

## CANTERBURY ELEMENTARY SCHOOL

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### **CES Report of the Board of Education for March 9, 2021**

#### **Celebrations**

This month we celebrated students with teacher accolades. The character attribute this month was respectfulness. Teachers gave 42 accolades across grades K-4. We called home and announced the names of students during morning announcements. The attribute for March is empathy.

We also celebrated our 4<sup>th</sup> grade Connecticut Association of Public School Superintendents (CAPPS) award winners: Nikki Marie Young and Jameson Costa. Superintendent Rioux visited the homerooms of these students, presenting certificates and gifts. These students are invited to join us for the Board meeting next week.

We continue to welcome back students, transitioning back from full remote or home schooling. This will be a priority all spring.

#### **Professional Development**

We continue to practice professional development in the area of technology every time we have a Zoom or Google Meet meeting. We share openly what we don't know and our colleagues help us learn that particular skill. Yesterday we held our faculty meeting in Zoom and practiced using break out rooms for small group discussions.

The Smarter Balance Test will be given at the end of March for our 3<sup>rd</sup> and 4<sup>th</sup> graders and we will provide training for those teachers new to the state testing process.

At our mid year meetings, we have been discussing our new Social Emotional Curriculum called Second Step. The implementation of this program is going well across the school, with teachers reflecting that the lessons and daily practice are easy to do and that the students are engaged with the content.

The CES Leadership Team, which has representatives from all grade levels, special education, and the UA team, has been reading a book called Second Nature by Erin Clabough, PhD which discusses how we can use the concepts of neuroscience to help students develop the skills of creativity, empathy, and independence.

Our SAT team has focused on the parenting resource "Peace at Home" and we continue to find new ways to promote this parenting tool. We have identified

parent ambassadors, held watch parties for PK families, and we continue to brainstorm different ways to bring this resource to families and staff.

### **Curriculum, Instruction and Assessment**

Trimester 2 Report Cards will be sent home to families next Wednesday and parent/teacher conferences are the next two days, March 11<sup>th</sup> and 12<sup>th</sup>. These conferences will again be remote. Teachers are reaching out to families of remote learners and some of these students are coming to school so that the teacher can conduct assessments in person. This is a great idea and assists us in the assessment process this year during the pandemic.

The Student Assistance Team continues to meet with teachers and families in our SAT process. We provide strategies and make intervention plans for students. The progress monitoring on the goals we develop allow us to track the effectiveness of the intervention and student progress. The SAT responds to the needs of students, teachers, and families in a team approach.

### **Upcoming Events**

**Food Drive** for our local food pantry, Canterbury Cares, is ongoing through parent/teacher conferences. We have gathered 531 separate items for families to date.

**Vaccination Clinic** for CPS staff is scheduled for Thursday, March 11<sup>th</sup> here at CES. Thank you to our school nurses, Mr. Rioux, and the Northeast Department of Health.

**PK screening** will be a two step process this year, with parents meeting remotely with staff on April 8<sup>th</sup> and 9<sup>th</sup> and then in late May, we are planning for an in person screening for these youngest learners. K registration is planned for April 29<sup>th</sup>, and will also be remote. We are advertising PK registration in every way we can through posters and posts on social media.

Respectfully submitted,

Sarah Cary, Principal



# Dr. Helen Baldwin Middle School

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## **Celebrations:**

### *Students*

So far, over 65 positive parent phone calls have been made to recognize students who have received Bulldog Reports (Positive Office Referrals). Additionally, we have now added 9 students to our PBIS team, to act as student liaisons and to provide us insight into how we can improve our PBIS system. I look forward to having these young men and women work with us to continue to improve our climate, culture, and behavior.

### *Staff*

This month, I would like to Mrs. Zuckerman. While teaching a full caseload as a product of Covid-19, she is also working hard to ensure students are getting through the high school enrollment process with success. In addition, she is still taking the time to have lunch bunches with students, to provide group counseling opportunities, and to support our students' social and emotional needs. I often look to her to assist with me home-to-school connections, and her focus and work-ethic go far to make our students safe and supported.

## **Curriculum, Instruction, and Assessment Updates:**

The Next Generation Science Standards (NGSS) assessment and the Smarter Balanced assessment are both upon us. Our test window begins on March 29 and we will be working to test our students quickly while minimizing the impact on the school day. Per the state of Connecticut guidelines, we are also working to bring our remote students in for testing in a safe way. We will be offering transportation for remote students as well as a safe and clean location that is separate from our in-person learners. While there will also be an opportunity towards the end of April for remote students to take the test remotely, my preference (as well as the state of CT preference) is to get as many of our remote learners into school for the assessment as possible. My plan is to begin sending home communications about Smarter Balanced on Friday, March 12, after parent conferences are over.

## **Professional Development:**

Our next professional development is scheduled for April 1. Between the January PD and our April PD, my focus has been on providing feedback through our informal evaluation process that targets areas of strength as well as provides teachers with specific and actionable feedback that they can use to improve their practice. In addition, I am asking staff to share learning and resources at the beginning of my faculty meetings. For instance, this month, I have two staff members who briefly shared a strategy for connecting their voices to slideshows, to improve the learning experience for our remote learners.

**Upcoming Events:**

- Parent Conferences March 11 and 12
- Smarter Balance/NGSS testing window opens on March 29
- Half-Day early dismissal, PD on April 1





## Canterbury Public Schools Pupil Services Office

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### Board of Education Report March 9, 2021

#### Celebrations

- The Pupil Services Department has worked to establish and/or maintain relationships with many community agencies who provide support for Canterbury children in many ways. Our school district appreciates having a network that includes: Bureau of Rehabilitative Services (supports the transition to young adulthood for qualifying individuals), Norwich Youth and Family Services (mental health resources), Southeast Regional Action Council (suicide and substance prevention), Department of Mental Health and Addiction Services (supports the transition to young adulthood for qualifying individuals), and the Sexual Assault Crisis Center of Southeastern Connecticut.

#### Curriculum, Instruction, and Assessment Updates

- Canterbury Public Schools has distributed the Gifted and Talented Education referral forms to parents and teachers. We have also collected iReady and SBAC data to identify our students who achieve higher than the 97th percentile on standardized measures. Parents are encouraged to send in referral forms if they believe their child is gifted or has an extraordinary talent in the arts. Planning and Placement Team meetings will be held for students who meet the screening criteria and have parent consent to proceed in the identification process.
- Students' accommodations have been entered into the state system for SBAC testing.
- The Special Education Excess Cost Grant has been completed.
- The DESSA (social emotional well-being) winter rating by teachers is in process.
- Per Child Find mandate and best practice for students, an additional attempt to find children with disabilities was developed using a collection of data across schools, which includes: iReady, DESSA, and SBAC results in addition to discipline and attendance records. The goal of this data wall is to identify and remedy student challenges through meaningful intervention.
- 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  |
|--------------------------------------|---|---|--|
| 101                                  | 40  | 87 / 77                                 | <div>Clinical 5 / 4</div> <div>Transitional 4 / 5</div> <div>Academic Intensive 1 / 2</div> <div>Out of Town / Magnet 1 / 2</div> <div>Alternative 1 / 5</div> |





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### Professional Development:

- Three staff members from the Pupil Services Department will be attending the Person-Centered Planning: Charting the Lifecourse training which assists school teams in planning with a meaningful end-goal in mind. The following is an excerpt from the Lifecourse page on the ct.gov website:

#### What Is Charting the LifeCourse Planning?

Charting the LifeCourse Framework was created by FAMILIES to help individuals and families of all abilities and ages develop a vision of a good life, think about what they need to know and do, identify how to find supports, and discover what it takes to live the lives they want to live. Even though it was originally created for people with disabilities, this universally-designed framework may be used by any person or family making a life plan regardless of circumstances. LifeCourse Planning is built upon the core belief that people with disabilities and their families have the right to live, love, work, play and pursue their life aspirations just as others do in their community.

- One special education teacher was trained in administering the Connecticut Alternate Assessment for students with disabilities who do not take the traditional SBAC test.

### Ongoing Work:

- Sub-group work continues to develop a tool to identify the need for paraprofessional support based on uniform criteria. So far, the team has developed qualifying criteria, a rubric to measure severity of need, and an ecological assessment to specify when and where paraeducator support is needed throughout our school day. Next steps in this work include developing an action plan for paraprofessionals to follow, with an embedded plan for fading paraeducator support while increasing student independence.
- Sub-group work continues to develop an aligned process from assessment to intervention. The classroom data tables developed by this team have been shared with building principals, and will be discussed more in-depth with teachers as a way to report data driven information at PPTs, but also as a means to analyze the vertical and horizontal alignment of interventions for students in an entire classroom.