

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066
BOARD OF EDUCATION MEETING

DATE: Monday, August 28, 2023

TIME: 7:00 p.m.

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

ZOOM MEETING: zoom.us +1 646 558 8656 Passcode: 542619 Webinar ID: 997 0732 0113

Mission Statement

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

Goals

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

Civility Statement

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

| AGENDA | NOTES |
|---|-------|
| 1.0 Establish Quorum | |
| 2.0 Call to Order | |
| 3.0 Pledge of Allegiance | |
| 4.0 Recognitions & Presentations 4.1 Introduction of New Teachers (BOE Goal #2) 4.2 Presentation and Board Approval of Maple Street School's Family Resource Center Grant (BOE Goal #1, #2, #3) | |
| 5.0 Secretary's Report 5.1 Opportunity for Board of Education to add/delete urgent agenda items | |
| 6.0 Community Forum Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.) | |
| 7.0 Consent Agenda 7.1 (a) Approval of the Minutes of the Regular Board of Education Meeting held on June 26, 2023 | |
| 8.0 Personnel 8.1 Approval of the Agreement between the Vernon Board of Education and Local 1303-279 of Council 4, ASFCME, AFL-CIO, Library/Media Managers and Library Assistants (BOE Goal #1, #2, #3) (Executive Session Anticipated) 8.2 Workers' Compensation Claim Update (BOE Goal #3) (Executive Session Anticipated) | |

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Building, 30 Park Street, Vernon – 3rd Floor
Board Conference Room

9.0 Teaching and Learning

- 9.1 School-Parent-Student Compacts: Elementary,
Middle & High School Levels (BOE Goal #1,
#2, #3)

10.0 General Business

- 10.1 New Entry Age for Kindergarten (BOE Goal #1,
#2, #3)
- 10.2 State Transition Assistance for Breakfast and
Lunch Expenses (STABLE) – Free Meals for
Students for SY2023-2024 (BOE Goal #1, #3)
- 10.3 ARPA School Mental Health Specialists Grant
Award (BOE Goal #1, #2, #3)
- 10.4 Donation of School Supplies to Vernon Public
Schools (BOE Goal #1, #2)
- 10.5 Summary of Education-Related Legislation
Enacted in the 2023 Regular Session (BOE Goal
#1, #2, #3)

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

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

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

13.0 Adjournment

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

4.1

Decision Requested

August 28, 2023

Date

AGENDA REPORTING FORM

Subject:


Introduction of New Teachers (BOE Goal #2)

Background:

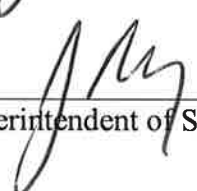
Assistant Superintendent of Schools Robert Testa will introduce the new
Vernon Public Schools Teachers for the 2023-2024 school year.

Recommendation:

No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

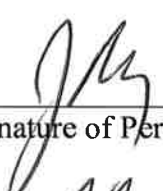
| | | | |
|--------------------|--|-------------|--|
| Information Only | <u> </u> | Agenda Item | <u> 4.2 </u> |
| Decision Requested | <u> X </u> | | <u> August 28, 2023 </u> |
| | | | Date |

AGENDA REPORTING FORM

Subject: Presentation, by Joy Chudary of ECHN, about Maple Street School's Family Resource Center Grant (BOE Goal #1, #2, #3)

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

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



Signature of Person(s) Submitting Report



Superintendent of Schools

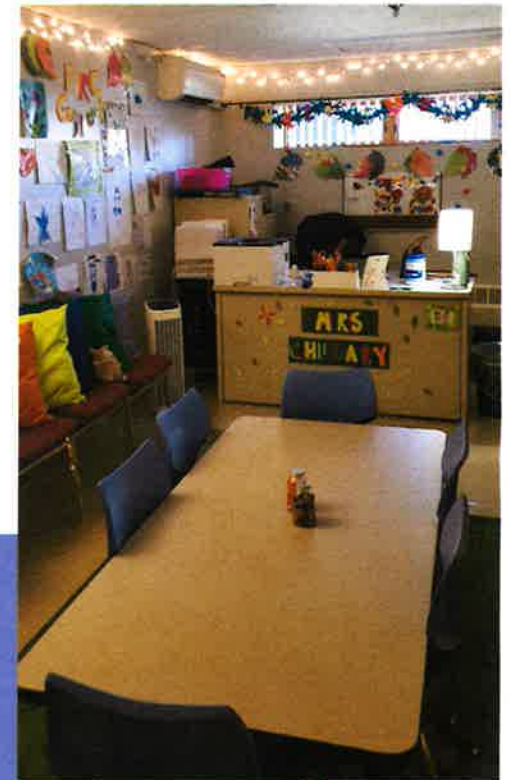
VERNON FAMILY RESOURCE CENTER



Eastern Connecticut Health Networks

FRC LOCATION

- 20 Maple Street
Vernon, CT
- Located in the basement of Maple Street School



A FEW COMPONENTS OF OUR GRANT

- Early Child Care & Education
- School Age
- Adult Education
- Family Literacy
- Family in Training
- Positive Youth Development
- Resource & Referral

ECHNSM



EARLY CHILD CARE & EDUCATION

- Partnership with Indian Valley YMCA
- MSS Family referrals to YMCA facilities



SCHOOL AGE

- Before/After school through YMCA
- After school programs provided by the FRC
- Vacationing programs by YMCA and FRC
- Summer programs for Park West MSS students



ADULT EDUCATION

- The FRC partners with Vernon Regional Adult Based Education (VRABE)
- Our focus lies in ELL and GED programs



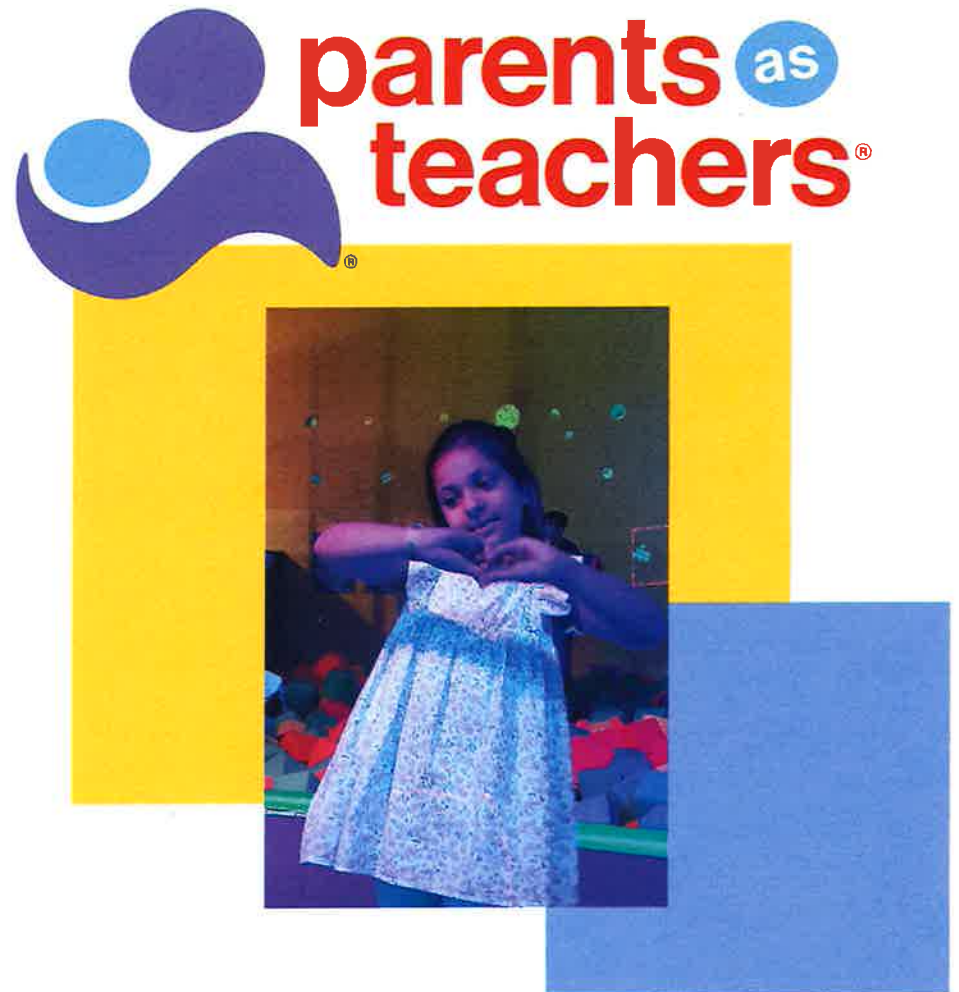
FAMILY LITERACY

- We serve parents and children through literacy programs such as:
 - Preschool Education
 - Adult Education
 - Parenting Education
 - Family Engagement Lunch Bunch
- FRC Assistance in support to MSS literacy initiatives
 - Resources
 - Book donations
 - Literacy based playgroups



FAMILY IN TRAINING

- Parents as Teachers
- Home visiting referrals
- Parent child group activities
- Parenting education



POSITIVE YOUTH DEVELOPMENT

- Activities designed for our MSS students
 - Encourage self confidence
 - Promote wise decision making
 - Strengthen Leadership Skills
 - Enhance academic interests
- Boys Council, Girls Circle, Comic Book Club, ect.
- During the school day: Therapeutic Art/Classroom Visits
 - groups that utilize art as a tool for mindfulness and self-regulation



RESOURCE AND REFERRAL

- Site specialist serves as resource for parents & providers via:
 - Telephone contact
 - Mailings
 - Technical assistance
 - training
- Collaborations with community partners for resources



THE FRC IN ALL

The Family Resource Center collaborates with Administrators, Teachers, School Social workers, School Psychologist and parents to provide resources and services to meet each student's needs. All students are given the same opportunities with appropriate accommodations or modifications that match their needs and to ensure students' success. All students have equal opportunity to participate with their typical developing peers in FRC Programs that are offered.



THANK YOU

MAPLE STREET SCHOOL
FAMILY RESOURCE CENTER

Student Summer Programs

Must be a current 3rd-5th grade MSS Student & Park West/Vernon Student

Free & Fun Activities!

June 27th-July 27th
Monday, Thursday, Friday
Park West Caf from 1:30pm

Activities:

- Arts & Crafts
- Mindfulness Tea
- Treats & Snacks

Please Register child Before May 26th

Registration: 781.425-6026

Hosted by the ECHN FRC



PICTURE & COMIC BOOK CLUB

DRAW YOUR STORY TO LIFE

Support our End of Year Celebrations!

DRESS UP SPIRIT WEEK

May 1st - May 5th

| | |
|--------------------------------|---|
| MONDAY: BEACH DAY |  |
| TUESDAY: FAVORITE COLOR DAY |  |
| WEDNESDAY: INSIDE OUT DAY |  |
| THURSDAY: CRAZY HAIR DAY |  |
| FRIDAY: PAJAMA DAY |  |

Only \$1 Per Day To Participate!

Maple Street School

Therapeutic Art Program

A calm space for students to practice mindfulness and meditation through arts and crafts.

Hosted by the ECHN Family Resource Center

Maple Street School

WINTER CLASSROOM DOOR DECORATING CONTEST

WANT TO BE A JUDGE?



Simply Attend the Next PTO meeting
Wednesday, December 21st
MSS Cafeteria

CLASSROOM HAS THE BEST DECORATED DOOR!

Maple Street School

Turkey Dinner Drive

Hosted by ECHN Vernon Family Resource Center



Don't miss out on your free thanksgiving meal box!

GIRLS CIRCLE

SUPPORT GROUP FOR YOUTH IN 5TH GRADE

Designed to increase positive connection, strengths, and competence in girls and those who identify with female development

VERNON ECHN FRC
8 Week Rotation
Tuesdays @2:50-4pm

Laugh & Learn Field Trip!



Join us on a trip to the magical storybook

May 18th (May 19th rain date)

Contest Winner's Pizza Party

Mrs. Campitelli's Classroom

Friday, February 10th
3rd Grade Lunch Wave

BIG Y CHEESE PIZZA

FUN PRIZES

HEALTHY SNACKS

Additionally students have the option to enjoy a home lunch or school lunch

PLEASE INVITE YOUR FRIENDS AND SHARE THE NEWS WITH YOUR FRIENDS AND FAMILY

THE COUNCIL FOR BOYS AND YOUNG MEN

SUPPORT GROUP FOR YOUTH IN 5TH GRADE

Designed to increase positive connection, strengths, and competence in boys and those who identify with male development

VERNON FRC @ MAPLE STREET SCHOOL
8 Week Rotation
Wednesdays @7:15-8:45am

Jump With Us for Free!

Spots are limited



4:20th from 1:30-2:30 pm

enrolled in the MSS Park West

hour of free jumping rope

trampoline park in

after

Knows:

all be in attendance AT ALL TIME

sign a Parent/Guardian responsible!

Don't miss by Sunday July 10th

jumping.org and list the name of your child

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 7.1

Decision Requested

X

August 28, 2023

Date

AGENDA REPORTING FORM


Subject: Consent Agenda

Background: The Board is requested to approve the items listed on the Consent Agenda for August 28, 2023:

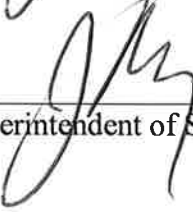
7.1

(a) Approval of the Minutes of the Regular Board of Education Meeting held on June 26, 2023

Recommendation: Motion: That the Vernon Board of Education approve the items listed on the Consent Agenda for August 28, 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

June 26, 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, June 26, 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, Ms. Colt, Mr. Kalina and Ms. Wintress. Mr. Linton and Mrs. Rodriguez were absent.

Student Representatives present: Students were not present as school is on Summer break.

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 7:00 p.m.

3.0 Pledge of Allegiance

4.0 Secretary's Report

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

MOTION: Mr. Thrall moved to add agenda item 7.4, Leave of Absence Request
(Executive Session Anticipated)

SECOND: Mr. Kalina

VOTE: Unanimous

**The Board of Education
Town of Vernon**
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Paul Grabowski
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Kristiana Wintress

June 26, 2023

5.0 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.

6.0 Consent Agenda

6.1 Consent Agenda

- (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on June 12, 2023
- (b) Approval of the Minutes of the Regular Board of Education Meeting held on June 12, 2023
- (c) Approval of the Minutes of the Board of Education Curriculum Committee Meeting held on June 19, 2023
- (d) Approval of Revised Board of Education Policy #5144.1 – Students – Use of Physical Force

Mrs. Fischer asked that item 6.1(d) be pulled.

MOTION: Dr. Buxton moved to approve Consent Agenda Items 7.1(a), (b) and (c)
SECOND: Mr. Grabowski
VOTE: Unanimous

For pulled item 7.1(d), Mrs. Fischer noted that, on page 12, second paragraph, 5th line down, “his/her” should be changed to “their”. On page 14, first paragraph, 2nd line down, “him/herself” should be changed to “themselves”.

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June 26, 2023

MOTION: Dr. Buxton moved to approve Consent Agenda Items 7.1(d) as amended
SECOND: Ms. Wintress
VOTE: Unanimous

The Board of Education went into Executive Session at 6:00 PM, prior to the start of this meeting, inviting Dr. Joseph Macary, to discuss agenda items 7.1, 7.2, 7.3 and 7.4. They came out of Executive Session at 6:40 PM. The results of the Executive Session are noted below.

7.0 Personnel

7.1 Approval of the Agreement between the Vernon Board of Education and Local 1303-35 of Council 4, AFSCME, AFL-CIO, Custodians, Maintenance Staff, Secretaries and Clericals (BOE Goal #1, #2) (Executive Session Anticipated)

MOTION: Mr. Thrall moved that the Board approve the Agreement between the Vernon Board of Education and Local 1303-35 of Council 4, AFSCME, AFL-CIO, Custodians, Maintenance Staff, Secretaries and Clericals as proposed and discussed in Executive Session
SECOND: Mr. Kalina
VOTE: Unanimous

7.2 Approval of the Agreement Between the Vernon Board of Education and Local 1303-279 of Council 4, AFSCME, AFL-CIO, Library/Media Managers and Library Assistants (BOE Goal #1) (Executive Session Anticipated)

MOTION: Mr. Thrall moved that the Board table, until August 2023, the Agreement Between the Vernon Board of Education and Local 1303-279 of Council 4, AFSCME, AFL-CIO, Library/Media Managers and Library Assistants as proposed and discussed in Executive Session
SECOND: Dr. Buxton
VOTE: Unanimous

The Board of Education Town of Vernon

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June 26, 2023

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

MOTION: Mr. Thrall moved that the Board approve the request for extension of maternity leave submitted by Elizabeth Gallagher for the reasons discussed in executive session and authorize the Superintendent to inform the employee of the Board's decision and the reasons therefore.

SECOND: Mr. Grabowski

VOTE: Unanimous

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

MOTION: Mr. Grabowski moved that the Board approve the request for extension of maternity leave submitted by Maxine Cunningham for the reasons discussed in executive session and authorize the Superintendent to inform the employee of the Board's decision and the reasons therefore.

SECOND: Mr. Kalina

VOTE: Unanimous

8.0 Teaching and Learning

8.1 Approval of Curricula (BOE Goal #2)

- (a) Personal Finance
- (b) Spanish II
- (c) English 10
- (d) World History II
- (e) US History I
- (f) Art – Grade 5
- (g) Music – Grade 1

Mr. Testa spoke of the Curriculum Committee Meeting held on June 19, 2023 in which these seven curricula were presented and reviewed by Committee members. They also previewed additional courses that will come to the Committee at their next meeting in the Fall. He asked that the Board consider approval of the seven curricula included in tonight's Board packet. A question was asked about "what is the driver for writing curricula"? Dr. Macary noted that the Vernon Public Schools "Vision of the Graduate" is

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June 26, 2023

key in driving our curricula. Personal Finance is a core course and will benefit every student in real life experiences. He also mentioned that we have a NEASC Accreditation coming up in 2 years and we need to ensure we provide the best course offerings to our students.

MOTION: Ms. Colt moved that the Board approve the Personal Finance, Spanish II, English 10, World History II, US History I, Art – Grade 5 and Music – Grade 1 Curricula as presented

SECOND: Ms. Wintress

VOTE: Unanimous

9.0 General Business

9.1 Asset Disposal Requests (BOE Goal #2)

- (a) Rockville High School Kiln
- (b) Center Road School Books
- (c) Central Office Basement Books
- (d) Science Dept. Books & Equipment

Director of Business and Finance William Meier III presented these four asset disposal requests that he would like to ask the Board to consider for approval.

MOTION: Dr. Buxton moved that the Board approve asset disposal requests (a), (b), (c) and (d) as presented

SECOND: Mr. Grabowski

VOTE: Unanimous

Mr. Kalina requested that, in the future, books of the same title, subject matter, ISBN, etc. are grouped together rather than be listed individually on the asset disposal form. Mr. Meier said he will note that for future asset disposal requests.

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June 26, 2023

9.2 Board of Education Assignment of Mayor's \$400,000.00 Reduction to the FY24 Budget (BOE Goal #1, #2, #3)

Dr. Macary noted that we need to upload the budget into MUNIS, however, the Mayor's Reduction of \$400,000.00 has not yet been assigned to the FY24 Education Budget. He is asking the Board to consider assignment of the Mayor's Reduction of \$400,000.00 to the FY24 Education Budget to Fund 900, Object 51113. This will not affect salaries in any way as it will be offset by anticipated Education Cost Sharing (ECS) Grant funds. We will explain the assignments to the Board at the September 25, 2023 Board of Education meeting.

MOTION: Mr. Thrall moved that the Vernon Board of Education approve the assignment of the Mayor's Reduction of \$400,000.00 to the FY24 Education Budget to Fund 900, Object 51113.

SECOND: Dr. Buxton

VOTE: Unanimous

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

Mrs. Fischer reported that the Adult Ed Graduation Ceremony, the Top 10 Luncheon and the RHS Graduation Ceremony were very nice! Dr. Macary added that, despite the rainy weather, the RHS Graduation ceremony being held indoors went very well.

10.0 Review and Update Board of Education Calendar

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

No updates were made.

Dr. Macary noted that BOE offices will be closed for the 4th of July Holiday. BOE employees will also be working 4-day weeks; offices will be closed on Fridays through the summer. We will resume normal working hours the week of August 21, 2023. He next Board of Education meeting will take place on August 28, 2023. He wished everyone an enjoyable summer.

The Board of Education Town of Vernon

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Vernon, Connecticut 06066

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June 26, 2023

11.0 Opportunity for Questions from the Press Regarding Agenda Items

No one from the Press was in attendance.

12.0 Adjournment

MOTION: Dr. Buxton made a motion to adjourn at 7:28 PM
SECOND: Mr. Kalina
VOTE: Unanimous

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 8.1

Decision Requested

X

August 28, 2023

Date

AGENDA REPORTING FORM

Subject:


Approval of the Agreement between the Vernon Board of Education and Local 1303-279 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO, Library/Media Managers and Library Assistants. (BOE Goal #1, #2, #3) (Executive Session Anticipated)

Background:

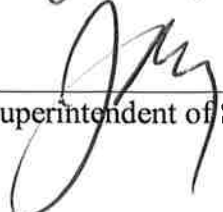
The Board will review the proposed Agreement between the Vernon Board of Education and Local 1303-279 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO, Library/Media Managers and Library Assistants.

Recommendation:

Motion: That the Vernon Board of Education approve the Agreement between the Vernon Board of Education and Local 1303-279 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO, Library/Media Managers and Library Assistants as proposed.



Signature of Person(s) Submitting Report



Superintendent of Schools

WORKING AGREEMENT
BETWEEN
THE VERNON BOARD OF EDUCATION
AND
LOCAL 1303-279 OF COUNCIL 4
AFSCME, AFL-CIO
LIBRARY/MEDIA MANAGERS AND LIBRARY ASSISTANTS

The duration of this Agreement will be four years

July 1, ~~2019~~ 2023 to June 30, ~~2023~~ 2027

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Appendix B 18

PREAMBLE

This Agreement is negotiated under Section 7-469, 7-470, and 7-471 of the General Statutes of Connecticut, as amended, in order to (a) fix its term the salaries and all other conditions of employment provided herein, and (b) encourage and abet effective and harmonious working relationships between the Vernon Board of Education, hereinafter known as the Board, and the Vernon Library/Media Managers and Library assistants, Local 1303-279 of Council 4, AFSCME, hereinafter referred to as the Union, in order that the cause of education may be best served in the Town of Vernon.

This document contains the full and complete agreement between the Board and the Union. Neither party shall be required during the term of this Agreement to negotiate upon any issue covered or not covered in this Agreement.

The Board recognizes the Union as the sole and exclusive bargaining agent for the purpose of collective bargaining on matters of wages, hours, and other conditions of employment for all Library/Media Managers and Library Assistants of the Board of Education, excluding supervisory employees.

Management Rights

Unless expressly and specifically limited, modified, abridged, or relinquished by a specific provision of this Agreement and whether exercised or not, the rights, powers, and authority heretofore held by the Board pursuant to any charter, general or special statute, ordinance, regulation, or other lawful provision over the complete operations, practices, procedures, and regulations with respect to employees of the Board shall remain solely and exclusively in the Board which includes the right to promote to a higher job category.

1.0 Union Security

1.1 The Board agrees to deduct from the pay of its employees, who provide the Board written authorization for such deductions from their wages, such membership dues, as may be fixed by the Union. Such deductions shall continue for the duration of this Agreement or any extension thereof.

1.3 The deduction for any month shall be made during the first payroll week of said month and shall be remitted to Connecticut Council 4 Office, together with a list of names of employees from whose wages such deductions have been made, not later than the first day of the following month. Authorizations for payroll deductions need to be in writing to be in conformance with wage and hour laws. A signed card authorizing the deduction will be provided to the Board, and the Union agrees to hold the Board harmless from damages arising from the making of authorized deductions.

1.4 At least one bulletin board shall be shared in the vicinity of the administrative office in each school for the posting of official Union notices or announcements.

1.5 The Board agrees that there will be no lockout of any employee or employees during the life of this Agreement. The Union agrees that there will be no strike or other form of work stoppage during the life of this Agreement.

1.6 The Board will provide access to every employee an electronic copy of this agreement within thirty (30) days after the date of the signing of this Agreement.

1.7 A total of not more than two (2) officers or designees shall be chosen by the Union for contract negotiations. These Union members shall be afforded the necessary amount of time without loss of pay for the purpose of attending contract negotiation sessions. During normal working hours, the Union may have two (2) officers or designees who will be paid for time spent in negotiations.

1.8 The Board shall prepare a list of employees showing their seniority in length of service with the Board and deliver the same to the Union on December 1 of each year. Unless the Union files a grievance concerning the list within thirty (30) calendar days of receipt of same, the list will be presumed to be correct for all purposes of this contract. Upon completion of their probationary period, new employees shall be added to this list. Excluded from this position are temporary summer workers and those employed under Work Study programs.

New employees shall serve a probationary period of ninety (90) days worked and shall have no seniority or grievance rights during this period but shall be subject to all other provisions of this Agreement. The purpose of the probationary period is to permit the Superintendent or his/her designee to determine if the employee has the necessary skills and abilities to retain the position. All employees who have completed their probationary period shall be full time employees and shall acquire length of service records as of the date of their employment.

2.0 Hours of Work

2.1 Library/Media Managers and Library Assistants will work all the days school is in session for students performing their library/media duties. The library will be open for student use on all days that school is in session unless approved by the principal. In addition, they shall work 3 additional days (which may include Professional Development) as determined by the Superintendent. The Superintendent will notify the Union President by May 1st prior to the succeeding school year when those three days will be scheduled.

2.2 Library/Media Managers and Library Assistants will be entitled to a duty free 45-30 minute lunch period for which they will not be paid and will have the option to leave the building after so notifying the principal or his/her designee.

2.3 The regular hours of employment for full time Library/Media Managers and Library Assistants shall be thirty-two and one-half per week, divided equally over five (5) working days of six and one half (6.5) hours each day, Monday through Friday. Part time employees

are those Library/Media Managers and Library Assistants who work less than six and one-half hours per day.

3.0 Paid Holidays

~~Employee will be entitled to the following holidays. The following will be paid (9) holidays for members of the bargaining unit. Each employee will be paid an amount equal to his/her daily rate of pay.~~

| | |
|--|------------------------------------|
| Labor Day | New Years |
| Columbus Day | Martin Luther King Birthday |
| Thanksgiving Veteran's Day | Presidents' Day |
| Thanksgiving Christmas | Good Friday |
| Christmas | Memorial Day |
| | |

All librarians will be entitled to ~~two-one~~ floating holidays to be taken with prior approval. These 11 holidays are ~~two-additional-days~~ included as part of their regular salary.

4.0 Insurance

4.1 Medical Insurance: The Board will offer individual, two person, and family membership in the following medical plan to permanent full time employees (new employees shall be eligible for health insurance after sixty (60) calendar days of employment):

4.1.1. All employees are eligible for the HDHP/HSA with a \$2000 single and \$4000 two-person/family deductible. (See Appendix B.)

The Board shall fund 50% of the applicable deductible (into the employees' HSA) and the employee may choose the option of funding the remaining 50% through regular payroll deductions (18 per fiscal year) through the BOE.

The Board shall fund half of the BOE contribution on July 1 each year of the contract and fund the remaining half of the BOE contribution on January 1 each year of the contract. After the applicable annual deductible is reached, all coverage, including prescriptions, shall be covered by the insurance plan one-hundred percent (100%).

Employees who are not eligible for an HSA can participate in a Health Reimbursement Account (HRA) with the Board providing the same contributions towards reimbursement as in the HSA. The parties acknowledge that the Board's contribution toward the funding of the HSA and/or HRA plans is not an element of the underlying insurance plan, but rather relates to the manner in which the deductible shall be funded for active employees.

- 4.1.2 Premium co-share for the above listed Health Insurance Plans shall be as follows:

| Year | Employer | Employee |
|---|-------------------|-------------------|
| July 1, 2016-2023 to June 30, 2019 2024 | 86 81% | 14 19% |
| July 1, 2019-2024 to June 30, 2020 2025 | 85 80% | 15 20% |
| July 1, 2020-2025 to June 30, 2021 2026 | 84 79% | 16 21% |
| July 1, 2021-2026 to June 30, 2022 2027 | 83 78% | 17 22% |
| July 1, 2022 to June 30, 2023 | 82% | 18% |

- 4.1.3 Permanent full time employees may also participate in the Anthem Basic Co-Pay Dental Plan. The employee shall pay the premium cost share for dental coverage in the amount of 35%, for all dental coverage, including riders A, B, C inclusive.
- 4.1.4 Retired employees and/or their spouses shall be allowed to carry all health insurance, until Medicare eligible, as provided through the Vernon Board of Education, at the same rate as charged the Board, at their own expense after retirement if the employee qualified for the provisions of the pension plan of the Town of Vernon or would meet the requirements under said retirement plan and has at least ten (10) years of continuous service.

4.1.5 Starting July 1, 2023, the Vernon Public Schools will engage in a Health Enhancement Program. The Health Enhancement Program (HEP) is a wellness program that requires all enrolled employees and their spouses/children to obtain age-appropriate wellness exams and preventive screenings. Some examples of age-appropriate care would include the following services:

- Routine Physical
- Cholesterol Screen
- Mammogram
- Cervical Cancer Screening
- Colon/Rectal Screen

Those households that do not meet the annual HEP requirements will be expected to pay a higher employee contribution. Anyone not meeting the HEP requirements will pay 10 percentage points over the current medical insurance coverage. (For example, if the current medical insurance coverage for employees is 20% and they do not adhere to the HEP, then they will pay

30%.) The program is designed to positively impact the overall health of plan participants.

4.2 Life Insurance: The Vernon Board of Education agrees to provide and pay for a Basic Term Life Insurance in the amount of \$30,000

A retired employee may continue the group life insurance by paying for it at the current Board of Education group rate under the policy, less the accidental death and dismemberment endorsement where applicable, with coverage being reduced to \$7,500.00 at age seventy (70) and \$2,500.00 at age seventy-five (75).

Any changes to the retiree health and life insurance shall be effective upon the actual implementation of the changed coverage after the approval of this Agreement.

4.3 Disability Insurance: Full time employees may purchase disability insurance at their cost.

4.4 ~~Self-Insurance Option~~Change of Insurance Carrier: The Vernon Board of Education may provide health insurance coverage for bargaining unit members through alternate carriers or through self-insurance. In no case shall the coverage and benefits provided through alternative insurance carriers, through self-insurance, or through a combination of such alternatives be less than the coverage and benefits available to employees under the group health insurance policies described herein. Should the Vernon Board of Education desire to change insurance carriers and/or self-insure, the Union president shall be first notified and given an opportunity to review the proposed changes. Should the Union and the Board disagree that the alternative coverage proposed will provide equal coverage to those provided by the group plans described herein, binding arbitration as set forth under Article 11.0 of this contract may be immediately implemented at the request of the Union or the Board. Such arbitration shall take place before an impartial arbitrator with expertise in insurance. None of the individual coverage set forth in this section shall be subject to a proposed change in carrier and/or the self-insurance option more than once per year. Should the Board self-insure or change carriers pursuant to this section, the privacy of the members of the unit shall be fully respected.

5.0 Leave Provision

5.1 Sick Leave: Each full-time employee shall have credited to ~~his/her~~their account sick leave at current base pay of fifteen (15) working days during each calendar year. Part time employees working 20 hours or more shall be entitled to ten (10) days sick leave per year. Each employee shall be entitled to use such sick leave with full pay as has accrued to ~~his/her~~their credit.

* Sick leave may be accumulated to a maximum of 180 days for full-time employees hired prior to July 1, 2010.

* Sick leave may be accumulated up a maximum of 120 days for full-time employees hired between July 1, 2010 and June 30, 2016.

* Sick leave may be accumulated to a maximum of 90 days for full-time employees hired as of July 1, 2016 and thereafter.

Employees shall receive no compensation for unused accumulated sick leave upon resignation, termination or retirement from the Board.

In exceptional cases, the Superintendent may grant, with approval of the Board, additional sick leave with pay. Request for such additional sick leave shall be in writing and must be signed by the employee.

5.2 Personal Leave: Up to four (4) days of leave with full pay may be granted annually to each employee for personal reasons when previously approved by the Superintendent.

Reasons for personal leave shall be absences due to legal requirements, illness in the immediate family, religious holidays, and/or for family business that cannot be conducted effectively outside scheduled work hours.

~~In addition, one (1) discretionary day for the above reasons may be granted when previously approved by the Superintendent.~~

5.2.1 Up to three (3) additional days of leave with full pay shall be granted in the event of death within the immediate family. Immediate family for purposes of this clause is defined as parents, grandparents, spouse, brother, sister, child, stepchild, grandchild, son-in-law, daughter-in-law, mother-in-law, father-in-law, great grandparents, great grandchildren, brother-in-law, sister-in-law, and also any relative who is domiciled in the employee's household.

5.3 Special Leave: Employees shall be granted special leave of absence with full pay for the following reasons.

5.3.1 Employees shall be entitled to full pay at current base rate for absence due to jury duty in accordance with state and federal law and regulation, provided that payment for same by the Board shall not, when combined with any stipends or reimbursements paid by other entities, exceed employee's regular base wage.

5.3.2 To attend conferences or workshops, all of which will contribute to or increase the knowledge of the employee with regard to the employee's job or position. Attendance must be approved in advance by the Superintendent or ~~his/her~~ designee.

5.3.3 Injury leave, as distinguished from sick leave, shall mean paid leave given to an employee due to absence from duty caused by an accident or injury that occurred while the employee was engaged in the performance of ~~his/her~~their duties. An employee who is eligible for Workers' Compensation under the

Workers' Compensation Act shall receive from the Board an amount which, added to the compensation received, shall equal ~~his/her~~their regular pay for a period not to exceed one (1) year. Said amount shall be payable at the time benefits are paid by the Compensation Carrier.

5.4 Military Leave:

It is agreed between the undersigned parties that any permanent full time employee of the Board who is called up for full time active U.S. military service or full time U.S. National Guard duty shall be granted military pay and will be paid a differential between military pay and ~~his/her~~their Board pay for the period of active duty, not to exceed two years from the start of the leave. Further, the Board will pay the applicable employer medical insurance premiums and make any normally required employer pension contributions for employees absent on military leave under this memorandum for the period of active duty, not to exceed two years from the start of the leave. Employees on leave will continue to be responsible for making all required employee insurance premium share contributions and all required employee pension contributions during the term of the leave. Seniority rights will continue to accrue during the period of military leave in accordance with legal requirements and the applicable collective bargaining agreement and employees absent on military leave pursuant to this memorandum will have all reinstatement rights provided by law.

5.5 Maternity Leave:

Temporary disabilities caused or contributed to by pregnancy or childbirth will be treated as any other temporary disabilities. Leave and reinstatement from leave will be in accordance with applicable federal and state laws. Pregnancy or childbirth shall not be the basis for termination of employment or compulsory resignation.

5.6 During the period of a leave without pay, except for required military leave, the employee shall not be credited for length of service and shall not be credited with time for purposes of accruing sick leave.

5.7 Child Rearing Leave:

1. Librarians wishing to apply for childrearing leave may make application for such leave to the Board through the Superintendent in accordance with established procedures governing all requests for unscheduled leaves of absence other than personal leave, sick leave, or other leaves specifically provided for in this Agreement.

2. Requests for childrearing leave shall be considered by the Board in good faith in a manner identical to other requests from Librarians for unscheduled leaves of absence.

6.0 Retirement

6.1 Retirement Bonus: Upon retirement or death of a permanent full time Library/Media Manager or Library Assistant, such Library/Media Manager or Library Assistant or survivor shall be paid an amount equivalent to three (3) days compensation established by the individual's current daily wages at time of retirement or death for each year of service to the Town of Vernon. Daily rate will be based upon days worked ~~plus all paid holidays~~. Employees hired after July 1, 2016 are entitled to two (2) days of said compensation for retirement bonus. Employees will inform the Board of retirement by December 31st of the year preceding.

6.2 Pension Plan: Employees hired prior to July 1, 2016, and eligible for the Town Pension, are required to participate in the Town's Defined Benefit Plan (See Appendix A.) Employees hired on or after July 1, 2016 and eligible for the Town Pension, are not eligible for the Defined Benefit Plan and shall be enrolled in the Town's Defined Contribution Plan. (See Appendix A.) Employees currently enrolled and contributing to the Town's Defined Benefit Plan are not eligible for the Town's Defined Contribution Plan.

7.0 Reduction in Force

7.1 Reduction in work force can occur when sufficient funds do not exist in the budget, when other than Town funds supporting subsidized programs are decreased or terminated, or when student enrollment decreases or school reorganization occurs resulting in the need for fewer staff members.

The criteria to determine a reduction in force will be an employee's seniority within a classification.

Layoffs shall take effect as follows:

| | |
|---|------------------------|
| 1 | Probationary employees |
| 2 | Part time employees |

The employees within job categories with the least seniority first, etc. The job categories are Library/Media Managers and Library Assistants.

7.2 In the event that an individual who is covered under this agreement is involuntarily terminated and is not eligible for the retirement bonus or the Town pension plan referenced, such individual shall receive the following compensation for any of ~~his/her~~their unused sick leave up to the accumulated limits stated in 5.1.

7.2.1 \$3.00 per day after five years of continuous service to the Vernon school system.

7.2.2 \$5.00 per day after ten years of continuous service to the Vernon school system.

7.3 Recall: Employees who are laid off shall have recall rights within their job classification. Permanent full-time employees with the most seniority within a classification shall be recalled first for a period of one year beginning with the effective date of the layoff. If any employee with recall rights rejects any appointment offered or does not respond in writing to the superintendent WITHIN TEN (10) CALENDAR DAYS, the employee's name shall be removed from the recall list and said employee shall forfeit all recall rights. The Board of Education or its designee shall notify a laid-off employee of any available job vacancy by registered mail sent to the employee's last known address. If recalled, an employee will have the option to repay the Board any compensation received for unused sick days. Deductions for repayment may be spread out over the work year. Sick days will only be reinstated when the employee has reimbursed the Board.

8.0 Vacancies/Promotions

8.1 All vacancies created through resignations, retirements, permanent transfers and new positions, shall be posted, on Union bulletin board for a period of five (5) working days prior to any action taken by the Superintendent filling such vacancy or new position. Employees wishing to fill such vacancy or new position may personally, or through a Union official, submit their request to their supervisor in writing. The positions shall be filled by employees of the same job categories who have sufficient skill and ability to perform the work, in the order of their seniority. The job categories are Library/Media Manager and Library Assistant. Employees expressing a desire to fill the vacancy or new position and who are not given the assignment may, in accordance with the provisions of this Agreement, appeal the action through the grievance procedure.

8.2 All vacancies shall be filled where possible with the greatest expedience after a position is vacated or a new position is established. The supervisor, with the approval of the Superintendent and the Board of Education, shall establish a minimum requirement of personnel and shall maintain at least this minimum at any time during the term of this Agreement.

8.3 Nothing prohibits the Board of Education from filling a position with an applicant from outside the system if there are no qualified applicants as determined by the Superintendent from within the bargaining unit.

9.0 Salary Schedule:

| | | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|----------------|--------|----------------|----------------|----------------|----------------|
| LIBRARY | | | | | |
| Manager | Step 1 | \$22,884 | \$23,570 | \$24,278 | \$25,006 |
| | Step 2 | \$23,460 | \$24,164 | \$24,889 | \$25,635 |
| | Step 3 | \$24,112 | \$24,835 | \$25,580 | \$26,348 |
| Assistant | Step 1 | \$18,247 | \$18,794 | \$19,358 | \$19,939 |
| | Step 2 | \$18,898 | \$19,465 | \$20,049 | \$20,651 |

| | | | | | |
|--|--------|-------------|-------------|-------------|-------------|
| | Step 3 | \$19,550.06 | \$20,136.57 | \$20,740.66 | \$21,362.88 |
|--|--------|-------------|-------------|-------------|-------------|

| | | | | |
|----------------|--------|----------------|----------------|----------------|
| | | 2016-17 | 2017-18 | 2018-19 |
| LIBRARY | | 2.25% | 2.0% | 2.25% |
| Manager | Step 1 | \$18,586.75 | \$18,958.48 | \$19,385.05 |
| | Step 2 | \$19,054.70 | \$19,435.79 | \$19,873.09 |
| | Step 3 | \$19,583.99 | \$19,975.67 | \$20,425.12 |
| Assistant | Step 1 | \$14,820.25 | \$15,116.71 | \$15,456.85 |
| | Step 2 | \$15,349.61 | \$15,656.60 | \$16,008.88 |
| | Step 3 | \$15,878.91 | \$16,196.49 | \$16,560.91 |

Position listed below shall receive amounts listed for the designated years.

| | | | | |
|-----------------|--|-------------|-------------|-------------|
| Senior Manager* | | \$26,464.85 | \$26,994.15 | \$27,601.52 |
|-----------------|--|-------------|-------------|-------------|

~~*When the position of Senior Library Manager is vacated by the current employee, the position will be eliminated.~~

| | | | | | |
|----------------|--------|----------------|----------------|----------------|----------------|
| | | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| LIBRARY | | 2.0% | 2.0% | 2.0% | 2.0% |
| Manager | Step 1 | \$19,772.75 | \$20,168.21 | \$20,571.57 | \$20,983.00 |
| | Step 2 | \$20,270.55 | \$20,675.96 | \$21,089.48 | \$21,511.27 |
| | Step 3 | \$20,833.62 | \$21,250.29 | \$21,675.30 | \$22,108.81 |
| Assistant | Step 1 | \$15,765.99 | \$16,081.31 | \$16,402.93 | \$16,730.99 |
| | Step 2 | \$16,329.06 | \$16,655.64 | \$16,988.75 | \$17,328.53 |
| | Step 3 | \$16,892.13 | \$17,229.97 | \$17,574.57 | \$17,926.06 |

| | | | | | |
|-----------------|--|-------------|-------------|-------------|-------------|
| Senior Manager* | | \$28,153.55 | \$28,716.62 | \$29,290.95 | \$29,876.77 |
|-----------------|--|-------------|-------------|-------------|-------------|

~~*When the position of Senior Library Manager is vacated by the current employee, the position will be eliminated.~~

9.1 An employee's hourly rate will be determined by dividing the annual salary by 185 days divided by the maximum hours per day (6.5 hours) an employee may work (Example: \$15,000 / 185 / 6.5 = \$12.15). At the Superintendent's discretion, if there is a need for additional work in the school library, employees may work on vacation days or professional development days. Compensation will be at the employee's determined hourly rate. Beyond the salary schedule, an additional five (5) days of compensation at the employee's determined hourly rate may be earned by any employee who wishes to work on vacation days or professional development days that occur during the student school year, with prior approval by the Principal. Holidays as listed in section 3.0 will be paid at the employee's hourly rate as determined in 9.0.

9.2 Wage scales and classification covering members of the bargaining unit are subject to negotiations and where reduced to writing shall be made a part of this Agreement. The rates of pay and classifications of the present employees are reflected in section 9.0.

9.3 All members of the bargaining unit shall move up one step on the salary schedule on July 1 of each year.

9.4 The Board shall provide employees covered by this Agreement coverage under the Unemployment Compensation laws of the State.

9.5 Employees will receive their pay in 26 equal bi-weekly installments.

9.6 Employees shall receive salary through direct deposit.

10.0 Evaluation

10.1 Each year the Board shall give a written evaluation to each employee. Such evaluation shall be done by the direct non-union supervisor of the employee, but input may be received and considered from any supervisory employee of the Board who has direct contact with the employee. The evaluation will be discussed with each employee who will have the right to respond in writing to it. Both the evaluation and any response will be placed in the employee's personnel file.

10.2 The evaluator and/or the supervising staff member who has concerns about any aspect of any employee's performance should discuss this with the individual at the time the concern arises. The employee should not hear that there is a concern for the first time at the evaluation conference if the circumstances occurred weeks or months prior to the evaluation. A supervising staff member who has a concern and is uncertain how to proceed should discuss the situation promptly with the designated evaluator. Input from identified supervising staff should provide specific examples that illustrate employee job performance.

11.0 Grievance Procedure

11.0 The Superintendent or his/her designee and the Union may meet periodically at a time mutually convenient for the purpose of discussing matters of mutual interest, performance of work, employee behavior, and working conditions with the intent to avoid the necessity for individual recourse to the formal grievance procedure and to generally promote a satisfactory relationship.

11.1 Grievances arising out of matters covered by this Agreement and disputes and consultations of any questions arising out of the employer/employee relationship will be processed in the following manner at the request of either party.

11.2 Time Limits: Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each step shall be considered as a maximum. The time limits specified may, however, be extended by written agreement of the Board and the Union.

If an employee does not file a grievance within thirty (30) working days after ~~he/she~~they knew, or should have known, of the act or conditions on which the grievance is based, then the grievance shall be considered to have been waived.

Failure by the aggrieved employee at any step to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision at that level.

11.3 Informal Procedure. If an employee feels that ~~he/she~~they may have a grievance, ~~he/she~~they must first discuss the matter with their Union representative and the principal in an effort to resolve the problem informally. The principal shall adjust the grievance at once or notify the Union representative of his/her decision WITHIN TWO (2) WORKING DAYS from the day the grievance was presented.

If the employee is not satisfied with the disposition of the matter, ~~he/she~~they shall, with the assistance of the Union representative, proceed to Step 1 of the Grievance Procedure.

11.4 Grievance Step Procedure

Step 1: If the grievance is not resolved informally, the Union representative may reduce the grievance to writing and present it to the principal WITHIN FIVE (5) WORKING DAYS after receipt of the decision. The principal shall arrange a meeting with all those concerned ~~present~~ to review the facts and shall adjust the grievance at once or so notify the Union representative of ~~his/her~~their decision in writing WITHIN THREE (3) WORKING DAYS from the day the grievance was submitted to ~~him/her~~them.

Step 2: If the Union is not satisfied with the principal's decision, the Union may WITHIN FIVE (5) WORKING DAYS after receipt of the decision ask the Superintendent of Schools or his designee for a meeting to discuss the grievance further. Such meeting shall be held WITHIN THREE (3) WORKING DAYS after the day of the Union's request and may be attended by the Steward, the aggrieved employee, the Council 4 representative, the Superintendent of Schools or ~~his/her~~—designee, and the building principal. The Superintendent or ~~his/her~~—designee shall give written decision to the Union President with a copy to the Council 4 representative WITHIN TEN (10) WORKING DAYS after the day of the meeting.

Step 3: If the Union is not satisfied with the Superintendent's decision, the Union may WITHIN FIVE (5) WORKING DAYS after receipt of the decision ask the Board of Education or its designated committee for a meeting. Such meeting shall be held WITHIN FIFTEEN (15) WORKING DAYS after the request and may be attended by the Steward, the building principal, the Superintendent or ~~his/her~~—designee the aggrieved employee and the Council 4 representative. The Board or its designated committee shall give a written

decision to the Union President and a copy to the Council 4 representative WITHIN FIFTEEN (15) WORKING DAYS after the day of the meeting.

Step 4: If the Union is not satisfied with the Board of Education's decision, the Union may, WITHIN FIFTEEN (15) WORKING DAYS of the decision, submit the grievance in writing to arbitration by the State Board of Mediation and Arbitration. . The arbitrator shall be confined by the submission of the issue and the express terms and conditions of this Agreement. The Arbitrator shall have no power to modify, add to, or subtract from the terms of the Agreement. The decision of the Arbitrator shall be final and binding upon all parties in accordance with law. The cost of arbitration shall be split equally between the Union and Board.

11.5 The Union Steward and the aggrieved employee and one officer of the Union shall be afforded the necessary amount of time without loss of pay for the purposes of attending grievance meetings as listed in Step 1 through Step 5 of the grievance procedure.

11.6 If the Board or its representative fails at any step of the grievance procedure to respond to any grievance within the applicable time limits where no written extension has been agreed to by the parties, the grievance shall be automatically appealed to the next step and all additional time limits incumbent upon the Union or the grievant shall be waived for that particular step.

12.0 Savings Clause

Should any article, section, or portion thereof of this Agreement be held unlawful or unenforceable by any court of competent jurisdiction, such decision of the court shall apply only to the specific article, section, or portion thereof directly specified in the decision. Upon the issuance of such a decision, the parties agree immediately to negotiate a substitute for the invalidated article, section, or portion thereof.

13.0 Duration

13.1 This Agreement shall be effective as of July 1, ~~2016~~2023 and shall continue and remain in full force and effect to and including June 30, ~~2019~~2027. It shall be automatically renewed from year to year thereafter, until a successor agreement is negotiated. This agreement shall remain in full force and be effective during the period of negotiations and/or until notice of termination of this Agreement is provided to either party in the manner set forth in the following paragraph:

13.2 In the event that either party desires to terminate this Agreement, written notice must be given to the other party not less than thirty (30) days prior to the desired termination date which shall not be before the termination date set forth in the preceding paragraph.

For the Vernon Board of Education

For the Local 1303.279 AFSCME

Appendix A

A) Defined Benefits Plan for Employees hired prior to July 1, 2016

The Board will continue, without change, the existing Defined Benefits Plan, presently in effect, covering bargaining unit members as follows;

Normal Retirement: Age 62 and ten (10) years of services or Age 60 and thirty-two (32) years of service.

Multiplier: Two percent (2%)

Average Earnings: Monthly salary or wage received averaged over a five (5) year consecutive period which results in the highest average

Benefit: The monthly benefit rate is calculated as two percent (2%) of average monthly earnings times (x) credited service to a maximum of thirty-five (35) years and a maximum of seventy percent (70%).

Vesting: Five (5) to ten (10) year sliding scale, one hundred percent (100%) vesting at ten (10) years of credited service.

Employee Interest: Employees are guaranteed two percent (2%) interest on all their contributions

Employee Contribution: Effective July 1, 2016, employees shall contribute seven percent (7%) of base wages to the pension plan.

B) Defined Contribution Plan for Employees hired on or after July 1, 2016

Employees hired on or after July 1, 2016 are not eligible for the Defined Benefits Plan but will automatically be enrolled in the Defined Contribution Plan provided the employees have the option to opt-out of the plan. The Board will contribute 2% of the employee's base wages for all employees who elect to participate in the Defined Contribution Plan. If an employee contributes 7.5% or more of his or her wages to this plan the Board will contribute an additional 2% for a total contribution by the Board of 4% of the employee's annual base wages. Final payout of sick and vacation time will not be added to the final average earnings of the pension calculation. The Board will establish such Defined Contribution Plan as soon as administratively possible.

Vested Board contributions for the employee shall be as follows with no minimum age:

| | |
|--------------------|-----|
| 5 years of service | 25% |
| 6 years of service | 40% |
| 7 years of service | 55% |
| 8 years of service | 70% |

| | |
|---------------------|------|
| 9 years of service | 85% |
| 10 years of service | 100% |

C) This change shall not affect any employee who is in the employ of the Vernon Public Schools and a participant of the Town of Vernon Pension Plan prior to the signing of this Agreement from participating in the Town of Vernon Pension Plan program upon transfer to this bargaining unit.

No employee hired prior to July 1, 2016 may participate in the Defined Contribution Plan

At any time, should employees in this bargaining unit subject to the Pension Plan represent less than a majority of the bargaining unit; such employees will be permitted to maintain their Pension Plan benefits as listed in this Article, throughout their employment with the Vernon Public Schools.

APPENDIX B

Health Insurance Plan Summary

Please click on the link below to visit the Vernon Public Schools website
for current health plan information:

<https://www.vernonpublicschools.org/departments/human-resources/insurance>

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

X

Agenda Item

8.2

Decision Requested

August 28, 2023

Date

AGENDA REPORTING FORM

Subject:

Workers' Compensation Claim Update (BOE Goal #1, #2, #3) (Executive Session Anticipated)

Background:

The Board will review, in Executive Session, an update on a Workers' Compensation Claim.

Recommendation:

No action required.

Signature of Person(s) Submitting Report

Superintendent of Schools

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


| | | | |
|--------------------|-------------------|-------------|------------------------|
| Information Only | <u>X</u> | Agenda Item | <u>9.1</u> |
| Decision Requested | <u> </u> | | <u>August 28, 2023</u> |
| | | | Date |

AGENDA REPORTING FORM

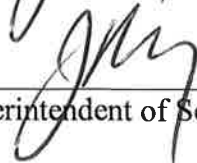
Subject: School-Parent-Student Compacts: Elementary, Middle and High School Levels (BOE Goal #1, #2, #3)

Background: The mission of 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. To implement that mission - students, parents, and teachers need to partner together to support the whole child (academic, social and emotional) approach to learning. In order to achieve that goal, the district has established expectations for students, families and schools to share responsibility for academic success. Families were asked to share the attached Vernon Public Schools Compact with their children so that the 2023-2024 school year can start on the right path towards increased educational achievement for all students. The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual and Responsible Citizen.

Recommendation: No action required.



Signature of Person(s) Submitting Report



Superintendent of Schools

VPS Elementary Level: School-Parent-Student Compact

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

Mission: 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 schools, parents, and students of Vernon Public Schools district agree to share responsibility for facilitating student achievement. Each group will contribute to this goal in the following ways.

| SCHOOL | |
|---|---|
| Responsibilities: | Strategies: |
| Believe that all students can and will learn at high levels. | Use a growth model, so all students achieve or exceed yearly expected progress. |
| Implement high quality curriculum and instruction in a supportive learning environment. | Plan and deliver rigorous, standards-based lessons with differentiation. Follow plans for students with disabilities and/or health needs. Maintain an engaging, welcoming classroom community and physical space. |
| Provide opportunities for parents to participate in their child's school experience. | Invite parents to chaperone field trips, visit classrooms for academic activities, and volunteer for tasks such as making bulletin boards, copying, etc. Communicate school events and PTO, School Governance, and BOE meetings. |
| Ensure regular, timely, meaningful communication. | Use Seesaw, email, phone calls, and newsletters to regularly communicate. Schedule Hopes and Dreams and parent teacher conferences. |
| Facilitate Social Emotional Learning (SEL) development. | Teach expectations, an SEL curriculum, provide a multi-tiered system of supports, and utilize trauma informed practices. |

| FAMILIES | |
|--|---|
| Responsibilities: | Strategies: |
| Ensure regular and on-time attendance. | Send students to school in accordance with health guidelines and school policy. Limit appointments during school hours when possible. |
| Support homework completion. | Facilitate through building home routines (time, space) and praising effort. |
| Keep informed and share information that will assist with both academic and social/emotional progress. | Share up to date parent & emergency contact phone numbers and return forms. Use Seesaw, email, and phone to communicate with staff in a timely manner. Check agendas, Seesaw, HW folders, and other communication tools daily. Share concerns so appropriate staff can offer support. Monitor and manage cafeteria charges. |
| Encourage positive use of their child's extracurricular time and responsible use of technology. | Establish bedtime routines to ensure wellness, attendance, and engaged, positive school behaviors. Ensure appropriate technology use to support schoolwork and peer interactions. Promote fitness, pretend play, reading, and games to develop the whole child. |
| Partner in decisions relating to their child's education. | Participate in conferences, 504, special education, and other school meetings. |

| STUDENTS | |
|--------------------------|--|
| Responsibilities: | Strategies: |
| Be safe. | Conduct self in a safe and appropriate manner at all times. Contribute to a caring environment that feels physically and emotionally safe to all learners. |
| Be respectful. | Communicate respectfully with all students and staff. Work cooperatively with their classmates and teachers. Follow the school and bus rules. |
| Be responsible. | Attend school, give best effort, participate, and use technology appropriately. Be prepared with their homework, notices, and materials. Care for school materials and property. |

VPS Middle School Level: School-Parent-Student Compact

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

Mission: 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 schools, parents, and students of Vernon Public Schools district agree to share responsibility for facilitating student achievement. Each group will contribute to this goal in the following ways.

| SCHOOL | |
|---|--|
| Responsibilities: | Strategies: |
| Believe that all students can and will learn at high levels. | Utilize a growth model, so all students achieve or exceed yearly expected progress. |
| Implement high quality curriculum and instruction in a supportive learning environment. | Plan and deliver rigorous, standards-based lessons with differentiation. Follow plans for students with disabilities and/or health needs. Maintain an engaging, welcoming classroom community and physical space. |
| Provide opportunities for parents to participate in their child's school experience. | Invite parents to academic activities, performances, family events, and volunteer opportunities. Communicate school happenings in multiple ways so all families are aware (e.g. family events, PTO, School Governance, and BOE meetings). |
| Ensure regular, timely, and meaningful communication. | Use email, phone, and Aspen to connect with families regularly. Schedule Open Houses, Curriculum nights, and parent teacher conferences. |
| Facilitate Social Emotional Learning (SEL) development. | Teach expectations, an SEL curriculum, provide a multi-tiered system of supports, and use trauma informed practices. |

| FAMILIES | |
|--|--|
| Responsibilities: | Strategies: |
| Ensure regular and on-time attendance. | Send students to school in accordance with health guidelines and school policy. Limit appointments during school hours when possible. |
| Support homework completion. | Facilitate through building home routines (time, space) and praising effort. |
| Keep informed and share information that will assist with both academic and social/emotional progress. | Share up to date parent & emergency contact phone numbers and return forms. Use email and/or phone to communicate with staff in a timely manner. Check planners, folders, Aspen, and other communication tools daily. Share concerns so appropriate staff can offer support. Monitor and manage cafeteria charges. |
| Encourage positive use of their child's extracurricular time and responsible use of technology. | Establish bedtime routines to ensure wellness, attendance, and engaged, positive school behaviors. Ensure appropriate technology use to support schoolwork and peer interactions. Promote fitness, reading, games, and clubs to develop the whole child. |
| Partner in decisions relating to their child's education. | Participate in conferences, 504, special education, and other school meetings. |

| STUDENTS | |
|--------------------------|--|
| Responsibilities: | Strategies: |
| Be safe. | Conduct self in a safe and appropriate manner at all times. Contribute to a caring environment that feels physically and emotionally safe to all learners. |
| Be respectful. | Communicate respectfully with all students and staff. Work cooperatively with classmates and teachers. Follow the school and bus rules. |
| Be responsible. | Attend school, give best effort, participate, and use technology appropriately. Be prepared with their homework, notices, and materials. Care for school materials and property. |

VPS High School Level: School-Parent-Student Compact

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

Mission: 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 schools, parents, and students of Vernon Public Schools district agree to share responsibility for facilitating student achievement. Each group will contribute to this goal in the following ways.

| SCHOOL | |
|---|--|
| Responsibilities: | Strategies: |
| Believe that all students can and will learn at high levels. | Utilize a growth model, so all students achieve or exceed yearly expected progress. |
| Implement high quality curriculum and instruction in a supportive learning environment. | Plan and deliver rigorous, standards-based lessons with differentiation. Follow plans for students with disabilities and/or health needs. Maintain an engaging, welcoming classroom community and physical space. |
| Provide opportunities for parents to participate in their child's school experience. | Invite parents to academic and sports events, monthly meetings, and to PTO, School Governance, and BOE meetings. Communicate school happenings in multiple ways such as posters, the website, and email, so all families are aware. |
| Ensure regular, timely, and meaningful communication. | Use email, phone calls, and Aspen to connect with families regularly. Schedule Open Houses, Curriculum nights and parent teacher conferences. |
| Facilitate Social Emotional Learning (SEL) development. | Teach expectations (including attendance), an SEL curriculum, provide a multi-tiered system of supports, and utilize trauma informed practices. |

| FAMILIES | |
|--|---|
| Responsibilities: | Strategies: |
| Ensure regular and on-time attendance. | Send students to school in accordance with health guidelines and school policy. Limit appointments during school hours when possible. |
| Support homework completion. | Facilitate through building home routines (time, space) and praising effort. |
| Keep informed and share information that will assist with both academic and social/emotional progress. | Share up to date parent & emergency contact phone numbers and return forms. Use email and/or phones to communicate with staff in a timely manner. Check email, Aspen, and other communication tools daily. Share concerns so appropriate staff can offer support. Monitor and manage cafeteria charges. |
| Encourage positive use of their child's extracurricular time and responsible use of technology. | Ensure appropriate technology use to support schoolwork and peer interactions. Promote fitness, reading, and clubs to develop the whole child. |
| Partner in decisions relating to their child's education. | Participate conferences, 504, special education, and other school meetings. |

| STUDENTS | |
|--------------------------|--|
| Responsibilities: | Strategies: |
| Be safe. | Conduct self in a safe and appropriate manner at all times. Contribute to a caring environment that feels physically and emotionally safe to all learners. |
| Be respectful. | Communicate respectfully with all students and staff. Work cooperatively with their classmates and teachers. Follow the school and bus rules. |
| Be responsible. | Attend school, give best effort, participate, and use technology appropriately. Be prepared with their homework, notices, and materials. Care for school materials and property. |

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

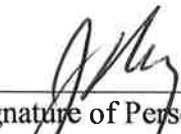
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|--------------------|-------------------|-------------|------------------------|
| Information Only | <u>X</u> | Agenda Item | <u>10.1</u> |
| Decision Requested | <u> </u> | | <u>August 28, 2023</u> |
| | | | Date |

AGENDA REPORTING FORM


Subject: New Entry Age for Kindergarten (BOE Goal #1, #2, #3)

Background: The CSDE has released information on the recently enacted change by the Connecticut General Assembly to raise the minimum age for automatic entry into public school in Connecticut. Please see attached.

Recommendation: No action required



Signature of Person(s) Submitting Report



Superintendent of Schools

STATE OF CONNECTICUT
OFFICE OF EARLY CHILDHOOD
STATE DEPARTMENT OF EDUCATION

To: Superintendents of Schools
Early Care and Education Providers

From: Beth Bye, Commissioner
Office of Early Childhood

Charlene M. Russell-Tucker, Commissioner
Connecticut State Department of Education

Date: July 7, 2023

Subject: Minimum Age to Enroll in School

The primary purpose of this joint memo from the Connecticut State Department of Education (CSDE) and the Office of Early Childhood (OEC) is to ensure that all parties are aware of the recently enacted change by the Connecticut General Assembly to raise the minimum age for automatic entry into public school in Connecticut. Specifically, Section 1 of Public Act 23-208, Section 1 states that children will need to **turn five on or before September 1 of the school year** in order to be automatically eligible to enroll in school. The legislation also allows a school district to admit a child who has not turned five by September 1 of the school year if the parent makes a request in writing and the school district conducts an assessment of the child to ensure that admitting such child is developmentally appropriate.ⁱ

Prior to this change, Connecticut had among the youngest school entry ages in the country. This policy change has significant implications for families, early care and education providers, and school districts. In addition to making sure that all parties are aware of this change, this joint communication also affirms the commitment of the two agencies to work closely with all concerned parties, including policy makers, to assess the impact of this change, identify solutions, develop detailed guidance, and support implementation. While we will continue to work together on supporting effective implementation, the CSDE and OEC **ask that districts and early care and education providers honor all commitments to families already enrolled for preschool in fall of 2023, regardless of the time frame for that child's entry to kindergarten.**

The CSDE and OEC fully understand the many important considerations and significant implications facing all of us due to this legislative change. Some of those are detailed below.

- First and foremost is the impact on **students and their families**. It is estimated that there will be more than 9,000 students in 2024-25 who will be unable to automatically enroll

in school in Fall 2024 because they will not have turned five by September 1. It will be critical that these families, including those living in rural areas of our state, are supported to the greatest extent possible so that they can access high quality pre-school educational opportunities for one more year. This will be particularly important for families of children with an Individualized Education Program (IEP) who receive special education services during pre-school. When community-based Birth to Three services end, working families are often challenged by half day public preschool special education models. This change extends that challenge for a year for impacted families.

- **Public and Private Early care and education programs** are expected to see a significant increase in the demand for preschool spaces. It is estimated that approximately 71% of all entering Kindergarten students access preschool. If more than 9,000 students do not turn five by September 1 and are unable to enroll in school in Fall 2024, then potentially an additional 6300 students will need preschool spaces somewhere, and it is anticipated that 2,700 will have no formal education for another year. To meet the increased demand, early care and education programs may need to make adjustments and have wider age ranges in preschool classrooms/programs. The OEC and CSDE are not discouraging private or public programs from enrolling children younger than three years old in September into preschool. We know how important the early years are for supporting child development and well-being. It is expected that public school and private programs will need additional professional development to support curriculum and instruction practices for mixed-age preschool classrooms.
- **School districts** are expected to see significantly lower enrollment in Kindergarten in Fall 2024 and a potentially smaller grade cohort moving through our education system. The enrollment and resulting grade cohort could potentially be smaller by about 9,000 students. Many of these students will likely need to continue receiving preschool services (both general education and special education) for an additional year, which could reduce capacity for new preschool spaces. Choice programs that charge tuition may face an extended year of reduced funding at sliding-scale preschool tuition rates. Districts will also need to determine if they will admit students less than five years old based upon a child assessment, and if so, how that process will be implemented.

In the coming weeks, both agencies will seek extensive input from many stakeholders and work collaboratively to develop detailed guidance and implementation recommendations. In the meantime, school communities are urged to engage in proactive and collaborative dialogue throughout the community. Teams of staff from early care and education programs, school districts, and early childhood councils and collaboratives should assess the anticipated impact for their own community, communicate with families about this change, begin planning for collaboration and coordination over the next year to minimize the negative impact on children and families, and facilitate an open dialogue among all impacted parties.

The CSDE and the OEC will share details regarding opportunities to provide input. Thank you for your cooperation and collaboration in implementing this major legislative change.

¹ Public Act 23-208, Section 1(a) reads as follows:

Sec. 1. Section 10-15c of the general statutes, as amended by section 3 of public act 23-159, is repealed and the following is substituted in lieu thereof (Effective July 1, 2024):

(a) The public schools shall be open to all children five years of age and over who reach age five on or before the first day of [January] September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in section 46a-51, color, sex, gender identity or expression, religion, national origin, sexual orientation or disability; provided a child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

New Entry Age for Kindergarten

Beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 in order to be automatically eligible for kindergarten. This is a change from the old kindergarten cutoff date of January 1.

KEY POINTS

- To start kindergarten in the **2024-25 school year**, your child must turn 5 on or before September 1, 2024.
- If your child was born between September 2, 2019 and December 31, 2019, they will now enter kindergarten in the 2025-26 school year.
- Children entering kindergarten in the 2023-2024 school year must turn 4 on or before January 1, 2024

The following FAQ is intended to provide answers to questions you may have regarding the new entry date for kindergarten.

What is the new entry date for kindergarten?

| | |
|--|--|
| For the 2023-2024 school year there is no change to the entry date | Children must be five on or before January 1, 2024 in order to enter kindergarten for the 2023-2024 school year. |
| For the 2024-25 school year and all following years | Children must turn 5 on or before September 1 to enter kindergarten for any given school year. |

Are there any exceptions to this change?

Yes. If your child does not meet the new entry cutoff date, they may still be admitted into kindergarten upon a written request from the parent or guardian. An assessment will be completed by the school to ensure that admitting the child to kindergarten is developmentally appropriate.

What if my child is receiving special education services?

If your child receives special education services, reach out to your school district to look at how your child's individualized plan may need to be revised to meet your child's needs during the additional year of preschool.

My child was born between September 2 and December 31 and I was planning to send them to kindergarten when they were eligible to attend. What can I do now that the entry date has changed?

- If your child attends preschool, communicate with the program about your family's situation and how they will continue to support your child's development.

- If your child is not attending an early care and education program, consider how a preschool experience might support them for the year(s) prior to kindergarten entry. You can find information about child care by talking with other families, searching online, or [use the 2-1-1 Child Care online search tool](#).
- Seek out possible supports for child care expenses, such as Care 4 Kids, state-funded preschool opportunities, public school preschool programs, or Head Start. To find out about possible low-cost programs and Care4Kids financial assistance, [use the 2-1-1 Child Care online search tool](#) or call (800) 505-1000

How can I support my child's learning and development before the transition to kindergarten?

- You can support learning throughout the day by sharing new words, reading with your child, asking questions, and playing.
- Begin planning how and when you will talk with your child about their transition to kindergarten to ensure a positive experience.
- Check out the [Hello Kindergarten!](#) brochure for more ideas on supporting your child across different areas of learning.

How was this change made?

In 2023, the Connecticut Legislature changed how old a child must be to start kindergarten. Public Act 23-208, Section 1(a) changed the birth date cutoff date from January 1 of any given school year to September 1 of any given school year.

Who can I contact if I have additional questions?

Reach out to your home school district to discuss the process for registration and placement in kindergarten. You can search for your local schools and find contact information on the [Connect Kids website](#).

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


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|--------------------|-------------------|-------------|------------------------|
| Information Only | <u>X</u> | Agenda Item | <u>10.2</u> |
| Decision Requested | <u> </u> | | <u>August 28, 2023</u> |
| | | | Date |

AGENDA REPORTING FORM

Subject: State Transition Assistance for Breakfast and Lunch Expenses (STABLE)
– Free Meals for Students for SY2023-2024 (BOE Goal #1, #3)

Background: Pursuant to Public Act No. 23-204 (Connecticut State Budget), \$16 million of federal American Rescue Plan Act (2021) funds have been allocated for “Free Meals for Students” to the CSDE for school year 2023-2024. Please see attached.

Recommendation: No action required



Signature of Person(s) Submitting Report




Superintendent of Schools



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of School Child Nutrition Programs (including the Special Milk Program)

FROM: Shannon Yearwood, Bureau Chief 
Bureau of Child Nutrition Programs

DATE: August 3, 2023

SUBJECT: Operational Memorandum No. 18-23
State Transition Assistance for Breakfast and Lunch Expenses (STABLE)
Attestation Statement Due August 18, 2023

Pursuant to Public Act No. 23-204 (Connecticut State Budget), \$16 million of federal American Rescue Plan Act (2021) funds has been allocated for “Free Meals for Students” to the Connecticut State Department of Education (CSDE) for school year (SY) 2023-24. Through working with the Governor’s Office and legislative leadership, these funds will be used to support households by allowing the provision of 1) breakfast meals at no cost to all students in non-Community Eligibility Provision (CEP) schools participating in the School Breakfast Program (SBP) and 2) lunch meals at no cost for students eligible for reduced-price meals in non-CEP schools that are participating in the National School Lunch Program (NSLP). For SY 2023-24, under the NSLP and SBP, free and reduced-price meal eligibility will be determined for each individual student. Meals will be reimbursed based on a student’s approved eligibility (free, reduced-price, and paid).

For purposes of this grant, these funds will be referred to as *State Transition Assistance for Breakfast and Lunch Expenses* (STABLE) funds. The STABLE funds will reimburse SFAs the difference between the federal reimbursement rate for free SBP meals and the federal reimbursement rate for reduced-price and paid SBP meals, and the difference between the federal reimbursement rate for reduced-price and paid NSLP meals.

Eligible SFAs

For purposes of this grant, SFAs in good standing are eligible to receive the funds for their approved sites if they: 1) participated in the NSLP and/or SBP during SY 2022-23 (including all sites operating under interschool agreements); and 2) are participating in NSLP and/or the SBP during SY 2023-24. SFAs that are not eligible to receive STABLE funds include sites participating in the CEP for SY 2023-24, new NSLP sponsors in SY 2023-24, and new SBP sites in SY 2023-24.

Payments

After processing the monthly claims for reimbursement, the CSDE will determine each SFA's STABLE funds monthly reimbursement payment. The SFA's STABLE funds reimbursement payment will be paid using the same process already in place to pay the SFA's monthly claims for reimbursement.

The Disbursement of Funds (DOF) module in the Child Nutrition Programs Online Application and Claiming System (CNP System) will allow each SFA to see their monthly reimbursement payment. The example below indicates how the CSDE will determine each SFA's STABLE funds payment.

Example of STABLE funds payment

ABC School District is in good standing and has six sites that will be operating the SBP and NSLP in SY 2023-24. All six sites operated in SY 2022-23 offering breakfast and lunch. Three sites will be participating in the CEP in SY 2023-24 and are not eligible to receive STABLE funds.

The ABC School District submits their September monthly claim for reimbursement in accordance with the monthly claiming schedule. The chart below shows what the CSDE will reimburse the ABC School District for the NSLP and SBP based on the number of reduced-price and paid breakfast meals claimed and the number of reduced-priced lunch meals claimed for September at the six eligible sites.

| Lunch meal category | Federal per meal reimbursement regular rate for lunch (SY 2023-24) | STABLE funds lunch reimbursement rate | Number of lunch meals served in September | STABLE funds reimbursement per lunch meal |
|-----------------------------------|---|--|--|--|
| Free meals | \$4.25 | \$0.00 | 2,750 | \$0.00 |
| Reduced-price meals | \$3.85 | \$0.40 | 800 | \$320.00 |
| Paid meals | \$0.40 | \$0.00 | 6,500 | \$0.00 |
| Total lunch reimbursement: | | | | \$320.00 |

| Breakfast meal category | Federal per meal reimbursement regular rate for breakfast (SY 2023-24) | STABLE funds breakfast reimbursement rate | Number of breakfast meals served in September | STABLE funds reimbursement per breakfast meal |
|---------------------------------------|---|--|--|--|
| Free meals | \$2.28 | \$0.00 | 800 | \$0.00 |
| Reduced-price meals | \$1.98 | \$0.30 | 125 | \$37.50 |
| Paid meals | \$0.38 | \$1.90 | 350 | \$665.00 |
| Total breakfast reimbursement: | | | | \$702.50 |

In this example, the CSDE will reimburse the ABC School District \$1,022.50 for eligible lunch and breakfast meals claimed in September.

| | |
|--|-------------------|
| September total STABLE funds lunch reimbursement | \$320.00 |
| September total STABLE funds breakfast reimbursement | \$702.50 |
| Total: | \$1,022.50 |

Use of Funds

STABLE Funds may only be used by SFAs to provide free breakfast meals to all students and free lunch meals to those students with an approved reduced-price meal eligibility status. STABLE funds cannot be used at schools that do not participate in the NSLP or in CEP schools. For additional guidance on the proper use of STABLE funds, refer to *Attachment 1: Questions and Answers: State Transition Assistance for Breakfast and Lunch Expenses funds for School Year 2023-24*.

CSDE Monitoring

The CSDE will monitor each SFA's STABLE funds reimbursement to ensure compliance with the STABLE funds requirements pursuant to 2 CFR §200.332, and consistent with other school nutrition program funds, through existing oversight measures used in the Administrative Review process for school nutrition programs. STABLE funds may be subject to future external audit activity under standard auditing practices.

Attestation

All eligible NSLP sponsors **must attest to the CSDE** that they understand the STABLE funds requirements to serve all SBP meals at no cost and eliminate the household share for all reduced-price lunch meals for the duration of SY 2023-24 by completing and submitting the STABLE Funds Attestation by **August 18, 2023**.

Questions may be directed to your CSDE school nutrition consultant.

SY:saa

Attachments (3)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's Operational Memoranda for School Nutrition Programs webpage.

State Transition Assistance for Breakfast and Lunch Expenses (STABLE)
Funds: Question and Answers for School Food Authorities

This document includes questions and answers regarding Connecticut’s STABLE funds for school food authorities (SFAs) that operate the National School Lunch Program (NSLP) and School Breakfast Program (SBP). For more information, refer to the Connecticut State Department of Education’s (CSDE) [Operational Memorandum No. 18-23: State Transition Assistance for Breakfast and Lunch Expenses \(STABLE\) Funds](#).

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STABLE Funds Question and Answers for SFAs

General Questions

1. **Are State Transition Assistance for Breakfast and Lunch Expenses (STABLE) funds an extension of the School Meals Assistance Revenue for Transition (SMART) funds?** No. The SMART funds concluded in school year (SY) 2022-23. The STABLE funds apply to SY 2023-24 and is a State of Connecticut program established through Public Act No. 23-204 (Connecticut State Budget) and funded through the American Rescue Plan Act (ARPA) 2021.

The STABLE funds allow eligible school food authorities (SFAs) to provide one SBP meal per student per school day at no cost to all students participating in the SBP and one NSLP meal per school day at no cost for students approved for reduced-price meals that are participating in the NSLP. The STABLE funds reimburse SFAs the difference between the federal reimbursement rate for free SBP meals and the federal reimbursement rate for reduced-price and paid SBP meals. Additionally, the STABLE funds reimburse SFAs the difference between the federal reimbursement rate for reduced-price and paid NSLP meals.

2. **Who is eligible to receive STABLE funds?** SFAs in good standing that participated in the NSLP and SBP during SY 2022-23 and are participating in the NSLP and/or the SBP in SY 2023-24 are eligible to receive STABLE Funds.

Sites participating in the Community Eligibility Provision (CEP) for SY 2023-24, new NSLP sponsors, and new SBP sites are not eligible to receive STABLE funds. By federal law, CEP schools must offer breakfast and lunch at no cost and are not allowed to collect free and reduced-price meal applications.

3. **What if some of the SFA's schools are CEP and some are not? Are the non-CEP schools eligible for STABLE funds?** Yes. While schools participating in CEP are not eligible, non-CEP schools participating in NSLP and/or SBP are eligible for STABLE funds.
4. **Are private schools and endowed academies eligible to receive STABLE funds?** Yes. Private schools and endowed academies participating as a sponsor, or through an interschool agreement in the NSLP and/or the SBP during SY 2022-23 and are participating in the NSLP and/or the SBP in SY 2023-24 are eligible to receive STABLE funds.
5. **Are residential child care institutions (RCCIs) eligible to receive STABLE funds?** RCCIs that are strictly residential programs are not eligible. However, RCCIs participating in NSLP and/or SBP that operate programs with day students are eligible for STABLE funds to serve one SBP meal per student per school day and one NSLP meal per school day served to students eligible for reduced-price meals at no cost to day students.

STABLE Funds Question and Answers for SFAs

6. **Are new NSLP sponsors (SY 2023-24) eligible for STABLE funds?** No. New NSLP sponsors are not eligible for STABLE funds.
7. **Will new sites starting a SBP in SY 2023-24 be eligible for STABLE funds?** No. Only SBP sites that offered breakfast through the SBP in SY 2022-23 will be eligible for STABLE Funds.
8. **Can a representative of a food service management company sign the Attestation Statement to participate in the STABLE the funds?** No. One of the authorized signers of the CNP Permanent Agreement must sign the Attestation Statement.
9. **Can the food service director sign the Attestation Statement on behalf of the SFA?** No. The food service director is never an authorized signer.
10. **Is this “universal free meals?”** No. STABLE funds support one SBP meal per student per school day at no cost for all students and one NSLP meal per school day at no cost for students approved as eligible for reduced-price meals.
11. **Are all SFAs required to participate in the STABLE funds?** No. Although all SFAs operating NSLP and/or SBP in SY 2023-24 are strongly encouraged to participate in STABLE funds and offer one SBP meal per student at no cost for every student per school day and one NSLP meal per school day served to students eligible for reduced-price meals at no cost, it is not a requirement. All eligible SFAs must opt in or opt out of the STABLE funds by **August 18, 2023**, using the [STABLE Funds Attestation Statement](#).
12. **How long are STABLE funds projected to last?** While STABLE fund reimbursements are subject to the availability of funds, they are projected to provide reimbursement for one SBP meal per student per school day and one NSLP meal per school day served to students approved for reduced-price meals to cover the federal reimbursement differentials for SY 2023-24.
13. **How will SFAs receive the STABLE funds?** STABLE funds will be transmitted to SFAs in the same way as federal claims for reimbursement. These funds must be maintained and accounted for separately in the SFA’s nonprofit school food service account.
14. **What Child Nutrition Programs can STABLE funds be used for?** STABLE funds may only be used to support serving one reduced-price NSLP meal and one SBP meal per student per school day at no cost to students enrolled in non-CEP schools. Funds cannot be used for the Afterschool Snack Program (ASP), Fresh Fruit and Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program, (SFSP), Seamless Summer Option (SSO) of the NSLP, a la carte, the Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals Program, or any other programs.

STABLE Funds Question and Answers for SFAs

15. **Will accepting STABLE funds impact School Breakfast Grant funds, Healthy Food Certification funds, or State Match funds?** No. Accepting STABLE Funds will not impact an SFA's eligibility to receive additional state grant funding.

Use of Funds

16. **Will STABLE funds be allocated annually?** STABLE funds are a one-year legislative appropriation from the American Rescue Plan Act (ARPA) funds allocated to Connecticut.
17. **Can SFAs still sell a la carte items if the SFA accepts STABLE funds?** Yes. However, STABLE funds cannot be used for a la carte items and can only be used to support providing USDA reimbursable meals through the SBP and NSLP.
18. **Can SFAs receive partial payment from students eligible for paid or reduced-price meals breakfast meals?** No. Households cannot be charged any cost for the first reimbursable SBP meal served to each student each school day.
19. **Can SFAs receive partial payment from students eligible for reduced-price lunch meals?** No. By opting in to receive STABLE funds, students eligible for reduced-price school meals cannot be charged any cost for the first reimbursable lunch meal served each school day per student.
20. **Can SFAs use STABLE funds to pay down student debt for charged reimbursable meal debt or a la carte charges?** No. Student debt for meals or a la carte items is an unallowable charge to the nonprofit school food service account (NSFSA). Funds from the NSFSA cannot be used to cover costs related to the bad debt, such as continued legal and collection costs.
21. **Can SFAs use STABLE funds to cover only reduced-price breakfast meals?** No. STABLE funds must be used to cover the cost of one reimbursable paid or reduced-price breakfast meal per student per school day in all the SFA's schools participating in SBP.
22. **Can SFAs use STABLE funds to cover paid lunch meals?** No. STABLE funds cannot be used to cover the cost of any reimbursable paid lunches in the SFA's schools.
23. **Can funds be used for some NSLP sites and not all? What if all the schools in the district do not participate in NSLP?** SFAs participating in STABLE funds agree to use STABLE funds to provide one SBP meal per student per school day at no cost to all students participating in the SBP at all of the SFA's SBP participating sites. SFAs participating in STABLE funds also

STABLE Funds Question and Answers for SFAs

agree to use STABLE funds to pay the student share of one NSLP meal per student per day for students approved for reduced-price school meals at all of the SFA's sites participating in NSLP (not including CEP sites) throughout the duration of SY 2023-24. STABLE funds cannot be used at schools that do not participate in the NSLP and/or the SBP.

24. **Are there any restrictions on the usage of funds?** Expenses must comply with the cost principles of 2 CFR Part 200 Subpart E. Costs charged to the NSFSA must be necessary, reasonable, allocable (direct or indirect), and consistently treated as direct or indirect.
25. **Can SFAs use STABLE funds to provide second meals?** No. STABLE funds cannot be used to provide second meals to students eligible for free, reduced-price, or paid meals.
26. **Can SFAs use STABLE funds to make adult meals free or no cost?** No. STABLE funds may only be used to support providing one SBP meal per student per school day at no cost to all students participating in the SBP and to cover the student share of costs for one NSLP meal per student approved for reduced-price meals per school day.
27. **Can SFAs accept STABLE funds if the SFA has funds in excess of the 3 months' average operating costs?** Yes. To maintain the SFA's nonprofit status, sections 7 CFR 210.14(b) and 7 CFR 210.19(a)(1) of the NSLP regulations require that the fund balance (net cash resources) of the NSFSA cannot exceed three months' average expenditures as of June 30 of each year. SFAs that exceed three months' average expenditures must submit a [Plan for Reducing Excess Operating Balance](#) to the CSDE to indicate how the excess balance will be spent to maintain the SFA's nonprofit status. Expenditures must make improvements to the USDA school nutrition programs such as improving food quality and replacing or purchasing necessary equipment.

Claiming

28. **Do SFAs claim all meals as free?** No. While all students will be receiving one SBP meal per student per school day and students eligible for reduced-price meals will be receiving one NSLP meal per student per school day at no cost, all SBP and NSLP meals must be claimed based on a student's approved eligibility status (free, reduced-price, or paid).
29. **What rate will the meals be reimbursed?** The STABLE funds will reimburse the SFA the difference between the Federal reimbursements rates for SBP free meals and the SBP reduced-price and paid reimbursement rates and the NSLP reduced-price and NSLP paid reimbursement rates established for SY 2023-24. Reimbursement will reflect the SFAs Federal severe need eligibility for lunch and/or breakfast as applicable.

STABLE Funds Question and Answers for SFAs

30. **Will use of STABLE funds impact a SFA's Federal severe need eligibility for lunch and breakfast?** No. Because breakfast and lunch meals will still be claimed by individual student eligibility (free, reduced-price, and paid), use of STABLE funds to provide breakfast meals at no cost to all students participating in the SBP and lunch for all students approved for reduced-price meals participating in the NSLP, the STABLE funds will not impact Federal severe need eligibility. Schools are eligible for the Federal severe need breakfast reimbursement rate if 40 percent or more of NSLP lunches served to students at school during the second preceding school year were at the free or reduced-price rate (42 U.S.C. 1773(d) and 7 CFR 220.9(d)). SFAs are eligible for severe need lunch reimbursement rates if 60 percent or more of the NSLP lunches served in the second preceding school year were at the free or reduced-price rate (42 U.S.C. 1753(b)(2)).

Free and Reduced-price Eligibility

31. **Are SFAs still required to collect and process free and reduced-price applications?** Yes. SFAs must have a plan in place to encourage parents/guardians to submit applications, especially during the carryover period. Outreach is very important to avoid excessive charging of meals.
32. **Will all CSDE public release statements and meal application materials/notification letters be updated to reflect the transitional free meal plan?** Yes. The appropriate forms will be updated by the CSDE and sponsors will be notified when the updated forms are available.
33. **Are SFAs required to check the direct certification list?** Yes. The SFA's direct certification contact must check the list weekly to see if a match was conducted. This will help to ensure that all eligible children are directly certified for free or reduced-price meals.
34. **Are SFAs required to complete Verification?** Yes. Since applications are being collected and processed, the formal verification process is still required and the FNS 742 Verification Summary Report will need to be completed. As a reminder, the formal verification process begins on October 1. An application may be *verified for cause* at any time a determining official questions income or household size. For more information, refer to the USDA's [*Eligibility Manual for School Meals*](#).

STABLE Funds Question and Answers for SFAs

Miscellaneous

35. **How is Paid Lunch Equity (PLE) impacted by STABLE funds?** The STABLE funds do not impact the PLE requirements. Based on OM No 13-23 Paid Lunch Equity: Guidance for School Year 2023-24, school food authorities (SFAs) with a positive or zero balance in the nonprofit school food service account (NSFSA) as of June 30, 2022, are exempt from the PLE pricing requirements of 7 CFR 210.14(e) for SY 2023-24. Only SFAs that had a negative balance in the NSFSA as of June 30, 2022, shall be required to establish prices for paid lunches according to the PLE regulations. Note: If the documented weighted average student lunch price was a minimum of \$3.56 for SY 2022-23, the SFA is not required to complete the PLE tool or request an exemption for SY 2023-24.
36. **Will this impact a SFAs meal charging policy?** Yes. SFAs must create or update any policies and procedures related to the collection of unpaid meal charges for students who are served lunch meals, are not eligible for free meals but do not have money in their account or in hand to cover the cost of the meal at the time of service. For more information, refer to [Operational Memorandum No. 11-22: Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools](#).

STABLE Funds Question and Answers for SFAs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems, gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion, intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; status as a victim of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail 450 Columbus Boulevard, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email louis.todisco@ct.gov.

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066


| | | | |
|--------------------|-------------------|------------------------|-------------------|
| Information Only | <u>X</u> | Agenda Item | <u>10.3</u> |
| Decision Requested | <u> </u> | <u>August 28, 2023</u> | <u> </u> |
| | | Date | |

AGENDA REPORTING FORM


Subject: ARPA School Mental Health Specialists Grant Award (BOE Goal #1, #2, #3)

Background: The CSDE announced the recipients of the School Mental Health Specialists Grant, which will award \$15 million in American Rescue Plan Act (ARPA) funding to 72 schools districts over three years. Vernon Public Schools is a recipient of these funds. Please see attached.

Recommendation: No action required



Signature of Person(s) Submitting Report



Superintendent of Schools

Macary, Joseph

From: eGMS.NoReply@eGrantsManagement.com
Sent: Thursday, August 3, 2023 12:46 PM
To: Macary, Joseph
Subject: [EXTERNAL] ARPA - School Mental Health Specialist Grant - Award Announcement

CAUTION: This Email is from an EXTERNAL source. Ensure you trust this sender before clicking on any links or attachments.

ARPA School Mental Health Specialists Grant

Award Announcement

The Connecticut State Department of Education (CSDE) is pleased to announce the recipients of the Department's— School Mental Health Specialists Grant, which will award \$15 million in American Rescue Plan Act (ARPA) funding, appropriated by the legislature, to 72 school districts over three years for the purpose of hiring and maintaining school mental health specialists (SMHS) for school years 2024-2026. The winning awards range from \$25,150.00 to \$120,000.00 in each of the first two years and reduced to 70% of that amount in year three (See below for the list of winning applications).

This grant was highly competitive, with 109 districts submitting completed proposals. The School Mental Health Specialists grant is the second of three state grants to enhance the provision of mental health services for students.

Please note that the Department was successful in working with the legislature to amend the original enacting 2022 legislation via [Public Act 23-167, section 84](#), for Year One of the grants to begin in Fiscal Year (FY) 2024. The grant awards will be for three consecutive years, 2024, 2025, 2026. Any unexpended funds will be returned or forfeited to the CSDE by June 30, 2026. This is a change from the published RFP information.

Grant Awardees will be required to attend a virtual training in August and complete the compliance documents for the use of ARPA funding. A notification for the training will be sent to the grant awardees.

ARPA School Mental Health Specialist Grant

Successful Application

2024-2026

| Lead Applicant | Award Amount for Fiscal Year 2024 | Award Amount for Fiscal Year 2025 | Award Amount for Fiscal Year 2026 (70%) | Total Grant Award |
|--|--|--|--|--------------------------|
| Andover School District | \$ 43,750.00 | \$ 43,750.00 | \$ 30,625.00 | \$ 118,125.00 |
| Ansonia School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Area Cooperative Educational Services | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Bloomfield School District | \$ 88,422.03 | \$ 88,422.03 | \$ 61,895.42 | \$ 238,739.48 |
| Bozrah School District | \$ 81,585.00 | \$ 81,585.00 | \$ 57,109.50 | \$ 220,279.50 |
| Bristol School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Canterbury School District | \$ 59,517.91 | \$ 59,517.91 | \$ 41,662.53 | \$ 160,698.34 |
| Canton School District | \$ 40,000.00 | \$ 40,000.00 | \$ 28,000.00 | \$ 108,000.00 |
| Cheshire School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Columbia School District | \$ 62,000.00 | \$ 62,000.00 | \$ 43,400.00 | \$ 167,400.00 |
| Common Ground High School District | \$ 88,562.00 | \$ 88,562.00 | \$ 61,993.40 | \$ 239,117.40 |
| Coventry School District | \$ 45,815.00 | \$ 45,815.00 | \$ 32,070.50 | \$ 123,700.50 |
| Cromwell School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Darien School District | \$ 47,020.00 | \$ 47,020.00 | \$ 32,914.00 | \$ 126,954.00 |
| East Haddam School District | \$ 50,150.00 | \$ 50,150.00 | \$ 35,105.00 | \$ 135,405.00 |
| East Lyme School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| East Windsor School District | \$ 46,869.00 | \$ 46,869.00 | \$ 32,808.30 | \$ 126,546.30 |
| Easton School District | \$ 62,500.00 | \$ 62,500.00 | \$ 43,750.00 | \$ 168,750.00 |
| Ellington School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Fairfield School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Granby School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Great Oaks Charter School District | \$ 90,732.00 | \$ 90,732.00 | \$ 63,512.40 | \$ 244,976.40 |
| Groton School District | \$ 86,000.00 | \$ 86,000.00 | \$ 60,200.00 | \$ 232,200.00 |
| Highville Charter School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Integrated Day Charter School District | \$ 71,500.00 | \$ 71,500.00 | \$ 50,050.00 | \$ 193,050.00 |
| Interdistrict School for Arts and Comm District | \$ 110,337.00 | \$ 110,337.00 | \$ 77,235.90 | \$ 297,909.90 |
| Jumoke Academy District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Killingly School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Lebanon School District | \$ 77,694.14 | \$ 77,694.14 | \$ 54,385.90 | \$ 209,774.18 |
| Ledyard School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Madison School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Marlborough School District | \$ 65,743.60 | \$ 65,743.60 | \$ 46,020.52 | \$ 177,507.72 |
| Montville School District | \$ 85,448.00 | \$ 85,448.00 | \$ 59,813.60 | \$ 230,709.60 |
| New Hartford School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Newington School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Norwich Free Academy District | \$ 49,406.50 | \$ 49,406.50 | \$ 34,584.55 | \$ 133,397.55 |
| Old Saybrook School District | \$ 70,012.00 | \$ 70,012.00 | \$ 49,008.40 | \$ 189,032.40 |
| Orange School District | \$ 92,505.00 | \$ 92,505.00 | \$ 64,753.50 | \$ 249,763.50 |
| Plainfield School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |

| | | | | |
|--------------------------------|---------------|---------------|--------------|---------------|
| Preston School District | \$ 51,800.00 | \$ 51,800.00 | \$ 36,260.00 | \$ 139,860.00 |
| Putnam School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Redding School District | \$ 85,600.00 | \$ 85,600.00 | \$ 59,920.00 | \$ 231,120.00 |
| Regional School District 05 | \$ 68,211.00 | \$ 68,211.00 | \$ 47,747.70 | \$ 184,169.70 |
| Regional School District 06 | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Regional School District 10 | \$ 42,187.50 | \$ 42,187.50 | \$ 29,531.25 | \$ 113,906.25 |
| Regional School District 13 | \$ 110,500.00 | \$ 110,500.00 | \$ 77,350.00 | \$ 298,350.00 |
| Regional School District 14 | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Regional School District 19 | \$ 61,052.00 | \$ 61,052.00 | \$ 42,736.40 | \$ 164,840.40 |
| Scotland School District | \$ 89,000.00 | \$ 89,000.00 | \$ 62,300.00 | \$ 240,300.00 |
| Shelton School District | \$ 87,411.00 | \$ 87,411.00 | \$ 61,187.70 | \$ 236,009.70 |
| Sherman School District | \$ 71,789.86 | \$ 71,789.86 | \$ 50,252.90 | \$ 193,832.62 |
| Simsbury School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Sterling School District | \$ 103,460.00 | \$ 103,460.00 | \$ 72,422.00 | \$ 279,342.00 |
| Stonington School District | \$ 42,500.00 | \$ 42,500.00 | \$ 29,750.00 | \$ 114,750.00 |
| Stratford School District | \$ 46,267.00 | \$ 46,267.00 | \$ 32,386.90 | \$ 124,920.90 |
| Suffield School District | \$ 67,664.00 | \$ 67,664.00 | \$ 47,364.80 | \$ 182,692.80 |
| The Bridge Academy District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| The Gilbert School District | \$ 119,160.00 | \$ 119,160.00 | \$ 83,412.00 | \$ 321,732.00 |
| The Woodstock Academy District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Thompson School District | \$ 118,461.00 | \$ 118,461.00 | \$ 82,922.70 | \$ 319,844.70 |
| Tolland School District | \$ 61,256.00 | \$ 61,256.00 | \$ 42,879.20 | \$ 165,391.20 |
| Vernon School District | \$ 119,631.00 | \$ 119,631.00 | \$ 83,741.70 | \$ 323,003.70 |
| Voluntown School District | \$ 25,150.00 | \$ 25,150.00 | \$ 17,605.00 | \$ 67,905.00 |
| Wallingford School District | \$ 39,448.00 | \$ 39,448.00 | \$ 27,613.60 | \$ 106,509.60 |
| Waterbury School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Westbrook School District | \$ 78,000.00 | \$ 78,000.00 | \$ 54,600.00 | \$ 210,600.00 |
| Wethersfield School District | \$ 120,000.00 | \$ 120,000.00 | \$ 84,000.00 | \$ 324,000.00 |
| Willington School District | \$ 80,373.00 | \$ 80,373.00 | \$ 56,261.10 | \$ 217,007.10 |
| Wilton School District | \$ 115,963.68 | \$ 115,963.68 | \$ 81,174.58 | \$ 313,101.94 |
| Winchester School District | \$ 70,000.00 | \$ 70,000.00 | \$ 49,000.00 | \$ 189,000.00 |
| Windham School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |
| Windsor Locks School District | \$ 60,000.00 | \$ 60,000.00 | \$ 42,000.00 | \$ 162,000.00 |

James Mandracchia
8607136544
James.Mandracchia@ct.gov

VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

Information Only

Agenda Item 10.4

Decision Requested

X

August 28, 2023

Date

AGENDA REPORTING FORM

Subject:

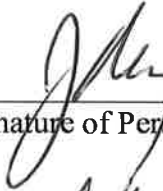
Approval of School Supply Donation to Vernon Public Schools (BOE
Goal #1, #2)

Background:


Spare Time Vernon is donating school supplies to Vernon Public Schools.
They were collected during their August "Back to School Supply Drive".

Recommendation:

MOTION: That the Vernon Board of Education approve and accept, with
gratitude, a donation of various school supplies to Vernon Public Schools
which were collected during their August "Back to School Supply Drive".



Signature of Person(s) Submitting Report



Superintendent of Schools

Spare Time Vernon and City Sports Grille

📅🖋️📅 Join us for a month-long School Supply drive from August 1st-31st! Help support our community by donating school supplies for our local students and teachers and you'll receive a FREE \$10 Game Zone play card. Together, let's make education fun and accessible for everyone! [#GiveBack](#) [#SchoolSupplyDrive](#) [#SupportEducation](#) [#SpareTimeGivesBack](#)
For more information visit ➡️ <https://bit.ly/3rXIGCh>





SPARE TIME
ENTERTAINMENT

BACK TO SCHOOL SUPPLY DRIVE!

August 1st – 31st 2023

**Get a FREE \$10 Gameplay Card
when you donate school supplies!**

Accepted Donations Include:

FOLDERS • NOTEBOOKS • CALCULATORS • BACKPACKS
PENCILS • CRAYONS & COLORED PENCILS • MARKERS • HIGHLIGHTERS
TISSUES • HYGIENE & CLEANING PRODUCTS • AND MORE

**Support Local Students
& Get FREE Fun!**

Bring donations to the **Front Desk** during the month of August to claim your free gameplay.
Limit one free card per person, per day. Gameplay cards are loaded with Bonus Cash, valid
toward Game Zone games and Laser Tag only. Offer valid at select participating locations.



VERNON PUBLIC SCHOOLS
Vernon, Connecticut 06066

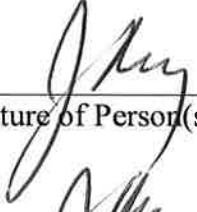
| | | | |
|--------------------|-------------------|-------------|------------------------|
| Information Only | <u>X</u> | Agenda Item | <u>10.5</u> |
| Decision Requested | <u> </u> | | <u>August 28, 2023</u> |
| | | | <u>Date</u> |

AGENDA REPORTING FORM


Subject: Summary of Education-Related Legislation Enacted in the 2023 Regular Session (BOE Goal #1, #2, #3)

Background: The CSDE has provided a Summary of Education-Related Legislation Enacted in the 2023 Regular Session for review. Please see attached.

Recommendation: No action required



Signature of Person(s) Submitting Report



Superintendent of Schools



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



Series: 2023-2024

Circular Letter: C-1

TO: Superintendents of Schools

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: August 15, 2023

SUBJECT: Summary of Education-Related Legislation Enacted in the 2023 Regular Session

The Connecticut General Assembly has adjourned its 2023 Regular Session. The Connecticut State Department of Education (CSDE) is hereby providing you with a summary of the public acts passed during the regular session, and signed by the Governor, that appear to be of applicability and interest to school districts.

In reviewing this summary, please keep the following in mind:

1. This document does not describe every 2023 public act affecting the operation of a school district or provide every detail of the summarized acts. This is a summary of new legislation that was being tracked by the Department. Therefore, each superintendent or designated district leader should review the actual text of any act that may affect their district.
2. If you are viewing this document electronically, clicking the title of the act in the table of contents page will bring you to that section of the document; clicking the title appearing above each summary in the body of this report will allow you to view the full language of that act.
3. The summaries are organized by bill number.
4. Following the table of contents is a summary of each enacted bill. In some cases where only portions of a public act relate to K-12 education, only those sections of the act have been included in this summary.

If you have any questions, please contact Laura J. Stefon, Chief of Staff and Legislative Liaison, at 860-713-6493 or laura.stefon@ct.gov.

2023 Public Acts Affecting Education

| Bill Number Public Act Number | Public Act Title | Page |
|----------------------------------|---|------|
| SB 1 PA 23-167 | <u>An Act Concerning Transparency in Education</u> | 3 |
| SB 2 PA 23-101 | <u>An Act Concerning the Mental, Physical and Emotional Wellness of Children</u> | 3 |
| SB 9 PA 23-97 | <u>An Act Concerning Health and Wellness for Connecticut Residents</u> | 4 |
| SB 1165 PA 23-21 | <u>An Act Concerning Financial Literacy Instruction</u> | 5 |
| HB 5001 PA 23-137 | <u>An Act Concerning Resources and Support Services for Persons with An Intellectual or Developmental Disability</u> | 5 |
| HB 5003 PA 23-208 | <u>An Act Concerning Certain Revisions to the Education Statutes</u> | 5 |
| HB 5917 PA 23-116 | <u>An Act Implementing the Recommendations of The Vision Zero Council</u> | 6 |
| HB 6642 PA 23-66 | <u>An Act Concerning a Title IX Compliance Toolkit for School Districts</u> | 7 |
| HB 6762 PA 23-150 | <u>An Act Concerning Early Childhood Education, An Audit of the State-Wide Mastery Examination, the Establishment of the Connecticut Civics Education and Media Literacy Task Force, the Provision of Special Education, and a Bill of Rights for Multilingual Learner Students</u> | 7 |
| HB 6846 SA 23-31 | <u>An Act Concerning a Study Of The Effectiveness Of The Implementation Of Crisis Response Drills In Public Schools And Their Effect On Children's Mental Health</u> | 10 |
| HB 6880 PA 23-159 | <u>An Act Concerning Teachers and Paraeducators</u> | 10 |
| HB 6882 PA 23-160 | <u>An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes</u> | 16 |
| HB 6941 PA 23-204 | <u>An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget</u> | 20 |

SB 1, An Act Concerning Transparency in Education

PA 23-167

This Public Act makes various changes to the state education laws. **Please note, HB 5003 made several revisions to sections of this Act. Please review that summary for a list of changes.

**Please see the [Office of Fiscal Analysis Report](#) for a complete summarization of this Act.

EFFECTIVE DATE: Various

SB 2, An Act Concerning the Mental, Physical and Emotional Wellness of Children

PA 23-101

§§ 7-8 — MENTAL HEALTH WELLNESS DAY – The Public Act requires employers to allow service workers, as that term is defined in the law, to use accrued paid sick leave for a “mental health wellness day” to attend to their emotional or psychological well-being. Existing law already allows service workers to use paid sick leave for their, or their spouse’s or child’s, (1) illness, injury, or health condition; (2) medical diagnosis, care, or treatment of a physical or mental illness, injury, or health condition; or (3) preventive care. The Act applies to specified service worker occupations covered by existing law (e.g., certain food, health care, hospitality, retail, and sanitation industry workers).

EFFECTIVE DATE: October 1, 2023

§ 9 — MEDICAID REIMBURSEMENT FOR SCHOOL-BASED MENTAL HEALTH ASSESSMENTS – The Act requires the DSS commissioner, to the extent allowed under federal law, to provide Medicaid reimbursement for suicide risk assessments and other mental health evaluations and services provided at a school-based health center or public school. Under the law, the commissioner must also (1) amend the Medicaid state plan if necessary to provide the reimbursement and (2) set the reimbursement at a level that ensures an adequate pool of providers to provide the assessments, evaluations, and services.

§ 17 — SERVICES FOR AT-RISK TEENAGE STUDENTS – For FY 24, the Act requires the State Department of Education (SDE) to award a grant to, and collaborate with, a nonprofit organization specializing in identifying and providing services for at-risk teenage students with depression, anxiety, substance abuse struggles, and trauma and conflict-related stresses. The organization must use the grant to train school behavioral health providers to provide them services. The law allows SDE, within available appropriations, to hire one full-time employee who is responsible for implementing the Act’s provisions.

§ 20 — PLAY-BASED LEARNING – The Act requires each school board to provide play-based learning during the instructional time of each regular school day for students in kindergarten and preschool. The play-based learning must (1) be incorporated and integrated into daily practice; (2) allow for the students’ needs to be met through free play, guided play, and games; and (3) predominantly not involve using mobile electronic devices.

Additionally, the law requires each school board to permit a teacher to use play-based learning during the instructional time of a regular school day for students in grades one to five, inclusive. The play-based learning may be incorporated and integrated into daily practice, and, as with kindergarten and preschool, must (1) allow for the students’ needs to be met through free play, guided play, and games and (2) predominantly not involve using mobile electronic devices.

Under the Act, “play-based learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. It does not mean time spent in recess or as part of a physical education course or instruction.

The Act requires that any play-based learning comply with a student’s individualized education program under special education law or an accommodation plan under Section 504 of the federal Rehabilitation Act of 1973. Under the law, a school employee may only prevent or otherwise restrict a student’s participation in play-based learning if it is in accord with the school board’s policy addressing recess restrictions as a form of discipline.

EFFECTIVE DATE: July 1, 2024

SB 9, An Act Concerning Health and Wellness for Connecticut Residents
PA 23-97

§ 7 — SDE HEALTH CARE CAREER PROMOTION – Existing law required the Office of Workforce Strategy (OWS), in consultation with various stakeholders, to develop a plan to work with high schools in the state to encourage students to pursue high demand health care professions (e.g., nursing and behavioral and mental health care).

The Act requires the education commissioner, in collaboration with the chief workforce officer, to use this plan in (1) promoting health care professions as career options to middle and high school students and (2) health care job shadowing and internship experiences for high school students.

The commissioner must promote these professions through (1) career day presentations; (2) developing partnerships with in-state health care career education programs; and (3) creating counseling programs to inform high school students about, and recruit them for, health care professions.

By September 1, 2023, the education commissioner must (1) provide the OWS plan to each local and regional school board and (2) through the Governor’s Workforce Council Education Committee, support the plan’s implementation.

EFFECTIVE DATE: July 1, 2023

§ 38 — HEALTH CARE MAGNET SCHOOL STUDY – The Act requires the education commissioner, in consultation with the labor and DPH commissioners, to study the feasibility of creating an interdistrict magnet school program to educate and train students interested in health care professions. This must include pathways for students to (1) graduate with a certification, license, or registration allowing them to practice in a health care field and (2) complete a curriculum designed to prepare them for pre-medicine or nursing higher education programs. By February 1, 2024, the education commissioner must report on the study to the Public Health Committee.

EFFECTIVE DATE: Upon passage

SB 1165, An Act Concerning Financial Literacy Instruction

PA 23-21

This Act adds a half-credit of personal financial management and financial literacy to the high school graduation requirements beginning with the graduating class of 2027. The Act also adds personal financial management and financial literacy to the state's required program of instruction for public schools. It also makes completion of a one-credit, mastery-based diploma assessment (i.e., a "capstone") an optional, rather than mandatory, graduation requirement at each board of education's discretion. By law, a school board cannot grant a high school diploma unless the student has completed at least 25 credits total. By making the completion of one-credit capstone a local option and allowing students to fulfill the half-credit financial literacy requirement either as a humanities credit or as an elective credit, the law reduces the state prescribed credit requirements from 22 to 21 credits, thereby increasing the potential credits available for electives to a range of three to four. (The exact number of elective credits depends upon the (1) local decision to require a capstone and (2) student's decision to count financial literacy towards the humanities requirement or as an elective.)

EFFECTIVE DATE: July 1, 2023.

HB 5001, An Act Concerning Resources and Support Services for Persons with An Intellectual or Developmental Disability

PA 23-137

This bill makes various changes to the laws pertaining to persons with intellectual or developmental disabilities.

**Please see the [Office of Fiscal Analysis Report](#) for a complete summarization of this law.

EFFECTIVE DATE: Various

HB 5003, An Act Concerning Certain Revisions to the Education Statutes

PA 23-208

§ 1 - Changes a provision in HB 6880, as amended by House "A" (PA 23-159), related to the process by which a child under the age of five (5) can start public school.

EFFECTIVE DATE: July 1, 2024

§ 2 - Requires the State Department of Education (SDE) to develop a report on the effectiveness of the Alliance District program.

EFFECTIVE DATE: July 1, 2023

§ 3 - Strikes a provision of SB 1, as amended by Senate "A," (PA 23-167). This eliminates a requirement that Alliance Districts must establish a Family Resource Center (FRC) in each elementary school. The amendment removes this cost to Alliance Districts, which would have varied among districts based on the number of such schools that lacked an FRC and the level of services provided by each new FRC. This Section additionally retains current law regarding the use of Alliance District funding.

EFFECTIVE DATE: July 1, 2023

§ 4 – Requires every Alliance District to submit a report to the SDE on the costs associated with implementing an FRC at each elementary school.

EFFECTIVE DATE: July 1, 2023

§ 5 – Changes the timing of a provision in SB 1, as amended by Senate “A” (PA 23-167), that lowers the amount of Alliance District funding that must be used for minority teacher recruitment.

EFFECTIVE DATE: July 1, 2023

§ 6 - Delays costs, from FY 24 to FY 25, of a provision of SB 1, as amended by Senate “A” (PA 23-167). The provision requires SDE to provide grants beginning in FY 24 to two (2) districts designated as Alliance Districts that choose to provide or enhance a pathways to technology early college high school program.

EFFECTIVE DATE: July 1, 2023

§ 7 - Increases the cost of fully funding the Priority School District grant and precludes revenue losses to certain school districts by specifying that certain districts will receive the same funding in FY 24 as they received in FY 23. This grant is proportionately reduced if the appropriation is insufficient to fully fund.

EFFECTIVE DATE: July 1, 2023

§§ 9 & 10 – Make changes regarding what must be included in a memorandum of understanding regarding a school resource officer and the reporting requirements of school resource officers.

EFFECTIVE DATE: July 1, 2023

HB 5917, An Act Implementing the Recommendations of The Vision Zero Council
PA 23-116

§ 3 — The Act requires the Department of Transportation (DOT), in consultation with the State Board of Education (SBE) and the Department of Motor Vehicles (DMV), to award an exemplary “Vision Zero” program distinction to local and regional boards of education offering programs that give students in grades six (6) to twelve (12) opportunities to learn about the importance of practicing safe driving habits, pedestrian safety skills, and the Vision Zero Council’s mission. These opportunities may include classes, extracurricular activities, presentations, symposiums, peer-to-peer education, parent involvement, and parenting education and outreach. The DOT must award this distinction upon a school board’s request, which a board may submit by providing the DOT with details about its program at a time and in the way the DOT prescribes. The DOT must also make information about the distinction available on its website.

EFFECTIVE DATE: Upon passage

HB 6642, An Act Concerning a Title IX Compliance Toolkit for School Districts
PA 23-66

This Act requires the Commission on Women, Children, Seniors, Equity and Opportunity (CWCSEO) to convene and lead a working group to identify or develop a Title IX compliance toolkit for use by local and regional boards of education, students, and their parents and guardians.¹ Under the Act, each local and regional board of education must annually, (1) beginning with the 2025-2026 school year, implement the toolkit in their efforts to prevent, identify, and respond to reports of child sexual abuse, harassment, and discrimination, and (2) beginning with the 2026-2027 school year, submit a report to the SDE on their Title IX compliance.

EFFECTIVE DATE: July 1, 2023

HB 6762, An Act Concerning Early Childhood Education, An Audit of the State-Wide Mastery Examination, the Establishment of the Connecticut Civics Education and Media Literacy Task Force, the Provision of Special Education, and a Bill of Rights for Multilingual Learner Students
PA 23-150

Several sections of this Public Act pertain to local and regional boards of education and/or the CSDE, including but not limited to:

§ 5 — STATEWIDE MASTERY TEST AUDIT - The Public Act requires the education commissioner, by January 1, 2025, and within available appropriations, to audit state and local testing requirements and administration. The commissioner must submit a report on the audit to the Appropriations and Education committees by this date. The audit must focus on the following: 1. the statewide mastery examination (see Background) and local standardized assessments used to monitor student and district academic progress and achievement; 2. the amount of time devoted to student preparation or educator instruction for the statewide mastery exam and the local assessments, including the amount of time taken away from regular instruction; and 3. recommendations about any limitations on the amount of time that may be devoted to administering these exams and assessments. Additionally, the Public Act specifies that if there is a federal grant that will pay for the audit, then the Commissioner shall apply for such grant and shall ensure that the audit complies with the requirements in the cited federal statutes. (20 U.S.C. §§ 6361 to -6363).

EFFECTIVE DATE: July 1, 2023

§§ 6 & 7 — CIVICS AND MEDIA LITERACY EDUCATION - The Public Act creates the 18-member Connecticut Civics Education, Civics Engagement, and Media Literacy Task Force (“task force”) to study and develop strategies to improve and promote “civic engagement,” which the Public Act defines as participation in improving a community’s quality of life and developing the knowledge and skills to enable this participation. The task force must study and develop strategies to improve instruction on civics, citizenship, media literacy, and American government. Under the Public Act, (1) “civics” is the study of citizens’ rights and obligations and (2) “media literacy” is the ability to access, analyze, evaluate, create, and participate with media in all forms by understanding the media’s role in society and building inquiry and self-expression skills that are essential to participating and collaborating in a democratic

¹ Title IX of the Education Amendments of 1972 prohibits sex-based discrimination in education programs and activities that receive federal financial assistance.

society. Specifically, the task force's study must at least include the following: 1. reviewing existing state and national curricula and standards, classroom practices, and high school and college graduation requirements to identify and publicize best practices in instruction on civics, citizenship, media literacy, and American government; 2. receiving recommendations from educators, administrators, government entities, nongovernmental organizations, and the public; 3. reviewing existing civics, citizenship, media literacy, and American government educational opportunities provided throughout Connecticut by governmental and nongovernmental entities and organizations; and 4. exploring the feasibility of establishing public and private partnerships to fund, coordinate, promote, and support enhancements to engagement and instruction.

Required Program of Instruction (§ 7) - Beginning in the 2025-26 school year, the Public Act requires public schools to add to their social studies program of instruction the topics of civics and media literacy. By law, public schools must offer courses of study in the arts; language arts; mathematics; physical education; science; social studies, including citizenship, economics, geography, government, and history. Also included are career education; consumer education; and health and safety.

EFFECTIVE DATE: Upon passage, except the provisions adding civics and media literacy to the required public school program of instruction (§ 7) take effect on July 1, 2025.

§ 9 EXCLUDING PANDEMIC RELIEF FUNDS FROM GRANT CALCULATIONS - By law, boards of education may receive reimbursement for excess special education costs, within available appropriations. The Excess Cost-Student Based grant provides state support for special education placements and selected regular education placements. The initial threshold for which a student is eligible for the Excess Cost grant is referred to as the "basic contributions". For placements initiated by a state agency, e.g., the Department of Children and Families, the basic contribution (or local share) is equal to the prior year's Net Current Expenditures Per Pupil (NCEP). For local placements or students educated within the district the basic contribution is equal to the prior year's NCEP x 4.5. Certain state agency placements are subject to 100 percent state funding. The Excess Cost grant is computed twice during the year: February and May.

Beginning in FY 24, the Public Act prohibits SDE from including federal COVID-19 relief funds when calculating a board's NCEP for determining the amount of these special education grants. Specifically, SDE must exclude from the calculation any funds received by a board under the following federal acts: the Coronavirus Aid, Relief, and Economic Security (CARES) Act (P.L. 116-136); the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (P.L. 116-260); and the American Rescue Plan Act of 2021 (ARPA) (P.L. 117-2).

§ 12 — REMOTE LEARNING USING DUAL INSTRUCTION - Existing law allows local and regional boards of education to authorize remote learning, limited by various conditions, for grades (1) 9-12 in the 2022-23 and 2023-24 school years and (2) kindergarten through 12 in the 2024-25 school year and after. "Remote learning" is instruction using one or more internet-based software platforms as part of a remote learning model. Current law prohibits boards that authorize remote learning from providing dual instruction as part of such remote learning (or instruction). "Dual instruction" is simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning. The Public Act adds two exceptions to this prohibition. First, it allows dual instruction when required in, or necessary to implement, a student's individualized education program (IEP) or 504 plan. Second, the Public Act allows dual instruction when part of an intradistrict or interdistrict cooperative learning program that provides remote learning opportunities to students present in a classroom on

school grounds during a regular school day. Also, the program must be implemented under an agreement between each local or regional board of education and the exclusive bargaining unit representatives for the certified employees chosen to participate in the cooperative learning program.

PLEASE NOTE: This amendment to Conn. Gen. Stat. §10-4w delineates the permissible parameters of remote learning, including the codification of the two exceptions to the dual instruction prohibition that were set forth in the CSDE's September 27, 2022 Guidance. As such, that Guidance is superseded by Section 10-4w, as amended, and the CSDE considers the September 27, 2022, Guidance to be of no further force or effect.

EFFECTIVE DATE: July 1, 2023

§ 15 — SPECIAL EDUCATION COMPLAINTS FILED WITH SDE - Beginning July 1, 2023, the Public Act requires SDE to post on its website summaries of the (1) complaints filed with the department about a board of education's or other entity's provision of special education and related services to a student and (2) corrective actions required by the department. Before posting these decisions and documents online, SDE must redact any personally identifiable student information.

EFFECTIVE DATE: July 1, 2023

§ 16 — 504 PLANS AND SCHOOL EMPLOYEES - The Public Act prohibits local or regional boards of education from disciplining, suspending, terminating, or punishing any school employee who discusses or makes recommendations about the services or accommodations for a student's 504 plan during any meeting held to discuss the plan. The prohibition extends to the following employees: 1. teachers and substitute teachers; 2. school administrators and superintendents; 3. guidance counselors, school counselors, psychologists, and social workers; nurses, physicians, school paraprofessionals, or coaches employed by a local or regional board of education or working in a public elementary, middle, or high school; or 5. any other people who, in performing their duties, (a) have regular contact with students and (b) provide services to or on behalf of students enrolled in a public elementary, middle, or high school, under a contract with the school board. Under existing law, similar protections apply to planning and placement team members, birth-to-three services coordinators, and certain qualified personnel.

EFFECTIVE DATE: July 1, 2023

§§ 17 & 18 — MULTILINGUAL LEARNERS' BILL OF RIGHTS Changes the term - This Public Act changes the term in education law for a student whose primary language is not English from "English learner" to "multilingual learner." It defines "multilingual learner" using the federal definition of "English learner," which means an individual who meets the following criteria:

1. is aged 3 through 21;
2. is enrolled or preparing to enroll in an elementary school or secondary school;
3. either (a) was not born in the United States or whose native language is a language other than English; (b) is a Native American or Alaska Native, or a native resident of the outlying areas, and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (c) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (a) the ability to meet the challenging state academic standards, (b) the ability to successfully achieve in classrooms where the language of instruction is English, or (c) the opportunity to participate fully in society (20 U.S.C. § 7801).

The Public Act also requires SBE to draft a written bill of rights for parents or guardians of multilingual learner (ML) students to guarantee that their rights are safeguarded and protected when bilingual education is provided as required under state law. Under the Public Act, the bill of rights must include declarations of 15 rights on topics including (1) attending school regardless of the student's or the parent/guardian's immigration status, (2) having translation services provided by the school district, and (3) participating in a bilingual education program as prescribed by state law. Most of these rights are already provided either in a U.S. Supreme Court ruling (see Background) or a state law or regulation. Beginning with the 2024-25 school year, the Public Act requires each local and regional board of education (i.e., "school board") that provides bilingual education or English as a new language to (1) give the parents and guardians of eligible students a copy of the bill of rights in the parents' and guardians' dominant language and (2) make the bill of rights available on its website.

EFFECTIVE DATE: July 1, 2023

HB 6846, An Act Concerning a Study of the Effectiveness of the Implementation of Crisis Response Drills in Public Schools and Their Effect On Children's Mental Health

SA 23-31

The Public Act requires the Department of Emergency Services and Public Protection (DESPP), in consultation with the State Department of Education (SDE), to evaluate the effectiveness of the Public Act's provisions on the number and implementation of both fire drills and crisis response drills. DESPP must report its findings and any recommendations for legislation to the Education Committee by January 1, 2025.

EFFECTIVE DATE: July 1, 2023

HB 6880, An Act Concerning Teachers and Paraeducators

PA 23-159

§ 1 — LIMITATIONS ON USE OF EDTPA - Retroactive to July 1, 2022, the Public Act requires that the state's teacher preservice performance assessment, edTPA, can only be used as an accountability measure for teacher preparation programs and bars the State Board of Education (SBE) from using edTPA assessment results to deny an application for an initial educator certificate. In 2016, SBE approved a resolution that required all teacher preparation programs in the state, whether at four-year institutions or alternate route to certification programs, to require satisfactory completion of edTPA by all teacher candidates in order to complete a teacher preparation program.

By law, unchanged by the Public Act, SBE must grant an initial educator certificate to any applicant who (1) holds a bachelor's degree or an advanced degree from an accredited institution of higher education; (2) has completed (a) a teacher preparation program approved by SBE or the appropriate governing body in another state or (b) an alternate route to certification program approved by SBE or the appropriate governing body in another state, and satisfies the requirements for either a temporary 90-

day certificate or a resident teacher certificate, both of which are short-term certificates; and (3) satisfies the special education coursework requirement (CGS § 10-145b). These requirements do not consider the results of the edTPA assessment.

The Stanford Center for Assessment, Learning, and Equity created edTPA and Pearson Assessments, Inc., scores and administers it across the country. It generally costs applicants \$300.

EFFECTIVE DATE: Upon passage

§ 2 — CEASE-AND-DESIST ORDERS FOR PROHIBITED PRACTICES - The Public Act allows the State Board of Labor Relations (SBLR) to issue a cease-and-desist order for certain violations of the teachers collective bargaining law (e.g., refusal to negotiate in good faith or retaliating against a complainant). Under the Public Act, when an alleged prohibited practice or breach of duty is ongoing, the SBLR may order the party committing the act or practice to cease and desist from doing it until the board makes a determination on the matter.

Currently, SBLR may only issue a cease-and-desist order after holding a hearing on the complaint and making a determination that the party complained of engaged or is engaging in a prohibitive practice.

By law, boards of education (i.e., “school board”) and an employees’ representative organization (i.e., “union”) can file complaints about prohibited practice violations with the SBLR. Certified teachers and other certified employees may also file complaints about a breach of the duty of fair representation.

Initially, an agent investigates the complaint and may or may not issue a report charging there has been a prohibited practice. And if it does, SBLR must hold a hearing on the matter. Even if the agent’s report recommends dismissing the complaint, or the agent does not make a report or issue a complaint; the SBLR can still choose to hold a hearing.

EFFECTIVE DATE: July 1, 2023

§ 3 — RAISING THE KINDERGARTEN STARTING AGE - Current law requires children to be at least five years old by January of the school year in order to enroll in public school. Beginning in the 2024 school year, the Public Act instead requires the child turn five by September 1st of the school year in order to enroll in public school. Section 1 of HB 5003 also addresses the kindergarten start age and a mechanism by which parents can seek to enroll a child who does not turn 5 by September 1st.

EFFECTIVE DATE: July 1, 2024

§§ 4 & 5 — PLAY-BASED LEARNING DURING PRESCHOOL, KINDERGARTEN, AND GRADES ONE TO FIVE - The Public Act requires each school board to provide play-based learning during the instructional time of each regular school day for students in kindergarten and preschool. The play-based learning must (1) be incorporated and integrated into daily practice; (2) allow for the students’ needs to be met through free play, guided play, and games; and (3) not involve, predominantly, using mobile electronic devices.

Additionally, it requires each school board to allow a teacher to use play-based learning during the instructional time of a regular school day for students in grades one to five, inclusive. The play-based learning may be incorporated and integrated into daily practice, and, as with kindergarten and

preschool, must (1) allow for the students' needs to be met through free play, guided play, and games and (2) predominantly not involve using mobile electronic devices.

Under the Public Act "play-based learning" means a teaching approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. It does not mean time spent in recess or as part of a physical education course or instruction.

The Public Act requires that any play-based learning comply with a student's individualized education program under special education law or an accommodation plan under Section 504 of the Federal Rehabilitation Act of 1973.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if it is in accord with the school board's policy addressing recess restrictions as a form of discipline.

Additionally, the Public Act adds play-based learning to educator professional development beginning July 1, 2024. Under current law, educator professional development must include a number of specific topics including refining and improving various effective teaching methods that are shared between and among educators. The Public Act adds that this must include play-based learning, as defined in the Public Act, for those teaching preschool or in grades kindergarten through five.

EFFECTIVE DATE: July 1, 2024, except the professional development provision is effective July 1, 2023.

§§ 6-7 — EXIT SURVEY FOR TEACHERS LEAVING THE PROFESSION AND TEACHER ATTRITION RATES - The Public Act requires each school board, by January 1, 2024, to develop an exit survey to be completed by a teacher who is employed by the board and voluntarily ceases employment with that board. The survey must include questions addressing (1) why the teacher is ceasing employment, (2) whether the teacher is leaving the profession, (3) the teacher's demographics, and (4) the subject areas the teacher taught.

The Public Act also requires school boards to add teacher attrition rates and the exit survey results to the existing strategic school profile report that school districts submit to SDE each year. The profile already includes information such as student performance, student needs, school resources and resource usage, and student discipline. SDE publishes the reports on its website.

EFFECTIVE DATE: July 1, 2023

§§ 10 & 11 — PARAEDUCATOR PROFESSIONAL DEVELOPMENT - By law, local and regional boards of education must make available an annual, free professional development program of at least 18 hours to any paraeducators they employ. Beginning in the 2023-24 school year, the Public Act prohibits trainings that are otherwise mandated (e.g., training on blood-borne pathogens, sexual harassment, or Department of Children and Families' policies and procedures) from being part of the 18 hours.

Additionally, the Public Act requires SDE to collaborate with the School Paraeducator Advisory Council to develop or update guidance and best practices for paraeducator professional development programs, which SDE must distribute to each board of education. By law, the School Paraeducator Advisory Council advises the education commissioner on professional development, staffing strategies, and other relevant issues relating to paraprofessionals (CGS § 10-155k).

EFFECTIVE DATE: July 1, 2023

§ 11 — PARAEDUCATOR PDEC MEMBERSHIP - By law, each local and regional board of education must form a professional development and evaluation committee (PDEC) to (1) participate in developing or adopting the district's teacher evaluation and support program and (2) develop, evaluate, and annually update the district's comprehensive local professional development plan for certified employees.

Under current law, a PDEC's members must be teachers, administrators, and other personnel the board finds appropriate. The Public Act adds at least one paraeducator, chosen by any exclusive bargaining representative for paraeducators, to the required PDEC membership.

EFFECTIVE DATE: July 1, 2023

§ 12 — IEP REVIEW BY PARAPROFESSIONALS - By law, school paraprofessionals, or any other paraprofessional providing special education or related services to a student, must be allowed to view a student's individualized education program (IEP). The Public Act adds the requirement that these paraprofessionals review the IEP with a supervisor, as needed.

EFFECTIVE DATE: July 1, 2023

§ 13 — CERTIFICATE ENDORSEMENTS FOR PRESCHOOL AND KINDERGARTEN TEACHING

Elementary Endorsements

By law and unchanged by the Public Act, if a person holds an elementary education endorsement to teach grades one through six, and that endorsement was issued on or after July 1, 2017, then the education commissioner may allow that person to teach kindergarten for one school year. The superintendent for the employing school district must request this permission.

Current law prohibits the commissioner from granting the endorsement holder a second year to teach kindergarten unless the person demonstrates enrollment in a program to meet the requirements for the appropriate kindergarten endorsement. The Public Act allows the employing superintendent to request that the commissioner grant the endorsement holder a second year of kindergarten teaching and removes the requirement that the holder demonstrate kindergarten endorsement program enrollment.

Comprehensive Special Education Endorsements

Under current law, anyone who holds a teaching certificate with an endorsement to teach comprehensive special education in grades one through 12 may extend the endorsement to grades kindergarten through 12 if the applicant has earned a satisfactory score on either the SBE-approved reading instruction exam or a comparable reading instruction exam with minimum standards that are equivalent to the SBE-approved one.

Under the Public Act, anyone who holds this endorsement for grades one through 12 may extend it to grades prekindergarten through 12 if they meet the above reading instruction exam score requirements.

EFFECTIVE DATE: July 1, 2023

§ 15 — ADJUNCT ARTS INSTRUCTOR PERMIT - By law, SBE may issue part-time adjunct instructor permits to applicants with specialized training, experience, or expertise in the arts if an employing board of education or regional educational service center requests it. The permit authorizes its holder to teach art, music, dance, theater, or any subject related to the holder's artistic specialty for up to 15 hours per week in certain magnet schools.

Current law requires applicants for this permit to hold a bachelor's degree from an institution that is regionally accredited or accredited by the Office of Higher Education (OHE) or the Board of Regents for Higher Education. The Public Act expands this educational requirement to allow applicants with an academic degree that is higher than a bachelor's to hold the permit. By law and unchanged by the Public Act, applicants must also meet certain work experience requirements.

EFFECTIVE DATE: July 1, 2023

§ 16 — STUDENT TEACHING EXPERIENCE BY DISTRICT REFERENCE GROUP (DRG) - SDE created DRGs to group districts with similar needs and socioeconomic characteristics, based on factors including family income, parental education and occupation, family structure, poverty, language spoken at home, and district enrollment. (CSDE no longer uses this classification system.) DRGs were labeled "A" through "I," with "A" being the most affluent districts and "I" being the least affluent.

By law, teacher preparation program participants must complete a clinical, field, or student teaching experience in a classroom during four semesters. The Public Act removes the requirement that this experience occur in two school districts from certain categories of district reference groups (DRGs).

The Public Act removes the requirement that program participants complete one student teaching experience in a school district from DRG groups "A" through "E" and another in a district from DRG groups "F" through "I." The Public Act also removes the requirement that any cooperating teacher who is part of the student teaching experience must have earned a performance evaluation designation of "exemplary" or "proficient" in the prior school year to serve as a mentor to student teachers.

EFFECTIVE DATE: July 1, 2023

§ 17 — INTEGRATED AND CROSS ENDORSEMENTS - SDE issues endorsements to teachers who hold initial, provisional, or professional level teacher certification. These endorsements are added to the certificate to signify expertise in a subject area. SDE refers to additional endorsements received in other subject areas as cross endorsements.

Beginning on July 1, 2023, the Public Act allows SDE, in cooperation with Office of Higher Education, to authorize the following new endorsements: (1) Integrated Early Childhood/Special Education Birth-Kindergarten, (2) Integrated Early Childhood/Elementary Education N-3, and (3) Special Education N-K. The Public Act specifies that the second and third endorsements listed above are to be added as a cross endorsement as a replacement for requiring full planned program and institutional recommendation.

EFFECTIVE DATE: July 1, 2023

§ 18 — SUBSTITUTE TEACHERS - The Public Act allows local or regional boards of education to employ a substitute teacher for up to 60 days without obtaining an SDE-issued substitute authorization. By law

and unchanged by the Public Act, anyone employed as a substitute teacher must hold a bachelor's degree (which the education commissioner may waive for good cause) and be on a list of substitute teachers maintained by the employing board.

EFFECTIVE DATE: July 1, 2023

§ 19 — PURCHASING TEACHER RETIREMENT CREDIT - The law allows Teachers' Retirement System (TRS) members to purchase retirement credit for certain service outside the system, such as public school teaching in another state or in a United States Department of Defense school for military dependents. Such purchases allow the TRS members to build additional credit toward their retirement provided the service the purchase is based on is not used for a retirement benefit of another governmental pension system other than Social Security. TRS members are generally all certified public school teachers and administrators in the state with some additional groups added by statute.

In most cases, these purchases are limited to a total of 10 years, but service as a public school teacher in another state is exempt from this limit. The law allows for the purchase of retirement credit for service at the State Education Resource Center (SERC) before July 1, 2007. The Public Act makes the SERC service and the out-of-state teaching service, combined, exempt from the 10-year limit. The credit must be paid for at the present value of the full actuarial cost.

EFFECTIVE DATE: July 1, 2023

§§ 20 & 21 — ADDITIONS TO THE TEACHERS' RETIREMENT SYSTEM - By law, teachers employed at a "public school," as defined in state law, may participate in the TRS. The Public Act expands the definition of "public school" to include any interdistrict magnet school that is operated by (1) a private higher education institution's board of governors or (2) an SDE approved, third-party nonprofit corporation, so long as the magnet school is classified as a public school by the Teachers' Retirement Board (TRB).

The Public Act also requires the TRB to (1) classify as public schools all schools operated by Goodwin University Magnet Schools, Inc. and Goodwin University Educational Services, Inc. and (2) admit each teacher employed at them.

EFFECTIVE DATE: July 1, 2023

§ 22 — TENURE AND ACCUMULATED SICK LEAVE - State law maintains a teacher's tenure and accumulated sick leave in the event the school district in which the teacher works joins a regional school district. The law requires that this change is not deemed an interruption of continuous employment, so tenure and accumulated sick leave is preserved.

The Public Act modifies this to include when a teacher with these accumulated rights who works for a school district or a regional school district begins working for a new regional school district. As with existing law, the teacher must work for a school district or regional school district during the school year immediately before, or within which, the new regional district is established and such teacher continues as an employee of the new regional district.

EFFECTIVE DATE: July 1, 2023

§§ 23-27 — TEACHER PERFORMANCE EVALUATIONS - By law, each public school district's superintendent must annually evaluate each teacher or have each teacher be evaluated. This refers to each professional board of education employee, below the rank of superintendent, who holds an SBE-issued certificate or permit. The superintendent may conduct formative (i.e., continuous diagnostic) evaluations to be used to produce an annual summative (i.e., final) evaluation.

This Public Act makes various changes in the teacher evaluation laws, including requiring the SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms. Local and regional boards of education are required to adopt revised teacher evaluation programs for the school year commencing July 1, 2024. The Public Act maintains the option for boards of education to adopt SBE's model teacher evaluation and support program, but it requires the SBE to ensure that its model program aligns with the revised guidelines. The Public Act also removes obsolete language, including references to a now obsolete teacher evaluation and support pilot program and a UConn study of the pilot program. It also makes other technical and conforming changes.

EFFECTIVE DATE: July 1, 2023

**HB 6882, An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions
and Additions to the Education and Early Childhood Education Statutes**

PA 23-160

§ 2 — IN-SERVICE VIOLENCE PREVENTION AND SEIZURE RESPONSE TRAINING - The bill requires the in-service training on school violence prevention, which boards of education must annually provide to teachers, administrators, and other certified school employees, be aligned with the Department of Emergency Services and Public Protection (DESPP) school security and safety plan standards.

It also requires in-service trainings for the same groups of employees to include emergency responses to students who have seizures in school. This training must include (1) the recognition of the signs and symptoms of seizures; (2) appropriate steps for seizure first aid; (3) information about student seizure action plans; and (4) for those authorized to administer medication under state law, the administration of seizure rescue medication or prescribed electrical stimulation using a Vagus Nerve Stimulator magnet.

The bill also requires boards to allow paraeducators and other noncertified employees to voluntarily participate in its in-service training program. Currently, the board can decide whether to allow these noncertified employees or paraprofessionals to attend.

EFFECTIVE DATE: July 1, 2023

§ 3 — ACCESS TO CURRICULUM - The bill requires local and regional boards of education to make all curriculum approved by their school district curriculum committee, as well as all associated curriculum materials, available to parents and guardians under the requirements of the federal Protection of Pupil Rights Amendment (PPRA). PPRA, in part, gives parents and guardians the right to inspect instructional material used by the school district as part of their student's educational curriculum (excluding academic tests and assessments) (20 U.S.C. § 1232h).

EFFECTIVE DATE: July 1, 2023


§ 4 — ACCESS TO ADULT EDUCATION - Current law allows a mother under age 17 to request permission from the local or regional board of education to attend adult education classes. The bill extends eligibility to any parent under age 17. By law and unchanged by the act, a majority vote of present board members is required to assign the requesting student to adult education.

EFFECTIVE DATE: July 1, 2023

§ 5 — ELIGIBILITY FOR STATEWIDE REMOTE LEARNING SCHOOL - Under current law, SDE must develop a plan to create and implement a statewide remote learning school for grades kindergarten to 12. When making the plan, the department must estimate the number of Connecticut students who may be eligible to enroll. The bill defines an “Eligible student” as a student who resides in Connecticut but is unable to attend school in-person due to a (1) medical diagnosis, including a psychological or physical condition or restriction, or (2) medical exemption to required immunizations, documented by the child’s health care provider.

The bill also extends the deadline for submitting the plan, draft requests for proposals, and any legislation recommendations from July 1, 2023, to January 1, 2024. By law, SDE must submit these items to the General Assembly’s joint standing Appropriations and Education committees.

EFFECTIVE DATE: July 1, 2023



§ 6 — BOARD MEETING AGENDA AND DOCUMENT POSTING - The bill requires each local or regional board of education conducting a regular or special board meeting to make available for public inspection (1) the meeting agenda or (2) any associated documents that board members may review at the meeting. The board must also post these items on its website. The bill’s requirements appear to be in addition to those of the Freedom of Information Act.

EFFECTIVE DATE: July 1, 2023

§ 8 — SUPPORT FOR AFTER-SCHOOL GRANT RECIPIENTS - By law, SDE may administer an after-school grant program to support programs for students in grades kindergarten through 12 offering educational, enrichment, and recreational activities for children and that have a parent involvement component. Local and regional boards of education, municipalities, and nonprofit organizations are eligible recipients (CGS § 10-16x(a)).

Current law requires SDE to give after-school grant recipients technical assistance, evaluation, program monitoring, professional development, and accreditation support. The bill now instead requires the department to collaborate with regional educational service centers (RESCs) to support grant recipients by doing the following: 1. monitoring and evaluating programs and activities, 2. Conducting a comprehensive evaluation of programs’ effectiveness and implementing risk assessments, 3. providing technical assistance and training to eligible applicants, and 4. ensuring program activities are aligned with state academic standards. The bill also allows SDE to increase the percentage of appropriated grant funds it retains, from 4% to 7.5%, for administrative support.

EFFECTIVE DATE: July 1, 2023

§ 10 — FREE MENSTRUAL PRODUCTS IN SCHOOL RESTROOMS - By law, each local and regional board of education must provide free menstrual products in the following areas that are accessible to students in

grades 3-12: women's restrooms, all-gender restrooms, and at least one men's restroom. The bill delays the deadline by which boards must begin providing these products by one year, moving it from September 1, 2023, to September 1, 2024.

EFFECTIVE DATE: July 1, 2023

§ 29 — MAGNET SCHOOL ENROLLMENT REQUIREMENTS AND REVISING REDUCED ISOLATION

STANDARDS - The bill makes permanent the requirements that a magnet school's total enrollment (1) have no more than 75% of students from one school district and (2) meets the reduced isolation setting (i.e., desegregation) standards developed by the education commissioner. These requirements were set to expire after the 2023-2024 school year. It also extends the law barring the commissioner from awarding grants to magnet schools that do not comply with these enrollment standards. This ban was set to expire after the 2022-2023 school year and the bill extends it to the 2024-2025 school year.

The bill leaves unchanged an exception that allows the commissioner to award a grant for an additional year or years to a noncompliant school if the Commissioner finds it appropriate and approves a plan to bring the school into compliance with the residency and reduced isolation setting standards as existing law requires. (Reduced-isolation standards consider the racial composition of the school's student body.)

§ 32 – provides that the Commissioner of Education shall revise as necessary reduced-isolation enrollment standards for interdistrict magnet school programs which the commissioner was required to develop not later than July 1, 2017. These standards shall comply with the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996) or any related stipulation or order in effect for an interdistrict magnet school program located in the Sheff region. The requirements of existing law are largely unchanged. These requirements set minimum criteria for the commissioner to use in setting the reduced isolation standards, including (1) at least 20% of a magnet school's enrollment must be reduced isolation students and (2) a school's enrollment may have up to 1% below the minimum percentage, if the commissioner approves a plan for the school to reach the 20% minimum or the percent the commissioner established in the standards. It also requires the commissioner to define "reduced isolation student." The bill authorizes the commissioner to revise as necessary the alternative reduced-isolation enrollment percentages for the 2018-2019 school year. Those percentages expired in 2019, so it is unclear if this has any legal effect.)

EFFECTIVE DATE: July 1, 2023

§ 31 — REINSTATES BAN ON MAGNET SCHOOL TUITION - The bill reinstates for the school year commencing July 1, 2023 the prohibition on local or regional boards of education operating Sheff K-12 magnet schools from charging tuition for any student enrolled in a preschool program or in kindergarten to grade twelve in an interdistrict magnet school operated by the school district. The ban had expired after the 2018-19 school year (although in practice, none of these schools had begun charging tuition). Sheff magnet schools are schools operating under the *Sheff v. O'Neill* state Supreme Court decision and related stipulations and orders.

The bill, as under existing law, includes an exception that allows the Hartford school district to charge tuition for any student enrolled in the Great Path Academy, which it operates in Manchester.

EFFECTIVE DATE: July 1, 2023

§ 33 — GRANTS TO ASSIST SHEFF PROGRAMS - The bill allows the commissioner, in order to assist the state in meeting its Sheff desegregation obligations, to award grants from funds appropriated for the Sheff settlement for academic and social student support programs to the following voluntary interdistrict programs: (1) magnet schools, (2) the Open Choice program, (3) the interdistrict cooperative program, and (4) the state technical education and career high schools. By law, unchanged by the bill, the commissioner can transfer Sheff money for grants for unspecified purposes for the same programs, also including grants to state charter schools.

EFFECTIVE DATE: July 1, 2023

§ 39 — SMART START COMPETITIVE GRANT PROGRAM - The bill removes the FY 24 sunset date (i.e., June 30, 2024) for the smart start competitive grant to provide funds for capital and operating expenses for school districts to expand or establish preschool programs. The bill makes the program permanent with no end date.

Under current law, the Office of Early Childhood (OEC) commissioner must prioritize school boards (1) that demonstrate the greatest need to establish or expand a preschool program and (2) whose plan allocates (a) at least 60% of the spaces in the preschool program to children who are members of families at or below 75% of the state median income or (b) 50% of the spaces to children who are eligible for free and reduced price lunches (FRPL). The bill eliminates the option for the commissioner to give priority to boards based on allocation of spaces to children eligible for free and reduced price lunch (FRPL).

EFFECTIVE DATE: July 1, 2023

§ 42 — PUBLIC SCHOOL OPERATOR DEFINITION FOR INSURANCE PURPOSES - Current law allows a school board or a municipality to join together with other school boards or municipalities through a written agreement to form a single entity in order to provide medical or health care benefits for their employees.

The bill expands what kinds of entities can participate by allowing “public school operators” to be part of these agreements. It defines “public school operator” as a local or regional board of education, a regional educational service center, the governing council of a state or local charter school, or an operator of an interdistrict magnet school program, as described in law.

The bill makes a conforming change to specify that before a municipality or a public school operator may enter into such an agreement, the legislative body of a municipality shall approve such an agreement where (1) there is an existing arrangement between a municipality and a public school operator for the provision of medical care benefits to the employees of both the municipality and the public school operator or (2) a municipality and the public school operator have separate plans for their respective employees and both plans are paid for by the general fund of the municipality.

EFFECTIVE DATE: July 1, 2023

§§ 43 & 44 — CHARTER SCHOOLS AND THE EDUCATIONAL INTERESTS OF THE STATE - By law, charter schools are required to follow all federal and state laws governing public schools, with limited exceptions. The bill explicitly provides that the educational interests of the state as described in

Connecticut General Statutes Section 10-4a apply to charter schools. It also allows complaints to be brought to SBE in situations where a resident or a parent alleges the failure or inability of a charter school to implement the educational interests of the state. This complaint provision currently applies to local and regional boards of education.

Educational Interests of the State include, but are not limited to the concern of the state that:

1. each child must have equal opportunity to receive a suitable program of educational experiences as prescribed in law;
2. each school district must finance, at a reasonable level and at least, as appropriate, equal to the minimum budget requirement required by state law, an educational program designed to provide suitable educational experiences;
3. each school districts shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide these opportunities with students from other communities, and
4. the mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education are implemented.

EFFECTIVE DATE: July 1, 2023

HB 6941 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget
PA 23-204

This bill makes various changes to the state budget.

**Please see the [Office of Fiscal Analysis Report](#) for a complete summarization of this bill.

EFFECTIVE DATE: Various



**FOR YOUR
INFORMATION**

ROCKVILLE HIGH SCHOOL

Jason D. Magao
Principal
(860) 870-6050 ext. 4003

Jeffrey Farrell
Athletic Director
(860) 870-6050 ext. 4023

Kate Howard-Bender
Assistant Principal
(860) 870-6050 ext. 4009

Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao *JM*
RE: Allentown, PA
DATE: June 27, 2023

Attached please find a request from Raymond Sinclair, Band Director for approximately 35 RHS Marching Band and Color Guard students and 5+ chaperones to attend the J. Birney Crum Stadium in Allentown, PA on Saturday, August 5, 2023 for the DCI Summer Tour Competition.

The purpose of the trip is to promote the Marching Band activity to students by bringing them to see the DCI regionals in Allentown, PA. The students will be able to interact and see some of the finest marching bands in the country.

I recommend support by the Board of Education for this valuable educational opportunity for our Band and Color Guard students.

JDM:eab
Attachment



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.

70 Loveland Hill Road • Vernon, CT 06066 • (860) 870-6050 • Fax: (860) 870-6314 • www.vernonpublicschools.org

**Rockville High School
Field Trip Request
Day Trips & Overnight Trips**

*Out of
State
Summer 23'*

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

Date(s) of Trip Saturday, August 5th 2023

Time of Departure 12pm

Time of Return 12am

Name of Sponsoring Staff Member Raymond Sinclair

Number of Buses Needed 1 coach bus

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved RHS Marching Band/Colorguard & Band Parents

Destination DCI Summer tour competition, J Birney Crum Stadium- Allentown PA. (students watch show)

Total Number of Students Making Trip 35 **Number of Chaperones (1:10)** 5+

Names of Chaperones R.Sinclair & Band staff & band parents

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

Number of Substitutes Needed 0

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes. N/A

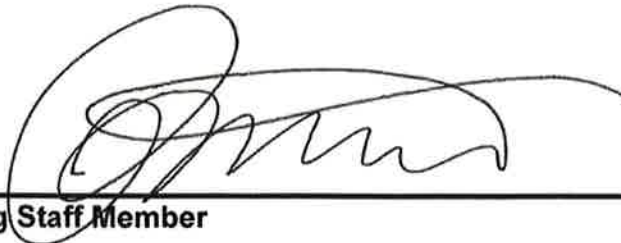
Purpose of Trip

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

Purpose of trip is to promote the marching band activity to students by bringing them to see the DCI regionals in Allentown PA. There the students can interact and see some of the finest marching bands in the country.

Student Costs: Admission \$45 **Transportation** \$50 **Other** **TOTAL** \$95+

SIGNATURES



Sponsoring Staff Member Date 6/12/23




Department Head/Coordinator Date 6/12/23
(I have reviewed this request, agree with the justification and approve this trip)



Student Activities Director Date 6/21/23



Principal Date 6/27/23



Superintendent (for overnight and out-of-state trips) Date 6/27/23

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER

ROCKVILLE HIGH SCHOOL

Jason D. Magao
Principal
(860) 870-6050 ext. 4003

Jeffrey Farrell
Athletic Director
(860) 870-6050 ext. 4023

Kate Howard-Bender
Assistant Principal
(860) 870-6050 ext. 4009

Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao *JDM*
RE: Chestnut Lake, PA
DATE: August 2, 2023

Attached please find a request from Carolyn Houck & Chelsea, RHS Cheer Coaches for approximately 14 Cheer students and 2 chaperones to attend the Pine Forest Cheer Camp from August 23-26, 2023 in Chestnut Lake, PA.

The trip will allow participating at an off-site, overnight cheer camp that allows the development of stronger team bonds, self-confidence, and independence that will foster growth in team members and for the team as a whole. The trip offers opportunities for friendly competition and connecting with teams from across the United States and beyond.

I recommend support by the Board of Education for this valuable educational opportunity for our Cheerleading Team members.

JDM:eab
Attachment



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.

Rockville High School

Field Trip Request

Overnight Trips

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

Date(s) of Trip _____ August 23-26, 2023 _____

Time of Departure _____ Approx. 8am _____ **Time of Return** _____ Approx. 4:00pm _____

Name of Sponsoring Staff Member _____ Carolyn Houck & Chelsea Tripp _____

Number of Buses Needed _____ - obtained non-school transportation - taking 2 small private busses _____

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved _____ Varsity Cheerleading Team _____

Destination _____ Pine Forest Cheer Camp - Chestnut Lake, Pennsylvania _____

Total Number of Students Making Trip _____ 14 _____ **Number of Chaperones (1:10)** _____ 2 _____

Names of Chaperones _____ Carolyn Houck & Chelsea Tripp _____

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

Number of Substitutes Needed _____ none _____

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes _____ does not apply _____

Purpose of Trip

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

Attending Pine Forest Cheer Camp will be a life-changing opportunity for the Rockville High School Cheerleading team members. Participation at an off-site, overnight cheer camp allows for the development of stronger team bonds, self confidence, and independence that fosters growth in team members and for the team as a whole. This experience also creates memories that last a life-time in a unique camp setting, with opportunities for friendly competition, and connecting with teams from across the United States, and beyond.

Attending a cabin-style camp experience allows athletes to disconnect from social media and most technology, and focus solely on skill development and team bonding to a degree which cannot be obtained in a single practice session or in a familiar environment. Bringing the team to a new location puts all athletes on a level playing field regardless of time on the team, and requires teamwork in basic life activities, including cabin clean up for daily cabin inspections conducted by camp owners, to enjoying breakfast, lunch and dinner together as

a "family" and working together to learn new cheerleading skills. Additionally, this trip allows for a private team experience that encourages athletes to try new skills in a supportive environment led by certified instructors teaching new stunting skills, jumps, dance and cheer routines. Working with Universal Cheerleading Association (UCA) staff will help to teach new material, respect and understanding of cheerleading rules and foundational skills, and the opportunity to attend workshops based on athlete's interest, including leadership workshops for team captains, and advanced dance and stunt workshops for athletes who have different passions.

Camp also provides the opportunity for learning how to display good sportsmanship and respect for all, and put it into practice while interacting with other teams and camp staff. Pine Forest camp provides daily leadership awards to teams who demonstrate positivity and overall excellence as teams who display good sportsmanship, respect, and kindness to other teams. Athletes also have the opportunity to participate in camp talent shows, skills contests showing top jumps and tumbling, and an end of camp Showcase to perform and receive feedback on the routine that was developed during the 3-day camp period. Athletes will leave camp having learned half a dozen new cheers for games, new routines and dances that can be performed on the sidelines and at halftime, and stunting safety and proper jump technique with feedback and corrections from UCA staff.

In addition to material learned, athletes will have developed new friendships, trust, and respect for their team members and coaches after staying together for four days/three nights. This type of overnight activity is something that cannot be done any other time of year during school unless privately hosted by individual athletes and their families - which could create the risk of exclusion of team members, or hazing in a less-supervised setting. Camp provides a safe experience where athletes can grow as a squad with safety guidelines in place to prevent hazing or initiation activities, and unsafe behavior in a well monitored setting.

Student Costs: Admission _\$315/ per person (x14) = \$4410 plus \$100 (additional coach fee) = \$4510____
Transportation _\$3726.97 ____ **Other** _____ **TOTAL** _\$8,236.97____

SIGNATURES

Carolyn A. Houck Carolyn A. Houck

Aug.1, 2023

Sponsoring Staff Member

Date

[Signature]

8/3/23

Department Head/Coordinator

Date

(I have reviewed this request, agree with the justification and approve this trip)

Student Activities Director

Date

Jason D. Mager

8/3/23

Principal

Date

Joseph M...

Superintendent (for overnight and out-of-state trips)

Date

ROCKVILLE HIGH SCHOOL

Jason D. Magao
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Athletic Director
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Kate Howard-Bender
Assistant Principal
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Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao *JDM*
RE: Allentown, PA
DATE: June 27, 2023

Attached please find a request from Raymond Sinclair, Band Director for approximately 65 RHS Marching Band and Color Guard students and 6-8 chaperones to participate in the Big E CT Day Parade on September 20, 2023 in Springfield, MA.

The purpose of the trip is to promote and showcase the hard work of the RHS Marching Band and Color Guard program to the 200,000+ spectators expected at CT Day.

I recommend support by the Board of Education for this valuable educational opportunity for our Band and Color Guard students.

JDM:eab
Attachment



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**Rockville High School
Field Trip Request
Day Trips & Overnight Trips**

Out of state

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

Date(s) of Trip September 20th 2023

Time of Departure 9am **Time of Return** 7pm

Name of Sponsoring Staff Member Raymond Sinclair

Number of Buses Needed 2

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved RHS Marching Band/Colorguard

Destination Big E CT Day Parade- Springfield MA

Total Number of Students Making Trip 65 **Number of Chaperones (1:10)** 6-8

Names of Chaperones R.Sinclair, B. Williams, K. Martel, J. Whalen, B.Barker and more parent volunteers.

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

Number of Substitutes Needed 1

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes Sinclair A or B day classes.

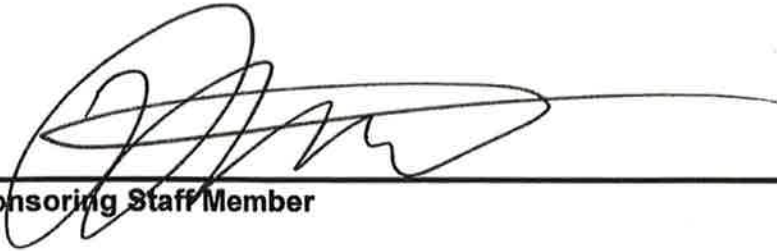
Purpose of Trip


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

Purpose of trip is to promote and to showcase the hard work of the Rockville High School Band/Colorguard program to the 200,000+ spectators at CT day.

Student Costs: Admission 0 **Transportation** 0 **Other** **TOTAL**

SIGNATURES


Sponsoring Staff Member 6/12/23
Date


Department Head/Coordinator 6/12/23
Date
(I have reviewed this request, agree with the justification and approve this trip)


Student Activities Director 6/21/27
Date


Principal 6/27/23
Date


Superintendent (for overnight and out-of-state trips) 6/27/23
Date

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF
MEMBER


ROCKVILLE HIGH SCHOOL

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Kate Howard-Bender
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Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao 
RE: Salem, MA
DATE: June 27, 2023

Attached please find a request from Victoria Nordlund, English Teacher, for approximately 25 Creative Writing students and approximately three chaperones to visit the Nathaniel Hawthorne House in Salem, MA on October 5, 2023.

Students will be writing horror stories inspired by Salem, MA and the works of Nathaniel Hawthorne.

I recommend support by the Board of Education for this valuable educational opportunity for our Creating Writing students.

JDM:eab
Attachment



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**Rockville High School
Field Trip Request
Day Trips & Overnight Trips**

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

Date(s) of Trip Oct 5

Time of Departure 7:00 am Time of Return 5:00 pm

Name of Sponsoring Staff Member Nordlund

Number of Buses Needed 0

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved Creative Writing

Destination Salem, MA / Nathaniel Hawthorne's house

Total Number of Students Making Trip 25 Number of Chaperones (1:10) 3

Names of Chaperones Nordlund, Nordlund's Student Teacher, Mondo

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

Number of Substitutes Needed 2

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes

Mondo / Nordlund

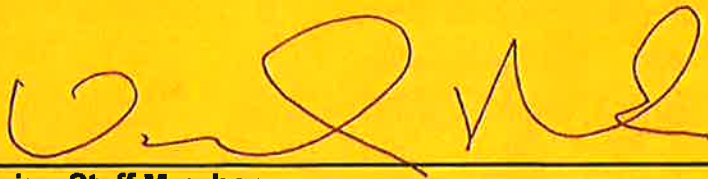
Purpose of Trip

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

Students will be writing horror stories inspired by Salem, MA + the works of Nathaniel Hawthorne

Student Costs: Admission _____ Transportation _____ Other _____ TOTAL 40.00

SIGNATURES



Sponsoring Staff Member

6/15/23
Date



Department Head/Coordinator

(I have reviewed this request, agree with the justification and approve this trip)

6/15/23
Date



Student Activities Director

6/21/23
Date



Principal

6/27/23
Date



Superintendent (for overnight and out-of-state trips)

6/27/23
Date

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER

ROCKVILLE HIGH SCHOOL

Jason D. Magao
Principal
(860) 870-6050 ext. 4003

Jeffrey Farrell
Athletic Director
(860) 870-6050 ext. 4023

Kate Howard-Bender
Assistant Principal
(860) 870-6050 ext. 4009

Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao JDM
RE: Allentown, PA
DATE: June 27, 2023

Attached please find a request from Raymond Sinclair, Band Director for approximately 65 RHS Marching Band and Color Guard students and 6-8 chaperones to attend/perform at the USBANDS National Championships in Allentown, PA on November 4, 2023.

The trip is designed to promote and showcase the hard work of the Rockville High School Band and Color Guard Program on a national level.

I recommend support by the Board of Education for this valuable educational opportunity for our Band students.

JDM:eab
Attachment



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.

**Rockville High School
Field Trip Request
Day Trips & Overnight Trips**

*out
of state*

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

Date(s) of Trip ___ November 4, 2023 ___

Time of Departure ___ 7am ___

Time of Return ___ 7pm ___

Name of Sponsoring Staff Member ___ Raymond Sinclair ___

Number of Buses Needed ___ 1-2 coach buses ___

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved ___ RHS Marching Band/Colorguard ___

Destination ___ USBANDS National Championships- Allentown PA ___

Total Number of Students Making Trip ___ 65 ___ **Number of Chaperones (1:10)** ___ 6-8 ___

Names of Chaperones ___ R.Sinclair, B. Williams, K. Martel, J.Whalen, B.Barker and more parent volunteers. ___

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

Number of Substitutes Needed ___ 0 ___

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes.

Purpose of Trip

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

Purpose of trip is to promote and to showcase the hard work of the Rockville High School Band/Colorguard program at the USBANDS National Championships in Allentown PA.

Student Costs: Admission ___ 0 ___ **Transportation** 0 **Other** ___ **TOTAL**

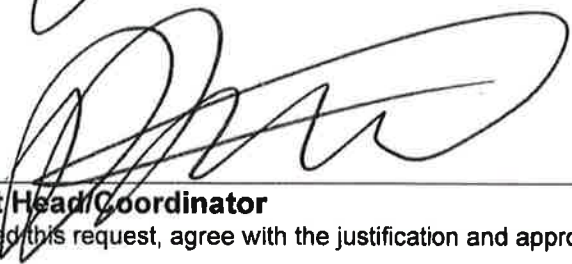
SIGNATURES



Sponsoring Staff Member

6/12/23

Date



Department Head/Coordinator

(I have reviewed this request, agree with the justification and approve this trip)

6/12/23

Date



Student Activities Director

6/21/23

Date



Principal

6/27/23

Date



Superintendent (for overnight and out-of-state trips)

6/27/23

Date

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER

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Daniel C. Pichette
Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao *JM*
RE: Allentown, PA
DATE: June 27, 2023

Attached please find a request from Raymond Sinclair, Band Director for approximately 70-80 RHS Concert Band and Choir students and 10 chaperones to attend/compete in the Music in the Parks competition at Six Flags NJ in Jackson, NJ from 4/26 – 4/27/2024.

The trip is designed to promote and showcase the hard work of the Rockville High School Concert Band and Choir as they compete in this competition.

I recommend support by the Board of Education for this valuable educational opportunity for our Concert Band and Choir students.

JDM:eab
Attachment



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.

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**Rockville High School
Field Trip Request
Day Trips & Overnight Trips**

out
of state

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

Date(s) of Trip Friday, April 26 & Saturday, April 27 2024

Time of Departure 2pm- 4/26/24

Time of Return 11pm- 4/27/24

Name of Sponsoring Staff Member Raymond Sinclair

Number of Buses Needed 2 Coach Buses

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved RHS Concert Band & Choir

Destination Palasades Center (NY) & Music in the Parks- Six Flags NJ- (Jackson NJ)- Overnight Trip

Total Number of Students Making Trip 70-80 **Number of Chaperones (1:10)** 10

Names of Chaperones R.Sinclair, B. Williams, K. Martel, J. Whalen, B.Barker and more parent volunteers.

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

Number of Substitutes Needed 0

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes. N/A- Leaving after school


Purpose of Trip

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


Purpose of trip is to promote and to showcase the hard work of the Rockville High School Concert Band and Choir as they compete in the Music in the Parks competition at Six Flags New Jersey in Jackson NJ. We will stay overnight near six flag in order to be at the competition site for early am.

Student Costs: Admission \$90 **Transportation** \$100+ **Hotel** \$50 **TOTAL** \$240

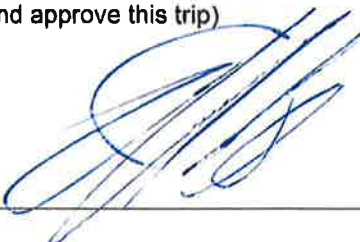
SIGNATURES



Sponsoring Staff Member Date 6/12/23




Department Head/Coordinator Date 6/12/23
(I have reviewed this request, agree with the justification and approve this trip)



Student Activities Director Date 6/21/23



Principal Date 6/27/23



Superintendent (for overnight and out-of-state trips) Date 6/27/23

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER

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Assistant Principal
(860) 870-6050 ext. 4012

TO: Joseph Macary
FROM: Jason Magao *JM*
RE: New York City
DATE: June 22, 2023

Attached please find a request from Victoria Nordlund, English Teacher, and Raymond Sinclair, Band Director, for approximately 30 students (Creating Writing, Band and Drama) and 3 chaperones to attend the Broadway production of Haddesdon in NYC on May 22, 2024.

To allow students, some of who may never have the opportunity, to experience a full Broadway Production.

I recommend support by the Board of Education for this valuable educational opportunity for our Creating Writing, Drama and Band students.

JDM:eab
Attachment



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Rockville High School
Field Trip Request
Day Trips & Overnight Trips

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

Date(s) of Trip MAY 22 ^{*} (with a hold on MAY 1)

Time of Departure 6:30 am Time of Return 9:00 pm

Name of Sponsoring Staff Member Nordlund

Number of Buses Needed 0

The Sponsoring Staff Member must make arrangements for transportation.

Specific Class/Group/Grade Involved Creative Writing / Band / Drama

Destination NYC Broadway Haddestown

Total Number of Students Making Trip 30 Number of Chaperones (1:10) 3

Names of Chaperones Nordlund, Sinclair, Mondo

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

Number of Substitutes Needed 3

The Sponsoring Staff Member must make arrangements for substitutes.

Classes Requiring Substitutes

Nordlund Sinclair, Mondo

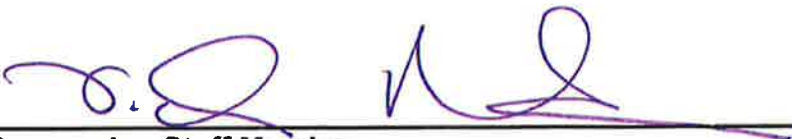
Purpose of Trip

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

To experience a Broadway production

Student Costs: Admission _____ Transportation _____ Other _____ TOTAL \$199.00

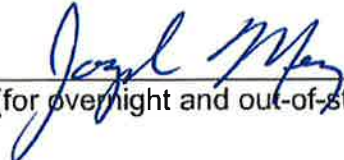
SIGNATURES


Sponsoring Staff Member 6/13/23
Date


Department Head/Coordinator 6/13/23
Date
(I have reviewed this request, agree with the justification and approve this trip)


Student Activities Director 6/15
Date


Principal 6/20/23
Date


Superintendent (for overnight and out-of-state trips) 6/23/23
Date

PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER



Connecticut Association of Boards of Education

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

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Conrad Vahlsing
Senior Staff Attorney

Wendy DeBarge
Coordinator of Finance
and Administration

Aug. 1, 2023

Ms. Anne Fischer
Vernon Public Schools
42 Oakmoor Drive
Vernon, CT 06066

Dear Ms. Fischer:

Thank you for the Vernon Board of Education's decision to continue its CABE membership. Our organization's viability and success in support of its individual members is especially important as we address challenges facing public education.

CABE's primary mission is to support its individual member boards. We strive to offer timely and meaningful workshops and seminars, access to information and personalized guidance on current issues at the local, state, and federal level, and to make offerings tailored to facilitate district operations. We urge you, your fellow board members, and your superintendent to take full advantage of our services.

We find that those Boards that are most active with us get the most value from their membership.

CABE is uniquely a school boards' organization. As we are led by volunteers, a warm welcome is extended to those who wish to serve CABE in whatever capacity and level they find comfortable. Participation is always welcome in governance and our advocacy efforts both in Hartford and with Congress in Washington.

Please know that if you have questions regarding your service as a board member, the answer is a phone call or email away from one of your CABE staff members.

Again, thank you for your commitment. The Board and staff stand ready to serve you.

Cordially,

Elizabeth Brown
President

Patrice McCarthy
Executive Director and
General Counsel

cc: Superintendent

RECEIVED
AUG 07 2023
SUPERINTENDENT'S OFFICE