

**V.C.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

December 4, 2019

RESOLVED, That the State Board of Education, pursuant to Section 10-226d of the Connecticut General Statutes, conditionally approves the Vernon Board of Education's "2019 Plan to Address Racial Imbalance in Lake Street School" conditioned upon the following:

1. That the Vernon Board of Education provide a detailed timetable for meeting interim progress benchmarks toward full implementation of its plan, including any additional measures approved by the Vernon Board; and
2. That the Vernon Board of Education shall provide interim reports to the Commissioner on its progress in implementing the actions detailed in its timeline in May 2020 and May 2021;

and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_ this fourth day of December, Two Thousand Nineteen.

Signed: \_\_\_\_\_  
Miguel A. Cardona, Secretary



**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

TO: State Board of Education

FROM: Miguel A. Cardona, Commissioner of Education

DATE: December 4, 2019

SUBJECT: Vernon Board of Education’s Plan to Correct Racial Imbalance in Lake Street School

**Introduction**

On June 13, 2019, the Connecticut State Board of Education (“CSBE”) accepted a report concerning the racial imbalance statistics for all schools in the state. The Performance Office compiled the report based on enrollments as of October 1, 2018.

Pursuant to the regulations promulgated pursuant to Connecticut General Statutes Section 10-226e, racial imbalance exists when the proportion of minority students for any school exceeds twenty-five percentage points more than the comparable proportion for the school district. For all grades of a given school, the total number of minority students enrolled in the same grades throughout the school district is divided by the district-wide total student enrollment in such grades, and the resulting percentage is the comparable proportion for the school district. If a school is identified as racially imbalanced, the board of education must file a plan to correct the imbalance with the CSBE. Impending racial imbalance exists when the proportion for a school falls outside a range from fifteen percentage points less to fifteen percentage points more than the comparable proportion for the school district.

**History/Background**

The June 13, 2019, the racial imbalance report indicated that the Lake Street School, under the jurisdiction of the Vernon Board of Education (“Vernon Board”), was identified as racially imbalanced and Maple Street School had impending imbalance, as shown in the table below.

**Vernon School District Imbalances as of October 2018 and October 2017**

<b>School</b>	<b>District % Minority</b>	<b>School % Minority</b>	<b>Absolute Imbalance %</b>
Lake Street School 2018	49.58	22.12	27.46
2017	47.45	26.52	20.93
Maple Street School 2018	48.64	66.30	17.66
2017	47.45	61.84	14.39

As a result of Lake Street School’s imbalance, the Vernon Board was required to submit a plan to correct the imbalance. Included are the following documents: Enclosure A, the plan, submitted by Dr. Joseph Macary, Superintendent of Vernon Public Schools; Enclosure B, the

2018 Public School Enrollment by District by Racial Imbalance Categories for Vernon Public Schools; and Enclosure C, a copy of the Regulations of Connecticut State Agencies concerning the implementation of the racial imbalance law. Please note that due to the volume, some of the supporting documentation provided by the Vernon Board is not included in Attachment A but is available for review upon request.

### **The Vernon Board's Proposed Plan**

The Vernon Board has implemented several adjustments that it believes will impact the racial balance of its schools over the next several years. First, the Vernon Board changed the locations of its pre-Kindergarten programs and the Activity-Based Learning Program for the 2019-20 school year, which it believes, based upon a preliminary analysis of the October 2019 enrollment data, has had a positive impact on the racial imbalance at Lake Street School. Second, the Vernon Board is reviewing whether it would be educationally beneficial to have the English language learners attend school in their neighborhood schools or whether it would be appropriate to move the EL program to Lake Street and Northeast Schools. At this time these students are housed at Center Road and Skinner Schools. The Vernon Board anticipates that this change to the EL program will further decrease the racial imbalance at Lake Street School.

The Vernon Board has contracted with the New England School Development Council to conduct a student enrollment projection study, which will be completed by the end of this school year. In addition, the Vernon Board is working with the SDE Performance Office to determine the appropriate classification for its special education autism program, which is housed in Lake Street School. For the 2018-19 school year, the program was classified as a separate facility, and the students were not counted in the school's racial imbalance calculation. Finally, the Vernon Board recognizes that it needs to better inform staff and parents about the data collection with respect to student race so that it can be confident that the data accurately reflect the actual student demographics in Vernon Public Schools.

The Vernon Board believes that the adjustments in the location of certain programs discussed above will impact the racial imbalance at Lake Street School with the least disruption to the community. It shall monitor the impact of its plan to determine whether additional action will be necessary.

### **State Board of Education Action**

Pursuant to Section 10-226e-6 of the Regulations of Connecticut State Agencies ("Regulations"), the CSBE shall determine whether a board of education's plan meet the requirements of the regulations and shall (1) approve, (2) conditionally approve or (3) disapprove the plan.

### **Follow-up Activities**

Section 10-226e-7 of the Regulations requires that all plans be subject to continuing review and evaluation by the CSBE. This review will include annual monitoring to determine the progress in plan implementation. If the CSBE finds that the actions of the Vernon Board are not in conformity with its plan, if the Vernon Board does not take substantial steps to implement the plan or fails to make sufficient progress; the CSBE may take further action to compel compliance. The Department of Education shall monitor the Vernon Board's progress and recommend further action if necessary.

**Recommendation**

Given that this is the Vernon Board's first racial imbalance plan, we recommend that the CSBE grant conditional approval, requiring the Vernon Board to provide a specific timeline for implementing its plan and interim progress reports which shall include any additional measures that it is considering to address the imbalance.

Prepared by:

Laura L. Anastasio  
Division of Legal and Governmental Affairs

Reviewed by:

Jessa Mirtle, Director  
Division of Legal and Governmental Affairs



# EXHIBIT A





# VERNON PUBLIC SCHOOLS



Office of the Superintendent  
30 Park Street • P.O. Box 600  
Vernon, CT 06066-0600

Fax (860) 870-6005

Website: [www.vernonpublicschools.org](http://www.vernonpublicschools.org)

**Joseph Macary, Ed.D.**  
*Superintendent of Schools*  
(860) 870-6000 ext. 4660

**Robert Testa**  
*Assistant Superintendent*  
(860) 870-6000 ext. 4680

November 12, 2019

Dr. Miguel Cardona, Commissioner  
CT State Department of Education  
Hartford, Connecticut 06145

Dear Commissioner Cardona,

Thank you for the letter dated June 20, 2019 from your office signed by former Commissioner of Education, Dr. Dianna R. Wentzell regarding the racial imbalance at Lake Street School in Vernon. (Attachment A)

Last year, the CT State Department of Education informed the Vernon Board of Education of an impending imbalance at Lake Street School. (Attachment B) The Vernon Board of Education makes decisions based on the best interests of all students. There were several programmatic changes such as the locations of our Pre-Kindergarten classes and housing of our ABL (Activity Based Learning) alternative program. These programmatic changes for the 2019-2020 school year affected the racial imbalance measures for all district schools, including Lake Street.

The Vernon Board of Education is committed to managing balanced schools so that each child has the advantage of attending a school that is as diverse as possible. The Vernon Public Schools has been reviewing this information closely and analyzed our current student population. To accurately prepare for any type of action plan to address our racial imbalance, we conducted an audit of our current student population based on the October 1, 2019 PSIS counts (Attachment C). The district statistics are as follows:

Facility Code	Vernon School	District Minority	School Minority	School Total	Absolute Imbalance
1460111	Lake Street	51.6%	28.8%	198	22.8%
1460211	Maple Street	51.6%	70.5%	298	18.9%
1460311	Northeast School	51.6%	44.3%	210	7.3%
1461011	Skinner Road School	53.7%	53.1%	311	0.6%
1461411	Center Road School	53.7%	54.1%	505	0.4%
1465111	Vernon Center Middle	-	42.8%	722	-
1466111	Rockville High School	-	36.0%	849	-

These student enrollment statistics are based on the October 1, 2019 PSIS (Public School Information System) Racial Survey by each elementary school, as reported to the CT State Department of Education. According to these current statistics, both Lake Street and Maple Street Schools are deemed as "impending imbalance".

The Vernon Public Schools will be addressing the impending racial imbalance issues in the elementary buildings in the following three ways:

- Conducting an enrollment projection study through the New England School Development Council (NESDEC) to determine future student population. The district conducted such a study in 2018 (Attachment D) and although it does not breakdown the students by racial factors, it allows us to plan for the total number of students in each school. The district has contracted with NESDEC to conduct another study for 2019 (Attachment E) and we are asking for racial demographics to support our action plan. Determining the total number of students in district will assist in making decision in the best interested of our students.
- Educating parents/guardians about racial identification is an important part of solving the impending imbalance issue in Vernon and the State of Connecticut. In preparing to address the impending racial imbalance, the district has reviewed our student registration (Attachment F) process. The student information data may not be totally accurate for reporting. Parents/Guardians are not made fully aware of the race definitions from the United State Census Bureau (Attachment G) to proper identify their children for registration. Please note there is no verification of race identification conducted by the school personnel to confirm minority status. The Vernon Public Schools does conduct a "student biographical verification" review (Attachment H) annually. This year, racial and ethnicity identification will be incorporated into the student biographical verification form along with appropriate definitions to assist parents/guardians in self-selecting their proper classification. Moving forward, in the 2020-2021 school year, the Vernon Public Schools will be utilizing on-line student registration system. In that system, parents/guardians will self-select their race and ethnicity, after reviewing the U.S. Census Bureau definitions to appropriately select those categories. This will increase the accuracy of racial identification for all new registering students and those currently enrollment in our school district.
- Reviewing the EL (English Language) district program in Vernon. Our English Language (EL) program is currently housed at Center Road and Skinner Road Schools, therefore students from all five elementary schools attended those two schools. These two schools are the most racially balanced of the 5 elementary and there is no specific program offered at either school (not bi-lingual or sheltered). The Vernon Public Schools will be conducting a program review to determine how to move forward for the 2020-2021 school year. The current EL Program is a series of language interventions and classroom immersion to assist students and their families to integrate into the fabric of the district. Options incude moving the current EL students (approximately 120) to two other schools (Northeast and Lake Street) or every student attend their home (neighborhood) school. Either of these two options will have an impact on the impending racial imbalance in the Vernon elementary schools.

The Vernon Board of Education will be monitoring these impending imbalance issues closely and may take further district action to provide students the best education possible. These actions steps are based on the district's mission statement and philosophy of education that all students can and will learn.

In addition to the above three components of our action plan, the district used additional information to determine the best course of action at this time. Our planning was guided by Connecticut State Statutes Section 10-226e (Attachment I). The Board of Education discussed the racial imbalance issues at two public meetings on August 26, 2019 (Attachment J) and then on October 15, 2019 (Attachment K). Both board agenda and meeting minutes are included in this report. Discussion centered on resolving the racial imbalance and continuing to provide all students the best possible education. Previous re-districting actions took place to ensure equity among the schools.

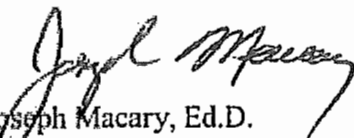
The Vernon Public Schools analyzed relevant data including the District Profile and Performance Report (Attachment L) and the Next Generation Accountability School Index (Attachment M) for 2017-2018. Analysis clearly showed that student achievement in all five schools increased as measured by the Smarter Balanced assessment in grades 3 through 5. In fact, regardless of impending imbalance, the student achievement results continued to increase in the five elementary schools. For the 2017-2018 school year, both Maple Street and Lake Street were Category 2 schools as deemed by the CT State Department of Education.

The goal is to have the three action steps, outlined above, be implemented for the 2020-2021 school year. The district will continue to self-monitor its impending racial imbalance for all five elementary schools, as we will review the October 2020 PSIS student information. School resources have been equitably allocated among the schools based on student needs and population. Please note there is no proposed school construction or school closings in the foreseeable future in Vernon.

As an aside and as stated previously noted, parents/guardians self-select their race when they register their children for school. The definitions of race and ethnicity are not clearly understood by parents and guardians for student demographic identification. This evidence is based on personal conversations with families about their race and identification and understanding of school personnel in this area.

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. The philosophy of the Vernon Public Schools is to drive the district towards educational excellence and the belief that all students can and will learn, by advocating a "whole child" approach to student learning, maximizing student performance and setting high expectations, and integrating family and community with the educational system. Our actions are "to do what is in the best interest of all students" and we will move forward with that focus. Thank you for your time and consideration. If you have any questions or need more information, please contact me.

Sincerely,



Joseph Macary, Ed.D.  
Superintendent of Schools

cc: Mrs. Anne Fischer, Chair, Vernon Board of Education  
Attorney Laura Anastasio, Division of Legal & Governmental Affairs  
Mrs. Tracey Duenzl, Principal, Lake Street School



**ATTACHMENT A**  
**STATE OF CONNECTICUT**  
STATE BOARD OF EDUCATION

RECEIVED

JUL 03 2019

June 20, 2019

SUPERINTENDENT'S OFFICE



Dr. Joseph Macary  
Superintendent of Schools  
Vernon Board of Education  
30 Park Street  
P.O. Box 600  
Vernon, CT 06066

Dear Dr. Macary:

On June 13, 2019, the Connecticut State Board of Education ("CSBE") accepted a report concerning the racial imbalance statistics for all schools in the state. This report, which I have attached for your information, indicates that the Lake Street School in Vernon is racially imbalanced. The report also indicates that Maple Street School has impending imbalance. Although a board of education is not required to file a plan to address impending imbalance, I strongly encourage your board to address the matter in a proactive manner to avoid future identification of racial imbalance. Boards of education should strive to maintain balanced schools so that each child has the advantage of attending a school that is as diverse as possible.

Pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies ("Regulations"), the Vernon Board of Education is required to submit a plan to correct the racial imbalance in Lake Street School within 120 days of your receipt of this notice. The plan must comply with the requirements of Section 10-226e-5 of the Regulations, a copy of which I am enclosing. Please note that this regulation addresses how the plan must be prepared, its contents and other relevant provisions concerning such plan. The CSBE must vote to approve, conditionally approve or disapprove your plan within 60 days of its receipt.

I shall expect to receive your racial imbalance plan on or before October 18, 2019. If you have any questions, you may contact Attorney Laura Anastasio, Division of Legal and Governmental Affairs, at (860) 713-6512.

Sincerely,

*Dianna R. Wentzell*

Dr. Dianna R. Wentzell  
Commissioner of Education

DRW:lla

Enclosure

# Connecticut State Department of Education

## 2018 Public School Enrollment by Reporting District

Imbalance is determined pursuant to §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.<sup>2</sup>

Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Reporting District	Facility Code	School	District Pct Minority <sup>1</sup>	District Total <sup>1</sup>	School Pct Minority	School Total	Absolute Imbalance
1460011	Vernon School District						
	1460111	Lake Street School	<b>49.58%</b>	1549	22.12%	217	27.46%
	1460211	Maple Street School	48.64%	1429	<b>66.30%</b>	273	17.66%
	1460311	Northeast School	<b>49.58%</b>	1549	46.43%	224	3.15%
	1461011	Skinner Road School	49.58%	1549	<b>53.87%</b>	323	4.29%
	1461411	Center Road School	49.58%	1549	<b>50.62%</b>	484	1.04%
	1465111	Vernon Center Middle School	<b>40.87%</b>	712	40.71%	705	0.16%
	1466111	Rockville High School	34.36%	876	34.43%	854	0.07%

★ R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.

1 The reporting districts include all students in schools, programs, and out-placed facilities.

2 R.C.S.A. §10-226e-1(10): "Unique school" means an interdistrict or intra district magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

Source Data: Public School Information System (PSIS) October 2018



STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION

ATTACHMENT B



June 19, 2018

RECEIVED

JUN 27 2018

SUPERINTENDENT

Dr. Joseph Macary  
Superintendent of Schools  
Vernon Board of Education  
30 Park Street, P.O. Box 600  
Vernon, CT 06066

Dear Dr. Macary:

On June 6, 2018, the Connecticut State Board of Education (CSBE) accepted a report concerning the racial imbalance statistics for all schools in the state. Enclosed with this letter is the report for your district. Pursuant to Section 10-226e-4 of the Regulations of Connecticut State Agencies, the CSBE is required to notify any board of education that has one or more schools with racial imbalance or impending imbalance. Racial imbalance exists when the proportion of minority students for the school falls outside of a range from 25 percentage points less to 25 percentage points more than the comparable proportion for the district. Impending imbalance exists when the proportion of minority students for a school falls outside a range from 15 percentage points less to 15 percentage points more than the comparable proportion for the district. For all grades of a given school, the total number of minority students enrolled in the same grades throughout the district is divided by the district-wide total student enrollment in such grades, and the resulting percentage is the comparable proportion for the district.

As required by law and on behalf of the CSBE, I am advising you that Lake Street School has impending imbalance based on the October 1, 2017 enrollment data collected by the State Department of Education. Although a board of education is not required to file a plan to address impending imbalance, boards are strongly encouraged to address the matter in a proactive manner to avoid future identification of racial imbalance. Boards of education should strive to maintain balanced schools so that each child has the advantage of attending a school that is as diverse as possible. The regulations authorize the Commissioner of Education to ask for additional information about schools with impending imbalance, and I may do so at a future date.

If you have any questions, please do not hesitate to contact Attorney Laura Anastasio at the Division of Legal and Governmental Affairs at 860-713-6512.

Sincerely,

*Dianna R. Wentzell*

Dr. Dianna R. Wentzell  
Commissioner of Education

DRW:lla

Enclosure

**UNAUDITED DATA FILE**

**Connecticut State Department of Education**  
**2017 Public School Enrollment By Reporting District**

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.  
**Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.**

Reporting District	Facility Code	School	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
146	Vernon School District						
	1460111	Lake Street School	<b>47.45%</b>	1587	26.52%	230	20.93
	1460211	Maple Street School	<b>47.45%</b>	1587	<b>61.84%</b>	283	14.39
	1461011	Skinner Road School	<b>47.45%</b>	1587	<b>56.29%</b>	334	8.84
	1460311	Northeast School	<b>47.45%</b>	1587	40.43%	235	7.02
	1461411	Center Road School	<b>47.45%</b>	1587	45.64%	482	1.80
	1466111	Rockville High School	33.46%	816	<b>33.88%</b>	791	.43
	1465111	Vernon Center Middle School	<b>38.72%</b>	705	<b>38.69%</b>	703	.03

\* The reporting districts include all students in schools, programs and out-placed facilities.

\* Diverse Schools are defined by Section 10-226e-1(9) of the Regulations of Connecticut State Agencies: when a school district has a district minority population of fifty percent or more, and the school has a school minority population of at least twenty-five percent but less than seventy-five percent, the district is excluded from the requirement of filing a racial imbalance plan for that school.

\* R.C.S.A. Section 1-226e-1(10): "Unique school" means an interdistrict or intradistrict magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

\* Source Data: Public School Information System October 2017

Monday, May 21, 2018

## 2017-18 Enrollment Projections

TO: Dr. Joseph Macary, Superintendent of Schools, Vernon, CT  
FROM: Donald G. Kennedy, Ed.D., Demographic Specialist  
DATE: April 24, 2018  
RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present and projected enrollments for the Vernon School District. We have used the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

NESDEC's enrollment projection totals from fall of 2016 data fell within 102 students of the actual Grade K-12 enrollment total for fall, 2017 (3,049 projected v. 2,947 actual). In Grades K-5, 1,466 pupils were projected v. 1,443 enrolled. In Grades 6-8, 713 students were forecast v. 703 enrolled. In Grades 9-12, 870 pupils were forecast v. only 801 enrolled - as the number of students progressing from Grade 8-to-9 did so at the lowest ratio in over a decade.

The two factors now at work which will have the greatest effect upon future enrollments are: a. a decreasing number of births to Vernon residents and, b. new in-migration (rebounding since the 2008 real estate slowdown). The students currently in Grades 1-10 were born during a period when Vernon was averaging 354 births per year. More recently (and expected over the next 6-7 years) are 325-359 births annually...averaging 336 births per year - about 18 fewer than the earlier decade. **Hard-hit Connecticut experienced an 8.6% decline in births from 2007 to 2009** (in part caused by the economic Recession), the largest decline among the six New England states - followed by an 8.1% decline in Rhode Island births, the two states with the highest rates of unemployment in the New England region - Massachusetts births declined by only 3.9% over these three years. Economists are forecasting a slow-yet-steady recovery from the current rates of unemployment which, in turn, may lead to additional in-migration and births. **The unemployment rate as of March, 2018 in CT was 4.5%; RI 4.5%; US non-farm unemployment 4.1%; New England average 3.6%; MA 3.5%; ME 2.9%; VT 2.8%; and NH 2.6% - other nearby states: PA 4.8%; NY 4.7%; and NJ 4.6%.** The rate of unemployment influences the likelihood of improving real estate sales, residential construction and thus affects the number of new families moving into the community - the US unemployment rate was above 10% during the Great Recession of 2008.



The ever-changing relationship between Vernon births and Kindergarten enrollments is displayed on the B-K graph. Vernon, over the past seven years, has registered about 75 Kindergarteners for every 100 births (five years previous), a relationship which has been relatively steady. This fall there were only 72 Kindergarteners for every 100 births as opposed to only 69 Kindergarteners for every 100 births in 2015-16. NESDEC Kindergarten projections for 2017-18 anticipated 257 children v. 253 enrolled. Next year's Grade 1 is expected to be about -6% smaller than the previous year's Kindergarten class.

**“Hidden Trends” within the district:** Like many nearby communities, Vernon continues to experience fluctuations in enrollment and in/out-migration in Grades 1-8. There are additional trends and counter-trends to consider. More so than other grade levels, **Grades 1-8 in most districts tend to be quite stable in their numbers.** Grades 9-12 are excluded from the calculation as there tends to be +12% growth for reasons having little to do with students moving into the community. Re the Grade 1-8 stability, if last year the Grade 1-7 total was 1,700 children, then (if no one moved in or out) this fall's Grades 2-8 would equal about 1,700 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are excellent places to discover “hidden trends” that otherwise might go unnoticed and provide a useful yardstick by which to measure a district's tendency toward in-/out-migration. In the case of Vernon, we know that the school district is currently experiencing, in most years, a slight “net out-migration” of families with school age children – or enrollment in charter/magnet schools. For example, the 1,711 children in Grades 1-7 in 2016-17 **decreased by 10 children** to 1,701 students in Grades 2-8 in 2016-17. And the 1,720 enrollment in 2016 became 1,673 in 2017, **a decrease of -47 students.** Over the past five years, this “stability” has averaged a net decrease of -42 children, and is expected to continue in that range. The presence of a mixed in/out-migration trend is evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends provides an additional benchmark by which to assess enrollment trends.

Over the next three years, K-5 enrollments are forecast to **decrease** by a total of -72 students; Grades 6-8 to **decrease** by -21 pupils; and the high school level to **decrease** by about -22 pupils...all within the next three years – as the classes move up the grades. After that point these projections show **decreasing** enrollment in Grades K-5 of -36 students; a **decrease** in Grades 6-8 of -69 students; and a **decrease** of -43 pupils in Grades 9-12 – as classes work their way up through the grades. That said, it is possible that real estate turnover will have increased further, bringing in additional new families - see the “Projections” page. Although the Year #1-3 forecast likely will occur, the longer-term future is better viewed as a possible direction which may be affected by improved real estate conditions. That longer-term future also will be affected by the number of babies-yet-to-be-born...it is quite likely that the birth numbers will increase slightly as new families move in.

Will these patterns of increasing enrollments really last for as long as ten years? That is difficult to answer – although the most recent five-year trends in real estate sales and “net move-ins” of new families suggest that the later enrollment declines forecast for years #6-10 may overly pessimistic. All projections are more reliable for Years #1-5 in the future; and less reliable in the “out-years” – as some many factors can change. As soon as the economy and real estate situation become more stable in the region, additional in-migration may occur in Vernon. Many communities in the region sold during 2008-2014 only about 60-80% as many homes as in 2003-2007. In the case of Vernon, an average of 274 single-family homes were sold in the period 2003-07, however only 144 homes were sold in 2011, the slowest year -- 53% of the earlier pace. However, sales rebounded to 258 s-f homes sold in 2015 and remained about that number in 2016 and 2017. The median price for single-family

homes ranged at \$215-230,000 “on the bubble”, decreased to \$174,000 in 2012, and since has risen back into the \$180,000’s. Similarly, an average of 188 condo units per year was being sold prior to the Great Recession (with a high of 227 condos in 2007) vs. only 60 units in 2011 (32% of the prior pace). Although in the most recent four years, the number of condo units sold has averaged 87 per year through 2017. 10 The condo median rose to the \$140-160,000 range “on the bubble”, yet is currently in the \$110-113,000 range – according to the Warren Group’s *Commercial Record*. Building permits had slowed as well; see the “Additional Data” table below. **As additional families move in, any forecasted declines may moderate.** See the description on Page 4 below regarding “reliability of projections”. The birth numbers used in the projections, through 2016, are from the CT Department of Public Health. The “estimated” years, beginning with 2017 are a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local City/Town Clerks have up-to-date information on local births however do not have access to the number of Vernon residents born out-of-state (information which will eventually become known to the CT DPH). The 2015 and 2016 “provisional” birth numbers reported by the CTDPH indicate preliminary totals which will not decrease, yet may increase with additional out-of-state births (to residents of Vernon) not yet known by the CTDPH.

The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9 (in vocational or agricultural schools, private or parochial non-public schools, etc.). Kindergarten can be difficult to project based upon births alone, as many districts have large numbers of “net move-ins/move-outs” who are ages 1-4. **Some districts take extra steps to track 3 and 4-year olds with a local census, or report to NESDEC the known number of 4-year olds in local preschools/nursery schools which typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably...as does data from the Kindergarten Screening in districts which also track 3 and 4-year old siblings (or neighbors) at that time. The more data, in addition to births, which is sent to NESDEC regarding the incoming Kindergarten class, the greater is the chance that “enrollment surprises” will be minimized.**

**Will many new families be moving into our school district?** Everyday across America, 10,000 “Baby Boomers” celebrate their 65<sup>th</sup> birthday - a phenomenon which will continue for a decade. New England has a disproportionately large share of these senior citizens, many of whom had planned to “downsize” their living arrangements, yet postponed putting homes on the market due to the Great Recession. School enrollments are influenced strongly by the number of real estate sales, as these contribute new families moving into many districts. In over 80% of districts, the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction – **thus the number of real estate sales often is a more important factor than building permits.**

**A note about the Pre-Kindergarten Year (PK):** Recent research on the critical value of quality educational programs for 3-and-4-year-old children is summarized in *The Most Important Year, Pre-Kindergarten and the Future of Our Children* by Suzanne Bouffard, a Developmental Psychologist, Penguin Random House (2017). A child’s brain develops faster during these essential early childhood years than at any other time during the life span. Further, children who attend quality pre-Kindergarten programs develop better

language, literacy, problem-solving and math skills, and are more likely to display stronger self-control -- qualities that will prepare them for a lifetime of successful learning.

**Continuing Declines Expected in New England’s PK-12 Enrollments**

The US Department of Education, from 2013 to 2025, anticipates changes in PK-12 enrollment of +7.8% in the South; +4.47% in the West, -2.7% in the Midwest; and -4.8% in the Northeast.

State	Fall 2013	Fall 2025 Projected	PK-12 Decline	% Change, 2013-2025
CT	546,200	468,600	-77,600	-14.2%
ME	183,995	161,900	-22,095	-12.0%
MA	955,739	910,700	-45,039	-4.7%
NH	186,310	159,100	-52,410	-14.6%
RI	142,008	133,900	-8,108	-5.7%
VT	88,690	79,600	-9,090	-10.3%

Source: USDE, National Center for Education Statistics, *Projections of Education Statistics to 2025*, Table 3, pages 40-41.

Despite overall declines region-wide, NESDEC found in over 300 sets of enrollment projections during 2016-17 that about 29% of the districts are expected to increase their enrollment by some amount over the next decade – with 71% of the districts forecast to decline below their 2016-17 PK-12 total enrollments.

## Analyzing Your Enrollment

### Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments normally are quite responsive to these fluctuations.
2. Look down the K and 1 columns, noting the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then net in-migration probably has occurred; if it is smaller, then net out-migration probably has occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

### Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the projections for various grade

combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.
3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

### **PROJECTION METHODOLOGY**

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts (such as the volume of real estate sales, building permits, in/out-migration, etc.). Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2014-15, increased to 104 students in Grade 2 in 2015-16, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

## **RELIABILITY OF ENROLLMENT PROJECTIONS**

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children **already born into the community but not yet old enough to be in school**. A less reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

**How often do the actual enrollments closely match the NESDEC projections?** The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual "one-year-out" into the future (2% variance "two-years-out" ... 10% variance "ten-years-out"). NESDEC reaches this "highest possible" standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening "hidden" variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum academic accreditation difficulties); b. the District size was below 500 students, thus subject to fluctuations in total numbers; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

## Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use Adobe Acrobat reader to convert the desired information to a "snapshot," which can be inserted into PowerPoint slides, Word documents, etc. Because the snapshot tool creates a graphic, the image is not editable.

### Steps for Using The Snapshot Tool in Adobe Acrobat Reader:

1. Click on Edit Menu (earlier versions of Adobe Reader might require you to click on the Tools menu and then choose "Select and Zoom;");
2. Choose "Take a Snapshot" (or "Snapshot Tool" in earlier versions);
3. Click and drag around the text, chart, and/or graphics that you would like to capture: your selection will be copied to the clipboard automatically;
4. Click in the document where you would like the information to appear;\*
5. Give Paste command.

If you have an earlier version of Adobe Acrobat and these instructions don't work for you, contact your tech support person, or NESDEC and we will try to assist you. Telephone (508)481-9444 or [ep@nesdec.org](mailto:ep@nesdec.org). Ask for Carol or Christina.

\*You may paste your snapshot onto a PowerPoint slide, onto an Excel sheet, or even into a graphics program to save as a separate graphic file (in .jpg or other format), so that it is available for inserting into future documents.



# Vernon, CT Historical Enrollment

School District: Vernon, CT

4/24/2018

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2002	322	2007-08	36	275	262	291	293	245	261	297	247	272	356	306	275	281	0	3661	3697
2003	371	2008-09	33	271	261	265	280	278	233	258	289	240	319	294	290	272	0	3550	3583
2004	368	2009-10	123	299	277	250	258	275	277	232	272	298	295	255	271	299	0	3558	3681
2005	384	2010-11	129	255	307	263	251	271	273	260	241	271	309	250	239	277	0	3467	3596
2006	345	2011-12	144	286	267	308	248	245	262	247	260	234	282	296	235	253	0	3425	3569
2007	344	2012-13	170	266	274	265	282	252	253	214	235	250	258	220	271	235	0	3275	3445
2008	357	2013-14	177	257	253	262	254	272	245	209	221	238	297	160	205	274	0	3145	3322
2009	342	2014-15	182	267	240	243	262	239	274	218	213	217	277	223	154	227	0	3054	3236
2010	373	2015-16	174	259	258	231	252	252	239	250	229	208	259	209	195	164	0	3005	3179
2011	337	2016-17	144	242	246	255	229	260	246	228	256	227	274	200	190	197	0	3050	3194
2012	351	2017-18	139	253	220	240	247	225	258	241	212	250	189	196	199	217	0	2947	3086

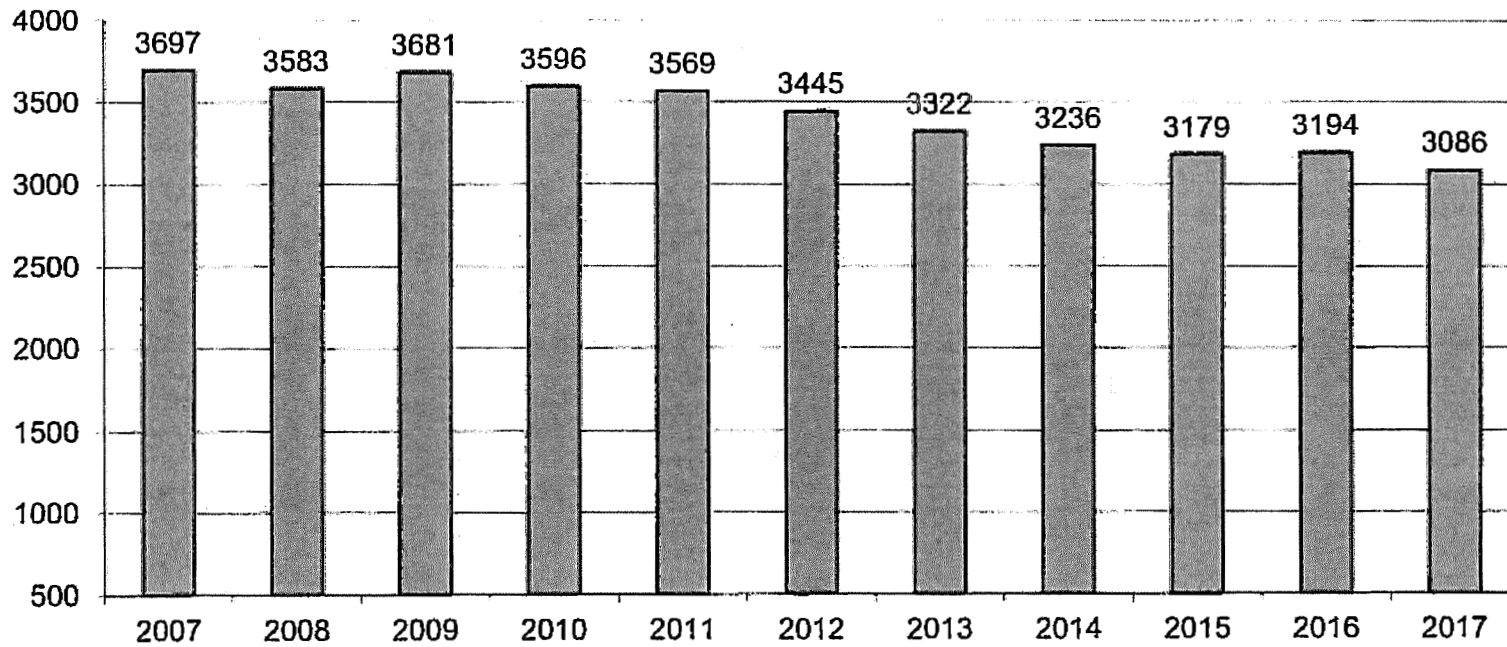
Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-8	K-8	5-8	6-8	7-8	7-12	9-12
2007-08	1663	1627	1924	2443	1077	816	519	1737	1218
2008-09	1621	1588	1846	2375	1020	787	529	1704	1175
2009-10	1759	1636	1868	2438	1079	802	570	1690	1120
2010-11	1749	1620	1880	2392	1045	772	512	1587	1075
2011-12	1762	1618	1865	2359	1003	741	494	1560	1066
2012-13	1762	1592	1806	2291	952	699	485	1469	984
2013-14	1720	1543	1752	2209	911	666	457	1393	936
2014-15	1707	1525	1743	2173	922	648	430	1311	881
2015-16	1665	1491	1741	2178	926	687	437	1264	827
2016-17	1622	1478	1706	2189	957	711	483	1344	861
2017-18	1582	1443	1684	2146	961	703	462	1263	801

Historical Percentage Changes			
Year	K-12	Diff.	%
2007-08	3661	0	0.0%
2008-09	3550	-111	-3.0%
2009-10	3558	8	0.2%
2010-11	3467	-91	-2.6%
2011-12	3425	-42	-1.2%
2012-13	3275	-150	-4.4%
2013-14	3145	-130	-4.0%
2014-15	3054	-91	-2.9%
2015-16	3005	-49	-1.6%
2016-17	3050	45	1.5%
2017-18	2947	-103	-3.4%
Change		-714	-19.5%



# Vernon, CT Historical Enrollment

**PK-12, 2007-2017**



# Vernon, CT Projected Enrollment

School District: **Vernon, CT**

4/24/2018

## Enrollment Projections By Grade\*

Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2012	351		2017-18	139	253	220	240	247	225	258	241	212	250	189	196	199	217	0	2947	3086
2013	329		2018-19	0	234	236	215	240	245	223	245	241	208	282	141	182	213	0	2907	2907
2014	359		2019-20	0	255	220	232	215	238	242	212	245	237	235	211	131	195	0	2868	2868
2015	331		2020-21	0	235	240	215	232	213	236	230	212	240	268	176	195	140	0	2832	2832
2016	325	(prov.)	2021-22	0	231	221	234	215	230	211	224	230	208	271	200	163	209	0	2847	2847
2017	339	(est.)	2022-23	0	241	218	216	234	213	228	200	224	226	235	203	185	175	0	2798	2798
2018	337	(est.)	2023-24	0	239	227	213	216	232	211	216	200	220	255	176	188	198	0	2791	2791
2019	338	(est.)	2024-25	0	240	225	221	213	214	230	200	216	196	248	191	163	202	0	2759	2759
2020	334	(est.)	2025-26	0	237	226	219	221	211	212	218	200	212	221	185	177	175	0	2714	2714
2021	335	(est.)	2026-27	0	238	223	220	219	219	209	201	218	196	239	165	171	190	0	2708	2708
2022	336	(est.)	2027-28	0	239	224	218	220	217	217	198	201	214	221	179	153	183	0	2684	2684

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, and births.

Based on an estimate of births

Based on children already born

Based on students already enrolled

## Projected Enrollment in Grade Combinations\*

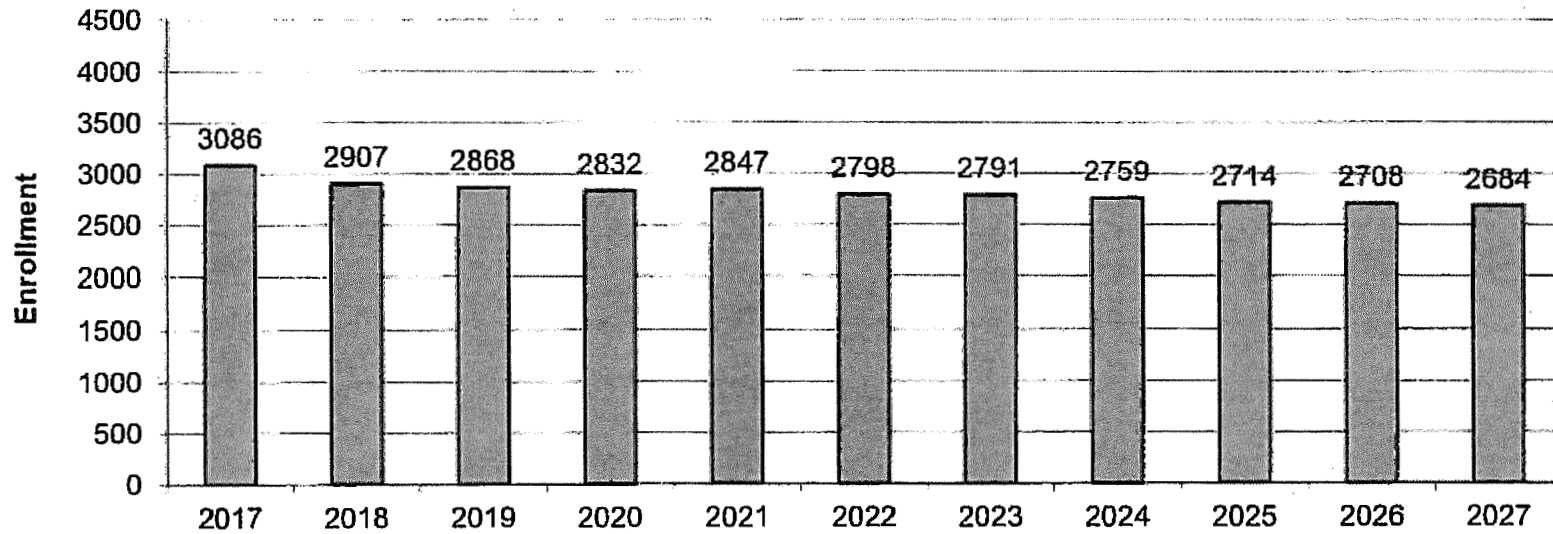
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2017-18	1582	1443	1684	2146	961	703	462	1263	801
2018-19	1395	1395	1640	2089	917	694	449	1267	818
2019-20	1402	1402	1614	2096	936	694	482	1254	772
2020-21	1371	1371	1601	2053	918	682	452	1231	779
2021-22	1342	1342	1566	2004	873	662	438	1281	843
2022-23	1350	1350	1550	2000	878	650	450	1248	798
2023-24	1338	1338	1554	1974	847	636	420	1237	817
2024-25	1343	1343	1543	1955	842	612	412	1216	804
2025-26	1326	1326	1544	1956	842	630	412	1170	758
2026-27	1328	1328	1529	1943	824	615	414	1179	765
2027-28	1335	1335	1533	1948	830	613	415	1151	736

## Projected Percentage Changes

Year	K-12	Diff.	%
2017-18	2947	0	0.0%
2018-19	2907	-40	-1.4%
2019-20	2868	-39	-1.3%
2020-21	2832	-36	-1.3%
2021-22	2847	15	0.5%
2022-23	2798	-49	-1.7%
2023-24	2791	-7	-0.3%
2024-25	2759	-32	-1.1%
2025-26	2714	-45	-1.6%
2026-27	2708	-6	-0.2%
2027-28	2684	-24	-0.9%
<b>Change</b>		<b>-263</b>	<b>-8.9%</b>

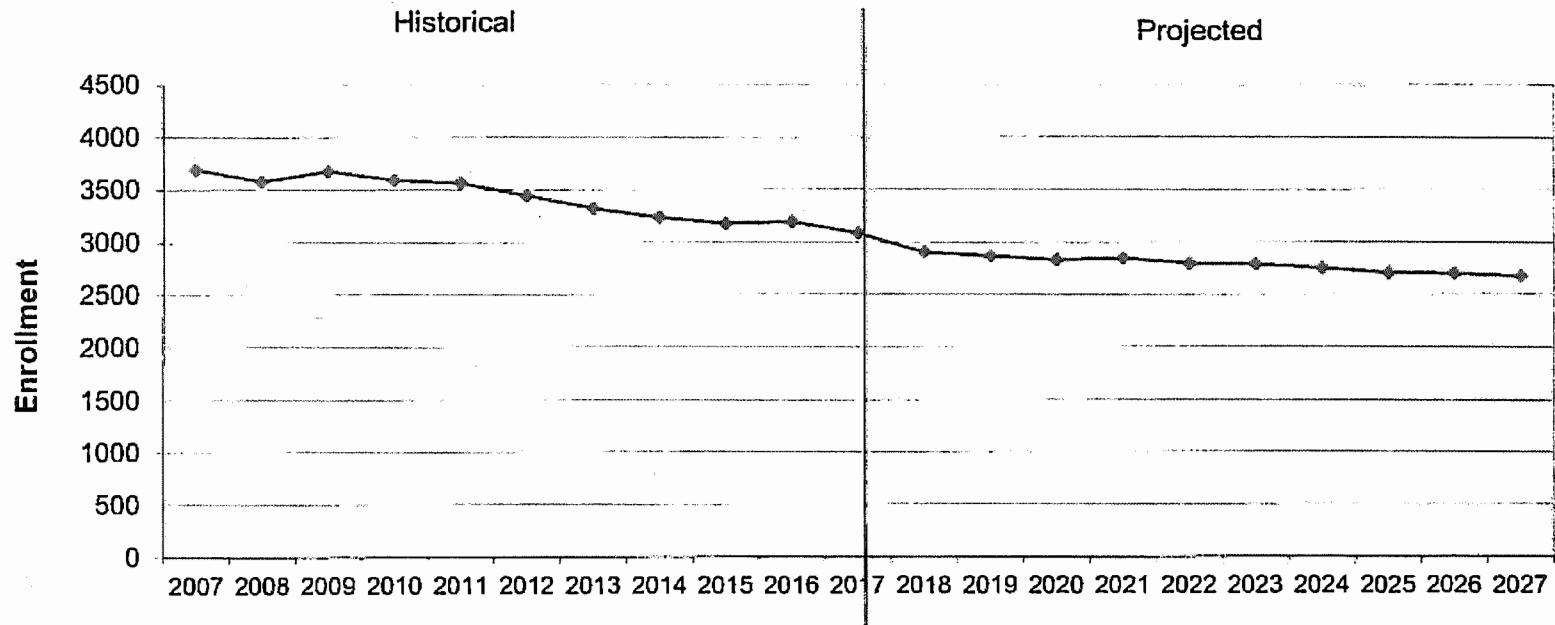
# Vernon, CT Projected Enrollment

**PK-12 TO 2027 Based On Data Through School Year 2017-18**

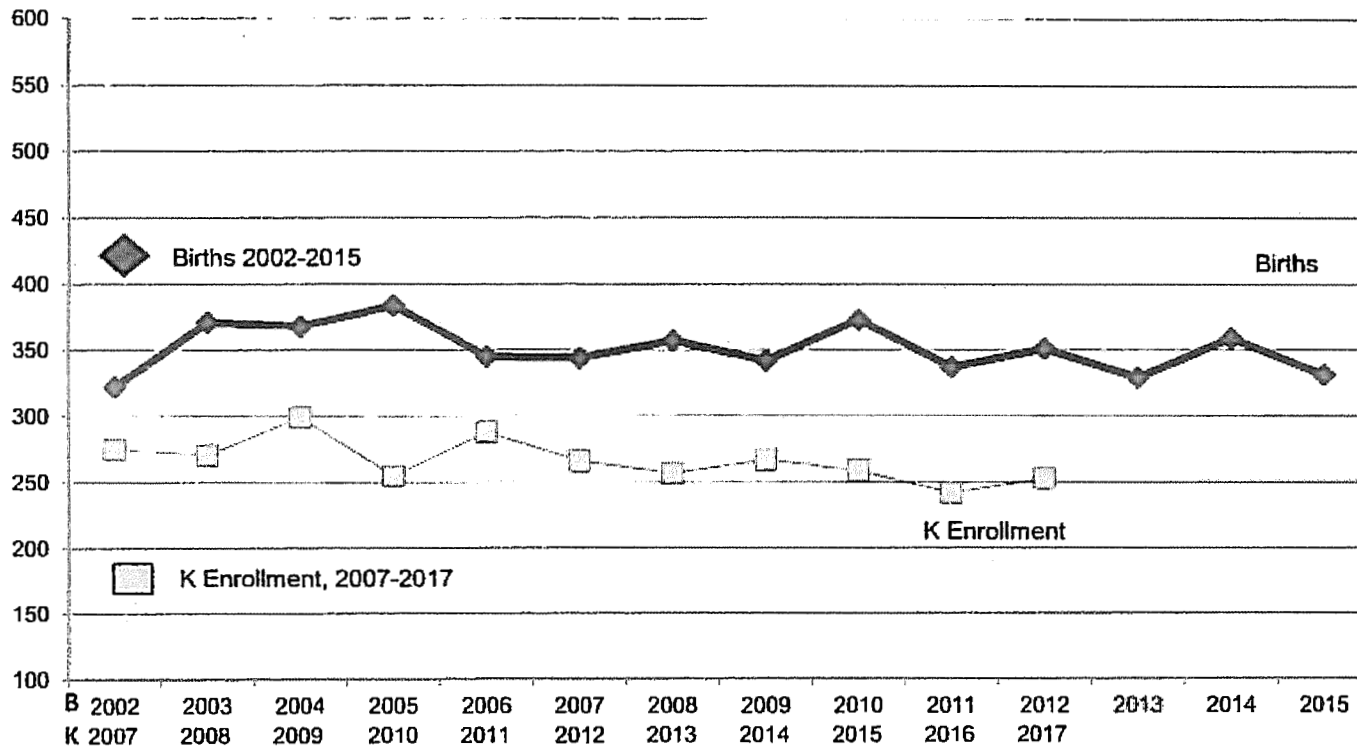


# Vernon, CT Historical & Projected Enrollment

**PK-12, 2007-2027**



# Vernon, CT Birth-to-Kindergarten Relationship





# Vernon, CT Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	57	163
2013	11	24
2014	8	2
2015	16	159
2016	5	106
2017	13	99

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	106	n/a
2013-14	0	59
2014-15	0	73
2015-16	0	68
2016-17	29	n/a
2017-18	127	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a

K-12 Home-Schooled Students	
2017	40

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2017	346

K-12 Special Education Outplaced Students	
2017	35

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2017	2

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

**VERNON PUBLIC SCHOOLS**  
**Vernon, Connecticut 06066**  
**BOARD OF EDUCATION MEETING**

**ATTACHMENT J**

DATE: Monday, August 26, 2019

TIME: 7:00 p.m.

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

**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.*

AGENDA	NOTES
<p><b>1.0 Recognitions and Presentations</b>            1.1 Introduction of New Teachers (BOE Goal #2)            1.2 New Board of Education Member Stephen Linton (BOE Goal #1, #2, #3)</p>	
<p><b>2.0 Consent Agenda</b>            2.1            (a) Approval of the Minutes of the Regular Board of Education Meeting held on June 24, 2019</p>	
<p><b>3.0 Secretary's Report</b>            3.1 Opportunity for Board of Education to add/delete urgent agenda items            3.2 Rockville High School Student Representative Report</p>	
<p><b>4.0 Community Forum</b>            Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (limited to 15 minutes)</p>	
<p><b>5.0 Personnel</b>            5.1 Staffing Update (BOE Goal #2)            5.2 Retirement of Public Works Director Robert Kleinhans (BOE Goal #3)</p>	
<p><b>6.0 Teaching and Learning</b>            6.1 Vernon Teacher Evaluation Plan and New Platform (BOE Goal #2)</p>	
<p><b>7.0 General Business</b>            7.1 Connecticut State Board of Education Racial Imbalance Statistics for Vernon (BOE Goal #1, #2, #3)            7.2 Reports from Board of Education Liaisons Regarding Attendance at Organization/Committee Meetings (BOE Goal #1)            7.3 Discussion regarding Collective Bargaining Unit Negotiations – Custodians, Maintenance Staff and Secretaries, Local 1303-35 of Council #4, AFSCME, AFL-CIO (BOE Goal #1, #2, #3) (Executive Session Anticipated)</p>	

**VERNON PUBLIC SCHOOLS**  
**Vernon, Connecticut 06066**  
**BOARD OF EDUCATION MEETING**

**Page 2**

**DATE:** Monday, August 26, 2019

**TIME:** 7:00 p.m.

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

**8.0 To Review and Update Board of Education  
Calendar**

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



**The Board of Education  
Town of Vernon**

30 Park Street - PO Box 600  
Vernon, Connecticut 06066

RECEIVED  
VERNON TOWN CLERK  
19 SEP 11 PM 3:18

Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kalina, Treasurer  
Michele Arn  
Kevin Brown  
Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

August 26, 2019

**APPROVED MINUTES**  
**BOARD OF EDUCATION MEETING**

A regular meeting of the Vernon Board of Education was held at the Administration Building on Monday, August 26, 2019.

Chairperson Fischer called the meeting to order at 7:05 p.m.

Present when the meeting was called to order were: Mrs. Rodriguez, Ms. Arn, Mr. Kalina, Mrs. Russell, Ms. Gessay, Dr. Buxton, Mr. Brown, and Mr. Linton

Student Representative Adam Brucker was present.

Administration present: Superintendent Joseph Macary, Assistant Superintendent Robert Testa, and Director of Business and Finance Raymond Engle.

**1.0 Recognitions and Presentation**

**1.1 Introduction of New Teachers (BOE Goal #2)**

Assistant Superintendent of Schools Robert Testa introduced the new Vernon Public Schools teachers for the 2019-2020 school year. There are 29 new certified staff members:

Adamo	Katherine
Albert	Brian
Antaya	Kathleen
Bernabe	Amy
Biske	Alicia
Catania	Marissa
Corrao	Vanessa
Cruz	David
Egeberg	Jennifer
Fritch	Kyle
Grady	Erin
Hamel	Allyson

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kallno, Treasurer  
Michele Arn  
Kevin Brown  
Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

August 26, 2019

Kendig	Leslie
Krzywicki	Christina
Lanz	Ashley
Ledwith	Kristy
Malinak	Sarah
Mendes	Rachel
Mobley	Aisha
Nardone	Danielle
Roberts	Stephanie
Schunder	Kelly
Soden	Sarah
Steed	Hannah
Symkowicz	Stephanie
Urtecho	Rony
Veilleux-Champagne	Alexandra
Wilson	Dan
Zeiner	Michael

## 1.2 New Board of Education Member Stephen Linton (BOE Goal #1, #2, #3)

On July 16, 2019 the Vernon Town Council approved Stephen Linton to replace retired Board Member David Kemp's unexpired term. The Board of Education welcomed new Board of Education member Stephen Linton. Mr. Linton will be serving on the Board of Education Facilities Committee.

## 2.0 Consent Agenda

### 2.1

#### (a) Approval of the Minutes of the Regular Board of Education Meeting held on June 24, 2019

Ms. Arn pulled Consent Agenda Item 2.1(a) and noted that a correction should be made on page 6, Item 6.8, 2<sup>nd</sup> paragraph where it reads "*Mrs. Russell and Mrs. Fischer attended...*" It should be corrected to read "*Mrs. Russell and Ms. Arn attended...*"

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kalina, Treasurer  
Michele Arn  
Kevin Brown  
Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

August 26, 2019

Mrs. Fischer noted that a correction should be made on page 5, Item 6.6, 2<sup>nd</sup> paragraph where it reads *"A present class will be..."* It should read *"A present classroom will be..."*

MOTION: Mrs. Rodriguez moved to approve Consent Agenda Item #2.1 (a) as amended.

SECOND: Mr. Kalina

VOTE: Mrs. Rodriguez, Mr. Kalina, Ms. Gessay, Ms. Arn, Dr. Buxton, and Mrs. Russell voted in favor of the motion. Mr. Brown and Mr. Linton abstained. The motion carried.

### 3.0 Secretary's Report

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

No agenda items were added or deleted.

#### 3.2 Rockville High School Student Representative Report

Student Representative Adam Brucker reported the following:

- Students have been enjoying their summer break.
- Sports practices have begun.
- Students are finishing up their summer work and are getting their supplies ready.
- The first two days of school the students will follow "A" schedule.
- This weekend is a three day weekend.
- September 9<sup>th</sup> and 10<sup>th</sup> is picture day.

### 4.0 Community Forum

Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (limited to 15 minutes)

No one addressed the Board.

### 5.0 Personnel

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kalina, Treasurer  
Michele Arn  
Kevin Brown  
Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

August 26, 2019

## 5.1 Staffing Update (BOE Goal #2)

Assistant Superintendent Robert Testa gave the Board a staffing update. There were 29 new certified staff hires and 41 non-certified staff new hires. There are still two (2) certified staff positions open – a Special Education Teacher at Vernon Center Middle School and a Mathematics Teacher at Rockville High School. The interview process for those positions have already begun.

Dr. Macary shared that the electrician, Steven Prattson, resigned and was appointed Town of Vernon Building Official. We will be looking to hire a new electrician for the district.

## 5.2 Retirement of Public Works Director Robert Kleinhans (BOE Goal #3)

Public Works Director Robert Kleinhans has given formal notice of his intention to retire from the Town of Vernon service with his last day to be Tuesday, September 3, 2019. Dr. Macary will give more information to the Board in Executive Session.

## 6.0 Teaching and Learning

### 6.1 Vernon Teacher Evaluation Plan and New Platform (BOE Goal #2)

Assistant Superintendent Robert Testa reviewed the 2019-2020 Teacher Evaluation Handbook with the Board.

The goals of the Vernon's Teacher Evaluation Plan are to develop a comprehensive view of teacher performance and encourage and support teacher growth. The plan encourages the exchange of accurate, useful information about strengths and development areas and promotes collaboration and shared ownership for professional learning. When evaluation is paired with effective relevant and timely feedback and support, the evaluation process has the potential to help move teachers along the path to exemplary practice. All teachers are evaluated based on the following indicators: Teacher Practice Related Indicators and Student Outcomes Related Indicators.

# The Board of Education Town of Vernon

30 Park Street – PO Box 600  
Vernon, Connecticut 06066

Anne Fischer, Chairperson  
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Michele Arn  
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Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

August 26, 2019

## 7.0 General Business

### 7.1 Connecticut State Board of Education Racial Imbalance Statistics for Vernon (BOE Goal #1, #2, #3)

Superintendent Dr. Joseph Macary reported on the latest information received from the Connecticut State Department of Education regarding racial imbalance for the Vernon Public Schools.

Dr. Macary will be writing and submitting a report to the State of Connecticut. Two or three years ago the district moved district lines to help correct impending racial imbalance. The Board will need to have a conversation about an enrollment study and, perhaps, think about district lines for Maple Street School and Lake Street School.

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

The Board of Education liaisons reported on their attendance at any meetings that were held recently.

Dr. Buxton attended the Staff Convocation. The atmosphere was very energetic and she enjoyed the convocation. Lake Street School will be celebrating their 60<sup>th</sup> school year and the principal will be inviting parents. There was a Meet & Greet on August 26<sup>th</sup>. On August 27<sup>th</sup>, there is a "Kindergarten Play Date at the Playscape". Wednesday, August 28<sup>th</sup>, is the first day of school for students in Grades K-5. On Thursday, September 26<sup>th</sup> and Friday, September 27<sup>th</sup> the Hopes and Dreams Conferences will be held. The administration and faculty invite Lake Street School parents to come and volunteer in the classroom and join PTO.

Mrs. Russell attended the Meet & Greet at Vernon Center Middle School. It was packed with students and parents. She hopes that more parents will be engaged this year.

Mr. Brown attended the Meet & Greet at Center Road School and "Popsicles on the Playground". Despite having so many parking spots, it was crowded and there was a great turnout. There seemed to be a very positive vibe flowing throughout the building.

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Thomasina Russell

August 26, 2019

Ms. Arn noted that Anne Fischer did a great job speaking at the Staff Convocation on behalf of the Board of Education. She did the Board proud.

Dr. Macary was happy about the Staff Convocation. He doesn't approve the speeches ahead of time, yet all the speeches involved social emotional learning and trauma. The Mayor spoke about social emotional learning and the theme continued with the Teacher of the Year, Diane Lux. Miss Lux did a great job talking about how we deal with kids. It was powerful. It all went together. We are headed in the right direction with social emotional learning.

Mrs. Rodriguez noted that the Youth Services Bureau meeting was originally scheduled for the first day of school. It will, however, be rescheduled.

7.3 Discussion regarding Collective Bargaining Unit Negotiations – Custodians, Maintenance Staff and Secretaries, Local 1303-35 of Council #4, AFSCME, AFL-CIO (BOE Goal #1, #2, #3) (Executive Session Anticipated)

The Board will discuss Collective Bargaining Unit Negotiations - Custodians, Maintenance Staff and Secretaries, Local 1303-35 of Council #4, AFSCME, AFL-CIO (BOE Goal #1, #2, #3) in Executive Session.

This agenda item will be moved to the end of the meeting.

8.0 To Review and Update Board of Education Calendar

There were no changes to the calendar. Dr. Macary would like to have the Board try an electronic calendar and put all seven school calendars together. We will put together a Google calendar.

9.0 Opportunity for Questions from the Press Regarding Agenda Items

There were no questions from the press.

Mrs. Linda Gessay made a motion to go into Executive Session at 8:25 PM, inviting the Superintendent, Dr. Macary, to discuss negotiations with the Custodians, Maintenance Staff and Secretaries.

Dr. Buxton seconded the motion and it passed unanimously.

**The Board of Education  
Town of Vernon**

30 Park Street - PO Box 600  
Vernon, Connecticut 06066

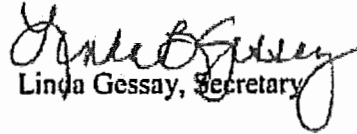
Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kolina, Treasurer  
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Thomasina Russell

August 26, 2019

The Board came out of Executive Session at 9:07 PM.

Mr. Linton made the motion to adjourn at 9:08 PM. Mrs. Gessay seconded the motion and it passed unanimously.

Respectfully submitted,

  
Linda Gessay, Secretary

**VERNON PUBLIC SCHOOLS**  
**Vernon, Connecticut 06066**  
**BOARD OF EDUCATION MEETING**

**ATTACHMENT K**

DATE: Tuesday, October 15, 2019

TIME: 7:00 p.m.

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

**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.*

<b>AGENDA</b>	<b>NOTES</b>
<p><b>1.0 Recognitions and Presentations</b></p> <p>1.1 Northeast School Student Presentation (BOE Goal #1, #2)</p> <p>1.2 Donation of Dictionaries to Grade 3 Students from Rockville Elks Lodge (BOE Goal #1, #2)</p>	
<p><b>2.0 Consent Agenda</b></p> <p>2.1</p> <p>(a) Approval of the Minutes of the Regular Board of Education Meeting held on September 23, 2019</p> <p>(b) Approval of the Minutes of the Special Board of Education Meeting – Focus Group – held on September 30, 2019</p> <p>(c) Approval of the Minutes of the Board of Education Curriculum Committee Meeting held on October 7, 2019</p> <p>(d) Approval of Donation of Jersey Heifer to the Agricultural Science and Technology Program from Erin Battles of Tolland, CT</p>	
<p><b>3.0 Secretary's Report</b></p> <p>3.1 Opportunity for Board of Education to add/delete urgent agenda items</p> <p>3.2 Rockville High School Student Representative Report</p>	
<p><b>4.0 Community Forum</b></p> <p>Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (limited to 15 minutes)</p>	
<p><b>5.0 Personnel</b></p> <p>5.1 Resignation of Director of Business and Finance (BOE Goal #1, #2, #3)</p> <p>5.2 Superintendent's Evaluation (BOE Goal #1, #2, #3) (Executive Session Anticipated)</p>	
<p><b>6.0 Teaching and Learning</b></p> <p>6.1 Presentation on Trauma Informed Practices (BOE Goal #1, #2)</p>	



**VERNON PUBLIC SCHOOLS**  
**Vernon, Connecticut 06066**  
**BOARD OF EDUCATION MEETING**

Page 2

**DATE:** Tuesday, October 15, 2019  
**TIME:** 7:00 p.m.  
**PLACE:** Vernon Board of Education, Administration  
Building, 30 Park Street, Vernon – 3rd  
Floor Board Conference Room

- 6.2 School Improvement Plans – Rockville High School and Vernon Center Middle School (BOE Goal #2)
- 6.3 Middle School English Language Arts and Mathematics Curriculum – Grades 6 through 8 (BOE Goal #2)

**7.0 General Business**

- 7.1 Board of Education Meeting Calendar 2020 (BOE Goal #1)
- 7.2 Plan to Address Racial Imbalance (BOE Goal #2)
- 7.3 Follow-Up on Grant Request – “Stipend for Assisting Districts with Improving Outcomes for Students with Significant Cognitive Disabilities” (BOE Goal #2)
- 7.4 Board of Education Finance Committee Report (BOE Goal #1, #2, #3)

**8.0 To Review and Update Board of Education Calendar**

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

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

**The Board of Education**  
**Town of Vernon**  
30 Park Street – PO Box 600  
Vernon, Connecticut 06066

RECEIVED  
VERNON TOWN CLERK  
19 OCT 31 PH 3:11

Anne Fischer, Chairperson  
Linda Gessay, Secretary  
Mark Kalina, Treasurer  
Michele Arn  
Kevin Brown  
Patricia Buxton  
Stephen Linton  
Deborah Rodriguez  
Thomasina Russell

October 15, 2019

APPROVED MINUTES  
BOARD OF EDUCATION MEETING

A regular meeting of the Vernon Board of Education was held at the Administration Building on Tuesday, October 15, 2019.

Chairperson Fischer called the meeting to order at 7:02 p.m.

Present when the meeting was called to order were: Mrs. Rodriguez, Ms. Arn, Mr. Kalina, Mrs. Russell, Mr. Linton, Ms. Gessay, Dr. Buxton, and Mr. Brown.

Student Representative Adam Brucker and Allison Blume were present.

Administration present: Superintendent Joseph Macary and Assistant Superintendent Robert Testa. Director of Business and Finance Raymond Engle was absent.

**1.0 Recognitions and Presentation**

**1.1 Northeast School Student Presentation (BOE Goal #1, #2)**

Kindergarten students in Mrs. Champagne's and Mrs. Santella's class shared their singing talents. Students sang an "Apple Song" that relates to what they are learning in math. They also handed out apples to all Board members.

**1.2 Donation of Dictionaries to Grade 3 Students from Rockville Elks Lodge (BOE Goal #1, #2)**

The Rockville Elks Lodge will be donating dictionaries to all grade 3 students at Vernon Public Schools. The Board publicly thanked the Rockville Elks Lodge for their donation of dictionaries to grade 3 students from Rockville Elks Lodge. A Certificate of Recognition will be mailed to Rockville Elks Lodge.

**2.0 Consent Agenda**

**2.1**

# The Board of Education Town of Vernon

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October 15, 2019

- (a) Approval of the Minutes of the Regular Board of Education Meeting held on September 23, 2019
- (b) Approval of the Minutes of the Special Board of Education Meeting – Focus Group – held on September 30, 2019
- (c) Approval of the Minutes of the Board of Education Curriculum Committee Meeting held on October 7, 2019
- (d) Approval of Donation of Jersey Heifer to the Agricultural Science and Technology Program from Erin Battles of Tolland, CT

MOTION: Mrs. Russell moved to approve all the items on the Consent Agenda.  
SECOND: Mr. Kalina  
VOTE: Unanimous

### 3.0 Secretary's Report

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

No agenda items were added or deleted.

#### 3.2 Rockville High School Student Representative Report

Student Representative Adam Brucker reported the following:

- On 10/16 the PSATs are being held.
- The Seniors' mock interview day is coming up.
- Afterschool on 10/17 Ms. Nordlund will be showcasing her poetry.
- There is a Girls volleyball fundraiser at Friendly's on 10/17.
- On 10/21 there are picture retakes.
- On 10/20-23 mock elections are being held.

Student Representative Allison Blume reported the following:

- There was a Homecoming Game on 10/5 homecoming game.
- The Homecoming Dance was held on 10/5.
- There was a poetry reading held on 10/5 at the Arts Festival.

# The Board of Education Town of Vernon

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- The Ram Marching Band – Festival of Bands was held on 10/12. Eleven bands attended and UConn came to perform also.

Both Adam and Allison shared highlights from Spirit Week. Spirit Week activities included: Sports Day, Powder Puff Game, Twin Day, Hawaiian Day, Blue and Gold Day, Toga Day, Red White and Blue Day, Pajama Day, and Superhero Day.

#### 4.0 Community Forum

Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (limited to 15 minutes)

No one addressed the Board.

#### 5.0 Personnel

##### 5.1 Resignation of Director of Business and Finance (BOE Goal #1, #2, #3)

The Board was asked to accept the resignation of Raymond Engle, Director of Business and Finance, effective November 1, 2019

MOTION: Mr. Kalina moved that the Vernon Board of Education accept, with regret and gratitude for time served in Vernon, the resignation of Raymond Engle, Director of Business and Finance, effective November 1, 2019.

SECOND: Mrs. Russell

VOTE: Unanimous

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

The Board will discuss the Superintendent's Evaluation in Executive session.

This agenda item was moved to the end of the agenda.

#### 6.0 Teaching and Learning

##### 6.1 Presentation on Trauma Informed Practices (BOE Goal #1, #2)

# The Board of Education Town of Vernon

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October 15, 2019

Kathleen Guarino, LMHC, Senior TA Consultant, American Institutes for Research shared a presentation, “Building Trauma-Sensitive Schools”, with the Board. American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

Ms. Guarino highlighted:

- Why schools are addressing trauma
- Defining Trauma
- Trauma Types
- Adverse Childhood Experiences
- Prevalence of Childhood Adversity and Trauma
- Impact of Trauma on Students
- Impact of Trauma on Student Achievement
- Impact of Trauma on Parents and Caregivers and Engagement
- Impact of Trauma on School Staff
- Impact of Trauma on School Climate
- Trauma-Sensitive Schools
- Trauma-Sensitive Strategies
- Adopting Trauma-Sensitive Approach

Ms. Guarino outlined the following steps for implementing this plan for Vernon Public Schools:

- Train all staff on trauma and its effects
- Assist schools in assessing current practice as it relates to trauma sensitivity in five core domains:
  - Support Staff Development
  - Create Safe and Supportive Environments
  - Assess needs and provide support
  - Build Social and Emotional Skills
  - Collaborate with Students and Families
  - Adapt Policies and Procedures

# The Board of Education Town of Vernon

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October 15, 2019

- Support school climate teams in developing school-specific action plans
- Provide staff training and team consultation to support implementation of trauma-sensitive strategies throughout the year.

## 6.2 School Improvement Plans – Rockville High School and Vernon Center Middle School (BOE Goal #2)

Rockville High School Principal Susan Czapla, Assistant Principal Daniel Pichette, and Vernon Center Middle School Principal David Caruso shared with the Board the School Improvement Plans for the high school and middle school. They highlighted the following:

### Rockville High School Improvement Plan Goals:

**Goal 1:** To increase the number of students achieving in reading, mathematics, science, and physical fitness

- Purposeful Professional Development
- Departmental-Based and Scientific Research Based Interventions PLC
- Rock Block - My Path and Khan Academy
- Data Driven Decision Making

**Goal 2:** To provide opportunities that foster positive student and adult relationships within our school community

- Create a Sense of Community at RHS through Shared Experiences
- Increase Student Voice

**Goal 3:** Partner with families to better prepare students for the rigors of high school and the global marketplace.

- Collaborative Opportunities to Welcome & Engage Parents
- Enhanced Communication
- Outreach Support

# The Board of Education Town of Vernon

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October 15, 2019

## Vernon Center Middle School:

### **VCMS SIP Theory of Action 1: *Transform Student Learning***

Provide a rich and rigorous curriculum coupled with high quality instruction while providing targeted interventions so all students can succeed

### **VCMS SIP Theory of Action 2: *Build a Rich and Vibrant Learning Culture***

We believe that if we invest in people and structures to support the social emotional well-being of our VCMS community then we will enhance the "Quality of life" for staff and students

### **VCMS SIP Theory of Action 3: *Grow our partnerships with Families***

We believe that if we develop a strong and trusting partnership with families, then we will support our students through the challenging and exciting middle school journey

## 6.3 Middle School English Language Arts and Mathematics Curriculum – Grades 6 through 8 (BOE Goal #2)

Assistant Superintendent Robert Testa and the Curriculum Committee presented to the Board documentation for the Middle School English Language Arts and Mathematics Curriculum – Grades 6 through 8. They highlighted and reviewed:

### **Examples of Middle School Math and English Language Arts units.**

1. Math Grade 6 Unit 3
2. Language Arts Grade 6 Unit 1

It was noted that the entire curriculum documents for Middle School can be found using the online curriculum portal

**MOTION:** Mrs. Russell moved that the Board approve the Middle School English Language Arts and Mathematics Curriculum – Grades 6 through 8 – as presented.

**SECOND:** Mr. Brown

# The Board of Education

## Town of Vernon

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October 15, 2019

VOTE: Unanimous

### 7.0 General Business

#### 7.1 Board of Education Meeting Calendar 2020 (BOE Goal #1)

The Board of Education reviewed the Board of Education Meeting Calendar for 2020.

MOTION: Mrs. Rodriguez moved that the Vernon Board of Education approve the 2020 meeting calendar as presented.

SECOND: Ms. Gessay

VOTE: Unanimous

#### 7.2 Plan to Address Racial Imbalance (BOE Goal #2)

Superintendent Dr. Joseph Macary discussed a plan to address Racial Imbalance.

Dr. Macary worked together with State of Connecticut regarding the regarding the Racial Imbalance Plan. He noted that the district is back in balance as of 10/1/19. Since we have moved the grade K classes and ABL Program to Center Road School, Lake Street School is now at 21.2% Absolute Imbalance and Maple Street School is at 18%. We still have to submit a plan, however. The district will be looking at the EL program to see if students should be placed in their home district school or be moved to Northeast School or Lake Street School. That may solve the racial imbalance. Dr. Macary also noted that racial identification is not monitored. Parents self-select their race when they register their children for school. There is no verification of race identification conducted by the schools to confirm minority status.

MOTION: Ms. Arn moved to approve the Racial Imbalance Plan as presented.

SECOND: Mrs. Rodriguez

VOTE: Unanimous

#### 7.3 Follow-Up on Grant Request – “Stipend for Assisting Districts with Improving Outcomes for Students with Significant Cognitive Disabilities” (BOE Goal #2)



# The Board of Education Town of Vernon

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Assistant Superintendent Robert Testa provided a follow-up on Grant Request – “Stipend for Assisting Districts with Improving Outcomes for Students with Significant Cognitive Disabilities”. Mr. Testa shared information regarding the one-time stipend award for the amount of \$6,000 toward improving outcomes for students with significant cognitive disabilities. Vernon Center Middle School has established a Unified Sports team for the 2019-2020 school year to provide students with significant cognitive disabilities the opportunity to play sports with their same age peers.

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

The Board was given an updated report including the Year-to-Date Budget.

No action was taken with regard to the “Application for Use of School Facilities” Form as presented.

#### 8.0 To Review and Update Board of Education Calendar

There were no changes to the calendar.

#### 9.0 Opportunity for Questions from the Press Regarding Agenda Items

There were no questions from the press.

#### 5.2 Superintendent’s Evaluation (BOE Goal #1, #2, #3) (Executive Session Anticipated)

The Board discussed the Superintendent’s Evaluation in Executive session.

Ms. Arn made the motion at 9:42 PM to extend curfew until business is completed. Mrs. Russell seconded the motion and it passed unanimously.

Mrs. Rodriguez made the motion at 9:43 PM to go into Executive Session inviting the Superintendent to discuss the Superintendent’s evaluation. Mr. Kalina seconded the motion and it passed unanimously.

The Board came out of Executive Session at 11:23 PM.

**The Board of Education  
Town of Vernon**

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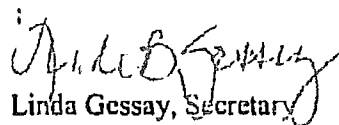
Anne Fischer, Chairperson  
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Mrs. Russell made the motion to approve the Superintendent's Evaluation. Mr. Linton seconded the motion and it passed unanimously.

Mr. Linton made the motion to adjourn at 11:25 PM. Mr. Brown seconded the motion and it passed unanimously.

Respectfully submitted,

  
Linda Gessay, Secretary

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2017-18**



**Vernon School District**

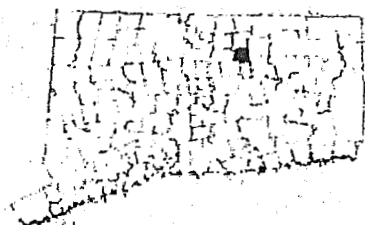
Mr. Joseph Macary, Superintendent • 860-870-6000 • www.vernonschools.com

**District Information**

**Students**

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,108
Per Pupil Expenditures <sup>1</sup>	\$16,041
Total Expenditures <sup>1</sup>	\$57,026,391

<sup>1</sup>Expenditure data reflect the 2016-17 year.



**Community Information**

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities.

**Contents**

Students	1
Educators	2
Instruction and Resources	2
Performance and Accountability	4
Narratives	7

**Notes**

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov). State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

**October 1, 2017 Enrollment**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,524	49.0	48.4
Male	1,584	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	210	6.8	5.1
Black or African American	350	11.3	12.8
Hispanic or Latino	547	17.6	24.8
Pacific Islander	*	*	0.1
Two or More Races	186	6.0	3.3
White	1,809	58.2	53.6
English Learners	88	2.8	7.2
Eligible for Free or Reduced-Price Meals	1,361	43.8	36.7
Students with Disabilities <sup>1</sup>	491	15.8	14.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	116	7.9	88	5.7
Male	137	9.2	170	10.6
Black or African American	38	11.1	50	13.6
Hispanic or Latino	67	12.8	63	11.1
White	116	6.7	124	6.8
English Learners	12	12.5	8	8.2
Eligible for Free or Reduced-Price Meals	177	12.2	192	11.6
Students with Disabilities	86	18.2	96	17.3
District	253	8.5	258	8.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 267

Number of school-based arrests: 6

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Educators

#### Full-Time Equivalent (FTE) Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	231.8
Paraprofessional Instructional Assistants	15.5
<b>Special Education</b>	
Teachers and Instructors	39.8
Paraprofessional Instructional Assistants	104.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.2
School Level	15.6
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	17.5
Counselors, Social Workers and School Psychologists	25.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	112.5

#### Educators by Race/Ethnicity

	Count	District	State
		Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	2	0.6	1.1
Black or African American	4	1.2	3.7
Hispanic or Latino	10	3.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	319	94.7	91.0

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	21	72.4	23	92.0
Hispanic or Latino	17	77.3	22	95.7
White	115	83.9	127	96.9
English Learners	-	-	-	-
Eligible for Free or Reduced-Price Meals	60	76.9	72	94.7
Students with Disabilities	21	63.6	32	91.4
District	165	80.5	188	95.4
State		69.3		80.1

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	23	41.1
Emotional Disturbance	22	36.1
Intellectual Disability	7	30.4
Learning Disability	129	76.3
Other Health Impairment	49	62.8
Other Disabilities	16	57.1
Speech/Language Impairment	46	88.5
District	292	62.5
State		68.6

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), workplace experience and dual enrollment courses.

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.9	1.8
Emotional Disturbance	63	1.9	1.1
Intellectual Disability	24	0.7	0.5
Learning Disability	169	5.1	5.2
Other Health Impairment	79	2.4	3.1
Other Disabilities	37	1.1	1.1
Speech/Language Impairment	64	1.9	1.8
<b>All Disabilities</b>	<b>500</b>	<b>15.2</b>	<b>14.5</b>

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	43	8.6	8.3
Private Schools or Other Settings	23	4.6	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,607,570	9,893	9,847
Instructional Supplies and Equipment	729,583	228	287
Improvement of Instruction and Educational Media Services	2,611,167	817	589
Student Support Services	2,837,513	888	1,120
Administration and Support Services	6,264,285	1,961	1,905
Plant Operation and Maintenance	5,898,347	1,846	1,648
Transportation	3,199,940	769	904
Costs of Students Tuitioned Out	3,243,754	N/A	N/A
Other	634,232	199	208
<b>Total</b>	<b>57,026,391</b>	<b>16,041</b>	<b>16,535</b>
<b>Additional Expenditures</b>			
Land, Buildings, and Debt Service	4,263,198	1,334	1,393

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,130,188	35.9	33.8
Noncertified Personnel	2,565,767	17.9	14.5
Purchased Services	244,280	1.7	5.5
Tuition to Other Schools	2,610,751	18.3	23.4
Special Ed. Transportation	1,706,740	11.9	8.7
Other Expenditures	2,037,298	14.3	14.1
<b>Total Expenditures</b>	<b>14,295,024</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.7	61.0
State	36.1	35.7
Federal	2.6	2.8
Tuition & Other	0.6	0.6

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction)

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	0	0	0
Asian	82	66.8	81	68.3
Black or African American	188	55.2	188	51.6
Hispanic or Latino	246	54.7	247	49.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	78	65.8	78	58.5
White	946	68.0	945	64.8
English Learners	90	57.5	89	57.6
Non-English Learners	1454	64.5	1454	60.9
Eligible for Free or Reduced-Price Meals	734	57.3	734	53.5
Not Eligible for Free or Reduced-Price Meals	810	70.3	809	67.1
Students with Disabilities	260	44.4	259	36.7
Students without Disabilities	1284	68.1	1284	65.5
High Needs	841	56.8	840	52.8
Non-High Needs	703	72.9	703	70.1
District	1544	64.1	1543	60.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.9	89.1	80.4	81.5	875	84.7
Curl Up	89.8	82.3	67.3	86.7	875	80.9
Push Up	78.6	78.6	71.0	79.0	875	76.6
Mile Run/PACER	62.3	58.2	49.8	52.8	875	55.7
All Tests - District	54.0	50.5	43.3	44.6	875	48.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	31	71.0
Hispanic or Latino	32	75.0
English Learners	13	*
Eligible for Free or Reduced-Price Meals	107	64.5
Students with Disabilities	45	42.2
District	238	76.5
State		87.9

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	91	43.3
Male	93.8	71	37.0
Black or African American	88.9	9	16.7
Hispanic or Latino	95.6	*	*
White	97.0	125	46.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	41	26.6
Students with Disabilities	77.9	*	*
District	95.8	162	40.3
State	96.3		44.8

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>5</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>6</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>7</sup> - 3 or higher on any one AP<sup>7</sup> exam
- IB<sup>8</sup> - 4 or higher on any one IB<sup>8</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT<sup>5</sup> and AP<sup>7</sup> statistics derived from data provided by the College Board.

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ACT<sup>6</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>8</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>9</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	78.1	91.2
Male	59.3	90.5
Black or African American	58.3	*
Hispanic or Latino	48.0	*
White	74.8	90.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.4	82.1
Students with Disabilities	35.0	*
District	69.2	90.9
State	70.9	88.3

<sup>9</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate	
ELA Performance Index	All Students	64.1	75	42.8	50	85.5	67.6
	High Needs Students	56.8	75	37.9	50	75.8	57.5
Math Performance Index	All Students	60.7	75	40.4	50	80.9	62.7
	High Needs Students	52.8	75	35.2	50	70.3	52.0
ELA Academic Growth	All Students	49.3%	100%	49.3	100	49.3	60.7%
	High Needs Students	45.7%	100%	45.7	100	45.7	55.6%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.9%
	High Needs Students	53.5%	100%	53.5	100	53.5	55.4%
Chronic Absenteeism	All Students	8.5%	<=5%	42.9	50	85.9	10.7%
	High Needs Students	12.4%	<=5%	35.3	50	70.6	16.6%
Preparation for CCR	% Taking Courses	87.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	40.3%	75%	26.9	50	53.7	44.8%
On-track to High School Graduation	88.4%	94%	47.0	50	94.1	87.5%	
4-year Graduation All Students (2017 Cohort)	76.5%	94%	81.4	100	81.4	87.9%	
6-year Graduation - High Needs Students (2015 Cohort)	80.0%	94%	85.1	100	85.1	81.8%	
Postsecondary Entrance (Class of 2017)	69.2%	75%	92.3	100	92.3	70.9%	
Physical Fitness (estimated part rate) and (fitness rate)	94.8%   48.0%	75%	32.0	50	64.0	96.6%   50.1%	
Arts Access	60.9%	60%	50.0	50	100.0	51.2%	
<b>Accountability Index</b>			<b>905.6</b>	<b>1250</b>	<b>72.4</b>		

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>3</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.9	56.8	16.0	15.9	
Math Performance Index Gap	70.1	52.8	17.4	18.2	
Science Performance Index Gap		N/A			
Graduation Rate Gap	93.6%	80.0%	13.6%	12.7%	Y

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.  
<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	Minimum participation standard is 95%	Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)
ELA	All Students	98.7	Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index
	High Needs Students	98.0	
Math	All Students	98.5	Grade 3 ELA Performance Index for Students with Disabilities: <b>District: 51.3      State: 51.5</b>
	High Needs Students	97.6	
Science	All Students	98.0	
	High Needs Students	96.9	

**Supporting Resources**  
 Two-page FAQ  
 Detailed Presentation  
 Using Accountability Results to Guide Improvement: comprehensive documentation and supports



# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The Vernon Board of Education believes that the educational programs and services available in the school system are designed to provide opportunities for the academic, social, and emotional growth of our student population. Our district improvement plan and parent and community outreach activities highlight work in the following areas:

The Vernon Public Schools is dedicated to improving special education programs and services to meet the needs of students with disabilities. The Vernon Preschool Collaborative serves approximately 150 students. We have created programs at the elementary and secondary levels to support students' emotional needs. In addition, we have created programs to support our students in classroom lessons on independent living and skill development as well as the opportunity to explore work opportunities. A Unified sports program is offered both at the middle and high school levels.

The district employs a multi-tiered plan to prevent truancy and reduce chronic absenteeism. We continue to partner with the national consortium Attendance Works and The Connecticut Consortium on School Attendance. All buildings have weekly attendance meetings to improve attendance with strategies and supports for students and families. We create individualized interventions with specific strategies to support improving attendance. We employ a truancy counselor who partners with a social worker from the Town's Youth Service Bureau to work with families and the schools to reduce chronic absenteeism. We have created a Vernon Public Schools Attendance Manual as well as a district data warehouse to allow administrators and teachers to track daily student attendance.

We have created an office of Family, School and Community Partnerships to strengthen our efforts in building staff capacity and engaging parents as equal partners in student learning. To support this work we have hired family liaisons at all buildings and have created a district climate and engagement team. We have provided training for staff on home visits and have participated in professional learning opportunities on Welcoming Walkthroughs, the state of Connecticut Family Engagement Conference, and Family Engagement book studies. Our families have participated in Welcoming Families and Welcoming University, Parent See, Peace at Home, and Laugh and Learn. In addition, parents have participated as members of our District Planning Committee. The Family, School, Community, Partnership Center established a Read to Grow site where parents can take home books to support literacy at home. All schools have offered various events aimed at providing a link to learning between the school and families.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Vernon is a diverse community with five elementary schools, one middle school and one high school. The high school recruits students for Advanced Placement courses, Early College Experience courses, and other courses that may garner college credit prior to graduation. All grade 10 and 11 students take the PSAT. Students have participated in the Youth Empowerment Summit on Diversity. The high school has a Unity Team to bring pride to the school and an International Club that celebrates cultures and backgrounds from around the world. The LinkCrew is a student-service organization that develops student leadership and community-mindedness in a wide range of students. All students in grades K - 8 engage in the social awareness curriculum which teaches social skills. Students have alternative educational options such as Magnet Schools, Open Choice and Charter Schools. ESL programs are offered at several schools. Our updated website offers many family-friendly functions including a translation feature for non-English speaking families. Our middle school and elementary schools offer afterschool activities aimed at strengthening our school and family partnerships. Vernon has provided extensive professional learning in curriculum writing and implementation ensuring that all students have access to the same rigorous curriculum and resources.

# District Profile and Performance Report for School Year 2017-18

## Vernon School District

### **Equitable Allocation of Resources among District Schools**

The Vernon Public School district has a common curriculum guaranteed for every student. All curriculum resources are located on the secure staff portal ensuring equitable access among all classrooms. The elementary principals collaboratively plan their budgets to ensure equity among resources. All initiatives are systemic in Vernon ensuring that each student, K - 12, will have access to the same rigorous curriculum. Each student shall be given equitable access to education and Student Technology Resources are available at all schools at all grade levels. Community members have access to any and all communication media, newsletters, periodicals, advisory services and representation in actions affecting education in general and the public schools in particular. All Schools have a Governance Council which provides input to the principal and the building leadership team on the school improvement plan and other initiatives in the school. Schools provide portal access to parents and families for the ASPEN Student Information System and sponsor monthly newsletters to recognize students and families.

Next Generation Accountability, 2017-18							
Vernon School District							
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned	
1a. ELA Performance Index - All Students	64.1	75	42.8	50	85.5	90.1	
1b. ELA Performance Index - High Needs Students	56.8	75	37.9	50	75.8	76.7	
1c. Math Performance Index - All Students	60.7	75	40.4	50	80.9	83.6	
1d. Math Performance Index - High Needs Students	52.8	75	35.2	50	70.3	69.3	
1e. Science Performance Index - All Students		75					
1f. Science Performance Index - High Needs Students		75					
2a. ELA Academic Growth - All Students	49.30%	100%	49.3	100	49.3	60.7	
2b. ELA Academic Growth - High Needs Students	45.70%	100%	45.7	100	45.7	55.6	
2c. Math Academic Growth - All Students	58.00%	100%	58	100	58	61.9	
2d. Math Academic Growth - High Needs Students	53.50%	100%	53.5	100	53.5	55.4	
4a. Chronic Absenteeism - All Students	8.50%	<=5%	42.9	50	85.9	77.2	
4b. Chronic Absenteeism - High Needs Students	12.40%	<=5%	35.3	50	70.6	53.6	
5. Preparation for CCR - Percent Taking Courses	87.80%	75%	50	50	100	99.7	
6. Preparation for CCR - Percent Passing Exams	40.30%	75%	26.9	50	53.7	59.7	
7. On-track to High School Graduation	88.40%	94%	47	50	94.1	93.1	
8. 4-year Graduation: All Students (2017 Cohort)	76.50%	94%	81.4	100	81.4	93.5	
9. 6-year Graduation: High Needs Students (2015 Cohort)	80.00%	94%	85.1	100	85.1	87	
10. Postsecondary Entrance (Graduating Class 2017)	69.20%	75%	92.3	100	92.3	94.5	
11. Physical Fitness (estimated participation rate = 94.8%)	48.00%	75%	32	50	64	66.8	
12. Arts Access	60.90%	60%	50	50	100	85.3	
<b>Accountability Index</b>			<b>905.6</b>	<b>1250</b>	<b>72.4</b>	<b>74.9</b>	
<b>Gap Indicators</b>							
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>		
ELA Performance Index Gap	72.9	56.8	16	15.9	Y		
Math Performance Index Gap	70.1	52.8	17.4	18.2	N		
Science Performance Index Gap							
Graduation Rate Gap (2015 Cohort)	93.6	80	13.6	12.7	Y		
<b>Assessment Participation Rates</b>							
<b>Indicator</b>	<b>Participation Rate (%)</b>						
ELA - All Students	98.7						
ELA - High Needs Students	98						
Math - All Students	98.5						
Math - High Needs Students	97.6						
Science - All Students	98						
Science - High Needs Students	96.9						

Next Generation Accountability, 2017-18						
Vernon School District, Center Road School						
School Category: 3						
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	65.8	75	43.9	50	87.8	90.1
1b. ELA Performance Index - High Needs Students	57.9	75	38.6	50	77.2	76.7
1c. Math Performance Index - All Students	65.5	75	43.7	50	87.3	83.6
1d. Math Performance Index - High Needs Students	56.4	75	37.6	50	75.3	69.3
1e. Science Performance Index - All Students		75				
1f. Science Performance Index - High Needs Students		75				
2a. ELA Academic Growth - All Students	55.90%	100%	55.9	100	55.9	60.7
2b. ELA Academic Growth - High Needs Students	52.40%	100%	52.4	100	52.4	55.6
2c. Math Academic Growth - All Students	69.30%	100%	69.3	100	69.3	61.9
2d. Math Academic Growth - High Needs Students	64.50%	100%	64.5	100	64.5	55.4
4a. Chronic Absenteeism - All Students	6.70%	<=5%	46.6	50	93.2	77.2
4b. Chronic Absenteeism - High Needs Students	11.00%	<=5%	38	50	75.9	53.6
5. Preparation for CCR - Percent Taking Courses		75%				99.7
6. Preparation for CCR - Percent Passing Exams		75%				59.7
7. On-track to High School Graduation		94%				93.1
8. 4-year Graduation: All Students (2017 Cohort)		94%				93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)		94%				87
10. Postsecondary Entrance (Graduating Class 2017)		75%				94.5
11. Physical Fitness (estimated participation rate = 100.0%)	52.90%	75%	35.3	50	70.6	66.8
12. Arts Access		60%				85.3
<b>Accountability Index</b>			<b>525.7</b>	<b>750</b>	<b>70.1</b>	<b>74.9</b>
<b>Gap Indicators</b>						
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>	
ELA Performance Index Gap	74.1	57.9	16.2	15.6	Y	
Math Performance Index Gap	74.9	56.4	18.4	17.7	Y	
Science Performance Index Gap						
Graduation Rate Gap (2015 Cohort)						
<b>Assessment Participation Rates</b>						
<b>Indicator</b>	<b>Participation Rate (%)</b>					
ELA - All Students	99.1					
ELA - High Needs Students	99.2					
Math - All Students	98.7					
Math - High Needs Students	98.4					
Science - All Students	100					
Science - High Needs Students	100					

Next Generation Accountability, 2017-18							
Vernon School District, Lake Street School							
School Category: 2							
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned	
1a. ELA Performance Index - All Students	74	75	49.3	50	98.7	90.1	
1b. ELA Performance Index - High Needs Students	64.3	75	42.9	50	85.8	76.7	
1c. Math Performance Index - All Students	71.5	75	47.7	50	95.4	83.6	
1d. Math Performance Index - High Needs Students	63.2	75	42.1	50	84.2	69.3	
1e. Science Performance Index - All Students		75					
1f. Science Performance Index - High Needs Students		75					
2a. ELA Academic Growth - All Students	61.50%	100%	61.5	100	61.5	60.7	
2b. ELA Academic Growth - High Needs Students	44.60%	100%	44.6	100	44.6	55.6	
2c. Math Academic Growth - All Students	68.90%	100%	68.9	100	68.9	61.9	
2d. Math Academic Growth - High Needs Students	57.20%	100%	57.2	100	57.2	55.4	
4a. Chronic Absenteeism - All Students	2.20%	<=5%	50	50	100	77.2	
4b. Chronic Absenteeism - High Needs Students	3.00%	<=5%	50	50	100	53.6	
5. Preparation for CCR - Percent Taking Courses		75%				99.7	
6. Preparation for CCR - Percent Passing Exams		75%				59.7	
7. On-track to High School Graduation		94%				93.1	
8. 4-year Graduation: All Students (2017 Cohort)		94%				93.5	
9. 6-year Graduation: High Needs Students (2015 Cohort)		94%				87	
10. Postsecondary Entrance (Graduating Class 2017)		75%				94.5	
11. Physical Fitness (estimated participation rate = 100.0%)	50.00%	75%	33.3	50	66.7	66.8	
12. Arts Access		60%				85.3	
<b>Accountability Index</b>			<b>547.6</b>	<b>750</b>	<b>73</b>	<b>74.9</b>	
<b>Gap Indicators</b>							
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>		
ELA Performance Index Gap	75	64.3	10.7	15.6	N		
Math Performance Index Gap	75	63.2	11.8	17.7	N		
Science Performance Index Gap							
Graduation Rate Gap (2015 Cohort)							
<b>Assessment Participation Rates</b>							
<b>Indicator</b>	<b>Participation Rate (%)</b>						
ELA - All Students	99.1						
ELA - High Needs Students	100						
Math - All Students	99.1						
Math - High Needs Students	100						
Science - All Students	96.9						
Science - High Needs Students							

Next Generation Accountability, 2017-18							
Vernon School District, Maple Street School							
School Category: 2							
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned	
1a. ELA Performance Index - All Students	63.8	75	42.6	50	85.1	90.1	
1b. ELA Performance Index - High Needs Students	61.8	75	41.2	50	82.4	76.7	
1c. Math Performance Index - All Students	58.9	75	39.3	50	78.6	83.6	
1d. Math Performance Index - High Needs Students	56.2	75	37.5	50	74.9	69.3	
1e. Science Performance Index - All Students		75					
1f. Science Performance Index - High Needs Students		75					
2a. ELA Academic Growth - All Students	68.50%	100%	68.5	100	68.5	60.7	
2b. ELA Academic Growth - High Needs Students	68.70%	100%	68.7	100	68.7	55.6	
2c. Math Academic Growth - All Students	71.00%	100%	71	100	71	61.9	
2d. Math Academic Growth - High Needs Students	70.10%	100%	70.1	100	70.1	55.4	
4a. Chronic Absenteeism - All Students	8.30%	<=5%	43.5	50	86.9	77.2	
4b. Chronic Absenteeism - High Needs Students	8.50%	<=5%	43	50	85.9	53.6	
5. Preparation for CCR - Percent Taking Courses		75%				99.7	
6. Preparation for CCR - Percent Passing Exams		75%				59.7	
7. On-track to High School Graduation		94%				93.1	
8. 4-year Graduation: All Students (2017 Cohort)		94%				93.5	
9. 6-year Graduation: High Needs Students (2015 Cohort)		94%				87	
10. Postsecondary Entrance (Graduating Class 2017)		75%				94.5	
11. Physical Fitness (estimated participation rate = 94.4%)	64.70%	75%	43.1	50	86.3	66.8	
12. Arts Access		60%				85.3	
<b>Accountability Index</b>			<b>568.3</b>	<b>750</b>	<b>75.8</b>	<b>74.9</b>	
<b>Gap Indicators</b>							
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>		
ELA Performance Index Gap	72.4	61.8	10.6	15.6	N		
Math Performance Index Gap	70.3	56.2	14.1	17.7	N		
Science Performance Index Gap							
Graduation Rate Gap (2015 Cohort)							
<b>Assessment Participation Rates</b>							
<b>Indicator</b>	<b>Participation Rate (%)</b>						
ELA - All Students	100						
ELA - High Needs Students	100						
Math - All Students	100						
Math - High Needs Students	100						
Science - All Students	100						
Science - High Needs Students	100						

Next Generation Accountability, 2017-18							
Vernon School District, Northeast School							
School of Distinction							
This school is identified as a School of Distinction based on High Growth (All Students) - Math and High Growth (High Needs Students) - Math.							
School Category: 1							
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned	
1a. ELA Performance Index - All Students	75.5	75	50	50	100	90.1	
1b. ELA Performance Index - High Needs Students	68.4	75	45.6	50	91.2	76.7	
1c. Math Performance Index - All Students	73.7	75	49.1	50	98.2	83.6	
1d. Math Performance Index - High Needs Students	68.3	75	45.5	50	91.1	69.3	
1e. Science Performance Index - All Students		75					
1f. Science Performance Index - High Needs Students		75					
2a. ELA Academic Growth - All Students	76.40%	100%	76.4	100	76.4	60.7	
2b. ELA Academic Growth - High Needs Students	69.70%	100%	69.7	100	69.7	55.6	
2c. Math Academic Growth - All Students	86.00%	100%	86	100	86	61.9	
2d. Math Academic Growth - High Needs Students	83.00%	100%	83	100	83	55.4	
4a. Chronic Absenteeism - All Students	4.20%	<=5%	50	50	100	77.2	
4b. Chronic Absenteeism - High Needs Students	3.70%	<=5%	50	50	100	53.6	
5. Preparation for CCR - Percent Taking Courses		75%				99.7	
6. Preparation for CCR - Percent Passing Exams		75%				59.7	
7. On-track to High School Graduation		94%				93.1	
8. 4-year Graduation: All Students (2017 Cohort)		94%				93.5	
9. 6-year Graduation: High Needs Students (2015 Cohort)		94%				87	
10. Postsecondary Entrance (Graduating Class 2017)		75%				94.5	
11. Physical Fitness (estimated participation rate - 100.0%)	50.00%	75%	33.3	50	66.7	66.8	
12. Arts Access		60%				85.3	
<b>Accountability Index</b>			<b>638.7</b>	<b>750</b>	<b>85.2</b>	<b>74.9</b>	
<b>Gap Indicators</b>							
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>		
ELA Performance Index Gap	75	68.4	6.6	15.6	N		
Math Performance Index Gap	75	68.3	6.7	17.7	N		
Science Performance Index Gap							
Graduation Rate Gap (2015 Cohort)							
<b>Assessment Participation Rates</b>							
<b>Indicator</b>	<b>Participation Rate (%)</b>						
ELA - All Students	100						
ELA - High Needs Students	100						
Math - All Students	100						
Math - High Needs Students	100						
Science - All Students	100						
Science - High Needs Students	100						

Next Generation Accountability, 2017-18							
Vernon School District, Skinner Road School							
School of Distinction							
This school is identified as a School of Distinction based on High Growth (High Needs Students) - Math.							
School Category: 2							
	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a.	ELA Performance Index - All Students	69.2	75	46.1	50	92.3	90.1
1b.	ELA Performance Index - High Needs Students	65	75	43.4	50	86.7	76.7
1c.	Math Performance Index - All Students	64.1	75	42.7	50	85.4	83.6
1d.	Math Performance Index - High Needs Students	58.5	75	39	50	78.1	69.3
1e.	Science Performance Index - All Students		75				
1f.	Science Performance Index - High Needs Students		75				
2a.	ELA Academic Growth - All Students	69.00%	100%	69	100	69	60.7
2b.	ELA Academic Growth - High Needs Students	68.50%	100%	68.5	100	68.5	55.6
2c.	Math Academic Growth - All Students	79.30%	100%	79.3	100	79.3	61.9
2d.	Math Academic Growth - High Needs Students	82.90%	100%	82.9	100	82.9	55.4
4a.	Chronic Absenteeism - All Students	6.60%	<=5%	46.9	50	93.8	77.2
4b.	Chronic Absenteeism - High Needs Students	8.90%	<=5%	42.1	50	84.2	53.6
5.	Preparation for CCR - Percent Taking Courses		75%				99.7
6.	Preparation for CCR - Percent Passing Exams		75%				59.7
7.	On-track to High School Graduation		94%				93.1
8.	4-year Graduation: All Students (2017 Cohort)		94%				93.5
9.	6-year Graduation: High Needs Students (2015 Cohort)		94%				87
10.	Postsecondary Entrance (Graduating Class 2017)		75%				94.5
11.	Physical Fitness (estimated participation rate = 90.7%)	53.80%	75%	35.9	50	71.8	66.8
12.	Arts Access		60%				85.3
<b>Accountability Index</b>				<b>595.8</b>	<b>750</b>	<b>79.4</b>	<b>74.9</b>
<b>Gap Indicators</b>							
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap</b>	<b>Is Gap an Outlier?</b>		
ELA Performance Index Gap	75	65	10	15.6	N		
Math Performance Index Gap	71.6	58.5	13.1	17.7	N		
Science Performance Index Gap							
Graduation Rate Gap (2015 Cohort)							
<b>Assessment Participation Rates</b>							
<b>Indicator</b>	<b>Participation Rate (%)</b>						
ELA - All Students	100						
ELA - High Needs Students	100						
Math - All Students	97.8						
Math - High Needs Students	96.4						
Science - All Students	97.8						
Science - High Needs Students	96.7						



Next Generation Accountability, 2017-18						
Vernon School District, Vernon Center Middle School						
School Category: 3						
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	61.6	75	41.1	50	82.2	90.1
1b. ELA Performance Index - High Needs Students	53.2	75	35.5	50	70.9	76.7
1c. Math Performance Index - All Students	57.9	75	38.6	50	77.2	83.6
1d. Math Performance Index - High Needs Students	48.7	75	32.4	50	64.9	69.3
1e. Science Performance Index - All Students		75				
1f. Science Performance Index - High Needs Students		75				
2a. ELA Academic Growth - All Students	39.10%	100%	39.1	100	39.1	60.7
2b. ELA Academic Growth - High Needs Students	35.40%	100%	35.4	100	35.4	55.6
2c. Math Academic Growth - All Students	47.50%	100%	47.5	100	47.5	61.9
2d. Math Academic Growth - High Needs Students	41.70%	100%	41.7	100	41.7	55.4
4a. Chronic Absenteeism - All Students	7.30% <=5%		45.3	50	90.7	77.2
4b. Chronic Absenteeism - High Needs Students	10.70% <=5%		38.6	50	77.1	53.6
5. Preparation for CCR - Percent Taking Courses		75%				99.7
6. Preparation for CCR - Percent Passing Exams		75%				59.7
7. On-track to High School Graduation	89.30%	94%	47.5	50	95	93.1
8. 4-year Graduation: All Students (2017 Cohort)		94%				93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)		94%				87
10. Postsecondary Entrance (Graduating Class 2017)		75%				94.5
11. Physical Fitness (estimated participation rate = 93.6%)	46.70%	75%	31.1	50	62.2	66.8
12. Arts Access		60%				85.3
<b>Accountability Index</b>			<b>473.8</b>	<b>800</b>	<b>59.2</b>	<b>74.9</b>
<b>Gap Indicators</b>						
<b>Indicator</b>	<b>Non-High Needs Rate</b>	<b>High Needs Rate</b>	<b>Size of Gap</b>	<b>State Gap Mean +1 Stdev</b>	<b>Is Gap an Outlier?</b>	
ELA Performance Index Gap	71.7	53.2	18.5	15.6	Y	
Math Performance Index Gap	68.9	48.7	20.3	17.7	Y	
Science Performance Index Gap						
Graduation Rate Gap (2015 Cohort)						
<b>Assessment Participation Rates</b>						
<b>Indicator</b>	<b>Participation Rate (%)</b>					
ELA - All Students	99					
ELA - High Needs Students	98.5					
Math - All Students	99.2					
Math - High Needs Students	98.7					
Science - All Students	98.8					
Science - High Needs Students	97.8					

Next Generation Accountability, 2017-18						
Vernon School District, Rockville High School						
School Category: 3						
Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	58.3	75	77.7	100	77.7	90.1
1b. ELA Performance Index - High Needs Students	50.8	75	67.7	100	67.7	76.7
1c. Math Performance Index - All Students	53.4	75	71.2	100	71.2	83.6
1d. Math Performance Index - High Needs Students	46.3	75	61.7	100	61.7	69.3
1e. Science Performance Index - All Students		75				
1f. Science Performance Index - High Needs Students		75				
2a. ELA Academic Growth - All Students		100%				60.7
2b. ELA Academic Growth - High Needs Students		100%				55.6
2c. Math Academic Growth - All Students		100%				61.9
2d. Math Academic Growth - High Needs Students		100%				55.4
4a. Chronic Absenteeism - All Students	12.80%	<=5%	34.4	50	68.8	77.2
4b. Chronic Absenteeism - High Needs Students	21.00%	<=5%	18.1	50	36.1	53.6
5. Preparation for CCR - Percent Taking Courses	89.00%	75%	50	50	100	99.7
6. Preparation for CCR - Percent Passing Exams	42.40%	75%	28.3	50	56.5	59.7
7. On-track to High School Graduation	88.70%	94%	47.2	50	94.4	93.1
8. 4-year Graduation: All Students (2017 Cohort)	78.90%	94%	83.9	100	83.9	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	85.40%	94%	90.9	100	90.9	87
10. Postsecondary Entrance (Graduating Class 2017)	69.40%	75%	92.6	100	92.6	94.5
11. Physical Fitness (estimated participation rate = 98.0%)	44.60%	75%	29.7	50	59.5	66.8
12. Arts Access	62.00%	60%	50	50	100	85.3
<b>Accountability Index</b>			<b>803.4</b>	<b>1050</b>	<b>76.5</b>	<b>74.9</b>
<b>Gap Indicators</b>						
Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?	
ELA Performance Index Gap	63.9	50.8	13.1	15.6	N	
Math Performance Index Gap	58.8	46.3	12.5	17.7	N	
Science Performance Index Gap						
Graduation Rate Gap (2015 Cohort)	93.6	85.4	8.2	9.1	N	
<b>Assessment Participation Rates</b>						
Indicator	Participation Rate (%)					
ELA - All Students	95.5					
ELA - High Needs Students	90.7					
Math - All Students	95.5					
Math - High Needs Students	90.7					
Science - All Students	96.5					
Science - High Needs Students	93.8					

# EXHIBIT B



# Connecticut State Department of Education

## 2018 Public School Enrollment by Reporting District

Imbalance is determined pursuant to §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade. <sup>2</sup>

Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Reporting District	Facility Code	School	District Pct Minority <sup>1</sup>	District Total <sup>1</sup>	School Pct Minority	School Total	Absolute Imbalance
1460011	Vernon School District						
	1460111	Lake Street School	<b>49.58%</b>	1549	22.12%	217	27.46%
	1460211	Maple Street School	48.64%	1429	<b>66.30%</b>	273	17.66%
	1460311	Northeast School	<b>49.58%</b>	1549	46.43%	224	3.15%
	1461011	Skinner Road School	49.58%	1549	<b>53.87%</b>	323	4.29%
	1461411	Center Road School	49.58%	1549	<b>50.62%</b>	484	1.04%
	1465111	Vernon Center Middle School	<b>40.87%</b>	712	40.71%	705	0.16%
	1466111	Rockville High School	34.36%	876	<b>34.43%</b>	854	0.07%

★ R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.

1 The reporting districts include all students in schools, programs, and out-placed facilities.

2 R.C.S.A. §10-226e-1(10): "Unique school" means an interdistrict or intra district magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

Source Data: Public School Information System (PSIS) October 2018



# EXHIBIT C





\*This document contains an excerpt from the Regulations of Connecticut State Agencies that specifically concerns the Department of Education. This document is not the official version of the regulations. The official regulations are published by the State of Connecticut, Judicial Branch, Commission on Official Legal Publications in the Connecticut Law Journal. In the event there is inconsistency between this document and the regulations as published in the Connecticut Law Journal, the Connecticut Law Journal publication shall serve as the official version.

## **Regulations to Implement the Racial Imbalance Law**

### **Sec. 10-226e-1. Definitions**

As used in sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies:

(1) “Pupil” means an individual for whom instruction is provided in a public elementary and secondary school under the jurisdiction of a local or regional board of education.

(2) “School” means any public elementary or secondary school under the jurisdiction of a local or regional board of education, excluding a unique school.

(3) “Board of education” means the board of education of a local or regional school district.

(4) “Grade” means that portion of a school program which represents the work of one regular school term, identified either as kindergarten, grade one, grade two, etc., or in an ungraded school program, identified on the basis of educational need.

(5) “School district” means a school system under the jurisdiction of a local or regional board of education.

(6) “Jurisdiction” means the authority granted local and regional boards of education by statute to exercise control and supervision of pupils, schools and school districts.

(7) “Plan” means that document submitted by a board of education in compliance with Section 10-226c of the Connecticut General Statutes.

(8) “Racial minorities” means those groups listed under subsection (b) of Section 10-226a of the Connecticut General Statutes.

(9) “Diverse school” means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, *but less than seventy five percent*.

(10) “Unique school” means an interdistrict or intradistrict magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

(Effective April 1, 1980; amended November 29, 1999)

### **Sec. 10-226e-2. School reports**

Each board of education shall annually submit, in such manner and at such time as specified by the Commissioner of Education, information on the racial composition of each school by grade, the racial composition of the teaching staff of each school, and the number of pupils in each elementary school who are eligible to receive free or reduced price lunches pursuant to federal law and regulation.

(Effective April 1, 1980; amended November 29, 1999)

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### **Sec. 10-226e-3. Determination of racial imbalance**

(a) Reports submitted pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies will be reviewed annually by the State Department of Education. The proportion of pupils of racial minorities in each school will be compared to the proportion of pupils of racial minorities in comparable grades in the school district as a whole, as follows:

(1) Proportion for the school. The total number of pupils of racial minorities in the school, as reported pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies, shall be divided by the total number of pupils in the school. The resulting percentage shall be the Proportion for the School.

(2) Comparable proportion for the school district. For all grades of a given school, the total number of pupils of racial minorities enrolled in the same grades throughout the school district shall be divided by the district-wide total pupil enrollment in such grades. The resulting percentage shall be the Comparable Proportion for the School District for such school.

(b) Any school in which the Proportion of the School falls outside of a range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced.

(c) If the State Board of Education determines that one or more school in a school district is racially imbalanced, said board shall promptly notify the board of education having jurisdiction of such school or schools.

(Effective April 1, 1980; amended November 29, 1999)

### **Sec. 10-226e-4. Determination of impending racial imbalance**

(a) Any school not previously cited for racial imbalance, in which the Proportion for the School falls outside a range of from 15 percentage points less to 15 percentage points more than the Comparable Proportion for the School District, shall be deemed to have impending racial imbalance.

(b) The State Board of Education shall notify, in writing, a board of education having jurisdiction of a school district which includes one or more schools with impending racial imbalance.

(c) Any board of education notified pursuant to subsection (b) of this section may be required to provide the Commissioner of Education with information concerning student building assignments, interdistrict educational activities and other evidence of addressing issues of racial, ethnic and economic isolation.

(Effective April 1, 1980; amended November 29, 1999)

### **Sec. 10-226e-5. Plans**

(a) Any board of education which has received notification from the State Board of Education pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies shall submit to the State Board of Education a plan to correct racial imbalance in the school which has been determined to be racially imbalanced. All plans shall be subject to the requirements of this section; provided, however, that any school district so

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notified, which has a minority student enrollment of fifty percent or more may, in lieu of filing a plan, demonstrate that such racially imbalanced school is a diverse school.

(b) **Preparation of the plan.**

(1) Upon notification of a determination of racial imbalance, the board of education shall prepare a policy statement addressing racial imbalance in the school district.

(2) The board of education may, in writing, request technical assistance from the Commissioner of Education for the development of a plan. The Commissioner shall, within the limits of available resources, provide such assistance.

(3) The board of education shall conduct a public hearing on its plan prior to submission to the State Board of Education. Adequate notice of the time and place of such hearing shall be published and a complete record of such hearing shall be kept.

(4) A plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five.

(c) **Content of the plan.**

A plan shall include at least the following items:

(1) The board of education policy statement addressing racial imbalance in the school district;

(2) A description of the process the board of education undertook to prepare the plan;

(3) Presentation and analysis of relevant data, including (A) projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan, (B) analysis of conditions that have caused or are contributing to racial imbalance in the school district, and (C) analysis of student achievement in the cited school as compared to other schools in the district;

(4) The proposed methods for eliminating racial imbalance and for preventing its recurrence in the school district. These methods may include voluntary interdistrict and intradistrict enrollment plans acceptable to the State Board of Education as an alternative to mandatory pupil reassignment, provided any such voluntary enrollment plan addresses methods which will be used to increase student achievement;

(5) Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan;

(6) Specific proposals for minimizing any disruptive effects of plan implementation;

(7) Provisions for monitoring plan implementation and evaluating plan effectiveness, including procedures for revising and updating the plan, if necessary.

(8) A timetable for completion of each step in the plan and for implementation of the plan as a whole;

(9) Demonstration that school district resources have been equitably allocated among all schools within the district; and

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(10) Demonstration that any disparity in student achievement levels among schools is being addressed and a description of the methods being used to decrease the disparity.

(d) **Other plan requirements.**

(1) Any inconvenience caused by implementation of the plan shall not be borne disproportionately by any single racial minority nor disproportionately by racial minorities as a whole within the school district.

(2) Implementation of the plan shall not result in segregation within schools, or among or within programs. Any substantially disproportionate racial minority representation within school classes and programs shall (A) be justified solely on the basis of educational need and (B) occur less than a majority of the time during the school day with the exception of pupils enrolled in bilingual education.

(3) A plan shall not include reassignment of pupils whose dominant language is other than English and whose proficiency in English is limited if such reassignment is a denial of existing participation in a program of bilingual education.

(4) Upon submission of a plan, a board of education may request exceptions to one or more of the plan requirements pursuant to this section. The State Board of Education (A) may grant such exception when said board finds such exception shall otherwise contribute to the purposes of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes; and (B) shall grant such exception when the plan is in compliance with a final order of a court of competent jurisdiction or federal administrative agency order which addresses the requirements of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and which addresses the current condition of racial imbalance found in accordance with Section 10-226e-3 of the Regulations of the Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

**Sec. 10-226e-6. Approval of plans**

(a) Upon receipt of a plan pursuant to Section 10-226e-5 of the Regulations of Connecticut State Agencies, the State Board of Education shall determine whether the plan complies with the requirements of said section and shall (1) approve, (2) conditionally approve, or (3) disapprove such plan, within 60 days.

(b) If the State Board of Education approves the plan, said Board shall promptly notify the board of education submitting the plan, which board shall implement the plan in accordance with the timetable indicated in such plan.

(c) If the State Board of Education conditionally approves the plan, said board shall promptly give written notice to the board of education submitting the plan. Such notice shall specify the portions of the plan requiring revision and the date for submission of such revisions. Those portions of the plan which do not require revision shall be implemented by the board of education in accordance with the timetable indicated in such plan.

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(d) If the State Board of Education disapproves the plan, said board shall promptly notify the board of education submitting the plan. Such notice shall specify the reasons for disapproval and the date for resubmission of the plan.

(e) Upon receipt of a revised plan or portion thereof, the State Board of Education shall (1) approve, (2) conditionally approve, or (3) disapprove such revised plan or portion thereof in accordance with the provisions of subsections (b), (c), and (d) of this Section within 30 days following receipt of such revised plan or portion thereof.

(f) If a board of education submits a plan or a revision to such a plan which is not approved by the State Board of Education within one year of notification to the board of education of the existence of racial imbalance pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies or a board of education fails to submit a plan or revision within the required time limits, the State Board of Education may undertake such other actions as may be authorized by law to cause the board of education to be in compliance with the provisions of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8 of the Regulations of Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

#### **Sec. 10-226e-7. Review of plan implementation**

(a) All approved and conditionally approved plans shall be subject to continuing review and evaluation by the State Board of Education. If the State Board of Education finds that the status of the plan is not in conformity with the timetable indicated in such plan, said board shall investigate the reasons for such discrepancy. If the State Board of Education finds that the board of education has failed to take substantial steps to implement the plan in accordance with the timetable therein, the State Board of Education shall notify the board of education of non-compliance with the provisions of Section 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies and may undertake such other actions as may be authorized by law to cause the board of education to be in compliance.

(b) A board of education may submit proposed amendment to an approved or conditionally approved plan. Such proposed amendment shall not take effect until after review and approval by the State Board of Education. Such proposed amendment shall be accompanied by written materials documenting the reasons for the amendment.

(Effective April 1, 1980; amended November 29, 1999)

#### **Sec. 10-226e-8. Review of the decision of the State Board of Education**

(a) Upon notification of disapproval of a plan, a board of education may file written notice with the Commissioner of Education requesting a review of such disapproval. Such request shall be submitted within 30 days following receipt of notification by the State Board of Education of such disapproval.

(b) Within 30 days following receipt of a request for review, a hearing shall be held in accordance with the provisions of Chapter 54 of the General Statutes.

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(Effective April 1, 1980; amended November 29, 1999)

**Sec. 10-226e-9. Unique schools requirements**

(a) Unique schools shall provide data in the same manner as required of all other schools pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies.

(b) Unique schools shall report to the Commissioner on all activities undertaken to provide educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(c) The Commissioner may require the responsible authority of any unique school to appear before him to respond to inquiries concerning the racial, ethnic or economic diversity of students or teaching staff and the educational opportunities provided for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(Effective April 1, 1980; amended November 29, 1999)