

CANTERBURY ELEMENTARY SCHOOL

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Report of Canterbury Elementary School for September 2019

-We have had a great start to our school year! CES Open House was very well attended. Most families come to greet the teachers and say Hello. The kindergarten students took a practice bus ride!

-We had 55 new enrollments over the summer: 27 in PK, 16 in K, 2 in Grade 1, 5 in Grade 2, 4 in Grade 3 and 1 in Grade 4.

-We opened our year with a full staff meeting on the 27th. We reviewed safety protocols, selected passages from staff handbook including hand washing procedures, accessing the nurse, staff wellness, duty expectations, and student behavior. We also discussed restorative practices.

-The PTO and CES are collaborating to bring at least one family fun night a month to our school community. We opened the year with the PTO Ice Cream Social. We gathered on the first Friday to celebrate the start of the year! 100 family members gathered together in the café and out on the playground.

Curriculum

-At the start of the year, the faculty and I reviewed our goals for the year as a district and as a school. I will share with you on Tuesday night our ambitious curricular schedule for this coming school year which includes a common format for curricular units and instructional rounds. Mrs. Danna will lead this initiative in collaboration with me.

-Our proposed CES Health Curriculum Summary of Scope and Sequence will be discussed next Tuesday. Mr. Fresco-Hawes prepared binders for the grade level teams to assist in the lessons for Health. I will have an example with me for you to review on Tuesday.

-We continue to collaborate with Mrs. O'Connor on our Math instructional needs. We will begin the year focusing on Math in our curricular units and then we switch focus to reading in January. Three of our classroom teachers attended the week long workshop this summer in Math Recovery. We will be working with EASTCONN to continue and broaden this initiative in our schools.

-Instructional rounds continue at CES with the district-wide focus on purposeful questioning techniques; teachers will lead the rounds this year!

-I introduced a new motto for CES. The students will have a chance to learn this and make it their own by developing different variations on the theme. We have 4 assemblies planned for this year and we will feature the students' variations. Please see below:

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!

Respectfully submitted September 6, 2019 by Sarah Cary

Dr. Helen Baldwin Middle School

45 Westminster Road, Canterbury, CT 06331 Phone: 860■546■9421 Fax: 860■546■6289

To: Canterbury Board of Education

From: Mr. Neil Rinadi

Subject: Opening of School BOE Report

Date: September 6, 2018

The Baldwin Middle School held its Open house on Tuesday, August 27, from 5-6 pm. I greeted parents and students in the gymnasium and provided a brief background of my educational experiences and confirmed that I will continue the work completed to support the BOE and District goals. I also reviewed the schools safety practices, communications systems, PTO registration and encouraged parents and students to review the student handbook and return the sign off sheet. The parents and students then visited their new classrooms and met their new teachers.

I met with the entire staff on August 27. We had an icebreaker that introduced new and veteran staff members to each other. Agenda items included, the teacher evaluation, safety procedures, goals and expectations. We viewed an Oprah video about failure and persistence and discussed the implications on teaching and learning and the work we will be doing over this school year. I closed the meeting reinforcing the importance of getting to know your students well.

The Baldwin Middle School opened to students on August 28th with 179 students walking the halls from 8:20am – 3:10pm. The climate and feel of the school year is very upbeat with a clear focus on high expectations, supportive connections, and goal setting. There are some new aspects of the school day below that are worth noting.

Building Upgrades: There were no major projects to be completed over the summer. Four classrooms were painted, a new drain in boys bathroom was installed and a damaged section of drywall was replaced.

Assessment: From September 4 - 10 students grades 5 through 8 participated in the fall administration of the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) assessment. Testing was also completed in the spring of 2019. This test allows the school to determine growth over time as related to testing norms and national percentile. This tool serves as the internal measurement in the areas of Reading and Math. The results are shared with the students and parents upon request. The data will be used to align teaching and instruction targeted to meet the students needs. This data, in conjunction with core teacher input, is also used to populate the math and reading placements in SRBI (scientifically researched based intervention) and developing Student Learning Objectives (SLO's).

Daily Schedule Update: Students have seven 45-minute classes per day; 5 core classes, 2 specials and an additional class entitled Bulldog Block. This will be a 23-minute block of time provided for students that will allow for students to receive specialized instruction, time for work completion (structured study hall) as well as an advisory time weekly to focus on goal setting and school wide programming. 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 where all grades will eat together. The 7th and 8th grade will go out for recess at the beginning of lunch for 10 minutes while 5th and 6th get their lunch and then they will go outside for recess while 7th and 8th finish their lunch. Classes end at 3:06 then students transition back to a 4-minute homeroom period. Dismissal begins with parent pick up at 3:10 followed by bus dismissal at 3:15.

Communication and the School Website: The school will continue to utilize the school website where one can find all important forms available, current school and district calendars, and links that provide pathways to communicate with teachers and staff members. I reminded the parents of this at open house. I also informed parents that the Blackboard mass notification system will be used routinely to keep parents, “in the know” regarding important information.

Breakfast and Lunch Menu: The school will continue to post monthly menu offerings on the Food Services page of the school website.

Grade Level Configuration: Based on the importance of allowing for ample time for all content areas and enrollment levels, there are two looping teams of teachers at BMS. There is a team of teachers for Grade 5 and 6; and a team of teachers for Grade 7 and 8. This allows 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	TBA * (Posting closes 9/13/19)
Language Arts	Mr. Blonshine	Mr. Durham
Math	Mrs. Farland	Mr. Beckwith
Social Studies	Mr. Brady	Mr. Yaworski
Science	Mrs. Waters	Mrs. Shafer

*Reading Teacher Update: At this time, the Reading position has been posted and the interview process will start on September 11th. The expectation is to have a recommendation by the next board meeting.

Next month's BOE report focus on ...NWEA/MAPData analysis

October 2019
Pupil Services BOE report - jf (draft)



Each and every student with special needs is a general education student first

A presumption of competence will be the expectation for all students

ARTICULATION MEETINGS (9th grade readiness skills)

Survey of students

Survey of 9th grade teachers

Website information (include ted talks)

Focus on student needs, family communication, teacher resources, budget awareness

- **Placement of students with special needs:**
Students with IEPs: 89 total with two new referrals. CES 34, BMS 19 and 36 high school/alt. We also have 4 Birth to Three referrals. Students with 504s: 40 total Prek-12.
- **Strategic Planning and the Pupil Services Department:**
The department will continue to participate in the "Vision of the Learner" process. We have had parents and professional staff attend initial discussions and will continue to do so to ensure that all students are represented. We encourage students past and present to participate also!
- **Safety Care:**
Deescalation, restraint and seclusion techniques and procedures will be met by Safety Care Behavioral Safety training that will occur this fall. We will train a few of our staff as trainers who will then train other CPS staff.
- **504 plan management:**
504 plans are created for students with disabilities or impairments that need accommodations but not specially designed instruction or related services. IEP Direct has been our database for managing IEPs for several years. 504 Direct is our database for managing 504 plans that was introduced two years ago. This year we expect to have all plans entered for in-district students. Extensive coordination for our students in the high schools and out of district public schools will occur with receiving staff.
- **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 is Sept. 18th, 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.**
Vendors are sending in commitment forms. Surrounding districts will be made aware of the vendor fair.
- **September SEPAC meeting highlights: ???**

Parents stress the need for continued and expanded communication between teachers and parents. PPT conference areas - suggestions to improve welcoming setting. Encouragement of all staff, including paras, to read IEPs and ask questions.

- **Budget:**

Any significant changes to the budget due to student move in/move out reported to Superintendent. We have had some students move in with special needs.

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. Each and every student is a general education student first.