

Dr. Helen Baldwin Middle School

↔Respect↔Responsibility↔Community↔

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Celebrations:

Students

So far this year, students have been recognized with OVER 100,000 points given out for our school's core values and beliefs. PBIS points are given out every time our students give back to our community, show respect for one another, our building, and our staff, and show responsibility in their classrooms, academics, and throughout their school day.

In particular, I would like to recognize the work of our NJHS students, who worked diligently to collect, organize, and deliver food to the Canterbury Cares food pantry before Thanksgiving. Our school was able to bring in more than 7 large boxes of canned goods and food, as well as multiple grocery bags of other items, in support of our community this holiday season.

Staff

This month I would like to recognize our new Library Director Kristin Sweeney. Over the past month and a half, Mrs. Sweeney has been working tirelessly to modernize the Dr. Helen Baldwin Middle School library. Whether weeding our outdated collection, bringing in new, middle school-friendly furniture, beautifying the space, or re-cataloging our collections, the change to our space has been noticeable. At the heart of Mrs. Sweeney's vision is a space that is the heart and soul of our school building. I am excited for the outcome of all of her hard work but wanted to make sure I recognized all of the tremendous work she has already done.

Curriculum, Instruction, and Assessment Updates:

Across the district, our staff has been focused on exploring a unified and rigorous math curriculum. Led by the hard work of Mrs. Aforismo, staff have been exploring multiple curricula, with a focus on implementation that will allow us to make a qualified decision before we commit to our next math program. This important work will set both schools up for the next 5-10 years and the extra time, energy, and work that staff is putting in is much appreciated.

In January we will be implementing our second round of iReady testing. I am excited to look at the data and to begin our conversations around what our instructional focus will be as we head into the second half of the school year and our spring state testing. While testing is not our primary focus, the data that iReady provides is helpful in addressing curricular needs within the reading and math classrooms, so that we can ensure that we are hitting areas of need in a timely manner.

Climate Update:

Heading into the holidays we will be celebrating in a few fun events for students.

- The week of December 20-23 will be spirit week. We will be celebrating: Winter whiteout; Holiday hat or headband; Color Block Day (wear your favorite holiday color); and Festive (read: ugly) sweater day.
- We will also be having homerooms design holiday snowmen, with a school-wide vote on Thursday 12/23. We will have one winner from each grade celebrated over our morning announcements.

Upcoming Events:

- December 24-January 1- Winter/Christmas Break
- January 17- MLK Day of Service: No school

CANTERBURY ELEMENTARY SCHOOL

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CES Report of the Board of Education for December 2021



Celebrations

In November, we focused on the CES attribute of responsibility and giving. Again our students excelled at responding to our character focus for the month. We celebrated our monthly spirit day on November 30th. Our PTO provided a CES t-shirt to every child and that was our theme. The school was flooded with kids in happy red CES T-shirts.

We celebrated the return of an in-person PTO book fair! The week before Thanksgiving, the Scholastic book fair was set up in our library. Our librarians and teachers helped the children write wish lists and the families came in after school hours to browse the fair. It was a successful book fair this year! Thank you, PTO.

Parent/teacher conferences were busy and productive, with most families being able to meet with their child's teachers in the time provided. Teachers reached out to families to accommodate family needs and made sure to communicate the progress we are seeing in our students.

In December, our character themes are Kindness and Empathy. Spirit day is December 23rd and silly socks will be moving down our hallways! We'll see how many silly pairs of socks we can showcase!

Tomorrow, Friday, December 10th, we have a pajama day to benefit the Connecticut Children's Medical Center. We each can donate a dollar to support CCMC and wear pajamas for the day!

Teachers continue to provide positive incentives to their classrooms and when students succeed in reaching team goals, the class celebrates together. Thank you to our CES staff for celebrating the best in our students.

In December, we also give as a staff and community to those who may be in need. We do this in many ways, collaborating with community groups and members annually.

Two staff events are planned for staff social time and conviviality: a staff lunch on Wednesday, December 15th and a holiday breakfast on December 22nd. Many thanks to the kitchen and office staff for their contributions to these events to celebrate being together here at CES.

Professional Development

Our classroom teachers and case managers learned how to administer the Developmental Reading Assessment 3 (DRA3) this week and will be using this updated assessment, starting in our mid year data time, the last two weeks of January. Many thanks to our Reading Interventionist, Mrs. Dean, for providing this workshop for us.

The Student Assistance Team (SAT) and grade level data teams in Reading and Mathematics continued to work together to provide for the intervention needs of our students. Using data, both qualitative and quantitative, our teams study the needs and determine how best to support the student or group of students with similar needs. Each grade level meets monthly as a data team in the following areas: math, reading, SAT needs, and as time allows, extra time with our coach, Mrs. Bahre, or Pupil Service's Director, Ms. Beckwith. This ambitious renewal of our intervention system is growing and as the year moves along, we are reflecting and evaluating our processes and their impact on student growth.

Our safety committee met in the fall and will again in the winter. We made ambitious goals for ourselves for the year. One of our teachers, Mr. Kolodziej, is engaged in his internship for his administrative degree. Working with me, his is leading our focus on strengthening our safety procedures and also on social emotional safety with the topic of restorative recess. More details to follow.

Two volunteer teachers learned how to contact trace to support our efforts to contact trace in timely ways on weekends and over breaks. This is typical example of how our staff is going above and beyond every day to respond to the continued challenges posed by the pandemic.

Curriculum, Instruction and Assessment

Under the direction of Ms. Aforismo for Mathematics and Mrs. Bahre for phonics, two curricular committees are currently meeting to review our curriculum and to make suggestions for future growth. Many thanks to staff members participating in these endeavors.

In January, we will conduct our mid year assessments such as I-Ready for Grades 2-4. We are pulling back from the mid year I-Ready test for Grades K and 1 since at that grade level, many grade level assessments exist to gauge the growth of students in reading and math. In addition, it is developmentally correct to conduct these assessments for our youngest learners in person, face to face with one adult.

Our kindergarten team completed the Kindergarten Entrance Inventory for our K students. This is a state assessment that asks teachers to rate students across domains such as literacy and social emotional skills.

Our PK program submitted our First Annual Report for the National Association for the Education of Young Children (NAEYC) in November. Our NAEYC accreditation is a 5-year cycle, ending in November of 2026.

Respectfully submitted by Principal Sarah Cary



Canterbury Public Schools

Pupil Services Office

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Board of Education Report December 14, 2021

Celebrations

- The Pupil Services Department hired a new paraprofessional, Brittany Kiner. Ms. Kiner comes to us as an experienced paraprofessional who is skilled at working with students with reading and social emotional needs. She also speaks, reads, and writes Spanish. She started in the district on November 30, 2021 and is working as a reading intervention paraprofessional.

Curriculum, Instruction, Assessment Updates

- Our district's movement toward responsive and inclusive educational practices has grown exponentially since last year. Our faculty and staff have been introduced to and/or trained on many principles that meld together to create a responsive and inclusive environment for children. Such principles as restorative practices, home visits, progress monitoring, co-teaching, increasing time with non-disabled peers, differentiation, tiered math, reading and social/emotional interventions and using data to make educational decisions have become the focal points of our work with students. Future professional development will aim to deepen our use of these practices in the classroom.
- On December 3, 2021, the RESC (Regional Education Service Center) Alliance presented important information about the new guidelines for educating children with Autism called, "Connecticut Guidelines to Intervention Models for Children with Autism Spectrum Disorders in Inclusive School Settings." The new guideline prompts districts to begin the internal system analysis to select one of six, research-based program models from the following list: The Project Data Model, SCERTS, the Early Start Denver Model for Young Children with Autism, Developmental Therapy-Developmental Teaching, LEAP Preschool Program, and TEACCH. Each program varies between the use of Applied Behavior Analysis techniques to those more play-based. The district will engage in a structured reflection process to determine which model will most effectively meet the needs of Canterbury children who have been diagnosed with Autism.
- The Pupil Services Department will be moving toward an electronic assessment system, and will likely use Special Education Recovery ESSER funding to support this transition. At this time, faculty members in the Pupil Services Department are evaluating available digital assessments and the impact on the completion of assessments in the near future.
- The district has adopted an EL Student Language Plan to evaluate the needs of and develop an instructional plan for English Learners when they enter the district. If needed, students identified as EL will receive reading intervention services to support their development of the English language.

Program Updates

- The Pupil Services Department is supporting the direct work of related services staff in classrooms, working directly with children to generalize skills from the small group setting into the classroom. School Psychologist Mariah Rae and School Social Worker Selena Musemici have been pivotal to this work with children who may have been most impacted by school closures last year.
- 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
70	13	13	74 / 85	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