

Dr. Helen Baldwin Middle School

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

Celebrations:

Students

So far, over 53 positive parent phone calls have been made to recognize students who have received Bulldog Reports (Positive Office Referrals). Additionally, our Bulldog Bucks behavioral ticketing system has been very successful and we are seeing strong student buy-in, although our behavior team will be meeting this Wednesday to discuss ways to continue to improve our PBIS system and to gain more 8th-grade buy-in.

Staff

This month, I would like to recognize Mrs. Rizer, our school art teacher. Mrs. Rizer is someone who is consistently looking for ways to engage our students in fun activities, even in the depths of the Covid-19 pandemic. Whether she is engaging students in painting hallway murals, building personal supply kits for remote students, or working through ways she can run empty bowls, Mrs. Rizer is laser-focused on improving all aspects of our student experience and creating the most positive environment she can. She is undoubtedly a critical member of our Baldwin staff.

Curriculum, Instruction, and Assessment Updates:

We have completed our winter iReady diagnostic test and about 92% of students have completed their math and reading testing. We are digging into the data to see how students have improved and changed over the fall. Initial returns show growth in math, although, with about 92% of testing completed, we still have a decent chunk of students to finish their second diagnostic. My goal is to focus intently on the gaps that remain to set our students up for success in the early spring when we take the Smarter Balanced assessments.

Professional Development:

Our January PD was successful as we were able to provide teachers with 4 choice workshops. CPS staff were able to select from restorative circles, strategies for working with students who have trauma in their backgrounds, strategies for identifying and preventing suicide, and nuts and bolts on using Google tools for school more effectively. What is exciting for me is that I had 3 of my staff members (Kaitlyn Shafer, Tim Simkowski, and Sanderson Tattersall) take on leadership roles and run the module on Google tools for their colleagues. I hope to continue to utilize this model of giving teachers choice options so that we can better enable them to have more say in their own professional learning.

Upcoming Events:

- Half-day on Friday, February 12
- Winter break/no school February 15 and 16.
- Trimester 2 closes on March 4.

General Comments:

- This week marks the 100th day of school. Hats off to our nurse staff and to Mr. Rioux for helping to get our district to 100 days of in-person learning in a successful and healthy way!
- Ms. Cary and I are seeking to solicit mid-year feedback from remote families to identify areas for growth and improvement. I expect to get a survey out within the next week or two.

CANTERBURY ELEMENTARY SCHOOL

◆ 67 Kitt Road, Canterbury, CT 06331 ◆ Phone: 860-546-6744 ◆ Fax: 860-546-6742

CES Report of the Board of Education for February 9, 2021

Celebrations

We are celebrating and welcoming back students in our school returning from full remote, or home schooling and new enrollments to CES. Since January 1, we have an increase of enrollment of 15 students attending full-time, Grades PK-4.

We celebrate excellent attendance of students and staff. We continue to see steady attendance at school. This past week's attendance reflected few student or staff absences. We continue to celebrate being "full in" with our students and each other.

In the recent years, we have celebrated student success by giving accolades to students who display a particular characteristic like kindness or honesty. Teachers nominate students and usually we celebrate these awards during our school wide assemblies. Starting in February, we will continue to award "Student Accolades" from our teachers to our students. The category for February is Respectfulness. Teacher may give awards for either respectfulness to others, as shown in listening or respectfulness to self, as shown in student pride in work. Nominations from teachers result in phone call home by principal and the office makes award certificates. This year, we will announce the accolade recipients on the first of the month and teachers will give the certificates to students. We will look to more Second Step attributes to celebrate in the months to come.

Professional Development

Our district-wide professional development day on January 15th offered three different topics: trauma informed practice, restorative circles, and suicide prevention. Faculty selected which remote workshop to attend for a ½ day workshop on January 15th. Para professional were invited to attend the suicide prevention workshop.

We are continuing to study IReady and learn about the resources available to use. We conducted work sessions one Wednesday in January for faculty to practice accessing reports and instructional resources. This kind of hands-on training is helpful so that we can learn a skill and then practice it right away.

We continue to grow and change in how we communicate to families. Teachers consistently use Class Dojo and the office uses Blackboard and Friday letters. We repeat communication since we have been asked to—information overload is happening for all during the pandemic. Our nurse, Mrs. Stimson repeats messages on school stream on Class Dojo and Instagram. Our intervention

team has the ability to receive text messages from families and this appears to be a helpful communication tool for families. Class Dojo also supports Texting. We continue to play other efforts such as short surveys on specific topics.

In January we followed up to our district-wide December Faculty Meeting focused on the strategy of "Progress Monitoring. CES Grade Level teams met with the principal and Ms. Beckwith, and the principal met with the Unified Arts Team and Related Services to discuss our questions and process about progress monitoring on January 20th. This is a practice that is part of the data analysis and intervention process.

Curriculum, Instruction and Assessment

Mid-year assessments are on going at each grade level. The younger grades focus on paper assessments, often given in a one-to-one setting. Grades 2-4 are taking the second diagnostic in IReady for the year in the subjects of Math and Reading.

The Student Assistance Team is meeting with teachers and families in our SAT process. This month we reviewed the new behavioral data tool the DESSA and how it relates to student intervention for social or emotional needs.

We continue to discuss in depth how to provide the best instruction given the constraints of COVID. This work is ongoing by every team in the building as they grapple with the changes and find innovative ways to meet the needs of their students.

Upcoming Events

Kids' Lab: February's remote presentation will be live from sunny Florida and is called "All about Dolphins" We send flyers home and post them on our website. Families sign up by clicking on a link that allows them to give our parent organizer, Jessica Williamson, the email to which to send the link for the event. We continue to seek ideas for the coming months. Kids' Lab is sponsored by a grant from Pfizer.

CES Spirit Day on February 12th. Students and staff invited to wear red, white, pink or CES Spirit Wear. The CES cafeteria will offer a treat to all students on this day!

The Connecticut Storytellers continue their storytelling with a switch in storytellers for each grade. This program runs on Fridays. This is the first year that Grade 1 has had the opportunity to participate. The storytellers came to us remotely and we can share these sessions with our remote students.

Respectfully submitted,

Sarah Cary, Principal



Canterbury Public Schools

Pupil Services Office

Cori Beckwith, Director of Pupil Services
45 Westminster Road Canterbury, CT 06331

(cbeckwith@canterburypublicschools.org
<http://www.canterburypublicschools.org/special-education/>

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Celebrations

- Canterbury is proud to acknowledge the hard work of another student who has met graduation requirements after taking a varied and creative path to get there. Although not a straight line from start to finish, one of our own students from Canterbury has overcome many challenges to reach this milestone, and has done so earlier than expected. This is a testament to the student's perseverance and trust, his family's dedication and tireless effort, and our partnership with a local agency who knows how to welcome a student into a creative learning program and meet them where they are. The team effort is recognized, appreciated, and through creative and empathic planning, has changed the trajectory of a student's quality of life.
- The Pupil Services Department has started an internal, family satisfaction audit in an effort to keep the lines of communication open in support of continuous program improvement. We started by contacting families of students with IEPs and asking them three questions: how is your child's special education support going, is there anything that your child currently needs that s/he is not getting, and would you like to discuss any concerns or challenges with the director? We will initiate a similar process with families of students with 504 Accommodation Plans, as well.

Curriculum, Instruction, and Assessment Updates

- Case managers will begin to analyze a student's need for Extended School Year (summer school specifically for students with IEPs) services using a formula that considers: regression and recoupment rate of skills lost during time away from school, rate of learning, and impact on IEP goal progress from the COVID closure in the spring of 2020.
- Canterbury Public Schools has a Gifted and Talented Education policy that was originally adopted by the Board on November 12, 2008, and revised on March 20, 2018. We have recently updated the process for identifying students who may be gifted and/or talented, and will be delivering this information to, and requesting feedback from, the leadership teams at CES and BMS in the next two weeks, so the identification process can commence by the end of February 2021.
- Pupil Services Department by the Numbers

Number of PPTs Since Start of School	Number of Assessments Completed since Start of School	IEPs at the Start of School / Currently	Out of District Placements at the Start of School / Currently
85	32	87 / 78	Clinical 5 / 4 Transitional 4 / 5 Academic Intensive 1 / 2 Out of Town / Magnet 1 / 2 Alternative 1 / .5



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- Pupil Services supported the district's implementation of tiered instruction and progress monitoring with grade-level discussions at a district-wide faculty meeting on 1/20/2021. Teachers have attempted to use the technique, coupled with our iReady benchmark assessment, to identify skill deficits and prescribe an intervention. Progress monitoring has allowed teachers to collect data to determine whether the intervention has resulted in measurable growth.

Ongoing Work:

- Sub-group work continues to develop a tool to identify the need for paraprofessional support based on uniform criteria. Models from New York and Midland County, Michigan are being considered as exemplars to guide our work.
- Sub-group work continues to develop an aligned process from assessment to intervention. This group has identified our priorities as: creating a district level team to analyze data, creating building levels teams to analyze data, but most importantly, starting with analyzing data at grade level teams. A data sheet has been developed at the PreK, Elementary and Middle School level to support teachers' collection of instructional data, and will be shared at grade level meetings.