

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066
BOARD OF EDUCATION MEETING

DATE: Tuesday, October 10, 2023

TIME: 7:00 p.m.

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

ZOOM WEBINAR: zoom.us Phone: +1 305 224 1968 Webinar ID: 997 8092 2043 Passcode: 112093

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
<p>1.0 Establish Quorum</p> <p>2.0 Call to Order</p> <p>3.0 Pledge of Allegiance</p> <p>4.0 Recognitions & Presentations</p> <p>4.1 Presentation by Maple Street School Students (BOE Goal #1, #2)</p> <p>4.2 Recognition of Skinner Road School being named a Blue Ribbon School (BOE Goal #1, #2, #3)</p> <p>5.0 Secretary's Report</p> <p>5.1 Opportunity for Board of Education to add/delete urgent agenda items</p> <p>5.2 Rockville High School Student Representative Report</p> <p>6.0 Community Forum</p> <p>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.)</p> <p>7.0 Consent Agenda</p> <p>7.1</p> <p>(a) Approval of the Minutes of the BOE Curriculum Committee Meeting held on September 20, 2023</p> <p>(b) Approval of the Minutes of the Board of Education Meeting held on September 25, 2023</p> <p>(c) Approval of the Minutes of the BOE Policy Committee Meeting held on October 2, 2023</p>	

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- (d) Approval of the Minutes of the BOE
Communications Committee Meeting held on
October 4, 2023
- (e) Approval of Revised Board of Education Policy
#6142.1 – Instruction – Family Life Education
- (f) Approval of Revised Board of Education Policy
#6144.1 – Instruction – Exemption from
Instruction
- (g) Approval of Revised Board of Education Policy
#6145 – Instruction – Extracurricular Activities/
Equal Access
- (h) Approval of Revised Board of Education Policy
#6145.2 – Instruction – Interscholastic/Intramural
Athletics
- (i) Approval of Reviewed Board of Education Policy
#6145.3 – Instruction – Student Publications
- (j) Approval of Reviewed Board of Education Policy
#6145.8 – Instruction – School Activity Funds
- (k) Approval of Reviewed Board of Education Policy
#6146.1 – Instruction – Grading System
- (l) Approval of Revised Board of Education Policy
#6146.2 – Instruction – Statewide
Proficiency/Mastery Examinations
- (m) Approval of Reviewed Board of Education Policy
#6152 – Instruction – Grouping
- (n) Approval of Revised Board of Education Policy
#6153 – Instruction – Field Trips

8.0 Personnel

- 8.1 Approval of the Superintendent's Evaluation (BOE
Goal #1, #2, #3) (Executive Session Anticipated)
- 8.2 Approval of the Superintendent's Employment
Agreement (BOE Goal #1, #2, #3) (Executive
Session Anticipated)
- 8.3 Board of Education Self-Evaluation (BOE
Goal #1, #2, #3) (Executive Session Anticipated)

9.0 Teaching and Learning

- 9.1 School Improvement Plans – Elementary (BOE
Goal #1, #2, #3)

10.0 General Business

- 10.1 Board of Education Business and Finance Report
(BOE Goal #1, #2, #3)
 - (a) Asset Disposal Requests
- 10.2 Adjustment to Vernon Public Schools District
Calendar for 2023-2024 (BOE Goal #1, #2)
- 10.3 Annual Report 2022-2023 (BOE Goal #1, #2, #3)
- 10.4 All Hazards Security Plan (BOE Goal #3)
(Executive Session Anticipated)

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- 10.5 Budget Amendment Request for Emergency Repair to Rockville High School Athletic Roof (BOE Goal #3)
- 10.6 Budget Amendment Request for Emergency Repair to Rockville High School Heat Exchanger (BOE Goal #3)
- 10.7 First Reading of Board Policy #6162.51 – Instruction – Survey of Students (Student Privacy) (BOE Goal #1, #2)
- 10.8 Superintendent's Memo regarding Board of Education Policy #5117 – Students – School Attendance Areas (BOE Goal #1, #2)

11.0 Review and Update Board of Education 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	<u>X</u>	Agenda Item	<u>4.1</u>
Decision Requested	<u> </u>		<u>October 10, 2023</u>
			Date

AGENDA REPORTING FORM

Subject: Presentation by Maple Street School Students (BOE Goal #1, #2)

Background: Maple Street School students will speak to the Board about their "Mural Club".

Recommendation: No action required.



Signature of Person(s) Submitting Report



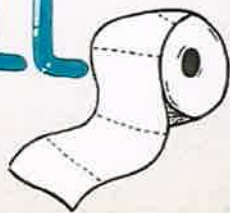
Superintendent of Schools

MURAL

CLUB



GOOD HEALTH...
that's how
WE ROLL



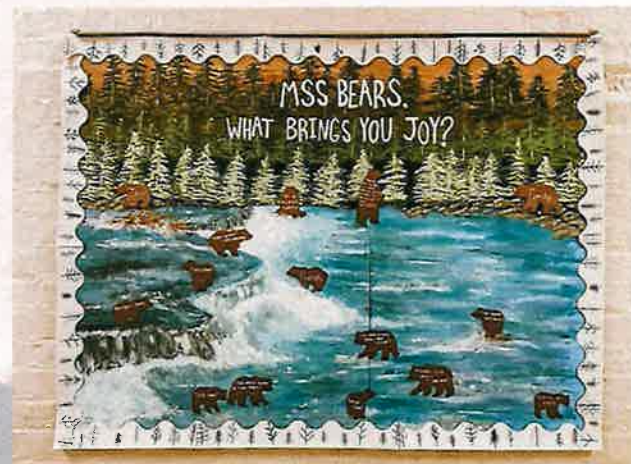
INTRODUCTION



- Peighton Marsh
- 6th year para
- Author
- Artist/creative

Joined by: Kellie Sullivan and Jillian Boney

BRINGING LIFE TO THE SCHOOL





Creativity



Self Expression



Value

WHAT DOES

MURAL

CLUB

DO FOR OUR SCHOOL COMMUNITY?



Diversity



Responsibility



Care

YEAR ONE



How do we represent 300 students,
without painting 300 people?



BEFORE

AND AFTER

DIVERSITY MURAL



**CAN YOU FIND
SOMEONE WHO
LOOKS LIKE YOU?**



FIVE DAYS!



YEAR TWO



Establish a sense of community
and value for all of our students.

[Handwritten signature]

BEFORE

AND AFTER

**MAKE YOUR MARK
MURAL**



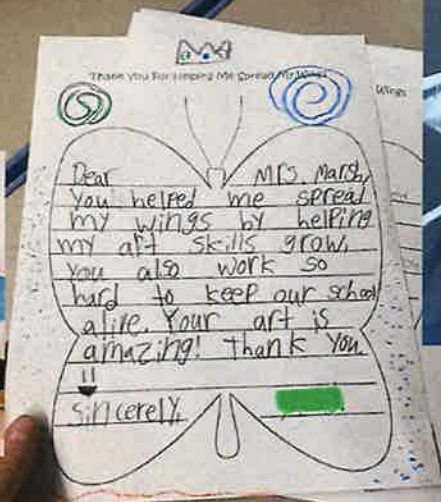
MSS TIMELINE (TO 2086!)

3 DAYS!



2023





VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>4.2</u>
Decision Requested	<u> </u>		<u>October 10, 2023</u>
			Date

AGENDA REPORTING FORM


Subject: Recognition of Skinner Road School being Named a “Blue Ribbon School” (BOE Goal #1, #2, #3)

Background: The Board will recognize and congratulate Skinner Road School for being named a “Blue Ribbon School”.

Recommendation: No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools



Under Embargo Until 1pm ET, Sept. 19:

1:00 p.m. ET

Sept. 19, 2023

CONTACT:

Press Office, (202) 401-1576 or press@ed.gov

U.S. Department of Education Announces 2023 Blue Ribbon Schools

The U.S. Department of Education today recognized 353 schools as [National Blue Ribbon Schools](#) for 2023. The recognition is based on a school's overall academic performance or progress in closing achievement gaps among student groups on assessments.

"The honorees for our 2023 National Blue Ribbon Schools Award have set a national example for what it means to Raise the Bar in education," said U.S. Secretary of Education Miguel Cardona. "The leaders, educators, and staff at our National Blue Ribbon Schools continually inspire me with their dedication to fostering academic excellence and building positive school cultures that support students of all backgrounds to thrive academically, socially, and emotionally. As the Biden-Harris Administration partners with states and schools to accelerate academic success and transform educational opportunity in this country, we take tremendous pride in the achievements of these schools and their commitment to empowering educators, serving students, and engaging families."

With its 40th cohort, the National Blue Ribbon Schools Program has bestowed approximately 10,000 awards to more than 9,700 schools. The National Blue Ribbon School award affirms and validates the hard work of students, educators, families, and communities in striving for – and attaining – exemplary achievement. National Blue Ribbon Schools represent the full diversity of American schools and serve students of every background.

While awardee schools represent the diverse fabric of American schools, they also share some core elements. National Blue Ribbon School leaders articulate a vision of excellence and hold everyone to high standards. They demonstrate effective and innovative teaching and learning, and the schools value and support teachers and staff through meaningful professional learning. Data from many sources are used to drive instruction and every student strives for success. Families, communities, and educators work together toward common goals.

National Blue Ribbon Schools serve as models of effective and innovative school practices for state and district educators and other schools throughout the nation. A National Blue Ribbon School flag gracing a school's entryway or on a flagpole is a widely recognized symbol of exemplary teaching and learning.

The Department recognizes all schools in one of two performance categories, based on all student scores, subgroup student scores and graduation rates:

- **Exemplary High-Performing Schools** are among their state's highest performing schools as measured by state assessments or nationally normed tests.
- **Exemplary Achievement Gap-Closing Schools** are among their state's highest performing schools in closing achievement gaps between a school's student groups and all students. Nominated schools also complete an extensive narrative application describing their school culture and philosophy, curriculum, assessments, instructional practices, professional development, leadership structures, and parent and community involvement.

Up to 420 schools may be nominated each year. The Department invites nominations for the National Blue Ribbon Schools award from the top education official in all states, the District of Columbia, U.S. territories, the Department of Defense Education Activity, and the Bureau of Indian Education. Private schools are nominated by the Council for American Private Education.

NOTE TO EDITORS: Photographs and brief descriptions of the 2023 National Blue Ribbon Schools are available at <https://www.nationalblueribbonschools.ed.gov/>.

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VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only
Decision Requested

 X

Agenda Item 7.1
 October 10, 2023
Date

AGENDA REPORTING FORM

Subject: Consent Agenda

Background: The Board is requested to approve the items listed on the Consent Agenda for October 10, 2023:

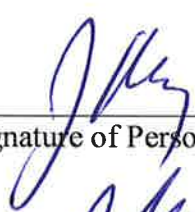
7.1

- (a) Approval of the Minutes of the BOE Curriculum Committee Meeting held on September 20, 2023
- (b) Approval of the Minutes of the Board of Education Meeting held on September 25, 2023
- (c) Approval of the Minutes of the BOE Policy Committee Meeting held on October 2, 2023
- (d) Approval of the Minutes of the BOE Communications Committee Meeting held on October 4, 2023
- (e) Approval of Revised Board of Education Policy #6142.1 – Instruction – Family Life Education
- (f) Approval of Revised Board of Education Policy #6144.1 – Instruction – Exemption from Instruction
- (g) Approval of Revised Board of Education Policy #6145 – Instruction – Extracurricular Activities/Equal Access
- (h) Approval of Revised Board of Education Policy #6145.2 – Instruction – Interscholastic/Intramural Athletics

- (i) Approval of Reviewed Board of Education Policy #6145.3 –
Instruction – Student Publications
- (j) Approval of Reviewed Board of Education Policy #6145.8 –
Instruction – School Activity Funds
- (k) Approval of Reviewed Board of Education Policy #6146.1 –
Instruction – Grading System
- (l) Approval of Revised Board of Education Policy #6146.2 –
Instruction – Statewide Proficiency/Mastery Examinations
- (m) Approval of Reviewed Board of Education Policy #6152 –
Instruction – Grouping
- (n) Approval of Revised Board of Education Policy #6153 – Instruction –
Field Trips

Recommendation:

Motion: That the Vernon Board of Education approve the items listed on the Consent Agenda for October 10, 2023.



Signature of Person(s) Submitting Report



Superintendent of Schools

The Board of Education Town of Vernon

30 Park Street – PO Box 600
Vernon, Connecticut 06066

Anne Fischer, Chairperson
Mason Thrall, Vice Chairperson
Patricia Buxton, Secretary
Paul Grabowski
Karen Colt
Mark Kalina
Stephen Linton
Deborah Rodriguez
Kristiana Wintress

September 20, 2023

DRAFT MINUTES

BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING

A Curriculum Committee meeting of the Vernon Board of Education was held on Wednesday, September 20, 2023.

Curriculum Committee members present: Deborah Rodriguez, Patricia Buxton and Anne Fischer. Karen Colt was absent.

Administration present: Assistant Superintendent Robert Testa and Director of Teaching and Learning-Secondary Dominique Fox.

1. Call to Order

The meeting was called to order at 6:05 p.m.

2. Public Comment

There was no public comment.

3. Digital Art 1

The Committee reviewed and recommended the RHS Digital Art 1 Curriculum for full Board approval on 09/20/2023.

4. Foundations of Art and Design 1

The Committee reviewed and recommended the RHS Foundations of Art and Design 1 Curriculum for full Board approval on 09/20/2023.

5. French II

The Committee reviewed and recommended the RHS French II Curriculum for full Board approval on 09/20/2023.

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September 20, 2023

6. Mathematical Modeling

The Committee reviewed and recommended the RHS Mathematical Modeling Curriculum for full Board approval on 09/20/2023.

7. US History II

The Committee reviewed and recommended the RHS US History II Curriculum for full Board approval on 06/19/2023.

8. Adjournment

The meeting adjourned at 7:10 p.m.

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

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September 25, 2023

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, September 25, 2023.

1.0 Establish Quorum

Roll call was taken at 7:00 p.m.

There was a quorum. Board members present: Mrs. Fischer, Mr. Thrall, Dr. Buxton, Mr. Grabowski, Mr. Kalina, Mr. Linton and Mrs. Rodriguez. Ms. Wintress attended via Zoom. Ms. Colt was absent.

Student Representatives present: Aedan Ruddock and My-Ngoc Lai-Huyen.

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

Chairperson Fischer called the meeting to order at 7:01 p.m.

3.0 Pledge of Allegiance

4.0 Recognitions and Presentations

4.1 Presentation by Skinner Road School Students (BOE Goal #1, #2)

Dr. Macary introduced Mrs. Karen Eckblom, teacher at Skinner Road School, who headed the 3rd Grade Science experiment this past Spring through the First Seed Foundation. The purpose of the experiment was to determine if seeds exposed in Space would germinate any differently from those left on Earth. The students presented their experiment to the Board in May and were asked to come back today to share the results of their findings. The students gave the Board a review of how they prepared for the experiment. They sent

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September 25, 2023

half of their tomato seeds to the International Space Station via SpaceX. The seeds remained on the Space Station for 5 weeks. Once they returned and were brought back to the school, the students placed the seeds in Ziploc bags and hung them in the windows of the classroom for two weeks to allow them to germinate. Once germination took place, they planted them in potting soil in paper cups to allow the plants to grow. They were not aware which seeds went to space and which seeds remained on Earth. Once they found out, the students noticed that the seeds that stayed on Earth actually grew a bit better than those sent to the Space Station. Once the school year was over, the students were allowed to take their plants home. One student reported that he had success with his plant; unfortunately, the other student did not. Overall, the students really enjoyed the experiment.

5.0 Secretary's Report

5.1 Opportunity for Board of Education to add/delete urgent agenda items

No agenda items were added or deleted.

5.2 Rockville High School Student Representative Report

Aedan Ruddock reported on the following:

- ECE registration is underway for UCONN's Dual Enrollment Program
- The boys' and girls' soccer teams have both had great seasons so far, winning many games
- The field hockey, swimming and volleyball teams have also been successful
- The football team won their first game of the season on Friday night against Coventry with a score of 50 – 0. The team is off to an amazing season.

My-Ngoc Lai-Huyen reported on the following:

- All students in Grades 9 – 11 will sit for the PSATs on October 11th
- Seniors will participate in a Mock Interview Day on October 11th
- Progress reports come out next week on Friday, October 6th
- The football team has an away game this coming Saturday, September 30th at 11:00 AM vs. CREC

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Dr. Macary asked Aedan to share with the Board his experience on a recent field trip to Ground Zero in New York City. Aedan spoke of his visit to the 9/11 Museum and how impressive it was to see many items from that day on display. He noted that first responders who survived that day are still being affected to this day because of illnesses they are dealing with and dying from due to exposure to the site. He also spoke of a Rockville High School graduate who recently passed away due to an illness he developed from exposure to the site.

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.)

No one addressed the Board.

7.0 Consent Agenda

7.1 Consent Agenda

- (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on September 11, 2023
- (b) Approval of the Minutes of the Regular Board of Education Meeting held on September 11, 2023
- (c) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on September 18, 2023

MOTION: Mr. Thrall moved to approve Consent Agenda Item 7.1(a), (b) and (c)
SECOND: Mrs. Rodriguez
VOTE: Unanimous

The Board of Education Town of Vernon

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September 25, 2023

8.0 Personnel

8.1 Superintendent's Evaluation (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was moved to the end of the meeting.

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

This item was moved to the end of the meeting.

8.3 Personnel Matter (BOE Goal #2) (Executive Session Anticipated)

This item was moved to the end of the meeting.

9.0 Teaching and Learning

9.1 Summer School Program Update (BOE Goal #1, #2, #3)

Melissa Trantolo and Hannah Steed introduced themselves to the Board. Melissa Trantolo spoke on behalf of Alicia McEvila, Elementary Summer School Program Coordinator, who was unable to attend tonight's meeting. Melissa noted that the Summer School program ran from June 26 through July 27th, 2023. Elementary enrollment totaled 121 students. Highlights during the program included a visit to the CT Science Center, a visit from the Vernon PD Canine Unit and Enrichment activities. They had the highest enrollment and attendance in Kindergarten and only 3 grade levels fell below 70% average attendance. All students in grades 3-5 maintained learning or showed growth in reading and math. All students in grades 6-7 increased at least 2 points in reading and math. Some areas to focus on include prioritizing summer learning attendance. Some students missed days due to vacations and planned summer camps.

Hannah Steed spoke of the high school program. The program offered the following:

- Edgenuity Program – an online program for students who require additional credits to maintain being “on-track” for graduation. 34 students participated in semester 1 and 25 students participated in semester 2. Teachers were available to support

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students in their content areas through small group instruction. Students also completed work outside of the classroom setting independently. Semester 1 students earned 15 credits and semester 2 students earned 13.5 credits.

- Intervention Program – for students who require additional support during in-person classes, broken up into two semesters, for extra credit recovery. Classes offered included Biology, Geometry, Algebra, World History, US History, English 9, English 10, Health & Wellness 1 & 2 and Physical Education. In semester 1, 28.5 credits were earned. In semester 2, 32.5 credits were earned. Four external teachers were hired for the Biology, Math, Social Studies and English. One internal teacher was hired for Physical Education and Health. Class sizes ranged from 4 – 17 students.
- ABL Program – for students who could use additional support with their social skills and basic living skills. The students participated in a field trip to the market to grocery shop so that they could cook their own lunch. They also did activities of daily living and academic lessons. 23 students participated in this program.

To summarize the high school summer program, there were a total of 89.5 credits earned, with a total of 86 students participating. 2 of those students were able to graduate.

9.2 Approval of the Digital Art 1, Foundations of Art & Design 1, French II, Mathematical Modeling and US History II Curriculum (BOE Goal #2, #3)

Mr. Testa reported that the Curriculum Committee met on Wednesday, September 20, 2023 and reviewed the following 5 RHS courses with Mrs. Dominique Fox, Director of Teaching & Learning, Secondary:

- Digital Art 1
- Foundations of Art & Design 1
- French II
- Mathematical Modeling
- US History II

Once reviewed, the Committee recommended that they move forward for full Board approval.

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MOTION: Mrs. Rodriguez moved to approve the Digital Art I, Foundations of Art & Design I, French II, Mathematical Modeling and US History II Curricula as presented.
SECOND: Dr. Buxton
VOTE: Unanimous

9.3 2023 RHS Advanced Placement & Dual Enrollment Programs (BOE Goal #2, #3)

Mr. Testa reviewed his presentation with the Board regarding the 2022-2023 Advanced Placement and Dual Enrollment Programs offered at Rockville High School. We currently offer 8 AP courses and will outperform last year by 5%. Dual Enrollment provides access to college courses while in high school, earning college credits at minimal cost as compared to the cost once enrolled as a college student. Teachers must be certified to teach these courses and we do support them should they need to go back to school. Our Dual Enrollment Program partners with Middlesex Community College, Manchester Community College, Eastern Connecticut State University, University of Connecticut and Goodwin University. In 2022-2023, a total of 1,187 credits were earned across all dual enrollment programs and 260 RHS students earned college credits. This equals approximately 55% of the Class of 2023 earning college credits. 77% of the Class of 2023 are furthering their education at a two or four year college or university and 78 Seniors earned scholarships totaling \$396,310.00. Mrs. Fischer asked what the number of students taking courses was for this year. Mr. Testa said he would find out that information and report it back to the Board.

10.0 General Business

10.1 Approval of the 2023-2024 Alliance Grant (BOE Goal #1, #2, #3)

Dr. Macary explained that the 2023-2024 Alliance Grant, totaling 3.6 million dollars, will cover the following services:

- Reading and Math Interventionists
- Additional Instruction time, such as Summer School
- Transportation for students who attend Summer School
- Purchasing literacy resources & instructional materials

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- Teacher training from third-party consultants
- Purchasing 550 Chromebooks to replace outdated laptops
- Purchasing several Newline Displays
- Upgrading teacher and student furniture for one RHS Special Education Room

MOTION: Mr. Thrall moved to approve the 2023-2024 Alliance Grant as presented
SECOND: Mr. Kalina
VOTE: Unanimous

10.2 September 21, 2023 Job Fair Results (BOE Goal #1, #2, #3)

Mr. Testa reported that the Vernon Public Schools Job Fair took place on September 21, 2023. 56 people came through the doors, and the Café and Para tables had the most traffic. When asked what brought them in, many people responded that the lawn signs around town were very effective. We are working with those who expressed an interest in a position and are awaiting their completed applications in order to move forward in the hiring process. Mr. Testa will share with the Board the number of those candidates hired in about a month.

10.3 Approval of the CABE Board Recognition Award Application (BOE Goal #1, #2, #3)

Dr. Macary announced that it is once again time to submit our application for the CABE Board Recognition Award. He referred to the application form and explained that all needed criteria was highlighted. He also reminded the Board that the full submission packet was uploaded last week to the Google Drive for their review

MOTION: Mrs. Rodriguez moved to approve the CABE Board Recognition Award Application as presented
SECOND: Mr. Grabowski
VOTE: Unanimous

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

No one had anything to report, but Mrs. Rodriguez mentioned the upcoming Ice Cream

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September 25, 2023

Social and Book Fair at Lake Street School.

11.0 Review and Update Board of Education Calendar

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

No updates were made. Dr. Macary reminded everyone that the November 13, 2023 Board meeting will be held here in Central Office and the November 27, 2023 meeting will be held at VCMS immediately following the BOE Awards Ceremony.

12.0 Opportunity for Questions from the Press Regarding Agenda Items

No one from the Press was in attendance.

MOTION: Mr. Thrall moved that the Board of Education go into Executive Session at 8:02 PM to review Personnel items 8.1 - Superintendent's Evaluation, 8.2 – Leave of Absence Request and 8.3 – Personnel Matter, inviting Superintendent Dr. Macary and Assistant Superintendent Mr. Testa.

SECOND: Mrs. Rodriguez

VOTE: Unanimous

Mr. Testa left the Executive Session at 8:30 PM.

The Board came out of Executive Session at 8:32 PM to vote on item 8.2, Leave of Absence. Request

MOTION: Mr. Thrall moved that the Board approve the request for an extension of maternity leave, submitted by Sarah Roos, for the reasons discussed in Executive Session, and authorize the Superintendent to inform the employee of the Board's decision and the reason therefore.

SECOND: Dr. Buxton

VOTE: Unanimous

The Board of Education Town of Vernon

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Vernon, Connecticut 06066

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September 25, 2023

MOTION: Mr. Linton moved that the Board return to Executive Session at 8:36 PM, inviting Superintendent Dr. Macary, to discuss item 8.1, Superintendent's Evaluation
SECOND: Dr. Buxton
VOTE: Unanimous

The Board came out of Executive Session at 9:34 PM

13.0 Adjournment

MOTION: Mr. Linton made a motion to adjourn at 9:35 PM
SECOND: Mr. Grabowski
VOTE: Unanimous

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

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October 2, 2023

DRAFT MINUTES

BOARD OF EDUCATION POLICY COMMITTEE MEETING

A Policy Committee meeting of the Vernon Board of Education was held on Monday, October 2, 2023.

The meeting was called to order by Dr. Buxton at 6:04 PM. Present when the meeting was called to order were Dr. Buxton, Mrs. Fischer, Mr. Linton, Ms. Wintress, Dr. Macary and Mr. Magao.

Public Forum – There was no public comment.

Mr. Magao proposed Regulations for Attendance:

Mr. Magao, Rockville High School's Principal, presented to the committee possible attendance regulations to align with our Attendance Policy, since Covid attendance has been a significant problem. These regulations were developed with input from many stakeholders. The policy committee members were in favor of all regulations as presented. The committee appreciated the work done to prepare these regulations and supported going forward with this. Dr. Macary will share these with the Board. Ms. Wintress made the motion that the entire Board approve the proposed attendance regulations as presented. Mr. Linton seconded the motion and it passed unanimously.

Dr. Buxton was assigned the following policies to review:

6142.1 Family Life Education – Dr. Buxton suggested that CAFE's first paragraph of this policy replace our current first paragraph as well as suggested a minor revision in the third paragraph of our current paragraph. Mr. Linton made the motion to recommend to the full Board for approval the revisions to the policy as discussed. Ms. Wintress seconded the motion and it passed unanimously.

6142.101 District Wellness Policy – This policy was reviewed and updated by the Wellness Committee three years ago. Dr. Macary was asked to bring this back to the wellness committee so that they can decide if it needs any revisions/updating. It will then be brought back to the policy committee for final review.

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6144.1 Exemption from Instruction – Several revisions were suggested for this policy. Mr. Linton made the motion that we recommend to the full Board for approval these revisions as suggested. Mrs. Fischer seconded the motion and it passed unanimously.

6145 Extracurricular Activities/Equal Access – Significant changes were recommended for this policy aligning with CABE's policy and current practices. Ms. Wintress made the motion that we recommend to the full Board for approval these revisions as suggested. Mrs. Fischer seconded the motion and it passed unanimously.

Mr. Linton was assigned the following policies to review:

6145.2 Interscholastic/Intramural Activities – Mr. Linton suggested merging language from our current policy with CABE's language. Dr. Buxton made the motion that we recommend to the full Board for approval the revisions as suggested. Mr. Linton seconded the motion and it passed unanimously.

6145.3 Student Publications – No revisions were suggested for this policy. It will be marked as reviewed.

6145.8 School Activities – No revisions were suggested for this policy. It will be marked as reviewed.

6145 Graduation Requirements -This policy will be referred to our Teaching and Learning Directors for review/revision. Graduation requirements mandated by the State have changed. Our staff will review and ensure that our policy is updated accordingly. Dr. Macary will bring this policy back to the committee once Teaching and Learning has completed the necessary revisions.

Mrs. Fischer was assigned the following policies to review:

6146.1 Grading System – No revisions were suggested for this policy. It will be marked as reviewed.

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6146.2 Statewide Proficiency/Mastery Examinations – Mrs. Fischer suggested that the paragraph under “Participation” be deleted and replaced with CABE’s proposed language. Ms. Wintress made the motion that we recommend to the full Board for approval the revision as suggested. Dr. Buxton seconded the motion and it passed unanimously.

6152 Grouping – No revisions were suggested for this policy. It will be marked as reviewed.

6153 Field Trips – Revisions were proposed for this policy. Ms. Wintress made the motion that we recommend to the full Board for approval the revisions as suggested. Mr. Linton seconded the motion and it passed unanimously.

Ms. Wintress was assigned the following policies to review:

6154 Homework – This policy will be referred to our Teaching and Learning Directors for review/revision. Dr. Macary will bring this back to the committee after Teaching and Learning has reviewed and possibly revised the policy.

6161 Equipment, Books and Materials – No revisions were suggested for this policy. It will be marked as reviewed.

6161.1 Evaluation of Instructional Materials – No revisions were suggested for this policy. It will be marked as reviewed.

6161.2 Care of Instructional Materials – Minor revisions were suggested for this policy. Dr. Buxton made the motion that we recommend to the full Board for approval the revisions as suggested. Mr. Linton seconded the motion and it passed unanimously.

Dr. Macary brought these policies to the committee:

5125 Student Record Confidentiality – Dr. Macary proposed adding CABE’s language under the section marked “Directory Information”. Mrs. Fischer made the motion to recommend to the full Board for approval the changes as proposed. Ms. Wintress seconded the motion and it passed unanimously.

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5145.51 Sexual Harassment – Mr. Dorsey was asked to review policies #5145.51 (Sexual Harassment) and #5144.511 (Sexual Abuse Prevention and Education Program) to determine if they could be merged into one policy. His recommendation was to keep both policies separate and as they exist. Therefore, this policy #5145.51 will be marked as reviewed.

5144.511 Sexual Abuse Prevention and Education Program - Mr. Dorsey was asked to review policies #5145.51 (Sexual Harassment) and #5144.511 (Sexual Abuse Prevention and Education Program) to determine if they could be merged into one policy. His recommendation was to keep both policies separate and as they exist. Therefore, this policy #5145.511 will be marked as reviewed.

6159 Individualized Education Program/Special Education Program – Dr. Macary suggested that the first two paragraphs of our current policy be replaced with the first two paragraphs of CABE's policy. Mrs. Fischer made the motion to recommend to the full Board for approval the changes as proposed. Ms. Wintress seconded the motion and it passed unanimously.

6162.51 Surveys of Students (NEW) – Dr. Macary shared with the committee that this policy is now a mandated policy and we do not currently have one. He suggested that we adopt CABE's sample policy and present it to the full Board for a FIRST READ and then possibly approval by the full Board at a subsequent meeting (as is per our By-Laws). Mrs. Fischer made the motion to present this policy to the full Board as a new policy and ask for approval at a subsequent meeting. Ms. Wintress seconded the motion and it passed unanimously.

The next meeting of the policy committee was not scheduled because there will be a new Board in a few weeks and, thus, new committee members after the election. Once the committee is established with its new members, a meeting date and assignments will be determined.

Mr. Linton made the motion to adjourn at 7:49 PM. Ms. Wintress seconded the motion and it passed unanimously.

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

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October 4, 2023

DRAFT MINUTES

BOARD OF EDUCATION COMMUNICATIONS COMMITTEE MEETING

A Communications Committee Meeting of the Vernon Board of Education was held at the Administration Building, 30 Park Street on Wednesday, October 4, 2023.

Attendees:

Communications Committee members: Mr. Thrall and Mrs. Rodriguez. Mr. Grabowski and Mr. Kalina were absent.

Administration: Superintendent Dr. Joseph Macary

Board of Education Chairperson Mrs. Anne Fischer attended as an Ex Officio Member.

The Meeting was called to order by Mr. Thrall at 6:07 PM.

There was no public comment.

Brochures: The Brochures were updated in March of 2023. They were distributed to families with students attending Magnet Schools, families with students in transitional grades (Pre-School, 5th grade, 8th grades) as well as to the Public Library and local Real Estate Agencies. The next time that Brochures should be updated will be between September 2024 and March 2025.

Billboards: The committee discussed several ideas for billboards for this school year. The decision was made to move forward with the following themes for this year. These ideas are not set in stone since some changes may need to be made as time goes on.

Billboards to be displayed for the next fourteen billboards:

- a) 12/05/23 – 01/01/24 Elementary School Offerings and Highlights
Examples: Pre-K Opportunities, Student Council & Safety Patrol (Leadership Opportunities), Gifted and Talented, Intramurals, Whole Child Approach
- b) 01/02/24 – 01/29/24 Achievement in Growth (Compared to rest of State)

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- c) 01/30/24 – 02/26/24 Rockville High Highlights and Offerings
Examples: Career Pathways, Creative Writing, ASTE,
Fire Safety, STEM, Band
- d) 02/27/24 – 03/25/24 Kindergarten Registration
- e) 03/26/24 – 04/22/24 VCMS Highlights and Offerings
Examples: Chromebooks for All, Google Classroom,
3-D Printing, Engineering/CAD, Desktop Publishing, Video
Production, Lego Team
- f) 04/23/24 – 05/20/24 Miracle Field/Unified Sports
“Vernon supports Unified Sports”
- g) 05/21/24 – 06/17/24 Diversity (Graphic of children standing on different size
boxes)
“Meeting Students Where They Are”
- h) 06/18/24 – 07/15/24 Colleges Seniors are Attending
- i) 07/16/24 – 08/12/24 Scholarships received and College Credits earned
- j) 08/13/24 – 09/02/24 Welcome Back (shorten the length of time for this billboard)
- k) 09/03/24 – 10/07/24 Rockville High School Athletic Hall of Fame
- l) 10/08/24 – 11/04/24 Rockville High School Athletics
Examples: % of Students Playing Sports, Average GPA, %
Playing Sports in College
- m) 11/05/24 – 12/02/24 Veteran’s Day
“Thank you for our Freedom”
- n) 12/03/24 – 12/30/24 Music and Arts Across the District

OR

Community Service performed by our Students

The cost of these billboards has increased to \$1300 per flight (4 weeks for each billboard).

YOUTUBE Channel

Dr. Macary shared an idea that he and his administration have developed. The idea is to buy a YOUTUBE Channel (at a cost of approximately \$60 per month). Board of Education meetings can be on this channel as well as videos taken throughout the schools (athletics, music concerts, community service projects, etc.). Videos can be prepared and aligned with the monthly billboards also. The YOUTUBE video link would be linked to Facebook and other social media websites. This could increase Vernon Public School’s presence on social media.

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Mr. Thrall made the motion that the full Board approve the purchase of a YOUTUBE channel after this proposal is fully vetted. Mrs. Rodriguez seconded the motion and it passed unanimously.

Adjournment

Mrs. Rodriguez made the motion to adjourn at 7:05 PM. Mr. Thrall seconded the motion and it passed unanimously.

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

6142.1 FAMILY LIFE EDUCATION

Instruction

Family Life Education 6142.1

~~Family Life Education is intended to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of individuals, families and society. Family life education shall include, but not be limited to:~~

- ~~1. instruction in family planning, human sexuality, parenting, and nutrition;~~
- ~~2. instruction to include the emotional, physical, psychological, hygienic, economic, and social aspects of family life;~~
- ~~3. instruction directed toward enabling students to discuss family issues effectively, including willingness and ability to listen, accepting criticism and responding with openness, and frankness~~
- ~~4. instruction discussing the need for students to develop and demonstrate mutual respect and love for family members.~~

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society. Among other things, family life education provides instruction directed toward enabling students to effectively discuss problems with family members. Such communication shall include the willingness and ability to listen, accept criticism and respond with openness, frankness and honesty, thus demonstrating a mutual respect and love for other members of the family.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. Schools will attempt to support and supplement parental efforts through offering factual information and student opportunities for discussion of concerns, issues, and attitudes in sexual behavior, including traditional values.

The Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and ~~restriction~~ **restrictions** concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

Students, parents/guardians shall be informed of their right to exempt the student from the Family Life program.

Legal Reference: Connecticut General Statutes

- 10-16c State Board to develop family life education curriculum guides
- 10-16d Family Life Education programs not mandatory
- 10-16e Students not required to participate in family life programs
- 10-16f Family Life programs to supplement required curriculum
- 20 U.S.C. 7906 No Child Left Behind Act of 2001

Revised: October 10, 2023

Revised: May 28, 2019

Revised: December 12, 2011

6144.1 EXEMPTION FROM INSTRUCTION

Instruction

Exemption From Instruction 6144.1

Substance abuse education is required annually by state statutes for all students, and students are not exempt.

Religious

If religious belief and/or teachings of a student or their parents/guardian are contrary to the content of a school subject or any part of a school activity, the student may be exempt from participation. For an exemption, the parent/guardian must present to the principal a written request for exemption stating the conflict involved. **In the event of religious exemption, an alternate assignment will be provided.**

Medical

If students are unable to participate in a physical education class, they must present to the principal or designee a statement from a physician stating the reason for ~~his/her~~ **their** inability to participate.

HIV/AIDS Instruction

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the District pursuant to state law.

Currently there is no cure for those infected with Acquired Immune Deficiency Syndrome (AIDS), but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

Students will be exempted from instruction on AIDS upon receipt of a written request for exemption from their parents/guardians.

Bilingual Education

A student will be exempted from the bilingual program upon receipt of a written request for exemption from their parent/guardian. Equivalent instruction, as determined by the teacher will be provided.

Dissection of Animals

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe the dissection of any animal.

Students will be exempted from dissection of animals upon receipt of a written request for exemption from their parents/guardians.

Any student excused from participating in, or observing the dissection of an animal as part of classroom

instruction shall be required to complete an alternate assignment to be determined by the teacher. **Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.**

Family Life and Education Instruction

"Family Life Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical psychological, hygienic, economic and social aspects of family life."

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from their parent or guardian. Any student excused from any aspect of the curriculum maybe required by the teacher to complete an alternate assignment.

Sexual Abuse and Assault Awareness and Prevention Program

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders."

A student shall be excused from the sexual abuse and assault awareness and prevention program in its entirety or any part thereof, upon receipt by the Principal or designee, of a written request from the student's parent/guardian.

Any student excused from any aspect of this curriculum may be required by the teacher to complete an alternative assignment. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other **"Family Life Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical psychological, hygienic, economic and social aspects of family life.**

Exemptions from all required instruction do not excuse a student from the total semester hours required for graduation.

Legal Reference:

Connecticut General Statutes

10-16b Prescribed courses of study

10-16c State board to develop family life education curriculum guides.

10-16e Students not required to participate in the family life education program.

10-17f Required bilingual program (as amended by PA 98-168)

10-18d Animal dissection. Students to be excused from participation or observation.

17a-101q Statewide sexual abuse and assault awareness and prevention program.

10-19b AIDS Education

10-19 Effect of Alcohol, Nicotine or Tobacco and Drugs to be taught

~~10-16e Students are not required to participate in the Family Life Education Program~~

Revised: October 10, 2023

Revised: May 28, 2019

Revised: February 13, 2012

Revised: December 10, 2001

6145 EXTRACURRICULAR ACTIVITIES/EQUAL ACCESS

Instruction

Extracurricular Activities/Equal Access 6145

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also enhance school spirit and student's sense of belonging.

The Superintendent or designee shall establish criteria and a process for school sponsorship of student clubs. The school district shall provide, within budgetary limitations, opportunities for student participation in extracurricular activities, including clubs, music and drama organizations, and other student programs.

The Equal Access Act requires that public secondary schools grant access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related groups to meet. **The law establishes the open forum be held during the lunch hour or as determined by the school Principal to ensure equal access to student groups wishing to meet.**

Closed Forum Organizations:

~~The Board of Education recognizes "closed forum" organizations for the district's high school and defines them as student initiated groups that directly relate to the curriculum and are sponsored by the school district. Membership in all student organizations is open to all students of the school, unless the organization is Student Council where its members are democratically elected. Such organizations will operate within the framework of state and federal law, statutes, Board policy, administrative rules, and the parameters of the learning program.~~

- ~~1) Each principal will develop general guidelines for the establishment and operation of student organizations within the school.~~
- ~~2) The formation of any student organization that may engage in activities of an apparently controversial nature that may, in the opinion of the principal, interfere with the legitimate educational concerns of the school will require approval by the Board.~~
- ~~3) Fraternities, sororities and/or secret societies will not receive recognition in any manner.~~
- ~~4) The principal is authorized to deny all requests for forming an organization where the requirements of Board policy are not met. When the principal denies the request the students will be informed of the reasons for denial. The students may submit a written request to the Superintendent or designee within ten (10) days of the denial for a review of the principal's decision. The decision of the Superintendent or designee after review of the denial will be final.~~

- ~~5) The general guidelines for the establishment and operation of student organizations will include the approval of the principal prior to the formation of any club or organization, the assignment of at least one faculty advisor to each student organization, and compliance with the provisions of the Board.~~
- ~~6) A Faculty advisor must attend every meeting of the student organization, whether conducted on school premises or at another location.~~

Student Council

~~Student Council is a closed forum organization designed to provide the opportunity for experiences in the democratic process. Student Council shall be of the students, by the students, in communication with the administration. The student council shall assist in improving the general welfare of all students and shall offer students opportunities to participate in the democratic process. Student Council members shall be elected democratically and their rights and responsibilities clearly set forth. Principals will appoint faculty advisors. Student councils shall not have authority to make policies for the district or regulations for the school, nor shall they have any disciplinary authority, except for recommending removal from the council of one of their members. However, a council may make recommendations to the administration on any topic of student concern. The administration and Student Council shall keep channels of communication open, not only between themselves, but between all students, the council, and the Board of Education.~~

Limited Open Forum Organizations:

~~The Board of Education recognizes "Limited Open Forum" organizations for the district's high school and defines them as student initiated groups that do not relate directly to the curriculum and are not sponsored by the school district. Membership in these organizations is open to all students in the school.~~

The Principal may approve student groups use of facilities to conduct a meeting during the limited open forum provided that:

- 1) The meeting will take place during the open forum. The open forum is defined as the lunch hour or non-instructional time as determined by the Principal. ~~Open Forum meetings will take place during a lunch hour or during non-instructional time.~~
- 2) The meetings must be student initiated, voluntary, and only for students enrolled in the school. The principal must be assured that students are promoting such activities and that they are participating of their own volition.
- 3) **School does not sponsor the meetings (i.e. authorities or district employees do not promote, lead or participate in such meetings).** Principals may assign personnel to supervise these meetings to ensure order and discipline. This action does not constitute sponsorship by the district.
- 4) The presence of school authorities or district employees or personnel at any religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of observation only.

- 5) The meetings must not in any way interfere with the conduct of regular instructional activities of the schools. Since education of the students is the prime responsibility of the school, any other activities are secondary. The school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.
- 6) Student meetings are not controlled, conducted or directed by persons or groups not affiliated with the schools. Such persons may attend student meetings but not on a regular basis. Visitors to the school must be approved by the principal, and clearance must be obtained prior to the meeting.
- 7) **The meeting is open to all students without regard to an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, pregnancy, physical disability or learning disability), genetic information, marital status, or age.**
- 8) **The school retains its authority to maintain order and discipline.**
- 9) **All non-curriculum related student groups that are not District sponsored receive substantially the same treatment.**
- 10) **The Superintendent or designee approves the meeting or series of meetings.**

~~All student groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board and the school website to announce meetings.~~

~~No school shall discriminate against, deny equal access or deny a fair opportunity to meet to any group officially affiliated with the Boy Scouts of America, or any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership criteria or oath of allegiance to God and country.~~

~~Participation in such programs and activities is a privilege and not a right. Any student whose behavior during these programs and/or activities is unacceptable may be restricted by school district administrators from participation for up to a maximum of one school year. Depending upon the particular circumstances in each instance, restriction may involve student exclusion only from a certain activity or activities for a specified period of time; or exclusion from school sponsored social functions, sports activities, dramatic or music programs, or other activities, in the evenings or on weekends; or some other degree of appropriate restriction.~~

~~In order to participate on an interscholastic athletic team or extra-curricular/co-curricular activity, a student must have satisfied all the scholastic eligibility requirements prior to participation. All Rockville High School athletes are subject to eligibility standards set~~

by the C.I.A.C. (Connecticut Interscholastic Athletic Conference) and the Vernon Board of Education.

~~Academically Eligible: To be eligible for fall sports, clubs, and activities, the student must have received credit towards graduation at the close of the previous school year in at least five (5) classes. In addition, the student must also be taking a minimum of five (5) classes during the season and meet the Grade Requirements criteria (70 or above). Winter and spring eligibility is based on the quarterly reports cards issued during the school year.~~

~~To ensure student constitutional rights and due process protections, a designated school administrator shall conduct a hearing to allow students to contest charges which can lead to suspension of student activity privileges. These hearings shall be in addition to the informal administrative hearings required prior to a possible earlier suspension from school for the same behavior or actions, and shall follow procedural guidelines set forth in 1-5 below:~~

- ~~1. Written notice of charges shall be supplied to the students and their parents/guardians.~~
- ~~2. The hearing officer shall ascertain the facts, and if the facts indicate the student's guilt, shall further determine the designated punishment, if any, including suspension from interscholastic, extra-curricular and/or co-curricular activities.~~
- ~~3. Parents/guardians shall be requested to be present at the hearing.~~
- ~~4. A record shall be kept of the hearing.~~
- ~~5. Administrative decisions from the hearing on student suspension from school activities, including the duration of the imposed suspension if awarded, shall be reduced to writing and reviewed with the Superintendent of Schools. Following such review, written decisions reflecting any changes from such review with the Superintendent, shall be sent to the students and their parents/guardians.~~

Legal References:

~~Equal Access Act, 20 U.S.C. 4071 et.seq.
No Child Left Behind Act, 20 U.S.C. 7905
Westside Community Board of Education v. Mergens
10-220 Duties of Boards of Education
10-221 Boards of Education to prescribe rules
10-233a Notice as to disciplinary policies and action~~

Revised: **October 10, 2023**
September 23, 2019
May 28, 2019
February 27, 2012

6145.2 INTERSCHOLASTIC/INTRAMURAL ATHLETICS

Instruction

Interscholastic/Intramural Athletics 6145.2

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics and esports will be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Students with disabilities, possessing the required level of skill or ability to participate in a competitive program or activity, shall be afforded an equal opportunity to participate in extracurricular activities, which include club, intramural or interscholastic athletics. The District shall make reasonable modifications and provide those aids and services that are necessary to afford a "qualified" disabled student the opportunity to participate in extracurricular athletics, unless it results in a fundamental alteration to the District's program. The District will consider whether safe participation by a disabled student can be assured through reasonable modifications or the provision of aids and services.

The District shall/may (TBD) create additional opportunities for students with disabilities who cannot participate in the existing extracurricular athletics program, even with reasonable modifications or aids and services, in order to afford such students an equal opportunity to receive the benefits of extracurricular athletics.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the primary consideration.

Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

District participation in interscholastic athletics will be subject to approval by the Vernon Board of Education. This shall include approval of membership in any leagues, associations, or conferences, and of rules for student participation.

Within budgetary limitations, there shall be interscholastic athletic programs at the high and middle school levels which shall be conducted in accordance with Connecticut Interscholastic Athletic Conference (CIAC) rules and regulations.

Appropriately certified and qualified personnel shall be selected for coaching and supervisory positions. Voluntary student participation requires:

- 1. Parent or Guardian permission.**
- 2. Medical clearance to participate.**
- 3. Appropriate student behavior and conduct.**
- 4. Student eligibility under CIAC regulations.**

In order to participate on an interscholastic athletic team or extra-curricular/(co-curricular) activity, a student must have satisfied all the scholastic eligibility requirements prior to participation. All Rockville High School athletes are subject to eligibility standards set by the CIAC (Connecticut Interscholastic Athletic Conference) and the Vernon Board of Education.

Academic Eligibility: To be eligible for fall sports, clubs, and activities, the student must have received credit towards graduation at the close of the previous school year in at least five (5) classes. In addition, the student must also be taking a minimum of five (5) classes during the season and meet the Grade Requirements criteria (70 or above). Winter and spring eligibility is based on the quarterly reports cards issued during the school year.

Good sportsmanship, good mental, and physical health shall be the primary aims of extracurricular athletics programs. Interscholastic athletic activities shall not be scheduled on Sunday unless necessary to comply with CIAC scheduling exigencies. The Vernon Board of Education supports an active intramural program at the elementary, middle, and high school levels.

(cf. [5141](#) – Student Health Services)

(cf. [5145](#) – Section 504: Civil and Legal Rights and Responsibilities)
(cf. 6141.1 – Co-Curricular Eligibility)
(cf. [6145](#) – Extra Curricular Activities)

Legal Reference: Connecticut General Statutes

[10-149](#) Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Revised: **October 10, 2023**
 September 23, 2019
 May 28, 2019
 February 13, 2012
 December 10, 2001

6145.3 STUDENT PUBLICATIONS

Instruction

Student Publications 6145.3

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial and religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

Student Newspapers

Student newspapers in whole or in part are produced through the authorized use of Board of Education resources and are recognized as official school newspapers. Such school newspapers are an extension of the curriculum and are intended to promote student writing and journalism; provide a forum for information generated by, and opinions of, students; and serve as a medium to report school activities. Every school wishing to publish a school newspaper must identify a faculty member from that school who would be willing to act as an advisor.

Rights of Student Journalists

- 1) To print factual articles dealing with topics of interest to the student writers;

- 2) To print on the editorial page, with the exception of materials not permitted in official school publications, opinions on any topic, whether school related or not, which students feel is of interest to themselves or to their readers.

Responsibilities of Student Journalists

- 1) To submit copy that conforms to good journalistic writing style;
- 2) To rewrite stories, as required by the school newspaper advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
- 3) To check facts and verify quotes;
- 4) To provide space for rebuttals to editorials on controversial issues, in the same issue if possible, but otherwise no later than the following issue;
- 5) To determine the contents of official school newspapers, subject to the specific limitations of this policy.

Materials Not Permitted in School Newspapers

- 1) Material which is libelous or which violates the rights of privacy;
- 2) Profanity, hereby defined as language which would not be used in The Hartford Courant or The New York Times;
- 3) Material which demeans or discriminates against an individual or group of individuals based upon, but not limited to, race, religion, gender, gender identity or expression, national origin, sex, sexual orientation, age, physical or learning disability, veteran status, genetic information, marital status, ancestry, pregnancy;
- 4) Ads for cigarettes, liquor or any other product not conducive to good health;
- 5) Any material which would cause substantial disruption to the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program;
- 6) Endorsements of political candidates or ballot measures, whether such endorsements are made via editorials, articles, letters, photographs, or graphics. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or to both sides of the ballot measure.

Determination of Appropriateness

The newspaper advisor shall review each article prior to publication to determine if it satisfies conditions of this policy. The school principal or designee may also review copy prior to publication. Such copy, however, must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed herein. Nothing in this policy is

intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences for Printed/Published Materials

In the event of disagreement as to whether an article should be printed, each school shall have a publications board which shall meet within forty-eight (48) hours to submit its opinion. The publications board shall consist of: the principal or designee; the journalism advisor; the editor-in-chief; representatives from student council; the PTO or Parent Advisory Council; and other members as mutually agreed upon.

If the publications board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the board's legal counsel in making a decision. The Superintendent shall act on the appeal within forty-eight (48) hours. There will be no appeal from the Superintendent's decision.

Legal References:

Eisner v Stamford Board of Education, 440 F.2d 803 (2nd Cir.1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
Hazelwood School District v Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v Fraser, 478 U.S. 675 (1986)
Tinker v Des Moines Independent Community District, 393 U.S. 503 (1969)

Reviewed: October 10, 2023
Reviewed: September 23, 2019
Revised: February 27, 2012

6145.8 SCHOOL ACTIVITY FUNDS

Instruction

School Activity Funds 6145.8

School Activity Funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived from those accounts are to contribute to that objective.

The accounting system for managing Student Activity Funds shall be designed to encourage the largest possible return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

(Cf. 3453 School Activity Funds)

Legal References:

- 10-222a Boards to have use of Funds from repayment and insurance proceeds for school materials
- 10-237 School Activity Funds

Reviewed: October 10, 2023

Reviewed: September 23, 2019

Revised: February 13, 2012

6146.1 GRADING SYSTEM

Instruction

Grading System 6146.1

The primary purpose of grading shall be to keep parents and students fully informed of student progress and to provide continuous and accurate records of each student's achievement for use in instruction.

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents/guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents/guardians well informed.

Report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted Grades

A grade weighting/class ranking system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook.

(cf. 5124 - Reporting to Parents)

Legal Reference: Connecticut General Statutes
10-220g Policy on weighted grading for honors and advanced placement class

Reviewed: October 10, 2023
Reviewed: September 23, 2019
Revised: May 14, 2012

6146.2 STATEWIDE PROFICIENCY/MASTERY EXAMINATIONS

Instruction

Statewide Proficiency/Mastery Examinations 6146.2

Each student enrolled in grades three through eight inclusive shall take a statewide mastery examination (SBAC) measuring whether or not a student has mastered essential grade level skills in reading, language arts, and mathematics. Each student enrolled in grade five, eight and eleven shall take a statewide mastery examination (NGSS) that measures essential and grade appropriate skills in science. The mastery examination shall be provided by and administered under the supervision of the State Board of Education during the time period specified. Students enrolled in Grade Eleven shall take a nationally recognized college readiness assessment approved by the State Board of Education measuring grade appropriate skills in reading, writing, and mathematics (SAT).

Special Education Students

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/Language Arts and Mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education

English Learners

All English Learners (ELs) including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

All students identified as English Learners shall take the LAS Links Assessment. Scores on each component of the mastery examination for English Learners who have been enrolled in school in this state or another state for fewer than twenty (20) months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

Scores from Year 1 will serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived ELs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Participation

~~In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g., race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.~~

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5125 - Student Records; Confidentiality)

(cf. 6146 - Graduation Requirements)

Legal Reference:

Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174 and PA 03-168)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

10-223e Statewide education accountability plan

Pa 15-238 An Act concerning student assessments

PL 107-110 – Title I, 34 CFR Part 2000

34 CFR Part 200 Regulations appearing in Federal Register, 9/13/06

Revised: October 10, 2023

Revised: September 23, 2019

February 27, 2012

September 22, 2003

6152 GROUPING

Instruction

Grouping 6152

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all students under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board that grouping and placement decisions be based on educational considerations and that their primary goal is to promote the best educational interests of the students.

The Board does not endorse any particular method of grouping students. However, in making grouping and placement decisions within individual schools, staff members must give due regard to the following general principles:

- Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- Different students have different skills and interests;
- Students develop at different rates in different areas of learning; and
- Students learn from other students as well as from adults.

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in their placement. Consequently, grouping and placement decisions should be flexible, and they should be reviewed regularly to assess their appropriateness.

Students may select their courses of study and classes when they are available. However, students shall be advised of courses 1) required for graduation, 2) necessary to earn credit at the college level and 3) recommended to meet their career choices.

Secondary students may be grouped to meet individual needs in certain subjects, such as English or mathematics. Principals shall avoid scheduling or grouping arrangements that "lock" a student into a particular grouping or track for the entire school day.

The placement of a student in an instructional grouping or level or a subject shall be discussed with the parent and be cooperatively decided by the student, parent/guardian, guidance counselor and administrator. A student's assignment to a group or level shall not be considered permanent.

Reviewed: October 10, 2023

Revised: June 24, 2019

Revised: February 27, 2012

December 10, 2001

6153 FIELD TRIPS

Instruction

Field Trips 6153

Field trips are valuable educational activities which enhance classroom learning.

To the extent the budgetary resources permit, the Board encourages and promotes student trips or other out-of-district activities, including participation in interscholastic events, community civic projects and international travel which are of value in helping achieve each participating student's educational objectives.

Guidelines for planning of field trips which are part of and directly related to classroom learning activities shall be:

1. Field trips during the day must be approved by the building principal.
2. Field trips which involve overnight accommodations for students must be approved by the Superintendent of Schools. Any such approval shall be reported to the Board in advance of such trips.
3. All trips should be within budgetary allotments for such purpose. Any trips for which there is no budgetary appropriation must have advance approval of the Board.
4. All students must have parent/guardian permission for all field trips.
5. Students may be asked to pay for all or part of the expenses of field trips.
6. Bus transportation shall be used when practicable, but private vehicles may be used when appropriate within guidelines developed by the Superintendent or designee.
7. Parents or other adults may serve as chaperones. **An online background check will need to be passed prior to the parent/adult being allowed to volunteer.**
8. Each trip should be evaluated after completed by students, teachers, and the administration.
9. No student shall be excluded from a field trip because of inability to pay.
10. Superintendent and Principal approval of all field trips shall be conditional. Approval for any field trip may be revoked at any time by

the Superintendent or Principal if a change in circumstances, whether man-made or natural, would warrant cancellation in the interest of the safety of students and staff.

11. **The administration reserves the right to deny participation on a field trip for any student, based upon a record of inappropriate behavior and/or a poor attendance pattern.**

(cf 5141.21 Administration of Medications)

Revised: October 10, 2023
Revised: June 24, 2019
Revised: February 13, 2012

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 8.1

Decision Requested

X

October 10, 2023


Date

AGENDA REPORTING FORM


Subject: Approval of the Superintendent's Evaluation (BOE Goal #1, #2, #3)
(Executive Session Anticipated)

Background: The Board will be asked to approve the Superintendent's Evaluation in
Executive session.

Recommendation: MOTION: That the Board approve the Superintendent of Schools
Evaluation as discussed and presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 8.2

Decision Requested

X

October 10, 2023


Date

AGENDA REPORTING FORM

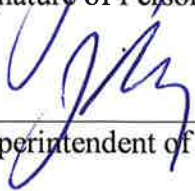
Subject: Superintendent of Schools Employment Agreement (BOE Goal #1, #2, #3) (Executive Session Anticipated)

Background: The Board will review the Superintendent of Schools Employment Agreement in Executive Session.

Recommendation: MOTION: That the Board approve the Superintendent of Schools Employment Agreement as discussed and presented.



Signature of Person(s) Submitting Report



Superintendent of Schools

**Vernon Public Schools
Vernon, CT
SUPERINTENDENT OF SCHOOLS EMPLOYMENT AGREEMENT**

This employment agreement (referred to herein as "Agreement") is made by and between the Vernon Board of Education of Vernon, CT (referred to herein as the "Board") and Dr. Joseph Macary, of Wolcott, CT (referred to herein as the "Superintendent" or "Dr. Macary") in order to set forth the terms of a three year contract of employment between them under which the Board elects, and Dr. Joseph Macary accepts, the position of Superintendent of Schools of Vernon, CT.

The Board, in accordance with its action by election pursuant to the provisions of Section 10-157 of the Connecticut General Statutes, hereby designates and employs Dr. Joseph Macary as Superintendent of Schools for the Vernon, CT Board of Education, and Dr. Macary hereby accepts such designation and employment. The terms and conditions of this employment are set forth by the terms and conditions of this Agreement and are also regulated by applicable statute and regulation.

As used in this Agreement, the word "day" or "days" shall mean calendar days unless a contrary definition is clearly indicated; the word "year" shall mean a 12 month period between July 1 and June 30, unless a contrary definition is clearly indicated; and the word "Chair" shall mean the Chairperson of the Vernon Board of Education or his/her designee.

1.0 DUTIES

A. The Superintendent of Schools is the Chief Executive Officer of the Board. In harmony with the policies of the Board of Education, State and Federal laws, and applicable State and Federal regulations, the Superintendent has executive authority over the school system and the responsibility for its supervision. He has the general authority to act at his discretion subject to later approval by the Board of Education, upon all emergency matters and those as to which his powers and duties are not expressly limited or are not particularly set forth. He advises the Board on policies and plans that the Board takes under consideration, and he takes the initiative in presenting to the Board policy and planning issues for the Board's attention.

B. The Superintendent, or his designee as approved by the Board, shall attend all meetings of the Board of Education and shall participate in all Board deliberations except when matters relating to his own employment are under consideration.

2.0 TERM

The Board agrees to employ Dr. Joseph Macary and he agrees to serve as the Superintendent of Schools for the Town of Vernon, under the direction of the Board, for the period commencing July 1, 2023 through June 30, 2026. Anything in this paragraph to the contrary, notwithstanding the provisions of Section 8, shall take precedence and the Superintendent's employment may be terminated under the provisions of said section.

3.0 PROFESSIONAL CERTIFICATION

Throughout the term of this agreement Dr. Macary will maintain and furnish the Board with a valid certificate issued by the State Department of Education to act as a Superintendent of Schools in the State of Connecticut. If at any time during the term of this agreement, Dr. Macary loses or ceases to hold valid certification from the State Department of Education which entitles him to discharge the duties and responsibilities of Superintendent of Schools in the State of Connecticut, this agreement shall immediately be automatically terminated without notice or hearing under Section 8 of this Agreement, and shall be null and void.

4.0 COMPENSATION

The Superintendent agrees to perform faithfully the duties of Superintendent; and to serve as the Chief Executive Officer of the Board for the term of this Agreement commencing on July 1, 2023. For such service, the Superintendent shall receive a total package in 2023-2024 comprised of the following three parts: (a) the annual amount of \$211,733; (b) an elective tax-sheltered annuity plan(s) for \$20,000, selected by the Superintendent; and (c) the Board shall reimburse the Superintendent for his mandatory contribution to the Connecticut State Teachers' Retirement Board.

Any adjustment in compensation made during the life of this contract shall be in the form of an amendment and shall become part of this Agreement. It is provided, however, that by so doing, it shall not be considered that the Board of Education has entered into a new contract with the Superintendent or that the termination date of the existing contract has been extended. Under no circumstances shall the salary for the subsequent years be less than the salary for the first year.

5.0 FRINGE BENEFITS

In addition to the annual salary set forth above, the Superintendent shall receive the following fringe benefits as listed or equivalent plans:

A. Medical Insurance

The medical insurance plan available during this agreement is the Health Savings Account (HSA) plan.

The HDHP/ HSA shall be a high deductible health plan which shall have a \$2000 single and \$4000 family annual deductible for in-network services. Out-of- network services will also be subject to a \$2000/\$4000 initial deductible. Once the deductible is met, there shall be no coinsurance payments required for in-network services. Out-of-network services shall be subject to a 70% Plan payment/30% member coinsurance payment, to a coinsurance payment maximum of \$2000 for individual coverage and \$4000 for family coverage. This coinsurance payment shall be in addition to the initial deductible.

An HSA shall be established by the Board for each eligible employee who elects the HSA option and the Board shall annually deposit the sum of \$1000 for single coverage and \$2000 for family or two-person coverage in the employee's HSA account.

Prescription drugs are covered as part of the HSA Plan and will count toward satisfying the applicable \$2000/\$4000 deductible. Prescription drug co-pays for drugs purchased after the deductible has been satisfied will be subject to employee co-pays of \$5/\$20/\$35 during 2023-2024 for a 30 day supply. A ninety day supply is available through mail order at twice (2x) the normal 30-day co-pay.

The Superintendent's premium share contribution levels for the HDHP/HSA shall be 20% for 2023-2024.

B. Dental Insurance

The Board of Education shall provide the Anthem full service dental plan coverage for the Superintendent and his eligible dependents with Riders A, B, C, and D. The available dental riders must be elected as a package of all dental riders. The Superintendent shall contribute 35% of the dental plan premiums, including riders for 2023-2024.

C. Life Insurance

The Board shall provide two (2) times the Superintendent's salary of term life insurance for the Superintendent during the term of this Agreement.

D. Disability Insurance

The Board shall provide disability coverage at no cost to the Superintendent.

E. Vacation

The Superintendent will be provided twenty-five (25) vacation days per year, exclusive of legal Holidays, pro-rated for any partial year of employment. He must use at least twenty (20) vacation days during the year in which they are earned and may carry over no more than five (5) unused vacation days into the succeeding year.

The Superintendent will be paid for unused vacation days at the time of termination/resignation at the daily rate of 1/260 of the annual salary times the number of unused vacation days per existing Board policy pro-rated to the date of termination. In the event of death, unused vacation will be paid to his estate per existing Board policy.

F. Sick Days

The Board of Education shall provide the Superintendent with twenty (20) paid sick days annually, cumulative to two hundred sixty (260) days.

G. Holidays

The Superintendent shall be entitled to the following paid holidays each year:

Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, Christmas, New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day.

If school is in session on one of the above holidays, the holiday will be taken on a date mutually agreed upon by the Superintendent and the Chair.

H. Personal Days

The Board of Education shall provide the Superintendent annually with five (5) personal days to be used at his discretion. These days are to be non-cumulative from year to year.

I. Bereavement Days

In addition to the Personal Days, up to three (3) additional days of leave with full pay shall be granted to the Superintendent in the event of death within the immediate family. Immediate family for the purposes of this clause is defined as spouse, children, parents, siblings, grandparents, grandchildren, stepchildren, mother-in-law, father-in-law, daughter-in-law, son-in-law, great grandparents, great grandchildren, sister-in-law, brother-in-law, and also any relative who is domiciled in the Superintendent's household.

J. Travel

The Superintendent will receive a travel allowance of \$5000 per year for the use of his automobile on school business.

K. Professional Development

The Superintendent is expected to attend appropriate professional meetings at the state and local levels, the expenses of said attendance to be paid by the Board with its prior approval and notice from the Superintendent.

6.0 EVALUATION

The Board shall annually evaluate and assess in writing the performance of the Superintendent during the term of this agreement. The evaluation and assessment shall be reasonably related to the goals and objectives of the District for the year in question.

A. Evaluation Format

The Superintendent shall submit to the Board a recommended format for said written evaluation and assessment of his performance (hereinafter called "evaluation format"). The evaluation format shall be reasonably objective and shall be based on professional standards, as well as goals set by the leadership team (Board and Superintendent).

The Board shall meet and discuss the evaluation format with the Superintendent and attempt, in good faith, to agree on the development and adoption of a mutually agreeable evaluation format. The Board shall adopt an evaluation format within ninety (90) days of the commencement of each year of this Agreement.

B. Evaluation

The Board shall evaluate the Superintendent within ninety (90) days after the completion of the school year (June 30). In the event that the Board determines under the evaluation format, that the performance of the Superintendent is deficient in any respect, it shall describe in writing in reasonable detail, indicating specific instances where appropriate, said deficient performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be deficient and all other instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Superintendent with thirty (30) days of its completion and the Superintendent shall have the right to make a written response or reaction to the evaluation which shall become a permanent attachment to the Superintendent's personnel file. Within thirty (30) days of delivery of the written evaluation to the Superintendent, the Board, in executive session, shall meet with the Superintendent to discuss the evaluation.

Whenever the Board has evaluated performance, in whole or in part, to be deficient, or has made recommendations as to areas of improvement, the Chairperson of the Board shall appoint a committee of not less than two (2) members of the Board to meet in executive session with the Superintendent and endeavor to assist the Superintendent in improving his performance as to such matter. Said committee shall report in writing to the full Board, with a copy to the Superintendent, its activities and the results, thereof, within ninety (90) days. Thereafter, the Board may continue the Committee and require additional reports where necessary.

It is anticipated that all meetings with the Superintendent to discuss, plan for or implement provisions of his evaluation will be held in executive session, unless the Superintendent exercises his right under the Connecticut Freedom of Information Act to have such discussions in open session or is otherwise required by law to be in open session.

At the first Board meeting to be held during the evaluation period, the Superintendent shall provide the Board this contract clause.

7.0 OUTSIDE PROFESSIONAL ACTIVITIES

With the advance approval of the Board, or in instances of short notice, with the advance approval of the Board Chairperson, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations, provided such activities do not interfere with the meeting of his professional responsibilities. It is agreed and understood that no such activities will harm the image or reputation of the Vernon Public Schools.

8.0 TERMINATION OF EMPLOYMENT

This contract may be terminated by mutual consent at any time with ninety (90) days notice.

The Board of Education may terminate this contract at any time for cause for any of the following reasons:

- a) Inefficiency or incompetence
- b) Insubordination against reasonable rules
- c) Moral misconduct
- d) Disability as shown by competent medical evidence
- e) Other due and sufficient cause

In the event the Board seeks to terminate the contract for one of the above reasons, it shall serve on the Superintendent written notice that termination of his contract is under consideration. Such notice shall be accompanied by a written statement of reasons. Within fifteen (15) days after receipt from the Board of written notice that contract termination is under consideration, the Superintendent may file with the Board a written request for a hearing before the Board. This hearing shall be held within twenty (20) days after receipt of such request. The Board shall render its decision within fifteen (15) days of such hearing and shall send a written copy of its decision via registered mail, receipt requested, to the Superintendent's residence. The Board's decision shall be based on the evidence presented at the hearing.

Such hearing may be in executive session unless the Superintendent exercises his right under the Connecticut Freedom of Information Act to have such discussions in open session or is otherwise required by law to be in open session. The Superintendent shall have the right to his own counsel, at his own expense. Any time limits herein may be waived by mutual agreement of the parties.

9.0 GENERAL PROVISIONS

If any part of this Agreement is invalid by a forum of competent jurisdiction, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against all parties.

This Agreement contains the entire agreement between the parties. It may not be amended orally but may be amended only by an agreement in writing signed by both parties and approved in advance by the Board. Commencing upon signing, it supersedes all prior agreements between the parties.

IN WITNESS WHEREOF, the undersigned have executed this contract this day and year indicated below in Vernon, Connecticut.

Dr. Joseph P. Macary
Superintendent of Schools

Anne H. Fischer
Chairperson, Vernon Board of Education

Date _____

Date _____

Witness: _____ / _____ / _____
 Print Name Signature Date

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item 8.3

Decision Requested

October 10, 2023


Date

AGENDA REPORTING FORM

Subject: Board of Education Self-Evaluation (BOE Goal #1, #2, #3) (Executive Session Anticipated)

Background: The Board will conduct a self-evaluation.

Recommendation: No action required.



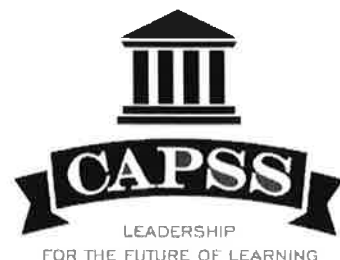
Signature of Person(s) Submitting Report



Superintendent of Schools



The Connecticut Association of Boards of Education
81 Wolcott Hill Road, Wethersfield, CT 06109
(860) 571-7446 Fax – (860) 571-7452
Website – www.cabe.org
Email – admin@cabe.org



The Connecticut Association of Public School Superintendents
26 Caya Avenue, West Hartford, CT 06110
(860) 236-8640 Fax (860) 236-8628
Website – www.capss.org
Email – capss@csec.org

Assistance provided by LEAD Connecticut and the Connecticut State Department of Education

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>9.1</u>
Decision Requested	<u> </u>		<u>October 10, 2023</u>
			Date

AGENDA REPORTING FORM


Subject: School Improvement Plans – Elementary (BOE Goal #1, #2, #3)

Background: Center Road School Principal Heather Earley, Lake Street School Principal Tracy Duenzl, Maple Street School Principal Joshua Egan, Northeast School Principal Brenda Greene and Skinner Road School Principal Bryan Kerachsky will share their School Improvement Plans with the Board.

Recommendation: No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

Center Road School School Improvement Plan 2023-2024



**20 Center Road
Vernon, CT**

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Center Road – School Improvement Plan 2023-2024

Prepared by:

Heather Earley-Principal

Lori Purcaro-Assistant Principal

**Stacey Alemany-Reading Intervention,
member School Leadership Team**

**Brenna Little-Math Intervention,
member School Leadership Team**

**Josie schneider-Reading Intervention,
member School Leadership Team**

**Diane Sirois- Kindergarten Teacher,
member School Leadership Team**

**Hannah Steed- PE/Health Teacher,
member School Leadership Team**

Introduction

We, the CRS Community, value kindness, perseverance, and life-long learning. We strive to create a safe, supportive, and positive environment where students are empowered to take responsibility for their learning. Together, we respect diverse thinking, and help our students become successful members of a global society.

Vernon Board of Education 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.

Vernon Board of Education Vision Statement

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

Vernon Board of Education Core Beliefs

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.

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.

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 extend 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.

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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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

	<ul style="list-style-type: none"> ● Uses technological skills and social media appropriately to meet goals
Resilient Individual	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

Strategic Plan

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 and continuing through college and career pathways.
- Deliver personalized instruction, assessments, and interventions that support the 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.

District Metrics for Success	2021-22	2022-23	2023-24	2024-25	2025-26
Data Sources: Next Generation Accountability Index, Profile and Performance Reports, and VPS Data	% Points Earned	% Points Earned			
At least 95% of our students attended school every day	93.9%				
Chronically Absent	60.4%				
On-Track for High School Graduation (measured in 9 th Grade)	90.2%				
Staff Demographics: Percentage of Minority Employees within District	6.9%				
Students in Kindergarten who have a pre-kindergarten experience (Target 100%)	73%				
ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
ELA Performance: Students at/or above grade-level standards (SBAC)- High Needs	76.8%				
Math Performance: Students at/or above grade-level standards (SBAC)- All	80.4%				

Math Performance: Students at/or above grade-level standards (SBAC)- High Needs	70.5%				
Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say 'they feel they belong to the Vernon School community	82.5%				
Family & Community supporting the District's Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences			
Strategic Actions: <ul style="list-style-type: none"> ● 1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways. ● 1b: Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students. ● 1c: Foster a culture of high expectations for all students with goals for meaningful post-graduation success. ● 1d: Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate. 			
Student Success Goal: <ul style="list-style-type: none"> ● 1b: Students will demonstrate increased achievement in Reading and Mathematics ● 1d: Students will increase their sense of belonging 			
Metrics for Success: <ul style="list-style-type: none"> ● Metric #1: Students in grades K-3 will demonstrate growth by meeting end of year benchmark goals on the mClass DIBELS assessments from Fall 2023 to Spring 2024 ● Metric #2: Students in grades 1-5 will demonstrate growth by meeting their individual growth goals as measured by the iReady Math assessment ● Metric #3: Students in Grades 2-5 will increase their reporting of sense of belonging and trusted adult relationships from Fall 2023 to Spring 2024 survey data 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
1b	-Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy. -Analyze data to provide small group targeted instruction during the literacy	Administrator(s) Classroom	Evidence: <ul style="list-style-type: none"> ● PD Aug. 30, Nov. 7 ● District Literacy Leadership Team Meetings (fall,

	<p>and/or WIN blocks.</p> <p>-Monitoring student progress to ensure students are progressing to and meeting benchmark.</p> <p>-Monitoring of the implementation of district curriculum to ensure all components of the science of reading are being taught.</p>	<p>teachers</p> <p>Director of Teaching & Learning</p> <p>Rdg. Interventionists</p> <p>Sp.Ed. teachers</p> <p>Supervisor of Sp.Ed.</p>	<p>winter, and spring)</p> <ul style="list-style-type: none"> • School-Based data team and SRBI meetings • Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. • Teacher lesson plans
1b	<p>Utilize individualized materials to provide students with differentiated learning opportunities in both Language Arts and Math during Tier 1 and WIN blocks of instruction</p> <p>Administrators- Collect data on individualized instruction during weekly classroom walkthrough visits</p> <p>Central Office- Collect data on individualized instruction during weekly classroom walkthrough visits</p>	<p>Administrators</p> <p>Director of Teaching and Learning</p> <p>District Coaches</p> <p>Classroom Teachers</p> <p>Interventionists</p> <p>Special Education Teachers</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Lesson Plans • Observations • Student Growth
1b	<p>Support routines and structures within the classroom that allows teachers to schedule and implement small group learning in both reading and math</p> <p>Administrators- Provide support for adaptive changes and creative scheduling to allow for implementation of additional small group times</p>	<p>Administrators</p> <p>Central Office</p> <p>District Coaches</p> <p>Classroom Teachers</p> <p>Interventionists</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Observations • Classroom walkthrough data • Teacher PLG focus on small group work and the data collected around their work
1d	<p>Identify students with low sense of belonging or connection to the building and create relationships with adults and other students through intentional social opportunities</p>	<p>Administrators</p> <p>All CRS Staff</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Fall and Spring Survey data • Group logs • Meeting Agendas • SABERS Data

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** 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.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal:

- **2a:** CRS will foster an environment that promotes relationships among students, families and staff
- **2a:** CRS will develop opportunities for parents to engage with their students in learning opportunities that are relevant to students academic success

Metrics for Success:

- Metric #1: 80% of CRS families will respond to the Fall 2023 Panorama Survey
- Metric #2: Family participation in grade level learning opportunities
- Metric #3: Decrease the percentage of students identified as chronically absent for the year from 14.7% in the 2022-2023 school year to 10% in the 2023-2024 school year

Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal		Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2a	Family Touchpoint: Hopes and Dreams Conferences; Noteworthy News; Phone Calls Home		Administrators All CRS Staff	<u>Evidence:</u> <ul style="list-style-type: none"> ● Communication Logs ● Newsletters (Noteworthy News) ● Parent & Teacher Conference Rosters
2a	Each grade level (Pre-K-5) will host at least 1 in person learning experience for families over the course of the year. For example- at the end of a reading unit families are invited in for tours of the classrooms where students have set up their final projects on display. Families join classes for an afternoon of math games to practice new math skills learned.		Administrators All CRS Staff	<u>Evidence:</u> <ul style="list-style-type: none"> ● Family Learning Opportunity Plans ● Attendance Logs
2a	Weekly attendance meetings will be held with Administrators,		Administrators	<u>Evidence:</u>

	secretary, psychologist, social worker and nurse to identify students who are at risk of becoming chronically absent. Identified students will be invited to join a breakfast check in and attendance group. Communication will be made to parents of identified students to see what supports families could use at home.		Nurse and Nursing Aide School Psychologist School Social Worker Secretary	<ul style="list-style-type: none"> • Breakfast group attendance logs • Parent communication logs • Student attendance rates
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Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.			
Strategic Actions: <ul style="list-style-type: none"> • 3a: Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon. • 3b: Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work. • 3c: Create a positive school culture of teaching and learning for all students, staff and families. • 3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning. 			
System Excellence Goal: <ul style="list-style-type: none"> • 3b: Teachers will apply adaptive changes to their classroom environments to maximize student learning and time spent on small group work • 3c: Continue to develop systems and structures that support a positive school climate for students, staff and families 			
Metrics for Success: <ul style="list-style-type: none"> • Metric #1: Student growth in reading and math assessments (iReady, DIBELS, classroom based assessments, unit assessments)- <ul style="list-style-type: none"> ○ Students in Grades K-3 will demonstrate growth on their composite score of mClass Dibels from Fall 2023-Spring 2024 ○ Students in Grades 4-5 will demonstrate growth on their iready Reading scores from Fall 2023-Spring 2024 ○ Students in Kindergarten will demonstrate growth on the K math screener from Fall 2023-Spring 2024 ○ Students in Grades 1-5 will demonstrate growth on their iReady Math scores from Fall 2023-Spring 2024 • Metric #2: Growth in positive responses on student, staff and family survey data from Fall 2022-Fall 2023 <ul style="list-style-type: none"> ○ Staff question: I feel like I belong as a member of the school community- increase from 90% on the 2022 survey ○ Student question: I feel like I belong at my school-increase from 82% on the 2022 survey ○ Parent question: I feel respected by the staff at my child's school-increase from 95% on the 2022 survey 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)

3b	Provide time and support to classroom teachers to create routines and procedures to intentionally plan what small groups and independent work within their classrooms during small group time in Reading and Math	Administrators Central Office Classroom Teachers Interventionists	<u>Evidence:</u> <ul style="list-style-type: none"> Classroom walkthrough data TEVAL observation data Teacher PLG evidence Common Planning and Data Team Notes
3b	Provide staff with professional development around <i>A Teacher's Guide to Vocabulary Development Across the Day</i> to implement vocabulary development for students across all content areas	Administrators Classroom Teachers SPED Interventionists	<u>Evidence:</u> <ul style="list-style-type: none"> Classroom walkthrough data Feedback and follow up from PD sessions Teacher PLG evidence
3c	Monthly buddy classroom activities that allow for teachers and staff to connect with others who they do not always work with	Administrators All CRS Staff	<u>Evidence:</u> <ul style="list-style-type: none"> Buddy classroom communications Climate committee minutes
3c	Grade 4-5 peer models who help and support classrooms through weekly sign up sheet	Administrators All CRS Staff	<u>Evidence:</u> <ul style="list-style-type: none"> Weekly sign up sheets Student Leadership committee minutes

School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
Student Success - Goal 1	<p>Beginning of year mClass DIBELS and iReady Data</p> <p>Classroom walk through observational data on effective teaching strategies and student engagement</p> <p>Beginning of year Belonging survey data</p>	<p>Mid Year mClass DIBELS and iReady Data</p> <p>Classroom walk through observational data on effective teaching strategies and student engagement</p>	<p>End of Year mClass DIBELS data</p> <p>Classroom walk through observational data on effective teaching strategies and student engagement</p> <p>End of year of year Belonging survey data</p>
Family and Community	Participation rates at Hopes and	Participation rates at December	Participation rates at March

Partnership - Goal 2	Dreams Conferences Participation at grade level hands on learning activities	Conferences Participation at grade level hands on learning activities	Conferences Participation at grade level hands on learning activities
System Excellence - Goal 3	Classroom walk through observational data on effective teaching strategies and student engagement	Classroom walk through observational data on effective teaching strategies and student engagement	Classroom walk through observational data on effective teaching strategies and student engagement

Roles For School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
Student Leadership	System Excellence	Increase student ownership and responsibility around the building and utilize 4th and 5th grade students as peer mentors and models for younger students. Provide guidance for students who are responsible for the creation of the Student Newspaper. Provide the structure and routine for students doing morning announcements for CRS.
School Based Equity Team	Student Success	Support the implementation of district equity team goals.
School Data Team	Student Success	Provide guidance and feedback to administration around school goals. Review and analyze grade level data at each universal screening point throughout the year (mClass DIBELS, iReady, F&P, SBA etc)
Family Engagement and Attendance	Family and Community Partnership	Creation of monthly family newsletter which will include connected activities that support classroom work.

		Review monthly attendance rates and collaborate with FSCP to support student attendance.
Climate Committee	Student Success Family and Community Partnership System Excellence	Act as faculty liaisons to the PTO during monthly PTO meetings, report out to the committee the following month. Continue to support the implementation of Buddy Classroom activities monthly across the school. Review and analyze district climate survey and create action steps based on survey feedback
ReadConn: A K-3 Reading Skills Professional Learning Committee	Student Success System Excellence	Participate in the ReadConn professional learning series centered on the Science of Reading in Grades K-3. Share out information learned with grade levels to increase teacher efficiency and student success in reading.
Math Professional Learning Committee	Student Success System Excellence	Participate in a book study of <i>Building Thinking in the Mathematics Classroom</i> Implement strategies and routines from the book in classrooms, provide peer to peer feedback and schoolwide suggestions of improving math instruction.

School-Based Accountability Index

***Lake Street School
School Improvement Plan
2023-24***



**201 Lake Street
Vernon, CT**

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Lake Street School – School Improvement Plan 2023-2024

Prepared by:

Instructional Leadership Team Members

Suzanne Ruiz, Reading Specialist

Cindy Harrington, Reading Specialist

Kim Cheman, ESL Teacher

Becky Kowalczyk, Special Ed Teacher

Kristen Chepeleff, First Grade Teacher

Taylor Martone, Third Grade Teacher

Tracy Duenzl, Principal

Introduction

Lake Street School believes in growing all students to meet or exceed state standards and to develop them as a whole child, so that they can be ready for middle school and beyond. This School Improvement Plan will guide our work. We will work diligently with all stakeholders to increase student success.

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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 extend 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.

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

Strategic Plan

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 and continuing through college and career pathways.
- Deliver personalized instruction, assessments, and interventions that support the 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.

District Metrics for Success	2021-22	2022-23	2023-24	2024-25	2025-26
Data Sources: Next Generation Accountability Index, Profile and Performance Reports, and VPS Data	% Points Earned	% Points Earned			
At least 95% of our students attended school every day	93.9%				
Chronically Absent	60.4%				
On-Track for High School Graduation (measured in 9 th Grade)	90.2%				
Staff Demographics: Percentage of Minority Employees within District	6.9%				
Students in Kindergarten who have a pre-kindergarten experience (Target 100%)	73%				
ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
ELA Performance: Students at/or above grade-level standards (SBAC)- High Needs	76.8%				
Math Performance: Students at/or above grade-level standards (SBAC)- All	80.4%				
Math Performance: Students at/or above grade-level standards (SBAC)- High Needs	70.5%				
Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say 'they feel they belong to the Vernon School community	82.5%				
Family & Community supporting the District's Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences			
Strategic Actions: <ul style="list-style-type: none"> • 1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways. • 1b: Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students. • 1c: Foster a culture of high expectations for all students with goals for meaningful post-graduation success. • 1d: Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate. 			
Student Success Goal: <p>1b. Student achievement will increase in the areas of ELA and Mathematics.</p> <p>1c: Promote high expectations for learning for all students.</p> <p>1d: All students will feel a sense of belonging at school.</p>			
Metrics for Success: <ul style="list-style-type: none"> • Metric #1: Students in grades K-3 will demonstrate 20% growth, as measured by mClass DIBELS assessment, from Fall 2023 to Spring 2024 • Metric #2 Students in grades 4-5 will reach their growth target in Reading, as measured by iReady from Spring 2023 to Spring 2024 • Metric #3: Students in grades 1-5 will reach their growth target, Math, as measured by iReady, from Spring 2023 to Spring 2024 • Metric #4: Students in all grades will respond 'yes' to in-house survey questions: I have friends at school <i>and</i> I have an adult I can go to with problems. 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
1b: Assessments are administered, analyzed and used to provide instruction	-Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy. -Implementation of Data Teams, using the VPS Protocol to analyze data to provide small group targeted instruction during the literacy, math and/or WIN blocks. -Monitoring student progress to ensure students are progressing towards and meeting benchmarks. -Monitoring of the implementation of district curriculum to ensure all components of the science of reading are being taught.	-Administrator -Classroom teachers -Director of Teaching & Learning -Rdg. Interventionists -Sp.Ed. teachers -Supervisor of Sp.Ed	<u>Evidence:</u> -PD Aug. 30, Nov. 7 -District Literacy Leadership Team Meetings (fall, winter, and spring) -DIBELS data -School-Based data team and SRBI meetings -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. -Teacher lesson plans -Data Team, SRBI and WIN block schedules

<p>1c:Tasks and questions engage students in meaningful learning</p>	<p>-The Instructional Leadership Team will lead school based instructional rounds to review levels of rigor.</p> <p>-Book Study of <u>Vocabulary Development Across the Day</u></p>	<p>-Administrator -ILT members -Classroom teachers -Director of Teaching & Learning -Rdg. Interventionists -Math Interventionist -Sp.Ed. teachers -Special Ed Supervisor, - Director of Pupil Services</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Instructional Rounds agendas/minutes - Student assessment data - Administrator walkthroughs - vocabulary instruction through read alouds
<p>1d: Create a sense of belonging for all students by deepening connections and relationships with adults and peers in the school community.</p>	<ul style="list-style-type: none"> - align students at risk with specified adult/s, based upon attendance, social/emotional needs or who express no adult connections on student survey - connect cross grade buddy classes for special activities - connect fourth and fifth grade helpers with kindergarten/first grade readers 	<p>-Attendance Team - School Social Worker - School Psychologist, -All Staff -Director of Family, School, Community Partnerships</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> - attendance data - in house survey results - classroom buddy lists

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** 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.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal:

2b: Celebrate diversity represented in our school community.

2d: Create a more welcoming school environment, including website, for LSS Families

Metrics for Success:

- Metric #1: Responses to Family Survey question: *My child's school is welcoming*, from 91% to 95%.
- Metric #2: Parent turnout to school events

Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2b: Deepen our understanding of family backgrounds and real-life experiences with our community in order to promote student success	<p>-Family Engagement Team works to showcase our school's diversity with family activities and events, such as:</p> <p style="text-align: center;">Academic Celebrations- 1 per grade level Veterans Celebration Multicultural Night Donut Date Muffins in the Morning</p> <p>- Recognize a variety of diverse backgrounds through read alouds</p>	<p>-Family Engagement Committee -All Staff</p> <p>-Equity committee members</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> - agendas of family events - family turnout at events
2d: Nurture a culture that promotes wellness, diversity and inclusion	<p>Follow these action steps, as a result of our 2022-23 Welcoming Walkthrough:</p> <ul style="list-style-type: none"> -create a more welcoming conference room for family meetings -create visual instructions for adults wishing to enter the building -update our school website with current information/resources 	<p>Administrator, Art Teacher, Web Tech, Office Staff</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Parent feedback -SEL screener - LSS School website

Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.

Strategic Actions:

- **3a:** Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.
- **3b:** Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.
- **3c:** Create a positive school culture of teaching and learning for all students, staff and families.
- **3d:** Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.

Systems Excellence Goals:

3c: Create a positive learning culture

3d: Develop a positive behavior support system

Metrics for Success:

- Response from Staff Survey: *The work in my school is overall positive*, increasing from 59% to 70%.
- Response from Student Survey, *I have strategies to use when I'm upset*, increasing from 76% to 80%, grades 3-5
- Revised behavior system proposed for 2024-25 by June 2023

Action Plan to Accomplish Goal

Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
3c: Create a positive culture for teaching and learning for all staff	Bimonthly Paraeducator meetings to gather input, share current practices	Administrator, School Social Worker, School Psych	<u>Evidence:</u> - agenda items - staff feedback
3d Promote safe classrooms and school environments that are socially, emotionally and physically conducive to learning.	Review/Revise our current Positive Behavior Support systems -Survey staff on current process -School Assemblies throughout the year to promote community, school expectations -Meet with Climate team to review/revise our current system	Climate Team Staff Members	<u>Evidence:</u> - reflections on current systems - climate team agendas - outline of new/revise process by June 2023

School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
Student Success - Goal 1	Grades K-3 DIBELS mClass Grades 1-5 iReady Math Grades 4-5 iReady ELA Attendance Data	Grades K-3 DIBELS mClass ELA interim assessments Math interim Assessments Attendance Data	Grades K-3 DIBELS mClass Grades 1-5 iReady Math Grades 4-5 iReady ELA Attendance Data
Family and Community Partnership - Goal 2	Turnout at family events	Turnout at family events	Turnout at family events
System Excellence - Goal 3	Saebrs SEL Assessment LSS Student survey	LSS Student survey	Saebrs SEL Assessment LSS Student survey

Roles For School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
Instructional Leadership Team	Goal 1- Student success	Oversee processes related to student achievement, including: <ul style="list-style-type: none"> • SRBI Teams • Data Teams • Instructional Rounds
Family Engagement Committee	Goal 2- Family and Community Partnerships	Oversee planning for family events, engagement
School Climate Committee	Goal 3- Systems Excellence	Develop and oversee revision of behavioral systems, including positive behavior rewards

School-Based Accountability Index

Maple Street School School Improvement Plan 2023-24



**20 Maple Street
Vernon, CT**

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Maple Street School – School Improvement Plan 2023-2024

Prepared by: Instructional Leadership Team

Chelsea Artzerounian - Grade 2

Sarah Roos - Grade 4

Kim Campitelli - Grade 3

Sara Clark - Special Education

Emily McArthur - Reading Interventionist

Lindsey Robbins - Math Interventionist

Josh Egan - Principal

Introduction

Maple Street School believes that all students can achieve high expectations to meet or exceed state standards and to develop each as a whole child so they can be readily prepared for middle school and beyond. We will work diligently and collaboratively with all stakeholders to increase student successes in and out of the building.

Vernon Board of Education 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.

Vernon Board of Education Vision Statement

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

Vernon Board of Education Core Beliefs

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.

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.

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 extend well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

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Strategic Plan

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Strategic Actions

- Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school and continuing through college and career pathways.
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Strategic Actions

- Create innovative opportunities for student, family, and community voice that build connections based on trust and strong relationships
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ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
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Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say “they feel they belong to the Vernon School community”	82.5%				
Family & Community supporting the District’s Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences

Strategic Actions:

- **1a:** Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.
- **1b:** Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students.
- **1c:** Foster a culture of high expectations for all students with goals for meaningful post-graduation success.
- **1d:** Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate.

Student Success Goal: Maple Street School will focus on interventions to support our individual learners, creating a sense of belonging to deepen connections and relationships between staff, students and families and improve attendance for our chronically absent students.

Metrics for Success:

- Metric #1a: ELA achievement for grades K-3 students will increase by 40% as measured by DIBELS mClass.
- Metric #1b: Math achievement for kindergarten students will increase by 50% as measured by the K Math Screener.
- Metric #1c: All students in (Gr. 1-5 - Math) (Gr. 4-5 ELA) will meet their typical growth target on the iReady diagnostic assessment from Spring 2023 to Spring 2024.
- Metric #2: Increase students' responses to "I feel like I belong at my school" from 87.5% Spring of 2023 to 96% by Spring of 2024.
- Metric #3: Increased students' positive responses to "I have strategies (coping skills) to use when upset" from 72% Panorama to 96% by Spring of 2024.

Action Plan to Accomplish Goal

Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts
1a, 1c, 1d	-Implement small group discussions around our reading of <i>Culturally Responsive Teaching and the Brain</i> -Schedule time during monthly staff meetings/PLCs to discuss certain chapters from the reading/district's equity presentations -Include paraprofessionals in this learning during their scheduled VPS district-wide PD or monthly meetings	-All Certified Staff -Principal -FCSP	<u>Evidence:</u> -staff chapter discussions (PLC time) -walkthroughs
1d	-Implement a school-wide Advisory program for all students and staff to deepen a sense of belonging -Determine focus for each meeting (ie. school wide expectations, survey focus, coping skills, Zones, etc.) -Monitor students through survey results, make changes as needed	-All Staff -Principal	<u>Evidence:</u> -Survey responses -Advisory meeting plans and focus (Student Climate Committee) -Classroom Walkthroughs by Principal
1a, 1b	-Staff will read <i>A Teacher's Guide to Vocabulary Development Across the Day</i> by Tanya Wright -Increase student's knowledge and understanding of content	-K-3 Certified Staff -Interventionists -District Coaches	<u>Evidence:</u> -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed.

	specific vocabulary -Focus of intentionally planned Read Alouds (fiction, informational text) -Monitor progress through principal walkthroughs	-Director of Teaching and Learning	-School-Based data team and SRBI meetings -Teacher lesson plans -PLC meeting notes (Google)
1b	-Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy. -Analyze data to provide small group targeted instruction during the literacy and/or WIN blocks. -Monitoring student progress to ensure students are progressing to and meeting benchmarks. -Monitoring of the implementation of district curriculum to ensure all components of the science of reading are being taught.	-Principal -Classroom teachers -Director of Teaching & Learning -Rdg. Interventionists -Sp.Ed. teachers -Supervisor of Sp.Ed.	<u>Evidence:</u> -PD Aug. 30, Nov. 7 -District Literacy Leadership Team Meetings (fall, winter, and spring) -School-Based data team and SRBI meetings -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. -Teacher lesson plans
1a, 1b, 1c	-Focus on differentiated instruction during our ELA/Math intervention blocks to meet the individual needs of all students -Develop an intervention template for each subject and grade level -Focus our Internal Rounds, PPLC and PDEC walkthroughs on the intervention blocks -Provide training and planning time for grade levels based on need	-Grade level teams -Specialists -Interventionists -District Coaches -Principal -Director of Teaching and Learning	<u>Evidence:</u> -MSS Internal Rounds focus -Grade Level morning meeting times -Classroom Observations -Decrease in students needing Tier 2 and 3 interventions -Pre/Post Assessment data -Student work folders -Daily observations and PDEC walkthroughs

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** 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.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal: Maple Street School will deepen our understanding of the families we partner with, create opportunities for all stakeholders to make connections and allow for all voices to be heard and continue a culture that embraces and celebrates diversity.

Metrics for Success:

- Metric #1: Increase family positive responses to "I am regularly (5-6 times per year) informed of my student's progress" from 91.6% Spring of 2023 to 96% by Spring of 2024.
- Metric #2: Increase family positive responses to "The school's environment reflects the cultures of students, families and staff in the school community" from 88% (Panorama) to 96% by Spring of 2024.
- Metric #2: Decrease the percent of students that are chronically absent from 24.4 % EOY 2023 to 12.0 % EOY 2024.
- Metric #3: Increase the number of families (participants) in attendance at monthly PTO meetings throughout the school year.

Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2a, 2b, 2c, 2d	-Work collaboratively with families who have a student who is identified as chronically absent or truant in order to establish support -Implement new process for the families of chronically absent students (3, 6, 9 and 18) -Add students to H.U.G. Program to build and foster relationships -Staff reach out to families of current chronically absent students at 3, 6 and 9 days of absences	-Classroom Teachers -Social Workers -ECHN -Nurse -Office Clerk -Principal -FCSP	<u>Evidence:</u> -Student folders/calendars (Morning Attendance meetings) -Monthly Attendance and tardy data -Student survey results
2a, 2b, 2c, 2d	-Use the district's SEL Screener to better serve our student population and support our families -Analyze data after diagnostic to determine needs of individuals and/or classrooms -Place students as needed in H.U.G. as determined by data and discussions with classroom teachers	-Social Workers -Psychologist -Classroom Teachers -ECHN -Principal	<u>Evidence:</u> -SAEBRS Screener data -Student survey results -Classroom observations/walkthroughs -Decrease in number of students needing

	-Support families as needed based off of data		behavioral interventions -Office referral data
2a, 2c, 2d	-Continue the work of the PTO Committee to support the MSS PTO and community -PTO committee representative will attend monthly meetings -Support the PTO in participants, membership, volunteers, and the planning of events/fundraisers	-MSS PTO Committee -Principal	<u>Evidence:</u> -Agendas -Attendance data from PTO meetings -Survey results
2a, 2b, 2c, 2d	-MSS Family Engagement committee will work to create engaging family events throughout the school year -Family Resource Center will hold monthly Family Lunches (grade level specific) -Plan and celebrate 100 Years of MSS -PTO sponsored events (in collaboration with the MSS PTO Committee)	-MSS Family Engagement Committee -ECHN -FSCP -Principal	<u>Evidence:</u> -Participation numbers at family events -Participation numbers at Family Lunches

Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.

Strategic Actions:

- **3a:** Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.
- **3b:** Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.
- **3c:** Create a positive school culture of teaching and learning for all students, staff and families.
- **3d:** Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.

System Excellence Goal: Maple Street School will address individual professional learning needs, enhance systems to allow for more collaboration, create a positive culture for all, and continue to operate as a school that is conducive to learning.

Metrics for Success:

- Metric #1: Increase the staffs' positive responses to "I see myself as a valuable member of the MSS community" from 97% Spring of 2023 to 100% by Spring of 2024.
- Metric #2: Increase the staffs' positive response to "Taking part in peer observations enabled me to grow as a professional" from 90% Spring of 2023 to 100% by the Spring of 2023.

Action Plan to Accomplish Goal

Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
3b, 3c, 3d	-Continue the work of the Teacher Development Team with a focus on peer observations and staff development -Involve paraprofessionals in the process -Implement New Teacher Meetings where we develop a focus based on need	-MSS Peer Collaboration Committee -Certified Staff -Paraprofessionals	<u>Evidence:</u> -Number of staff who engaged in peer observations -Staff reflections -Survey results
3b	-Implement a Data Team process which will improve instructional effectiveness while meeting the individual needs of each student -Schedule weekly meeting with each grade level and support staff based on meeting's focus -Utilize the VPS data team agenda during each meeting	-All Certified Staff -Director of Teaching and Learning -Principal	<u>Evidence:</u> -Data Team agendas and minutes -Data analysis charts -Classroom Observations -Improved student assessment data
3b	-Scheduled paraprofessional monthly meetings -Minimize disruptions to student supports by holding a meeting each month -Survey paraprofessionals to determine focus for meetings -Bring in specialists based off meeting focus	-Support Staff -Paraprofessionals -Principal	<u>Evidence:</u> -Agendas and meeting minutes -Survey results
3b, 3c, 3d	-Conduct Instructional Rounds with MSS staff and CO to guide our professional development	-All Certified Staff -District Coaches	<u>Evidence:</u>

	<ul style="list-style-type: none"> -Rounds will follow the process set forth by the Center for School Change -Staff will share out Next Steps at staff meetings -Focus of rounds will be aligned to strategic actions outlined in School Improvement Plan -Professional Development if needed based on data collected 	<ul style="list-style-type: none"> -Director of Teaching and Learning -Principal 	<ul style="list-style-type: none"> -Instructional Rounds (dates) -Next Steps from Instructional Rounds (Google) -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed.
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School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (mid year)	June (end of year)
Student Success - Goal 1	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● iReady results ● Student survey results 	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● iReady results ● Student survey results 	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● Student survey results
Family and Community Partnership - Goal 2	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events 	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events 	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events
System Excellence - Goal 3	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations 	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations 	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations

Roles For School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
Instructional Leadership Team	Focus on individualized needs of each student during Tier 1 instruction and the intervention block.	Increase student achievement in all academic areas. Teachers will have a variety of tools to use during the WIN block in both ELA and Mathematics to support various levels of learners.
Climate (Student-Focused)	Zones of Regulation common language throughout the building. SAEBRS data analysis. Advisory meetings. School-wide assemblies.	Students feel as though they belong and are engaged in their learning. Students understanding and usage of coping skills/strategies. Common SEL language (Zones of Regulation) used throughout the building.
Climate (Staff-Focused)	Focus on the well-being of all MSS staff.	Staff feel supported, enjoy being at work and feel as though they are valuable members of the MSS community.
Parent/Teacher Organization Committee	Connecting with the MSS PTO, recruiting members and increasing family engagement.	Increasing engagement at PTO monthly meetings and engagement during MSS events.
Family Engagement	Build and maintain positive relationships with our families to best support all students.	Increasing family participation in MSS events and increased number of events offered (whole-school or grade-level specific).
Peer Collaboration Team	Focus on Peer Observation process at MSS (certified and paraprofessionals), the training or new staff, and the VPS evaluation process.	Providing staff the training and tools they need.
Attendance Team	Connect with all students, and their families, considered chronically absent last year. Work with families to offer support.	Decrease in chronically absent/tardy students.

School-Based Accountability Index

Northeast School School Improvement Plan 2023-24



**69 East Street
Vernon, CT**

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Northeast School – School Improvement Plan 2023-2024

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Introduction

Every year, the Northeast Elementary School (NES) staff develops a new School Improvement Plan (SIP) as a “living” continuous reference for priorities, strategies, and measurements that drive performance across the NES community. This plan includes the mission and vision statements, the goals of the Vernon Board of Education, as well as school improvement strategies that are aligned to the district mission and goals. The goals and priorities at Northeast are developed to increase student achievement, meet the needs of individual students, and strengthen the school learning community to ensure all students, staff and families are included.

Vernon Board of Education 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.

Vernon Board of Education Vision Statement

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

Vernon Board of Education Core Beliefs

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.

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.

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 extend 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.

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

Strategic Plan

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 and continuing through college and career pathways.
- Deliver personalized instruction, assessments, and interventions that support the 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.

District Metrics for Success	2021-22	2022-23	2023-24	2024-25	2025-26
Data Sources: Next Generation Accountability Index, Profile and Performance Reports, and VPS Data	% Points Earned	% Points Earned			
At least 95% of our students attended school every day	93.9%				
Chronically Absent	60.4%				
On-Track for High School Graduation (measured in 9 th Grade)	90.2%				
Staff Demographics: Percentage of Minority Employees within District	6.9%				
Students in Kindergarten who have a pre-kindergarten experience (Target 100%)	73%				
ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
ELA Performance: Students at/or above grade-level standards (SBAC)- High Needs	76.8%				
Math Performance: Students at/or above grade-level standards (SBAC)- All	80.4%				
Math Performance: Students at/or above grade-level standards (SBAC)- High Needs	70.5%				
Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say 'they feel they belong to the Vernon School community	82.5%				
Family & Community supporting the District's Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences			
Strategic Actions: <ul style="list-style-type: none"> 1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways. 1b: Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students. 1c: Foster a culture of high expectations for all students with goals for meaningful post-graduation success. 1d: Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate. 			
Student Success Goal: Deliver personalized instruction, assessments and interventions that support academic and social emotional needs for all students			
Metrics for Success: <ul style="list-style-type: none"> All students in 1-5 will demonstrate at least one year's growth as measured by the iready assessment (June 2023 to June 2024) in reading and math. All Kindergarten students will meet the kindergarten EOY benchmark as measured by the DIBELS mCLASS. 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
1b- Deliver personalized instruction, assessment and interventions that support the academic needs for all students.	Reading teachers and math interventionist will use i-Ready and unit assessment results to implement Tier II instruction for students during intensive support. During the intervention time, resources are available to teacher for students who are not receiving Tier II.	Reading teachers, Math Interventionist and all classroom teachers.	<u>Evidence:</u> _lesson plans, observations, PD agendas, assessments <u>Short-Term Impact & Longer-Term Outcomes:</u> _weekly planning for conferences & groups - targeted & differentiated instruction - student growth
1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.	Meet with teachers before each new math/reading unit to plan and prepare resources. Teachers will regularly introduce new words, create a word wall and use read alouds to foster vocabulary development.	District coaches, Reading interventionists, Teachers, Admin	<u>Evidence:</u> - Grade level Meetings - Daily Common Planning time -Walkthroughs
1b- Deliver personalized instruction, assessment and interventions that support the academic needs for all students.	Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy.-Analyze data to provide small group targeted instruction during the literacy and/or WIN blocks. Monitor student progress and implementation of the curriculum.	Administrator(s) Teachers/SPED Teachers, Director of Teaching & Learning, Reading Interventionists, Supervisor of Sp.Ed.	<u>Evidence:</u> -PD Aug. 30, Nov. 7 -District Literacy Leadership Team Meetings (fall, winter, and spring) -School-Based data team and SRBI meetings -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. -Teacher lesson plans

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** 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.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal: Enhance the relationships between the school, students, families, and the community, firmly founded on trust.

Metrics for Success:

- 2023-24 School Climate Survey - to "*Northeast School provides me with useful information about how to help my child do well in school.* " and "*I know who to talk to at the school when I have ideas or concerns*" $\geq 90\%$ (agree or strongly agree)
- School Accountability Index Chronic Absenteeism $\leq 10\%$

-Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2a: Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.	Implement Parent Square to keep families informed about their child's learning journey. Through this app, we will provide regular updates in families' home languages, offering information about what their child is learning and how they can support their learning at home. These updates will be will focus on student learning activities aligned with our high-quality VPS standards-aligned curriculum. With the Parent Square App, we aim to enhance communication and collaboration between home and school, ensuring that families have the resources they need to actively engage in their child's education.	All Teachers/Admin	<u>Evidence:</u> -Weekly Communication through Parent Square -Parents usage of the Parent Square App
2a: Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.	Arrange a breakfast and/or Family Night. This event will provide an opportunity for families to come together and engage in a fun and educational "make and take" learning activity that can be continued at home.	Social Worker/School Psychologist, teachers, Admin	<u>Evidence:</u> - Family Attendance - School Climate Survey
2d: Nurture a culture that promotes wellness, diversity, and inclusion.	Starting in September, we will implement two initiatives aimed at promoting attendance and ensuring a warm welcome for new families. Attendance Club and Morning Check-In and a New Families Welcome Packet for families who register students during the school year	Social Worker/School Psychologist	<u>Evidence:</u> - Attendance Calendar (Sticker Chart) - Incentives for consistent attendance

Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.

Strategic Actions:

- **3a:** Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.
- **3b:** Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.
- **3c:** Create a positive school culture of teaching and learning for all students, staff and families.
- **3d:** Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.

System Excellence Goal: Staff will contribute to the creation of safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.

Metrics for Success:

- Achieve $\geq 90\%$ positive responses to all questions in the Staff Climate Survey, and $\geq 90\%$ of teachers will be identified as effective teachers on the teacher evaluation plan.

Action Plan to Accomplish Goal

Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
3c: Create a positive school culture of teaching and learning for all students, staff and families.	Staff meetings dedicated to building a stronger sense of community among our team. Staff Meetings will focus on three key aspects: showcasing instructional videos from various grade levels, engaging in team-building activities, and the opportunity to celebrate academic and personal milestones.	Admin, all staff	<u>Evidence:</u> - Staff meeting agendas - Staff Climate Survey
3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.	Emphasize the importance of establishing a positive and welcoming environment for our students each morning by implementing a morning routine that includes greeting students as they enter the classroom and a morning "check-in" visit from either the administration or the School Climate Specialist. The goal is to ensure a positive start to the day for both teachers and students.	Admins, Social Work, School Psychologist. SCS	<u>Evidence:</u> - Staff and student Attendance - Monitor/Review SEL Screener results
3c: Create a positive school culture of teaching and learning for all students, staff and families.	In addition to a teacher mentor, assign a non-classroom teacher "building buddy" to all new staff members to assist with Northeast related questions.	Admin, All Staff	<u>Evidence:</u> - Staff meeting agendas - Staff Climate Survey

School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
Student Success - Goal 1	DIBELS mCLASS, iready, classroom assessments, observations will be monitored and analyzed during data team meetings and weekly ILT/SRBI meetings.	DIBELS mCLASS, iready, classroom assessments, observations will be monitored and analyzed during data team meetings and weekly ILT/SRBI meetings.	DIBELS mCLASS, iready, classroom assessments, observations will be monitored and analyzed during data team meetings and weekly ILT/SRBI meetings.
Family and Community Partnership - Goal 2	School Climate Survey Results and student attendance monitored along with parent attendance of family events and conferences	School Climate Survey Results and student attendance monitored along with parent attendance of family events and conferences	School Climate Survey Results and student attendance monitored along with parent attendance of family events and conferences
System Excellence - Goal 3	Classroom Walkthroughs/Formal and Informal Observations by Administration	Classroom Walkthroughs/Formal and Informal Observations by Administration	Classroom Walkthroughs/Formal and Informal Observations by Administration

Roles for School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
Instructional Leadership Team	Student Success System Excellence Family and School Partnership	Overall school climate will improve and new staff members will feel welcomed and connective to the Northeast School Community
Instructional Leadership Team	Student Success	By the end of May 2024, students will be exposed to number talks that foster a deeper understanding of math computations which will lead to an increase in number of students achieving mastery on IAB assessments, fluency assessments and meeting their target growth rate on i-Ready.
Equity and Engagement/Climate Committee	Family and School Partnership	=/> 90% positive responses on the School Climate Survey - all questions End of year Chronic Absenteeism will be =/< %10
Instructional Leadership Team	Student Success	All students will make growth in DIBELS mCLASS, iready by the spring 2023 to spring 2024 assessments



School Category: 1

School-Based Accountability Index

Next Generation Accountability, 2021-22
Vernon School District, Northeast School (Grades: PK-5)

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	72.2	75	46.2	50	96.3	85.6
1b. ELA Performance Index - High Needs Students	65.8	75	43.9	50	87.7	72.3
1c. Math Performance Index - All Students	73.0	75	48.7	50	97.4	78.2
1d. Math Performance Index - High Needs Students	66.9	75	44.6	50	89.2	63.6
1e. Science Performance Index - All Students	80.6	75	50.0	50	100.0	81.9
1f. Science Performance Index - High Needs Students		75			-	68.4
2a. ELA Academic Growth - All Students	74.4%	100%	74.4	100	74.4	60.4
2b. ELA Academic Growth - High Needs Students	75.5%	100%	75.5	100	75.5	66.2
2c. Math Academic Growth - All Students	88.4%	100%	88.4	100	88.4	65.2
2d. Math Academic Growth - High Needs Students	84.8%	100%	84.8	100	84.8	59.1
2e. Progress Toward English Proficiency - Literacy		100%			-	64.9
2f. Progress Toward English Proficiency - Oral		100%			-	57.4
4a. Chronic Absenteeism - All Students	5.7%	<=5%	48.6	50	97.2	25.1
4b. Chronic Absenteeism - High Needs Students	7.9%	<=5%	44.1	50	88.3	0.0
5. Preparation for CCR - Percent Taking Courses		75%			-	100.0
6. Preparation for CCR - Percent Passing Exams		75%			-	58.0
7. On-track to High School Graduation		94%			-	87.9
8. 4-year Graduation: All Students (2021 Cohort)		94%			-	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)		94%			-	90.6
10. Postsecondary Entrance (Graduating Class 2021)		75%			-	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	54.3%	75%	36.2	50	72.4	61.1
12. Arts Access		60%			-	87.4
Accountability Index			687.3	800	85.9	69.7

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	65.8	9.2	16.6	N
Math Performance Index Gap	75.0	66.9	8.1	18.5	N
Science Performance Index Gap				17.9	
Graduation Rate Gap (2019 Cohort)					

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	

Minimum participation standard is 95%.

Skinner Road School School Improvement Plan 2023-2024



**90 Skinner Road
Vernon, CT 06066**

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Skinner Road School– School Improvement Plan 2023-2024

Instructional Leadership Team

Bryan Kerachsky, Principal
Carri Clark, Reading Interventionist
Lauren Guay, Teacher
Deb Hill, Kindergarten Teacher
Kelly Schunder, Social Worker
Cheryl Spencer, Grade Teacher
Rob DeJesus, Reading Interventionist
Melissa McKee, Math Interventionist
Kathryn Barrington, Math Interventionist

Introduction

Every year Skinner Road school staff creates a school improvement plan which provides an overview of the initiatives and priorities being implemented in the building. This plan includes the mission statement and goals of the Vernon Board of Education, as well as, the individual school improvement initiatives that are aligned to the district mission and goals. The goals and priorities at Skinner Road School are developed to increase student achievement while improving the environment in which all students learn.

Vernon Board of Education 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.

Vernon Board of Education Vision Statement

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

Vernon Board of Education Core Beliefs

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.

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.

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 extend 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.

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

Strategic Plan

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 and continuing through college and career pathways.
- Deliver personalized instruction, assessments, and interventions that support the 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.

District Metrics for Success	2021-22	2022-23	2023-24	2024-25	2025-26
Data Sources: Next Generation Accountability Index, Profile and Performance Reports, and VPS Data	% Points Earned	% Points Earned			

At least 95% of our students attended school every day	93.9%				
Chronically Absent	60.4%				
On-Track for High School Graduation (measured in 9 th Grade)	90.2%				
Staff Demographics: Percentage of Minority Employees within District	6.9%				
Students in Kindergarten who have a pre-kindergarten experience (Target 100%)	73%				
ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
ELA Performance: Students at/or above grade-level standards (SBAC)- High Needs	76.8%				
Math Performance: Students at/or above grade-level standards (SBAC)- All	80.4%				
Math Performance: Students at/or above grade-level standards (SBAC)- High Needs	70.5%				
Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say 'they feel they belong to the Vernon School community	82.5%				
Family & Community supporting the District's Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences

Strategic Actions:

- **1a:** Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.
- **1b:** Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students.
- **1c:** Foster a culture of high expectations for all students with goals for meaningful post-graduation success.
- **1d:** Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate.

Student Success Goal:

Student Success Goal (1B): Students will receive personalized instruction, assessments and interventions that support academic and social-emotional needs for all students to increase math and reading achievement.

Metrics for Success:

- Metric #1: Reading achievement for all students in grades 3-5 will meet their growth target as measured by SBA according to their 2023 to 2024 score
- Metric #2: Math achievement for all students in grades 3-5 will meet their growth target as measured by SBA according to their 2023 to 2024 score
- Metric #3: Reading achievement for all students K-3 will move one benchmark indicator based of DIBELS Fall scores to their May scores to show growth

Action Plan to Accomplish Goal

Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
1b- Deliver personalized instruction, assessment and interventions that support the academic needs for all students.	<ul style="list-style-type: none"> - Personalized Instruction (conferring/small group) -Teachers will working in small groups or individually around “next steps” considering their responsiveness to students learning previous to the conferring/small group based on their formative assessments/running records/notes from previous learning 	<ul style="list-style-type: none"> -Administrator -Classroom teachers -Rdg. Interventionists -Math Interventionists 	<u>Evidence:</u> <ul style="list-style-type: none"> -Lesson plans, PD agendas, assessments -Differentiated Instruction
1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career	<ul style="list-style-type: none"> -Read Alouds: Teachers will use read alouds to ensure that all students see themselves in the books we read -Teachers will use these read alouds to support curriculum units, skills, and strategies taught in each unit. -Teachers will use these read alouds to support student belonging and well-being to ensure they are a part of our school community 	<ul style="list-style-type: none"> -Administrator -Classroom teachers -Social Worker -Rdg. Interventionists -Sp.Ed. teachers -Supervisor of Sp.Ed. 	<u>Evidence:</u> <ul style="list-style-type: none"> -Read Aloud lesson plans (Books with sticky notes) -PLC agenda items

pathways.			
1b- Deliver personalized instruction, assessment and interventions that support the academic needs for all students.	<p>Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy.</p> <p>-Analyze data to provide small group targeted instruction during the literacy and/or small group blocks.</p> <p>-Monitoring student progress to ensure students are progressing to and meeting benchmark.</p> <p>-Monitoring of the implementation of district curriculum to ensure all components of the science of reading are being taught.</p>	<p>-</p> <p>Administrator(s)</p> <p>-Classroom teachers</p> <p>-Director of Teaching & Learning</p> <p>-Rdg. Interventionists</p> <p>-Sp.Ed. teachers</p> <p>-Supervisor of Sp.Ed.</p>	<p><u>Evidence:</u></p> <p>-PD Aug. 30, Nov. 7</p> <p>-District Literacy Leadership Team Meetings (fall, winter, and spring)</p> <p>-School-Based data team and SRBI meetings</p> <p>-Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed.</p> <p>-Teacher lesson plans</p>
1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.	<p>-Using vocabulary development across the day</p> <p>-Teachers will use strategies from Tanya S. Wright's book to support active vocabulary learning (use movement, think about examples, use new vocabulary during writing, etc...)</p>	<p>-Administration</p> <p>-Classroom Teachers</p> <p>-Reading Interventionists</p>	<p><u>Evidence:</u></p> <p>-Lesson plans that weave vocabulary through the entire day</p> <p>-PD notes</p> <p>-<u>Vocabulary Development Across the Day</u> by Tanya S. Wright</p>
1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.	<p>-This year we will study Building Thinking Classrooms through practices for enhancing learning</p>	<p>-Administration</p> <p>-Classroom Teachers</p> <p>-All interventionists</p>	<p><u>Evidence:</u></p> <p>-PLC Meeting Minutes</p> <p>-Teacher notes from PLCs</p> <p>- <u>Building Thinking Classrooms</u>, by Peter Liljedahl</p> <p>-Podcasts about BTC</p>

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** 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.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal: Create innovative opportunities for student, family and community connections and voice that are built on trust, which will engage long lasting positive relationships to support the whole child.

Metrics for Success:

- Metric # 1: Maintain the percent of students that are chronically absent to under 10% for the 23-24 school year.
- Metric # 2: Maintain the family survey responses around the three (3) staff-family survey questions to above 90%

Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2c: 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.	Family Touchpoints: <ul style="list-style-type: none"> ● Classroom News ● Weekly Communication ● Hopes and Dreams ● IAB Unit Summary 	-Administration -Classroom Teachers -All Interventionists -Tech Facilitator	Evidence: -Parent Square Posts -Email communications -IAB unit summary report (Parent's see feedback on student work) -Facebook Posts
2a: Create innovative opportunities for student, family and community connections and	Family Events: -Community Celebrations -Academic Understandings (Curriculum)	-Administration -Classroom Teachers -All Interventionists	Evidence: -Agendas -Flyers -Number of families/students in attendance

voice that are built on trust and strong relationships.			
2d: Nurture a culture that promotes wellness, diversity, and inclusion.	Creating Community Leader Partnerships to enhance student pathways (More Rationale/action steps will be forthcoming)	-Administration -Cultural Awareness Committee -Family Engagement Committee	<u>Evidence:</u> -
2a: Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.	Chronic Absenteeism Team (CAT) and Behavior Awareness Team (BAT) working to support student wellness and belonging.	-Administration -Social Worker -School Psychologist -School Climate Specialist -Nurse -Classroom Teachers	<u>Evidence:</u> -CAT/BAT meeting minutes -# of students on the CAT list -

Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.			
Strategic Actions: <ul style="list-style-type: none"> ● 3a: Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon. ● 3b: Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work. ● 3c: Create a positive school culture of teaching and learning for all students, staff and families. ● 3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning. 			
System Excellence Goal: Create a positive school culture of teaching and learning for all students to flourish			
Metrics for Success: <ul style="list-style-type: none"> ● Metric #1: Increase students' responses to "I have strategies to use when I'm upset" to increase by 10% points. ● Metric #2: Increase student responses to "I feel like I belong at our school" to increase by 10% points. 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)

3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.	Using the VPS social-emotional curriculum to enhance our morning meetings and SEL development of our students	All Certified Teachers -Administration	<u>Evidence:</u> -PD Agendas -VPS lesson plans -Teacher/Student formative assessment -Student survey questions on belonging at SRS
3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.	Second Step-Social Thinking Curriculum-K-5 Teachers will continue to implement second step from the '21-'22 school year	-Administration -All Certified Teachers	<u>Evidence:</u> -PD Agendas -Second Step lesson plans -Teacher/Student formative assessment -Student survey questions on belonging at SRS
3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.	B3-Be Here. Be You. Belong.-Our new initiative to create another opportunity for students to have another adult to connect to in the school. -The will meet 2x a week at the beginning and the end of the week to connect in small groups with all adults to help with student wellness coming into the week and leaving for the weekend.	-Administration -All SRS Staff	<u>Evidence:</u> -Meeting with students -Plans for their B3 time -Student Survey Results for belonging at SRS

School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
Student Success - Goal 1	Spring 22 SBA Scores/DIBELS	DIBELS Scores	Spring 24 Scores/DIBELS Score
Family and Community Partnership - Goal 2	FALL 22 Family Survey Data	N/A	Family Survey 2023
System Excellence - Goal 3	FALL 22 Student Survey Data	N/A	Fall 23 Student Survey

Roles For School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
SRBI	<ul style="list-style-type: none"> Our priority goal will be to review our SRBI SEL process / paperwork. 	<ul style="list-style-type: none"> Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.
Belonging	<ul style="list-style-type: none"> Create a positive school culture of teaching and learning for all students to flourish Share relevant information from the district level equity team to the building based equity team 	<ul style="list-style-type: none"> Create a positive school culture of teaching and learning for all students, staff and families. Align district and building based equity goals Provide resources and strategies for equitable practices
Staff Celebrations	<ul style="list-style-type: none"> Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work. 	<ul style="list-style-type: none"> Create positive interactions among staff members Provide team building experiences for staff

	<ul style="list-style-type: none"> ● Create a positive school culture of teaching and learning for all staff. 	
Family Engagement	<ul style="list-style-type: none"> ● Create innovative opportunities for student, family and community connections and voice that are built on trust, which will engage long lasting positive relationships to support the whole child. 	<ul style="list-style-type: none"> ● Improved engagement as measured by survey results

School-Based Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	70.6	75	47.1	50	94.1	85.6
1b. ELA Performance Index - High Needs Students	67.5	75	45.0	50	90.0	72.3
1c. Math Performance Index - All Students	66.0	75	44.0	50	87.9	78.2
1d. Math Performance Index - High Needs Students	62.0	75	41.3	50	82.6	63.6
1e. Science Performance Index - All Students	65.4	75	43.6	50	87.2	81.9
1f. Science Performance Index - High Needs Students	55.5	75	37.0	50	73.9	68.4
2a. ELA Academic Growth - All Students	79.0%	100%	79.0	100	79.0	60.4
2b. ELA Academic Growth - High Needs Students	76.9%	100%	76.9	100	76.9	56.2
2c. Math Academic Growth - All Students	93.1%	100%	93.1	100	93.1	65.2
2d. Math Academic Growth - High Needs Students	92.7%	100%	92.7	100	92.7	59.1

2e. Progress Toward English Proficiency - Literacy		100%	.	.	.	64.9
2f. Progress Toward English Proficiency - Oral		100%	.	.	.	57.4
4a. Chronic Absenteeism - All Students	7.8%	<=5%	44.4	50	88.8	25.1
4b. Chronic Absenteeism - High Needs Students	12.4%	<=5%	35.1	50	70.3	0.0
5. Preparation for CCR - Percent Taking Courses		75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams		75%	.	.	.	58.0
7. On-track to High School Graduation		94%	.	.	.	87.9
8. 4-year Graduation: All Students (2021 Cohort)		94%	.	.	.	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)		94%	.	.	.	90.6
10. Postsecondary Entrance (Graduating Class 2021)		75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	36.5%	75%	24.4	50	48.7	61.1
12. Arts Access		60%	.	.	.	87.4
Accountability Index			703.5	850	82.8	69.7

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.1

Decision Requested

X

October 10, 2023

Date


AGENDA REPORTING FORM

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

Background: Mr. William Meier, Director of Business and Finance, will give the Board an updated report including the Year-to-Date Budget. The Board will take action on:

(a) Asset Disposal Requests

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



Signature of Person(s) Submitting Report



Superintendent of Schools



VERNON PUBLIC SCHOOLS

BUSINESS AND FINANCE REPORT

October 10th, 2023

William Meier III

Director of Business and Finance

wmeier@vernon-ct.gov

(860) 896-4661

- **Budget**

- Executive Summary of Account Balances (Exhibit A, pages 1-2)
- Master Scholarship Account Balances (Exhibit B, page 3)
- FYE2023 Year-to-Date Budget Summary (Exhibit C, pages 4-7)
- FY2024 Year-to-Date Budget Summary (Exhibit D, pages 8-11)
- Tuition Revenue and Expenses (Exhibit E, pages 12-13)
 - There is no Special Ed. Magnet Tuition report this month due to invoices not received to date for FY24

- **General Business**

- Vendor Contracts and Renewals (Exhibit F, pages 14-20)
 - For informational purposes only

- **Food & Nutrition Services**

- Financial Report
 - P&L August 2023 (Exhibit G, page 21)

- **Logistics**

- Asset Disposal Requests (Exhibit H, pages 22-23)
 - Action Item
 - Motion to Approve as Presented



**VERNON PUBLIC SCHOOLS
EXECUTIVE SUMMARY
YTD ACCOUNT BALANCES
FISCAL YEAR 2023-2024
October 10, 2023**

ACCOUNT TYPE	ORIGINAL APPROP	TRANSFERS & ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
LOCAL as of 10/02/2023	57,867,876.00	0.00	57,867,876.00	12,603,760.86	36,670,729.42	8,593,385.56	85.10%
LOCAL as of 09/30/2022	55,775,479.00	0.00	55,775,479.00	5,122,570.49	35,030,304.95	15,622,603.16	72.00%
GRANTS (AS OF 09/29/23)							
21st Century Workforce PIP	35,000.00	0.00	35,000.00	2,249.72	0.00	32,750.28	6.40%
ABE PEP IELCE	70,348.00	0.00	70,348.00	3,358.66	1,980.00	65,009.34	7.60%
ABE State & Local Provider	400,728.00	0.00	400,728.00	70,574.05	200,612.02	129,541.96	67.70%
ABE Tuition	699,469.00	0.00	699,469.00	87,073.62	87,856.18	524,539.20	25.00%
Alliance District Ed. Funding	3,661,118.00	0.00	3,661,118.00	553,105.86	2,361,149.06	746,863.08	79.60%
ASTE Additional Funding	690,021.00	163,700.00	853,720.91	0.00	1,606.89	852,114.02	0.20%
Carl Perkins Vocation Ed	0.00	0.00	0.00	525.20	0.00	0.00	100.00%
ESSER Dual Credit Expan	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00	0.00%
ESSER III ARP	2,081,387.69	0.00	2,081,387.69	1,033,021.81	1,029,911.09	18,454.79	99.10%
Family Lit. Grant - PIP	50,000.00	0.00	50,000.00	5,142.76	13,113.49	31,743.75	36.50%
HTFD Foundation Planning	147,442.65	0.00	147,442.65	31,042.12	106,674.30	9,726.23	93.40%
IDEA 611 Indiv. w/Disabilities	1,105,109.54	14,729.00	119,838.54	86,795.40	658,595.34	374,447.80	66.56%
IDEA 619 Special Education Preschool	28,103.62	51,327.00	79,430.62	4,359.65	31,766.45	43,304.52	45.48%
McKinney Vento Education of Homeless	45,000.00	20,000.00	65,000.00	17,278.08	21,641.76	26,080.16	59.88%
Open Choice Program-Receiv	3,305.72	0.00	3,305.72	0.00	368.99	2,936.73	11.20%
Pegpetia (Pura)	91,000.00	0.00	91,000.00	43,404.00	47,595.60	0.00	100.00%
PIP Expansion of EDP	30,046.00	0.00	30,046.00	2,651.58	180.61	27,213.81	9.40%
Post Secondary Transition	39,954.00	0.00	39,954.00	2,333.76	0.00	37,620.24	5.80%
Pre-Apprenticeship Program	33,650.79	0.00	33,650.79	0.00	0.00	33,650.79	0.00%
School Readiness	144,000.00	0.00	144,000.00	14,946.69	114,591.29	14,462.02	90.00%
Schl Mental Hlth Sp Grant	119,631.00	0.00	119,631.00	3,001.37	69,031.51	47,598.12	60.20%
SR Enrollment Grant	15,360.00	0.00	15,360.00	2,200.37	2,215.23	10,944.40	28.70%
Sykes Foundation Trust	150,364.00	0.00	150,364.00	28,791.35	97,927.46	23,645.19	84.30%
TEAM	7,034.00	0.00	7,034.00	0.00	0.00	7,034.00	0.00%
TITLE I - ESEA	883,125.41	0.00	883,125.41	89,410.93	637,619.29	156,095.19	82.32%
TITLE II - Teachers	129,426.00	0.00	129,426.00	10,449.81	80,115.21	38,860.98	70.00%
TITLE III - English Language	16,037.00	0.00	16,037.00	1,708.56	13,098.96	1,229.48	92.30%
Title IV Student Supp and Acad	62,969.00	0.00	62,969.00	0.00	0.00	62,969.00	0.00%
UConn ASTE Subaward	1,850.00	0.00	1,850.00	0.00	0.00	1,850.00	0.00%
Universal Service Grant	90,280.00	0.00	90,280.00	0.00	0.00	90,280.42	0.00%
Wethersfield Family Learning	3,601.97	0.00	3,601.97	0.00	0.00	3,601.97	0.00%
SUBTOTAL	10,875,362.39	249,756.00	10,125,118.30	2,093,425.35	5,577,650.73	3,454,567.47	75.76%
EDUCATION CAPITAL AND NON-RECURRING ACCOUNT						740,596.64	
SCHOOL ROOF CAPITAL PROJECTS FUND						174,737.29	
MEDICAID REIMBURSEMENT						33,718.80	
SPECIAL EDUCATION/SPECIAL REVENUE FUND						350,000.00	
STATE REVENUE							
Excess Cost						0.00	
Education Cost Sharing						0.00	
Vocational Agriculture						163,700.00	
TOTAL						163,700.00	



**VERNON PUBLIC SCHOOLS
EXECUTIVE SUMMARY
YTD ACCOUNT BALANCES
FISCAL YEAR 2023-2024
October 10, 2023**

ACCOUNT TYPE						BALANCE	
OUT-OF-DISTRICT TUITION REVENUE							
Vocational Agriculture						0.00	
VoAg/Special Education						0.00	
Special Education						0.00	
NEXT Step						0.00	
TOTAL						0.00	
FOOD AND NUTRITION SERVICES - Bank Statement Balance as of 08/31/2023						566,940.90	
SCHOOL ACTIVITY ACCOUNTS - Bank Statement Balance as of 08/31/2023							
Continuing Education						57,707.38	
CRS Student Activity						14,237.28	
LSS Student Activity						2,642.20	
MSS Student Activity						12,657.20	
NES Student Activity						3,626.23	
NextSTEP Activity						6,181.73	
RHS Student Activity						72,764.20	
RHS Student Activity STIF Account						100,058.63	
School Use Fund						237,964.77	
SRS Student Activity						1,150.81	
Summer School Activity						16,544.45	
Vernon Friends of Music - CD						8,834.20	
VCMS Student Activity						41,607.57	
Vernon Regional Adult Based Ed						8,878.03	
VPS District Activity Acct.						14,651.43	
TOTAL						599,506.11	
SCHOLARSHIP ACCOUNTS - as of 08/31/2023							
Master Scholarship Account						23,455.77	
Master Scholarship STIF Account						352,187.40	
Master Scholarship Check Writing Account						1,205.89	
Pitkat Scholarship Trust Fund (as of 06/30/2023)						134,263.72	
TOTAL						511,112.78	

EXHIBIT B

FY2023-2024 VERNON PUBLIC SCHOOLS - SCHOLARSHIP ACCOUNTS BALANCES as of 08/31/2023

Account	Total Balance	Total Interest
Master Scholarship Account	\$23,455.77	\$10.75
STIF Master Scholarship Account	\$352,187.40	\$1,124.46

Account Name	Total Interest and Principal as of July 31, 2023	August 2023 Deposits/ Transfers	August 2023 Sub-Total	August % to Master Acct. Balance	August 2023 Interest	Total Interest and Principal as of August 31, 2023
RHS SCHOLARSHIP BANK ACCOUNTS						
Ballos, Seymour Scholarship	\$4,206.48	\$0.00	\$4,206.48	0.01123	\$12.75	\$4,219.23
Bellino, Claire Scholarship	\$3,730.18	\$0.00	\$3,730.18	0.00996	\$11.31	\$3,741.49
Bellino, John Mem. Scholarship	\$3,730.15	\$0.00	\$3,730.15	0.00996	\$11.31	\$3,741.46
Berger, Don Family Scholarship	\$1,618.71	\$0.00	\$1,618.71	0.00432	\$4.91	\$1,623.62
Colvin, Lawrence Memorial Scholarship	\$3,166.85	\$0.00	\$3,166.85	0.00846	\$9.60	\$3,176.45
Dailey, Louise & Virginia Memorial Scholarship	\$77,767.90	\$0.00	\$77,767.90	0.20765	\$235.73	\$78,003.63
Doss, Bruno Scholarship	\$2,968.45	\$0.00	\$2,968.45	0.00793	\$9.00	\$2,977.45
Duell, Joan Nursing Scholarship	\$3,818.10	\$0.00	\$3,818.10	0.01019	\$11.57	\$3,829.68
Edwards, Fred & Shirley Memorial Scholarship	\$1,506.00	\$0.00	\$1,506.00	0.00402	\$4.56	\$1,510.56
Fagan, Martin Memorial Scholarship	\$20,151.03	\$0.00	\$20,151.03	0.05381	\$61.08	\$20,212.11
Hammar, Alice H Scholarship	\$23,007.01	\$0.00	\$23,007.01	0.06143	\$69.74	\$23,076.75
Hartmann, Russell Scholarship	\$21,433.01	\$0.00	\$21,433.01	0.05723	\$64.97	\$21,497.98
Kuhnly, Lucille E., Chemistry Scholarship	\$3,439.48	\$0.00	\$3,439.48	0.00918	\$10.43	\$3,449.90
Lachut, Nancy McMahon '52 Scholarship	\$2,614.15	\$0.00	\$2,614.15	0.00698	\$7.92	\$2,622.08
Lipman, Leonard Music Scholarship	\$5,398.00	\$0.00	\$5,398.00	0.01441	\$16.36	\$5,414.36
Lipton, Simon Scholarship	\$673.63	\$0.00	\$673.63	0.00180	\$2.04	\$675.67
Merk, Kenneth C Memorial Scholarship	\$33,430.96	\$0.00	\$33,430.96	0.08927	\$101.34	\$33,532.30
Moulin, Peter Memorial Scholarship	\$2,202.57	\$0.00	\$2,202.57	0.00588	\$6.68	\$2,209.24
O'Donnell, Ryan H. Memorial Band Scholarship	\$1,506.76	\$0.00	\$1,506.76	0.00402	\$4.57	\$1,511.33
Pease, Richard Memorial Fund	\$219.85	\$0.00	\$219.85	0.00059	\$0.67	\$220.52
Ramsdell, Peter Memorial Scholarship	\$761.85	\$0.00	\$761.85	0.00203	\$2.31	\$764.16
RHS Principals Award Fund	\$6,476.45	\$0.00	\$6,476.45	0.01729	\$19.63	\$6,496.08
Rock, Ernie Music Memorial Fund	\$778.27	\$0.00	\$778.27	0.00208	\$2.36	\$780.63
Saimond, Chuck Scholarship	\$21,592.00	\$0.00	\$21,592.00	0.05765	\$65.45	\$21,657.45
Smith, Mark / Williams, John Memorial Award	\$59,868.12	\$0.00	\$59,868.12	0.15986	\$181.47	\$60,049.60
Vernon Board of Education Scholarship	\$3,952.30	\$0.00	\$3,952.30	0.01055	\$11.98	\$3,964.28
Vernon Teachers Scholarship	\$61,708.10	\$0.00	\$61,708.10	0.16477	\$187.05	\$61,895.15
TOTAL: RHS SCHOLARSHIPS	\$371,726.38	\$0.00	\$371,726.38	0.99257	\$1,126.78	\$372,853.16
VCMS AWARD BANK ACCOUNTS						
Amongst the Waves - The Andrew Aggarwala Memorial Scholarship	\$3.84	\$0.00	\$3.84	0.00001	\$0.01	\$3.85
John Kalina Memorial Award	\$319.35	\$0.00	\$319.35	0.00085	\$0.97	\$320.32
TOTAL: VCMS AWARD ACCOUNTS	\$323.19	\$0.00	\$323.19	0.00086	\$0.98	\$324.17
CRS SCHOLARSHIP BANK ACCOUNTS						
Joseph Novack Memorial Fund	\$2,106.90	\$0.00	\$2,106.90	0.00563	\$6.39	\$2,113.29
TOTAL: CRS SCHOLARSHIP ACCOUNTS	\$2,106.90	\$0.00	\$2,106.90	0.00563	\$6.39	\$2,113.29
MSS SCHOLARSHIP BANK ACCOUNTS						
Owen Woods Scholarship	\$351.49	\$0.00	\$351.49	0.00094	\$1.07	\$352.56
TOTAL: MSS SCHOLARSHIP ACCOUNTS	\$351.49	\$0.00	\$351.49	0.00094	\$1.07	\$352.56
GRAND TOTAL: SCHOLARSHIP ACCOUNTS	\$374,507.96	\$0.00	\$374,507.96	1.00000	\$1,135.21	\$375,643.17

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FYE 2023 YTD REPORT

FOR 2023 13							
	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 GENERAL CONTROL	817,190	23,346	840,536	840,535.80	.00	.00	100.0%
51112 PRINCIPALS & SUPERVISORS	2,135,718	-23,132	2,112,586	2,112,586.05	.00	.00	100.0%
51113 CLASSROOM TEACHERS	17,065,223	-311,289	16,753,935	16,753,934.72	.00	.00	100.0%
51114 SPECIAL EDUCATION PERSONNEL	3,534,501	-206,448	3,328,052	3,328,052.14	.00	.00	100.0%
51115 COORDINATORS/FACILITY MANAGER	138,987	0	138,987	138,987.16	.00	.00	100.0%
51116 DEPARTMENT HEAD/FACILITATOR	130,056	-17,121	112,935	112,806.38	.00	128.48	99.9%
51117 COACHING	346,813	-19,129	327,685	327,684.89	.00	.00	100.0%
51119 SCHOOL PSYCHOLOGISTS - SALARY	653,612	-66,698	586,914	586,913.79	.00	.00	100.0%
51120 GUIDANCE COUNSELOR - SALARY	681,465	0	681,465	681,464.42	.00	.58	100.0%
51121 STUDENT ACTIVITY-SALARY STIPE	138,579	-17,661	120,918	120,917.94	.00	.00	100.0%
51122 TRAVEL SUPPLEMENT	7,700	2,000	9,700	9,700.08	.00	.00	100.0%
51123 SALARY NON-AFFILIATED	1,082,269	11,561	1,093,829	1,093,829.47	.00	.00	100.0%
51124 HOURLY NON AFFILIATED	498,914	-9,364	489,550	489,550.21	.00	.00	100.0%
51125 LIBRARIAN & ASSISTANTS SALARY	179,723	-12,328	167,396	167,395.50	.00	.00	100.0%
51126 SECRETARIES - SALARIES	1,158,655	-75,193	1,083,462	1,083,461.99	.00	.00	100.0%
51127 NURSES - SALARY	524,929	-86,741	438,189	438,188.83	.00	.00	100.0%
51128 CUSTODIAL/MAINTENANCE SALARIE	2,211,810	-110,758	2,101,052	2,101,052.00	.00	.00	100.0%
51129 NON-CERTIFIED GEN CONTROL SAL	85,263	3,403	88,666	88,666.25	.00	.00	100.0%
51131 CERTIFIED PERSONNEL - OT SALA	31,171	-9,723	21,448	20,834.05	.00	613.59	97.1%
51132 CUSTODIAL/MAINTENANCE OT SALA	127,150	-2,833	124,317	124,317.18	.00	.00	100.0%
51133 SECRETARIAL OT	15,089	2,510	17,600	17,599.51	.00	.00	100.0%
51136 ANNUITY BOARD OF EDUCATION	15,000	0	15,000	15,000.00	.00	.00	100.0%
51151 PARAPROFESSIONALS	2,823,905	-501,034	2,322,871	2,322,871.37	.00	.00	100.0%
51152 SUBSTITUTE TEACHERS	398,000	210,026	608,026	608,026.39	.00	.00	100.0%
51153 TUTORS	30,000	-22,194	7,806	7,805.57	.00	.00	100.0%
51154 SUBSTITUTE NURSES	6,210	68,438	74,648	74,647.58	.00	.00	100.0%
51156 CURRICULUM DEVELOPMENT SALARY	29,940	-19,547	10,393	10,393.05	.00	.00	100.0%
51157 CLERICAL SALARIES	36,312	2,532	38,844	38,843.93	.00	.00	100.0%
51158 TEMPORARY/CUSTODIAL SALARY	52,602	-10,200	42,402	42,318.00	.00	84.00	99.8%
51159 TEMPORARY SALARIES	103,297	20,376	123,673	123,673.35	.00	.00	100.0%
51270 SEVERANCE PAY - TEACHERS	137,500	-94,482	43,018	43,017.80	.00	.00	100.0%
51276 SEVERANCE PAY - SECRETARIAL	30,000	13,176	43,176	43,175.95	.00	.00	100.0%
51278 SEVERANCE PAY- CUSTODIAL/MAIN	20,000	22,748	42,748	42,748.31	.00	.00	100.0%
51281 EARLY RETIREMENT-INSTRUCTION	109,671	10,000	119,671	119,671.38	.00	.00	100.0%
51283 TRB REIMBURSEMENT	15,500	1,459	16,959	16,959.20	.00	.00	100.0%
52132 LIFE INSURANCE	121,346	11,656	133,002	133,002.26	.00	.00	100.0%
52171 HSA EMPLOYER CONTRIBUTIONS	670,000	-30,417	639,583	639,583.26	.00	.00	100.0%
52172 PPO/HMO MEDICAL INSURANCE	4,675,233	240,000	4,915,233	4,915,233.00	.00	.00	100.0%
52173 MEDICAL	300	-1	299	.00	.00	299.44	.0%
52174 DENTAL	205,000	0	205,000	205,000.00	.00	.00	100.0%
52179 MEDICARE	516,426	28,932	545,358	545,358.34	.00	.00	100.0%
52220 SOCIAL SECURITY	469,300	34,981	504,281	504,281.29	.00	.00	100.0%
52500 UNEMPLOYMENT COMPENSATION	50,000	-17,776	32,224	32,223.65	.00	.00	100.0%
52600 WORKERS' COMPENSATION	100,000	0	100,000	100,000.00	.00	.00	100.0%

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2023 13

52620	WORKERS' COMPENSATION EXCESS	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
52620	WORKERS' COMPENSATION EXCESS	50	0	50	.00	.00	50.00	.0%
52860	LONG & SHORT TERM DISABILITY	7,300	0	7,300	7,236.11	.00	63.89	99.1%
52919	TOWN PENSION	1,261,100	0	1,261,100	1,261,100.00	.00	.00	100.0%
52920	PENSION - DEFINED CONTRIBUTIO	93,932	37,751	131,683	131,682.65	.00	.00	100.0%
52930	OPEB TRUST FUND CONTRIBUTION	95,000	0	95,000	95,000.00	.00	.00	100.0%
53070	ENGINEERING FEES	1,000	0	1,000	900.00	.00	100.00	90.0%
53321	INSTRUCTIONAL SERVICES - BOE	113,000	-7,114	105,886	105,886.05	.00	.00	100.0%
53322	INSTRUCTIONAL PROGRAM IMPROV.	38,821	-14,541	24,280	24,279.52	.00	.00	100.0%
53323	PUPIL SERVICES	41,390	-8,456	32,934	31,634.23	.00	1,299.72	96.1%
53330	EMPLOYEE TRAINING AND DEV	3,000	-2,000	1,000	938.09	.00	61.91	93.8%
53332	BOARD OF ED LEGAL SERVICES	85,000	-5,664	79,336	77,796.06	.00	1,540.00	98.1%
53339	OTHER PROF & TECH SERVICES BO	1,328,025	275,504	1,603,529	1,603,405.05	-121.41	245.05	100.0%
54110	UTILITY SERVICES: ELECTRIC	745,000	-64,801	680,199	680,199.16	.00	.00	100.0%
54120	UTILITY SERVICES: NATURAL GAS	444,964	43,353	488,317	488,316.60	.00	.00	100.0%
54130	UTILITY SERVICES: WATER	78,800	0	78,800	77,352.44	.00	1,447.56	98.2%
54140	UTILITY SERVICES: SEWER USE	35,345	-8,235	27,110	27,110.32	.00	.00	100.0%
54200	CLEANING SERVICES	5,612	1,547	7,159	6,957.29	.00	201.80	97.2%
54217	DISPOSAL - HAZARDOUS WASTE	10,000	-4,556	5,444	5,443.52	.00	.00	100.0%
54320	MACHINERY & EQUIPMENT REPAIRS	30,000	2,647	32,647	32,393.66	.00	253.49	99.2%
54332	COPIER MAINTENANCE	33,000	5,951	38,951	38,951.18	.00	.00	100.0%
54350	REPAIR NON-INSTRUCTIONAL EQUI	4,450	-3,000	1,450	740.00	.00	710.00	51.0%
54351	REPAIR INSTRUCTIONAL EQUIPMEN	30,335	-20,629	9,706	9,034.50	.00	671.54	93.1%
54390	OTHER REPAIR AND MAINTENANCE	2,300	-130	2,170	1,730.01	.00	439.99	79.7%
54400	CHRO Compliance	0	5,400	5,400	5,400.00	.00	.00	100.0%
54450	RENTAL OF EQUIPMENT/VEHICLE	5,000	750	5,750	5,539.00	.00	211.00	96.3%
54460	RENTAL OF LAND/BUILDINGS	1,200	0	1,200	1,200.00	.00	.00	100.0%
54490	COPIER RENTAL/LEASE	62,000	-11,778	50,222	50,221.78	.00	.00	100.0%
54802	ROOF REPAIRS	10,000	7,148	17,148	10,848.07	6,300.00	.00	100.0%
54813	AIR CONDITIONING REPAIRS	30,500	57,032	87,532	85,208.70	2,323.74	.00	100.0%
54814	REPAIR ENERGY MANAGEMENT SYST	55,000	5,528	60,528	60,378.47	.00	150.00	99.8%
54816	FIRE SAFETY SYSTEM REPAIRS	32,465	6,977	39,442	39,441.54	.00	.00	100.0%
54818	SECURITY/ALARM SYSTEM REPAIRS	15,000	6,270	21,270	20,881.06	.00	388.89	98.2%
54830	INTERCOM SYSTEM REPAIRS	6,000	0	6,000	4,792.87	.00	1,207.13	79.9%
54890	MISC. BUILDING & GROUND REPAI	22,000	17,008	39,008	25,075.45	13,932.62	.00	100.0%
54895	SCHOOL REPAIRS-SUMMER PROJECT	0	572,499	572,499	524,899.12	47,600.00	.00	100.0%
55020	EMPLOYEE TRAVEL	28,463	-15,756	12,706	12,662.11	.00	43.94	99.7%
55210	GENERAL LIABILITY INSURANCE	205,640	-51,613	154,027	154,027.00	.00	.00	100.0%
55219	INTERSCHOLASTIC ACTIVITY INSU	30,000	0	30,000	25,795.00	.00	4,205.00	86.0%
55246	REIMBURSEMENT-PRIVATE AGENCIE	103,244	119,808	223,052	222,670.75	.00	381.23	99.8%
55310	TELEPHONE/DATA LINES	75,000	-14,140	60,860	60,859.67	.00	.00	100.0%
55330	COMMUNICATIONS	59,000	-8,410	50,590	49,285.17	.00	1,304.98	97.4%
55400	ADVERTISING	25,000	-800	24,200	24,192.15	.00	7.85	100.0%
55500	PRINTING & BINDING	40,800	-12,761	28,039	28,039.23	.00	.00	100.0%
55650	CONFERENCE FEES & MEMBERSHIP	109,800	-14,129	95,671	95,821.02	-150.00	.00	100.0%

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2023 13

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
55710 MEDICAL SERVICES							
55710 MEDICAL SERVICES	1,000	-1,000	0	.00	.00	.00	.0%
55800 ADULT ED TUITION IN LEA	226,371	-31,055	195,316	195,316.00	.00	.00	100.0%
55810 TUITION TO OTHER LEA'S	525,000	740,763	1,265,763	1,265,763.32	.00	.00	100.0%
55815 MAGNET SCHOOL TUITION	640,000	163,784	803,784	803,783.75	.00	.00	100.0%
55816 MAGNET TUITION - SPECIAL ED	330,000	85,637	415,637	415,636.62	.00	.00	100.0%
55820 TUITION NON-PUB SCHOOL NO CON	1,224,000	-136,040	1,087,960	1,087,959.57	.00	.00	100.0%
55911 CONTRACTED SERVICE - BUSES	886,324	-23,549	862,776	862,775.60	.00	.00	100.0%
55912 CONTRACT SERVICE VANS/LIFT BU	1,528,368	-171,410	1,356,957	1,356,957.17	.00	.00	100.0%
55913 CONTRACTED SERVICE VO-TECH BU	103,600	19,317	122,917	122,917.20	.00	.00	100.0%
55917 HOMELESS TRANSPORTATION	0	124,272	124,272	124,272.03	.00	.00	100.0%
55920 FIELD & ATHLETIC TRIPS	151,241	-20,946	130,295	127,327.99	2,966.62	.00	100.0%
55999 PURCHASED SERVICES	233,419	-24,189	209,230	209,003.42	.00	226.39	99.9%
56130 CUSTODIAL SUPPLIES	110,000	27,962	137,962	137,961.81	.00	.00	100.0%
56136 CEILING SUPPLIES	5,000	129	5,129	5,128.70	.00	.00	100.0%
56140 PAINTING SUPPLIES	20,000	7,067	27,067	27,066.90	.00	.00	100.0%
56141 PLUMBING SUPPLIES	22,500	1,000	23,500	23,129.88	.00	370.12	98.4%
56142 ELECTRICAL SUPPLIES	30,000	21,151	51,151	36,286.71	14,864.31	.00	100.0%
56148 BOILER & HEATING SUPPLIES	30,000	-497	29,503	29,372.00	.00	130.92	99.6%
56152 AIR FILTER SUPPLIES	7,500	-2,178	5,322	5,322.28	.00	.00	100.0%
56160 HAND TOOL SUPPLIES	7,500	1,429	8,929	8,929.47	.00	.00	100.0%
56161 SMALL HARDWARE SUPPLIES	31,500	31,325	62,825	58,562.86	4,262.13	.00	100.0%
56180 LANDSCAPING SUPPLIES	30,000	-14,273	15,727	15,726.78	.00	.00	100.0%
56183 CHEMICAL TREATMENT SUPPLIES	5,000	-5,000	0	.00	.00	.00	.0%
56199 MISC. BUILDING MATERIALS	10,000	2,108	12,108	11,203.89	.00	904.48	92.5%
56252 HEATING OIL #2	14,980	-14,980	0	.00	.00	.00	.0%
56260 AUTOMOTIVE FUEL - GASOLINE	40,950	24,628	65,578	64,459.77	.00	1,117.94	98.3%
56261 AUTOMOTIVE FUEL - DIESEL	91,350	24,284	115,634	115,633.54	.00	.00	100.0%
56410 TEXTBOOKS	69,082	-29,998	39,084	37,176.33	.00	1,907.56	95.1%
56420 LIBRARY BOOKS	39,955	-5,774	34,181	34,180.62	.00	.00	100.0%
56430 NEW INSTRUCTIONAL MATERIALS	30,000	0	30,000	29,728.02	.00	271.98	99.1%
56440 INSTRUCTIONAL SUPPLIES	504,422	-77,393	427,029	415,371.49	11,393.26	264.39	99.9%
56450 OTHER NEW CURRICULUM SUPPLIES	7,550	-3,899	3,651	2,701.34	.00	950.00	74.0%
56500 CLOTHING AND UNIFORM	52,500	468	52,968	51,183.17	1,499.87	285.27	99.5%
56900 OTHER SUPPLIES & MATERIALS	398,399	81,915	480,314	480,583.66	-270.00	.00	100.0%
56910 FIRE SAFETY SYSTEM SUPPLIES	9,000	0	9,000	8,259.51	.00	740.49	91.8%
57100 LAND IMPROVEMENT REPAIRS	35,000	52,417	87,417	75,261.11	12,155.80	.00	100.0%
57220 HEATING SYSTEM REPAIRS	18,000	99,162	117,162	117,161.72	.00	.00	100.0%
57230 PLUMBING SYSTEM REPAIRS	7,500	4,333	11,833	11,075.54	.00	757.92	93.6%
57710 COMPUTER HARDWARE	35,000	-10,168	24,832	24,568.40	.00	263.56	98.9%
57712 REPLACE COMPUTER EQUIPMENT	85,000	-82,232	2,768	2,768.39	.00	.00	100.0%
57720 COMPUTER SOFTWARE	340,084	16,156	356,240	356,239.94	.00	.00	100.0%
57811 FURNISHINGS	2,500	0	2,500	2,500.00	.00	.00	100.0%
57850 NEW INSTRUCTIONAL EQUIPMENT	23,430	-4,743	18,687	17,567.38	1,120.00	.00	100.0%
57852 REPLACE INSTRUCTIONAL EQUIP	3,500	0	3,500	2,134.88	.00	1,365.12	61.0%

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2023 13								
57854	NON-INSTRUCTIONAL EQUIPMENT	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
57854	NON-INSTRUCTIONAL EQUIPMENT	43,390	38,095	81,485	45,484.92	36,000.00	.00	100.0%
57856	REPLACE NON-INSTRUCTION EQUIP	18,070	8,277	26,347	26,346.78	.00	.00	100.0%
57866	MUSICAL INSTRUMENTS	5,000	1,290	6,290	6,290.00	.00	.00	100.0%
57873	OTHER SAFETY EQUIPMENT	8,600	0	8,600	6,817.77	.00	1,782.23	79.3%
58400	CONTINGENCY	150,000	-145,415	4,585	4,584.66	.00	.00	100.0%
GRAND TOTAL		55,775,479	711,967	56,487,446	56,306,119.53	153,876.94	27,449.43	100.0%
** END OF REPORT - Generated by Nina Prajzner **								

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2024 13

	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 GENERAL CONTROL	844,131	0	844,131	232,524.79	622,680.13	-11,073.46	101.3%
51112 PRINCIPALS & SUPERVISORS	2,163,417	0	2,163,417	576,729.27	1,579,936.26	6,751.47	99.7%
51113 CLASSROOM TEACHERS	17,119,993	0	17,119,993	2,013,771.90	14,942,646.87	163,574.68	99.0%
51114 SPECIAL EDUCATION PERSONNEL	3,476,638	0	3,476,638	415,628.59	3,085,339.42	-24,329.76	100.7%
51115 COORDINATORS/FACILITY MANAGER	144,455	0	144,455	38,891.79	105,563.43	-.22	100.0%
51116 DEPARTMENT HEAD/FACILITATOR	125,887	0	125,887	10,961.72	74,176.84	40,748.04	67.6%
51117 COACHING	352,928	0	352,928	55,958.90	.00	296,968.90	15.9%
51119 SCHOOL PSYCHOLOGISTS - SALARY	670,578	0	670,578	71,624.70	549,122.70	49,830.60	92.6%
51120 GUIDANCE COUNSELOR - SALARY	701,728	0	701,728	80,968.59	620,759.19	.22	100.0%
51121 STUDENT ACTIVITY-SALARY STIPE	120,299	0	120,299	63.54	.00	120,235.46	.1%
51122 TRAVEL SUPPLEMENT	9,700	0	9,700	2,611.56	7,088.52	-.08	100.0%
51123 SALARY NON-AFFILIATED	1,019,753	0	1,019,753	236,139.64	580,988.84	202,624.83	80.1%
51124 HOURLY NON AFFILIATED	519,199	0	519,199	50,057.66	.00	469,141.68	9.6%
51125 LIBRARIAN & ASSISTANTS SALARY	114,669	0	114,669	14,732.13	106,072.09	-6,135.54	105.4%
51126 SECRETARIES - SALARIES	1,161,838	0	1,161,838	204,092.92	853,703.20	104,041.96	91.0%
51127 NURSES - SALARY	663,250	0	663,250	72,599.18	449,164.70	141,486.12	78.7%
51128 CUSTODIAL/MAINTENANCE SALARIE	2,225,309	0	2,225,309	486,264.51	1,556,881.60	182,162.69	91.8%
51129 NON-CERTIFIED GEN CONTROL SAL	89,142	0	89,142	36,461.19	61,713.72	-9,032.91	110.1%
51131 CERTIFIED PERSONNEL - OT SALA	48,653	0	48,653	19,499.49	.00	29,153.32	40.1%
51132 CUSTODIAL/MAINTENANCE OT SALA	123,110	0	123,110	23,597.78	.00	99,512.22	19.2%
51133 SECRETARIAL OT	17,200	0	17,200	7,022.77	.00	10,177.23	40.8%
51136 ANNUITY BOARD OF EDUCATION	15,000	0	15,000	.00	.00	15,000.00	.0%
51151 PARAPROFESSIONALS	2,874,415	0	2,874,415	231,891.76	2,577,231.15	65,292.29	97.7%
51152 SUBSTITUTE TEACHERS	498,000	0	498,000	47,956.14	.00	450,043.86	9.6%
51153 TUTORS	30,000	0	30,000	5,431.96	.00	24,568.04	18.1%
51154 SUBSTITUTE NURSES	10,000	0	10,000	5,428.85	.00	4,571.15	54.3%
51156 CURRICULUM DEVELOPMENT SALARY	28,000	0	28,000	2,446.31	.00	25,553.69	8.7%
51157 CLERICAL SALARIES	39,870	0	39,870	3,401.38	.00	36,468.42	8.5%
51158 TEMPORARY/CUSTODIAL SALARY	52,602	0	52,602	12,842.10	.00	39,759.90	24.4%
51159 TEMPORARY SALARIES	109,745	0	109,745	28,768.63	2,872.24	78,104.13	28.8%
51270 SEVERANCE PAY - TEACHERS	105,000	0	105,000	.00	.00	105,000.00	.0%
51276 SEVERANCE PAY - SECRETARIAL	30,000	0	30,000	15,726.03	.00	14,273.97	52.4%
51278 SEVERANCE PAY- CUSTODIAL/MAIN	20,000	0	20,000	.00	.00	20,000.00	.0%
51281 EARLY RETIREMENT-INSTRUCTION	90,000	0	90,000	60,000.00	.00	30,000.00	66.7%
51283 TRB REIMBURSEMENT	16,585	0	16,585	1,695.92	.00	14,889.08	10.2%
52132 LIFE INSURANCE	130,000	0	130,000	.00	.00	130,000.00	.0%
52171 HSA EMPLOYER CONTRIBUTIONS	670,000	0	670,000	300,922.68	.00	369,077.32	44.9%
52172 PPO/HMO MEDICAL INSURANCE	5,225,233	0	5,225,233	5,225,233.00	.00	.00	100.0%
52173 MEDICAL	300	0	300	.00	.00	300.00	.0%
52174 DENTAL	195,000	0	195,000	195,000.00	.00	.00	100.0%
52179 MEDICARE	545,000	0	545,000	86,087.83	.00	458,912.17	15.8%
52220 SOCIAL SECURITY	485,000	0	485,000	105,955.95	.00	379,044.05	21.8%
52500 UNEMPLOYMENT COMPENSATION	50,000	0	50,000	.00	50,000.00	.00	100.0%
52600 WORKERS' COMPENSATION	160,000	0	160,000	.00	160,000.00	.00	100.0%

VERNON PUBLIC SCHOOLS



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FOR 2024 13

52620	WORKERS' COMPENSATION EXCESS	ORIGINAL APPROP	TRANSFERS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
52620	WORKERS' COMPENSATION EXCESS	50	0	50	.00	.00	50.00	.0%
52860	LONG & SHORT TERM DISABILITY	8,000	0	8,000	.00	.00	8,000.00	.0%
52919	TOWN PENSION	1,261,100	0	1,261,100	.00	1,261,100.00	.00	100.0%
52920	PENSION - DEFINED CONTRIBUTIO	120,000	0	120,000	32,382.62	.00	87,617.38	27.0%
52930	OPEB TRUST FUND CONTRIBUTION	95,000	0	95,000	95,000.00	.00	.00	100.0%
53070	ENGINEERING FEES	1,000	0	1,000	.00	.00	1,000.00	.0%
53321	INSTRUCTIONAL SERVICES - BOE	102,000	0	102,000	275.00	.00	101,725.00	.3%
53322	INSTRUCTIONAL PROGRAM IMPROV.	31,000	0	31,000	5,798.41	672.00	24,529.59	20.9%
53323	PUPIL SERVICES	45,390	0	45,390	.00	3,450.00	41,940.00	7.6%
53330	EMPLOYEE TRAINING AND DEV	3,000	0	3,000	177.48	468.83	2,353.69	21.5%
53332	BOARD OF ED LEGAL SERVICES	85,000	0	85,000	5,647.50	53,852.50	25,500.00	70.0%
53339	OTHER PROF & TECH SERVICES BO	1,405,888	0	1,405,888	28,013.27	1,099,980.49	277,894.24	80.2%
54110	UTILITY SERVICES: ELECTRIC	852,000	0	852,000	47,092.18	588,302.66	216,605.16	74.6%
54120	UTILITY SERVICES: NATURAL GAS	489,460	0	489,460	29,682.35	459,777.90	.00	100.0%
54130	UTILITY SERVICES: WATER	78,800	0	78,800	9,345.63	69,454.37	.00	100.0%
54140	UTILITY SERVICES: SEWER USE	35,345	0	35,345	.00	35,345.04	.00	100.0%
54200	CLEANING SERVICES	6,800	0	6,800	1,392.82	607.18	4,800.00	29.4%
54217	DISPOSAL - HAZARDOUS WASTE	7,500	0	7,500	4,370.00	.00	3,130.00	58.3%
54320	MACHINERY & EQUIPMENT REPAIRS	29,000	0	29,000	8,008.59	6,950.01	14,041.40	51.6%
54332	COPIER MAINTENANCE	38,000	0	38,000	2,538.88	.00	35,461.12	6.7%
54350	REPAIR NON-INSTRUCTIONAL EQUI	4,450	0	4,450	.00	.00	4,450.00	.0%
54351	REPAIR INSTRUCTIONAL EQUIPMEN	33,340	0	33,340	4,136.37	1,510.00	27,693.63	16.9%
54390	OTHER REPAIR AND MAINTENANCE	53,650	0	53,650	.00	48,204.40	5,445.60	89.8%
54450	RENTAL OF EQUIPMENT/VEHICLE	5,000	0	5,000	.00	804.00	4,196.00	16.1%
54460	RENTAL OF LAND/BUILDINGS	1,500	0	1,500	.00	.00	1,500.00	.0%
54490	COPIER RENTAL/LEASE	55,000	0	55,000	13,144.70	41,855.30	.00	100.0%
54802	ROOF REPAIRS	10,000	0	10,000	.00	5,500.00	4,500.00	55.0%
54813	AIR CONDITIONING REPAIRS	33,550	0	33,550	6,528.59	722.43	26,298.98	21.6%
54814	REPAIR ENERGY MANAGEMENT SYST	60,000	0	60,000	13,800.00	44,200.00	2,000.00	96.7%
54816	FIRE SAFETY SYSTEM REPAIRS	34,965	0	34,965	9,789.21	20,985.29	4,190.50	88.0%
54818	SECURITY/ALARM SYSTEM REPAIRS	23,000	0	23,000	3,156.34	1,593.66	18,250.00	20.7%
54830	INTERCOM SYSTEM REPAIRS	6,000	0	6,000	.00	.00	6,000.00	.0%
54890	MISC. BUILDING & GROUND REPAI	22,000	0	22,000	3,774.98	5,225.02	13,000.00	40.9%
55020	EMPLOYEE TRAVEL	27,888	0	27,888	139.20	.00	27,749.20	.5%
55210	GENERAL LIABILITY INSURANCE	205,640	0	205,640	56,076.37	.00	149,563.63	27.3%
55219	INTERSCHOLASTIC ACTIVITY INSU	30,000	0	30,000	25,795.00	.00	4,205.00	86.0%
55246	REIMBURSEMENT-PRIVATE AGENCIE	109,335	0	109,335	25,341.25	27,585.00	56,409.15	48.4%
55310	TELEPHONE/DATA LINES	70,000	0	70,000	17,173.15	52,826.85	.00	100.0%
55330	COMMUNICATIONS	59,000	0	59,000	12,374.81	43,259.39	3,365.80	94.3%
55400	ADVERTISING	25,000	0	25,000	5,288.00	11,898.00	7,814.00	68.7%
55500	PRINTING & BINDING	40,050	0	40,050	6,221.60	3,559.61	30,268.79	24.4%
55650	CONFERENCE FEES & MEMBERSHIP	103,095	0	103,095	61,497.00	2,112.65	39,485.35	61.7%
55710	MEDICAL SERVICES	1,000	0	1,000	.00	.00	1,000.00	.0%
55800	ADULT ED TUITION IN LEA	226,371	0	226,371	56,592.75	169,778.25	.00	100.0%

VERNON PUBLIC SCHOOLS



YEAR-TO-DATE BUDGET REPORT

FOR 2024 13

55810	TUITION TO OTHER LEA'S	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
55810	TUITION TO OTHER LEA'S	802,800	0	802,800	19,791.10	372,839.29	410,169.61	48.9%
55815	MAGNET SCHOOL TUITION	770,000	0	770,000	.00	.00	770,000.00	.0%
55816	MAGNET TUITION - SPECIAL ED	390,000	0	390,000	.00	.00	390,000.00	.0%
55820	TUITION NON-PUB SCHOOL NO CON	975,800	0	975,800	193,122.55	991,672.16	-208,994.71	121.4%
55911	CONTRACTED SERVICE - BUSES	938,617	0	938,617	.00	924,783.76	13,833.67	98.5%
55912	CONTRACT SERVICE VANS/LIFT BU	1,618,541	0	1,618,541	.00	1,528,367.54	90,173.69	94.4%
55913	CONTRACTED SERVICE VO-TECH BU	90,000	0	90,000	.00	90,000.00	.00	100.0%
55917	HOMELESS TRANSPORTATION	30,000	0	30,000	.00	.00	30,000.00	.0%
55920	FIELD & ATHLETIC TRIPS	174,360	0	174,360	1,172.58	91,495.71	81,691.56	53.1%
55999	PURCHASED SERVICES	247,644	0	247,644	111,086.89	34,104.79	102,452.68	58.6%
56130	CUSTODIAL SUPPLIES	133,000	0	133,000	70,867.88	2,132.12	60,000.00	54.9%
56136	CEILING SUPPLIES	5,000	0	5,000	.00	.00	5,000.00	.0%
56140	PAINTING SUPPLIES	25,000	0	25,000	3,498.32	5,049.02	16,452.66	34.2%
56141	PLUMBING SUPPLIES	22,500	0	22,500	8,808.91	3,691.09	10,000.00	55.6%
56142	ELECTRICAL SUPPLIES	30,000	0	30,000	4,840.85	3,683.34	21,475.81	28.4%
56148	BOILER & HEATING SUPPLIES	30,000	0	30,000	9,264.91	3,542.50	17,192.59	42.7%
56152	AIR FILTER SUPPLIES	7,500	0	7,500	.00	.00	7,500.00	.0%
56160	HAND TOOL SUPPLIES	7,500	0	7,500	497.67	502.33	6,500.00	13.3%
56161	SMALL HARDWARE SUPPLIES	32,500	0	32,500	3,349.74	5,189.13	23,961.13	26.3%
56180	LANDSCAPING SUPPLIES	30,000	0	30,000	6,225.00	14,525.00	9,250.00	69.2%
56183	CHEMICAL TREATMENT SUPPLIES	5,000	0	5,000	.00	.00	5,000.00	.0%
56199	MISC. BUILDING MATERIALS	8,000	0	8,000	1,237.12	844.42	5,918.46	26.0%
56252	HEATING OIL #2	22,470	0	22,470	.00	.00	22,470.00	.0%
56260	AUTOMOTIVE FUEL - GASOLINE	20,440	0	20,440	8,372.80	9,350.20	2,717.00	86.7%
56261	AUTOMOTIVE FUEL - DIESEL	177,000	0	177,000	12,614.85	118,185.15	46,200.00	73.9%
56410	TEXTBOOKS	76,930	0	76,930	23,167.30	15,261.82	38,501.37	50.0%
56420	LIBRARY BOOKS	31,005	0	31,005	8,271.66	14,626.70	8,106.64	73.9%
56430	NEW INSTRUCTIONAL MATERIALS	30,000	0	30,000	.00	.00	30,000.00	.0%
56440	INSTRUCTIONAL SUPPLIES	519,555	0	519,555	112,362.16	106,776.44	300,415.98	42.2%
56450	OTHER NEW CURRICULUM SUPPLIES	9,000	0	9,000	3,622.95	4,752.38	624.67	93.1%
56500	CLOTHING AND UNIFORM	52,500	0	52,500	100.00	30,506.25	21,893.75	58.3%
56900	OTHER SUPPLIES & MATERIALS	428,961	0	428,961	87,666.46	95,072.80	246,221.74	42.6%
56910	FIRE SAFETY SYSTEM SUPPLIES	7,500	0	7,500	.00	.00	7,500.00	.0%
57100	LAND IMPROVEMENT REPAIRS	35,000	0	35,000	2,936.20	657.55	31,406.25	10.3%
57220	HEATING SYSTEM REPAIRS	20,000	0	20,000	.00	.00	20,000.00	.0%
57230	PLUMBING SYSTEM REPAIRS	7,500	0	7,500	.00	.00	7,500.00	.0%
57710	COMPUTER HARDWARE	40,000	0	40,000	66.99	8,826.27	31,106.74	22.2%
57712	REPLACE COMPUTER EQUIPMENT	85,000	0	85,000	5,482.28	61,656.44	17,861.28	79.0%
57720	COMPUTER SOFTWARE	394,376	0	394,376	323,927.34	74,574.09	-4,125.20	101.0%
57811	FURNISHINGS	5,000	0	5,000	661.86	.00	4,338.14	13.2%
57850	NEW INSTRUCTIONAL EQUIPMENT	17,600	0	17,600	942.26	8,487.37	8,170.37	53.6%
57852	REPLACE INSTRUCTIONAL EQUIP	3,500	0	3,500	.00	179.94	3,320.06	5.1%
57854	NON-INSTRUCTIONAL EQUIPMENT	46,300	0	46,300	4,760.73	217.46	41,321.81	10.8%
57856	REPLACE NON-INSTRUCTION EQUIP	23,080	0	23,080	1,066.29	1,654.63	20,359.08	11.8%

VERNON PUBLIC SCHOOLS



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FOR 2024 13								
57866	MUSICAL INSTRUMENTS	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
57866	MUSICAL INSTRUMENTS	7,000	0	7,000	4,430.00	.00	2,570.00	63.3%
57873	OTHER SAFETY EQUIPMENT	8,600	0	8,600	.00	.00	8,600.00	.0%
58400	CONTINGENCY	400,000	0	400,000	.00	.00	400,000.00	.0%
GRAND TOTAL		57,867,876	0	57,867,876	12,603,760.86	36,670,729.42	8,593,385.56	85.1%

** END OF REPORT - Generated by Nina Prajzner **

EXHIBIT E

MAGNET SCHOOL TUITION		2023-2024 October 2, 2023				
CREC Schools	Projected by CREC 9/1/2023	Actual by CREC 10/2/2023	Tuition 2023-24	Projected Amount	Invoice Amount	Notes
Academy of Aerospace & Engineering Elem	1	1	\$6,335.00	\$6,335.00		1 Registered
Academy of Aerospace & Engineering HS	10	8	\$6,953.00	\$55,624.00		8 Registered
Ana Grace Academy of the Arts (Greater Hartford Academy of the Arts-Elementary)	5	6	\$6,335.00	\$38,010.00		6 Registered
Discovery Academy	4	3	\$6,335.00	\$19,005.00		3 Registered
Glastonbury/East Hartford Magnet School	6	4	\$6,335.00	\$25,340.00		4 Registered
Greater Hartford Academy of the Arts High School FULL TIME	7	4	\$6,953.00	\$27,812.00		4 Registered
Greater Hartford Academy of the Arts Middle School (Ana Grace Academy of Arts MS)	5	2	\$6,953.00	\$13,906.00		2 Registered
Greater Hartford Academy of the Arts HALF DAY/PART TIME	4	5	\$6,953.00	\$34,765.00		5 Registered
Academy of International Studies Elementary School (Formerly,International Magnet School for Global Citizenship)	17	14	\$6,335.00	\$88,690.00		14 Registered
Academy of Science and Innovation	4	3	\$6,953.00	\$20,859.00		3 Registered
Academy of International Studies (formerly, Metropolitan Learning Center)	5	6	\$6,953.00	\$41,718.00		6 Registered
Montessori Magnet School	2	4	\$6,335.00	\$25,340.00		4 Registered
Museum Academy	5	4	\$6,335.00	\$25,340.00		4 Registered
Academy of Computer Science and Engineering HS (formerly Civic Leadership High School , PSA)	6	5	\$6,953.00	\$34,765.00		5 Registered
Academy of Computer Science and Engineering MS	0	1	\$6,953.00	\$6,953.00		1 Registered
Reggio Magnet School of the Arts	0	0	\$6,335.00	\$0.00		0 Registered
Academy of Computer Science and Engineering (formerly Two Rivers Magnet Middle School)	12	12	\$6,953.00	\$83,436.00		12 Registered
University of Hartford Magnet School	5	7	\$6,335.00	\$44,345.00		7 Registered
Great Path Academy	6	5	\$3,609.00	\$18,045.00		5 Registered
CREC Total	104	94		\$610,288.00	\$0.00	
GOODWIN UNIVERSITY SCHOOLS	Projected 9/1/2023	Actual 10/2/2023	Tuition 2023-24	Projected Amount		Adjustment
Connecticut River Academy (CTRA)	14	5	\$6,402.00	\$32,010.00		5 Registered
Early College Advanced Manufacturing Pathway Half Day (ECAMP)	1	1	\$6,402.00	\$6,402.00		1 Registered
Riverside at Goodwin Magnet School	19	13	\$6,402.00	\$83,226.00		13 Registered
Other Total	34	19		\$121,638.00	\$0.00	
EASTCONN SCHOOLS	Projected 9/1/2023	Actual 10/2/2023	Tuition 2023-2024	Projected Amount		Adjustment
Arts at the Capitol Theater Magnet (ACT)	2	2	\$7,035.00	\$14,070.00		2 Registered
Charles H. Barrows STEM Academy	1	1	\$5,512.80	\$5,512.80		1 Registered
Other Total	3	3		\$19,582.80	\$0.00	
Estimated Tuition Total	142	116		\$751,508.80	\$0.00	
CT Charter & Technical Schools	9/1/2023	10/2/2023				

Howell Cheney Technical High School	67	67				
A.I. Prince Technical High School	13	13				
Windham Technical High School	2	2				
Odyssey Community School	3	8				
Jumoke Academy	1	1				
VPS Students in Magnet Schools	196	205				
VPS students in Technical Schools	82	82				
VPS Students in Charter Schools	4	4				
VPS Students in Home School	82	82				
VPS Students in Open Choice Schools	3	3				
VPS Students in Private Schools	40	41				
Total OTHER Database	407	417				

**ICE ARENA LICENSE AND
INDEMNIFICATION AGREEMENT (for non-USA Hockey users)**

This Agreement, dated this 7th day of AUGUST, 2023, entered into between:

LICENSOR:

LICENSEE:

Bolton Ice Palace, LLC

NORTHEASTERN SHAMROCKS HIGH SCHOOL HOCKEY

145 Hop River Rd
Bolton CT 06043

Rockville High School
70 Loveland Hill Rd
Vernon CT 06066
c/o Jeffrey Farrell Jeffrey.farrell@vernonct.org
c/o Paul Ojala Nesammies@gmail.com

for use of the Bolton Ice Palace ("Arena") for ice skating, including hockey games, instructional sessions and practice.

This Agreement is subject to the following conditions:

1. **LICENSE.** This Agreement authorizes Licensee to use the ice surface, locker rooms, spectator stands, public areas of the Arena, and areas of ingress and egress to such areas. Licensor shall also permit the use of the parking area and other areas normally used by members of the skating public. The license granted pursuant to this Agreement only applies to the time specified in **Exhibit 1** attached hereto.
2. **PERSONS COVERED.** Only Licensee's members, prospective members, and invitees are licensed by this Agreement to use the Arena.
3. **LICENSE FEE.** In consideration for the license granted pursuant to this Agreement, Licensee shall pay to Licensor a fee for the time specified in **Exhibit 1** and in accordance with the payment schedule set forth therein (the "License Fee"). **License Fee shall be paid in full before Licensee uses the Arena.** Any deposits required per **Exhibit 1** must be paid upon execution of this contract. Licensee owes the full amount of the License fee whether or not the ice time is actually used. Notwithstanding anything else herein, there shall be no refunds or credits for non-use of the ice. A 4% fee will be added to the License Fee for customers paying by credit card.
4. **LICENSOR'S DUTIES.** Licensor's duties shall include advance preparation of the ice surface, placing all nets and boards, maintenance and lighting, maintenance of the ice surface from time to time, heating, and cleaning of the locker rooms, all in accordance with Licensor's usual and customary practices.
5. **LICENSEE'S DUTIES.** Licensee's duties shall include inspection of the Arena subject to this Agreement prior to each use (including, but not limited to, the ice surface, glass, boards, spectator stands and locker rooms), notifying Licensor's of any potential problems or defects, and crowd control during the licensed times set forth on Exhibit 1. Moreover, Licensee shall obtain the written release, hold harmless and waiver of claim of every participant (including the written consent of the parent or guardian for minor participants) in a manner and form satisfactory to Licensor.
6. **ASSUMPTION OF RISK.** Licensee, and all its members, is prospective members, invitees of Licensee and other persons that access or use the Arena under or pursuant to this Agreement for any purpose hereby expressly assumes all risks and dangers incidental to such intended use. These risks and dangers include, but are not limited to, the danger of being injured while on the ice surface, pucks, hockey sticks, other players or skaters, skates, training apparatus, nets, boards, or any other element incidental to the use of the Arena by

Licensee or its members, prospective members, invitees or any other persons that access or use the Arena under or pursuant to this Agreement for any purpose. This provision shall survive the expiration or earlier termination of this Agreement.

Licensor has implemented enhanced health and safety measures. However, there is an inherent risk of exposure to COVID-19 in any public place where people are present. COVID-19 is an extremely contagious disease that can lead to severe illness and death. By entering the Arena, you voluntarily assume all risks related to exposure to COVID-19, and Licensor disclaims any and all liability related thereto.

7. **COMPLIANCE WITH LAWS AND ARENA RULES.** Licensee shall comply with, and shall cause all of its employees, contractors, participants, members and invitees to comply with, all laws, regulations, and ordinances applicable to it in connection with its performance under this Agreement as well as all rules and regulations regarding the use of the Arena ("Compliance Obligations"). These Compliance Obligations include, without limitation, compliance with all laws, regulations, ordinances and Arena rules implemented to reduce the risk of transmission of COVID-19.
8. **RELEASE.** Licensee hereby waives, releases and discharges Licensor and its affiliates from any losses, damages, costs, expenses, causes of action and claims they may have arising out of the use of the Arena pursuant to this Agreement or otherwise. As a condition precedent to use of the Arena, Licensee shall obtain from each participant who uses the Arena during the term hereof and/or their parent or legal guardian a signed copy of the Consent Form attached hereto as Exhibit 3, and shall, upon reasonable prior demand, furnish Licensor with proof of compliance of this requirement.
9. **INSURANCE.** Licensee shall maintain general liability insurance during the full term of this Agreement. The insurance shall cause the policy to include Licensor, its employees and affiliates, as additional insureds. The insurance shall have limits of not less than \$1 million per occurrence for bodily injury, property damage, and personal injury. Licensee's policy of insurance shall be deemed primary to and not contributory with any insurance or self-insured program of Licensor or any other additional insured. Before any cancellation or a reduction in coverage, the Licensee must provide Licensor at least 30 days' prior written notice. Before this Agreement goes into effect, Licensee shall deliver to Licensor a Certificate of Insurance satisfactory to Licensor.
10. **INDEMNIFICATION.** Licensee hereby agrees to indemnify, defend and hold harmless Licensor, its partners, stockholders, members, principals, officers, directors, managers, employees, agents, affiliates, residents and invitees from and against any and all loss, damage, liability, claim, cost or expense, including reasonable attorney's fees and other legal expenses, any of such parties suffer or incur as a result of injury or death to persons or damage to property arising out of or relating to any **intentional or negligent acts or omissions** by Licensee or its members, prospective members or invitees pursuant to or in connection with the exercise of any of its obligations under or pursuant to this Agreement. Licensee's indemnity obligation shall include any and all COVID-19 related Claims asserted or alleged against Licensee arising out of the Licensee's use of the Arena. Licensee shall be obligated to indemnify, defend, save and hold harmless Indemnitees for COVID-19 related Claims regardless of whether Licensor is alleged to have been negligent, in whole or in part. This provision shall survive the expiration or termination of this Agreement.
11. **CONTRACT DISPUTES:** The parties agree to engage in informal mediation to resolve any minor disputes or issues. **CONTRACT DISPUTES SHALL BE FILED IN THE STATE OF CONNECTICUT SUPERIOR COURT, JUDICIAL DISTRICT OF TOLLAND.**
12. **POLICIES/PROCEDURES.** Licensee agrees to comply with Licensor's policy and procedures for the Arena as specified in Exhibit 2, which may be amended from time to time.

13. **ASSIGNMENT.** Licensee may not assign this Agreement or any portion thereof without the prior written consent of Licensor, which consent may be withheld at the Licensor's sole discretion. Any purported assignment without the consent of Licensor shall be null and void.

14. **NOTICE.** All notices shall not be deemed to have been duly given or served unless in writing and personally delivered or mailed in the US mail by first-class registered or certified mail, postage prepaid, or delivered by a nationally recognized courier service addressed to the parties above. Notice is deemed effective if the delivered (or refused) pursuant to this section. A COPY OF ALL NOTICES SHALL ALSO BE SENT TO VERNON PUBLIC SCHOOLS, DIRECTOR of BUSINESS & FINANCE, 30 PARK ST, VERNON CT 06066.

15. **WAIVER.** No waiver by Licensor of any rights or remedies pursuant to this Agreement shall be effective unless in writing and signed by Licensor. The written waiver by Licensor of any breach by Licensee of any term, covenant or condition herein shall not be deemed a waiver of any subsequent breach or any breach of any other term covenant or condition herein by licensee.

16. **BINDING EFFECT.** This Agreement shall be binding upon Licensor, its successors and assigns. It shall be binding upon Licensee, its officers, employees, members, agents, and representatives together with their heirs and assigns.

17. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the state of CONNECTICUT, without reference to the conflict of laws or choice of laws provisions thereof.

19. **ENTIRE AGREEMENT.** This Agreement constitutes the entire understanding between the parties.

IN WITNESS WHEREOF, the Licensor and Licensee have executed this Agreement.

LICENSOR: BOLTON ICE PALACE, LLC


General Manager

9.19.23
Date

LICENSEE: Vernon Board of Education


Print Name: William Meier III

Title: Director of Business and Finance

Sept 9, 2023
Date

Exhibit 1

Date(s) of Rental: NOVEMBER 2023 through FEBRUARY 2024

Time Slots:

(SEE ATTACHED)

Total Hours: Approx. 85hrs

**Hourly Rate: \$430.00/hr after 7am, \$375/hr between 5am and 7am. Ice cuts are included in 2hr GAME slots, non-game cuts are billed as 10mins at the time slot's hourly rate.
EXAMPLE: 60mins of skating time is billed as 70mins total.**

Locker Room Details & Rental Fee: Locker room rental fee of \$2500.00 for 2023/24 season, billed in 3 installments of \$833.33. Invoiced with ice rental fees on first 3 months of season. Access to locker room begins on October 16, 2023. Locker room must be vacated no later than 21 days after end of season.

Total License Fee: \$39,259.99

Deposit due at signing: \$3393.33 (November ice time & locker room fee, inv #3317745, attached)

Balance of License Fee due by 1st of each month preceding ice time

****License fee is due full prior to using ice time per payment terms noted above****

Payment Terms: Please make checks payable to Bolton Ice Palacc, LLC. A 4% fee will be added to the License Fee for customers paying by credit card.

Exhibit 2 -RULES AND REGULATIONS

ARENA RULES OF CONDUCT

1. A Coach or adult is to be present for the duration of practice slot.
2. Coach/adult is responsible for getting participants off of the ice on time.
3. Play or practice is to stop immediately when the Zamboni gates are opened.
4. There shall be no shooting of pucks or continued skating when a Licensor employee or agent is on the ice.
5. No one is to step on to the ice when the Zamboni is on the ice, nor is any one to step on the ice prior to the beginning of the scheduled ice slot.
6. If teams do not get off the ice on time, it is not Licensor's responsibility to give the next team additional ice time.
7. All rules and regulations for the use of the Arena, as they may be amended from time to time, pertain to Licensee and its employees and agents use of the parking lot, ingress and egress from the facility, use of the stands or seating at the Arena, the Locker Rooms, the restrooms and while entering and exiting the ice.
8. Licensee supervisory personnel shall be present at all times during Licensee use of the Arena. Licensee supervisory personnel shall be responsible for reasonably assisting Licensor in securing compliance with Licensor's rules and regulations (at no additional expense to Licensee).
9. Licensee shall not interfere with Licensor's operational responsibilities in running the Arena, nor shall it interfere with any other party's access to and use of the Arena.
10. Licensee shall comply with all federal, state, county and municipal statutes, ordinances, rules and regulations pertaining to its organizational activities and use of the Arena.
11. Licensee shall be liable for any and all damage to Licensor caused by Licensee, including but not limited to damage to the Arena's dasher boards, glass, scoreboard and common facilities. Reimbursement for damages shall be due and payable in full within thirty (30) days from date of invoice.
12. Licensee shall not allow or permit any materials, objects or substances to be brought by an employee or agent of Licensee to the Arena that are illegal. Licensor reserves the right to refuse admission to the Arena or to remove from the Arena any person or persons who fail to comply with any of its rules and regulations.
13. Licensor shall have the right to reasonably amend Arena and rink rules and Licensee agrees that all of its coaches, players and other representatives will abide by such rules.

Exhibit 3 - LIABILITY WAIVER FORM

WAIVER, PARENTAL WAIVER AND RELEASE OF LIABILITY

I, the undersigned, parent or legal guardian, acknowledge the inherent risk involved in ice skating, and all sports relating thereto. Accordingly, in consideration of myself, or my child being allowed to participate in any skating activities and/or other activities at the Arena, I acknowledge, appreciate and agree that:

1. The risk of injury from ice skating is significant, including the potential for permanent paralysis and death, and while particular rules, equipment, and personal discipline may reduce this risk, the risk of serious injury does exist; and,
2. I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown of my child's participation in activities at the Arena, EVEN IF ARISING FROM THE NEGLIGENCE OF THE RELEASEES or others, and assume full responsibility for my participation; and,
3. I willingly agree to comply with the stated and customary terms and conditions for participation in Arena activities. If, however, I observe any unusual significant hazard during my presence or participation, I will remove myself from participation and bring such to the attention of the nearest official immediately; and,
4. I, for myself and on behalf of my heirs, assigns, personal representatives and next of kin, HEREBY RELEASE, INDEMNIFY, AND HOLD HARMLESS Bolton Ice Palace, LLC, their officers, officials, agents and/or employees, other participants, sponsoring agencies, sponsors, advertisers, owners and lessors of premises used to conduct the event ("Releasees"), WITH RESPECT TO ANY AND ALL INJURY, DISABILITY, DEATH, or loss or damage to person or property, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASEES OR OTHERWISE, to the fullest extent permitted by law.
5. Should any disputes, claims or litigation arise regarding Bolton Ice Palace, LLC or its affiliates and myself or my child, I agree that the Prevailing Party (defined below) shall be entitled to recover all of the reasonable costs, expenses, and fees including reasonable attorney fees incurred in connection with such dispute, claim or litigation as determined by a final judgment of a court. The term "Prevailing Party" means that party whose position in the claim, dispute or litigation is substantially upheld.
6. If any part of this agreement is determined to be void and unenforceable, the remainder shall remain in full force and effect.
7. This liability waiver agreement shall be governed by the laws of the state of Delaware.

Furthermore, I acknowledge that the novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and spreads from person-to-person contact.

Arena has put in place preventative measures reduce the spread of communicable diseases; however, Arena cannot guarantee that you or your child(ren) will not become infected while attending our facilities. While we've implemented reasonable preventive measures, we depend on each and every visitor and their families to follow the guidelines from the Center of Disease Control, and all applicable federal, state, and local health department guidelines, rules, laws, and regulations before and while visiting our premises. We are all in this together and rely on each other to adhere to the above-mentioned guidance and legal restrictions. The undersigned fully understands and acknowledges both the known and potential dangers of utilizing our facilities, services, and programs and acknowledge that use thereof by the undersigned and/or such participating children may, despite our reasonable best efforts to mitigate such dangers, result in exposure to communicable diseases, which could result in quarantine requirements, serious illness, disability, and/or death.

I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS ON BEHALF OF MYSELF AND MY CHILD BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

Name of Participant (printed)

Signature of Participant, Participant Parent or Legal Guardian

IF PARTICIPANT IS A MINOR - Printed Name of Parent

Date: _____

EXHIBIT G

Vernon Public Schools Food & Nutrition Services

Profit and Loss

August 2023

	TOTAL
Income	
Food Sales	
Food Sales - A La Carte	228.25
Food Sales - Students	1,386.50
Total Food Sales	1,614.75
Interest Income	2,230.92
State/Federal Aid	
Federal Aid - SFSP Lunch	6,098.40
Federal Aid - SFSP-Breakfast	1,824.95
Total State/Federal Aid	7,923.35
Total Income	\$11,769.02
GROSS PROFIT	\$11,769.02
Expenses	
Courier Services	400.00
Employee Insurance	
Dental Insurance	146.46
Health Insurance	12,240.73
Total Employee Insurance	12,387.19
Equipment Repairs and Maintenance	1,173.77
Food Purchases	6,146.15
Local Food Purchases	160.25
Total Food Purchases	6,306.40
Kitchen Supplies	
Paper Supplies	156.68
Total Kitchen Supplies	156.68
Office/General Administrative Expenses	365.33
Payroll	25,037.79
Payroll Taxes	1,866.30
Point of Sales System	495.00
Retirement Benefits	5,487.82
Total Expenses	\$53,676.28
NET OPERATING INCOME	\$ -41,907.26
NET INCOME	\$ -41,907.26

TOWN OF VERNON

REQUEST FOR DISPOSAL OF FIXED ASSETS

Department: Lake Street School

Date: October 2, 2023

[illegible]

REQUEST FOR DISPOSAL OF FIXED ASSETS

Date: October 2, 2023

[illegible]

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.2

Decision Requested

X

October 10, 2023

Date

AGENDA REPORTING FORM

Subject:

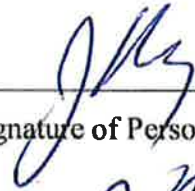
Adjustment of VPS 2023-2024 Calendar (BOE Goal #1, #2)

Background:

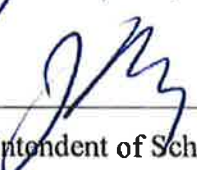
The 2024 Primary Election date has been changed to Tuesday, April 2, 2024. The Board will be asked to make an adjustment to the April 1, 2024 PD day listed on the calendar.

Recommendation:

MOTION: That the Board approve changing the date of the PD day from Monday, April 1, 2024 to Tuesday, April 2, 2024.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS 2023-2024 CALENDAR (BOE Approved 2/13/2023)

Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
August/September 2023 (21 days)					February 2024 (18 days)				
28PD	29PD	30PD	31*	1				1	2
4	5	6	7	8	5	6	7	8	9
11	12	13	14	15	12	13	14	15	16
18	19	20	21	22	19	20	21	22	23
25	26	27	28CONF ES	29CONF ES	26	27	28	29	
October 2023 (21 days)					March 2024 (20 days)				
2	3	4	5	6					1
9	10	11	12	13	4	5	6T	7	8
16	17	18	19	20	11	12	13	14CONF ES	15CONF ES
23	24	25	26	27	18	19	20	21	22
30	31				25	26	27Q	28	29
November 2023 (19 days)					April 2024 (16 days)				
		1	2	3Q	1PD	2	3	4	5
6	7PD	8	9	10	8	9	10	11	12
13	14	15	16CONF MS	17CONF MS	15	16	17	18	19
20	21	22ED	23	24	22	23	24	25	26
27	28	29T	30		29	30			
December 2023 (16 days)					May 2024 (22 days)				
			1				1	2	3
4	5	6	7CONF ES	8CONF ES	6	7	8	9	10
11	12	13	14	15	13	14	15	16	17
18	19	20	21	22ED	20	21	22	23	24
25	26	27	28	29	27	28	29	30	31
January 2024 (21 days)					June 2024 (8 days)				
1	2	3	4	5	3	4	5	6	7
8	9	10	11	12	10	11	12ED/Q/T	13	14
15	16	17	18	19	17	18	19	20	21
22Q	23	24	25	26	24	25	26	27	28
29	30	31							

PD = Professional Development Days - No School
ED = Early Dismissal - District Half Day of School

Holidays and School Vacations - No School
CONF = Parent/Teacher Conferences - Half-Day of School
 Elementary Schools / Middle School (as indicated ES / MS)

Q=End of Quarter T = End of Trimester

August 28th, 29th, 30th - District Professional Development

*August 31st - First Day of School

September 4th - Labor Day

September 28 & 29 - Parent/Teacher Conferences - Elementary (Half Day)

October 9th - Columbus Day/Indigenous Peoples Day

November 7th - Professional Development Day - No School

November 16 & 17 - Parent/Teacher Conferences - Middle School (Half Day)

November 22nd - District Half Day of School - ED

November 23rd & 24th - Thanksgiving Recess

December 7 & 8 - Parent/Teacher Conferences - Elementary (Half Day)

December 22nd - District Half Day of School - ED

December 25th - 29th - Holiday Recess

January 1st - New Year's Day Holiday

January 15th - Martin Luther King Day

February 16th, 19th & 20th - Winter Recess and President's Day

March 14 & 15 - Parent/Teacher Conferences - Elem. (Half Day)

March 29th - Good Friday

April 1st - Professional Development Day - No School

April 8th - 12th - Spring Recess

May 27th - Memorial Day

June 12th - Last Day of School - District Half Day of School - ED

If school is cancelled 8 or more days, any make-ups beyond 8 will be taken from the April vacation beginning on April 8th working forward.

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>10.3</u>
Decision Requested	<u> </u>		<u>October 10, 2023</u>
			Date

AGENDA REPORTING FORM


Subject: Annual Report 2022-2023 (BOE Goal #1, #2, #3)

Background: Superintendent Dr. Macary will review the Board of Education's Annual Report for 2022-2023, which has been submitted to the Town of Vernon.

Recommendation: No Action Required



Signature of Person(s) Submitting Report



Superintendent of Schools

EDUCATION 2022-2023

Vernon Board of Education

Superintendent: Dr. Joseph Macary

Assistant Superintendent: Mr. Robert Testa

Members of Board of Education:

Anne Fischer, Chairperson

Mason Thrall, Vice Chairperson

Patricia Buxton, Secretary

Karen Colt, Paul Grabowski, Mark Kalina, Stephen Linton, Deborah Rodriguez and Kristiana Wintress

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, 2022 enrollment for each school:

- Center Road School 460 (PK-5)
- Lake Street School 263 (K-5)
- Maple Street School 255 (PK-5)
- Northeast School 211 (K-5)
- Skinner Road School 321 (PK-5)
- Vernon Center Middle School 680 (6-8)
- Rockville High School 933 (9-12)

The total enrollment for the district was 3,123. The total budget for the 2022-23 school year was \$55,775,479.

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

Under the leadership of Assistant Superintendent Robert Testa and the Directors of Teaching and Learning Dominique Fox (Secondary) and Melissa Trantolo (Elementary), the Vernon Public Schools continued to support the achievement of every student through high quality curriculum, instruction and assessment. Certified teachers continue to collaborate in Professional Learning Communities (PLCs) to support teaching and learning across all classrooms.

The Office of Teaching and Learning believes in providing continuous support to teachers new to Vernon Public Schools in order to assist their growth and development in becoming highly confident and effective educators. Prior to the start of the school year, all newly hired teachers were provided with a comprehensive three-day New Teacher Academy. This academy focused on the classroom environment, classroom management and the importance of relationship building with students. Additionally, new hires also receive job-embedded coaching on planning in instruction.

Professional learning provided for all elementary teachers during the 2022-2023 school year focused on curriculum, the science of reading and continued to emphasize social emotional learning and equitable learning practices. Additionally, professional learning for both middle school and high school teachers focused on developing a deeper understanding of Vernon's Essentials for Effective Instruction.

District instructional coaches and content area consultants continued to support teacher learning and development for both new and veteran teachers. Throughout the school year teachers received job-embedded coaching with actional feedback. All new teachers were also observed by their building principal(s) and a Director of Teaching and Learning and feedback was given.

In order to ensure an equitable learning environment where all students grow and thrive, the Teaching and Learning office worked closely with schools on the implementation of a comprehensive multi-tiered system of supports. This system is dedicated to meeting each student's academic needs.

CENTER ROAD SCHOOL:

Mrs. Heather Earley, Principal

Mrs. Lori Purcaro, Assistant Principal

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 460 students and a dedicated staff. We host a number of programs for the district including 3 Preschool classes; one of them being the Preschool ABL program and the Renaissance Program.

To support student achievement in English Language Arts, we use a balanced literacy approach. This means our students engage in readers' workshop, writers' workshop, word work and guided reading. This allows for teacher modeling, guided work and independent practice. Each of our math lessons begins with a productive struggle problem. These problems encourage students to use multiple strategies to solve the same problem. The discussion that happens after allows students to hear how others solve problems and for the teachers to understand students understanding and misconceptions on the topics. Our WIN blocks in reading and math allow our Interventionists and Special Education teachers to support the students on their caseloads and for classroom teachers to see additional small groups. Through close monitoring of student data (both formal and informal), staff are able to make instructional decisions that meet all students' needs.

Students are able to engage in a variety of enrichment activity 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.

Technology is infused in daily learning across the grades. Classrooms have smart boards and students have access to quality platforms such as Seesaw, Lexia and IXL. 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.

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, Running 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. This year, we began buddy classroom activities monthly where 2 classrooms came together to participate in a joint community building event.

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 Hopes and Dreams conferences, report card conferences twice yearly and routine communication with parents. Our dedicated staff is eager to communicate with families in multiple ways.

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

LAKE STREET SCHOOL: Ms. 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 buses 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.

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 Smart Boards, chrome books, and iPads in the classroom, as well as a computer lab. 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, the Lutz Museum and poetry writing with Leslie Johnson.

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 through communication, social skills, school jobs and interactive life-functioning activities.

LSS hosts a successful program for ESL students, enriching our school community, K-5. We embrace the opportunities to share our 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. We celebrate the Veterans in our school community with an annual ceremony provided by the Lake Street staff. Our students perform in a winter concert and enjoy Fine Arts Night in the spring. 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, we believe that Every Student Matters and Every Moment Counts. We are committed to providing dynamic teaching and learning that is student centered and based on our high-quality district curriculum. We advocate for the whole child and work relentlessly to ensure students' academic, social and emotional needs are being met.

Our focus at Maple Street School is to build long-lasting relationships within the school and the Vernon/Rockville community. We believe in working collaboratively with families and the community as they are a valuable resource. Families and the community will be invited to or connected with Maple Street School throughout the year for various learning/engagement events. Some of our events include literacy and math nights, Home Visits, CCMC PJ Day, Hopes and Dreams conferences, Trunk or Treat, Fine Arts Night, the annual spelling bee, Polar Plunge, our Sweetheart Dance and Career Day. Each grade level also promotes family engagement through various events focusing on student achievement throughout the school year.

We also offer activities at Maple Street School focusing on fitness, the arts and leadership. We offer a wide-range of intramural activities that are run by Maple Street Staff. These activities include Cursive Club, Mural Club, Intramural Sports (volleyball,

gymnastics, basketball), LEGO League, Comic Book Club and Board Games Club. These activities promote student well-being, collaboration, problem-solving and teamwork. We also offer Safety Patrol for Grade 5 students who demonstrate our core values each day. These are our building leaders who are tasked with many important roles throughout the building. We are fortunate to partner with ECHN who offer a Girl's Circle as well as Boy's Council. These groups focus on increasing positive connections, personal and collective strengths and competence.

At Maple Street School, we are very proud of our academic accomplishments. Over the past few years, we have increased our school's performance levels in mathematics and reading. We attribute the increases in academic performances to our rigorous and engaging curriculum centered around the workshop model. This model supports individual goal setting, critical thinking, collaboration and problem solving. We continuously monitor student progress and provide targeted interventions to students who need extra support in reading, mathematics and social/emotional learning.

The focus on social-emotional learning is important to us at Maple Street School. Each grade level has a dedicated amount of time to teach Second Step, our social emotional curriculum, and focus on supporting students' social emotional learning through the use of the Zones of Regulation. To help foster relationships, each classroom has a Buddy Classroom. Monthly, those classrooms work collaboratively to foster relationships for years to come through different educational activities.

Maple Street School is a unique community school where all stakeholders come together to enrich the lives of our students. We pride ourselves in building partnerships with families, empowering students and supporting the social/emotional development of our students. By doing so, we are creating a future generation of productive, responsible twenty-first century citizens. At Maple Street School - Every Student Matters, Every Moment Counts.

NORTHEAST SCHOOL: Dr. Brenda Greene, Principal

Northeast School is dedicated to fostering the success of all students in various aspects of their development - academically, socially and emotionally. Northeast continues to build our learning environment are on three primary strategies that guide decision-making and classroom practices. We pride ourselves in establishing a safe, orderly and purposeful learning environment. Northeast School places great importance on creating a safe and supportive atmosphere where students can engage in their studies without distractions. By maintaining order and purpose in the classroom, students are better able to focus on their learning and personal growth.

We set high academic expectations and monitoring progress of each student. We create personalized learning goals to be set and instructional approaches to be adjusted accordingly. By closely tracking student progress, teachers can provide targeted support and ensure that each student has the opportunity to reach their full potential. Northeast

staff promotes effective communication with families. We value the partnership between the school and families. Open and effective communication channels are established to engage parents and guardians in the learning process. By involving families both inside and outside the classroom, the school aims to create a collaborative environment that supports the educational journey of each student.

We have had success with our school's mantra, "Work Hard and Be Nice." We believe it captures the values and expectations of the learning environment. It encourages students to work diligently toward their academic goals while also fostering positive contributions to the school community. Northeast School takes a holistic approach to education, focusing on the "whole child". A diverse team consisting of classroom teachers, paraeducators, psychologists, social workers, special education teachers, instructional specialists, office staff, building support staff, the principal and families work together to support the students' development. By setting examples for one another and fostering a positive attitude, the team continuously strives for improvement while recognizing and celebrating successes.

Northeast School's dedication to excellence is evident in our achievements. We were recognized as a 2020 Blue Ribbon School, multiple years as a School of Distinction and for past three years, we were ranked as a Connecticut Category 1 school by the State. These achievements confirm that we are on the right track in providing a learning environment where all students can achieve at high levels. Northeast School takes pride in its collaborative partnership with families and the broader community, recognizing the importance of relationships in the educational process.

Going forward to the 2023-2024 school year, Northeast will welcome back the preschool program, two classrooms with two sessions in each classroom and new staff members who have joined our team. Northeast School will make attendance a priority this year. With our increasing enrollment, we are always committed to providing a nurturing and challenging educational environment where students can thrive academically, socially and emotionally. By employing effective strategies, fostering collaboration among staff and families and celebrating achievements, the school aims to bring out the best in each student and adult within its community.

SKINNER ROAD SCHOOL: **Mr. Bryan Kerachsky, Principal**

Skinner Road School is a collaborative community of learners. Staff work alongside students to achieve their highest level of excellence. Our school fosters an environment where individuals feel comfortable, wanted, valued, accepted and safe. Our mission, in partnership with family and community, is to provide students with a strong educational foundation that will prepare them for success in life. We celebrate our diversity and inclusion of all students! Due to the work above, the State of Connecticut has recognized Skinner Road School as a 4-time School of Distinction since 2017. Looking at the way we have closed the achievement gap here at Skinner Road School, we have also earned

the title of 2023 National Blue Ribbon School. This is a great honor for our school to be recognized by the U.S. Department of Education.

At Skinner Road School, we truly believe that our students can reach for the S.T.A.R.s. With our students being Safe, Truthful, Academic and Respectful, it gives them the best chance to be great contributors to the Vernon community. Our focused, hardworking staff ensure that our students have an opportunity to demonstrate these pillars daily, in and out of the classroom, becoming a school that cares for all!

Our School values the family partnerships we create and works to connect with parents both in the school and at home. Parents have several opportunities to meet with teachers, including our Hopes and Dreams Conferences, and are encouraged to request a meeting anytime they would like to discuss any issues. Through social media, we allow our parents a “sneak peek” at the work we are doing in the classroom and in the school. From celebrations, to the amazing work we are doing in the classrooms, we share our day as much as possible with our families. Teachers are also using communication apps, such as ParentSquare, to create a more personal level of interaction between families and school. The use of the Zoom App has allowed for our parents to connect more than ever with our staff without them losing time at work, which is important to our family-school balance approach.

The Skinner Road School PTO meets monthly and encourages parents to become involved in school functions and seeks support to provide activities to students. The Skinner Road School PTO has been a huge support for students and staff. The PTO brings and supports many programs at the school including our popular Trunk or Treat event. Thank you, PTO!!

Our Instructional Leadership Team (ILT) at SRS helps to coordinate all curriculum efforts, develop a school-wide mission and vision, and communicates at each grade level to implement our school improvement plan. Our School Improvement Plan continues to set high standards for all students with a targeted emphasis on all general instruction that occurs in the classroom for all students! Our teachers come together to collaborate to make sure our Skinner Road Mission Statement comes alive! At Skinner Road, School we Love. Care. Trust. Value. each and every one of our students and families!

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

Grades 6, 7, 8 Highlights

During the fall of 2022 the VCMS staff continued our commitment to the “Whole Child” approach to supporting our students. We recognized the impact the pandemic had not

only on academics but socially as well. The middle school years are typically a time when kids begin to form their own opinions and thoughts about the world around them. They navigate through the challenges that come along with making friends, dealing with conflict, and collaborating with both peers and staff to maximize their school experience.

The VCMS Essentials for Effective Instruction continue to guide our lesson design and target the identified needs of our students. The focus of many of our classes is providing them with opportunities to dig deeper with their thinking and focus on the process of learning more than finding the “right” answer. By doing this, our kids are building critical thinking and problem-solving skills that will help them in school and beyond. They are honing in on their researching skills so they can gather factual information, find meaning in it, and apply it appropriately. Our departmental leaders have worked hard through professional learning communities ensure our teachers have the skills and strategies to push and support our students in their learning.

The middle school experience extends beyond the classroom and hundreds of our kids took advantage of the variety of extracurricular activities we offer. Our athletic teams were extremely competitive last year highlighted by a league championship in girls’ soccer and both girls’ and boys’ cross country. In addition, our top male runner not only won the conference meet, but also the Connecticut State Championship!

We again had participants in the state and national history day competition this past year, their creativity and hard work were on full display for many to see. I am thrilled to report that our 8th Bermuda Trip resumed after a three-year hiatus. Twenty of our 8th graders got an experience of a lifetime on the trip while working side by side classmates performing research and creating lasting friendships in the process. Mrs. Halpryn once again put on an amazing drama production with our uber talented kids. Not only were our families treated with an amazing evening performance, but our kids also put on the show during school so our entire student body could enjoy the performance, very impressive! Test

Once again, our unified arts offerings continue to be a highlight of the school experience. Our students are provided with opportunities to develop skills in the areas of cooking, woodworking and computer science, to name a few. Some of our kids are at their best when they are working with their hands, creating or fixing things. Having the chance to learn valuable skills as part of their school day adds a unique element to VCMS that we are very proud to offer. Overall, we had an amazing school year and thrilled with the progress both academically and socially. I am confident they are well positioned for future success in part of their experiences at VCMS. I am looking forward to seeing and hearing about the amazing things they will continue to do moving forward.

ROCKVILLE HIGH SCHOOL:

Mr. Jason Magao, Principal

Mr. Daniel Pichette, Assistant Principal

Ms. Katherine Howard-Bender, Asst. Principal

OVERVIEW

We were excited to get back to a sense of normalcy at Rockville High School. Our beliefs, that building strong relationships and providing academic rigor is the key to student achievement and overall social emotional growth, did not change and we only built stronger bonds with our students. Our guiding principles are rooted in the work surrounding the district's Blueprint for Success and Vision of a Graduate. RHS values reflect the identification and application of critical skills. We introduced our Academy Model with the ability to choose Career Pathways this year with our Class of 2026 to provide choice to students and have them embrace their education.

The Rockville High School Community is committed to providing a safe and respectful environment where all members are dedicated to lifelong learning. By working collaboratively with families and community members, we will graduate students who are productive and contributing members of a dynamic, global, 21st century society. We believe rigorous and meaningful academic and extra-curricular programs afford all students the opportunity to become Responsible, Open-Minded, Critical and Knowledgeable Thinkers.

SCHOOL CLIMATE FAMILY ENGAGEMENT

Rockville High School had an amazing year with families coming out to support students in all of their endeavors. We had athletics, musical performances, clubs, open house events and drama productions with the culminating ROCK the Arts evening in the Spring of 2023.

STUDENT ACHIEVEMENT

- Through the fall, winter, and spring sports seasons, we had 52 all-conference athletes and 9 all-state athletes.
- Our girls' soccer, boys' soccer, football, girls' volleyball, girls' basketball, boys' basketball, softball, and girls' ice hockey teams all qualified for the state tournaments.
- Individual athletes qualified for state competition in the sports of cross country, girls' swimming, indoor track and wrestling.
- Our cheerleading team hosted the conference competition and participated in the state competition.
- Girls' and boys' outdoor track and field teams won the NCCC conference championship
- The volleyball team won the championship for the newly formed Connecticut Volleyball League.
- 17 Seniors signed on the play a sport at the collegiate level.
- Two art students were recognized at the Connecticut Association of Schools, Arts award night.
- The Rockville FFA Chapter Livestock Evaluation Team placed first in the State, which earned them a place in the National FFA Competition in Indianapolis, Indiana.
- Nick Angeli and Clarissa Halpryn were winners of History Day Initiative

- Lorelei Hutchings placed first in the State FFA Prepared Public Speaking competition and will be competing at the National Convention in Indianapolis in November

NEW INITIATIVES

- Our Technology Education Department started a new partnership with UCONN's ECE and Digital Media Design departments to offer 5 New ECE classes to the students of RHS. These classes revolve around Adobe Photoshop, Adobe Illustrator, Audio/Video Recording and Editing and Game Design.
- The Mathematics Department created a modeling mathematics curriculum that will be taught in 2023-2024. This class will be a bridge class between Geometry and Algebra II. It will help the struggling students receive an introduction to Algebra II concepts through hands-on projects. Since the majority of students are Juniors, they will also be receiving SAT prep throughout the year. Many of the math department teachers got involved with increasing school community engagement by creating riddles for the community to answer in ParentSquare. The winners received Rockville SWAG. The math freshman exploratory course was very engaging and successful. We heard many great reviews. The students were able to complete projects that allowed the students to model an object's projection. Then they used CBR technology to analyze and make conclusions about its pathway.
- The School Counseling Department participated in the FAFSA Challenge hosted by the CT SDE. As part of their efforts, FAFSA completion events were hosted for both families and students. At the end of the year the department exceeded the goal set forth by the state and was recognized at a celebration on September 15, 2023.
- The Music Department launched an inquiry to establish/create an AP Music Theory course that would begin in the fall of 2023. The course was approved and syllabuses are being written.
- The Music Department began creating our first units of curriculum that will focus on our 9th/10th grade Band & Chorus classes. This new curriculum will help align the RHS Band and Chorus so that all students will be learning correct music terminology and how to read music effectively.
- The Library Media Center completed a huge reorganization of all Fiction titles in order to better serve the interests of our readers. Genres were categorized and displayed throughout the library to draw eager and hopeful readers.
- The Library Media Center focused on Inquiry based learning and students' interests with "Maker Moments of the Month"- each month a different Makerspace activity or challenge was featured and left out in the Makerspace for student exploration.
- Positive Behavior Support Initiatives began, including the "RAMS Doing the Right Thing" raffle, where teachers recognize students' positive behavior and academics with raffle cards that are drawn each month for prizes.
- Positive Behavior Support Initiatives began, including giving RHS T-shirts to all students, who met the following criteria at the end of each quarter: you must be passing all of your classes; you must have no discipline referrals in the quarter;

you must not be considered truant; you cannot have more than 3 tardies; you must have multiple community service hours.

- The ASTE department developed the curriculum for Introduction to AgEd - the freshman exploratory course
- World History Curriculum Revision
- Academies and Pathways for Social Studies were developed
- Academies and Pathways for Business and Computer Science were developed
- Two special education teachers completed the “Train the Trainer” program to assist with rolling out Connecticut’s new IEP system, CT-SEDs.
- New curriculum was developed for both software applications and personal finance (non-ccp); both graduation requirements
- The Art department wrote curriculum aligned with the new CT State Standards for Visual Arts: Foundations I, Photo I, Clay I and Digital Art I
- The Art department developed Drawing I and Painting I into ECE Dual Enrollment classes at ECSU.
- The Art department reinstated the rotating art display at Central Office for K-12 Art.
- The Art department developed four art pathways: Photography and Imaging, Digital Art, Illustration and Fine Arts.
- The Art Department developed a student designed T-shirt fundraiser for the Rock the Arts event.
- The Art department organized Rock the Arts event - collaborated with departments outside of the Art Dept. in order to create an event that would engage the community with our students, which aligned with the VPS Strategic Plan Priority Area 2: Family and Community Partnership.
- The Science Department began the process of major cleaning and organization of storage spaces. Removal of old textbooks and equipment was initiated.
- New curriculum for chemistry was started
- Collaboration with Eastern began to offer STEAM program for STEM pathway in upcoming years
- The ASTE department developed the AgEd Leadership curriculum for all sophomore ASTE students
- ASTE held an open house for Vernon’s 5th grade students to explore the Agricultural Science and Technology program

CELEBRATIONS

- Thirteen students went to France and Spain with the World Language department during April vacation.
- The Unified Program at Rockville High School expanded its offerings to include more than sports this year. In addition to numerous successful sporting events, ABL students held a winter dance at RHS that was also attended by students from area schools, and in May they attended their first Unified Prom at Bloomfield High School.
- The Art, English, Music and World Language (who did I forget?) departments held their first annual Rock the Arts night event. It was an extremely successful and well attended event that showcased the work of students throughout the year in these disciplines. (ADD MORE FRIENDS!!)

- The RHS Band program traveled to Orlando Florida in April to perform at Disney Springs as featured artists. Students participated in clinics with highly distinguished Disney Imagineers after their performances.
- The RHS Marching Band and Band Boosters hosted 16 marching bands from around the northeast for the group 1A/2A New England championships. Over 1300 spectators and some 500+ high school students participated in the event.
- The RHS music department hosted the United States Air Force Band in the RHS Auditorium. Over 800 spectators gathered to listen to one of the country's finest musical ensembles.
- The RHS Drama program put on its first full-length Spring Musical in over six years titled "The Wizard of Oz". Over 1500 people came out to see the musical over the course of four public shows.
- The RHS Music Department put on its first "Prisms" concert in May. The theme of the concert was "A Night at the Movies". All ensembles performed music from various movies from the 20/21st century.
- The RHS Envirothon team won first place in the CT State Envirothon "Aquatics" Competition on May 19 and was presented their award by CT DEEP Commissioner Katie Dykes.
- The Rockville FFA Chapter had a State-winning Supervised Agricultural Proficiency Winner. A student won in the Sheep Production Entrepreneurship category. Rockville also had 13 students who qualified for their State FFA Degree (the highest degree the state can bestow on its members).
- The ASTE Department held a ribbon cutting and weathervane placing ceremony to celebrate our new Animal barn and updates to our outdoor lab space
- 2 RHS Students placed 1st and 2nd in the Regional CT History Day Competition and competed in State History Day.
- Rockville High School students won 59 awards, including a National Silver Medal, an American Voices Award, eight gold keys, 23 silver keys and 28 honorable mentions in the 2023 Scholastic Writing Award
- Rockville High School had a record 13 Published pieces, 11 Gold Awards, 20 Silver Awards, and 22 Honorable Mentions in UCONN'S 2023 Connecticut Student Writers Magazine. RHS had winners in every category (fiction, poetry, non-fiction) and our students won more awards than any other school in CT.
- Natalie Crowley was awarded a First-Class Designation in the NCTE Achievement Awards in Writing.
- Seniors Anaya Tolton and Nathan Kay won first and second place, respectively. Anaya received a \$500 prize for a poem and Nathan a \$250 prize for his story. Athena Lavigne, Victoria Mitchell, Katherine Morey and Tovah Oslovich received distinguished writers' awards for their outstanding entries. The students were honored at the ECSU Literary Festival on Oct. 15, 2022.
- Senior Tovah Oslovich took 1st place in the 2022 International Renee Duke Youth Award Poetry Contest, which celebrates the 74th Anniversary of the Universal Declaration of Human Rights. The theme of this year's youth award poetry contest was "Human Rights Hero – Living or Dead, Famous or Unknown". Tovah received a \$500 prize and their work will be published online.

- Congratulations to first place winner Grace Dehnel, second place winner McKena Clemons and third place winner Natalie Crowley in the 2023 UCONN ECE Wallace Stevens Poetry contest! Grace will receive a \$500.00 prize. McKena will receive a \$300.00 prize. Natalie will receive a \$200.00 prize. Rockville High School swept every award in this prestigious State competition!!!!
- RHS had 2 winners in the Fresh Voices Poetry Competition as well as 7 out of the 15 Finalists.
- The Marching Band held a full fall field show. They hosted Festival of the Bands and hosted the New England States Championships for the first time. The Music Department performed in three concerts, the Memorial Day Parade and competed at Six Flags New England. The chorus performed in two concerts and put on a “Jukebox Musical” in May of 2022.

APPENDIX

2022 Vernon Public Schools: Striving to be back to “normal” or is there a “new-normal?”

The 2022-2023 school year started with high expectations of being a “normal year.” Quickly, we all realized the academic, social, and emotional effects of the Covid-19 health pandemic affected everyone – students, teachers, staff, families, and the community at large. The Vernon Public Schools administration needed to adapt to this “new-normal” 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.**

Traditionally, during this time of the year, everyone looks forward to the New Year by making resolutions and striving to make the world a better place to live. 2022 has created “new challenges” in all our lives as we strive to overcome the effects of the Covid-19 global health pandemic. We had to re-examine how we were going to create an optimal learning environment in all our classrooms for Vernon students. Our re-focus became maintaining high standards of teaching and learning and managing the economic factors of personnel and staffing in our schools.

The key to successful leadership is taking a disadvantage and turning it into an advantage. 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. The Vernon Public Schools never wavered from its district core beliefs:

- advocate a “whole child” approach to student learning,
- maximize student performance, by setting high expectations, and
- integrate family and community with the education system.

These core beliefs grounded us in the work to enhance student learning and support families during this past year. However, we needed to re-focus many of our actions to enhance post-pandemic student learning for all children.

Despite all the challenges in 2022, here are some proud accomplishments this past year:

- ✓ The best indicator of student learning is Connecticut’s Next Generation Accountability System Results, which 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. Every school in Connecticut is ranked from 1 to 5, with one being the highest. Here are Vernon Schools' rankings:

	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022
Category 1	0	0	1	2	1
Category 2	1	5	3	3	4
Category 3	4	2	3	2	2
Category 4	2	0	0	0	0
Category 5	0	0	0	0	0

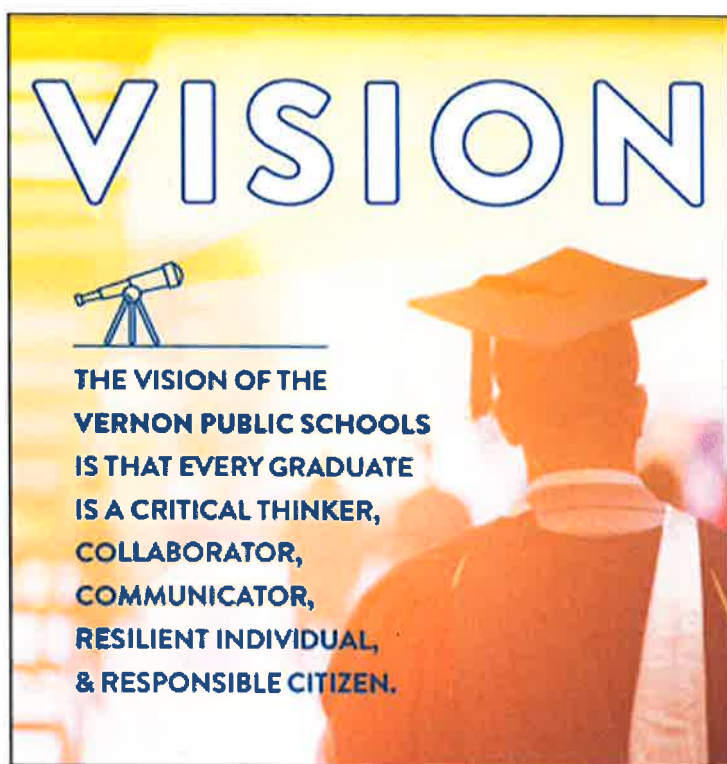
- ✓ Schools with significant growth and achievement are deemed “Schools of Distinction” and represent the top 10% of all CT schools. For the past four ranking years, Skinner Road School was a “School of Distinction” with this year being for high performance in ELA and Math. For the past three ranking years, Northeast School was deemed a “School of Distinction” with this year being for high performance and high growth (all students) in math and high growth (high needs students) in ELA & Math. For the past two ranking years, Lake Street School was deemed a “School of Distinction” with this year being for its high growth (high needs students) in math.
- ✓ The CT State Department of Education released the 2021-2022 Accountability Results for Schools. For the 2021-2022 school year, Vernon earned 73.5% points, in comparison to the CT State Average 69.6%. Vernon ranked #1 among the 33 Alliance Districts in Connecticut. In addition, Vernon ranked #1 in results in its District Reference Group (DRG-G). This was an amazing accomplishment considering the past 3 years of school disruption due to the COVID-19 health pandemic and school shutdown.
- ✓ The 2022 Smarter Balanced Results showed that the Vernon Public Schools outperformed the CT State Average in all three areas -- English Language Arts, Mathematics and Science. Out of the 33 CT Alliance Districts, Vernon students' scores were second (#2) in both ELA and Math results. In our DRG (District Reference Group), out of the K-12 districts, Vernon results were #1 in Mathematics and #2 in ELA.
- ✓ By June of 2022, 165 Rockville High School students received college credit through their academic studies. Students either passed Advanced Placement exams, completed UConn or Eastern Connecticut State University Early College Experience courses, or an articulated class with Manchester Community College. Of these RHS students earning college credit, 66 were members of the graduating Class of 2022. That is 35% of the graduating class. The credits earned by all RHS

students during the 2021-2022 school year translate to a total of \$1,522,800 in savings on college tuition and fees. In addition, 85 seniors were awarded community scholarships totaling \$444,614.

- ✓ Over 77% of the Rockville High School Graduates (Class of 2022) are furthering their education at the college level. Some of the colleges our students are attending include Boston University, Jacksonville University, Northeastern University, Syracuse University, Trinity College, Tufts University, University of Connecticut, University of Kentucky, University of Vermont, and Wesleyan University.
- ✓ Twenty-nine (29) Rockville High School students were winners in the 2022 Scholastic Art and Writing Awards presented by the Alliance for Young Artists and Writers. RHS students received 49 awards this year, including 10 Gold Keys, 16 Silver Keys, and 23 Honorable Mentions, the highest number of any participating high school in the state of Connecticut. Muriel Stankeviciute received a 2022 American Voices Nomination for Best in Show. Kaylin Maher and Dakota Ouellette earned Gold Keys for their writing portfolios.
- ✓ Congratulations to seniors Dakota Ouellette and Kaylin Maher, who are 2022 Scholastic Art and Writing National Medal recipients! Dakota received a gold medal and a \$10,000 scholarship. There are only seven of these awarded in the nation. Both students were also honored with a Silver Medal for Poetry. Kaylin received a Silver Medal with Distinction and \$2500.00 for her portfolio. There are only fifteen of these awards in the nation. She was also honored with a Gold Medal for Flash Fiction. Dakota and Kaylin were honored along with their teacher, Vicky Nordlund, during an awards ceremony on June 9th at Carnegie Hall. This year, over 320,000 works of art and writing were submitted to Scholastic regional programs across the nation, making these awards truly amazing accomplishments.
- ✓ The Rockville High School Creative Writers had 10 platinum published award winners, 10 gold award winners, 24 silver award winners, and 26 honorable mentions in UCONN's 2022 Connecticut Student Writer Magazine! A record seventy (70) awards! RHS had winners in every category (fiction, poetry, non-fiction) and our students won more awards than any other school in the State of Connecticut.
- ✓ Sixteen teacher-student high school teams from across the nation were selected to participate in *Sacrifice for Freedom®: World War II in the Pacific Student & Teacher Institute*, a student-teacher cooperative learning program. The program, coordinated through National History Day®, is sponsored by the Pearl Harbor Historic Site Partners, including Pearl Harbor Aviation Museum, Pacific Historic Parks, USS Missouri Memorial Association, and Pacific Fleet Submarine Museum at Pearl Harbor. This past year, Connecticut was represented by Regina

Lee, a teacher at Vernon Center Middle School and student Nicolas Angeli. In July, they traveled to Hawaii to engage in on-site learning opportunities, such as spending a night aboard The USS Missouri and visiting with military and local historians at the Pearl Harbor Historic Sites and across the island of Oahu.

- ✓ Vernon Center Middle School student Blake Lewis created a word that was recognized by the New York Times Vocabulary Challenge. Sixth Grader Blake's word 'seath' was judged to be so original that it won "honorable mention" from this New York Times Challenge for middle and high school students. He explained, "there is information about how the seas' health is getting worse and worse, so I thought of a word for it – 'seath.' I used "sea" and the last part of 'health.'"



- ✓ E-mail from a Community Member: "This past week the Vernon Community Network and the VPD had our National Night Out. We had a little over a dozen RHS students volunteering their time. I cannot fully express my thanks (and pride) in working with such a great group of students. They were industrious, polite, hardworking, and truly an asset to our community. They performed whatever jobs asked of them. They served hotdogs, they watched the children in the bounce house, they helped our participants set up and take down booths and they even picked up trash. All without question and with smiles on their faces. I could not help but think back to the "Vision of the Graduate Committee" and all the goals it set forth. Clearly the actions being

taken to achieve those goals are working! This is Community at its best.
Thank you”

- ✓ Nine (9) Seniors from the Class of 2022 signed up to play a sport in college this past fall. They include Abby Bajorek, Track at Southern Connecticut State University; Morgan Bogli, Volleyball at Lasell University; Maggie Dwire, Track at Salisbury College; Jenny Gorski, Basketball at Elms College; Kylie Hwalek, Equestrian at Sacred Heart University; Earl McKinney, Football at Castleton College; Rebecca Opdenbrouw, Soccer at University of Hartford; Ashton Szrejna, Football & Lacrosse at Castleton University; and Henry Tyus, Football at Morrisville University.
- ✓ In June 2022, the district conducted an ‘end of the year survey’ of over 450 people in the community and received the following results: 87.9% of the people rated the Overall Education in Vernon a grade of “A” or “B”. A majority (93.5%) say they receive favorable services from the teaching staff in our schools. Additionally, 89.5% of the respondents say the Vernon Public Schools is heading in the right direction based on the mission and vision statement in terms of educating their children.
- ✓ The Vernon Board of Education won the Bonnie B. Carney Award of Excellence for Educational Communications for their special project “Board Member Handbook” at 2022 CABA (Connecticut Association of Boards of Education) Convention.
- ✓ The Vernon Board of Education won the CABA (Connecticut Association of Boards of Education) **Board of Distinction Award in 2022**. 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 seventh year (2016-2022) in a row that Vernon has won this Level II Award, which is the highest bestowed by CABA. Vernon was one of only 15 school districts in Connecticut to receive this prestigious leadership award in 2022.

It is more imperative today than ever that we all embrace life-long education for all children and adults. Learning is the key to success in life. The effects of the Covid-19 global health pandemic will be with us for years to come. We should be proud of these accomplishments that clearly demonstrate the potential of Vernon Public Schools, despite the effects of the pandemic. Together, students, parents, families, teachers, staff members, administrators and board members work towards educational excellence 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 though 2022 was a challenging year, we got through it together and we are a stronger school district for it. Thank you for your continued support and confidence in our school district.

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

10.4

Decision Requested

October 10, 2023


Date

AGENDA REPORTING FORM


Subject: All Hazards Security Plan (BOE Goal #3) (Executive Session Anticipated)

Background: Director of Business and Finance Mr. William Meier will review with the Board the All Hazards Security Plan.

Recommendation: No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools



VERNON PUBLIC SCHOOLS

30 Park Street • P.O. Box 600

Vernon, CT 06066-0600

Tel: 860-870-6000

EMERGENCY RESPONSE PROCEDURES

Lockdown:

(Inside threat)



- Close classroom doors
- Cover door windows
- Hide and quiet
- If outside, stay away
- Ignore PA announcements
- Ignore fire alarm unless in danger

Evacuation:

(Fire, other inside concerns)



- Close windows/doors
- Evacuate building
- Go to designated area

Secure School:

(Outside threat)



- Close classroom doors
- Continue as normal
- If outside, come in

Shelter-in-place:

(Dangerous weather)



- away from windows
- no cafeteria/gym

Stay put:

(Privacy in hall)



- Close classroom doors
- Continue as normal

All Emergencies:

- Take attendance
- Call 911 to report anything pertinent

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.5

Decision Requested

X

October 10, 2023


Date

AGENDA REPORTING FORM

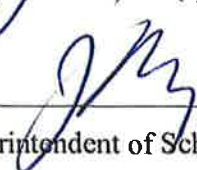
Subject: Budget Amendment Request – Emergency Repair to Rockville High School’s Athletic Roof (BOE Goal #3)

Background: Director of Business and Finance Mr. William Meier III is requesting Board approval of a budget amendment for an emergency repair to the Rockville High School Athletic roof and award the project to Macri Roofing, Inc. (Please see attached for additional details.)

Recommendation: MOTION: That the Vernon Board of Education approves the budget amendment for an emergency repair to the Rockville High School Athletic Roof and awards the project to Macri Roofing, Inc. in the amount not to exceed \$60,000.00, and further authorizes Director of Building and Finance William Meier III to execute on behalf of the Vernon Board of Education any instrument(s) to that effect.



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

William Meier III
Director of Business and Finance
860-896-4661

Date: October 4, 2023

To: Vernon Board of Education

From: William Meier, Director of Business and Finance

Re: Budget Amendment Request-RHS athletics roof repair

The Rockville High School roof has recently developed persistent leaks over the athletics area that will require an immediate repair. Please see the attached memorandum from Supervisor of Facilities and Special Projects Mark Rizzo with additional information.

Garland Company solicited a bid for the identified scope of work including the roof and wall repairs. Three bids were received: Restoration, Inc. for \$75,430.00; Tech Roofing Services for \$63,745.00; and Macri Roofing Inc. \$58,475.00. This is an unexpected repair and was not budgeted in the Fiscal Year 2024 budget.

I am recommended that the Board approve the attached budget amendment for the RHS athletics roof repair in an amount not to exceed \$60,000.00 and award the project to Macri Roofing, Inc.

Proposed Motion:

THE VERNON BOARD OF EDUCATION APPROVES THE BUDGET AMENDMENT FOR AN EMERGENCY ROOF REPAIR AT ROCKVILLE HIGH SCHOOL AND AWARDS THE PROJECT TO MACRI ROOFING, INC. IN THE AMOUNT NOT TO EXCEED \$60,000.00 AND FURTHER AUTHORIZES DIRECTOR OF BUSINESS AND FINANCE WILLIAM MEIER III TO EXECUTE ON BEHALF OF THE VERNON BOARD OF EDUCATION ANY INSTRUMENT (S) TO THAT EFFECT.

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

Facilities Department
30 Park Street • P.O. Box 600
Vernon, CT 06066-0600
(860)870-3500 / Fax (860) 870-6505
Website: www.vernonpublicschools.org

October 4, 2023

Mr. William Meier
Director of Business and Finance
Vernon Public Schools

Mr. Meier:

The Rockville High School athletic section of the roof developed a leak and water is entering the building in the boy's locker room and storage area. Barrels have been placed to collect the water. The district facilities staff have performed a comprehensive roof assessment together with roof manufacturer Garland Company. This assessment included core testing, an imaging scan and visual inspection. This study determined that an immediate repair of the roof is required including a section of the roof and an adjacent parapet wall (a parapet is an upward extension of a wall at the edge of a roof) that is contributing to the leak. It is believed that most of this damage was caused by the heavy snow accumulations over 10 years ago.

This repair is designed as an intermediate repair estimated to last 5-7 years. This will bring this section of roof to the scheduled full replacement date under the State of Connecticut School Construction program guidelines.

Roof Manufacturer Garland Company has solicited several bids from qualified roof contractors. I have attached the 3 bids received from JHS Restoration, Tech Roofing Services and Macri Roofing Inc. The lowest bid is from Macri Roofing in the amount of \$58,475.00. I have attached the quotes for your review.

Thank you

Mark Rizzo
Supervisor of School Facilities & Special Projects
Vernon Public Schools
860.870.3500

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.



Macri Roofing, Inc.
P.O. Box 712
36 Duffy Avenue
Meriden, Connecticut 06450
(203) 235-4830 Tel
(203) 235-7510 Fax
www.macriroofing.com
An Equal Opportunity Employer

08/16/2023

Rockville High School
70 Loveland Hill Rd
Vernon, CT 06066
Garland Roof Repairs

Attn: Mark Rizzo
Email: mrizzo@vernon-ct.gov

Mark,

Please find our prices below for the two proposed scopes by Garland Industries.

Flat Roof Area: \$46,125.00.

Wall Area: \$12,350.00

If you have any questions or concerns, please do not hesitate to contact us.

Thank you for the opportunity to assess this property for you.

Best regards,

Jared Macri

Dan Champagne
Estimator
danc@jhsrestoration.com



JOHN SNYDER
Vice President
jsnyder@jhsrestoration.com

170 Strong Road, S. Windsor, CT 06074
Office: 860.757.3870

PROPOSAL

Date: 8/16/2023
Site: Rockville High School
Address: 70 Loveland Hill Rd.
Vernon, CT 06066
Entity: Town of Vernon

ATTN: Mark Rizzo
Town of Vernon
375 Hartford Turnpike
Vernon, CT 06066
mrizzo@vernon-ct.gov

RE: Rockville HS Locker Room Repair

SPECIFICATIONS

SCOPE OF WORK

**PROVIDE ALL SAFETY, LABOR AND MATERIAL TO PERFORM THIS SCOPE OF WORK.
EPDM :**

- Remove all existing areas of wet or compromised roofing system layers as shown of the drawings attached
- Replace in kind with specified material as per Manufacturer (See attached Core info)
 - a. 20PSI Iso Mech. fastened
 - b. ½ Gyp board- Chemically adhered Insul-Lok 12" ribbons
 - c. Base sheet in GreenLock at 2.5gal/sq.
 - d. Cap Sheet in GreenLock at 2.5Gal/sq.
- Replace the two drain assemblies within the large wet area
 - a. New large sumps at ½":12 minimum 6ft
- Tie in new 2-ply membrane in cold applied Green Lock flashing adhesive strip in with 6" Base and 9" cap at 5Gal/sq.
- Prep all existing modified field seams by brooming and blowing.
- Properly mix and apply LiquiTec coating at 4Gal/sq. while embedding 6" grip poly mesh at a minimum of 8".
- Apply LiquiTec top coat at 2Gal/sq. over base coat seam stripping and overlap by 1" on both sides for a total of 10"
- All vertical flashing seams shall be 3-course repaired with SilverFlash and reinforced with GarMesh.
- Seal or repair compromised expansion joint seams with proper roofing material.

INVESTMENT

FURNISH AND INSTALL FOR THE SUM OF: \$57,995.00

Due to the volatility in today's material market our pricing is based on today's market value. As with the ongoing supply chain issues our suppliers have notified us pricing is subject to change on the date of material delivery. Due to these ongoing issues our material pricing cannot be held at this time.

Exclusions:

Excludes prevailing wages, carpentry/blocking work, all Electrical Work, And Exclude Any Interior plumbing.

Any asbestos or ACM discovery to be excluded from this proposal. Owners is responsible for testing.

SUMMARY

Thank you for the opportunity to bid on this project. Please contact me upon review so that I may address any questions or concerns you have and to discuss any options or changes that may come up. You may contact me directly at (203)537-1819.

Dan Champagne

ACCEPTANCE OF PROPOSAL

THE ABOVE PRICES, SPECIFICATIONS AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED. JHS RESTORATION, INC. IS AUTHORIZED TO DO THE WORK, AS SPECIFIED. PAYMENT WILL BE MADE AS OUTLINED ABOVE. A 1% (12% APR) LATE FEE WILL BE CHARGED ON ALL UNPAID BALANCES OVER 30 DAYS. IN EVENT OF DEFAULT BY BUYER, BUYER AGREES TO PAY ALL COST OF COLLECTION INCLUDING REASONABLE ATTORNEYS FEES IN ADDITION TO OTHER DAMAGES INCURRED BY SELLER

AUTHORIZED SIGNATURE: _____

DATE: _____

JHS RESTORATION, INC. ACCEPTANCE: _____

DATE: _____

Dan Champagne
Estimator
danc@jhsrestoration.com



JOHN SNYDER
Vice President
jsnyder@jhsrestoration.com

170 Strong Road, S. Windsor, CT 06074
Office: 860.757.3870

PROPOSAL

Date: 8/16/2023
Site: Rockville High School
Address: 70 Loveland Hill Rd.
Vernon, CT 06066
Entity: Town of Vernon

ATTN: Mark Rizzo
Town of Vernon
375 Hartford Turnpike
Vernon, CT 06066
mrizzo@vernon-ct.gov

RE: Rockville HS Block Wall Coating

SPECIFICATIONS

SCOPE OF WORK

PROVIDE ALL SAFETY, LABOR AND MATERIAL TO PERFORM THIS SCOPE OF WORK.
EPDM :

- Clean masonry block wall and stone cap with clean shield cleaner as specified.
 - a. Rinse the substrate with a pressurized sprayer to remove excess debris and dampen the surface.
 - b. Apply Clean-Shield directly to the affected areas in an overlapping pattern with a low-pressure pump sprayer (50 psi max), starting from the top and working downwards. Allow the solution to soak into the surface for 20-30 minutes.
1) NOTE: Do NOT allow the surface to dry. Re-apply a light mist of the solution intermittently to keep the surface damp.
 - c. On heavily soiled surfaces, scrub the substrate with a stiff bristle brush after the solution has soaked.
 - d. Using an overlapping pattern, rinse the surface from top to bottom with water.
 - e. Assure that any surfaces contacted by Clean-Shield during the rinsing process also be thoroughly rinsed to avoid potential discoloration or damage to horizontal surfaces or roof surfaces.
- Allow to dry fully and apply any new sealant as needed.
- Apply two coats of the tuff-coat masonry restoration coating as specified

INVESTMENT

FURNISH AND INSTALL FOR THE SUM OF: \$17,435.00.00

Due to the volatility in today's material market our pricing is based on today's market value. As with the ongoing supply chain issues our suppliers have notified us pricing is subject to change on the date of material delivery. Due to these ongoing issues our material pricing cannot be held at this time.

Exclusions:

Excludes prevailing wages, carpentry/blocking work, all Electrical Work, And Exclude Any Interior / exterior plumbing, Ribbon Work.

Any asbestos or ACM discovery to be excluded from this proposal. Owners is responsible for testing.

SUMMARY

Thank you for the opportunity to bid on this project. Please contact me upon review so that I may address any questions or concerns you have and to discuss any options or changes that may come up. You may contact me directly at (203)537-1819.

Dan Champagne

ACCEPTANCE OF PROPOSAL

THE ABOVE PRICES, SPECIFICATIONS AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED. JHS RESTORATION, INC. IS AUTHORIZED TO DO THE WORK, AS SPECIFIED. PAYMENT WILL BE MADE AS OUTLINED ABOVE. A 1% (12% APR) LATE FEE WILL BE CHARGED ON ALL UNPAID BALANCES OVER 30 DAYS. IN EVENT OF DEFAULT BY BUYER, BUYER AGREES TO PAY ALL COST OF COLLECTION INCLUDING REASONABLE ATTORNEYS FEES IN ADDITION TO OTHER DAMAGES INCURRED BY SELLER

AUTHORIZED SIGNATURE:

DATE:

JHS RESTORATION, INC. ACCEPTANCE:

DATE:



Budget Amendment Request Transfer Between Locations

Fiscal Year: 2023-2024

To: **Vernon Board of Education**

Date: 10/4/2023

Request is hereby submitted for amendment(s) of budget as indicated.

From Location:	Organization Code	Object	Description	Amount
Maint Dept	91437261	51128	Custodian & Maintainer Salary	25,000.00
2 Central Admin	91353261	54110	Electricity	22,000.00
3 Central Admin	91352270	56261	Diesel	13,000.00
4				
5				
"FROM" Total:				\$60,000.00

To Location:	Organization Code	Object	Description	Amount
1 Maint Dept	91437261	54802	Roof Repairs	60,000.00
2				
3				
4				
5				
"TO" Total:				\$60,000.00

No.	Detailed reason and comments concerning requested budget amendment(s).
1	Emergency Roof Repair Needed for RHS.
2	Currently the Maintenance Department has an open position.
3	After budget was approved, electricity was negotiated at a lower rate. Was budgeted at .1453 per Kwh for FY24.
4	New rate for FY24 contract is .1078 per Kwh.
5	After budget was approved, diesel price was contracted at lower rate. Budgeted at \$3.27 gallon. FY 24 contract is \$2.80 gallon.

	1	2	3	4	5
Available balance in "To Location" account	4,500.00	4,500.00	4,500.00		
Original budget appropriation in the "From Location" acct	675,979.20	852,000.00	177,000.00		
Encumbrances and expenditures in the "From" account	513,944.06	635,394.84	130,800.00		
Available Balance in the "From Location" account	162,035.14	216,605.16	46,200.00	0.00	0.00

William Meier

Requested by

Signature

Date

October 4, 2023

At a meeting of the Board of Education held on _____ the above request(s) was/were approved in the amount of \$ _____

Signature of Director of Business and Finance: _____ Date _____

For Business Office Use Only: JE# _____ Date _____ Initials _____

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.6

Decision Requested

X

October 10, 2023

Date

AGENDA REPORTING FORM.

Subject: Budget Amendment Request – Emergency Repair to a Rockville High School Heat Exchanger (BOE Goal #3)

Background: Director of Business and Finance Mr. William Meier III is requesting Board approval of a budget amendment for an emergency repair to a Rockville High School heat exchanger (Please see attached for additional details.)

Recommendation: MOTION: That the Vernon Board of Education approves the budget amendment for an emergency repair to a Rockville High School heat exchanger in the amount not to exceed \$24,000.00 and further authorizes Director of Building and Finance William Meier III to execute on behalf of the Vernon Board of Education any instrument(s) to that effect.



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

William Meier III
Director of Business and Finance
860-896-4661

Date: October 4, 2023

To: Vernon Board of Education

From: William Meier, Director of Business and Finance

Re: Budget Amendment Request-RHS Heat Exchanger

The District facilities staff have recently discovered the need for a critical repair of a heat exchanger for the library heating loop located in the boiler room at Rockville High School. The district recently worked with Advanced Mechanical Services on the removal and replacement of condensation tanks at RHS, replacement of one boiler at RHS and boiler cleaning/ maintenance district wide. Advanced Mechanical Services will be utilizing WF Webb, a supply company on the State of Connecticut DAS procurement vendor list to source the heat exchanger. The proposed scope of work to install a new heat exchanger and reconnect the existing piping with new butterfly valves is not to exceed \$24,000.00. This is an unexpected repair and was not budgeted in the Fiscal Year 2024 budget.

I am recommended that the Board approve the attached budget amendment for the heat exchanger replacement in an amount not to exceed \$24,000.00.

Proposed Motion:

THE VERNON BOARD OF EDUCATION APPROVES THE BUDGET AMENDMENT FOR A HEAT EXCHANGER REPAIR AT ROCKVILLE HIGH SCHOOL IN THE AMOUNT OF \$24,000.00 AND FURTHER AUTHORIZES DIRECTOR OF BUSINESS AND FINANCE WILLIAM MEIER III TO EXECUTE ON BEHALF OF THE VERNON BOARD OF EDUCATION ANY INSTRUMENT (S) TO THAT EFFECT.

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.



From **Advanced Mechanical
Services LLC**
2 Right Lane
Farmington CT 06032
8604045865

Quote No. 0001029
Type Installation
Prepared By John Ungiechajer
Created On 09/01/2023
Valid Until 10/01/2023

Quote For **Town of Vernon**
Rockville High School
70 Loveland Hill Road
Vernon CT 06066

Description of Work

Library heat exchanger replacement

Services to be completed

Commercial Heating

Valve off and drain the primary hot water loop and the glycol loop for the library. The library loop was tested and is mostly water that will be disposed of.

We will disconnect, remove and dispose of the existing heat exchanger and dispose of it.

Supply and install one new B&G water to water heat exchanger and reconnect the piping with new butterfly valves.

Fill the water side of the system with fresh water and fill the glycol side with a 50/50 mix of propylene glycol.

The amount of propylene glycol required is unknown and will be provided by the town of vernon or at an additional cost.

There is no glycol included with this proposal.

Standard lead time is 6 to 8 weeks, for 1 to 2 week lead time add \$1000.00

Terms:Net 30

Parts, labor, and fees	Quantity	Unit Price	Total
Installation	1	\$22,905.00	\$22,905.00
GRAND TOTAL			\$22,905.00

Terms and Conditions

Terms & Conditions

1. Words and Phrases

In these conditions:

"Services" means the engineering and associated services relating to the Customer's Equipment, as set out in the proposal specified in our quotation, or other agreed documents or discussions between us. "We", "us" and, "our" mean the Advanced Mechanical Services personnel providing Services to you. "You", "your", and "buyer" mean the person or company to which we are providing Services. "Customer's Equipment" means the equipment or material belonging to you, or for which you request us to provide for Services. "COD" means cash on demand, or payment directly after services are delivered.

2. Incorporation of Conditions

A) Any contract or agreement to do work, made between you and us, shall be subject to these conditions, and any terms you put forward do not apply.

B) All other terms and conditions which might be implied by conduct, or a previous course of dealing or trade custom, are excluded from this contract.



Budget Amendment Request

Transfer Between Locations

Fiscal Year: 2023-2024

To: **Vernon Board of Education**

Date: 10/4/2023

Request is hereby submitted for amendment(s) of budget as indicated.

From Location:	Organization Code	Object	Description	Amount
1 Central Admin	91353261	54110	Electricity	24,000.00
2				
3				
4				
5				
"FROM" Total:				\$24,000.00

To Location:	Organization Code	Object	Description	Amount
1 Maint. Dept.	91437261	57220	Heating System Repairs	24,000.00
2				
3				
4				
5				
"TO" Total:				\$24,000.00

No.	Detailed reason and comments concerning requested budget amendment(s).
1	Emergency Heating Repairs are needed at Rockville High School
2	After budget was approved, electricity was negotiated at a lower rate. Was budgeted at .1453 per Kwh for FY24.
3	New rate for FY24 contract is .1078 per Kwh.
4	
5	

	1	2	3	4	5
Available balance in "To Location" account	20,000.00				
Original budget appropriation in the "From Location" acct	852,000.00				
Encumbrances and expenditures in the "From" account	635,394.84				
Available Balance in the "From Location" account	216,605.16	0.00	0.00	0.00	0.00

William Meier

Requested by

Signature

Date

October 4, 2023

At a meeting of the Board of Education held on _____ the above request(s) was/were approved in the amount of \$ _____

Signature of Director of Business and Finance: _____ Date _____

For Business Office Use Only: JE#

Date

Initials

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item 10.7

Decision Requested

October 10, 2023

Date

AGENDA REPORTING FORM

Subject:

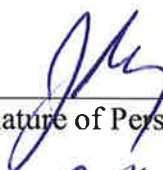
First Reading of Proposed Board of Education Policy #6162.51 –
Instruction – Survey of Students (Student Privacy) (BOE Goal #1, #2)

Background:

Board of Education members will have an opportunity to review proposed
Policy #6162.51 – Instruction – Survey of Students (Student Privacy) prior
to voting at the next Regular Board of Education Meeting.

Recommendation:

No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

6162.51 SURVEY OF STUDENTS (STUDENT PRIVACY)

Instruction

Survey of Students (Student Privacy) 6162.51

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. The Board of Education (Board) recognizes its responsibility to enact policies that protect student privacy in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program. Note: The term "survey" includes an evaluation.

Prior to administering a survey, the Board of Education must approve all those that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

Overall survey results following decisions must be shared with all parties who request such information.

Marketing

It is the Board's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions, such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities or education-related activities.

Note: "Personal Information" means individually identifiable information including a student's or parent's first and last name, home address, telephone number or social security number. 20 U.S.C. §1232h(c)(6)(E).

Invasive Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school

not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student's parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification. Note: The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

Inspection of Instructional Material

Parents/guardians of a student shall also have the right to inspect and review, upon written request to the Building Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after a parental request is received. Note: The term "instructional material" means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments. The law does not identify a "reasonable period of time." Therefore, the district is free to identify any period of time it deems reasonable.

Notification

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in District schools. The District shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

(cf. 6141.11 - Curriculum Research/Experimental Projects)
(cf. 6161-Equipment, Books and Materials:
Provision/Selection) (cf. 6161.1 - Evaluation/Selection of
Instructional Materials)
(cf. 6161.12-Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C.
§1232h Protection of Pupil Rights Amendment, as amended by the
Every Student Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

Policy adopted: October 23, 2023

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.8

Decision Requested

X

October 10, 2023

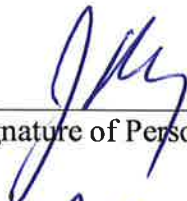
Date

AGENDA REPORTING FORM


Subject: Superintendent's Memo regarding Board of Education Policy #5117 – Students – School Attendance Areas (Revised 10-24-2022) (BOE Goal #1, #2)

Background: Board of Education members will be asked to review and approve the Superintendent's Memo regarding Board of Education Policy #5117 – Students – School Attendance Areas (Revised 10-24-2022).

Recommendation: MOTION: That the Board of Education approve the Superintendent's Memo as presented regarding Board of Education Policy #5117 – Students – School Attendance Areas (Revised 10-24-2022).



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS



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

Joseph Macary, Ed.D.
Superintendent of Schools
(860) 870-6000 x4660

Robert Testa
Assistant Superintendent
(860) 870-6000 x4680

To: Jason Magao, Principal RHS
From: Joseph Macary, Superintendent
Date: October 4, 2023
Re: Administrative Regulations for BOE Policy 5117

Effective for the 2023-2024 school year, the following administrative regulations will be used at Rockville High School to implement Board Policy #5117 School Attendance Area (approved 10-24-2022)

Absence Limits

No student *may receive course credit* for a half-year course after having had unexcused absences from the course for **more than ten (10) class periods** during any one semester.

Excused Absences (documentation is required)

- Illness or injury (after 3 total absences, a doctor's note is required)
- Death in the family
- A religious obligation
- A court appearance
- A school-sponsored activity
- A college visitation
- Participation in an educational program organized and sponsored by a recognized institution of learning
- An emergency deemed legitimate by the building principal
- A suspension from school

Tardiness to school or class

Continued tardiness by a student is a serious problem. Students are expected to be in their scheduled location, ready for work, at the bell. Excessive tardiness will have an impact on student performance. To that point, every **3 tardies to school or class** will equal **1 unexcused absence**. If a student is not in class for at least half of the block (42 minutes) this will result in an excessive tardy and be deemed an unexcused absence.

If a student will be late to school, parents/guardians are requested to contact the school attendance office prior to 7:30 a.m. to inform the school. A student is tardy when they arrive at school or class later than the scheduled start time of the day or block. Accumulation of tardies will result in unexcused absences.

If a student Tardiness may be explained by a parent but any absence from class that results will be considered as an accumulated absence.

Make-Up Work for Excused Absences

All work due or missed during an excused absence may be made up. Any work missed (assigned) during an excused absence will be the student's responsibility to make up. Students will have the same amount of time as their absence to make up their work. For example, if a student is absent for 2 days, they will have 2 days to make up and submit their missing work. Note: Homebound instruction is available for students if ten days of consecutive excused absences are expected with medical recommendation.

Participation in School Activities/Absences

Students who are absent from school will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored activities on the days they are absent from school. Students must be in attendance for more than 2 blocks to participate in extracurricular activities, dance, etc.

Appeal Process

A student who has exceeded the established number of unexcused absences for a semester and has had course credit withheld may appeal this action by submitting an attendance appeal application to the grade level administrator. Requests for an attendance appeal, absent extenuating circumstances, must be made prior to the beginning of the exam period. The attendance appeals committee will be composed of administrative personnel, attendance counselor, coordinator of family engagement, social worker and the student's school counselor. The attendance appeals committee, absent extenuating circumstances, will meet prior to the end of each semester. Custodial guardians and students are required to attend their child's appeal meeting. Students are reminded that an attendance appeal does not necessarily mean that a decision to grant an attendance waiver and course credit will be made. When filing an appeal, accountability must be made in all absences. Partial accountability of absences to bring the total number below the established number of class absences is not considered an acceptable appeal. Parents/guardians and students will receive written notification of the decision of the attendance appeals committee.

The attendance appeals committee will consider, but not be limited to, the following criteria in its deliberations:

1. Extenuating circumstances for the absences in question with supporting documentation.
2. Class absences since the date of credit being withheld.
3. Recommendations of the classroom teacher or other school personnel.
4. Record of unexcused class absences (class cuts), study hall cuts, and detention cuts.
5. Record of tardiness to school.
6. Evidence of improvement.
7. Student's written reflection regarding his/her absences

Students are reminded that any and all cuts, including class, study hall, and detention cuts, will weigh heavily against granting an attendance waiver and course credit.

Restoring Credit

A 30-day period of perfect attendance will restore lost credit providing the student has not missed more than 15% of the potential class meetings. This 30-day option for restoring credit is available only during the current school year. Students who do not complete a 30-day contract before the end of the current school year must complete a full school year without offending the attendance policy.

Students who lose credit in full year courses because of poor attendance may have credit restored by attending summer school provided the student has not missed more than 15% (27 days) of the class periods.

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.

The administration shall publish the specific requirements for student attendance to school and class and the school's disciplinary structure in Rockville High School Student/Parent Handbook.

Thank you for your consideration in this process. Please inform student, parents, families, faculty and staff of this change in practice. If you have any questions, please contact me. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Joseph Macary". The signature is written in black ink and is positioned above the printed name.

Joseph P. Macary, Ed.D.

RHS Attendance Data for the 2022-20223
School Year

220 students were **chronically absent** (18+ absences) = **23%**

156 students were **truant** (4 unexcused absences in a month or 10+ unexcused absences in a school year) = **16.9%**

284 students tardy for school more than 10 times = **30.8%**

194 students tardy for school more than 18 times = **21.6%**

We averaged **78** students absent per day.

PROPOSED ATTENDANCE POLICY

Absence Limits

No student **may receive course credit** for a half-year course after having had unexcused absences from the course for **more than ten (10) class periods** during any one semester.

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CURRENT ATTENDANCE POLICY

ABSENCES

Parents are expected to call the Attendance Office (860-870-6050, option 1) by 9:00 a.m. to report their student absent. The name of the student, date and reason for the absence must be stated in order for it to be considered excused. Please note that voicemail is available 24 hours a day.

Students who have been absent from school must submit to the Attendance Office a written, dated, parent/guardian-signed note of explanation specifying the date and the reason for the absence within five (5) school days of returning to school. Please be aware that any absences beyond nine (9) are considered unexcused by state statute regardless of a parent/guardian call or note, and therefore require a note from a physician in order to be excused. Vernon Public Schools Attendance Policy and procedure states that a **HALF DAY for RHS is 10:45**. If a student arrives after that time or gets dismissed before then, they are considered **ABSENT from school**.

TARDY

Students who arrive later than the scheduled beginning of school or class period will be considered tardy. A call or note stating the name of student, date and reason for the tardy from the parent/guardian must be received on the day of the tardy in order for it to be considered excused, otherwise it is an unexcused tardy. Oversleeping or missing the bus is not an acceptable reason for an excused tardy. A student will be allowed 3 unexcused tardies per school year. On the 3rd unexcused tardy an administrative detention will be issued. For each additional 3 tardies the student will receive an additional administrative detention (Saturday or after school).

DISMISSALS

To ensure the safety of our students, any student to be dismissed during the school day **must be picked up and signed out** in the Attendance Office by a parent, guardian, or emergency contact listed in the school database. A written note specifying the date, time, and reason for the dismissal must be received in person or by email before the start of the school day. Phone calls accepted in emergency cases only to dismiss a student. Under no circumstances may a student leave school grounds during school without permission from a parent/guardian and school administration. If a student drives to school a written note must be received for the dismissal before a student is allowed to drive themselves home. Students arriving late to school or leaving early must report to the Attendance Office to sign in or out of school. Students who fail to follow the proper sign in/out procedures may face Administrative consequences. **Dismissals are unexcused** unless a medical note is received after the appointment.

ATTENDANCE and STUDENT ACTIVITIES

Students who have an unexcused tardy after 9:00 cannot participate in extracurricular activities on that day. Exceptions to this rule are only allowed with administration's prior written approval and with a valid excuse signed by the student's parent or guardian.


Repeated tardiness will not be tolerated. If a student has a history of being tardy to school, their participation in extracurricular activities will be reviewed and may be suspended until their attendance improves.

A student being dismissed from school is expected to be present for three complete blocks to be eligible for participation in extracurricular activities. A student is not eligible for any activities they are not in attendance on the day of a activity. If the activity occurs on Saturday or Sunday, students may participate if they were absent on Friday, providing they obtain written permission from administration.



**FOR YOUR
INFORMATION**

Connecticut State Department of Education



Charlene Russell-Tucker, Commissioner
Hartford Area Superintendents Association
October 3, 2023

1



2023-2024 Priorities

2



CSDE PRIORITIES



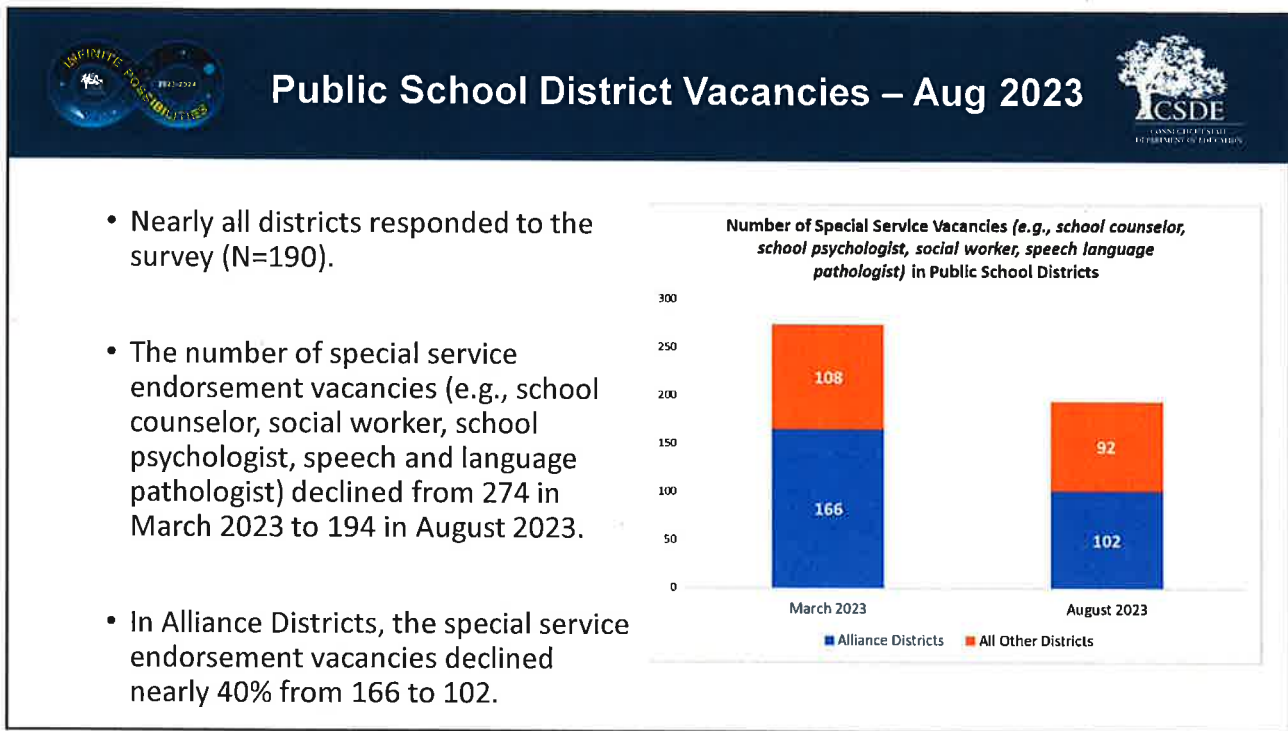
- Recruit and retain a diverse workforce of high-quality educators
- Support a safe and healthy learning environment for students and school staff and ensure students are present and engaged in learning
- Elevate and continuously launch our curriculum frameworks and model curricula
- Promote data transparency
- Expand career pathways and workforce development initiatives
- Evaluate, fund, and sustain programs that work
- Cultivate strategic partnerships that support all our students

3

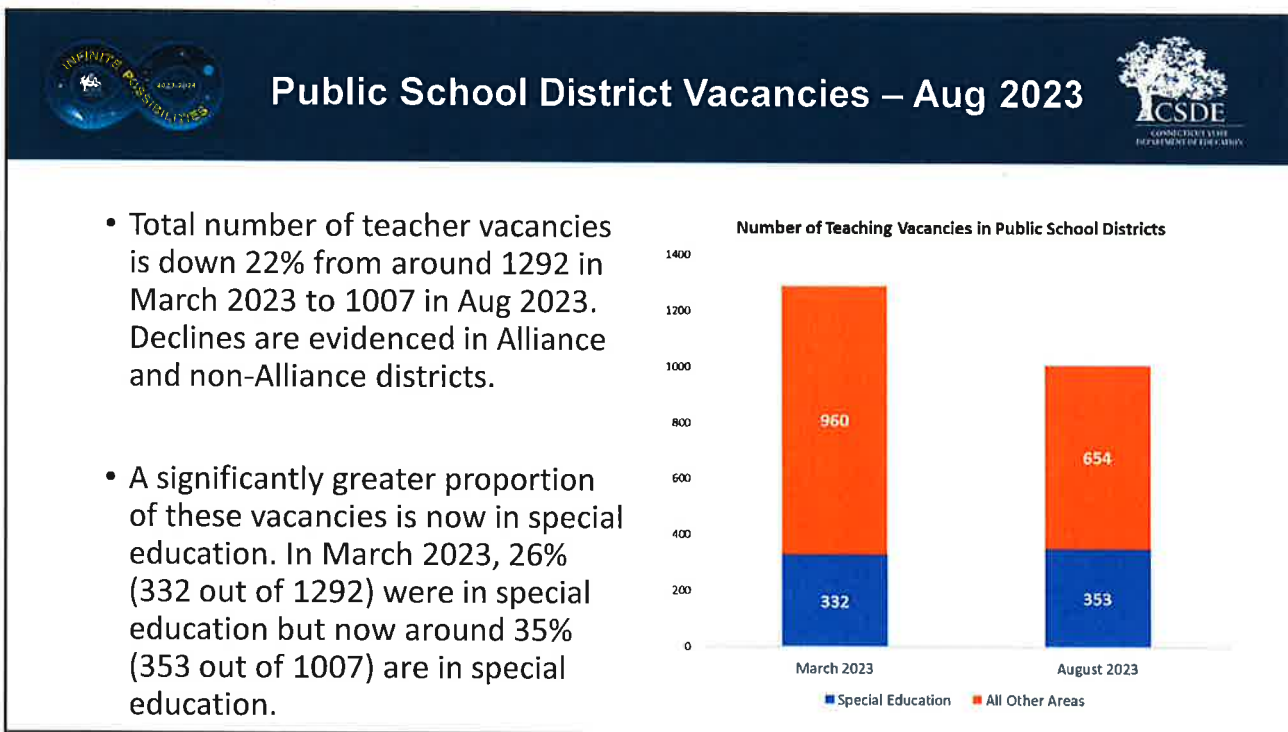


Results from Vacancy Survey – August 2023

4



5



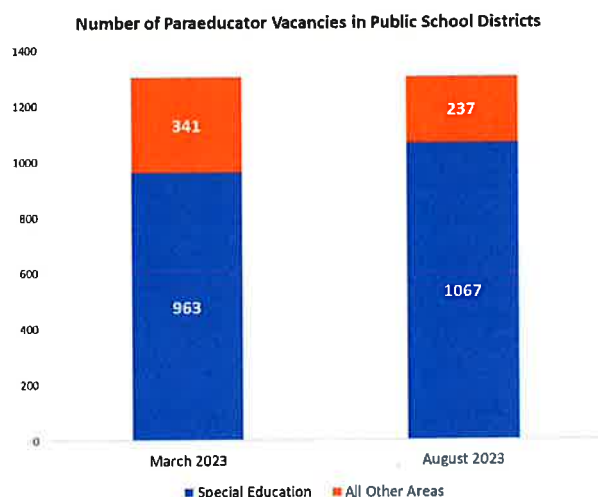
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Public School District Vacancies – Aug 2023



- Paraeducator vacancies remained unchanged at around 1300 but a greater proportion of these are in special education (82% in Aug 2023 as compared to 74% in March 2023).



7




Public School District Vacancies – Aug 2023




- Respondents overall, but especially in the Alliance Districts, indicated that the extent of vacancies has improved.
- Overall, 44% of all districts (and 63% of Alliance Districts) indicated that the extent of vacancies in Aug 2023 was better than in 2022-23 while less than 18% of all districts (and 14% of Alliance Districts) indicated that the situation was worse than in 2022-23; the remaining 38% of all districts (and 23% of Alliance Districts) indicated that the situation was the same as in 2022-23.

8




Approved Private Special Education Program (APSEP) Vacancies – August 2023



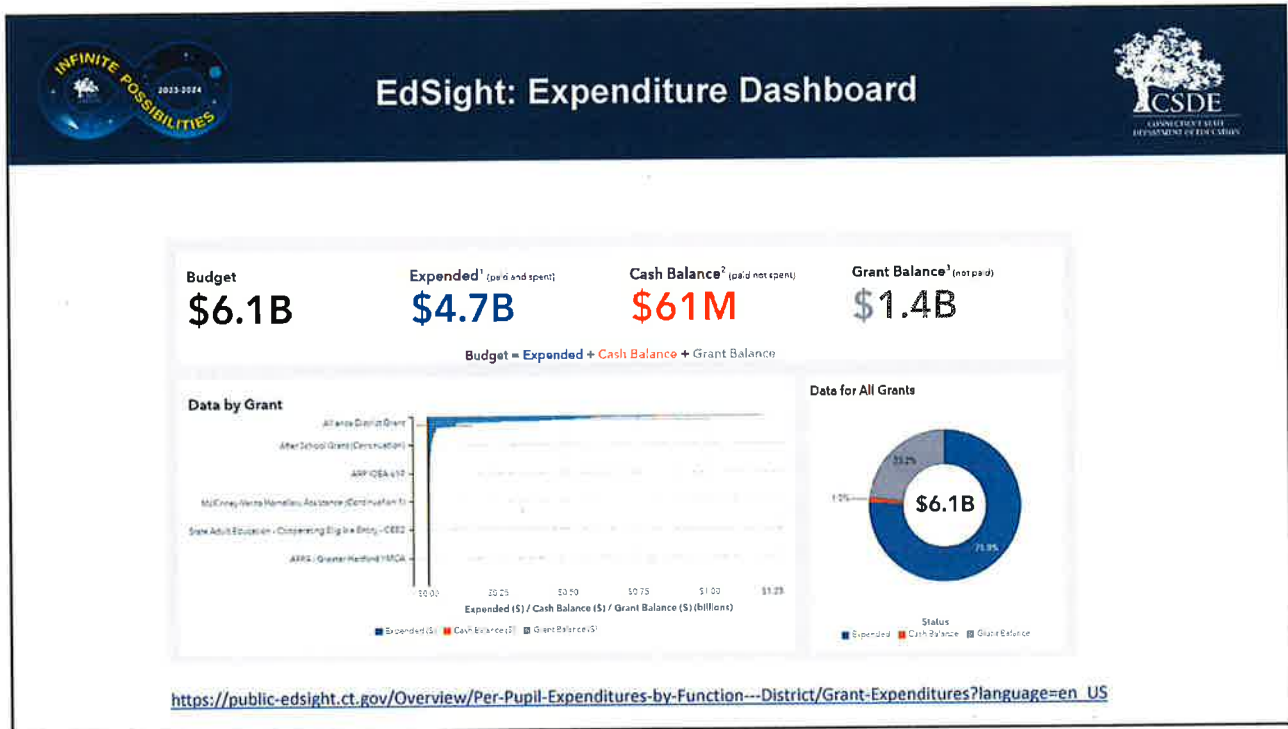
- Nearly all APSEPs responded (N=77).
- Total number of teacher vacancies is down from 153 in March 2023 to 142 in Aug 2023.
- Special service endorsement vacancies decreased from 38 to 31.
- Paraeducator vacancies increased from 241 to 264. Nearly 90% of the paraeducator vacancies are in special education.
- Approximately 25% of APSEPs indicated that the extent of vacancies in Aug 2023 was better than in 2022-23 but 34% indicated that the situation was worse than in 2022-23; the remaining 42% of APSEPs indicated that extent of vacancies was the same as in 2022-23.

9



Edsight & Expenditure Dashboard


10




11



12



ESSER II Update



ESSER II Balances in eGMS as of Thursday, September 21:

ESSER II – LEA Allocation	\$443,183,812
Grant Payments	\$412,956,590
Grant Balance*	\$30,227,222
Reported Expenditures	\$395,096,708

ESSER II – State Set-Aside Grant	\$19,292,701
Grant Payments	\$16,484,865
Grant Balance*	\$2,807,836
Reported Expenditures	\$16,215,615

*Grant Balance – funds that have yet to be drawn down by the district.

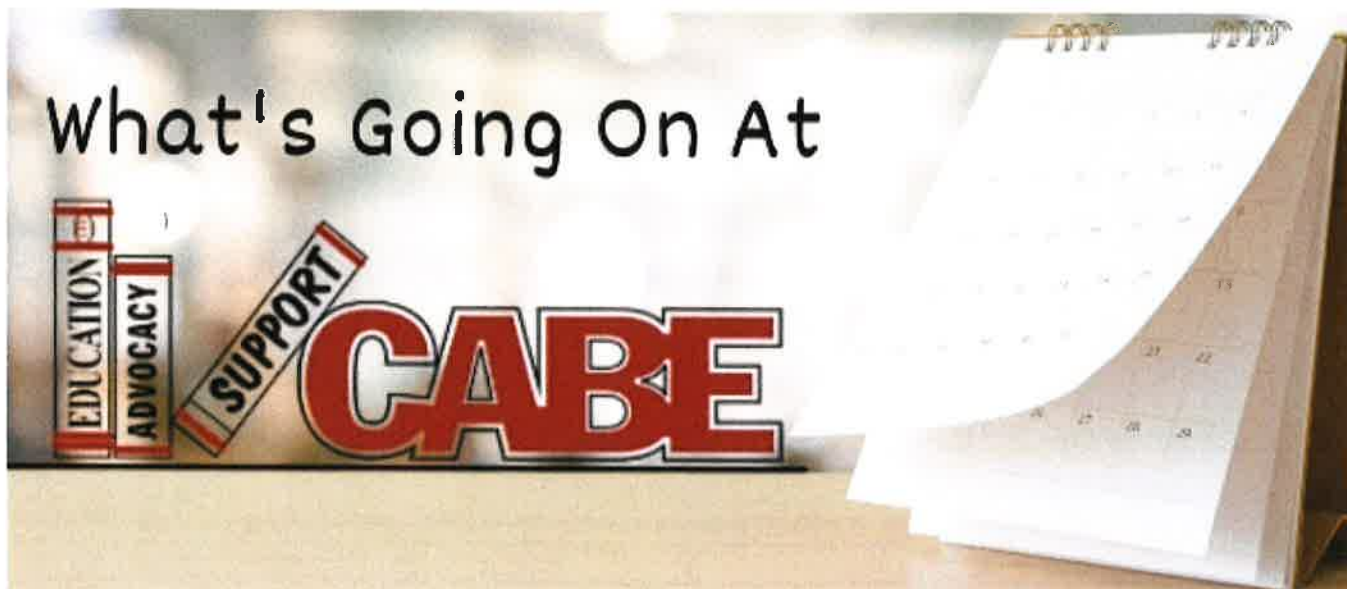
ESSER II Liquidation Extension Request	# of Districts
Districts Requesting Liquidation Extension	27
Districts Not Asking for Liquidation Extension	160
Number of Districts Not Yet Responded	14

13



Thank you!

14



October 4, 2023

*Click on the red letters to open up a new screen that will provide you with more information on that topic.

◆ C A B E Events ◆

CCM, C A B E and CAPSS present

Managing Difficult Conversations with Constituents Virtual Workshop

Tuesday, October 17, 2023

10 am-12 pm

FREE

This workshop will equip you with the practical tools and strategies you can use immediately when a constituent challenges you on a policy or course of action. The focus is on one-to-one conversations rather than large public meetings.

[Click here](#) for more information and to register.



2023 Legal Issues Workshop

Tuesday, October 24, 2023

Inn at Middletown

8:30 am Registration

9:00 am-12:00pm Program

Topics include:

Collective Bargaining

Risks, Response and Board Obligations: Mental Health Needs

In Our Schools

Legal Hot Topic

We will have time for a Q & A

[Click here](#) for more information and registration form.

[Click here](#) to register online.



Fall Meeting of Superintendents' Administrative Professionals

Tuesday, October 31, 2023

Pitkin Community Center, Wethersfield

Registration: 12:30 pm / Program: 1:00-3:00 pm

Watch your email for more information.



NEW!

CABE Delegate Assembly

Thursday, November 16, 2023

3:30-6:00 pm

Mystic Marriott Hotel

Come together to debate issues and crystalize major issues that affect our districts. CABE members will vote on our resolutions and beliefs. We need your advice and vote as we debate and decide on our policies and positions.

[Click here](#) for more information and registration form.

[Click here](#) to register online.



New Board Member Orientation/Leadership Conference

Wednesday, December 6, 2023

Hartford Sheraton South, Rocky Hill

Watch your email for more information soon.

◆ CABE /CAPSS Convention ◆ Leading from Why

2023 CABE/CAPSS CONVENTION

Leading from Why

November 17-18, 2023

Mystic Marriott Hotel, Groton, CT

Registration for the 2023 CABE/CAPSS Convention Is Now Open for All!

November 17 & 18

Mystic Marriott, Groton, CT

Be a part of Connecticut's premier professional development for educational leaders. CABE 2023-2024 member boards and CAPSS member superintendents can register now to save your district money.

[Click here](#) to register.

[Click here](#) for more information and registration form.

Hotel Reservation Information

CABE/CAPSS Convention - November 17- 18, 2023

Hotel reservations must be made on or before **Friday, October 22, 2023** at 4:00pm in order to be eligible for the group rate of \$165.

[Click here](#) to make hotel reservations.

◆ **CABE Services** ◆

Due this Friday!

Board Recognition Awards

The CABE Board Recognition Awards are designed to recognize boards that provide effective leadership to their districts through the use of best practices. This program, which acknowledges the importance of school board members and superintendents working together as **effective teams**, strengthens public education in Connecticut and across the country.

DEADLINE for Submission: Friday, October 6, 2023

[Click here](#) for the award application.

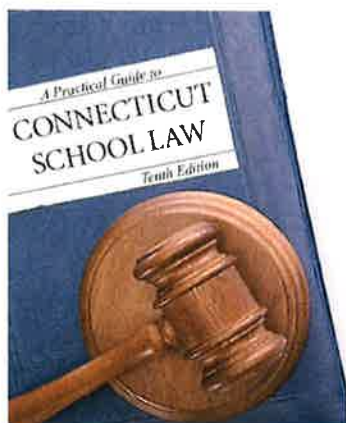
Order your

New Board Member Packets

The first year as a new school board member can be difficult. The New Board Member Packet contains critical information a newly elected board member needs.

[Click here](#) for more information and the order form.

[Click here](#) to order online.



The 10th Edition Has Arrived!

A Practical Guide to Connecticut School Law

Comprehensively revised and updated through the 2023 Legislative Session.

[Click here](#) for more information and order form.

[Click here](#) to order yours online today.



Do you know of candidates for the Board of Education?

Connect them with resources available from CABE

[Click here](#) for CABE's Candidate Online Resource Kit which contains a number of valuable resources.

[Click here](#) for a complimentary pamphlet So You Want to Be A School Board Member? A Guide for School Board Candidates with information on the role of a school board member and the expectations for those considering running for their school board.

◆ *Recent Webinars in the CABE Webinar Library* ◆

Are You Interested in Learning More about Becoming a Candidate for the Board of Education?

• NEW - September 19, 2023

Learn more about what is involved in becoming a candidate for your local board of education.

As Book Bans Escalate Here's What You Need to Know

Come hear the latest concerns with the growing movement to ban books in schools and public libraries.

African American/Black and Puerto Rican/Latino Course of Studies

Legislative requirements, the curriculum development process and its impact.

Browse our webinar library for more archived webinars.

[Click here](#) for a full list of our past Webinar Series events.

◆ *CABE Communications* ◆

CABE Journal

The October [CABE Journal](#) was delivered electronically this month.

◆ *Outside Opportunities* ◆

CEA, CAPSS, ASCD, CSDE and the Isabelle Farrington College at Sacred Heart University present:
Rekindling Joy in Schools: A Day of Laughter, Learning and Collaborations

Tuesday, November 7, 2023

Sheraton Harford South

100 Capital Blvd., Rocky Hill

8:30 am-3:15 pm

Classroom teacher and humorist Devin Seibold will present "Joy and Laughter in the Lesson." Breakout sessions included.

[Click here](#) for more information.

[Click here](#) to register on line.

◆ *Photos of the Week* ◆

New England/New York Regional Fall Meeting, 2023
September 29, 2023 - Boston Marriott



CABE President, Liz Brown, welcomes participants.



Presenting on Equity and Diversity are Leonard Lockhart, CABE First Vice President (Windsor); Virginia Simms George, Assabet Valley Voc. School Committee Chair, MASC Division and Sandra Cameron, Associate Executive Director, Vermont School Boards Association.



Patrice McCarthy, Executive Director and General Counsel, CABE and Jay Worona, General Counsel, New York State School Boards Association, and present a Legal Update: State and Federal.

[CABE Board of Directors](#)

[CABE Business Affiliates](#)

[CABE Staff](#)

[CABE Education Affiliates](#)



**Connecticut Association of
Boards of Education**

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