

CANTERBURY ELEMENTARY SCHOOL

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Report of Canterbury Elementary School for October 2019

Climate

We have had a very good month of September, focusing on school and classroom routines. The students are working hard and it shows!

We began a weekly "Staff Circle" last week to discuss the concepts of Restorative Practices. We had 5 staff members attend last week and we discussed how to talk to students when something happens. We have two questions that we look at, "What happened?" and "How can we make it better?"

We have had a first fire drill of the year and a lockdown drill is planned. Our CES Safety committee will meet this fall with Trooper Konow.

The PTO held its first meeting and had a "Games Night" in September for family fun.

Our first assembly is planned for early November!

Curriculum, Instruction, and Assessment

Faculty Meeting: We had a data meeting for September and we reviewed our Smarter Balance math data for Grades 3 and 4. We notice improvement in areas that we have been focusing on, as a school: geometry, measurement, and estimation. At this meeting, we also shared the bright spots of our year so far.

Baseline Assessments: We have completed our base line assessments in reading and math across the building in the classrooms and our faculty is in the process of defining and finishing work on their goals for the year.

NWEA MAP: We completed our September testing and have begun looking at our data to inform our goals and classroom instruction. We are testing twice this year, September and March. 3rd and 4th grades will take the Smarter Balance Test in the spring.

Instructional Rounds: Mrs. Danna has begun training of our teachers who will be leading rounds this year, Mrs. Bahre and Ms. Aforismo. The teachers will be presenting to staff at our October faculty meeting.

Curriculum Writing: Grade levels have begun meeting with Mrs. Danna on Wednesdays. We beginning our curriculum writing in Math on our common

curricular template. We plan to work on 3 math units this fall and 3 English Language Arts Units in the spring.

Professional Development: We have a half a professional development day this on October 11th. Staff has selected their area of focus and we will have teachers and paraprofessionals working together at CES. One large group is focusing on social and emotional learning. EASTCONN will be providing us with a presentation regarding trauma informed practices to assist students.

Strategic Plan: We meet on Thursday, October 10th, with Isobel Stevensen to continue work into describing high quality instruction and our new Strategic Plan.

Technology

We currently have two Chrome book carts with 25 machines each. They are housed in each classroom hallway to provide for ready access by staff and students.

Our library is now fully automated and students have been checking out books using the system. The students now also have access to an on-line catalog so that they can look up books or subjects. We are able to take an inventory of the books with this new system and we have 7,400 books!

Our technology lab is where our students go for Technology Class with Mrs. Giuliano. There are 25 desktops in this room.

Respectfully submitted October 7, 2019 by Sarah Cary

Our kindness makes us **Caring. (we always do)**

Our responsibility makes us **Energetic. (we never stop)**

Our honesty makes us **Safe. (include everyone)**

This is who we are! CES! Caring, Energetic and Safe!

Dr. Helen Baldwin Middle School

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To: Canterbury Board of Education
From: Mr. Neil Rinaldi
Subject: BMS Administrator's Report
Date: October 8, 2019

The Dr. Helen Baldwin Middle School started the 2019-20 school year on the right foot. Students and staff alike were focused, and prepared for learning and growing. Student enrollment is at Grade 5: 47; Grade 6: 47; Grade 7: 45; and Grade 8: 39. We welcomed Mr. Mike Beckwith as our new Grade 7 & 8 grade math instructor and Conner Hill as our new PE/Health teacher. I am also happy to announce that we were able to fill the reading position. Mrs. Jill Fitch started as our new grade 7 & 8 reading teacher on September 17th. Many thanks to the teachers who served on our selection team.

I sent a letter home on September 26th to all parents that stated that classes at Baldwin School were not heterogeneously balanced which was not in accordance with board policies 6152 and 6171.1. Our PowerSchool consultant was available on Thursday, September 26th to make the necessary changes. New schedules were printed and distributed to students on September 26th with the new schedule going into effect on September 27th. I have received feedback from a handful of parents that were both in agreement and disagreement with the change. All students still have the same teachers for their core classes and specials. The classes are now heterogeneously balanced to the best of our ability according to BOE policy.

All students participated in the Fall testing administration for the NWEA/MAP assessment in the area of math and reading. Many thanks to Mrs. Beth O'Connor and Mrs. Kathy Faulkenberry for coordinating the testing windows with all classroom teachers. Student assessment results are prepared for analysis and will be utilized for teacher goal setting. Prior to the testing, all students were presented with the inner workings of the assessment and given their individual stats (score and time taken) from the Spring testing window. By sharing the meaning behind the assessment, the hope is that the validity of this standardized (yet adaptive) test will increase as students give their best authentic effort. Utilizing this NWEA data, SRBI intervention schedules have been created and intervention help has begun in the areas of reading and math.

October 11th will be our first professional development day. Teachers and staff will engage in collaborative action research teams. Last spring, teams of teachers selected a topic that is worthy of research and designed to aid our school, students and district in improving instruction and student achievement.

On October 17th, five BMS faculty members will be recertified in CPR and AED usage. It is nice knowing that through this program, there are always current certified adults in the building. Thanks to our nurse, Mrs. Jodoin for making this a priority.

The BMS PTO had its first fundraiser through Boon Supply and ended on September 30th. All students could participate, and thanks to programs like this, the PTO can continue to grow and support our students with annual donations for field trips and organizing the BMS Field Day

Grade 8 students have begun their high school decision-making process by visiting all receiving high schools. This will be completed by the end of October. Thus far, the students have been excellent role models for the Canterbury Schools and Community.

In our efforts to keep the lines of communication flowing, teachers have been updating their gradebooks to allow for additional communication with parents via the PowerSchool Parent Portal. This allows parents to view real time grade reports that are updated every three weeks.

October 2019
Pupil Services BOE report



Each and every student with special needs is a general education student first. Assume competence in each child.

Federal Law and Special Education: The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Program (IEP). IDEA also provides very specific requirements to guarantee a free appropriate public education (FAPE) for students with disabilities in the least restrictive environment (LRE). FAPE and LRE are the protected rights of every eligible child, in all fifty states and U.S. Territories.

FAPE (Free and Appropriate Education) is designed to meet the child's unique needs and from which the child receives educational benefit, and prepares them for further education, employment, and independent living.

LRE (Least Restrictive Environment) means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports...

Pupil Services Department: SEL - Social Emotional Learning goal 2019-2020

SEL (Social and emotional learning) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make

Director focus areas: Compliance - School climate *** - high school performance

Director Professional Development activity -

CDSE legal updates (including ASD transition, hearing impaired procedures, current stats)
UConn - NEAG School of Education - dyslexia summit
Title IX coordinator training -

CDSE Performance Forum -Data Collection, Assessment, EdSight, Accountability, Research

CSOE

Pupil Services Website: Resources for families and staff
<http://www.canterburypublicschools.org/special-education/>

Safety Care:

Deescalation, restraint and seclusion techniques and procedures will be met by Safety Care Behavioral Safety training. Training of three staff as trainers will occur the week of Nov 12th. They will then train other CPS staff annually.

Special Education Families Making Connections (aka SEPAC):

The Special Education Parent Advisory Council continues to manage a "Canterbury Special Education - Families Making Connections" Facebook page. Link is:

<https://www.facebook.com/canterburyfmc/>

The next SEPAC - Family Connections meeting will be in November (TBD), from 4-6 at BMS. Parents, students, community members, staff and BOE are always invited.

Special education resource fair is Oct 17, 430 - 7 at CES.

Estimated 20 agencies that support children with special needs and their families will be in attendance. Surrounding districts will be invited to the vendor fair.

Budget:

Any significant changes to the budget due to student move in/move out reported to Superintendent. We have gone one year without referring a child out of district due to increasing in house support and programming.

*** **THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI** (*Comprehensive School Climate Inventory*)

<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/measuring-school-climate-csci/CSCIDimensionChart-2017.pdf>

Pupil Services vision:

Provide curriculum, instruction and assessment in the least restrictive environment resulting in ALL students with special needs, PreK to age 21, achieving success academically, socially and emotionally at their cognitive level.

THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI

DIMENSIONS		MAJOR INDICATORS
Safety		
1 Rules and Norms		Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
2 Physical Security		Students and adults feel safe from physical harm in the school.
3 Social-Emotional Security		Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning		
4 Support for Learning		Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5 Social and Civic Learning		Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships		
6 Respect for Diversity		Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7 Social Support—Adults		Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
8 Social Support—Students		Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment		
9 School Connectedness-Engagement		Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings		Cleanliness, order, appeal of facilities; adequate resources and materials.
Social Media		
11 Social Media		Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only		
12 Leadership		Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
13 Professional Relationships		Positive attitudes and relationships among school staff that support effectively working and learning together.

schoolclimate.org | The 13 Dimensions of School Climate Measured