

SUPERINTENDENTS REPORT

CALEDONIA CENTRAL SUPERVISORY UNION

Superintendents Report : Issue 1

September 2016

CCSU Sets Student Achievement Goals For The Future

CCSU will be taking a different approach this year compared to years past in creating and implementing student achievement goals. The CCSU goals will be multi-year goals. We will be looking at how our system needs to evolve in order for us to better serve children on multiple levels.

The school boards will be working with the School Board Association in creating a multi-year strategic plan that will focus on student achievement. A CCSU professional development committee will be created comprised of administrators and teachers that will meet regularly to review student data and educators' needs to ensure our professional development is aligned with our goals and student outcomes.

Research indicates that students who are not proficient in reading by the end of their third grade year tend to have significantly more difficulty progressing in their learning as they move through their educational career. One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.

Our reading goal of ensuring 90% of all third-graders meet or exceed grade level expectations in reading by the end of their third grade year will require cross grade level collaboration (prek-12) and systemic change. CCSU data shows that we range from 10% proficient to 67% proficient in aggregate third grade scores in reading. Aggregate grade level reading scores fluctuate drastically from one grade level to the next. This is true for all of our schools within CCSU. We need to have cross grade level discussions from the elementary to middle to high school levels. Teachers and administrators need opportunities to share and gather information on what challenges they're facing in educating our students. The same is true for mathematics.

CCSU 2016-2017 Goals

*By the close of third grade 90% of students will meet or exceed grade Level expectations in reading.

*Students will be engaged with high quality, rigorous core instruction.

ELA:

*Students will read, analyze and interpret complex grade-level texts.

*Students will examine multiple sources and cite relevant evidence to produce grade level on demand written arguments.

Mathematics:

*Students will be proficient in grade level computational skills.

*Students will persevere to solve multistep, complex mathematical problems.

***MTSS:** Schools within the SU will utilize an MTSS model to ensure all student academic needs are met. Students in Tier 2 remediation and Tier 3 will be progress monitored bi-weekly. All students in k-8 will be progress monitored every eight weeks.

**“You can either fight
assessment or embrace it.
However, you cannot be a
high-performance school
without embracing it.”**

**—Dave Montague, Principal
Washington Elementary**

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CCSU Welcomes Ashley Gray as Head of School for Peacham Elementary.

New Leadership at Peacham Elementary

Caledonia Central Supervisory Union is proud to announce that Ashley Gray has been hired as the new head administrator for the Peacham Elementary School. Ms. Gray's official title is Head of School. She will be carrying out all duties and responsibilities of a building principal.

Ms. Gray grew up locally in Lunenburg, Vermont. A graduate of St. Johnsbury Academy, she earned a Bachelor's degree from Clarks University, a Master in Teaching also from Clarks University and is currently working on a Certificate of Advanced Graduate Studies in Educational Leadership at St. Michaels College.

Ms. Gray quickly rose to the top of the candidate pool impressing the committee and school board with her professionalism, commitment to children and her passion for her practice. Ms. Gray possesses strong leadership skills and a desire to work with the community and parents to build on the successes of the Peacham School. Ms. Gray has a strong work ethic, and a proven track record of being a collaborative team player.

We are very fortunate to have found such a strong talented educator to fulfill this important position. Ms. Gray has been very busy this summer, meeting with Parents, teachers and community members in preparation for the new school year.

“It is this simple: If we want better Schools, We have to monitor the implementation of our highest priorities. Schoolchildren will continue to wait until we monitor and ensure that our priorities are being implemented”.

Mike Schmoker

CCSU Boards Consider Reciprocity Arrangement:

The CCSU board and each member district board is considering adopting a reciprocity agreement that would allow students to attend in district schools within the K-8 system (Danville included) tuition free. This arrangement would allow each school to accept up to five students from each member district. Under the proposed agreement the receiving district board would make the eligibility determination to accept or decline students.



Maxwell English addresses the faculty during the opening day in service at the Walden school

New Teacher Orientation

CCSU hosted its first new teacher orientation on August 22, 2016. Teachers were introduced to the standards of professional practice, CCSU goals, curriculum and instruction, provisional license requirements and the teacher mentor program.

Substitute Teacher Training

On August 15, 2016 over 20 volunteer participants attended a substitute teacher training at the Danville school. Patrick Pennock, Danville Dean of Students and Janice Benoit, Danville School Administrative Assistant, led the workshops. The emphasis was on the importance of substitute teachers in the region, reviewing relevant policies and procedures and the importance of maintaining professionalism and confidentiality. The training was well received by participants.

Teacher of The Year:
Congratulations Emily Greaves and Tamara Thompson for receiving the honor of teacher of the year!

Support Staff of The Year: Congratulations **Kurt Duvall** for receiving the honor of support staff of the year!



Director of curriculum and Instruction, Jodie Elliott meets with 18 new educators during new teacher orientation on August 22, 2016

Act 46: CCSU Progressing Forward

Barnet, Walden and Waterford, will be moving forward with a 706b committee. This is an exciting time for these communities. Although there are still unknown factors to the logistics of these relationships, the boards are committed to discussions moving forward that will benefit students and the communities they serve. The Peacham Board is having discussions with the Greensboro and Stannard school districts, while maintaining an open dialogue with the Barnet, Walden and Waterford boards as they explore all options and opportunities available to them. Peacham is in a unique situation, as they are the only K-6 operating district within CCSU. On the K-12 side, Danville, Cabot and Twinfield have also agreed to join a 706b committee to explore further options on how best to serve students and their communities. These are challenging and exciting times, with communities joining together and creating new relationships to provide greater opportunities for children. There is still much work that needs to be done as we move forward. I encourage all community members to be as fully engaged as possible in the merger discussions and attend the 706b meetings in their communities.

CCSU Board Considers Revision of Bullying Policy

The CCSU board, which serves as the policy board for the SU will be considering a revision of the SU bullying policy. The major consideration the board will be looking at will be a change in language that will state that bullying can be a single significant incident opposed to a repeated or pattern of incidents. Current SU policy and Vermont statute states that bullying must be a repeated incident. The language the board is considering is below:

I. (a) "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

(b) "Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

II. "Cyberbullying" means conduct defined in paragraph I of this section undertaken through the use of electronic devices.

III. "Electronic devices" include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

IV. "Perpetrator" means a pupil who engages in bullying or cyberbullying.

V. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

VI. "Victim" means a pupil against whom bullying or cyberbullying has been perpetrated.

Respectfully Submitted By:

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*"ABILITY IS WHAT YOU'RE
CAPABLE OF DOING.
MOTIVATION DETERMINES
WHAT YOU DO.
ATTITUDE
DETERMINES HOW WELL
YOU DO IT".*

LOU HOLTZ