

Dr. Helen Baldwin Middle School

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

Celebrations:

Students

So far, over 80 positive parent phone calls have been made to recognize students who have received Bulldog Reports (Positive Office Referrals). Additionally, our PBIS team has worked hard to get our school store up and running. The school store, which makes it way down to the cafeteria during Friday lunches, allows for students to use their PBIS bucks to make small purchases, ranging from fidgets, to books, to school apparel.

Staff

This month, I would like to recognize Mr. Simkowski. Mr. Sim, as he is affectionately known to the students, teaches technology here at BMS. In class he provides students with learning around coding, typing, robotics, and 3-D printing. It is always amazing to see the creativity of our students and the items they plan, design and print with the 3-D printer in his classroom, and it speaks to his guidance and the relationships he builds with our students.

Beyond his teaching, Mr. Simkowski also provides invaluable support for our building scheduling and Powerschool. Whenever there is a classroom enrollment, class switch, an issue with grades, etc., Mr. Sim is always willing to support his colleagues and often takes his personal time to help others to brainstorm solutions and to make sure Powerschool is running smoothly. Without a doubt, Mr. Sim is a critical member of our BMS team.

Curriculum, Instruction, and Assessment Updates:

State testing is underway. In-person students have already taken their Next Generation Science Standards (NGSS) tests, as well as their ELA and Math tests. They will finish their in-person testing on Tuesday, April 13. Fully remote learners will begin testing after April vacation, based on the state of Connecticut's request to test remote learners later in the testing window.

In addition, I will be providing curriculum-focus time for my ELA department later this month to begin planning for summer curricular needs as well as our staffing process for our new ELA staff member.

Professional Development:

During our April faculty meeting, my staff focused on discussing our school's core values. In May I am looking to bring in parents, students, and community members as part of this important work, so that we may begin the 2021-2022 school year with a clear set of Core Values

and Beliefs. If any BOE members would like to take part in this work, please don't hesitate to email me.

Upcoming Events:

- Smarter Balance/NGSS in-person testing: March 29-April 13.
- Smarter Balance/NGSS remote testing: Begins after April 19.
- 3rd trimester progress reports are being sent home on Friday, April 16.

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 April 2021

Celebrations

We are celebrating and welcoming back students in our school returning from full remote or home schooling. We currently have two grades that are full-in, with no remote students, Grades 2 and 3. We continue to welcome back students this spring and we are actively reaching out to families to invite them back. It is wonderful to see all of these students return! We are happy to see them!

Our accolade topic this month is empathy and we are honoring students who demonstrate this characteristic. Our CES Leadership Team is selecting character values that align with our Second Step program.

Our second vaccine clinic is April 9th. We are celebrating this important milestone. We are grateful to our nurses and the Department of Health for their willingness to do a clinic in our schools.

Our school-wide celebration of reading is next week! We are combining reading week with spirit week. Plans include dressing up as characters, crazy hat days, and spirit days.

Professional Development

This past week we had a demonstration regarding a Promethean Board and were able to gain a basic understanding about how this interactive tool can assist us with instruction and student engagement.

We prepared for the Smarter Balance assessment. Our technology teacher, Mrs. Giuliano, provided training to our 3rd and 4th grade teachers and special education staff in the protocols of giving the state test. The students have been learning about the tools that they are able to use in the test. Since there was no state testing last year, this is the first year of Smarter Balance for 3rd and 4th graders.

Ms. Beckwith has planned for CES an opportunity this coming month to meet with Dr. Barclay, a BCBA from EASTCONN, who worked extensively with us last year. The special education team at CES will be able to talk to him about the resources we have studied and developed to meet the needs of our students.

The School Readiness Council approved last week to support Restorative Practice workshops for PK staff and for the whole district. We are working to bring these workshops here in May and June.

For our PD last week, teachers learned about the social emotional screener that we started using this year called the DESSA. The presenter showed us how to use the tool to plan goals for our students and to monitor their growth. After the remote workshop, teachers had a chance to work with their teams to look at their students and discuss what they had just learned.

Curriculum, Instruction and Assessment

We are in the middle of our PK screening process that happens every spring! We are meeting remotely with our families to begin the process. We have over 30 families who have signed up! We will be hosting a second part of the screening in late May which will include an opportunity for our staff to meet the new youngest learners.

Kindergarten registration is planned for April 29th. Anyone wishing to meet with our Kindergarten staff should call the school for an appointment. We post information on these two important registration processes in as many venues as possible.

Our Smarter Balance testing began last week. The students take one test a week for three weeks, one in the area of Language Arts, and two in the area of Mathematics, the second test being a performance task. A performance task allows students to use their mathematical understanding to solve a presented problem. Students have as much time as they need for each test so we plan for extra time for them at the end of the testing cycle so that all students get all the time that they need.

Thank you Superintendent Rioux and the Canterbury Board of Education for your diligent work to support our school. We deeply appreciate your dedication.

Respectfully submitted,

Sarah Cary, Principal



Canterbury Public Schools

Pupil Services Office

Cori Beckwith, Director of Pupil Services
45 Westminster Road Canterbury, CT 06331
(860) 546-1040 ♦ cbeckwith@canterburypublicschools.org
<http://www.canterburypublicschools.org/special-education/>

Board of Education Report April 13, 2021

Celebrations

- Faculty, district-wide, were trained on the universal social/emotional screener we adopted this school year, the DESSA. The training consisted of accessing and analyzing the social emotional data collected at regular intervals throughout the year. Teachers learned how to disaggregate data at different levels of specificity: district, school, classroom, gender, etc. The DESSA helps us identify the specific area of social emotional need and it provides lessons for instruction based on the specific area in need of development. It is a great supplement to Second Step, and it has recently been adopted by the State of Connecticut as the universal screener of choice for school districts in the state.
- A record number of students have registered for the PreK screening which will start on April 7. Thirty-eight families have signed up for virtual parent interviews on April 7, 8 and 9. The potential PreK students will attend an in-person screening at the end of May. This year, we advertised for the PreK screening using a variety of electronic modalities, including social media, in addition to posting in area pediatricians' offices, libraries and the Turnpike Buyer.

Curriculum, Instruction, and Assessment Updates

- After a period of practice, special education teachers have been utilizing a formula to determine whether a student qualifies for special education Extended School Year services. The regression and recoupment of skills, rate of learning and learning lost due to COVID closures are being considered to make the eligibility determination.
- The special education department and regular education faculty continue to work together to develop our intervention approach for learners. MTSS, or Multi-Tiered Systems of Support, is a tiered approach to identifying student needs, developing a targeted instructional plan, monitoring the student's response to targeted instruction, increasing the frequency, intensity, and/or duration of instruction and monitoring the student's response again. After this sequence of instructional events, all of which take place in the general education environment, the team may refer a student to special education. This approach reflects the requirements of the State of Connecticut's SRBI (Scientific Research-Based Intervention) Framework. The process in Canterbury will continue to be streamlined over the course of the next year.



Canterbury Public Schools Pupil Services Office

Cori Beckwith, Director of Pupil Services
45 Westminster Road Canterbury, CT 06331
(860) 546-1040 ♦ cbeckwith@canterburypublicschools.org
<http://www.canterburypublicschools.org/special-education/>

- 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	
126	42	87 / 77	Clinical	5 / 3
			Transitional	4 / 5
			Academic Intensive	1 / 2
			Out of Town / Magnet	1 / 2
			Alternative	1 / 5

Professional Development:

- Three staff members from the Pupil Services Department will be attending Orton Gillingham (OG) training. The Orton Gillingham approach is a scientific, evidenced-based, multi-sensory approach to teaching reading. It is a highly desirable approach for teaching reading to students with dyslexia and other learning disabilities. This training significantly increases the internal capacity of our staff to meet intensive needs for students with reading challenges.

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. The tables were used with the recent training on the DESSA, so faculty could explore their function when analyzing multiple instructional data points.
- An audit of our speech intervention has begun so that we are delivering robust speech services in a manner reflective of current research and best practice.