

CANTERBURY ELEMENTARY SCHOOL

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CES Report of the Board of Education for October 2021

Celebrations

This month we focused on the CES attribute of "Citizenship." This quality is described as having part of all the other CES qualities, such as respect, responsibility, honesty, safety and kindness. Students received stickers as daily rewards and we honored 51 students for Citizenship on the last day of the month!

We had our first monthly spirit day of the year and wore school colors, Blue and White! In October, our spirit day is October 29th and the theme is Mismatch Day or Mix and Match!

Our focus for CES values this month is safety with the subcategory of "listening". Our students are learning how to use their "whole body" when listening. This is part of our Step Program and helps the students be ready to learn.

Ms. Beckwith started the celebration of our para-professionals by sharing with them compliments that other staff had given them. On our professional development day, they made them into a bulletin board display which is currently in our foyer.



Thank you to
our wonderful
para-
professionals!

Professional Development

Our professional development day was October 8th and we were busy! We all shared snacks and had a good strong learning day together. We continued our work with restorative practices, opening and closing our day with a staff circle. We reviewed our "vision of a learner" and discussed which parts of it speak to us the most: communicator, citizen, solution maker, and learner.

We also had a math workshop, in which Mrs. Danna joined us, which focused on using manipulatives and models to explain thinking. We used word problems as a start and we demonstrated our answers with models. We then studied the math content standards for each grade level.

Ms. Beckwith gave a workshop mid day that continued the work she had begun at the beginning of the year reading co-teaching with teachers and paraprofessionals. It was exciting to have all staff here in the building for this great learning opportunity.

Our Unified Arts staff had a chance to collaborate within the building and within the district as well.

Today we had the chance to review with the para-professionals our school-wide positive response system. We are providing daily positive reinforcements daily (stickers) tied to our core values of respect, responsibility, honesty, kindness, and safety. Monthly spirit days, accolades, and grade level celebrations will encourage us to celebrate together as we focus on being good to each other and coming together as a school community.

As we move through the school year, we will renew our school values as we focus on the needs of our students. This process will include school staff and families. Stay tuned!

Curriculum, Instruction and Assessment

We are mostly complete with fall assessments and our WIN blocks (WHAT I NEED) are up and running in some grade levels and soon to start for the younger grade levels. We are pleased to have our interventionists and instructional coach with us!

Family Letters

We send home weekly messages to all families. Please see below for links to letters from this month. These letters are posted weekly on most Fridays on our CES website.

| Topic | Link |
|---|---|
| 10/1 Free and Reduced Lunch Applications Food insecurity Smarter Balance Reflection | https://www.canterburypublicschools.org/wp-content/uploads/2021/10/Family-letter-100121.pdf |
| 9/25 Accolades and Spirit Days | https://www.canterburypublicschools.org/wp-content/uploads/2021/09/CES-Accolades-and-Spirit-Days.pdf |
| 9/17 Positive Response System and WIN blocks | https://www.canterburypublicschools.org/wp-content/uploads/2021/09/Family-Letter-9-10-21.pdf |

Respectfully submitted by Principal Sarah Cary

Dr. Helen Baldwin Middle School

↔Respect↔Responsibility↔Community↔

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Celebrations:

Students

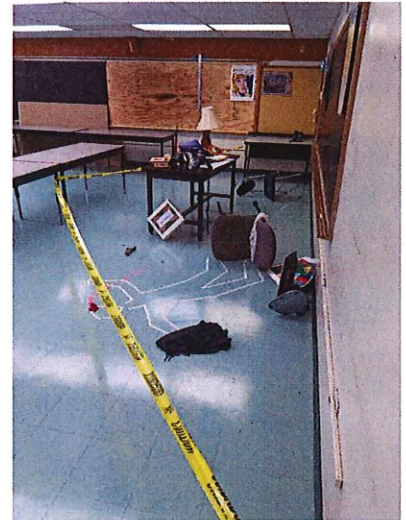
So far this year we have had a successful beginning to our PBIS Rewards behavioral support program. Overall, students have been excited to earn rewards for their positive behaviors-- my personal favorite has been the opportunity to have pizza with students during their lunch. So far I have already had pizza lunches with 6 students, with another 8 students on my schedule in the near future.

In addition, afterschool activities are getting underway at Baldwin. We are currently offering 6 programs, ranging from homework club to aquascaping. I am excited to see a high level of interest from our students and am extremely thankful to Leslie and Carrie, our two drivers who are willing to do late bus runs for our students. Without them, the program would be extremely limited.

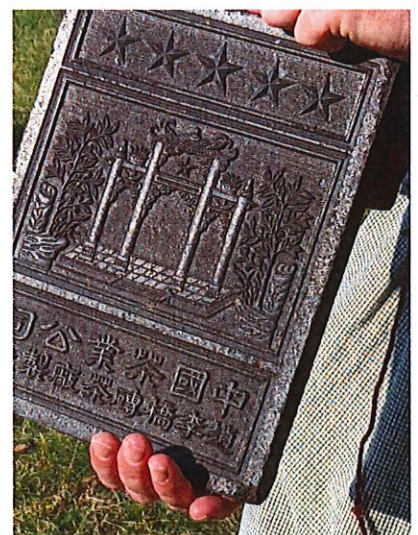
Staff

This month, I would like to recognize one of my new staff members, Ms. Doran. Ms. Doran is our 8th grade Reading and Writing teacher; her excitement for her subject is evident and she has been engaging students in extremely interesting, unique, and authentic learning activities that showcase the "real-world scenarios" where students could one day apply their learning. For instance, in one informational writing unit this year, Ms. Doran created a "murder mystery" complete with a scene that students needed to investigate. The

focus, which was on writing from a factual tone, without using personal pronouns, is made all the more enjoyable by the interactive way in which Mrs. Doran planned the lesson.



In addition to her murder mystery lesson, Ms. Doran also planned a great interdisciplinary lesson in which she brought a Revolutionary War re-enactor in to meet 8th-grade students who are currently learning about Colonial America in Social Studies. The re-enactor shared unique information with students about things ranging from how he would have started a fire, to what a brick of tea looked like.



Overall, Ms. Doran has been a great addition to our staff and I am excited to see more of her high-interest, high-rigor lessons over the years to come.

Curriculum, Instruction, and Assessment Updates:

BMS finished Fall iReady last month. Intervention supports are now kicking into gear and the reading and math data that is available from iReady will be used to provide a focused area.

The math department is also exploring new math resources that prioritize authentic learning opportunities. My goal is for the department to submit a recommendation for a math curriculum or textbook prior to January of 2022 so that we can budget for any costs that will attend a new resource.

Professional development:

We held professional development on Friday, October 8. The day had three primary focus areas:

- 1) Staff had an opportunity to engage in a deep dive into restorative circles and how to navigate a high-stakes restorative circle within their classroom.
- 2) Staff involved with co-teaching this year had additional training and support in order to continue to improve our co-teaching model
- 3) Continued learning around our PBIS Rewards system, with a focus on social-emotional wellness checks and classroom economies.

Upcoming Events:

- Trimester 1 Progress reports- October 15.



Canterbury Public Schools

Pupil Services Office

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Board of Education Report

October 12, 2021

Celebrations

- The Pupil Services Department brought awareness to Suicide Prevention throughout the month of September. Theresa Lambert, Selena Musumeci, Mariah Rae and Diana Zuckerman formed a committee and created bulletin boards, digital displays, parent flyers, and student flyers about this important topic. We also encouraged teachers to integrate this topic into Second Step lessons by challenging students to create a sense of belonging for someone who might feel excluded. Students who accepted the challenge received a stamp or sticker on their hand. Teachers were also asked to identify one trusted adult in their school building who they could go to with any concern at all.
- Canterbury teachers have forged ahead with our district initiative for a more integrated model of instruction where students with disabilities remain in the classroom for more of their instruction than our past practice of pulling students out to a separate environment. Research shows that 90% of students with disabilities are capable of learning grade level content when the delivery of instruction is adjusted and/or the student can demonstrate their understanding using alternative methods. Many of our Canterbury students are capable of this level of achievement with such accommodations in place. Kudos to Glenn Blonshine, Sanderson Tattersall and Sharon Jones for being a dynamic team of a general education teacher, special education teacher, and paraprofessional (respectively) staff who make co-teaching and inclusive practices in the classroom look easy by designing instruction to include a ten minute lesson followed by breakout groups of 5 disabled and non-disabled peers, each with their own adult to facilitate instruction.
- Special education teacher Dan Burke is using our new Promethean Board for instruction in his classroom. Assignments are created, lessons delivered, and student response is recorded through the use of this technology. Dan has seen an increase in student engagement using the Promethean Board and is now planning his lessons with the digital capabilities of the Promethean Board in mind.
- SEAC:Special Education Advisory Council (formerly known as SEPAC:Special Education Parent Advisory Council) had its revival meeting on October 5, 2021. Parents, teachers, related service staff and CPAC (CT Parent Advisory Council) were in attendance and set dates for future meetings. 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.

Curriculum, Instruction, Assessment Updates

- The District Crisis Team met to re-evaluate the members' preparedness for this role. Recertification in therapeutic holds and de-escalation is underway, as it requires a yearly recertification to remain compliant. COVID kits are available to staff who may need to

engage in a therapeutic hold for the safety of a student. Kits include gloves, gowns, face shields, and sanitizer and are located in each building. Future meetings will take place to practice holds and familiarize ourselves with hold procedures in the event they are necessary.

- The Child Find process is designed to locate children with disabilities so they can be linked to necessary services. Canterbury has improved our Child Find process to include bulk mailings to households in Canterbury to find children between 3 and 22 years old suspected of having a disability. The Sparkler app is also being used to find children between birth and Kindergarten who may have a disability. The Sparkler app will be posted in three locations on our website: the district home tab, Pupil Services page, and Canterbury Elementary School page. Parents will be encouraged to complete an electronic screening for their child to gauge their developmental functioning, which uploads to a dashboard accessible by Canterbury Public School staff. The Sparkler app will help to evolve our Pre-K screening process by allowing parents to fill out the electronic Ages and Stages Questionnaire prior to the screening.
- In continued preparation for the implementation of Connecticut's new IEP called CTSEDs, our CTSEDs leadership team is kicking off our training year with a workshop on "Writing Quality IEPs." This is exciting work and will help our service providers write IEPs that drive teaching and learning. In-district, we are also learning about the SERC IEP Rubric, which is a tool that will help us analyze our IEPs and determine whether they are written for educational benefit.
- Our Homeless Outreach team met and decided to adopt common McKinney-Vento Eligibility paperwork to streamline our process when a student is homeless and in need of support. The paperwork will help us determine eligibility and school of origin so we can plan with consistency in mind for our impacted youth. The district has developed a Needs Assessment to use for families who are struggling to meet their basic needs. This form will be used by staff wishing to gather more information so they may effectively inform families of available resources in the community.
- Pupil Service staff will be participating in our region's Local Interagency Service Team, which is a team of helping professionals designed to strategize with families who have children who struggle in school, in the community, and at home.
- The cases of Canterbury high schoolers who receive special education and are off track for graduation have been reviewed and their plans supplemented to help them graduate on time or as close to their scheduled graduate date as possible.

Program Updates

- Pupil Services Department by the Numbers

| IEPs at the Start of 21-22 School Year | Out of District Placements at the Start of 21-22 School Year | |
|--|--|---|
| 74 | Clinical | 3 |
| | Transitional | 4 |
| | Ag / Magnet | 4 |
| | Alternative | 0 |
| | Out-of-Town | 2 |