 38 of [Public Act 26-1](#) now requires at least one board member to attend such negotiations. The Act prohibits, however, any board member who is also a member of the organization that has been designated or elected as the exclusive representative of a teachers' or administrators' unit from attending negotiations.

Repealed Reporting Requirement

Section 98 of [Public Act 26-1](#) repeals a statute that required boards of education to annually submit a report detailing the use of websites, online services, and mobile applications without a student data privacy contract as described in Section 10-234bb of the General Statutes.

Integrated Setting

[Public Act 26-150](#) incorporates into state law the "integrated setting" definition from the ADA and requires that every public entity—defined to include state agencies and local government entities—"shall administer services, programs and activities in the most integrated setting appropriate to the needs of persons with disabilities" who meet eligibility requirements. An "integrated setting" is one that "enables persons with disabilities to interact with nondisabled persons."

Any person aggrieved by an alleged violation may file a discriminatory practice complaint with the CHRO. The Act also adds this new requirement to the statutory definition of "discriminatory practice." These provisions will apply to boards of education.

Bilingual Education and Multilingual Learner Data

Pursuant to Connecticut General Statutes § 10-10a, the SDE develops and implements a PSIS, which tracks and reports a variety of data related to student, teacher, and school and district performance. Section 22 of [Public Act 26-1](#) expands the data that must be tracked in PSIS in two ways. First, the Act requires that PSIS include data concerning the academic progress of students in bilingual education programs, as reflected in the mastery examinations. The



collection and disaggregation of this data is already required by state law but will now be included in PSIS. Second, the Act requires that measures and data related to the evaluation of bilingual education programs be included in PSIS.

Relatedly, existing law requires the SBE to draft a “bill of rights for parents or guardians of students who are multilingual learners” to assure that the rights of parents and students are adequately safeguarded and protected in the provision of bilingual education. Section 23 of the Act adds to this list the right of multilingual learner students and their parents or guardians to access publicly available data related to the academic progress of students in bilingual education programs and the quality of bilingual education programs, which data must now be included in PSIS.

Racial Imbalance Law

Under existing law, when the SBE finds that a public school is racially imbalanced, the SBE must notify the school’s board of education, the board must promptly file a corrective plan, and the SBE must review and act on the plan. Sections 28 through 30 of [Public Act 26-1](#) suspend enforcement of these requirements until July 1, 2030, further extending the suspension implemented in 2024 by Public Act 24-93. During the suspension, the SBE may not issue racial-imbalance notifications, and boards of education are not required to prepare or file corrective plans. The definition of “racial imbalance” remains unchanged.

Working Group to Address Antisemitism in Schools

Section 25 of [Public Act 26-1](#) establishes a 15-member working group to develop guidance and resources to address antisemitism in public schools. Such guidance and resources may include, but are not limited to, (1) suggesting amendments to school district policies to promote student and staff safety; (2) recommending educator and administrator training on antisemitism; and (3) providing guidance on curriculum supports relating to antisemitism, Jewish heritage, and Holocaust and genocide education and awareness. The working group must submit its guidance and legislative recommendations to the Education Committee by January 1, 2027.

SDE Request to Amend State Plan Under ESSA

Under federal law, Connecticut must submit a plan to the U.S. Department of Education addressing standards, assessments, and school and district accountability. Section 9 of [Public Act 26-139](#) authorizes the Commissioner of Education to request that the U.S. Secretary of Education amend Connecticut’s approved plan under the Every Student Succeeds Act (“ESSA”). Such request may only be made after consultation with the existing working group convened jointly by the president of the Connecticut Education Association and president of the American Federation of Teachers-Connecticut to review high school grading policies and the information and data selected by the SDE in calculating accountability index scores for school districts. The request may seek a waiver from federal accountability requirements allowing the state to modify its high school accountability model by “reducing the weight assigned to the academic achievement indicator and increasing the weight for other relevant indicators, such as college and career-oriented measures.”

Dual Enrollment Programs

[Public Act 26-18](#) amends Connecticut General Statutes § 10-221w, the statute that requires boards of education to adopt a policy regarding the eligibility criteria for student enrollment in an advanced course or program. The Act requires that, by January 1, 2027, the Commissioner of Education must “appoint a dual and concurrent enrollment course coordinator to track the establishment of such courses throughout the state and student outcomes from such courses, including but not limited to, completion rates and average grades, by school district.”

Beginning with fiscal year 2027, the law creates a high-need student fee waiver grant program to expand opportunities for high-need high school students to access advanced courses or programs, which the Act specifies includes dual and concurrent enrollment courses. Currently, only a school board can apply to the SDE for reimbursement for fees,



such as tuition, paid on behalf of a high-need student. The Act now allows higher education institutions to apply for reimbursement for fee waivers given to a high-need student in an advanced class or program, but specifies that higher education institutions that receive a grant cannot charge the student's parents any course or program enrollment costs.

Therapeutic Arts Program Grant

[Public Act 26-139](#), Section 4, directs the SDE to establish, within available appropriations, a grant program for “therapeutic arts programs” in public schools beginning with the 2027–2028 school year. Grants are available to boards of education or RESCs, with priority given to those serving districts with “a high rate of exclusionary discipline, lack of access to behavioral health services and supports and an existing social-emotional learning program.” The Department must post grant information on its website by January 1, 2027, and report annually to the legislature on grants awarded.

Renaming the School Building Projects Advisory Council

Section 398 of [Public Act 26-68](#) renames the School Building Projects Advisory Council as the School Safety and Security Infrastructure Advisory Council (“Council”) and revises its responsibilities, membership, and leadership, shifting the Council’s focus from school building projects in general to the safety and security aspects of school infrastructure projects.

Sections 398 and 399 of [Public Act 26-68](#) revise the law to require the Council to make various recommendations and conduct studies relating to school safety and security infrastructure projects. The Council must report findings to the Governor and the joint standing committees of the General Assembly having cognizance of matters relating to education and public safety. The Act also increases the Council’s membership from 11 to 13 by adding one representative each from a rural, suburban, and urban school district—each with experience in school safety and security project planning—and removing the current member with experience administering the State Building Code; revises the qualifications for gubernatorial appointees; and changes the Council’s chairperson from the Commissioner of Department of Administrative Services (“DAS”) to the Commissioner of DESPP.

School Construction Program Grant Reimbursement Rate

Section 397 of [Public Act 26-68](#) amends Connecticut General Statutes § 10-285a to cap the total reimbursement percentage a local or regional board of education may receive under the school construction grant program at 95% of eligible costs and creates a new enrollment growth bonus.

Under existing law, the school construction grant program reimburses school districts for eligible school construction project costs. The top standard reimbursement rate is 70% for new construction projects and 80% for renovation projects. However, the law provides additional reimbursement rate bonuses, such as an additional 15% for an early childhood care and education program in an elementary school or 10% for cooperative arrangements between school districts. Section 397 of the Act prohibits combining any available bonuses in a way that results in more than 95% reimbursement for a single project.

Section 397 also establishes a new bonus of an additional 20% for any school district where student enrollment has increased by 20% or more over the 10-year period immediately preceding the date the school construction project application is submitted to DAS, provided such increase shall not result in a reimbursement percentage exceeding 95%.

Endowed High School or Academy and School Construction

Under current law, an incorporated or endowed high school or academy approved by the SBE may apply and be eligible to receive a school building project grant commitment from the state, provided the project complies with the



provisions of the school construction grant chapter. Section 404 of [Public Act 26-68](#) amends Connecticut General Statutes § 10-285b to authorize the Commissioner of Administrative Services to waive school construction grant requirements, under certain conditions, in order to provide such grants to the state's three endowed high schools or academies: the Gilbert School in Winchester, the Norwich Free Academy in Norwich, and the Woodstock Academy in Woodstock.

RESC and Connecticut Technical Education and Career System Report on Work-Based Learning Programs

Section 25 of [Public Act 26-12](#) requires each RESC and the executive director of the Connecticut Technical Education and Career System ("CTECS") to submit a report concerning high school work-based learning programs provided in the region served by each RESC or by CTECS. Such report shall be submitted to the General Assembly by July 1, 2027, and annually thereafter, and must be made publicly available on the SDE website.

Regional Workforce Navigator

Connecticut General Statutes § 31-3k requires regional workforce development boards to be established within the DOL to assess regional workforce needs and priorities; coordinate employment, education, and training programs; and serve as the lead agency for local workforce development initiatives in accordance with the state workforce development plan and the Workforce Innovation and Opportunity Act. Effective October 1, 2026, Section 27 of [Public Act 26-12](#) adds a "regional workforce navigator" as a mandatory member of each regional workforce development board. The regional workforce navigator shall be responsible for connecting individuals participating in adult education programs, as well as students in grades 9 through 12, with workforce opportunities, such as internships, job shadowing opportunities, credentials, and apprenticeships offered in the state.

Training on Adult Education Programs

Section 28 of [Public Act 26-12](#) directs the Chief Workforce Officer to develop training on adult education programs in the state by October 1, 2026. Such training must be developed in consultation with educational institutions, regional workforce development boards, and the Governor's Workforce Council and be provided to regional workforce navigators no later than December 30, 2026.

School Paraeducator Advisory Council

Section 52 of [Public Act 26-12](#) adjusts paraeducator representation on the School Paraeducator Advisory Council (the "Advisory Council"). Under current law, the Commissioner of Education is required to establish an Advisory Council that includes, among other appointees, one paraeducator from each statewide bargaining representative organization that represents paraeducators with instructional responsibilities. The Act replaces the requirement for one paraeducator from each such organization with a requirement for five paraeducators and further specifies that these five paraeducators must be nominated by the Connecticut AFL-CIO. The Act does not otherwise change the Advisory Council's remaining membership or its duties.

Teacher Certification Preparation Program

Connecticut General Statutes § 10-145a sets forth specific components of teacher preparation programs. Since July 1, 2020, teacher preparation programs have been required to include instruction on computer science and information technology skills. Section 27 of [Public Act 26-15](#) specifies that the instruction in computer science may include instruction in topics such as the responsible use of emerging technologies.

Smart Start Grant Increase

The Office of Early Childhood, in consultation with the SDE, administers the Connecticut Smart Start competitive grant program, pursuant to Connecticut General Statutes § 10-506, to provide grants to local and regional boards of education for capital and operating expenses related to establishing or expanding a preschool program under the



jurisdiction of a board. Section 2 of [Public Act 26-105](#) increases the maximum annual operating expenses grant under this program from \$5,000 to \$6,500 per child served, and from \$75,000 to \$97,500 per preschool classroom.

Plan on Intellectual Disability Definition

Section 1 of [Public Act 26-151](#) requires the Commissioner of Developmental Services to produce a plan with recommendations on developing a standard definition of “intellectual disability” that originates before an individual reaches eighteen years of age. The definition must, among other things, be characterized by significant limitations in both intellectual functioning and adaptive behavior, including conceptual, social, and practical skills. The Commissioner must submit a report on the plan, which must also include a recommendation for a timeline for transitioning to a new definition of intellectual disability, by July 1, 2027.

American Sign Language Working Group

Section 2 of [Public Act 26-151](#) and Section 4 of [Public Act 26-149](#) require the establishment of an American Sign Language (“ASL”) education working group. The working group will provide recommendations to the SDE regarding (1) curriculum guidance for ASL instruction; (2) teacher certification standards; and (3) guidance to educator preparation programs in the state concerning the expansion of ASL and interpretation education programs. While essentially identical, Public Act 26-151 requires that the working group include representatives from a variety of organizations as well as appointees by legislators and the Governor, whereas Public Act 26-149 includes the same representative members but does not include appointees. Both laws become effective on January 1, 2027.

ASL Guidance

Section 5 of [Public Act 26-149](#) requires the SDE to issue to each local and regional board of education, not later than July 1, 2030, the curriculum guidance developed by the ASL education working group established under the Act.

Charter School Approval Process

The SBE reviews applications for charter schools and grants initial certificates of approval for local and state charter schools on an annual basis. Section 1 of [Public Act 26-106](#) converts this annual review requirement into a biennial review period aligned with the state budget process. For the biennium beginning July 1, 2027, and each biennium thereafter, the Commissioner of Education must ensure that the timing for granting initial certificates of approval for charters coincides with the preparation of the state budget for such biennium. The Act does not otherwise change the existing statutory criteria the SBE must consider when determining whether to grant an initial certificate of approval.

Reporting of Uniform School Calendar Data

Section 3 of [Public Act 26-106](#) repeals the requirement for the SDE to report which boards of education have adopted the uniform regional school calendar and any related recommendations for legislation.

Regional School District Feasibility Report

Connecticut General Statutes § 10-43 governs the process by which a regional school district study committee evaluates the feasibility and desirability of establishing a proposed regional school district. If a study committee’s findings support the creation of a regional school district, the committee’s written report must address several factors, including detailed educational and budget plans for at least a five-year period. Section 7 of [Public Act 26-106](#) amends Connecticut General Statutes § 10-43(a) to add two new requirements to the committee’s report. The Act now requires that, when feasible, the budget plan included in the committee’s report be reviewed or audited by an independent third party to determine its viability. The Act also requires the report to include consideration of transportation costs associated with the establishment of the proposed regional school district.

Commission on Women, Children, Seniors, Equity and Opportunity Working Groups

Section 1 of [Public Act 26-62](#) requires the Commission on Women, Children, Seniors, Equity and Opportunity (“CWCSEO”) to establish two working groups. The first working group will study the treatment of eating disorders and compile information about treatment resources to be made available to the public. The second working group will develop a statewide food education roadmap and a model school nutrition curriculum. The roadmap and curriculum must include, at minimum, developmentally appropriate, evidence-based education programs on disordered eating behaviors, nutrition, culinary skills, growing food, food safety and food systems. Beginning January 1, 2028, and annually thereafter, the executive director of CWCSEO shall report on the results of the working groups’ studies to the Transforming Children’s Behavioral Health Policy and Planning Committee (the “Committee”) and the General Assembly. Section 2 of the Act instructs the Committee to annually review the progress of the working groups.

DCF Feasibility Study

Section 3 of [Public Act 26-62](#) requires DCF, in collaboration with the Departments of Developmental Disabilities and Mental Health and Addiction Services, to study the feasibility of establishing an inpatient facility to provide psychiatric treatment services to children and young adults, between the ages of 14 and 21, who have intellectual or developmental disabilities. The Commissioner of Social Services shall file a report, no later than July 1, 2027, on the results of the study, which must include a variety of statutory elements, with the General Assembly.

Preschool Through Twenty and Workforce Information Network Data System Name Change and Report Requirement

Effective October 1, 2026, Section 9 of [Public Act 26-48](#) changes the name of Preschool Through Twenty and Workforce Information Network (“P20 WIN”) to Data Link Connecticut (“DataLinkCT”). In accordance with Public Act 24-45, what was then referred to as P20 WIN was required to, no later than January 1, 2025, and annually thereafter, submit an annual report on disconnected youth to the General Assembly. Section 14 of Public Act 26-48 now requires DataLinkCT to submit that report no later than January 1, 2027, and biennially (rather than annually) thereafter.

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VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.3

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

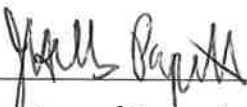
Bid Award – RHS ASTE Mechanical Lab Design (BOE Goal #3)

Background:

Director of Business and Finance Mr. William Meier III is requesting Board approval of a bid award for the Rockville High School ASTE Mechanical Lab Design. Information to follow.

Recommendation:

MOTION: The Vernon Board of Education approves the bid award for the Rockville High School Mechanical Lab Design to _____ in the Amount of \$_____.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.4

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

Asset Disposal Requests (BOE Goal #3)

Background:

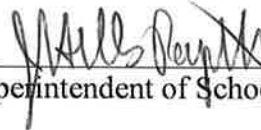
Director of Business and Finance William Meier III is requesting Board approval of the attached Asset Disposal Requests.

Recommendation:

MOTION: That the Board approve the Asset Disposal Requests as presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

REQUEST FOR DISPOSAL OF FIXED ASSETS

Date: August 5, 2026

[illegible]

REQUEST FOR DISPOSAL OF FIXED ASSETS

Date: July 20, 2026

[illegible]

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.5

Decision Requested

X

August 24, 2026

Date

AGENDA REPORTING FORM

Subject:

FY27 State Supplemental Education Aid Grant (BOE Goal #3)

Background:

Director of Business and Finance William Meier III is requesting Board approval for the expenditure of the FY27 State Supplemental Education Aid Grant in the amount of \$3,276,608.00. A detailed list of proposed projects is attached.

Recommendation:

MOTION: That the Vernon Board of Education approves the expenditure of the FY27 State Supplemental Education Aid Grant in the amount of \$3,276,608.00 as presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

Facilities Proposal for FY27 Supplemental Education Aid Grant
August 24, 2026

Rockville High School

Science Labs	\$300,000.00
Tennis Courts	\$725,000.00
Boiler Room Piping Replacement	\$94,000.00
Dugouts/Baseball/Softball Improvements	\$75,000.00
Weight Room Improvements	\$125,000.00
Stadium Lighting	\$125,000.00
Student Parking Lot and Turnaround Sealing	\$100,000.00
Circulator Pump-Boiler Room	\$20,000.00

Vernon Center Middle School

Stage Lighting and Rigging	\$250,000.00
Intercom System	\$75,000.00
Cafeteria Tables	\$120,000.00
Library Renovations	\$50,000.00
Valve Bank Replacements-Boiler Room	\$75,000.00

Center Road School

Playground	\$500,000.00
Bathroom Renovations	\$79,000.00
Intercom System	\$75,000.00
Chimney Wrap	\$18,500.00

Skinner Road

HVAC Gym Units	\$40,000.00
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Next Step

Roof Replacement and Rebuild	\$150,000.00
ADA and Safety Improvements	\$95,000.00

Central Office

Fire Alarm System	\$30,000.00
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Facilities/District Wide

2 Maintainer Vehicles	\$110,000.00
Maintenance Lift	\$45,000.00

Total **\$3,276,500.00**

Total Appropriation \$3,276,608.00



**FOR YOUR
INFORMATION**

Rockville High School

Field Trip Request

Day Trips & Overnight Trips

INSTRUCTIONS: Sponsoring Staff member is to complete this form and receive approval from their Department Head/Coordinator. The form should then be submitted to the Student Activities Director. The Student Activities Director will forward the form for proper authorization. The form must be submitted at least four weeks prior to the date of the proposed trip, and six weeks for overnight trips. The approval of the Superintendent is required for overnight and out-of-state trips.

Date(s) of Trip: September 29, 30 and October 1 2026

Time of Departure: Sept. 29 - 7AM from RHS, Sept. 30 + Oct. 1 - Student Transport Themselves per the Rockville FFA Livestock Showteam Contract

Time of Return: Sept. 30 + Oct. 1 - Students will leave from the fairgrounds with parent pick-up or their own transportation (per the showteam contract), Sept. 29 - Students will return to school through their own transportation following animal trailering

Name of Sponsoring Staff Member Grace Artioli and Ashley Lanz

Number of Buses Needed 0 (ASTE truck and trailer for the animal transport)
The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved Rockville FFA Livestock Showteam

Destination Eastern States Exposition 1305 Memorial Ave. West Springfield, MA 01089

Total Number of Students Making Trip 5 **Number of Chaperones (1:10)** 1

Names of Chaperones Grace Artioli

A completed Chaperone Form must be submitted online for each non-school employee.

Number of Substitutes Needed 1
The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes (include block #'s, please)
TBD

Purpose of Trip

(Please include special educational goals/objectives, justification of why these goals can not be met in other ways and why it is necessary to use school time beyond class time. Attach extra pages if necessary.)

Students will have been working with the livestock on campus all summer through their SAE projects. This Boer Goat show provides them with an opportunity to demonstrate their skills and knowledge at a more challenging venue and they get to learn from more experienced handlers and judges. It also provides us an opportunity to advertise our ASTE program to the public.

Student Costs: Admission 0 **Transportation** 0 **Other** 0 **TOTAL** \$0
Media Consideration

Is this an event that should/could be promoted? Discuss this with the principal.

SIGNATURES



6/9/26

Sponsoring Staff Member

Date

Nurse Signature

Date



6/10/26

Date

Department Head/Coordinator

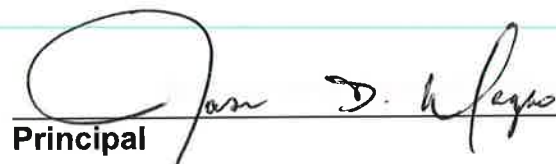
(I have reviewed this request, agree with the justification and approve this trip)



6/16/26

Date

Student Activities Director



6/17/26

Date

Principal



7/7/26

Date

Superintendent (ONLY for overnight & out-of-state trips)

WORKFLOW UPON COMPLETION OF FORM:

- Principal gives form to Principal's Secretary
- Principal's Secretary gives form to Superintendent (if necessary), who, after approval, returns the form to the Principal's Secretary
- Principal's secretary gives the form to the Main Office Assistant
- Main Office Assistant adds event to RHS Main Calendar (Outlook) and RHS Events (Google) Calendars
- Main Office Assistant makes copy of form, filing one form in the Main Office, and returning the original to the sponsoring staff member

Rockville High School
Field Trip Request
Day Trips & Overnight Trips

INSTRUCTIONS: Sponsoring Staff member is to complete this form and receive approval from their Department Head/Coordinator. The form should then be submitted to the Student Activities Director. The Student Activities Director will forward the form for proper authorization. The form must be submitted at least four weeks prior to the date of the proposed trip, and six weeks for overnight trips. The approval of the Superintendent is required for overnight and out-of-state trips.

Date(s) of Trip ___Friday, October 2nd, 2026_____

Time of Departure ___8:30am___ **Time of Return** ___2:00pm_____

Name of Sponsoring Staff Member ___Erika Bahler_____

Number of Buses Needed ___4___

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved _____FFA Members_____

Destination ___1305 Memorial Avenue, West Springfield, MA 01089_____

Total Number of Students Making Trip ___173___ **Number of Chaperones (1:10)** ___17___

Names of Chaperones ___Molly Allard, Grace Artioli, Erika Bahler, Ashley Lanz, Leah Mocko, others are TBD_____

A completed Chaperone Form must be submitted online for each non-school employee.

Number of Substitutes Needed ___0_____

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes (include block #'s, please)

___Few remaining students should report to the library for all blocks 1,2,3,4 if possible_____

Purpose of Trip

(Please include special educational goals/objectives, justification of why these goals can not be met in other ways and why it is necessary to use school time beyond class time. Attach extra pages if necessary.)

Students are attending the Big E to experience agriculture on a regional scale. Students will need to complete a scavenger hunt activity to determine what agriculture looks like in different states in New England. This will allow for students to network and learn about possible careers in agriculture.

Student Costs: Admission _____ **Transportation** ___\$5___ **Other** _____ **TOTAL** ___\$5_____

Media Consideration _____N/a_____

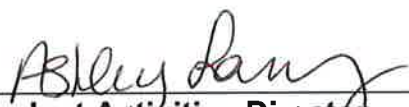
Is this an event that should/could be promoted? Discuss this with the principal.

SIGNATURES


Sponsoring Staff Member 6-12-26
Date

Nurse Signature Date


Department Head/Coordinator 6-12-26
Date
(I have reviewed this request, agree with the justification and approve this trip)


Student Activities Director 6/16/26
Date


Principal 6/17/26
Date


Superintendent (ONLY for overnight & out-of-state trips) 7/7/26
Date

WORKFLOW UPON COMPLETION OF FORM:

- Principal gives form to Principal's Secretary
- Principal's Secretary gives form to Superintendent (if necessary), who, after approval, returns the form to the Principal's Secretary
- Principal's secretary gives the form to the Main Office Assistant
- Main Office Assistant adds event to RHS Main Calendar (Outlook) and RHS Events (Google) Calendars
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