

### **Summary of Positive Performance and Early Interactions Prior to January 31, 2025:**

From the start of my employment on October 30, 2024, through January 30, 2025, I received consistently positive feedback from both administration and colleagues at Shelton Public Schools. My mid-year evaluation and informal classroom observations were favorable, reflecting effective instruction, strong student relationships, and professionalism. During this time, I was also issued a formal letter of recommendation and was recommended to serve as the DECA Club Advisor, indicating a high level of trust and support from the district. In multiple one-on-one meetings, my supervisor, Ms. Pamela Garrett, often reassured me that she was not a “gotcha administrator,” and emphasized that Shelton was not a “gotcha district.” While framed as supportive, these repeated comments later appeared to serve as subtle warnings, especially when contrasted with the shift in tone and treatment after I disclosed my hearing disability and began requesting accommodations. These early statements now appear to have foreshadowed a culture of quiet scrutiny and underlying risk, despite initial praise.

**Incident of Inappropriate Conduct by Supervisor** - On January 8th, 2025, between 2:25 PM and 3:35 PM during a department meeting, Ms. Pamela Garrett stated in front of staff that all of upper administration — including Ms. Kathleen Riddle and Dr. Ken Saranich — “can suck her d\*\*\*” for making her collect PSAT data. Due to my hearing loss, I asked her to repeat herself, and she repeated the same phrase. I was shocked by the unprofessionalism and from that point forward felt the need to be cautious in my interactions with her. *(Supporting evidence pending)*

#### **1. January 31, 2025 (approximately 10:00 AM - 2:00 PM EST – 1<sup>st</sup> Attempt)**

During a one-on-one conversation in Room 318, I verbally disclosed my hearing disability to Ms. Pamela Garrett, SHS CTE Department Chair and Curriculum Leader. I also made my first verbal request for reasonable accommodations under the ADA. Specifically, I asked that:

All directives and performance expectations be provided to me in writing (via email) rather than delivered verbally,

Key takeaways from in-person meetings or conversations be summarized and sent to me afterward in writing, and

I be given a reasonable time frame to complete assignments or directives, especially when verbal communication was involved.

Ms. Garrett acknowledged the conversation and assured me that Shelton was “not a gotcha district” and that she was “not a gotcha administrator,” which at the time seemed supportive. However, no written follow-up or implementation of accommodations occurred after this conversation, and the lack of response began a pattern of disregard for my disability-related needs.

**(Evidence #1 – Supporting documentation currently pending. A notarized statement will be provided to formally affirm and attest to the details of this incident, as no written or electronic record was created at the time.)**