

SUPERINTENDENT'S REPORT

CALEDONIA CENTRAL SUPERVISORY UNION

Superintendents Report :

January 2018

Superintendent Roundtable Discussions:

I will be hosting roundtable discussions in each of our communities within CCSU, starting in Danville. The goal of these roundtable discussions are to create a forum where parents can ask questions on topics that are important to them and share their hopes, concerns and thoughts about our schools. I will answer all questions to the best of my ability on these nights, or follow up with people at a later time.

This is not a forum to address specific concerns about individual faculty members or student specific issues as we must be mindful of confidentiality. Such matters can and should be discussed directly with the individual involved, the building administration or with me at anytime. The community participants will drive the discussion in an open dialogue roundtable format. This is not a school board meeting, but an opportunity for us to come together as a community and discuss how to best meet the needs of our area students. All are welcome.

Possible topics include: CCSU goals around student achievement, communication, technology in the classroom, Danville / St. Johnsbury Academy partnership, student assessments, and any other topics the community feels pertinent. Sessions will begin with each group listing topics they would like to address. We will select the first topic and engage in a respectful discussion. To make these meetings manageable and valuable, I will be starting with discussions for **Grades k-5 on 1/23/18 Grades 6-8 on 1/31/18 and grades 9-12 on TBA, to be held at The Danville School at 6:00PM.**

We will select the first topic engage in discussion and proceed as far as we can through topics given reasonable time constraints.

"Success on a major scale requires you to accept responsibility... In the final analysis the one quality that all successful people have is the ability to take on responsibility."

-Michael Korda

Editor-in Chief of Simon & Schuster

In This Issue

- Round table discussions
- Congratulations Ms. Wiggett!
- My Voice Survey
- Teacher Mentoring program
- Featured Teacher
- Addressing parent concerns



Congratulations Ms. Wiggett !!!! Ms. Emily Wiggett is the recipient of the New Vermont Outstanding Music Educator of the year award. Thank you Ms. Wiggett for all you contribute to the Danville School. Above: Ms. Wiggett working with her students.

Reading program K-3

On January 15, Principal Shawn Gonyaw will be facilitating a discussion with all teachers piloting the Fontus and Pinell and Wit and Wisdom reading programs for grades K-3.

Discussions should be occurring at each building level regarding the consistency of K-3 reading programming.

Monthly meetings with support staff: Starting in February, I will be hosting monthly meetings with all support staff members. I'm doing this to open up lines of communication based on feedback I have received from support staff. The meetings will rotate monthly at each school. Attendance is optional.

My Voice Survey:

All schools within Caledonia Central Supervisory Union will be participating in the My Voice Surveys. These are electronic surveys that are school and community specific. Students, parents, and faculty all participate to assess the school climate and culture. We will be paying for this service through grant funds. This is a great way to get the communities voice heard as well as all stakeholders in our schools. You may see sample questions and results on the following website <https://surveys.quagliainstitute.org>

Act 46

The Danville School Board has submitted a proposal for an alternative structure to the State Board of Education. I would like to thank Peter Clarke, and Principal, Kerin Hoffman for all their work on putting this proposal together. Act 46 has been a daunting task for all the boards and administrators throughout Caledonia Central Supervisory Union to undertake. However, Barnet Walden and Waterford have successfully merged into one single district - Caledonia Cooperative Unified Union School District; forming a 3 x 1 model with Peacham. As we move forward with Danville's alternative structural proposal, it will be crucial to continue discussions with St. Johnsbury Academy and Blue Mountain to determine what other possibilities can be created for our students in Danville, much work still needs to be done here. I look forward to these discussions and the opportunities they bring for our communities children.

Mentoring Program

We will be partnering with Vermont-NEA to implement a more formal, structured mentoring program throughout our supervisory union. Vermont-NEA's mentoring program offers mentors the training and fundamentals needed for helping our new teachers and staff members succeed, while providing a focus on building leadership capacity within our teaching staff. The program is organized around the work of Charlotte Danielson and includes an initial three day training for selected mentors, as well as ongoing training throughout the school year. Vermont-NEA also provides assistance to administrators with developing the infrastructure needed to implement a mentoring program. The cost of the program is \$6000 and we are able to cover the entire cost through Title 2A funds.



Above : Ms. Kelly Robb provides instruction to her students at The Danville School

Ms. Kelly Robb Featured Teacher of the Month

The featured teacher for the month of January is Danville School's Ms. Kelly Robb. Ms. Robb is currently an interventionist at the Danville School. Her versatility and instructional knowledge is commendable. Ms. Robb has been an interventionist and classroom teacher throughout her tenure at Danville. She is passionate about her practice and the children she serves. Ms. Robb holds a Bachelors of science degree in education from the University of Vermont, majoring in early education. She also holds a Masters in education from Southern New Hampshire University. Principal Hoffman states " *Ms. Robb is valued immensely for her instructional knowledge and collegueship. She is a trusted instructor for many students and a resource for best instructional practices.*" Thank you Ms. Robb for all your hard work and dedication to the Danville School and community.

"Our children are our only hope for the future, but we are their only hope for their present and their future."

Zig Ziglar

The Danville administration and I recently had a conversation with a Danville Union Rep regarding our response to parental concerns and complaints. The discussion revolved around when those concerns are redirected by the administration to the faculty member so that they can be addressed with the parent directly. I valued and appreciated the discussion.

Ideally, we would always like parents to follow the chain of command and for this process to flow as it is laid out, to resolve issues concerning teachers or staff. If the matter cannot be resolved there it would move progressively up to the principal and then superintendent. In most instances this approach to complaints is totally appropriate and we do our best to make sure that process is followed. However, information does not always get reported as we might wish.

It is very important that we as a school system listen to parents' and students' concerns and make sure that they are getting appropriately addressed. If we are unsuccessful in this arena we will fail in others. Responding to the needs of the children we serve is a basic level of competency in our field. As Superintendent, if a parent brings a concern to me that I feel should be addressed at the building level, I redirect the parent or bring it to the building administration's attention, and inform the parent to follow up with me if the matter has not been resolved. But, I will always listen to parents even if I intend to refer the matter to the building for resolution. Parents trust us to care for their children and they need to know we take their concerns seriously. If I refused to even listen to the concerns, it would send a contrary message.

Below are some examples of parental concerns that normally would be redirected to the faculty or staff member, and some examples that might require an administrative investigation:

Chain of Command-Addressing parental (or students) concerns/complaints:

A) Parental (or student) concerns that would be redirected back to the faculty or staff member involved may include **but are not limited to:** Questions about grading, assignments, question about the classroom, student progress, student behavior, academic concerns/supports, 504 and IEP implementation, field trips, fundraising.

B) Parental (or student) concerns that would not be redirected to the faculty or staff member, and may warrant an administrative investigation would be, **but are not limited to:** any matter that may require disciplinary action, for example violations of state law, and/or school board policy; any actions that may physically or emotionally harm or threaten a child's safety or well-being; any report of possible child abuse or neglect.

It is important to understand that an investigation does not mean that the faculty or staff member has committed the alleged misconduct. An investigation is necessary for the safety and well-being of both the child and the employee. I am sure that you will agree that it would be improper to refer serious misconduct matters to the alleged employee for resolution. Those matters require immediate administrative involvement.

It is crucial that the communities we serve have trust and faith in the school systems that serve their children. It is equally important that faculty and staff understand that there is a fair and thorough investigative process that will get to the truth of any allegation of misconduct that is brought forth. This allows us to clearly articulate to the family what actually occurred and explains any subsequent administrative action. I hope this information is beneficial.

Respectfully Submitted By:

Mathew G Forest

Dr. Mathew G Forest, Superintendent

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**“THE FUTURE
BELONGS TO THOSE
WHO SEE
POSSIBILITIES
BEFORE THEY BE-
COME OBVIOUS.”**

**-JOHN SCULLEY
FORMER CEO OF PEPSI & APPLE
COMPUTER**