

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

DATE: Monday, October 23, 2023

TIME: 7:00 p.m.

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

**ZOOM MEETING:** zoom.us    Phone: +1 305 224 1968    Webinar ID: 915 8967 5621    Passcode: 956315

**Mission Statement**

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

**Goals**

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

**Civility Statement**

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

AGENDA		NOTES
1.0	Establish Quorum	
2.0	Call to Order	
3.0	Pledge of Allegiance	
4.0	<b>Recognitions &amp; Presentations</b> 4.1 Presentation by Lake Street School (BOE Goal #1, #2) 4.2 Recognition of Years of Service for Retiring Board Members (BOE Goal #1)	
5.0	<b>Secretary's Report</b> 5.1 Opportunity for Board of Education to add/delete urgent agenda items 5.2 Rockville High School Student Representative Report	
6.0	<b>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 (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.)	
7.0	<b>Consent Agenda</b> 7.1 (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on October 10, 2023 (b) Approval of the Minutes of the Board of Education Regular Meeting held on October 10, 2023 (c) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on October 16, 2023 (d) Approval of Reviewed Board Policy #5125 – Students – Student Record Confidentiality	

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**Page 2**

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

- (e) Approval of Reviewed Board Policy #5145.51 – Students – Sexual Harassment
- (f) Approval of Reviewed Board Policy #5145.511 – Students – Sexual Abuse Prevention and Education Program
- (g) Approval of Revised Board Policy #6159 – Instruction – Individualized Education Program / Special Education Program
- (h) Approval of Reviewed Board Policy #6161 – Instruction – Equipment, Books and Materials
- (i) Approval of Reviewed Board Policy #6161.1 – Instruction – Evaluation of Instructional Materials
- (j) Approval of Revised Board Policy #6161.2 – Instruction – Care of Instructional Materials
- (k) Approval of Adopted Policy #6162.51 – Instruction – Survey of Students (Student Privacy)

**8.0 Personnel**

- 8.1 Update on Current Roster of Positions (BOE Goal #2, #3)
- 8.2 Approval of MOU Between the Vernon Board of Education and the Vernon Education Association (BOE Goal #2)

**9.0 Teaching and Learning**

- 9.1 School Improvement Plans – Vernon Center Middle School and Rockville High School (BOE Goal #1, #2, #3)

**10.0 General Business**

- 10.1 Approval of Grant Applications (BOE Goal #1, #2, #3)
- 10.2 Facilities Report on Summer Projects (BOE Goal #3)
- 10.3 Reports from Board of Education Liaisons Regarding Attendance at Organization / Committee Meetings (BOE Goal #1)

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

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

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

**13.0 Adjournment**

VERNON PUBLIC SCHOOLS  
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Information Only

X

Agenda Item

4.1

Decision Requested

October 23, 2023

Date

AGENDA REPORTING FORM

Subject:


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


Background:

Mrs. Taylor Martone, Grade 3 Classroom Teacher, will be bringing in some of her "Teachers in Training" and her "Kindness Squad". The "Teachers in Training" team is responsible for reminding classmates of expectations, rewarding "Pawsitives" when appropriate, sharing what they see done well and being the first to answer questions from peers about directions and routines. The "Kindness Squad" is responsible for looking for acts of kindness and recognizing those acts with their "kindness confetti", which is a collective board in the classroom. These students are able to articulate their responsibilities well and why it makes a positive impact in the classroom.

Recommendation:

No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only	<u>X</u>	Agenda Item	<u>4.2</u>
Decision Requested	<u>          </u>	<u>October 23, 2023</u>	<u>Date</u>


AGENDA REPORTING FORM

Subject: Recognition of Board Members Anne Fischer, Mark Kalina, Stephen Linton and Deborah Rodriguez (BOE Goal #1)

Background: The Board will recognize and congratulate the following members for their years of service to the Vernon Board of Education:

- Anne Fischer, 20 years of service, 2003-2023
- Mark Kalina, 10 years of service, 2013-2023
- Stephen Linton, 8 years of service, 2013-2017 and 2019-2023
- Deborah Rodriguez, 6 years of service, 2017-2023

Recommendation: No Action Required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 7.1

Decision Requested

X

October 23, 2023

Date

AGENDA REPORTING FORM

Subject:

Consent Agenda

Background:


The Board is requested to approve the items listed on the Consent Agenda for October 23, 2023:

7.1

- (a) Approval of the Minutes of the Board of Education Finance Committee Meeting held on October 10, 2023
- (b) Approval of the Minutes of the Board of Education Regular Meeting held on October 10, 2023
- (c) Approval of the Minutes of the Board of Education Facilities Committee Meeting held on October 16, 2023
- (d) Approval of Reviewed Board Policy #5125 – Students – Student Record Confidentiality
- (e) Approval of Reviewed Board Policy #5145.51 – Students – Sexual Harassment
- (f) Approval of Reviewed Board Policy #5145.511 – Students – Sexual Abuse Prevention and Education Program
- (g) Approval of Revised Board Policy #6159 – Instruction – Individualized Education Program / Special Education Program
- (h) Approval of Reviewed Board Policy #6161 – Instruction – Equipment, Books and Materials
- (i) Approval of Reviewed Board Policy #6161.1 – Instruction – Evaluation of Instructional Materials
- (j) Approval of Revised Board Policy #6161.2 – Instruction – Care of Instructional Materials
- (k) Approval of Adopted Policy #6162.51 – Instruction – Survey of Students (Student Privacy)

Recommendation:

Motion: That the Vernon Board of Education approve the items listed on the Consent Agenda for October 23, 2023.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# **The Board of Education Town of Vernon**

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Stephen Linton  
Deborah Rodriguez  
Kristiana Wintress

October 10, 2023

## **DRAFT MINUTES**

### **BOARD OF EDUCATION FINANCE COMMITTEE MEETING**

A Finance Committee meeting of the Vernon Board of Education was held at the administration building on Tuesday, October 10, 2023.

Attendees: Mr. Kalina, Mr. Linton and Mr. Grabowski. Dr. Buxton was absent.

Mrs. Fischer also attended.

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

The meeting was called to order at 6:00 p.m.

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

The meeting adjourned at 6:40 p.m.

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

# **The Board of Education**

## **Town of Vernon**

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October 10, 2023

### **DRAFT MINUTES**

#### **BOARD OF EDUCATION MEETING**

A meeting of the Vernon Board of Education was held in-person and via Zoom Webinar at the Administration Building on Tuesday, October 10, 2023.

#### **1.0 Establish Quorum**

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

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

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

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

#### **2.0 Call to Order**

Chairperson Fischer called the meeting to order at 7:00 p.m.

#### **3.0 Pledge of Allegiance**

#### **4.0 Recognitions and Presentations**

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

Maple Street School Principal Mr. Joshua Egan introduced Peighton Marsh, a Para, Author and Artist who runs the Mural Club at Maple Street School. Peighton was joined by Kellie Sullivan and Jillian Boney, who assist her with the projects. Peighton explained that there were a lot of areas in the school that could use a little “face-lift”. She came up with the idea to have the students paint murals on the walls of these areas and bring life to the school. They painted a mural on the wall of the cafeteria that represents all cultures of the students and their families and created a mural on the wall outside that represents a Maple



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October 10, 2023

Street School timeline that will carry on through 2086! The students spoke of how they really enjoy being a part of the Mural Club and how they get to express their creativity through these projects.

#### 4.2 Recognition of Skinner Road School Being Named a Blue Ribbon School (BOE Goal #1, #2)

Dr. Macary began by saying he is very proud to announce that Skinner Road School has been named a National Blue Ribbon School for 2023, and that this award equates to winning a gold medal in the Olympics. Skinner Road School was one of only four schools in Connecticut to receive this honor. Dr. Macary then asked Principal Bryan Kerachsky to come forward to receive a gift from the Board of Education. Mrs. Anne Fischer, Board Chairperson, presented Mr. Kerachsky with a crystal plaque, congratulating him and his staff on this great accomplishment. Mr. Kerachsky thanked the Board for the gift and the recognition and said he has a wonderful staff as well as tremendous support from the Board and Administration.

#### 5.0 Secretary's Report

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

No agenda items were added or deleted.

##### 5.2 Rockville High School Student Representative Report

Aedan Ruddock reported on the following:

- More than 60 teachers got together for a football tailgate and cornhole tournament before the Friday night football game. The teachers enjoyed getting together and seeing the students in a different environment
- The RHS football team defeated Cromwell for a second year straight. The team is now 3-0.
- Cross Country had their Senior Day last week.
- Grades 9-11 will take the digital PSATs on Wednesday, October 11<sup>th</sup>
- Seniors will participate in Mock Interview Day on Wednesday, October 11<sup>th</sup>

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October 10, 2023

- RHS has once again been selected to participate in the FAFSA Challenge. Grant money will be available to help improve our FAFSA completion rate.
- The RHS football team has an away game on Thursday, October 12<sup>th</sup> at Granby High School at 6:00 PM.
- Homecoming is coming up next week
- Powderpuff is next Thursday at 6:00 PM
- Winter Sports registration is now open until November 17<sup>th</sup>
- RHS School Store will be having a Homecoming/Spirit Week sale on Tuesday, October 17<sup>th</sup>, Thursday, October 19<sup>th</sup> and Friday, October 20<sup>th</sup>. The sale will take place before and after school and during lunch waves.

## **6.0 Community Forum**

Opportunity for comments on agenda items, potential future agenda items, or general information provided to the Board from citizens and community organizations (Individual speakers shall be limited to five minutes and the total time for public forum shall be limited to 15 minutes.)

No one addressed the Board.

## **7.0 Consent Agenda**

### **7.1 Consent Agenda**

- (a) Approval of the Minutes of the Board of Education Curriculum Committee Meeting held on September 20, 2023
- (b) Approval of the Minutes of the Regular Board of Education Meeting held on September 25, 2023
- (c) Approval of the Minutes of the Board of Education Policy Committee Meeting held on October 2, 2023
- (d) Approval of the Minutes of the Board of Education Communications Committee Meeting held on October 4, 2023

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**October 10, 2023**

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

**Mrs. Fischer pulled items 7.1(a), 7.1(f) and 7.1(h)**

**MOTION: Mr. Thrall moved to approve Consent Agenda Items 7.1(b), (c), (d), (e), (g), (i), (j), (k), (l), (m) and (n)**  
**SECOND: Mr. Linton**  
**VOTE: Unanimous**

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Item 7.1(a) - Mrs. Fischer noted an error with the dates listed on pages 1 and 2. All “Full Board Approval” dates in line items 3 through 6 should be changed from 9/20/23 to 9/25/23. The “Full Board Approval” date in line item 7 should be changed from 6/19/23 to 9/25/23.

Item 7.1(f) – Mrs. Fischer noted on page 22, paragraph 4, 2<sup>nd</sup> line down, that the statement *“Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other "Family Life Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical psychological, hygienic, economic and social aspects of family life”* doesn’t make sense. It was decided that the word **is** should be changed to **as** and a comma should be placed after the word “physical”.

Item 7.1(g) – Mrs. Fischer noted on page 28, 5<sup>th</sup> paragraph, first line, that the words “shall/may (TBD)” need to be decided upon. It was decided that the word “shall” will remain and that “may” and (TBD) should be removed from the line. On page 29, 2<sup>nd</sup> paragraph from the bottom, 4<sup>th</sup> line, that “og” should be changed to “of”. In the last paragraph, first line, the comma should be removed after the word “mental”.

MOTION: Mr. Linton moved to approve consent agenda items 7.1(a), 7.1(f) and 7.1(g)  
as amended  
SECOND: Dr. Buxton  
VOTE: Unanimous

## 8.0 Personnel

### 8.1 Approval of the Superintendent’s Evaluation (BOE Goal #1, #2, #3) (Executive Session Anticipated)

This item was moved to the end of the meeting.

### 8.2 Approval of the Superintendent’s Employment Agreement (BOE Goal #1, #2, #3) (Executive Session Anticipated)

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October 10, 2023

This item was moved to the end of the meeting.

## **8.3 Board of Education Self-Evaluation (BOE Goal #2) (Executive Session Anticipated)**

This item was moved to the end of the meeting.

## **9.0 Teaching and Learning**

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

Mr. Testa introduced the 5 Elementary School Principals:

- Heather Earley – Center Road School
- Terese (Tracy) Duenzl – Lake Street School
- Joshua Egan – Maple Street School
- Brenda Greene – Northeast School
- Bryan Kerachsky – Skinner Road School

Each were asked to present their School Improvement Plans to the Board. They outlined their plans for the coming school year, explaining how they fall in-line with the Vernon Public Schools Mission Statement, Vision of the Graduate, Core Beliefs, Equity Stance and 5-Year Strategic Plan. Their plans follow the three strategic plan priorities: Student Success, Family and Community Partnership and System Excellence. They described how they are meeting these goals and how they plan to continue to meet them in the 2023 - 2024 school year. They spoke of school data related to these priorities, roles for school-based committees and the school-based accountability index.

## **10.0 General Business**

### **10.1 Board of Education Business and Finance Report (BOE Goal #1, #2, #3)** **(a) Asset Disposal Requests**

Director of Business and Finance William Meier III announced that the Finance Committee met this evening to go over the Year-to-Date Budget and the 2023 Fiscal Year End Budget. He presented Asset Disposal requests and asked the Board for their approval.

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MOTION: Mr. Kalina moved to approve the Asset Disposal Requests as presented  
SECOND: Mr. Grabowski  
VOTE: Unanimous

10.2 Adjustment to the Vernon Public Schools District Calendar for 2023 - 2024 (BOE Goal #1, #2, #3)

Dr. Macary announced that the State Legislature has changed the Primary Election Day for 2024 to April 2<sup>nd</sup>. Since we originally scheduled a District PD day for April 1, 2024, Dr. Macary is asking the Board to approve moving that PD day to April 2, 2024.

MOTION: Dr. Buxton moved to approve the Adjustment to the Vernon Public Schools District Calendar as presented  
SECOND: Mr. Linton  
VOTE: Unanimous

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

Dr. Macary presented, for the Board's review, the 2022 – 2023 BOE Annual Report, which was sent to the Town of Vernon at the beginning of October. The report details budget & enrollment data, the District's Core Beliefs, our Mission Statement, District Goals and all of the accomplishments within each school and the District during the 2022 – 2023 school year.

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

This item was moved to the end of the meeting.

10.5 Budget Amendment Request for Emergency Repair to Rockville High School Athletic Roof (BOE Goal #3)

Director of Business and Finance William Meier III announced that the roof in the Athletics section at Rockville High School has developed persistent leaks due to heavy snow accumulations over 10 years ago and needs an emergency repair. This

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October 10, 2023

expense was not budgeted in the Fiscal Year 2024 budget. Mr. Meier is asking the Board to approve a budget amendment request in the amount of \$60,000.00 to cover the cost of the repair. Mr. Meier is also asking the Board to approve awarding the project to the lowest bidder, Macri Roofing, Inc.

MOTION: Dr. Buxton moved to approve the budget amendment request in the amount of \$60,000.00 as presented

SECOND: Mr. Linton

VOTE: Unanimous

MOTION: Mr. Thrall moved to approve awarding the project to the lowest bidder, Macri Roofing, Inc.

SECOND: Mr. Kalina

VOTE: Unanimous

## 10.6 Budget Amendment Request for Emergency Repair to Rockville High School Heat Exchanger (BOE Goal #3)

Director of Business and Finance William Meier III announced that a heat exchanger for the library heating loop at Rockville High School needs a critical repair. The District recently worked with Advanced Mechanical Services on several HVAC projects and received a quote for this repair from them in an amount not to exceed \$24,000.00. This is an unexpected repair that was not budgeted in the Fiscal Year 2024 budget. Mr. Meier is asking the Board to approve a budget amendment request in the amount of \$24,000.00 to cover the cost of the repair.

MOTION: Mr. Thrall moved to approve the budget amendment request in the amount of \$24,000.00 as presented

SECOND: Mr. Grabowski

VOTE: Unanimous

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



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Dr. Macary announced that, based on the new State laws, Policy #6162.51, Survey of Students (Student Privacy), was presented to the Policy Committee at their last meeting. The policy's language was reviewed and the Committee recommended they move forward with CABE's recommended policy. As per the Board's by-laws, we are holding the first reading this evening and will vote on approving the policy at the next Board meeting. Mrs. Fischer had a question on language on the third page under "Inspection of Instructional Material". She was concerned about the last two sentences of the paragraph. After some discussion, it was decided that the following two sentences, "***It does not include academic tests or academic assessments. The law does not identify a "reasonable period of time. "Therefore, the district is free to identify any period of time it deems reasonable"***", should be removed from the paragraph and the word "Note" should also be removed from line 5 of the same paragraph. These changes will be made and the revised draft will go before the Board for approval at the 10/23/2023 Board meeting.

10.8 Superintendent's Memo Regarding Board of Education Policy #5117 – Students – School Attendance Areas (BOE Goal #1, #2)

Dr. Macary announced that Rockville High School's Principal, Mr. Jason Magao, attended the Policy Committee meeting on October 2, 2023, to review Policy #5117 – School Attendance Areas. Mr. Magao expressed his concern over chronic student absenteeism *to* class and put together an Administrative Regulation to be reviewed by the Policy Committee for their thoughts. The regulation outlines the difference between an excused absence and an unexcused absence and details specific consequences for being absent or tardy. It also explains eligibility to participate in school activities, receiving make-up work for excused absences and what is required to restore course credits. The Policy Committee recommended that they send this regulation to the full Board for approval to go along with Policy #5117. This Administrative Regulation is currently being piloted at Rockville High School.

MOTION: Mr. Kalina moved to approve the Superintendent's Memo regarding the Administrative Regulation that will go along with Policy #5117 – Students – School Attendance Areas, as presented  
SECOND: Mr. Grabowski  
VOTE: Unanimous



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October 10, 2023

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

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

No updates were made.

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

No one from the Press was in attendance.

MOTION: Mr. Linton made the motion at 8:24 PM to go into executive session, inviting Superintendent Dr. Macary, to discuss Agenda Item #8.1 (Approval of Superintendent's Evaluation), Agenda Item #8.2 (Superintendent's Employment Agreement) and Agenda Item #10.4 (All Hazards Security Plan) and Mr. Meier, the Director of Business, to discuss Agenda Item #10.4 (All Hazards Security Plan).

SECOND: Mr. Kalina

VOTE: Unanimous

Mr. Meier left the Executive Session at 8:35 PM.

The Board came out of Executive Session at 8:39 PM to vote on agenda items 8.1 and 8.2.

MOTION: Mr. Thrall moved that the Board approve the Superintendent's evaluation as discussed and presented.

SECOND: Mr. Kalina

VOTE: Unanimous

MOTION: Dr. Buxton moved that the Board approve the Superintendent's Employment Agreement as discussed and presented.

SECOND: Mr. Linton

VOTE: Unanimous

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MOTION: Mr. Linton moved that the Board return to Executive Session at 8:42 PM, inviting Superintendent Dr. Macary, to discuss agenda item 8.3, Board of Education Self-Evaluation  
SECOND: Mr. Grabowski  
VOTE: Unanimous

The Board came out of Executive Session at 9:04 PM

## **13.0 Adjournment**

MOTION: Mr. Linton made a motion to adjourn at 9:05 PM  
SECOND: Mr. Grabowski  
VOTE: Unanimous

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

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October 16, 2023

## **DRAFT MINUTES**

### **BOARD OF EDUCATION FACILITIES COMMITTEE MEETING**

A Facilities Committee meeting of the Vernon Board of Education was held at Rockville High School on Monday, October 16, 2023.

The meeting began at 6:04 p.m.

Attendees: Mrs. Ann Fisher, Mr. Mark Kalina, Mr. Stephen Linton, Ms. Kristian Wintress, Superintendent Dr. Joseph Macary, Director of Business and Finance William Meier, Director of Public Works Dwight Ryniewicz, Supervisor of School Facilities Mark Rizzo and Robert Roach from Friar Architecture.

1. Call to Order – Meeting was called to order at 6:04pm
2. Public Comment – None.
3. Facility Project Updates - Mark Rizzo gave an update on the Center Road School roof, Miracle Field and the Sykes projects at Vernon Center Middle School.
4. 10-Year Facilities Study Update - Robert Roach presented an initial working draft of the 10-Year Facilities Study; a discussion ensued.
5. Planning for Summer 2024 Projects - Dr. Macary discussed possible 2024 summer projects.
6. Tour of RHS Science Labs - Mark Rizzo conducted a tour of the newly renovated Science labs, lavatories and green house.
7. Adjournment – 7:06PM

# **The Board of Education Town of Vernon**

**30 Park Street – PO Box 600  
Vernon, Connecticut 06066**

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

October 16, 2023

Respectfully submitted,

Patricia Buxton, Ed.D., Board Secretary

## **5125 STUDENT RECORD CONFIDENTIALITY**

### **Students**

#### **Student Record Confidentiality 5125**

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Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. Such confidentiality shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing regulations.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

#### **Definitions for purposes of this policy:**

**"Parent"** means a natural or adoptive parent, a legal guardian, or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

**"Student"** means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

**"Student Record"** means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of their duties, whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

**"Law Enforcement Unit"** means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

**"Substitute"** means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in their position.

**"School Official"** means a person employed by the District as an administrator, supervisor, instructor, support staff member, health or medical staff, and law enforcement personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

**"Authorized Representative"** means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

**"Education Program"** means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

**"Early Childhood Education Program"** means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through

age six that addresses the children's cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

**"Directory Information"** means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. The Superintendent will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of



the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.

4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise them of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.
11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference:

Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.



10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4)  
10-154a Professional communications between teacher or nurse & student.  
10-209 Records not to be public.  
10-221b Boards of education to establish written uniform policy re: treatment of recruiters.  
11-8a Retention, destruction and transfer of documents  
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.  
46b--56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records  
(Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008)

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 112-278 "The Uninterrupted Scholars Act"

Owasso Independent Sch. Dist. No. 1-011 v. Falvo, 534 U.S.426 (2002)

Reviewed: October 23, 2023

Revised: January 9, 2023

May 14, 2018

October 30, 2017

Adopted: May 14, 2012

## **5145.51 SEXUAL HARASSMENT**

### **Students**

#### **Sexual Harassment 5145.51**

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General: Sexual harassment will not be tolerated among students or staff of the school district. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public. In addition, the Board prohibits all discriminatory intimidation on the basis of any other status protected by law, including but not limited to race, color, age, gender, gender identity or expression, religion, sexual orientation, national origin, marital status, disability, or veteran status.

Definition: Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

1. insulting or degrading sexual remarks or conduct;
2. threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;
3. conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Complaints Procedures: The Board of Education encourages victims of sexual harassment to report such claims promptly by making a written or oral complaint to the building principal. Should this individual be the alleged harasser, sexual harassment may be reported to the district's Title IX coordinator:

Director of Pupil Personnel Services  
30 Park Street, Vernon, CT 06066  
860-870-6000 Ext. 4666

Complaints shall be investigated promptly and thoroughly and corrective action shall be taken when allegations are verified. Confidentiality shall be maintained to the extent practicable under the circumstances and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment or cooperation in the investigation of a complaint. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.

If it is determined that inappropriate conduct has been committed, the Board will take such action as is appropriate under the circumstances to eliminate the offending conduct and, where appropriate, impose discipline. When the harasser is a Board employee, such action may include discipline up to and including dismissal from employment, as deemed appropriate under the circumstances consistent with applicable law and collective bargaining agreements. When the harasser is a student, such action may include discipline up to and including expulsion and/or referral to the police or other appropriate agency.

The results of the investigation, including a good faith determination of whether or not harassment occurred as well as any disciplinary action to be taken, shall be maintained by the school district in a final report. The Complainant and the alleged harasser will be informed in writing of whether harassment has been found.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

**Legal Reference:**

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR § 106.

Revised Sexual Harassment Guidance, Harassment of Students by School Employees, Other Students, or Third Parties, Title IX (U.S. Department of Education, Office for Civil Rights, Jan. 19, 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No.97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866 (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999)

Constitution of the State of Connecticut, Article I, Section 20.

**Reviewed: October 23, 2023**

Revised: September 23, 2019

September 12, 2011

January 26, 2010

## **5145.511 SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM**

### **Students**

#### **Sexual Abuse Prevention and Education Program 5145.511**

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The Vernon Public Schools District ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to child sexual violence, abuse and assault (referred to collectively hereinafter as “Sexual Misconduct with Children”). This change requires the efforts of the entire staff.

The Vernon Public Schools shall, therefore, develop a comprehensive Child Sexual Misconduct program with the goal of making students and staff aware of child sexual violence, abuse and assault.

#### **I. Definitions**

- A. Sexual violence** is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular sexism, racism, and heterosexism. On the societal level, it is the preponderance of attitudes, actions, and social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.
- B. Sexual abuse** refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who does not necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot legally consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching.
- C. Sexual assault** usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the inappropriate/illicit sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation,

or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse - a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

## **II. Sexual Abuse and Assault Awareness and Prevention Program**

The Vernon Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S. 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

- A. Implementing a child sexual abuse curriculum to provided age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or assault. Students will be provided:
  - 1. with resources and referrals to handle these potentially dangerous situations; and
  - 2. access to available counseling and educational support.
- B. Providing mandatory training to all District staff to ensure they are fully informed on:
  - 1. The warning signs of Sexual Misconduct with Children;
  - 2. Mandatory reporting requirements;
  - 3. School District policies pertaining to Sexual Misconduct with Children;
  - 4. Establishing and maintaining professional relationships with students;
  - 5. Available resources for students affected by Sexual Misconduct with Children;
  - 6. Appropriate follow-up and care for students victimized by Sexual Misconduct with Children as they return to the classroom setting.
- C. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding awareness and prevention of Sexual Misconduct with Children that may include, but not be limited to:
  - 1. The skills to recognize:
    - a. child sexual abuse and assault;
    - b. boundary violations and unwanted forms of touching and contact; and
    - c. ways offenders groom or desensitize victims:

2. Strategies to promote disclosure, reduce self-blame and mobilize bystanders;
  3. Actions that child victims may take to obtain assistance;
  4. Access to educational resources to enable child victims to succeed in school; and
  5. Uniform procedures for school staff members to report instances of Sexual Misconduct with Children.
- D. Students shall be excused from participating in classroom instruction regarding Sexual Misconduct with Children upon receipt by the Principal or their designee of a written request from the student's parent/guardian. Such request shall be sufficient to exempt the student from such program in its entirety or from portions of it so specified by the parent/guardian. Any student from the Sexual Misconduct with Children program shall be provided, during the time during which the student would otherwise be participating in such program, an opportunity for other study or academic work.
- E. Students, parents/guardians, teachers, and school staff and volunteers shall, at a minimum on an annual basis, be provided information on the District's policy and procedures against sexual abuse and assault. The information shall include evidence-based methods of preventing Sexual Misconduct with Children as well as how to effectively identify and respond to such conduct within the school setting.
- F. The District shall utilize existing resources, including but not limited to, student support services staff (e.g. school social workers, school counselors, school psychologists) to assist in providing Sexual Misconduct with Children intervention and prevention training.

### **III. Reporting Child Sexual Abuse and Assault**

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of Sexual Misconduct with Children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of their duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm (hereinafter "Mandated Reporters") to report such behavior in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible, but no later than 12 hours after a Mandated Reporter has reasonable cause to suspect of or believe that a student has been the victim of Sexual Misconduct with Children, to the Commissioner of Children and Families and to the Superintendent of Schools or their designee, followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5151.4.

(cf. 5131.911 – Bullying Behavior in the Schools)  
(cf. 5141.4 – Report of Child Abuse and Neglect)  
(cf. 5145.51 - Sexual Harassment)

Legal Reference: Connecticut General Statutes  
17a-101q Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-1) A Statewide K-12 Sexual Abuse and Assault Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence  
P.A. 14-196, An Act Concerning a State-Wide Sexual Abuse and Assault Awareness Program

Reviewed: October 23, 2023  
Revised: March 27, 2023  
June 25, 2018  
June 26, 2018  
Adopted: May 26, 2015



## **6159 INDIVIDUALIZED EDUCATION PROGRAM/SPECIAL EDUCATION PROGRAM**

### **Instruction**

#### **Individualized Education Program/Special Education Program 6159**

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**In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two , whichever occurs first.**

**All students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10- 259, school year is defined as July 1 through June 30.**

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child has a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days or 45 school days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

### **Planning and Placement Team (PPT)**

The PPT shall be comprised of:

- (A) the parents of a child with a disability;
- (B) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (C) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (D) a representative of the local educational agency who
  - (1) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;



- (2) is knowledgeable about the general education curriculum;
- (3) is knowledgeable about the availability of resources of the local educational agency;
- (4) is an individual who can interpret the instructional implications of evaluation results and may be a member of the team described in clauses (B) through (D);
- (5) is, at the discretion of the parent, another individual who has knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (6) is, whenever appropriate, the child with the disability.

A PPT member is not required to attend all or part of a PPT meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. When the parent/guardian and/or student have limited English language abilities or are non-English speaking, a district representative who is fluent in the student's primary language, and who is knowledgeable about the process of second-language acquisition, and competent in the assessment of limited English and non-English speaking individuals should be included.

Parents/Guardians and the District may agree to conduct PPT meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

### **Individualized Educational Plan (IEP)**

The IEP for each child must include:

(A) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including:

- (1) the effect of the child's disability on their involvement and progress in the general education curriculum; or
- (2) For preschool children, the effects of the child's disability on participation in appropriate activities.

(B) A statement of measurable annual academic and functional goals, related to

(1) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and

(2) Meeting each of the child's other educational needs that result from the child's disability.

(3) Providing, if required, benchmarks or short-term objectives is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The PPT may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(C) A statement of the special education/related services, and supplementary aids/services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(D) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities;

(E) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(F) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; and

(G) A statement of:

(1) How the child's progress toward the annual goals will be measured; and

(2) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of

(a) Their child's progress toward the annual goals; and

(b) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(H) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

### **Transition Services**

(A) The IEP must include:

(1) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. This must begin not later than the first IEP to be in effect when the child is sixteen, (or younger if appropriate), and updated annually, thereafter; and

(2) a statement of needed transition services for the student, including courses of study needed to assist the child in reaching these goals. This must begin for each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team);

(3) a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals. This summary is for a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law,

(B) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c) (1) through (c) (4), the IEP must include a statement to that effect and the basis upon which the determination was made.

### **Transfer of Rights**

Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an

evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

### **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services. Regulations.

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**PA23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.**

**Revised: October 23, 2023**

April 26, 2021

June 24, 2019

June 25, 2012

## **6161 EQUIPMENT, BOOKS AND MATERIALS**

### **Instruction**

#### **Equipment, Books and Materials 6161**

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The Board shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Basic textbooks and instructional materials and equipment shall be furnished by the Board for all district schools with the following exceptions:

1. individual project materials to be used in the Technology Education, Family and Consumer Sciences, and art courses;
2. materials to be used for special projects not required for credit in a course;
3. personal clothing items worn for physical education and other in-school athletic activities.

Adoption of new textbooks shall require a two-thirds vote of all members of the Board with notice of the new adoption being previously given at a meeting at least one week prior to the vote. Textbooks shall be defined as the primary or basic reading for all students in a particular subject to be used during a semester or an entire school year; supplemental and reference books shall not be considered textbooks.

#### **Selection of Textbooks**

Textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, the present, and the future. Textbooks should:

- 1) Stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
- 2) Help students develop abilities in critical reading and thinking;
- 3) Help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
- 4) Provide all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation, or disabilities;
- 5) Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The Administration will develop and maintain a procedure for selecting materials which meet the above criteria. Such procedures shall include the opportunity for professional

staff to analyze, evaluate, and recommend primary learning materials for adoption.

According to state law, the Board will make final textbook selections.

(cf 1220 Citizens' Ad Hoc Advisory Committees)  
(cf 1312 Public Complaints)  
(cf 4118.21 Academic Freedom)  
(cf 5145.2 Freedom of Speech/Expression)

#### Legal References: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures  
10-222a Boards to have use of funds derived from repayment for school materials  
10-228 Free textbooks, supplies, material and equipment  
10-229 Change of textbooks

*President's Council, District 25 v Community School Board no. 25,457*  
*F.2d 289 (1972), cert. denied 409 U.S.C. 998 (Nov 1972)*  
*Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976)*  
*Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982)*  
Academic Freedom Policy (adopted by the Connecticut State Board of  
Education, 9/9/81)

**Reviewed: October 23, 2023**  
Revised: June 24, 2019  
Revised: May 14, 2012



## **6161.1 EVALUATION OF INSTRUCTIONAL MATERIALS**

### **Instruction**

#### **Evaluation of Instructional Materials 6161.1**

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##### **General**

Instructional materials shall be evaluated consistently and systematically to ensure high instructional standards in compliance with Connecticut General Statutes, regulations of the State Board of Education, and Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgement of staff who evaluate instructional materials - both student and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray American cultural and racial diversity as well and the gender roles in our society, instructional materials should encourage students to understand the historical roles and contributions of all genders and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of all genders and minorities are different.

##### **Limitations**

It may be inappropriate to require a pictorial or textual item to conform to these guidelines; for example, in reprinting a story by a well-known author or in a painting by an artist which make an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional materials for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgement with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his/her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: Connecticut General Statutes  
10-18a Contents of textbooks and other general instructional materials

Reviewed     October 23, 2023  
Revised:     June 24, 2019  
Revised:     June 25, 2012



## 6161.2 CARE OF INSTRUCTIONAL MATERIALS

### Instruction

#### Care of Instructional Materials 6161.2

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The Board has the responsibility to provide its students with textbooks, library books, **computers**, and other educational materials at no cost. **Students must pay the current value of any book or educational material lost or damaged beyond ordinary wear.** The student and/or parents/guardians have an equal responsibility to care for these textbooks, library books, and other educational materials. Library books, textbooks, and other educational materials shall be returned when requested by school authorities.

#### Overdue, Damaged or Lost Instructional Materials

In the event these materials are damaged or lost, regardless of the reason, the student and/or parents/guardians must pay for the materials at their replacement cost. Failure to do so may result in the withholding of grades, report cards, and transcripts; and/or non-participation in promotion or graduation exercises, extra-curricular activities, and interscholastic athletics.

The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to minimize such losses.

Legal Reference: Connecticut General Statutes

10-221 © Board of Education to prescribe rules

10-228 Free textbooks, supplies, materials and equipment.

Revised: October 23, 2023

Revised: June 24, 2019

Reviewed: May 14, 2012

## **6162.51 SURVEY OF STUDENTS (STUDENT PRIVACY)**

### **Instruction**

#### **Survey of Students (Student Privacy) 6162.51**

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

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

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

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

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

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

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

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

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

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

## **Marketing**

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

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

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

## **Invasive Physical Examinations**

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

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

### **Inspection of Instructional Material**

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

### **Notification**

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

(cf. 6141.11 - Curriculum Research/Experimental Projects)

(cf. 6161-Equipment, Books and Materials:

Provision/Selection) (cf. 6161.1 - Evaluation/Selection of Instructional Materials)

(cf. 6161.12-Reconsideration of Materials)

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

Regulation 34 CFR Part 98 (PPRA Regulations)

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

X

Agenda Item

8.1

Decision Requested

October 23, 2023

Date

AGENDA REPORTING FORM

Subject:


Update on Current Roster of Positions (BOE Goal #2, #3)

Background:

Assistant Superintendent Mr. Robert Testa will update the Board on the Current Roster of Positions.

Recommendation:

No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



**Vernon Board of Education  
Census as of October 17, 2023**

**Bargaining Units**

Teachers	332
Administrators	22
Supervisors	2
Sec/Cust/Main	66
Paraeducators	108
Librarians/Lib Mgs	5
Nurses	8
Café	26
<b>Total union staff</b>	<b>569</b>

**Hourly and Salary Non-affiliates**

Cert Admin	3
Salary non-affiliated	20
Hourly non-affiliated	33
<b>Total non-affiliated</b>	<b>56</b>

**Adult Education**

Adult Education	65
Continuing Education	33
Tutors	1
Substitute teachers	79
Substitute nurses	4
Substitute café	1
Substitute tutors	0
Athletic coaches	18
<b>Total</b>	<b>201</b>

**Total paid employees 826**

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 8.2

Decision Requested

X

October 23, 2023

Date

AGENDA REPORTING FORM

Subject:


Approval of Vernon Education Association (VEA) Memorandum of Agreement (BOE Goal #2)

Background:

The Board will review the Vernon Education Association (VEA) Memorandum of Agreement and will be asked for their approval.

Recommendation:

MOTION: That the Vernon Board of Education approve the Vernon Education Association (VEA) Memorandum of Agreement as discussed and presented.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



MEMORANDUM OF AGREEMENT  
BETWEEN THE VERNON BOARD OF EDUCATION  
AND  
THE VERNON EDUCATION ASSOCIATION

The Vernon Board of Education (“Board”) and the Vernon Education Association (“VEA”) (referred collectively herein as “Parties”) hereby enter into this Memorandum of Agreement (“Agreement”) concerning the clarification of procedures for the deduction of teacher health insurance premium cost shares, teacher HSA deposits, and the timelines for health insurance premium deductions from teacher salary payments.

Article XII, Fringe Benefits, of the collective bargaining agreement (“CBA”) governs the health insurance provisions bargained between the Parties. The Parties agree to clarify the existing procedures for payroll processing of teacher health insurance payments in the following way:

- As of November 1, 2023, the Parties are transitioning from having an employee’s premium cost share contribution being deducted in eighteen (18) payroll checks to twenty-four (24) bi-monthly payroll checks, and not the third check in any given month.
- Any teacher-elected contributions to their health savings account (HSA) will be deducted in twenty-four (24) payroll checks, and not the third check in any given month.
- One-half of the Board’s annual HSA deposit will be in the first payroll cycle of September and the remaining half of these monies will be deposited in the first payroll cycle of January. For teachers hired after September 1<sup>st</sup>, the HSA deposit will be pro-rated.
- The ‘health insurance premium collection’ plan year is being changed from the current July 1 to June 30; to September 1 to August 31. Premium renewals go into effect July 1, which will necessitate a change in the amount deducted from teachers’ paychecks beginning with the first payroll cycle in July. In addition, those teachers retiring or resigning who have worked through June will receive health insurance coverage for the months of July and August at the contractually-provided premium cost share amount for active teachers.

This Agreement is made without prejudice and is confined to the subject matter of this Agreement. This Agreement constitutes the full agreement between the parties regarding the Board’s procedures for teachers to pay such health insurance contributions as are expressly named within this Agreement. Any matter dealt with herein shall supersede any conflicting terms in the CBA. This Agreement shall have no precedential value and shall not be presented in any other matter or proceeding in any forum, except to enforce its terms. Further, this Agreement is not subject to modification except through a written agreement signed by the Parties.

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For the Board of Education

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For the Association

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Date

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Date

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>9.1</u>
Decision Requested	<u>          </u>		<u>October 23, 2023</u>
			Date

AGENDA REPORTING FORM

Subject: School Improvement Plans – Vernon Center Middle School and Rockville High School (BOE Goal #1, #2, #3)

Background: Vernon Center Middle School Principal David Caruso and Rockville High School Principal Jason Magao will share their School Improvement Plans with the Board.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

***Vernon Center Middle School  
School Improvement Plan  
2023-24***



**777 Hartford Turnpike  
Vernon, CT 06066**

## Table of Contents

<b>Instructional Leadership Team Members</b>	<b>2</b>
<b>Introduction</b>	<b>2</b>
<b>Vernon Board of Education Mission Statement</b>	<b>2</b>
<b>Vernon Board of Education Vision Statement</b>	<b>2</b>
<b>Vernon Board of Education Core Beliefs</b>	<b>2</b>
<b>Equity Stance</b>	<b>3</b>
<b>Vision of the Graduate</b>	<b>4</b>
<b>Strategic Plan</b>	<b>5</b>
<b>Strategic Plan Priority 1: Student Success</b>	<b>7</b>
<b>Strategic Plan Priority 2: Family and Community Partnership</b>	<b>8</b>
<b>Strategic Plan Priority 3: System Excellence</b>	<b>9</b>
<b>School Data Related to Priorities</b>	<b>10</b>
<b>Roles For School-Based Committees</b>	<b>11</b>
<b>School-Based Accountability Index</b>	<b>12</b>

## **Vernon Center Middle School – School Improvement Plan 2023-2024**

**Prepared by the VCMS Instructional Leadership Team:**

### **Introduction**

This plan is aligned to the district strategic plan and includes action steps aimed towards ensuring our high functioning systems and strong community partnerships results in improved student outcomes. We considered current practices that have yielded positive results and also identified opportunities for continued growth and improvement. Our resources are strategically allocated to have the greatest impact on student performance. We will have an intense focus on high quality Tier I instruction supported by strategic and targeted interventions so **ALL** students will experience school success.

### **Vernon Board of Education Mission Statement**

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

### **Vernon Board of Education Vision Statement**

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

### **Vernon Board of Education Core Beliefs**

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

### **Diversity Statement**

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

### **Equity Stance**

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

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

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

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

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

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

## Vision of the Graduate

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

Knowledge, Skill or Disposition	Definition or Explanation
Critical Thinker	<ul style="list-style-type: none"> <li>● Works through difficult challenges with analytic reasoning</li> <li>● Solves novel and complex problems with innovative and creative thinking</li> <li>● Functions as a problem solver by identifying and using appropriate resources, tools and technology to approach and solve challenges</li> <li>● Critically evaluates ideas and evidence by asking relevant questions, analyzing multiple sources of information, identifying and considering the reliability of sources, deliberately questioning competing information, and drawing conclusions</li> </ul>
Collaborator	<ul style="list-style-type: none"> <li>● Demonstrates openness to different viewpoints while demonstrating respect for others' assets and contributions</li> <li>● Effectively works with, and within, diverse groups to plan, strategize, make decisions, and successfully execute tasks</li> <li>● Seeks and utilizes feedback from others in solving tasks</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>● Actively listens to understand the perspectives of others</li> <li>● Communicates thoughts and opinions clearly and respectfully</li> <li>● Utilizes multiple communication mediums to express viewpoints effectively to a wide range of audiences for a variety of contexts</li> <li>● Uses technological skills and social media appropriately to meet goals</li> </ul>
Resilient Individual	<ul style="list-style-type: none"> <li>● Perseveres through challenges and setbacks while embracing failure as an opportunity for growth</li> <li>● Demonstrates flexibility by adapting approaches to the given situation and context taking appropriate risks as necessary</li> <li>● Demonstrates stamina in multiple contexts and persists in completing tasks</li> <li>● Possesses self-confidence and independence</li> </ul>
Responsible Citizen	<ul style="list-style-type: none"> <li>● Recognizes the experiences and needs of others, demonstrating empathy, compassion and respect for all</li> <li>● Communicates and acts with ethics and values</li> <li>● Positively contributes to the quality of classroom, school, community and the environment</li> <li>● Possesses and acts with self-awareness</li> </ul>



## Strategic Plan

**Student Success:** Vernon Public Schools will ensure every student will have safe, high-quality, equitable learning experiences.

### Strategic Actions

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

**Family and Community Partnerships:** Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

### Strategic Actions

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

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

### Strategic Actions

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

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

## Strategic Plan Priority 1: Student Success

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

### Strategic Actions:

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

### Student Success Goal:

All students at VCMS will grow academically, specifically in the areas of reading, math, and science.

### Metrics for Success:

- **Metric #1:** The number of students scoring proficient or higher on SBAC/NGSS will increase by 10% in reading, math, and science.
- **Metric #2:** All students in Boost will be on pace to average 1.5 years worth of growth as measured by I-Ready (Fall to winter).
- **Metric #3:** All students that have an IEP will demonstrate I-Ready math and reading growth from fall to winter.

School Year	Math - % of students on or above grade level	LA - % of students on or above grade level	NGSS - % of students on or above grade level
SY 22-23	38%	55%	58%
Goals for SY 23-24	48%	65%	68%

Action Plan to Accomplish Goal			
Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
1B	<p>Our <i>instructional leaders</i> will lead their departments with a focus on one of three instructional areas for the 23-24 SY. They will dedicate PLC, professional learning time, and grade level meetings to enhancing instruction in the identified area.</p> <p><b>A. Rigor/Cognitive Demand of Instructional Tasks</b> - VCMS Essential for Effective Instruction <b>#10</b></p> <p><b>B. Engagement &amp; Student-Centered Instruction</b> - VCMS Essential for Effective Instruction <b>#16</b></p> <p><b>C. Data-Driven Instruction</b> - VCMS Essential for Effective Instruction <b>#13</b></p>	ILT/Admin	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Department improvement plans aligned to the selected essential for effective instruction</li> <li>- Classroom visit data</li> <li>- Professional learning presented by instructional coaches related to the plan goals i.e foundational reading skills</li> </ul>
1B	<p>Boost classes - (targeted instruction based on identified needs through I-Ready, Tier I feedback, and observational data.</p> <ul style="list-style-type: none"> <li>- collaboration with Tier I teachers</li> </ul>	Boost Teachers	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Personalized learning plans</li> <li>- Data results</li> <li>- Monthly support meetings with administration</li> </ul>
1A	Targeted small group instruction in both Math and LA classes	LA/Math teachers	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Data disaggregation for designing instructional tasks and establishing groups</li> <li>- Classroom visit data</li> </ul>
1C	SBAC IABs aligned to units - targeted instruction in test taking language and skills	LA, Math, Science teachers	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- pre-planned IABs administered with consistency and fidelity</li> <li>- data from these will inform next steps of instruction and/or curriculum adjustments</li> <li>- Data team meeting minutes</li> </ul>
1B	<p>We will continue with our learning lab model for many students who have an IEP</p> <ul style="list-style-type: none"> <li>- the structure will allow for progress monitoring on the specific goals and objectives being worked no each class</li> </ul>	Special Educators	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Personalized learning plans</li> <li>- classroom visit data</li> </ul>
1D	All grade 6 students will participate in a VCMS 101 class. This course is designed to help with the transition from elementary school to VCMS. The focus will be on skill development in areas such as organization, social emotional learning, teamwork, communication, and study skills to name a few.	VCMS 101 Teachers	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Curriculum and lesson plan activities</li> <li>- Student project samples</li> </ul>

## Strategic Plan Priority 2: Family and Community Partnerships

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

### Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voices that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c: Foster comprehensive communication using multiple methods and languages, so families understand the district's vision, the educational progress of their child and how to partner and advocate on behalf of their child.**
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

### Family and Community Partnership Goal:

*Our VCMS Families will be well informed about school functions and their child's academic progress in school.*

### Metrics for Success:

- We will track the number of family contacts by staff
- Data will be collected and analyzed for participation in school wide events including the team nights and conferences
- Family survey results

### Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2A	The week before school starts we will open the school for new VCMS students and their families to tour the building	Admin Team	<u>Evidence:</u> - Tally of families and students who attend
2A	VCMS will again welcome families to our "Team Nights". This will be an informal opportunity during the first month of school to meet the teachers, hear about the team, and share a meal.	All Teachers and Admin	<u>Evidence:</u> - Team night attendance data
2B	We will work with our district office of family and community partnerships to conduct a welcome walkthrough at VCMS <ul style="list-style-type: none"> <li>- the team will include family and community members</li> <li>- information collected will help us strengthen our partnerships with families and the community</li> </ul>	Admin	<u>Evidence:</u> - Data collected - Recommendations for improvement
2C	Our VCMS Equity team will continue to collaborate with the district team to strengthen our ability to provide rich relevant curriculum and support to all of our students.	Equity Team Members	<u>Evidence:</u> - Revised grading policies in each content area - Student handbook revisions through an equity lens

2A	<p>We will host family conferences following the end of the first quarter.</p> <ul style="list-style-type: none"> <li>- this will provide families an opportunity to meet with teachers and discuss the progress of their child</li> </ul>	All Staff	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Participation log for each academic team</li> </ul>
2A	<p>Monthly communications home from teachers, coaches, and administration</p> <ul style="list-style-type: none"> <li>- we will provide updates on critical assignments, due dates, and school events so our school community is well informed of what is happening in the life of a VCMS student</li> </ul>	All Staff	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Updates from the principal</li> <li>- Parent Square messages</li> <li>- Week at a glance examples</li> </ul>

### Strategic Plan Priority 3: Systems Excellence

<b>Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.</b>			
<b>Strategic Actions:</b> <ul style="list-style-type: none"> <li>● <b>3a:</b> Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.</li> <li>● <b>3b:</b> Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.</li> <li>● <b>3c: <i>Create a positive school culture of teaching and learning for all students, staff and families.</i></b></li> <li>● <b>3d:</b> Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.</li> </ul>			
<b>System Excellence Goal:</b> Staff will contribute to the creation of safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.			
<b>Metrics for Success:</b> <ul style="list-style-type: none"> <li>● Meetings are driven by an agenda that reflects the school/district priorities</li> <li>● professional learning opportunities for staff will be provided throughout the year centered around the essentials for effective instruction</li> </ul>			
<b>Action Plan to Accomplish Goal</b>			
<b>Alignment to Strategic Actions (3a, 3b, 3c, 3d)</b>	<b>Action Steps</b> <b>Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal</b>	<b>Staff Responsible</b>	<b>Evidence/Artifacts</b> <b>(Please provide links to documents where applicable)</b>
3B	<p>We will continue to strengthen our school leadership team in an effort to guide instruction and continue providing structures and protocols to support student learning.</p>	Admin Team	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Action plans, meeting agendas, protocol documents such as the Eagle Guide and Student-Parent Handbook</li> </ul>
3B	<p>Our instructional leaders will facilitate PLCs monthly with a focus on improving our essentials for effective instruction</p>	Admin and Dept. Facilitators	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Department improvement plans focussed on the selected essential and non-negotiables</li> </ul>

<b>3B</b>	Incorporate collaborative planning time into the schedule <ul style="list-style-type: none"> <li>- data analysis using the district data protocol</li> <li>- identification of student needs and supports</li> <li>- intentional lesson plan design with a focus on the identified essential for effective instruction</li> </ul>	All Teachers	<u>Evidence:</u> <ul style="list-style-type: none"> <li>- The building schedule reflects time built in for this level of collaboration</li> </ul>
<b>3C</b>	We will continue to recognize and celebrate staff and students for the tremendous work and accomplishments	Climate and Culture Team	<u>Evidence:</u> <ul style="list-style-type: none"> <li>- Distinction and special access for students that are consistently Following our core values</li> <li>- Staff recognition monthly</li> <li>- Staff appreciation events</li> </ul>
<b>3C</b>	Instructional coaching will be provided to staff to enhance their ability to deliver high quality instruction following a curriculum that is culturally relevant, challenging, and fosters the use of high order thinking skills.	Instructional Coaches	<u>Evidence:</u> <ul style="list-style-type: none"> <li>- Coaching cycle schedule</li> <li>- Curriculum review and adjustments as needed</li> </ul>
<b>3D</b>	A comprehensive team approach to supporting the social emotional well being of staff and students <ul style="list-style-type: none"> <li>- Student support team meetings include counselors, social workers, and school psychologist</li> </ul>	Admin, Support Team Facilitator, and Support Team	<u>Evidence:</u> <ul style="list-style-type: none"> <li>- Student support groups and goals spreadsheet</li> <li>- weekly support team meetings</li> <li>- Village clinician added to the team</li> </ul>

### School Data Related to Priorities

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

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
<b>Student Success - Goal 1</b>	I-Ready baseline	I-Ready Growth	SBAC/NGSS Results
<b>Family and Community Partnership - Goal 2</b>	Team Night Participation #s Conference participation #s	Family Survey Results	Sample communication log
<b>System Excellence - Goal 3</b>	Sample Department Improvement Plan with Action Steps <ul style="list-style-type: none"> <li>- Essential of Effective Instruction focus areas (3)</li> </ul>	PLC artifact <i>i.e. Meeting agenda/minutes, Learning Walk Data</i>	Department improvement Plan Checklist (action steps) and reflection



## Roles For School-Based Committees

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

Committee	Priority Goal	Intended Outcomes
<b>Culture and Climate</b> <i>PBIS</i>	To create formalized structures to regularly celebrate and recognize VCMS values - by school and team, for staff and students.	Reduction in student discipline referrals resulting in suspension  Increase in the number of student/staff recognitions for both academic and behavioral accomplishments
<b>Data &amp; Testing</b>	To plan and facilitate standardized testing, and to analyze and disaggregate data such as test scores, attendance, grades, and discipline and identify possible next steps for student success.	Develop the testing schedule as long as structures to maximize student performance
<b>School Activities</b> <i>Family Engagement</i> <i>VCMS Equity Team</i>	To enrich students' lives by providing equitable, out of the classroom experiences, and fostering strong connections with families and communities.	Improve accessibility for all students so all members of the VCMS Community feel not only welcomed in our school but a sense of belonging

## School-Based Accountability Index

Next Generation Accountability, 2021-22

Vernon School District, Vernon Center Middle School

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	64.5	75	43.0	50	86.0	85.6
1b. ELA Performance Index - High Needs Students	57.0	75	38.0	50	75.9	72.3
1c. Math Performance Index - All Students	59.5	75	39.7	50	79.4	78.2
1d. Math Performance Index - High Needs Students	51.3	75	34.2	50	68.4	63.6
1e. Science Performance Index - All Students	66.7	75	44.5	50	88.9	81.9
1f. Science Performance Index - High Needs Students	56.7	75	37.8	50	75.6	68.4
2a. ELA Academic Growth - All Students	56.3%	100%	56.3	100	56.3	60.4
2b. ELA Academic Growth - High Needs Students	55.1%	100%	55.1	100	55.1	56.2
2c. Math Academic Growth - All Students	65.9%	100%	65.9	100	65.9	65.2
2d. Math Academic Growth - High Needs Students	62.7%	100%	62.7	100	62.7	59.1
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	64.9
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	57.4
4a. Chronic Absenteeism - All Students	15.5%	<=5%	29.1	50	58.2	25.1
4b. Chronic Absenteeism - High Needs Students	22.0%	<=5%	16.0	50	32.0	0.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	58.0
7. On-track to High School Graduation	84.8%	94%	45.1	50	90.3	87.9
8. 4-year Graduation: All Students (2021 Cohort)	.	94%	.	.	.	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	.	94%	.	.	.	90.6
10. Postsecondary Entrance (Graduating Class 2021)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 90.1%)	35.0%	75%	23.3	50	46.6	61.1
12. Arts Access	.	60%	.	.	.	87.4
Accountability Index			590.6	900	65.6	69.7

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	57.0	18.0	16.6	Y
Math Performance Index Gap	71.3	51.3	20.0	18.5	Y
Science Performance Index Gap	75.0	56.7	18.3	17.9	Y
Graduation Rate Gap (2019 Cohort)	-	-	-	-	

#### Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.2
ELA - High Needs Students	97.7
Math - All Students	96.8
Math - High Needs Students	95.8
Science - All Students	96.9
Science - High Needs Students	94.6

***Rockville High School  
School Improvement Plan  
2023-24***



**70 Loveland Hill Road  
Vernon, CT**

## Table of Contents

<b>Instructional Leadership Team Members</b>	<b>2</b>
<b>Introduction</b>	<b>3</b>
<b>Vernon Board of Education Mission Statement</b>	<b>3</b>
<b>Vernon Board of Education Vision Statement</b>	<b>3</b>
<b>Vernon Board of Education Core Beliefs</b>	<b>3</b>
<b>Equity Stance</b>	<b>3</b>
<b>Vision of the Graduate</b>	<b>4</b>
<b>Strategic Plan</b>	<b>5</b>
<b>Strategic Plan Priority 1: Student Success</b>	<b>7</b>
<b>Strategic Plan Priority 2: Family and Community Partnership</b>	<b>8</b>
<b>Strategic Plan Priority 3: System Excellence</b>	<b>9</b>
<b>School Data Related to Priorities</b>	<b>10</b>
<b>Roles For School-Based Committees</b>	<b>11</b>
<b>School-Based Accountability Index</b>	<b>12</b>

## **Rockville High School – School Improvement Plan 2023-2024**

**Prepared by:**

### **Instructional Leadership Team Members**

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Raymond Sinclair, Music  
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## **Introduction**

Every student will grow and thrive when they are challenged and supported. Students are the center of the experience at Rockville High School, and they can depend upon a support network of staff and families. Throughout their four years at RHS, students will hone their abilities to become a Critical Thinker, a Collaborator, a Communicator, a Resilient Individual, and a Responsible Citizen. Students will be afforded the opportunity to build strong relationships with the faculty and staff, who work collaboratively to not only design and strengthen core instruction and interventions, but more importantly, to prepare students to succeed at the subsequent stage.

## **Vernon Board of Education Mission Statement**

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

## **Vernon Board of Education Vision Statement**

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

## **Vernon Board of Education Core Beliefs**

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

## **Diversity Statement**

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

## **Equity Stance**

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

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

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



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

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

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

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

### Vision of the Graduate

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

Knowledge, Skill or Disposition	Definition or Explanation
Critical Thinker	<ul style="list-style-type: none"> <li>• Works through difficult challenges with analytic reasoning</li> <li>• Solves novel and complex problems with innovative and creative thinking</li> <li>• Functions as a problem solver by identifying and using appropriate resources, tools and technology to approach and solve challenges</li> <li>• Critically evaluates ideas and evidence by asking relevant questions, analyzing multiple sources of information, identifying and considering the reliability of sources, deliberately questioning competing information, and drawing conclusions</li> </ul>
Collaborator	<ul style="list-style-type: none"> <li>• Demonstrates openness to different viewpoints while demonstrating respect for others' assets and contributions</li> <li>• Effectively works with, and within, diverse groups to plan, strategize, make decisions, and successfully execute tasks</li> <li>• Seeks and utilizes feedback from others in solving tasks</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• Actively listens to understand the perspectives of others</li> </ul>

	<ul style="list-style-type: none"> <li>● Communicates thoughts and opinions clearly and respectfully</li> <li>● Utilizes multiple communication mediums to express viewpoints effectively to a wide range of audiences for a variety of contexts</li> <li>● Uses technological skills and social media appropriately to meet goals</li> </ul>
Resilient Individual	<ul style="list-style-type: none"> <li>● Perseveres through challenges and setbacks while embracing failure as an opportunity for growth</li> <li>● Demonstrates flexibility by adapting approaches to the given situation and context taking appropriate risks as necessary</li> <li>● Demonstrates stamina in multiple contexts and persists in completing tasks</li> <li>● Possesses self-confidence and independence</li> </ul>
Responsible Citizen	<ul style="list-style-type: none"> <li>● Recognizes the experiences and needs of others, demonstrating empathy, compassion and respect for all</li> <li>● Communicates and acts with ethics and values</li> <li>● Positively contributes to the quality of classroom, school, community and the environment</li> <li>● Possesses and acts with self-awareness</li> </ul>

## Strategic Plan

**Student Success:** Vernon Public Schools will ensure every student will have safe, high-quality, equitable learning experiences.

### Strategic Actions

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

**Family and Community Partnerships:** Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

### Strategic Actions

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

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

Strategic Actions

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

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

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

### Strategic Plan Priority 1: Student Success

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

#### Strategic Actions:

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

#### Student Success Goal:

**1b. Student achievement will increase in the areas of ELA and Mathematics.**

RHS will create an environment in which students will engage in safe, high-quality, equitable learning experiences where students achieve

#### Metrics for Success:

- Metric #1: 60% of students will meet the Health Fitness Zone Standard, passing all 4 components (baseline = 56%, SY 21-22)
- Metric #2: 100% of students will improve on common formative assessments from pre to post assessment
- Metric #3: Student daily attendance will be an average of 95% (baseline = 92.2%, SY 21-22)

#### Action Plan to Accomplish Goal

Alignment to Strategic	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
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Actions (1a, 1b, 1c, 1d)			
Metric 2/1b	<p>Strengthen the Instructional Core using the Essentials for Effective Instruction Professional Development</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Increase availability of intervention center for students by using current resources strategically</li> <li>● Professional Learning Communities (PLC) <ul style="list-style-type: none"> <li>○ Instructional Focus Areas <ul style="list-style-type: none"> <li>■ Cognitive Rigor/Demand</li> <li>■ Student-to-Student Discourse</li> <li>■ Formative Assessment</li> <li>■ On-Track Status</li> </ul> </li> </ul> </li> <li>● Create SAT support for all interested students using the study hall structure to ensure equity in support</li> </ul>	<p>Dept Chairs Heather Banas (Consultant) Instructional Coaches Administration All Staff Central office admin</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>● SLO's</li> <li>● Observations aligned with Essentials for Effective Instruction</li> <li>● Accountability Report (State of CT)</li> <li>● Intervention Data</li> </ul>
Metrics 1 & 2 & 3 / .1d	<p>Create welcoming and nurturing environments, creating positive, pro-social interactions</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Student led Open House and Orientation Evenings</li> <li>● Celebrate student work with families in the evening (i.e. Rock the Arts)</li> <li>● Culture &amp; Climate Committee Plan</li> <li>● Further develop Advisory program</li> </ul>	<p>All Staff</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>● lower referral rates</li> <li>● student surveys will improve</li> <li>● student attendance will improve</li> <li>● Attendance at extracurricular events</li> </ul>
Metrics 1, 2, 3 / 1c & 1d	<p>Recognize positive behavior, grades, and attendance, with targeted behavior, academic, &amp; attendance interventions</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Targeted Attendance and Behavior Interventions</li> <li>● Revised attendance policy pilot</li> </ul>	<p>All Staff Kim Manganella &amp; Oz Ramos</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>● attendance at events</li> <li>● improved attendance rates</li> </ul>
Metric 1 / 1b & 1c	<p>Incorporate interdepartmental structured physical fitness activities</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Brain Breaks</li> <li>● Physical Activity</li> <li>● Advisory Health Challenges by Advisory</li> <li>● Targeted PE / Health Teacher SLO's</li> </ul>	<p>All Staff PE / Health Teachers</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>● -Health/PE Teacher's Achievement on SLO's</li> <li>● 10th Grade Physical Fitness Test Results</li> </ul>

## Strategic Plan Priority 2: Family and Community Partnerships

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

### Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voices that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** Foster comprehensive communication using multiple methods and languages, so families understand the district's vision, the educational progress of their child and how to partner and advocate on behalf of their child.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

**Family and Community Partnership Goal:** Rockville High School will develop meaningful partnerships to engage the whole community that lead to success for RHS students.

### Metrics for Success:

- Metric # 1: The favorable survey result for the "Belonging" category on the survey will be at 90% (SY 21-22 baseline = 77%)
- Metric # 2: Establish baseline of family participation at school events (152 people at our Open House on 9/15/22; approx 800 at Rock the Arts in May 2023)
- Metric # 3: Increase family participation on survey

### Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
Metric 1 & 2 / 2a, 2b, 2d	Increase / diversify opportunities for students and parents to participate in events outside of the school day. <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Conduct Parent Meeting Nights: Grade level meetings with specific agenda items</li> <li>● Open House</li> </ul>	Admin Class Advisor Student Activities Director Kim McTighe Kim Manganella Oz Ramos	<b>Evidence:</b> <ul style="list-style-type: none"> <li>● survey results</li> <li>● # of participants</li> <li>● increased grades</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff visit Community Venue</li> <li>• Publish list of monthly activities being offered</li> </ul>		
Metric 2 / 2b	Increase staff Cultural Proficiency / Competency <u><b>SPECIFIC:</b></u> <ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	Admin Consultants	<u><b>Evidence:</b></u> <ul style="list-style-type: none"> <li>• Student survey results</li> <li>• Discussions with students</li> </ul>
Metric 2 / 2b	Increase student cultural awareness and support positive interactions amongst students <u><b>SPECIFIC:</b></u> <ul style="list-style-type: none"> <li>• Y.E.S.</li> <li>• Host Cultural Celebrations</li> <li>• Advisory</li> </ul>	Students / YES Advisory	<u><b>Evidence:</b></u> <ul style="list-style-type: none"> <li>• Lists provided with cultural celebrations throughout the year</li> </ul>
Metric 1 / 2b	Attend student events to show support for students <u><b>SPECIFIC:</b></u> <ul style="list-style-type: none"> <li>• Elective SLO Idea: attend student events</li> </ul>	All Staff	<u><b>Evidence:</b></u> <ul style="list-style-type: none"> <li>• increased staff attendance at student events</li> </ul>
Metric 1, 3 / 2a, 2b, 2d	Continue to increase communications to our families <u><b>SPECIFIC:</b></u> <ul style="list-style-type: none"> <li>• Parent Square</li> <li>• Availability of information in multiple languages, modalities</li> <li>• Social media</li> <li>• Promote college &amp; career pathways &amp; highlight classroom experiences</li> </ul>	Kim Manganella Oz Ramos Department Leaders Administration Social media advisor	<u><b>Evidence:</b></u> <ul style="list-style-type: none"> <li>• parent feedback when they reply on parent square will be positive</li> <li>• comments on social media will be positive</li> </ul>

Metric 1 / 2a	Strengthen senior Demonstration Projects (connections between school & community)	Admin Instructional Coaches Academy Leaders	<u>Evidence:</u> <ul style="list-style-type: none"> <li>New and innovative demonstration projects across all disciplines</li> </ul>
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### Strategic Plan Priority 3: Systems Excellence

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

**Strategic Actions:**

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

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

**Metrics for Success:**

- Metric #1: Create an exemplar PLC Process
- Metric #2: Improved results on the accountability index around students taking dual enrollment and passing dual enrollment courses.
- Metric #3: Increase staff School Climate subsection from 84% to 90% , with a focus on “My school has a collaborative environment” survey question

#### Action Plan to Accomplish Goal

Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
Metric 2, 3 / 3b, 3c	Provide targeted Support for staff, utilizing instructional coaching model and leveraging consultant relationship, with focus on New Teachers <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>Participation with Professional Development &amp; Evaluation Committee</li> </ul>	Administration Instructional Coaches	<u>Evidence:</u> <ul style="list-style-type: none"> <li>Frequency of meetings and informal check-in's</li> <li>Survey of individual teacher needs</li> <li>Celebrations of milestones</li> <li>Feedback / Coaching Cycles on instruction</li> </ul>



	<p>(PDEC)</p> <ul style="list-style-type: none"> <li>Department Leaders will lead PLC's, Department Meetings, Professional Development</li> <li>Leverage School Counseling and Department Chairs to interact with students and families to ensure all students enrolled in dual enrollment courses are registered and have the tools necessary to earn credit.</li> </ul>	<p>Counselors Administration Teachers of dual enrollment</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Outline of evenings</li> <li>A plan to accomplish our goal</li> <li>Increased opportunities to take a dual enrollment class</li> <li>Percentage of students who are registered</li> <li>Number of students earning credit</li> </ul>
Metric 1, 2, 3 / 3c, 3d	<p>Strengthen Professional Learning Communities <b><u>SPECIFIC:</u></b></p> <ul style="list-style-type: none"> <li>Participation with Professional Development &amp; Evaluation Committee (PDEC)</li> <li>Continued Professional Development with consultants.</li> </ul>	<p>Administration Consultants Department Leaders</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Staff meetings</li> <li>Feedback from Staff</li> </ul>

### School Data Related to Priorities

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

Strategic Priorities	September/October (baseline)	January/February (midyear)	June (end of year)
<b>Student Success - Goal 1</b>	<ul style="list-style-type: none"> <li>PLC deliverable documents to track data</li> <li>Formative assessment growth scores</li> <li>Fitness growth scores</li> <li>Data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>PLC deliverable documents to track data</li> <li>Formative assessment growth scores</li> <li>Fitness growth scores</li> <li>Data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>PLC deliverable documents to track data</li> <li>Formative assessment growth scores</li> <li>Fitness growth scores</li> <li>Data warehouse</li> </ul>
<b>Family and Community Partnership - Goal 2</b>	<ul style="list-style-type: none"> <li>Parent feedback</li> <li>Attendance at events</li> <li>survey results</li> </ul>	<ul style="list-style-type: none"> <li>Parent feedback</li> <li>Attendance at events</li> <li>survey results</li> </ul>	<ul style="list-style-type: none"> <li>Parent feedback</li> <li>Attendance at events</li> <li>survey results</li> </ul>
	<ul style="list-style-type: none"> <li>Dual enrollment statistical analysis</li> <li>Courses offered</li> </ul>	<ul style="list-style-type: none"> <li>Dual enrollment statistical analysis</li> <li>Courses offered</li> </ul>	<ul style="list-style-type: none"> <li>Student scores in dual enrollment courses</li> </ul>

<b>System Excellence - Goal 3</b>	<ul style="list-style-type: none"> <li>Students enrolled</li> </ul>	<ul style="list-style-type: none"> <li>Students enrolled</li> </ul>	<ul style="list-style-type: none"> <li>End of the year numbers of students who met all criteria to get credit for dual enrollment</li> </ul>
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### Roles For School-Based Committees

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

Committee	Priority Goal	Intended Outcomes
Culture & Climate Committee	Create a culture that everyone is proud to be a part of at Rockville High School.	Create a culture that leads to excellence in every facet of education at Rockville High School.
9th Grade Committee	Intervene early in a student's high school career to help them succeed.	All students will be on track for graduation at the end of their 9th grade year.
Health & Safety Committee	Keep Rockville High School safe and clean.	Have a building where everyone is proud to call it their own.
Career Pathways	Offer diverse opportunities for all learners.	Every student will find something they love to do while in high school.

### School-Based Accountability Index

<b>LA Performance Index - All Students</b>	50.9	75	101.8	150	<b>67.9</b>	<b>85.6</b>
<b>1b. ELA Performance Index - High Needs Students</b>	41.7	75	83.5	150	<b>55.6</b>	<b>72.3</b>
<b>1c. Math Performance Index - All Students</b>	47.4	75	94.8	150	<b>63.2</b>	<b>78.2</b>
<b>1d. Math Performance Index - High Needs Students</b>	36.4	75	72.9	150	<b>48.6</b>	<b>63.6</b>
<b>1e. Science Performance Index - All Students</b>	54.1	75	72.2	100	<b>72.2</b>	<b>81.9</b>
<b>1f. Science Performance Index - High Needs Students</b>	42.5	75	56.7	100	<b>56.7</b>	<b>68.4</b>
<b>2a. ELA Academic Growth - All Students</b>	.	100%	.	.	.	<b>60.4</b>
<b>2b. ELA Academic Growth - High Needs Students</b>	.	100%	.	.	.	<b>56.2</b>
<b>2c. Math Academic Growth - All Students</b>	.	100%	.	.	.	<b>65.2</b>
<b>2d. Math Academic Growth - High Needs Students</b>	.	100%	.	.	.	<b>59.1</b>
<b>2e. Progress Toward English Proficiency - Literacy</b>	.	100%	.	.	.	<b>64.9</b>
<b>2f. Progress Toward English Proficiency - Oral</b>	.	100%	.	.	.	<b>57.4</b>
<b>4a. Chronic Absenteeism - All Students</b>	20.0%	<=5%	20.0	50	<b>40.1</b>	<b>25.1</b>

<b>4b. Chronic Absenteeism - High Needs Students</b>	31.0%	<=5%	0.0	50	<b>0.0</b>	<b>0.0</b>
<b>5. Preparation for CCR - Percent Taking Courses</b>	95.4%	75%	50.0	50	<b>100.0</b>	<b>100.0</b>
<b>6. Preparation for CCR - Percent Passing Exams</b>	40.6%	75%	27.1	50	<b>54.1</b>	<b>58.0</b>
<b>7. On-track to High School Graduation</b>	85.0%	94%	45.2	50	<b>90.4</b>	<b>87.9</b>
<b>8. 4-year Graduation: All Students (2021 Cohort)</b>	79.0%	94%	84.0	100	<b>84.0</b>	<b>95.3</b>
<b>9. 6-year Graduation: High Needs Students (2019 Cohort)</b>	80.0%	94%	85.1	100	<b>85.1</b>	<b>90.6</b>
<b>10. Postsecondary Entrance (Graduating Class 2021)</b>	68.1%	75%	90.8	100	<b>90.8</b>	<b>88.2</b>
<b>11. Physical Fitness (estimated participation rate = 90.4% )</b>	53.3%	75%	35.6	50	<b>71.1</b>	<b>61.1</b>
<b>12. Arts Access</b>	56.6%	60%	47.2	50	<b>94.3</b>	<b>87.4</b>
<b>Accountability Index</b>			966.7	1450	<b>66.7</b>	<b>69.7</b>

## Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
<b>ELA Performance Index Gap</b>	58.9	41.7	17.1	16.6	<b>Y</b>
<b>Math Performance Index Gap</b>	56.9	36.4	20.4	18.5	<b>Y</b>
<b>Science Performance Index Gap</b>	64.5	42.5	22.0	17.9	<b>Y</b>
<b>Graduation Rate Gap (2019 Cohort)</b>	94.0	80.0	14.0	4.8	<b>Y</b>

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

### Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	94.5
ELA - High Needs Students	90.7
Math - All Students	94.5
Math - High Needs Students	90.7
Science - All Students	96.8
Science - High Needs Students	94.3

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066

Information Only

Agenda Item 10.1

Decision Requested

X

October 23, 2023

Date

AGENDA REPORTING FORM

Subject:

Approval of Grant Applications (BOE Goal #1, #2, #3)


- ARP ESSER Dual Credit Expansion Grant Program
- IDEA Part B Section 611 Grant
- IDEA Part B Section 619 Grant
- Title I – Part A Improving Basic Instruction
- Title II – Part A
- Title III – Part A English Language Acquisition and Enhancement


Background:

The Board will review and approve the Grant Applications listed above.

Recommendation:

MOTION: That the Board approve the ARP ESSER Dual Credit Expansion Grant Program, the IDEA Part B Section 611 Grant, the IDEA Part B Section 619 Grant, the Title I – Part A Improving Basic Instruction, the Title II – Part A and the Title III – Part A English Language Acquisition and Enhancement Grant Applications as discussed and presented.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



## Vernon Board of Education

### Grant Request Form

<b>Grant Title</b>	ARP ESSER Dual Credit Expansion Grant Program	<b>Grant Period</b>	July 1, 2023 – January 31, 2025										
<b>Due Date</b>	July 28, 2023	<b>District Location</b>	Rockville High School										
<b>Grant Amount</b>	\$ 40,000.00	<b>Students Effected (Grade, Number)</b>	Rockville High School										
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	Enhancement										
<b>Matching Amount Required? No</b>	N/A	<b>Funding Source for Match If Applicable</b>	N/A										
<b>SUMMARY:</b> The ARP ESSER Dual Credit Expansion Grant program will provide funding for public school districts for start-up costs associated with increasing the number and types of dual credit courses offered at the high school level in partnership with Connecticut's institutions of higher education (IHE).													
<b>FEATURES:</b> <b>Personal Salaries and Benefits:</b> Teacher stipends to work with college faculty to revise existing courses to meet IHE requirements for college credit. <b>Purchased Professional Services:</b> University stipends paid for professional development, on-site visits, reviewing syllabi, etc... <b>Other purchased services:</b> Tuition reimbursement to employees <b>Instructional Supplies:</b> textbooks and technology/software costs													
<b>FUNDING:</b> <table> <tr> <td>Personnel Salaries</td> <td>\$ 8,895.60</td> </tr> <tr> <td>Purchased Professional Services</td> <td>\$ 6,000.00</td> </tr> <tr> <td>Other Purchased Services</td> <td>\$ 14,685.00</td> </tr> <tr> <td>Instructional Supplies</td> <td>\$ 10,419.40</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>\$ 40,000.00</b></td> </tr> </table>				Personnel Salaries	\$ 8,895.60	Purchased Professional Services	\$ 6,000.00	Other Purchased Services	\$ 14,685.00	Instructional Supplies	\$ 10,419.40	<b>TOTAL</b>	<b>\$ 40,000.00</b>
Personnel Salaries	\$ 8,895.60												
Purchased Professional Services	\$ 6,000.00												
Other Purchased Services	\$ 14,685.00												
Instructional Supplies	\$ 10,419.40												
<b>TOTAL</b>	<b>\$ 40,000.00</b>												
<b>For Office Use Only:</b>													
<b>Submittal Date:</b>		<b>Approval Date:</b>											





## Vernon Board of Education

### Grant Request Form

<b>Grant Title</b>	IDEA Part B Section 611 Grant	<b>Grant Period</b>	July 1, 2023 – June 30, 2025																		
<b>Due Date</b>	09/27/2023	<b>District Location</b>	District wide																		
<b>Grant Amount</b>	\$ 1,008,062.00	<b>Students Effected (Grade, Number)</b>	District wide																		
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	Enhancement																		
<b>Matching Amount Required? No</b>	N/A	<b>Funding Source for Match If Applicable</b>	N/A																		
<b>SUMMARY:</b> The IDEA Part B Sections 611 funds must be used only to pay the excess costs of providing special education and related services to children with disabilities.																					
<b>FEATURES:</b> <b>Personal Salaries and Benefits:</b> 9.0 FTE Social Workers, SLP Stipend, .60 FTE Case Manager Admin for students w/disabilities at magnet schools, tutor pay <b>Purchased Professional Services:</b> BCBA services provided by CBH, activity fees, professional development and conference fees <b>Other purchased services:</b> Field trip transportation, SPED facilities tuition fees, Staff conference travel costs, <b>Instructional Supplies:</b> supplies for alternative and special education programs <b>Equipment :</b> Furniture and equipment to meet students' needs <b>Computer Hardware:</b> Computer hardware to meet students' needs																					
<b>FUNDING:</b> <table border="0" style="width: 100%;"> <tr> <td>Personnel Salaries</td><td style="text-align: right;">\$ 771,648.00</td></tr> <tr> <td>Other Purchased Services</td><td style="text-align: right;">\$ 192,927.00</td></tr> <tr> <td>Employee Training</td><td style="text-align: right;">\$ 4,000.00</td></tr> <tr> <td>Student Transportation</td><td style="text-align: right;">\$ 2,500.00</td></tr> <tr> <td>Tuition</td><td style="text-align: right;">\$ 25,000.00</td></tr> <tr> <td>Staff Travel</td><td style="text-align: right;">\$ 4,100.00</td></tr> <tr> <td>Instructional Supplies</td><td style="text-align: right;">\$ 3,887.00</td></tr> <tr> <td>Equipment&amp; computer hardware</td><td style="text-align: right;">\$ 4,000.00</td></tr> <tr> <td><b>TOTAL</b></td><td style="text-align: right;"><b>\$ 1,008,062.00</b></td></tr> </table>				Personnel Salaries	\$ 771,648.00	Other Purchased Services	\$ 192,927.00	Employee Training	\$ 4,000.00	Student Transportation	\$ 2,500.00	Tuition	\$ 25,000.00	Staff Travel	\$ 4,100.00	Instructional Supplies	\$ 3,887.00	Equipment& computer hardware	\$ 4,000.00	<b>TOTAL</b>	<b>\$ 1,008,062.00</b>
Personnel Salaries	\$ 771,648.00																				
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<b>TOTAL</b>	<b>\$ 1,008,062.00</b>																				
<b>For Office Use Only:</b>																					
<b>Submittal Date:</b>		<b>Approval Date:</b>																			



# Vernon Board of Education

## Grant Request Form

<b>Grant Title</b>	IDEA Part B Section 619 Grant	<b>Grant Period</b>	July 1, 2023 – June 30, 2025								
<b>Due Date</b>	09/27/2023	<b>District Location</b>	Elementary Schools								
<b>Grant Amount</b>	\$ 51,327.00	<b>Students Effected (Grade, Number)</b>	Pre-K								
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	Enhancement								
<b>Matching Amount Required? No</b>	N/A	<b>Funding Source for Match If Applicable</b>	N/A								
<b>SUMMARY:</b> The IDEA Part B Section 619 funds are to be used for services for children with disabilities ages 3–5.											
<b>FEATURES:</b>  <b>Personal Salaries and Benefits:</b> .50 FTE Pre-school Teacher <b>Purchased Professional Services:</b> BCBA services provided by CBH for pre-schoolers <b>Instructional Supplies:</b> supplies for alternative and special education programs											
<b>FUNDING:</b> <table> <tr> <td>Personnel Salaries</td> <td>\$ 35,910.00</td> </tr> <tr> <td>Other Purchased Services</td> <td>\$ 12,812.00</td> </tr> <tr> <td>Instructional Supplies</td> <td>\$ 2,605.00</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>\$ 51,327.00</b></td> </tr> </table>				Personnel Salaries	\$ 35,910.00	Other Purchased Services	\$ 12,812.00	Instructional Supplies	\$ 2,605.00	<b>TOTAL</b>	<b>\$ 51,327.00</b>
Personnel Salaries	\$ 35,910.00										
Other Purchased Services	\$ 12,812.00										
Instructional Supplies	\$ 2,605.00										
<b>TOTAL</b>	<b>\$ 51,327.00</b>										
<b>For Office Use Only:</b>											
<b>Submittal Date:</b>		<b>Approval Date:</b>									



## Vernon Board of Education

### Grant Request Form

<b>Grant Title</b>	Title I -Part A Improving Basic Instruction	<b>Grant Period</b>	July 1, 2023 – June 30, 2025												
<b>Due Date</b>	09/29/2023	<b>District Location</b>	Title I schools												
<b>Grant Amount</b>	\$ 863,871.00	<b>Students Effected (Grade, Number)</b>	Maple/Northeast/Skinner/VCMS												
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	N/A												
<b>Matching Amount Required? No</b>	N/A	<b>Funding Source for Match If Applicable</b>	N/A												
<b>SUMMARY:</b> The focus of the 2023-2025 District Consolidated Application for Elementary and Secondary Education Act (ESEA) Federal Grant Title 1, Part A is to support Vernon Public Schools' mission and goals and to improve student achievement.															
<b>FEATURES:</b> <b>Personal Salaries and Benefits:</b> Funding for 8.0 FTE (4.25 FTE Math Interventionists, 5.25 FTE Reading Interventionists, 1.0 FTE Family Engagement Coordinator) certified educators' salaries and benefits that work individually and in in small groups with identified at risk students to improve literacy and numeracy skills. <b>Transportation:</b> For summer school June 2024 and homeless students <b>Instructional Supplies:</b> STEM, classroom and parent engagement supplies to support implementation of ELA, Mathematics and NGSS standards <b>Furnishings:</b> Grade 2 classroom furniture <b>Computer hardware:</b> VCMS tech ed lab computers															
<b>FUNDING:</b> <table> <tr> <td>Personnel Salaries</td> <td>\$ 814,031.48</td> </tr> <tr> <td>Purchased Professional Services</td> <td>\$ 32,000.00</td> </tr> <tr> <td>Other Purchased Services</td> <td>\$ 24,701.28</td> </tr> <tr> <td>Instructional Supplies</td> <td>\$ 3,710.72</td> </tr> <tr> <td>Computer hardware</td> <td>\$ 8,879.12</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>\$ 863,871.00</b></td> </tr> </table>				Personnel Salaries	\$ 814,031.48	Purchased Professional Services	\$ 32,000.00	Other Purchased Services	\$ 24,701.28	Instructional Supplies	\$ 3,710.72	Computer hardware	\$ 8,879.12	<b>TOTAL</b>	<b>\$ 863,871.00</b>
Personnel Salaries	\$ 814,031.48														
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Computer hardware	\$ 8,879.12														
<b>TOTAL</b>	<b>\$ 863,871.00</b>														
<b>For Office Use Only:</b>															
<b>Submittal Date:</b>		<b>Approval Date:</b>													



## Vernon Board of Education

### Grant Request Form

<b>Grant Title</b>	Title II- Part A	<b>Grant Period</b>	July 1, 2023 – June 30, 2025
<b>Due Date</b>	09/29/2023	<b>District Location</b>	Entire District
<b>Grant Amount</b>	\$129,426.00	<b>Students Effected (Grade, Number)</b>	Entire District
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	Enhancement
<b>Matching Amount Required? No</b>	\$0.00	<b>Funding Source for Match If Applicable</b>	N/A

**SUMMARY:** The focus of the 2023-2025 District Consolidated Application for Elementary and Secondary Education Act (ESEA) Federal Grant Title II, Part A is to support Vernon Public Schools' mission and goals and to improve student achievement and improve the quality and effectiveness of teachers, principals, and other school leaders.

#### FEATURES:

Employee Salaries - The grant funds .75 FTE Reading Interventionist at Vernon Center Middle School and .20 FTE Math Interventionist at Skinner Road School.

Purchased and Professional Technical Services - Additional funding will be used for professional learning and executive coaching of administrators to facilitate increase achievement of every student through high quality curriculum, instruction and assessment

#### FUNDING:

Salaries	\$90,273.35
Purchased Professional and Technical Services	\$39,152.65
<b>TOTAL</b>	<b>\$129,426.00</b>

#### For Office Use Only:

<b>Submittal Date:</b>	<b>Approval Date:</b>
------------------------	-----------------------



# Vernon Board of Education

## Grant Request Form

<b>Grant Title</b>	Title III-Part A English Language Acquisition and Enhancement	<b>Grant Period</b>	July 1, 2023 – June 30, 2025
<b>Due Date</b>	September 29, 2023	<b>District Location</b>	Entire District
<b>Grant Amount</b>	\$16,037.00	<b>Students Effected (Grade, Number)</b>	Entire District
<b>Co-Funder? No</b>	N/A	<b>New Program or Enhancement?</b>	Enhancement
<b>Matching Amount Required? No</b>	\$0.00	<b>Funding Source for Match If Applicable</b>	N/A

**SUMMARY:** The Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement Elementary and Secondary Education Act Grant funds are designated to improve academic achievement, improve English proficiency rates for Connecticut's English learners, and increase 4 and 6-year Cohort Graduation rates for all students.

### FEATURES:

Employee Salaries - Funds a 0.15 FTE certified ELL Teacher at Vernon Center Middle School.

Supplies - Additional funding will be used to purchase supplies such as Rosetta Stone to help students become proficient in English.

### FUNDING:

Employee Salaries	\$14,807.55
Supplies	\$ 1,229.45
Total	\$16,037.00

### For Office Use Only:

**Submittal Date:**

**Approval Date:**

VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>10.2</u>
Decision Requested	<u>          </u>		<u>October 23, 2023</u>
			Date


AGENDA REPORTING FORM

Subject: Facilities Project Reports (BOE Goal #3)

Background: Mr. Mark Rizzo, Supervisor of Schools Facilities & Special Projects, will give the Board updated reports on facilities projects.

Recommendation: No action required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# VERNON PUBLIC SCHOOLS FACILITIES

Summer 2023 Projects



# ROCKVILLE HIGH SCHOOL SCIENCE LAB RENOVATIONS





# ROCKVILLE HIGH SCHOOL SCIENCE LAB RENOVATIONS



# ROCKVILLE HIGH SCHOOL LAVATORIES RENOVATION





# VERNON CENTER MIDDLE SCHOOL HOT WATER HEATER REPLACEMENT



# VERNON CENTER MIDDLE SCHOOL SYKES PROJECTS





# VERNON CENTER MIDDLE SCHOOL SYKES PROJECTS



# CENTER ROAD SCHOOL ROOF REPLACEMENT



# CENTER ROAD SCHOOL KITCHEN AND CAFÉ RENOVATION





## DISTRICT WIDE SIDEWALK AND ADA PAD REPAIRS





# MIRACLE FIELD



VERNON PUBLIC SCHOOLS  
Vernon, Connecticut 06066


Information Only	<u>X</u>	Agenda Item	<u>10.3</u>
Decision Requested	<u>          </u>		<u>October 23, 2023</u>
			Date


AGENDA REPORTING FORM

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

Background: The Board of Education liaisons will report on their attendance at any meetings that were held recently.

Recommendation: No action required.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools



**FOR YOUR  
INFORMATION**

# ROCKVILLE HIGH SCHOOL

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

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

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

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

TO: Joseph Macary  
FROM: Jason Magao *JDM*  
RE: Boston, MA  
DATE: October 17, 2023

Attached please find a request from Maureen Ringrose, Math Teacher, for approximately 50 (10-12<sup>th</sup> grade Precalc and Calc) students and 5 chaperones to participate in a walking tour of the Boston Waterfront and Quincy Market on May 23, 2024.

This is an interdisciplinary math/history walking tour of the Boston Waterfront. Mathematics can be found everywhere in real life and this tour will provide authentic connections between mathematics, history, city planning, architecture, and physics. This trip aligns with our district *Vision of the Graduate* in that students must collaborate with each other to solve highly engaging and complex thinking problems through discourse.

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

JDM:eab  
Attachment



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

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

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

**Date(s) of Trip** Thursday, May 23, 2024

**Time of Departure** 7:30 am

**Time of Return** 4:00 pm

**Name of Sponsoring Staff Member** Maureen Ringrose

**Number of Buses Needed** 1 coach bus - out of state

The Sponsoring Staff Member must make arrangements for transportation.

**Specific Class/Group/Grade Involved** 10-12 graders, open to precalc and calculus students

**Destination** Boston Waterfront and Quincy Market, Boston, MA

**Total Number of Students Making Trip** 50    **Number of Chaperones (1:10)** 5

**Names of Chaperones** Maureen Ringrose, Michele Gonzalez, and 3 other faculty members to be determined.

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

**Number of Substitutes Needed** 3

The Sponsoring Staff Member must make arrangements for substitutes.

**Classes Requiring Substitutes**

---

**Purpose of Trip**

This field trip is an interdisciplinary math/history walking tour of the Boston waterfront. Mathematics can be found everywhere in real life and this tour provides authentic connections between mathematics, history, city planning, architecture, and physics. This trip aligns with our district *Vision of the Graduate* in that students must collaborate with each other to solve highly engaging and complex thinking problems through discourse.

**Student Costs:** Admission \$0    Transportation \$5    Other \_\_\_\_\_    **TOTAL \$5**

## SIGNATURES

Maureen Ringrose 10/6/2023  
Sponsoring Staff Member Date

Michelle Ryan 10-16-23  
Department Head/Coordinator Date  
(I have reviewed this request, agree with the justification and approve this trip)

[Signature] 10/16  
Student Activities Director Date

[Signature] 10/16/23  
Principal Date

Joyd Meaney 10/18/23  
Superintendent (for overnight and out-of-state trips) Date

**PLEASE RETURN COMPLETED SIGNED FORM TO THE SPONSORING STAFF MEMBER**

**Ritchotte, Diane**

---

**From:** BURKE, ELIZABETH  
**Sent:** Wednesday, October 18, 2023 1:49 PM  
**To:** Ritchotte, Diane  
**Cc:** Ringrose, Maureen  
**Subject:** Boston Bus

Good afternoon.

The bus is budgeted through the RHS Mathematics Transportation line item 90135270 – 55920 (Field & Athletic Trips); the notes portion of the line item mentions the Boston Field Trip (page 102 of the budget book).

Please let me know if you need additional information.

Thank you.

**Beth**

***Be kind, for everyone you meet is fighting a hard battle. ~Plato~***

Elizabeth (Beth) Burke  
Administrative Assistant to Jason Magao, Principal  
Rockville High School  
70 Loveland Hill Road  
Vernon, CT 06066  
860-870-6050 ext. 4003  
[Elizabeth.burke@vernonct.org](mailto:Elizabeth.burke@vernonct.org)

**CONFIDENTIALITY NOTICE:** This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.



**Acceptance**

Post Road Stages Inc.

Client ID	8605977028	Charter ID	22568
Client	Maureen Ringrose	Movement ID	25619
Company	Rockville High School	Status	Firm
Client Ref 1		Passengers	
Client Ref 2		Distance	191.5

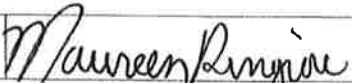
First Pick-up	Rockville High School	Destination	Boston Convention Center
Pick-up Date	Thu 5/23/2024 Time 07:30	Arrival Date	Thu 5/23/2024 Time 09:20
Single Journey	No	Leave Date	Thu 5/23/2024 Time 14:00
Vehicle To Stay	No	Back Date	Thu 5/23/2024 Time 15:50

First Pick-up Instructions	Destination Instructions
70 Loveland Hill Road, Rockville (Vernon), CT 06066	415 Summer Street, Boston, MA 02210

Seats	Vehicle Description	Vehicle No	Price	Tax %	Tax	Total
55	Deluxe Motorcoach	1	\$1,785.00	0	\$0.00	\$1,785.00
Movement Totals			\$1,785.00		\$0.00	\$1,785.00

Driver Description	Vehicle No	Driver Description	Vehicle No
Driver	1		

I have checked all the details above and agree that they are correct. I confirm that I would like to make a firm booking and I accept the above price and the payment terms detailed in the attached letter. Please return this via email to [charters@postroadstages.com](mailto:charters@postroadstages.com) or fax to 860-644-5874.

Signature		Print Name	Maureen Ringrose	Date	8/28/2023
-----------	---	------------	------------------	------	-----------

Coach Manager Printed: 8/28/2023 3:56:55 PM



Dear Student,

Congratulations! You are invited on a school sponsored field trip because of your commitment to science and mathematics studies at Rockville High School.



What is this field trip about? In summary: You will do math. And you will be outside.

On *Thursday, May 23, 2024* we will travel to Boston, Massachusetts to participate in a structured historical math walking tour of Boston. While we do not enter any museums or memorials, we will stop at the site of the Boston Tea Party, the Boston Children's Museum, the Rose Fitzgerald Kennedy Greenway, the Boston World Trade Center, and other important landmarks as we walk along the Boston waterfront. There will be an opportunity for lunch at Quincy Market. You may bring money to purchase food or bring a bagged lunch. This trip will occur rain or shine. Please watch the weather and dress appropriately. We will be outside about 90% of the trip and there will be a lot of walking.

You will do math. And we will have fun!

The times of the trip will be from 7:30 am with a return time of approximately 4:00 pm depending on traffic.

This will be a competition and a cost of \$5 offsets the cost of transportation and prizes. Please return your permission slip and money as soon as possible but no later than **Monday, May 20** to Mrs. Ringrose or Mrs. Gonzalez. If you choose not to go, please let one of us know as soon as possible so that we can offer your spot to the next in line.

Best Regards,  
Maureen Ringrose  
Michele Gonzalez  
Rockville High School Math Department





# ROCKVILLE HIGH SCHOOL



## FIELD TRIP PERMISSION FORM & MEDICAL CONSENT

### FIELD TRIP DETAILS

Student's Name: \_\_\_\_\_

Class, Club or Group: RHS Math Department

Advisor: Maureen Ringrose

Trip To: Boston, Massachusetts - Walking math tour and Quincy Market

Date(s) of Trip: Thursday, May 23, 2024

Departure / Return Time: 7:30 am - 4:00 pm

Cost Involved: \$5 per student + Lunch Money day of Money & Permission Slip Due: 5/20/24

***Advise Mrs. Ringrose if a school bagged lunch is needed/***

***Lunch can be brought from home or students may purchase lunch at Quincy Market.***

Home Telephone \_\_\_\_\_

Work Telephone \_\_\_\_\_

Student's Cell Phone \_\_\_\_\_

Parent's Cell Phone \_\_\_\_\_

We will be eating lunch on the trip ☒ Yes ☐ No

\*\*\*\*\*

### CONTACT INFORMATION & MEDICAL BACKGROUND

Parent/Guardian Name: \_\_\_\_\_

Please indicate the phone number(s) where you can be reached during the hours of the field trip:

1. \_\_\_\_\_

2. \_\_\_\_\_

Does your child need a bagged lunch for this trip (provided by school)? ☐ Yes ☐ No

In the event you are unable to be reached at the above telephone numbers, please provide two emergency contacts below:

Name \_\_\_\_\_ Phone \_\_\_\_\_ Relationship to student \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_ Relationship to student \_\_\_\_\_

Will the student require any medication during the field trip? ☐ Yes ☐ No

If Yes, Name of Medication: \_\_\_\_\_ Time Medication should be administered: \_\_\_\_\_

OVER →

Student's Physician \_\_\_\_\_ Phone \_\_\_\_\_  
Student's Dentist \_\_\_\_\_ Phone \_\_\_\_\_  
Insurance Carrier \_\_\_\_\_ ID# \_\_\_\_\_ Group # \_\_\_\_\_

PLEASE SIGN BELOW:

**I give my child permission to attend the above trip.**

*Your signature on this form also indicates that you have considered both your student's academic status and attendance record before giving permission to attend this trip. Please refer to your child's most recent progress report for this information.*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**MEDICAL CONSENT**

**PLEASE ALSO CHECK ONE AND SIGN BELOW:**

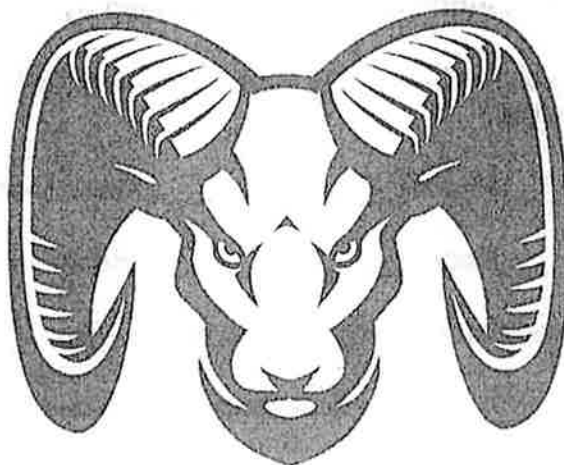
\_\_\_\_\_ I hereby give authority to the advisor in charge to grant permission to a medical doctor to examine and treat, if necessary, any injury sustained on this trip.

\_\_\_\_\_ I do not wish to give permission for medical treatment. Please contact me or the emergency contact listed above, and I will assume responsibility for my child in the event of a medical emergency.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

***We look forward to providing an educational and safe experience for our students. Thank you for your ongoing support!***



Josh, Dylan, Grace

Past year

**NCTM Annual Meeting and Exposition**  
Boston, MA

8.5



Math  
Challenge  
Tour



**Tour sessions**

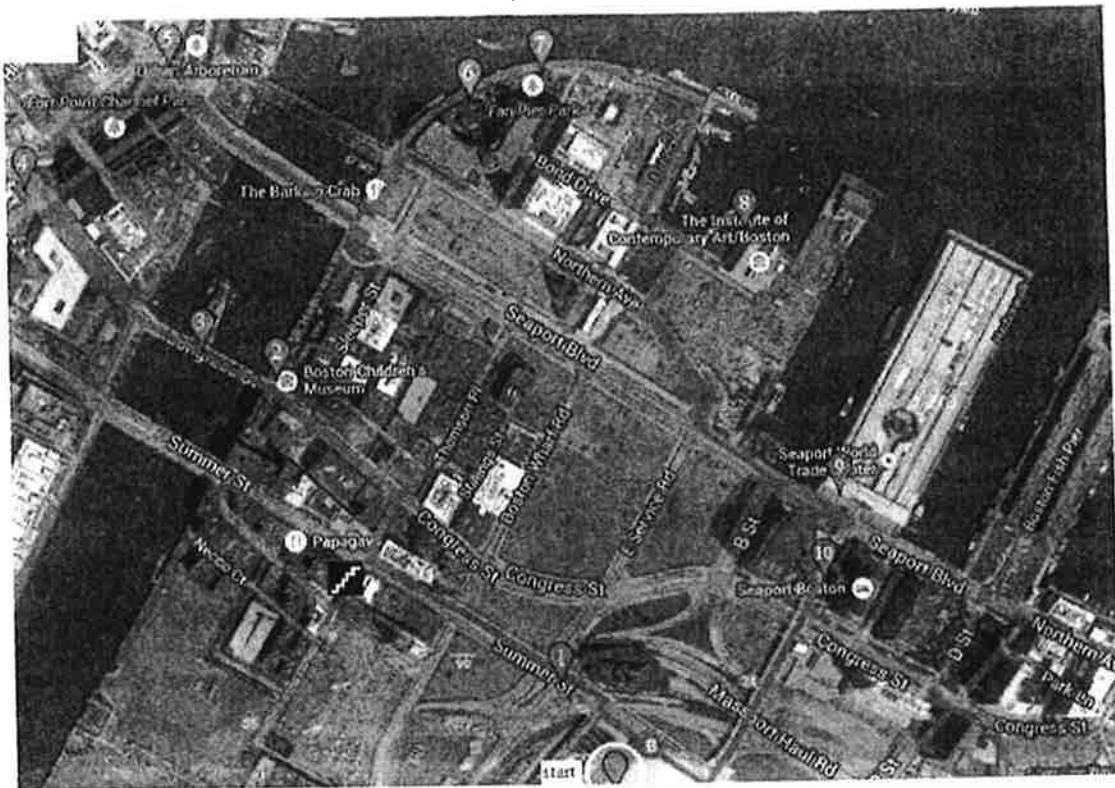
**April 16, 2015 - 8am or 2pm**

**April 17, 2015 - 8am or 2pm**

Written and presented by Boston University students and faculty

Laura Kyser Callis, Robert Afonso, Christine Brandebourger-Bodet,  
Victor Mateas, Elyssa Miller, Andrew Richman, Cara Goldberg  
Suzanne Chapin, Alejandra Salinas, Ziv Feldman

## Map of Tour



1. South Boston
2. Boston Children's Museum
3. Boston Tea Party
4. Boston Greenway
5. Big Dig
6. Moakley Federal Courthouse
7. Fan Pier
8. Institute of Contemporary Art
9. World Trade Center
10. MBTA

© Laura Kyser Callis, Robert Afonso, Christine Brandebourger-Bodet, Victor Mateas, Elyssa Miller, Andrew Richman, Cara Goldberg, Suzanne Chapin, Ziv Feldman, Alejandra Salinas  
Boston University, Boston MA. 2015.

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## Mathematics Challenge Tour: An Introduction

Welcome to Boston's Mathematics Challenge Tour, created especially for the 2015 NCTM Annual Meeting! This two-mile tour is along the South Boston waterfront. If you choose to attend the scheduled walking time, Boston University guides will greet you. You can also take this tour on your own! This tour was designed in the late fall by graduate students and faculty members from Boston University. Due to recent construction and the Marathon bombing trial proceedings, you may have to take detours or skip challenges.

Within this packet, there are 10 different mathematical challenges related to stops along the tour. It helps to have a calculator and you will need a pen or pencil. We invite you to discuss how you might solve the challenges with others. Please revisit the sites such as the Boston Tea Party Museum to learn more history or to develop new problems at your leisure.

We have included a variety of types of problems in the tour. Some problems ask you to calculate an answer and some ask you to simply plan out a solution strategy. The problems come from different mathematical domains and have connections to other disciplines such as history, city planning, architecture, and physics. We hope this tour will remind you how mathematics can be found everywhere and inspire you to think about how you can integrate mathematics into lessons that examine your own city or town. Mathematical tours can be designed to take place anywhere — consider putting together a tour that explores a school, mall, park, or museum. Tours can also focus on a specific mathematical content or a CCSS Mathematical Practice. The website, <http://www.mathsinthecity.com/find-list>, can help you get started. It is also a place to share your own tour ideas.

Thanks for taking the Boston Mathematics Challenge Tour. Please send your comments and share your experiences with us — Laura Callis at [lkcallis@bu.edu](mailto:lkcallis@bu.edu) or Suzanne Chapin at [schapin@bu.edu](mailto:schapin@bu.edu).

Now, let's get touring!

**Note:** This tour requires participants to walk 2 miles and navigate stairs and cobblestones. The tour will take approximately 90 minutes. To start the tour at the Convention Center, turn onto Summer Street and proceed along the overpass.



## Challenge 1: South Boston

*Summer Street Overpass, 250 Summer St., Boston, MA 02210*



*Fort Point, South Boston, 1925*

### About This Site

Welcome to South Boston, one of the U.S.'s oldest and most historic neighborhoods! Known as an Irish-American working class neighborhood, South Boston, or "Southie" attracts many visitors with restaurants, museums, a convention center, as well as a gorgeous shoreline. South Boston still maintains a community atmosphere making it one of the friendliest and most popular places to visit!

### Mathematical Challenge:

This challenge starts as we walk along the Summer Street overpass. Do you know the length of your walking pace? The ability to use your stride to estimate lengths and distances is very handy since most of us don't travel with measuring devices in our back pockets!

Use the time we are walking on the overpass to calculate the length of your own stride. The parking meters are spaced at intervals of 30 feet each. Check your measures by conducting more than one trial!

$$T_1 = 1.76 \text{ s}$$

$$T_2 = 1.8$$

$$T_3 = 1.72$$

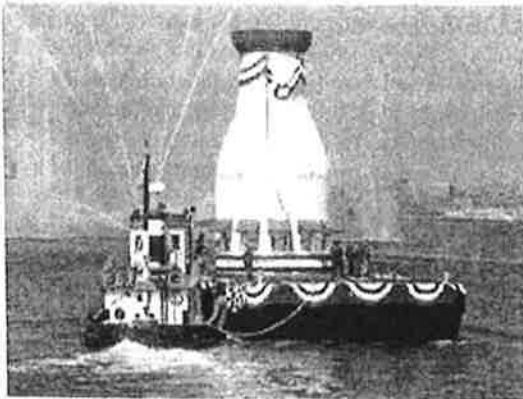
$$= 1.76 \text{ average}$$

After passing over the highways on Summer Street, you will go one more block and then take stairs down to the lower-level streets, onto A Street. When you are on A Street, go under Summer Street, up one block, and then take a left onto Congress Street. Walk down Congress Street until you reach the big Hood milk bottle outside of the Children's Museum, where we will stop for Challenge 2.

#3)



be cut by height, width, or diagonally

**Challenge 2: Boston Children's Museum***Milk Bottle Kiosk, 308 Congress Street, Boston, MA 02210***About This Site**

The milk bottle kiosk was built in 1933 by Arthur Gagner. He used it to sell homemade ice cream in Taunton, MA (about 30 miles south of Boston). It was one of the first fast-food drive-in restaurants!

In 1977, Hood bought and renovated the kiosk, and then donated it to the Children's Museum. The giant milk bottle was cut into 3 pieces and transported to this location by a barge in the "Great Bottle Sail." It has been standing here since April 20, 1977. It is 40 feet tall and has a diameter of 18 feet.

Fun fact: If the kiosk were a real milk bottle it would hold 58,620 gallons (or 221,901 liters) of milk.

**Mathematical Challenges:**

1. The average 3-year old child is about 3 feet tall and a real milk bottle is 10 inches tall. How tall should a model of a 3-year old be in order to match the proportions of the kiosk?
2. How might you calculate or estimate the volume of the milk bottle kiosk? Talk to your colleagues.
3. What are the different ways the milk bottle could be cut into 3 pieces? What would the pieces look like?

$$3 \text{ ft} : 10 \text{ in}$$

$$36 : 10 \text{ in}$$

$$x : 40 \text{ ft}$$

$$x : 480 \text{ in}$$

$$\frac{3 \text{ ft}}{10 \text{ in}} = \frac{x}{40 \text{ ft}}$$

$$\frac{36}{10} = \frac{x}{480}$$

$$10x = 17,280$$

$$x = 1,728 \text{ in}$$

$$V = LWH$$

$$(40 \text{ ft})^2$$

$$V = \pi r^2 h$$

$$(1) 144 \text{ ft}^2$$

$$V = \pi (9)^2 (40) = 10,178.76 \text{ ft}^3$$

$$2) 10,178.76 \text{ ft}^3$$



To get to Challenge 3, turn right out of the Children's Museum and continue walking on Congress Street until you reach the Boston Tea Party Museum.



### Challenge 3: Boston Tea Party

Boston Tea Party Museum, 306 Congress Street, Boston, MA 02210



#### About This Site

The Boston Tea Party took place on December 16, 1773. That evening, between the hours of 7pm and 10pm, 116 people protested the taxes imposed on them earlier that year by throwing containers of tea overboard from three ships: the Dartmouth, Eleanor, and Beaver. The revolutionaries threw 342 containers overboard, containing 90,000 pounds of tea. Tea was stored in both small containers that held 100 pounds and large containers the held 400 pounds of tea. The total damage due to lost tea was approximately £10,000.

In reaction to the Boston Tea Party, the British government passed a series of Intolerable Acts in 1774 as punishment. These include the Boston Port Act (passed March 31), Administration of Justice (May 20), Massachusetts Government Act (May 20), and Quartering Act (June 2). These acts continued to escalate tensions between Great Britain and the colonies, leading to the American Revolution.

#### Mathematical Challenge:

Given the numerical facts about the Boston Tea Party shared above, talk with a partner and come up with a question that can be answered using mathematics. Then proceed to answer your question.

$$a + b = 342$$

$$342 - b = a$$

$$100a + 400b = 90,000 \text{ lbs}$$

$$100(342 - b) + 400b = 90,000$$

$$34200 - 100b + 400b = 90,000$$

$$34200 + 300b = 90,000$$

How many containers of small and large were thrown overboard?

$$a + 186 = 342$$

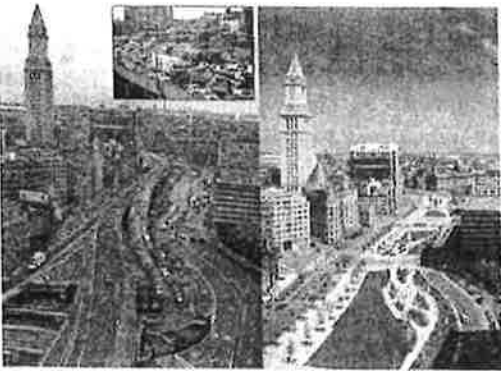
$a = 138$  small boxes  
 $b = 186$  large boxes

To get to Challenge 4, continue walking on Congress St until you reach the corner of Atlantic Ave. and Congress St. Cross the street onto the Greenway.



## Challenge 4: Boston Greenway

*Atlantic Avenue and Congress Street, Boston*

	<p style="text-align: center;"><b>About This Site</b></p> <p>The Boston Greenway is a ribbon of six connected parks that extend from Chinatown to the North End. This used to be the site of an elevated highway, but thanks to the Central Artery Project (also known as the Big Dig), this highway was relocated underground and by 2006 was completely replaced with these parks.</p> <p>The parts of the Greenway that you currently see are the Fort Point Channel Parks. These extend along Atlantic Avenue from Congress Street to Oliver Street.</p>
---	--

### Mathematical Challenges:

1. The average American city is 11.6% green space. The city of Boston's total land acreage is 31,000 acres. If 26,000 of these acres are **not** green space, what **percent** of land in Boston is used for green space?

$$31,000 - 26,000 = 5,000 \text{ green}$$

$$\frac{5,000}{31,000} = 16.13\% \text{ green}$$

2. How does Boston compare to these other cities?

1. New York - 19.6% > Boston
2. Washington D.C. - 19.4% > Boston
3. San Francisco - 18.0% > Boston
4. Jersey City - 17.1% > Boston

Boston < DC

3. Boston, among high population density cities, ranks only behind Washington DC in the ratio of park acreage to city residents. There are 8.1 acres per 1,000 residents in Boston (Washington DC has 13.1 acres per 1000 residents). How many residents did Boston have when this ratio was calculated?

1,000 people  
5,000 acres of green

8.1 acres 1,000 res	13.1 acres 1,000 res
5,000 x	8.1 x 500 people

$$x = 617,283.95 \text{ people}$$

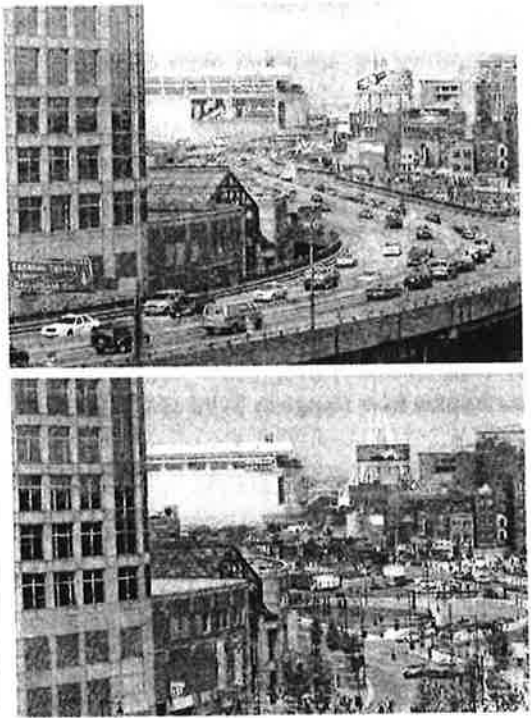
To get to Challenge 5, turn right on Atlantic Avenue and walk to the corner of Atlantic and Seaport Blvd.



7  
CH

## Challenge 5: Big Dig

*Seaport Boulevard and Atlantic Avenue*

	<h3 style="text-align: center;">About This Site</h3> <p>The Central Artery/Tunnel Project (known as the Big Dig) was a massive public works project in Boston. It replaced the elevated interstate highway that ran through the downtown with an underground tunnel.</p> <p>The project took 15 years and cost over 14 billion dollars. It is still the most expensive public works project in U.S. history. Another expensive public works project was the San Francisco bridge replacement that cost 6.3 billion dollars — less than half the cost of the Big Dig!</p>
--	--

### Mathematical Challenges:

1. Sixteen (16) million cubic yards of dirt were removed to make way for the Big Dig tunnels. If a truck that is 40-feet long holds 30 cubic yards of dirt, how many trucks were needed to move all of this dirt?

$$30 \times = 16,000,000$$

$$\times = 533,333.33 \text{ trucks}$$

2. If the trucks were lined up end-to-end starting in Boston, would they stretch all the way to the start of the Boston Marathon in Hopkinton? (Hint: There are 5280 feet in 1 mile and a marathon is 26.2 miles.) Would they stretch to Florida? To San Francisco?

$$\frac{40 \text{ ft}}{1 \text{ truck}}$$

$$\frac{138,336}{x}$$

$$= 3,458.4 \text{ trucks}$$

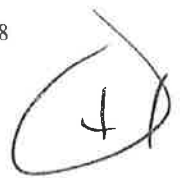
$$26.2 \times 5280 =$$

$$138,336 \text{ ft in march}$$

$$40 \times 533,333.33 = 21,333,333.2 \text{ ft} = 4,040.40 \text{ miles}$$

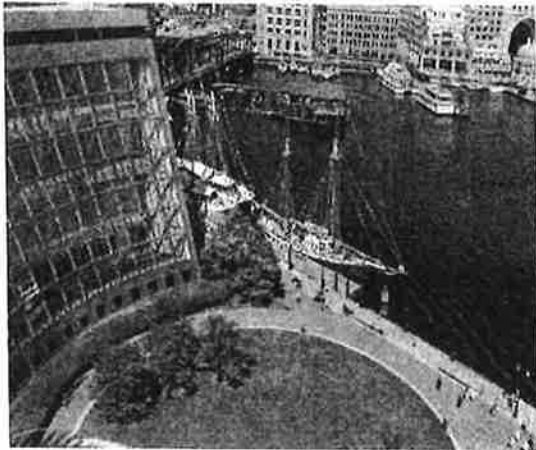
A: It would reach Florida and would reach San Francisco

To get to Challenge 6, take a right onto Seaport Boulevard and walk over the water. Take a left on Sleeper St. and a second left on Northern Ave to get to the HarborWalk. Continue to the Moakley Courthouse.



## Challenge 6: Moakley Federal Courthouse

One Courthouse Way, Boston, MA 02210



### About This Site

The John Joseph Moakley United States Courthouse is an architectural masterpiece that was completed in 1998. Henry Cobb designed the courthouse to include an 88-foot tall glass wall overlooking the Boston Harbor and 2.25-acre public walkway.

There are 27 courtrooms in the courthouse; more space is dedicated to the public than in any other courthouse. The courthouse encourages the public to use the space by hosting educational visits for students, tours, and a grassy spot to relax by the harbor!

### Mathematical Challenges:

1. Estimate the diameter of the circular lawn between the courthouse and Boston Harbor. Think about how the length of your pace might be used.
2. Talk about how you could determine the center of the circle.
3. Consider the advantages and disadvantages of using an actual location such as this park to investigate circumference, diameter and pi. How does this type of learning experience differ from using a circle printed on paper?

Pace = 1.76 ft

T1 = 98.56 ft  
T2 = 102.08 ft  
T3 = 95.04

① Avg Diameter 98.56 ft

② You could divide the diameter in half and have multiple people walk towards the middle.

56  
58  
524

③ Disadvantages: Human error, not making it perfect, there is a cutout of it.

Advantages: Real world example, practical applications

To get to Challenge 7, continue walking along the HarborWalk. Stop at the one of the plaques along the walkway.



## Challenge 7: Fan Pier

*Fan Pier, Marina Park Drive, Boston*



### About This Site

This area along the waterfront is known as Fan Pier though it no longer resembles a pier. It was created in the 1860s and was shaped like the prongs of a fan, making it an ideal place for transporting cargo from the ocean inland via the railroad.

Like Fan Pier, much of the land of Boston was created with fill. Boston was originally a hilly peninsula, nearly an island, but many of the hills were dismantled to fill in mud flats and bays to make more room for the growing city and to take care of landfill and sewage issues.

Boston's changing coastline and disappearing hills are one reason why the city has streets that twist and turn.

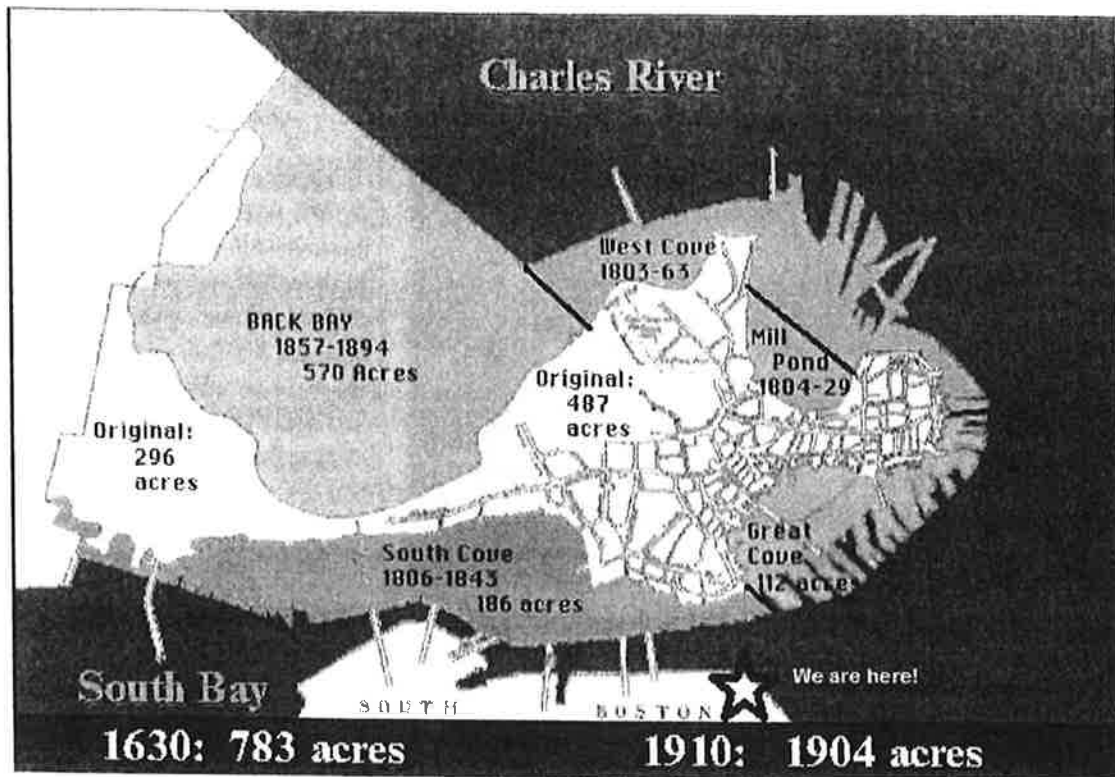
### Mathematical Challenge:

As you walk along the HarborWalk, read the plaques that describe the history of Fan Pier. Ask your guide to point out important landmarks such as the Tobin Bridge and Logan Airport.

Use the map on the next page to estimate the percent of increase in Boston's land area.

The link below enables you to see how Boston has grown throughout time by adding fill:

[http://www.bc.edu/bc\\_org/avp/cas/fmar/f267/sequence.html](http://www.bc.edu/bc_org/avp/cas/fmar/f267/sequence.html)



The above map is of "Downtown Boston," a subset of the city. Boston consists of many neighborhoods such as Back Bay, the North End, Southie and Fenway. Many of these neighborhoods were created using fill but are not included on this map (see interactive website for a complete picture). The white portion of the map above indicates the original landmass. Some of the additions are shown.

$$296 + 487 = \text{Original}$$

$$570 + 112 + 186$$

$$\frac{783}{1910} = 40.99\%$$

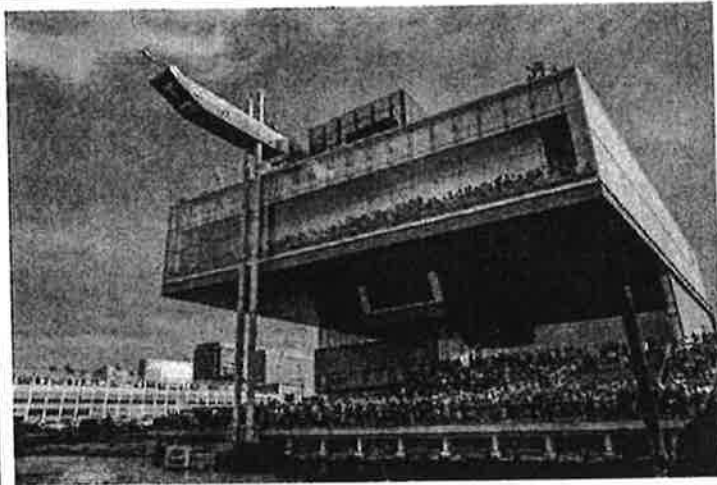


To get to Challenge 8, follow the HarborWalk. Some of it is blocked by construction. Cut across a small park and turn left to reach the Institute of Contemporary Art.



## Challenge 8: Institute of Contemporary Art

Institute of Contemporary Art, 100 Northern Ave, Boston, MA 02210



### About This Site

The Institute of Contemporary Art is a small modern art museum with rotating exhibits. Built in 2005, the building hosts arts and cultural events. It also hosts the *Red Bull Cliff Diving World Series* where the world's best high divers leap 90 feet into the Boston Harbor. A short film about the event is here:

<http://www.icaboston.org/redbullcliffdiving/>

### Mathematical Challenge:

Given that gravity results in a constant acceleration of about  $32 \text{ feet/sec}^2$ , estimate how fast a diver would be moving as he or she hit the surface of the Harbor, approximately 90 feet below.

(Hint:  $d(t) = \frac{1}{2}at^2$  and  $v(t) = at$ )

$$90 = \frac{1}{2}(32)(t)^2$$

$$5.625 = t^2$$

$$t = 2.37 \text{ sec}$$

$$v(t) = (32)(2.37)$$

$v(t)$

$$V = 75.84 \text{ ft/sec}$$

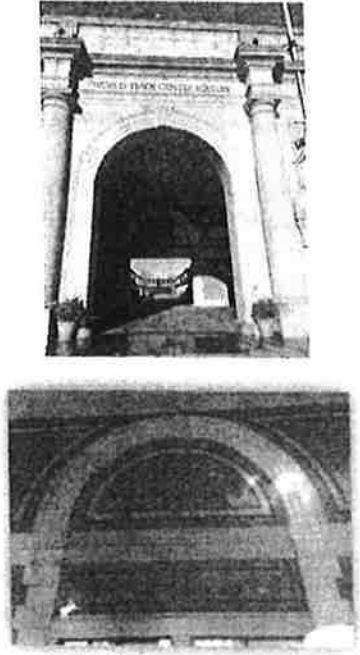
$$a = 32 \text{ ft/sec}^2$$

$$d = 90 \text{ ft}$$

To get to Challenge 9, walk through the parking lot to Seaport Boulevard, take a left, cross the street, and go up the stairs next to the wire sculpture of a dragon. On your left is the World Trade Center.

## Challenge 9: World Trade Center

Boston World Trade Center, 200 Seaport Boulevard, Boston 02210

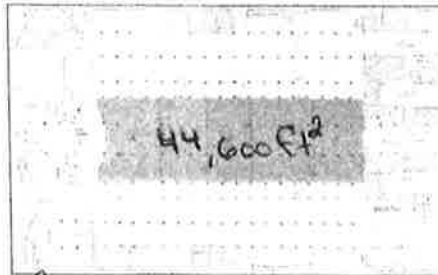
	<p style="text-align: center;"><b>About This Site</b></p> <p>The Boston World Trade Center was built in 1901. It was then called Commonwealth Pier and was used as a maritime cargo facility handling both freight and passenger traffic. It was the largest pier building in the world at that time. During World War II, it was used as a debarkation point for soldiers.</p> <p>This building and pier were transformed into the Boston World Trade Center in 1986. It is now operated by the Seaport Hotel for conventions, functions, and meetings.</p>
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### Mathematical Challenge:

On January 15, 1919, a tank filled with molasses collapsed in the North End neighborhood of Boston, releasing a wave of molasses that flooded the streets. The Boston Post headline read: "Giant wave of 2,300,000 gallons of molasses, 50 feet high, sweeps everything before it —100 men, women and children caught in sticky stream—buildings, vehicles, and L-structure crushed." Imagine that the molasses made it to the World Trade Center and flowed right in. Would the molasses cover the floors of the 5 salons of the World Trade Center? If so, to what depth?

#### SQUARE FOOTAGE KEY

SPACE	SQ. FT.
Salon A	10,400
Salon B	7,200
Salon C	7,200
Salon D	10,200
Salon E	9,600



44,600 ft²

To get to challenge 10, continue walking on Seaport Boulevard toward Summer Street.



44,600 ft² x 5 = 223,000 ft²

$$\frac{2,300,000}{0.133} = 17,293,23 \text{ ft}^3$$

$$\frac{17,293,23}{44,600} = 387.74 \text{ ft}$$

7.46 g per cubic foot

1 gallon = 0.133 cubic feet

$$\frac{2,300,000}{1 \text{ gallon}} = 30,590 \text{ ft}^3$$

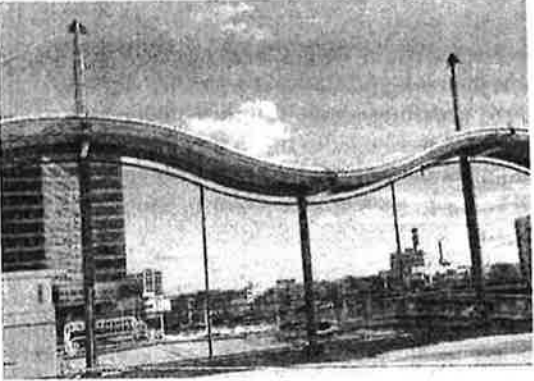
$$\frac{2,300,000}{7.46} = 308,190 \text{ ft}^3$$

2,300,000 ÷ (11.4 / 7.46) = 1,555,654 ft³  
It would not cover the floors



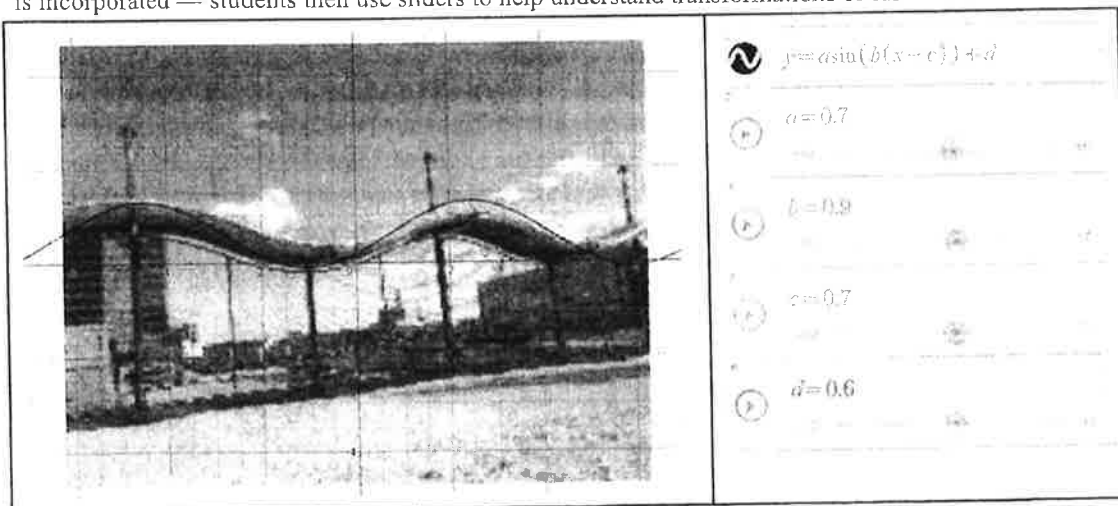
## Challenge 10: MBTA

*MBTA World Trade Center Station, Boston*

	<p style="text-align: center;"><b>About This Site</b></p> <p>The final stop of our tour brings us to a structure right outside of the World Trade Center Station of the MBTA. Did you know that Boston is the birthplace of American mass transportation? In terms of ridership, the MBTA is the nation's 5<sup>th</sup> largest transit system.</p> <p>Commuters in Boston faced more than their share of challenges this year. During this winter's record-setting snowfall (108.6 inches!), portions of the MBTA were out of service for days and even weeks at a time.</p>
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### Mathematical Challenge:

Look at the example of a sinusoidal curve outside of the MBTA stop. One way to explore this mathematics is graphically. Are you and your students using [www.desmos.com](http://www.desmos.com)? If not, you are definitely missing out! The graphing utility is completely free, web-based, and extremely user-friendly. One of the things that you can do on the site is upload a photo to serve as the background of a graph and then have students try to model some part of that photo mathematically. Notice in the picture below how the picture is incorporated — students then use sliders to help understand transformations of functions.



Take a picture of the curve for your own use. What questions might your students explore?

The tour guides will now lead you back to the convention center, but feel free to revisit any of the challenges. Thank you so much for participating in our mathematical tour of the South Boston waterfront!

## Reference List

### Challenge 1: South Boston

[http://www.bpl.org/research/print/fortpoint/fortpt\\_img3.htm](http://www.bpl.org/research/print/fortpoint/fortpt_img3.htm)

### Challenge 2: Boston Children's Museum

[http://en.wikipedia.org/wiki/Boston\\_Children's\\_Museum#Hood\\_Milk\\_Bottle](http://en.wikipedia.org/wiki/Boston_Children's_Museum#Hood_Milk_Bottle) (image)

<http://www.boston.com/travel/boston/2014/06/10/boston-hood-milk-bottle-quirkiest-landmark-america/KQE01CC00TMKeYIQHinfMYJ/story.html>

[http://www.boston.com/thingstodo/family/gallery/042007hood\\_bottle/](http://www.boston.com/thingstodo/family/gallery/042007hood_bottle/)

### Challenge 3: Boston Tea Party

<http://www.bostontepartyship.com/>

<http://www.boston-tea-party.org/facts-numbers.html>

### Challenge 4: Boston Greenway

<http://www.bostongreenscene.net/2009/08/public-green-space---how-does-boston-measure-up.html>

<http://www.landscapeonline.com/research/lsn/2011/07/img/21302/21302-5.jpg>

### Challenge 5: Big Dig

[http://en.wikipedia.org/wiki/Big\\_Dig](http://en.wikipedia.org/wiki/Big_Dig) <http://www.massdot.state.ma.us/highway/TheBigDig/FactsFigures.aspx>

[http://en.wikipedia.org/wiki/List\\_of\\_most\\_expensive\\_U.S.\\_public\\_works\\_projects](http://en.wikipedia.org/wiki/List_of_most_expensive_U.S._public_works_projects)

### Challenge 6: Moakley Federal Courthouse

[www.moakleycourthouse.com](http://www.moakleycourthouse.com)

Image:

[http://www.yelp.com/biz\\_photos/john-joseph-moakley-courthouse-boston#GclDpER-OkSqAySq0uBX9ig](http://www.yelp.com/biz_photos/john-joseph-moakley-courthouse-boston#GclDpER-OkSqAySq0uBX9ig)

### Challenge 7: Fan Pier

Images:

[http://affordablehousinginstitute.org/blogs/us/2005/09/the\\_curse\\_of\\_to.html](http://affordablehousinginstitute.org/blogs/us/2005/09/the_curse_of_to.html)

<http://www.archboston.org/community/showthread.php?t=4389>

Maps and Apps:

<http://www.boston.org/rg/backbaymap.htm>

<http://bostonecology.com/boston/casestudies/fillingbackbay/fillingbackbay.htm>

<http://maps.bpl.org/sites/default/files/mapactivities/Boston%20over%20time%20activity.pdf>

[http://www.bc.edu/bc\\_org/avp/cas/fmart/fa267/boston/sequ\\_ani.gif](http://www.bc.edu/bc_org/avp/cas/fmart/fa267/boston/sequ_ani.gif)

### Challenge 8: Institute of Contemporary Art

[http://www.icaboston.org/red\\_bull\\_cliff\\_diving/](http://www.icaboston.org/red_bull_cliff_diving/)

### Challenge 9: World Trade Center - Molasses Disaster

<http://www.seaportboston.com/Commonwealth-Pier/Commonwealth-Pier-100th-Anniversary.aspx>

### Challenge 10: MBTA

<https://www.desmos.com/>



Rockville High School  
Field Trip Checklist 2023-2024  
**Day Trips**

THIRTY DAYS BEFORE TRIP

- ☒ Complete and submit Field Trip Request Form to Student Activities Director at RHS (Paul Courtois)
- ☒ Arrange for chaperones, mindful of ratios (1:10) and students' medical needs
  - ☒ Note: Non-staff chaperones must complete approval process
- ☒ Complete and fax Bus Order Form to First Student *Coach Bus Invoice Included*
- ☒ Complete Purchase Order for bus and submit to Central Office
  - ☒ When Purchase Order returned, Send PO# to First Student
- ☒ Create alphabetical list of possible participating students
  - ☐ Review list with nurse to determine medical needs
  - ☐ Review list with case manager(s) as appropriate to determine support needs
- ☒ Consider impact on cafeteria:
  - ☒ Will the trip impact lunch(es)?
  - ☒ Will you need bagged lunches for the students?
  - ☐ If YES, coordinate with Cafeteria Manager (Cindy Paluska) to arrange cafeteria needs *Will Do.*
- ☒ Create permission slips, including itinerary, financial obligations, and field trip guidelines and send home with students
  - ☐ Students return permission slips with signature to field trip coordinator 5 days before trip

TEN DAYS BEFORE TRIP

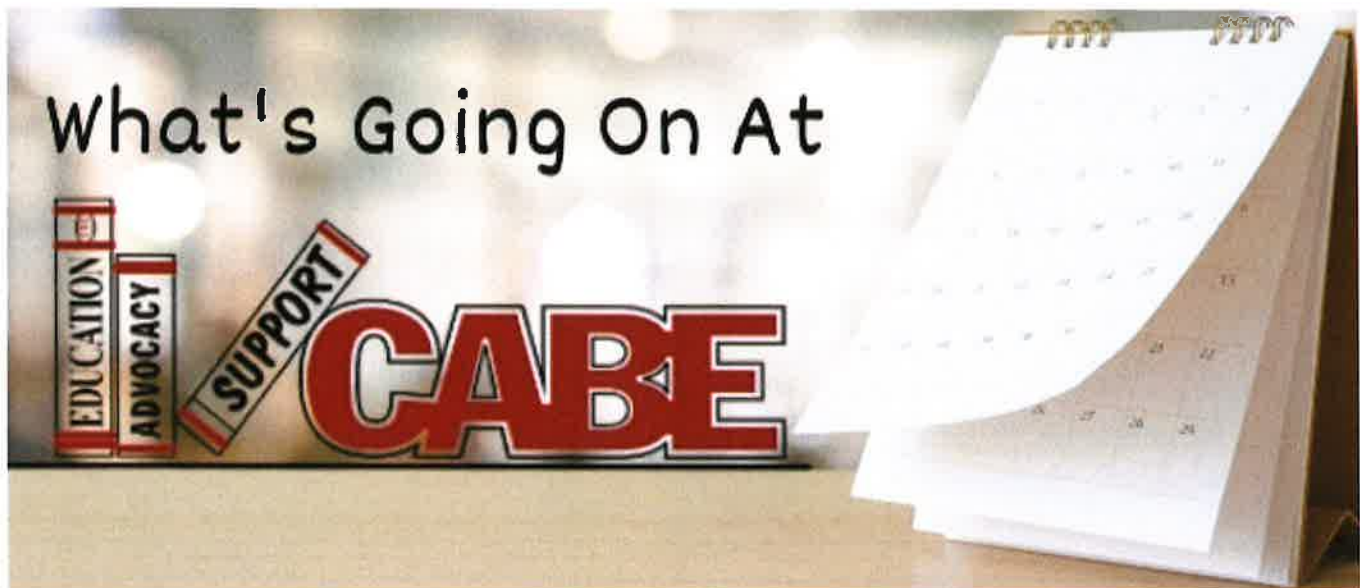
- ☐ Notify all staff of trip, including student names and dates of trip, via email to
  - ☐ DIST RHS ALL STAFF
  - ☐ Cafeteria Staff
- ☐ Arrange for substitute teacher, 10 days before trip
- ☐ Ensure all students have their permission slips in, and their medical forms

TWO DAYS BEFORE TRIP

- ☐ Confirm Bus with First Student
- ☐ Email list of participating students to Attendance Office (Laci Kupec)

THE DAY OF THE TRIP:

- ☐ Notify Attendance Office of all students who are ABSENT and NOT attending the trip **before** leaving campus



October 18, 2023

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

## ◆ *CABE Events* ◆

**Tomorrow!**

*CABE and FranklinCovey present*

**Great Boards Webinar:**

**Building a Cohesive Team Between the Superintendent and the Board Chair**

**Thursday, October 19, 2023**

**12:00 pm**

This webinar will address current board practices concerning these two questions:

- Who is managing the Board?
- Who is managing the district?

Learn how strengthening the relationship between the board chair and superintendent is an important step in building a high-functioning Great Board.

[Click here](#) to register.



### **2023 Legal Issues Workshop**

**Tuesday, October 24, 2023**

**Inn at Middletown**

**8:30 am Registration**

**9:00 am-12:00pm Program**

Topics include:

- Collective Bargaining
- Risks, Response and Board Obligations: Mental Health Needs In Our Schools
- Legal Hot Topic

We will have time for a Q & A.

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



### **Fall Meeting of Superintendents' Administrative Professionals**

**Tuesday, October 31, 2023**

**Pitkin Community Center, Wethersfield**

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

Join us for discussions on Legal Issues, How Has the Superintendent's Administrative Professional's Role Changed? and various Roundtable conversations.

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

**NEW!**

***CCM, CAFE and CAPSS with Braver Angels present***

### **Managing Difficult Conversations with Constituents Virtual Workshop**

**(This repeats the oversubscribed session held on October 17, 2023)**

**Wednesday, November 15, 2023**

**10:00 am - 12:00 pm**

**FREE**

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

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

### **CABE Delegate Assembly**

**Thursday, November 16, 2023**

**3:30-6:00 pm**

**Mystic Marriott Hotel, Groton**

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

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

[Click here](#) to register online.



**NEW!**

## **Religion and Holidays in the Schools Webinar**

**Wednesday, November 29, 2023**

**12:00 - 1:15 pm**

**FREE**

The holidays are approaching... raising questions for board members, administrators and teachers:

- What curriculum objectives are addressed in the discussion of religion in the classroom?
- Can musical performances include religious music?
- Are the holiday observances in your classrooms and school legal?

Receive the latest legal guidance enabling you to review existing policies and provide appropriate direction to staff.

[Click here](#) for more information.

[Click here](#) to register.



**NEW!**

## **New Board Member Orientation/Leadership Conference**

**Wednesday, December 6, 2023**

**Hartford Sheraton South, Rocky Hill**

**8:30 am - 5:00 pm**

**Two concurrent programs:**

- **New Board Member Orientation** for newly elected board members, board members who have been on the board for less than 2 years and superintendents.
- **Leadership Conference** for board chairs, superintendents, board committee chairs, board leaders and those who aspire to these positions.

Plus a pre-conference session specific to each program.

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

[Click here](#) to register online.



**NEW!**

## **The Board's Role In Advocacy Webinar**

**Wednesday, January 24, 2024**

**11:00 am - 12:15 pm**

**FREE**

The 2024 Connecticut General Assembly Regular Session convenes on February 7, 2024. Now is the time to begin to plan your district's advocacy efforts.

Join us to understand the process and how your voice is necessary to advance public education.

[Click here](#) for more information.

[Click here](#) to register.

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## ◆ *CABE /CAPSS Convention* ◆ *Leading from Why*



**Register Today!**

**November 17 & 18**

**Mystic Marriott Hotel, Groton, CT**

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

[Click here](#) to register.

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

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**Ends This Friday!**

**Hotel Reservation Information**

**CABE/CAPSS Convention - November 17- 18, 2023**

Hotel reservations must be made on or before **Friday, October 20, 2023** at 4:00pm in order to be eligible for the group rate of \$165.

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

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## ◆ *CABE Services* ◆

**Order your**

**New Board Member Packets**

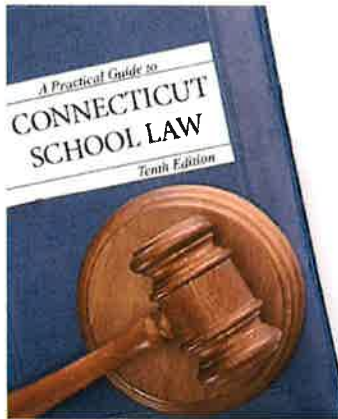
The first year as a new school board member can be difficult. The New Board Member Packet contains critical information a newly elected board member needs.

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

[Click here](#) to order online.

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### **The 10th Edition Has Arrived!**

### **A Practical Guide to Connecticut School Law**

Comprehensively revised and updated through the 2023 Legislative Session.

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

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



### **Do you know of candidates for the Board of Education?**

**Connect them with resources available from CABE**

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

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

## **◆ Recent Webinars in the CABE Webinar Library ◆**

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

• **NEW - September 19, 2023**

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

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

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

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

Legislative requirements, the curriculum development process and its impact.

Browse our webinar library for more archived webinars.

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

## **◆ CABE Communications ◆**

### **CABE Journal**

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

## **◆ Outside Opportunities ◆**

A red square button with the word "NEW!" in white, bold, sans-serif capital letters.

## **#LoCoolGov Scholarship**

Open to all Connecticut students in grades 6-8 and 9-12

Think about the question - **What is cool about local government?**

Create an entry using this as the central theme. Have fun and be creative. You may submit an essay, poem, photo, video, painting, multimedia project or any other medium you find appropriate.

Students can work by themselves or in a group.

Winning projects will receive a \$1,000 prize.

**The deadline for submissions is Saturday, October 27, 2023.**

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

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CEA, CAPSS, ASCD, CSDE and the Isabelle Farrington College at Sacred Heart University present:

## **Rekindling Joy in Schools: A Day of Laughter, Learning and Collaborations**

Tuesday, November 7, 2023

Sheraton Harford South

100 Capital Blvd., Rocky Hill

8:30 am-3:15 pm

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

[Click here](#) for more information.

[Click here](#) to register online.

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*CBIA and Local Chambers of Commerce present:*

## **National Civics Bee**

The National Civics Bee is an annual competition that encourages young Americans to engage in civics and contribute to their communities.

Participating 6th, 7th and 8th grade students can submit a 500 word essay and flex their civics knowledge for a chance to win recognition and cash prizes.

**The online application portal opens November 13, 2023.**

[Click here](#) for a video of last year's competition.

[Click here](#) for more information.

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[CABE Board of Directors](#)

[CABE Business Affiliates](#)

[CABE Staff](#)

[CABE Education Affiliates](#)

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**Connecticut Association of  
Boards of Education**

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