

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



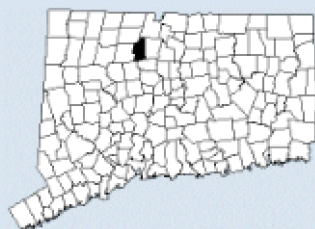
Canton School District

Jordan Grossman, Superintendent • 860-693-7704 • <http://www.cantonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,439
Per Pupil Expenditures	\$23,009
Total Expenditures	\$35,134,189

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

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

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	688	47.8	48.4
Male	751	52.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	83	5.8	12.4
Hispanic or Latino of any race	103	7.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	44	3.1	4.8
White	1,177	81.8	45.1
English Learners/Multilingual Learners	12	0.8	11.3
Eligible for Free or Reduced-Price Meals	285	19.8	44.8
Students with Disabilities	273	19.0	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	92	13.8	18	2.6
Male	98	13.5	29	3.8
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	17	21.0	11	12.9
Hispanic or Latino of any race	24	24.2	*	*
White	142	12.4	27	2.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	62	22.9	24	7.6
Students with Disabilities	68	24.1	22	6.9
All Students - District	190	13.6	47	3.2
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 48
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	111.0
General Education Paraprofessionals	22.0
Special Education Teachers and Instructors	21.6
Special Education Paraprofessionals	51.0
District Central Office Administrators	3.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	4.0
Instructional Specialists Who Support Teachers	8.1
Counselors, Social Workers and School Psychologists	12.3
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	107.6

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.4
Black or African American	1	0.6	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	168	98.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	8.2	6.8
Teachers	12	8.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino of any race	*	*	6	*
White	53	65.4	85	87.6
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	12	*	19	86.4
Students with Disabilities	*	*	21	77.8
All Students - District	64	64.0	106	86.2
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	21	48.8
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	89	82.4
Other Health Impairment	46	82.1
Other Disabilities	*	*
Speech/Language Impairment	18	*
All Disabilities - District	182	69.5
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	43	3.0	2.9
Emotional Disability	14	1.0	1.1
Intellectual Disability	7	0.5	0.6
Learning Disability	109	7.6	6.5
Other Health Impairment	56	3.9	3.6
Other Disabilities	19	1.3	1.1
Speech/Language Impairment	23	1.6	2.0
All Disabilities	271	19.0	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	15	5.5	8.2
Private Schools or Other Settings	22	8.1	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$19,442,469	\$12,732	\$13,471
Support services - students	\$3,243,286	\$2,187	\$1,826
Support services - instruction	\$2,239,630	\$1,510	\$972
Support services - general administration	\$1,045,157	\$705	\$568
Support services - school based administration	\$1,917,933	\$1,293	\$1,274
Central and other support services	\$1,436,374	\$969	\$761
Operation and maintenance of plant	\$2,827,464	\$1,907	\$2,125
Student transportation services	\$2,202,928	\$1,693	\$1,695
Food services	\$57,278	\$39	\$10
Enterprise operations	\$721,669	\$487	\$219
Total	\$35,134,189	\$23,009	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,105,507	21.2	26.4
Instructional Aide Salaries	\$1,149,599	11.6	10.1
Other Salaries	\$209,045	2.1	10.5
Employee Benefits	\$1,218,320	12.3	13.3
Purchased Services Other Than Transportation	\$1,168,452	11.8	6.8
Special Education Tuition	\$2,998,773	30.2	22.8
Supplies	\$46,370	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,029,920	10.4	8.7
Equipment	.	.	0.2
All Other Expenditures	\$17,747	0.2	0.1
Total	\$9,943,733	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.8
State	16.6
Federal	1.7
Tuition & Other	1.9

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	41	55.6	41	52.3	18	*
Hispanic or Latino of any race	50	67.0	50	62.7	22	71.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	25	73.8	25	67.6	15	*
White	611	74.2	610	70.4	268	75.7
English Learners/Multilingual Learners	14	*	14	*	*	*
Non-English Learners/Non-Multilingual Learners	725	73.0	724	69.0	*	*
Eligible for Free or Reduced-Price Meals	142	63.6	142	59.9	62	66.6
Not Eligible for Free or Reduced-Price Meals	597	74.7	596	70.8	269	76.1
Students with Disabilities	141	52.9	141	47.8	53	53.1
Students without Disabilities	598	77.2	597	73.7	278	78.4
High Needs	246	60.7	246	56.4	101	62.8
Non-High Needs	493	78.5	492	74.9	230	79.4
All Students - District	739	72.6	738	68.7	331	74.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	94.0	90.5	89.7	78.6	438	87.9
Curl Up	95.0	95.2	99.1	96.6	437	96.6
Push Up	96.0	94.3	93.1	88.0	438	92.7
Mile Run/PACER	94.0	83.8	75.0	65.8	435	79.1
All Tests - District	89.0	78.1	67.0	53.5	434	71.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

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

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	11	*
White	94	90.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	30	90.0
Students with Disabilities	20	60.0
All Students - District	114	91.2
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	58	56.9
Male	66	54.5
Non-Binary	N/A	N/A
Black or African American	6	30.0
Hispanic or Latino of any race	*	*
White	105	59.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	18	47.4
Students with Disabilities	*	*
All Students - District	124	55.6
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	86.9	88.9
Male	*	88.2
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.8	88.1
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	63.0	78.8
Students with Disabilities	*	*
All Students - District	81.3	88.6
All Students - State	67.0	88.2

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

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

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.6	75	48.4	50	96.7	64.7
ELA Performance Index	High Needs Students	60.7	75	40.5	50	80.9	54.9
Math Performance Index	All Students	68.7	75	45.8	50	91.7	61.1
Math Performance Index	High Needs Students	56.4	75	37.6	50	75.2	50.6
Science Performance Index	All Students	74.3	75	49.6	50	99.1	62.6
Science Performance Index	High Needs Students	62.8	75	41.9	50	83.7	52.1
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	60.6%
ELA Academic Growth	High Needs Students	64.9%	100%	64.9	100	64.9	55.7%
Math Academic Growth	All Students	66.9%	100%	66.9	100	66.9	62.3%
Math Academic Growth	High Needs Students	62.0%	100%	62.0	100	62.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	13.6%	<=5%	32.7	50	65.4	17.2%
Chronic Absenteeism	High Needs Students	22.1%	<=5%	15.8	50	31.6	24.8%
% Taking CCR Courses	All Students	76.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	55.6%	75%	37.1	50	74.1	47.2%
On-track to High School Graduation	All Students	96.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.2%	94%	97.1	100	97.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.8%	94%	99.7	100	99.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	71.2%	75%	47.5	50	94.9	49.0%
Arts Access	All Students	64.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1106.0	1350	81.9	

Physical Fitness Estimated Participation Rate - District: 95.8% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap 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	60.7	14.3	16.9	N
Math Performance Index Gap	74.9	56.4	18.5	18.4	Y
Science Performance Index Gap	75.0	62.8	12.2	18.2	N
Graduation Rate Gap	94.0%	93.8%	0.3%	8.6%	N

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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.4
ELA	High Needs Students	96.2
Math	All Students	98.3
Math	High Needs Students	96.2
Science	All Students	98.8
Science	High Needs Students	96.3

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 55.0

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Canton Public Schools work diligently to engage and support each and every learner, their family/guardians, and our community in order to ensure the performance and growth of our students. Our district has worked diligently to identify areas of excellence and opportunity in order to improve our regular and special education programs.

Under the leadership of our Director of Pupil Personnel Services, the district has restructured multiple services across its continuum. Increased reading and behavioral supports have been implemented as well as a program to support student regulation. The department has also completed a review of their practices and continues to restructure and realign, as necessary, to support the needs of the students across the district. Work within the department operates in alignments with federal requirements established within the Individuals with Disabilities Education Act (IDEA). Our district provides an array of specialized services to support students academically, socially, emotionally, and behaviorally in a least restrictive educational environment. Families and students are guided and supported throughout the educational process.

The Canton Public Schools prides itself in its ability to create an environment in support of engagement and belonging. School teams develop school climate and culture plans which are coupled with thoughtful homeroom and advisory programs. Understanding that student performance and wellbeing are at their highest when students are connected with caring adults, our staff create strong relationships with students in and out of the classroom. Similarly, the schools value communication and community involvement by our guardians and families. Our music and arts performances are widely recognized and attended, as are our multiple curricular celebrations. Further parent teacher and student led conferences add to the communication. The district continuously reflects on communication practices, providing newsletters, video productions, community forums, increased social media, and a renewed website. Additionally, as available and appropriate, parents and the community are invited in to the schools to partner in active learning.

As a district, Canton focuses on ensuring students are well known and well supported. Improvements in student data systems, universal screening, and standards based assessment have provided increasingly clear data used to support the academic, attendance, and behavioral needs of students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Canton Public Schools has engaged in foundational work to support equity within our schools. First and foremost, Canton's students are well known by the staff as individuals. The staff work hard to understand strengths, opportunities, interests, and backgrounds. In recent years, the district has worked to deepen its student data to provide clarity on student performance and experience to ensure students are well known. Coupled with student data, staff work to develop high quality learning experiences in support of grade level standards and supportive of student needs.

The district has also worked diligently through a district equity and belonging plan and equity team. This work is supported by capacity building for staff to better understand instructional equity practices and cultural competence. The district has worked with Partners for Educational Leadership to support their equity team and equity and belonging plan.

in achieving equity in our schools and community. The goal of this work is to build capacity in equity based concepts and actions with administrators, teachers, staff, students, and the community. Our staff continue to attend meaningful professional learning which includes Igniting Change, CAPSS Conference, SERC training, and Partners for Educational Leadership training.

Canton also works to support belonging through school culture and climate plans in support of positive behaviors and restorative practices, Unified Sports is an active sport in our K-12 programming, classroom libraries with expanded "window, mirrors, and doors" to support cultural awareness at all grade levels, the administration of school climate surveys to staff, students, and families.

The district also works in support of our students and families participating in the Open Choice program. Our district Open Choice Liaison works directly with students, families, and staff to support the entirety of our district. The district also has implemented an Increasing Educator Diversity plan aiming to expand the communication of openings in the district, improve the hiring process, and support pathways of diverse representation within schools.

Overall, the district works diligently to support the realization of the Vision of the Graduate for all.

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Equitable Allocation of Resources among District Schools

The Town of Canton and the Canton Board of Education work together to develop a budget, using a zero based forecasting method, that is fiscally responsible to move the school district forward while maintaining the obligation to meet the individual needs of the students in the Canton Public Schools.

The budget process begins with all administrators presenting their budgets to the Central Office Team, presenting a forecasted budget, then refining the budget based on the district's Continuous Improvement Plan in order for approval by the Canton Board of Education.

Budgets are developed with the following priorities in mind: Fund contractual obligations while staffing the school district at a level to promote high levels of student achievement, Ensure that all class sizes remain within the Board of Education's class size guidelines, Meet the individual needs of students receiving special education and related services, and .Support the academic and social emotional needs of our students.

Budgets are developed with funding that is necessary to educate our students in alignment with our vision and mission for the district.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	12.5	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	50.0	32.0
Retired	1	12.5	23.7
Teach/Admin in Other CT Dist	2	25.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.