

CES BOE Report to Superintendent, submitted by Principal Sarah Cary
September 8, 2017

Climate:

1. Custodians and maintenance staff worked diligently to prepare the building for the first day of school.
2. The school opened well with open house being well attended by families.
3. The first two weeks have gone well in the school, including food service and transportation.
4. Staff have worked hard to meet the needs of the children and to establish classroom and school wide routines.
5. Staff have explained and discussed with students our expectations of kindness, honesty, respect, responsibility and safety. We have performed our first fire drill.
6. The PTO and the Principal have established a goal of having one family event per month this year. The first event is the PTO Ice Cream Social which was held on Friday, September 8. Other events include a book fair, movie night, science night, and bingo night.
7. We are proud of our new staff and they have been warmly welcomed by our students.

Curriculum and Instruction:

1. Teachers have begun fall academic testing to set baseline scores for the year.
2. The NWEA Map test will be given for the first time, Grades 1-4, in the month of September. This test replaces the STAR testing as our universal screen in reading and mathematics.
3. Staff were taught on the first day of the school year how to give the NWEA Map test. Follow up professional development will occur in October when they will learn how to get and interpret the data through reports.
4. Teachers have worked hard on learning new instructional strategies over the summer and have begun the process of implementing readers' and writers' workshop which focuses on student choice and differentiation.

Technology:

1. Teachers will use the chrome book cart to give the NWEA Map test in their classrooms. Mrs. Guiliano, our technology teacher, is assisting teachers in this process this fall. She is also providing instruction to the students by having them log on the site and take a practice test. This will increase their comfort level with this new assessment.
2. All grade level classrooms now have interactive whiteboards and teachers are using them and learning new ways to work with the interactive portion of the projectors.

Overall, I am very proud of our entire staff and student body. We have started the year successfully by working well together.

Dr. Helen Baldwin Middle School

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Report of the Dr. Helen Baldwin Middle School

September 2017

The opening of the school year was a great success. The Dr. Helen Baldwin Middle School welcomed 169 students through the doors on August 28th. In addition to the new fifth grade students, the school community also welcomed Mrs. Kaitlyn Shafer (Grade 7/8 Science) and Ms. Mariah Rae (district school psychologist) as new faculty members. The annual Open House was a huge success with great parent turnout and the operations of the school is well underway.

Curricular Aspects:

As a framework to support effective curricular instruction, a new daily schedule and teaching configuration has been implemented. Students will have seven (7) 50-minute classes per day; 5 core classes and 2 specials. The day formally begins at 8:20 with a 10-minute homeroom period and classes beginning at 8:30. All students have a 40-minute lunch/recess period. Classes end at 3:00 as students transition back to a 10-minute homeroom period and dismissal beginning with parent pick up at 3:10 and bus dismissal at 3:15. There will be no study hall period at the end of the day, such as 8th or 10th period, which occurred in the past.

Based on the importance of allowing for ample time for all content areas and enrollment levels, there will be two looping teams of teachers at BMS. There will be a team of teachers for Grade 5 and 6; and a team of teachers for Grade 7 and 8. This will allow teachers to teach one content area for two consecutive years and allow classroom expectations to be known which will allow for smoother yearly transitions.

| | Grade 5/6 | Grade 7/8 |
|----------------|------------------------|--------------|
| Reading | Mrs. Messier | Mrs. Waters |
| Language Arts | Mr. Blonshine | Mr. Durham |
| Math | Mrs. Farland | Ms. Quinn |
| Social Studies | Mr. Brady | Mr. Yaworski |
| Science | Ms. Merendina (Hedler) | Mrs. Shafer |

With regard to curricular resources and assessments, during the spring, students in Grade 4 through 7 participated in the pilot administration of the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) assessment. This tool will serve as the internal measurement in the areas of Reading and Math. The results are enclosed in this mailing and a guide to interpret the components of the report accompanies the student report. Additionally, students will be accessing new curricular resources in all core areas across all grades as well as Health. By updating all text resources, students will be able to access materials digitally and be exposed to the most current resources. These materials

align with the state standards and teachers are receiving training in understanding the intricacies of the programs and texts.

Climate Improvement Aspects:

Communication is continually a key component to a positive school climate and culture. Parents and teachers will continue to utilize the PowerSchool platform. Each parent has unique access to this system, which is accessible from the school district website. The areas available for parent access are term grades (progress report/ report card), attendance, and lunch account info. Parents can see in real time the balance and expenditures of your child's account. Log in information is available on the website. Student PIN numbers will remain the same for their duration in the Canterbury School District (CES & BMS). The school will continue to utilize the school website where one can find all important forms available, current school and district calendars, and links to ways to communicate with teachers and staff members. Please take the time to bookmark this site and visit often for up to date information. The use of the Blackboard mass notification system will be used routinely (mainly the text platform) to keep parents in the know regarding important information. With regard to internal school and student climate initiatives, the focus and theme of the school year is to "be positive at BMS". The logo is as follows:



The logo has the core components of the school's mission statement and that is our driving force for the year focusing on the areas of community, and individual appreciation. During the school's opening assembly, students were asked to create their own positive thumbs up rendition and those will be posted throughout the building. Additionally, as the 6th grade is participating in a "disasters" unit in Reading, the students wanted to help others and thought that organizing a toiletries drive would be something they could do in our school. The students are planning, preparing, and collecting materials to be distributed to those in need in Texas, and, perhaps, Florida and the islands. Both the girls and boys soccer teams held tryouts the second week of school and look forward to fruitful seasons.

Technology Advancement Aspects:

The school has taken huge steps toward technology integration over the past 2 years and continues to do so. Chromebook carts (25) are distributed to each grade level for daily access. The teachers are supported in using Google Classroom and training will continue this school year. A major part of the new curricular resources is the online platform and electronic textbook access for all students. Accounts have been populated for all students and teachers will be using these tools with students in and outside of the classroom.

Submitted September 6, 2017 by Ryan Earley

CANTERBURY PUBLIC SCHOOLS

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September 2017

Curricular (data):

- All Para-Educators were included in the NWEA training in order to familiarize themselves with the process and importance of data driven decision making.
- Special Education staff shares the same expectations as the general education faculty with regard to using the Fall, Winter, and Spring data points as markers for progress monitoring.
- In accordance with the IDEA, each state must submit an State Performance/Annual Performance Report. The state is responsible for reporting annually to the public on the performance of each district in relation to the targets in the State Performance Plan. The data used in determining the district's APR for the 2015-2016 school year indicate that Canterbury is one of 165 districts assigned to the Meets Requirements (the highest) category. Additional information regarding the APR can be accessed on the CSDE website at <http://edsight.ct.gov/SASPortal/main.do>

Technology:

- Students throughout the district (including high schools, magnet schools, and approved private placements) have begun using District provided licenses for Learning Ally. Learning Ally is a national non-profit organization dedicated to helping students with print disabilities, including blindness, visual impairment and dyslexia. Students who qualify for this web-based tool can download the same text that their peers are reading and have audio access to it at their fingertips. This creates endless opportunities for students with disabilities to access the general education curriculum, as well as, enhancing and providing a pathway for the love of reading. For more information, visit www.learningally.org

Climate:

- As part of my Superintendent internship through CCSU, I have been reading the book, Leading with Kindness, by William Baker and Michael O'Malley. This book, the contemplation of adjustments to the District's Strategic Plan, as well as, the local, state, national, and global social stressors that are present in our daily lives has caused me to reflect on the incredible opportunity we have as educators to positively impact the affective domain of each of our students. Our families and community have laid the foundation on which we can build within this area of

development. Throughout the year, I will be sharing information and thoughts about the power of teaching and instilling kindness in our students and with each other. Fostering a positive school and community climate creates the springboard for limitless achievement.

Budget:

This following information will be provided to the Board on a monthly basis in order to communicate the rapid changes within the Pupil Services world. The goal is to provide specific, real time information, while preserving the confidentiality rights of students and families, to assist with clarity around cost, spending and budget preparation.

Students With Disabilities Attending Schools Outside of Canterbury

| | Elementary | Middle | Highschool | Post-Graduate | Notes |
|--------------------------------------------------------------------------------------|----------------|------------------------------------------------|------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------|
| Magnet Schools (STEM, Nathan Hale) Base: \$3000 Service fee/hr: \$91 | | # attending: 1 # of service hrs/yr: 700 | | | <i>No transportation provided</i> <i>(Tuition plus service hours)</i> |
| Mansfield Center Base: TBD | # attending: 1 | | | | <i>DCF placement - DCF provides transportation</i> |
| Killingly VoAg | | | | | <i>Invoiced for students attending during the current school year (Tuition plus service hours)</i> |
| QVMC | | | | | |
| NFA Resource:\$18,500 Aces: \$44, 600 ILS:\$40,500 ABLE:\$67,000 | | | # attending currently: 4 # attending as of 10/1/17: | | <i>Invoiced for the attending students as of Oct. 1 of the current year</i> |
| Griswold High School Base: \$23,700 Service fee/hr: \$75 | | | # attending: 7 Total # of service hours: 145/year | | <i>Invoiced for the students attending during the current school year (Tuition plus service hours)</i> |

| | | | | | |
|----------------------------------------------------------------------------------------------------------|----------------|--|------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------|
| Woodstock Academy Base: \$13,000 Services: \$17,400 | | | # attending currently: 10 # attended as of 10/1/2016: 4 | | <i>Invoiced for the students who were attending WA on Oct. 1 of the previous school year</i> |
| The Learning Clinic (Brooklyn) \$55,200 Harmony Hill (Chepachet, RI) \$49,700 | # attending: 1 | | # attending: 1 | | <i>Potential for excess cost</i> <i>(Data reflects tuition only. Transportation is an additional cost)</i> |
| Franklin Academy (East Haddam) \$77,000 Norwich Transition Academy \$40,500 | | | | # attending: 2 | <i>Potential for excess cost</i> |

Note:

Please be aware that in July, I began my pursuit of CT Superintendent certification (093) at CCSU. Consequently, I will not be in attendance at BOE meetings during the first half of the school year due to class scheduling. If there are any questions, comments, or concerns that the Pupil Services Department needs to address, feel free to communicate the information to Dr. Knapton and I will respond in a timely manner.