

CANTERBURY ELEMENTARY SCHOOL

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CES Report of the Board of Education for November 2021

Celebrations

This month we focused on the CES attribute of safety. We looked at how listening is important to our safety. We awarded over 50 accolades to students for being safe and good listeners. Our students are learning how to use their "whole body" when listening. We prompt whole body listening by using this phrase: "Eyes watching, ears listening, voice quiet and body still." Our local volunteer fire fighters brought their trucks to our school and our PK and K students got a chance to learn about fire safety from them and see the wonderful trucks! Thank you, Canterbury Fire Fighters!

We had our second monthly spirit day of the year and did we have fun! The theme was mix and match. We saw silly socks, shirts on backwards, funny clothes mixed together and other amazing mismatches! Most of the students and staff found a way to mix and match. It was great to see how many people participated.

Our focus of accolades in November is Responsibility and Giving. For our spirit day on the Tuesday, November 20th, we will all wear our PTO CES t-shirts! Our PTO has been busy getting shirt sizes from our teachers and the t-shirts for all students are on order! Many thanks to the PTO for their continued generosity.

We completed our universal behavioral and social emotional screener called DESSA in October and our related services team thanked the teachers with a breakfast filled with apples! It was nice to get together at the beginning of the day as a staff.

We celebrate the return of our PTO Book Fair in person. The PTO will set up the fair in the library in mid November. Students will have the opportunity to visit the book fair during their library time. They will make wish lists, which our librarian, Mrs. Sweeney, will send home to parents. Parents may send checks for books and the PTO will fill the orders and send the books back. In addition the book fair will be open to parents to come in person after school and during the hours of parent/teacher conferences.

Professional Development

We have a group of teachers who attended an AVMR workshop. This is a program that provides teachers with strategies for students to understand mathematical concepts. It also contains assessments so we can see where specifically a student is having trouble understanding a certain concept. We look forward to learning more about this program and how it can strengthen our mathematics instruction.

We have two new Promethean boards in the school and are learning how to use them. It is exciting to see the new technology in our school.

Our PK staff is learning how to use their assessment standards system called Connecticut's Documentation & Observation for Teaching System (CT DOTS) in a digital format. The DOTS system is a framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities, and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS) We have are receiving guidance from EASTCONN and look forward to learning how to track our young students' growth through this platform.

Curriculum, Instruction and Assessment

Our entire school is now running our "What I Need" or WIN blocks. For a half an hour in the morning, each grade level focuses on reading in small groups. For a half an hour in the afternoon, each grade level focuses on math in small groups. The grade level data teams form these groups with our interventionists as they study student data and develop lessons to meet student needs in the WIN blocks.

Our first trimester ends on November 12th and report cards go home on November 19th. Parent/teacher conferences are being held the Monday and Tuesday before Thanksgiving. These conferences will again be remote this fall. We look forward to meeting with our families.

Respectfully submitted by Principal Sarah Cary

Dr. Helen Baldwin Middle School

↔Respect↔Responsibility↔Community↔

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Celebrations:

Students

Last month, students celebrated a successful spirit week, beginning with wacky socks and culminating in Halloween wear. Students had a blast, showing their school spirit and sending October out with a bang. As November has arrived, our student focus is on continuing to build a stronger sense of community for all students, with a focus on providing our students who are at-risk with leadership opportunities, and ensuring that they feel connected to peers in their classrooms.

So far this year, our PBIS Rewards has been a positive transition. We have seen an increase in staff recognition of student behaviors. Research related to student behavior shows that, with recognition of positive behavior over negative behavior (at least a 3:1 ratio), students are more likely to shift their actions and to take redirection from the adults they spend their time with. I am excited to see how our student body progresses as we continue to focus on PBIS and on the positive aspects of our school climate.

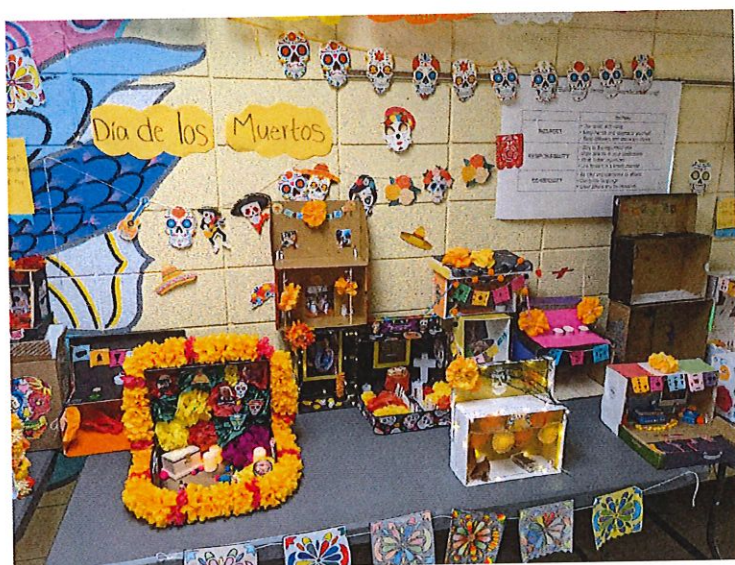
Finally, our school Boys Soccer team won the championship this year, beating Ashford 4-1! It was an exciting win for our boys. Our girl's team is also in the playoffs and played Ashford in the semi-finals on Tuesday November 2.

Staff

This month, I would like to recognize another of my new staff members, Mrs. Dunshee. Mrs. Dunshee is our brand new Spanish teacher. From the start of the year, Mrs. Dunshee's connections with students have been amazing. I frequently hear students tell me how much they love Spanish class and have had multiple parents reach out to express how impressed they are not only with their student's work with the language, but also their motivation to practice at home and to learn about the culture and history of Spanish-speaking countries.

While Mrs. Dunshee's main goal has been to build a program from the ground up, teaching students the language and preparing them for high school, she has also done wonders engaging students in learning about the community and cultures of the Spanish-speaking world. In particular, Mrs. Dunshee engaged learners in exploring the rich cultural history of Dia de los Muertos, also known as Day of the Dead. In her own words, "When we talk about culture in my classroom, we talk about the 3 P's which are Products, Practices, and Perspectives. We've done such a thorough study of these 3 elements as they pertain to Día de los Muertos that now it's their turn to add their own [student] perspective to it by creating a personalized visual representation to show all we have learned."

Below, please see photos of some of our student Dia de los Muertos projects. I am so pleased to have Mrs. Dunshee on staff and look forward to her work to continually grow our Spanish program of excellence.



Curriculum, Instruction, and Assessment Updates:

Intervention is underway at BMS. Mrs. Dean and Mrs. Aforismo are seeing students based on their needs as identified by the Fall iReady scores. Our model as a school is to have a rolling roster of students in intervention: as some students make gains, they will be exited and other students will transition into the program. In this way, it is my hope that more students will benefit from targeted interventions, and will make growth over the course of the year in math and in reading.

After welcoming back Mrs. Farland for the school year, our math department is underway with our pilot of the Mid School Math program. This curricular program focuses on providing authentic contexts for math learning for our students by tying specific math concepts and content to real-world situations and events. For example, in one 5th grade lesson that focuses on graphing, coordinate planes, and coordinate values, students explore their learning through the lens of a cartographer whose job it is to explore uncharted areas of the world to find waterfalls. It is my hope that, in learning math through these real-world situations, the content will stick and we will see an improvement in student math scores.

Library Update:

I am excited to have Mrs. Kristin Sweeney on board as our new district Library Media director. She and I have met to discuss my vision for the Baldwin Middle School library moving forward and she has been instrumental in diving into the work. Her goal is to update our stacks, ensuring that students have access to modern books and driving our school's love of reading, while also transitioning the space into a beautiful and modern library space that students want to spend time in. I am excited to work with Kristin and to support her in improving our

library for our students. Her dynamic experience and her vision will undoubtedly lead to an amazing library space in the near future.

Upcoming Events:

- November 12- Trimester 1 ends
- November 19- Reports sent home
- November 22 and 23- Parent-teacher conferences (virtual)
- November 25-26- Thanksgiving break
- November 29- Second trimester afterschool activities begin



Canterbury Public Schools

Pupil Services Office

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Board of Education Report November 9, 2021

Celebrations

- The school district completed our first rating of the year using the DESSA, our district's social emotional screener. Data/Teacher teams are in the process of reviewing the data to determine next steps for students who show social/emotional needs so that children can receive the support they need to access learning.
- Families continue to use the Sparkler app to rate their children's developmental functioning. We have found that it is helpful for students enrolled in our school district, but also to identify students who are not enrolled in our school district. We have been able to make the necessary links when needed to get non-Canterbury Public School students connected to services.
- The Pupil Services Department hired a new paraprofessional, Kellie Beck. Ms. Beck comes to us with 20 years of experience as a paraprofessional and as a Head Start teacher. At this time, our classroom paraprofessional vacancies have been filled. We are very excited to bring Ms. Beck on board and have her start working with children. She begins on November 10, 2021.
- SEAC:Special Education Advisory Council (formerly known as SEPAC:Special Education Parent Advisory Council) had its second meeting on November 2, 2021. Parents, teachers, related service staff and CPAC (CT Parent Advisory Council) were in attendance. The goals of the meeting were to elect officers and revise bylaws. We currently need even more families to join, so please help us spread the word. Any interested families can call me for details 860.546.1040.
- Mrs. Messier, 5th grade ELA teacher, is to be commended for her use of CoTeaching strategies in her classroom. She is using a stations-based approach where students spend time with her in small group instruction while Mr. Tattersall (Special Education Teacher) supports a small group on targeted skill development and Mrs. Fitch (paraprofessional) supports students on independent work. Leaning into inclusive practices with flexible grouping based on students' performance is evolving into regular practice at BMS.

Curriculum, Instruction, Assessment Updates

- Developmental Reading Assessment-Third Edition kits have been distributed through our Reading Interventionist, Polly Dean. We will begin to design training for teachers on the assessment so they will be ready to administer the test in January 2022.
- Collaboration has taken place between our CREC Consultant and our Speech Department. The revision of our speech service delivery model and schedule has taken priority so we can meet the needs of students using research-based practices in speech service delivery.

- Six staff members are registered for Orton Gillingham training, which is a multi-sensory approach to reading and back by science. Dan Burke, Bridget Griffin, Jennifer DeFrancesco, Kelly Bahre, Polly Dean and Kristie Wernicki will attend the training in January. Upon completion of the training, we will integrate the teachers' new skills into our existing framework of tiered instruction.
- A new SAT referral form has been introduced to CES, and will be used to capture teacher concerns, provide evidence of the concerns through assessment data, and initiate a plan for tiered instruction.
- Our instructional coach and reading interventionist contributed to our Dyslexia Screening plan for the district. Originally, we were going to screen our students for dyslexia using the Shaywitz Screener, which is a teacher rating of reading behaviors. Through our collaboration with iReady, we have developed a plan where a comparison of reading performance subdomains will be compared, and if found discrepant, the student will engage in a brief phonics test to determine the level of deficiency in their ability to decode and encode words.

Program Updates

- PPTs are using caution when determining students' eligibility for special education particularly for those students who were without instruction from a teacher when schools closed. Our PreK, Kindergarten, homeschooled, high school, and intensive-needs students have demonstrated the greatest need upon our return to school this year. Teams are infusing support through regular classroom instruction, targeted small group instruction, and reading/math intervention to ensure that students are receiving the instruction they need prior to making a referral to special education. Selena Musumeci, our School Social Worker, is providing and supporting instruction to Kindergarten students and helping them to build the physical and social/emotional stamina and skill-set to have a successful school day with the limited exposure to the establishment of school during the pandemic. Mariah Rae, School Psychologist, will be spending time in grade 2 because that grade as a whole had higher social emotional needs as identified by the universal screener. She will help them to increase their social awareness, problem solving, and self-management skills.
- Pupil Services Department by the Numbers

Number of PPTs Since Start of School	Number of New Referrals since Start of School	Number of Assessments Completed since Start of School	IEPs at the Start of the 21-22 School Year / Currently	Out of District Placements at the Start of School / Currently
46	8	8	74 / 81	Clinical 3/2 Transitional 4/6 Academic Intensive 1/1 Alternative 0/0 Ag/ Magnet 3/2 Alternative 0/0 Out of Town 2/2