



Cabot School

Respect.Responsibility.Kindness.Engagement.

October 2022 Board Report

Highlights

- Our Siskin program extended to our Kindergarten through 2nd grade students and Jason shared all about maple leaves with students and our 8th graders continued their leadership experiences this week carving spoons and canoeing.
- Our Kindergarten bears felt safe in the classroom and were able to join our kindergarten friends. The bears curriculum is a part of how students learn to express themselves and their emotions, how they learn to resolve conflict, and how they learn about caring for one another.
- Our 1st and 2nd graders are beginning their study of the sun, moon, and stars. Take a look at the night sky with them to build their curiosity. This coming week, they will begin to focus on kindness and respect as a part of their Crew curriculum and as a part of our work to ensure that we are continuing to work to build positive school culture and relationships with students. We will extend this work to the other grades in the coming weeks.
- Our high school students returned from hiking on the long trail for their Where's Walden class and are making soap using their knowledge of chemistry and testing rockets with the hopes of entering a rocket competition.
- Our teachers meet weekly to collaborate and learn together particularly around our two goals (1) creating engaging project based curriculum and building a climate of inclusion and belonging. As a part of our on-going work we are reading *Lost at School* to help us consider how to engage in building positive relationships with all students.
- All of our students are beginning to prepare for conferences. Student-led Family Conferences are an important time for you to learn about what students are learning and to set goals with teachers about what your hopes are for your student.

Restorative Practices and PBIS:

- **Tier 1 (All students - Classroom and School Culture):** As a school community we are building capacity around proactive problem solving conversations through reading *Lost and Found at School* and on-going team meetings. Supporting positive classroom management strategies through observation/feedback cycles

25 Common Road - Cabot, VT - 05647

(802)563-2289

www.cabotschool.org

with individual teachers, implementation of Random Acts of Kindness Curriculum infused throughout the day starting with the first and second graders. This curriculum will be the SEL curriculum that grounds us in Crew for the rest of the school as well.

- **Tier 2 (Some students, problem solving and behavioral support):** At the beginning of the year, we set, as a goal, closing the loop through Tier 2 Restorative Conversations. These are conflict resolution circles that aim to hold students actively responsible for their actions. This year we have implemented a notice to families when this occurs and a two week check-in with the individuals involved. We have not seen the same conflict reoccur in these instances.
- **Tier 3 (Few students - re-entry, safety plans, and Behavior Intervention Plans):** Students who repeatedly violate our school norms and engage in conflict, including threats and and/or behavior that constitutes a violation of HHB policy may work with adults on a taylorred behavior plan that may include daily or weekly check-ins with teachers and families, restorative conflict resolution with families, on-going support of a counselor. This is on-going and educational work and may result in changes in behavior over time.

Playground Update: The contractor *Natural Playgrounds* has all that he needs in order to do the designs and we are first in line. We should receive designs in the next two week and I look forward to being able to share those plans with the board and discuss funding.

Caledonia Central Supervisory Union

Cabot School, Twinfield School,
Danville School District, Peacham School District
Caledonia Cooperative School District (Barnet, Walden & Waterford Schools)

PO Box 216, Danville, VT 05828 (802)684-3801x206 - Fax (802)684-1190

Mark Tucker, Superintendent of Schools

mark.tucker@ccsuvt.net

Superintendent's Report October 2022

1. Open Positions – the list of open positions is shrinking

Barnet School

- Reading Intervention Teacher
- Custodian
- Cabot School
- Paraeducators
- Custodian

Central Office

- High School Paraeducator at the St. Johnsbury Academy
- Special education paraeducators
- Board Certified Behavior Analyst
- Special Educator

Danville School

- Design & Technical Instructor
- Paraeducators
- JV Boys Basketball Coach

Peacham School

- Life Skills Paraeducator

Twinfield School

- Bus Driver
- Food service worker full time
- After School Program Staff

Walden School

- PE/Health Teacher
- Special education 1:1 paraeducators
- After School Program Staff
- Custodian

Waterford School

- Paraeducator

2. **Budget Season** – We are starting work in Finance on draft budgets for the upcoming school year FY'24. First out of the gate will be the SU budget, at the end of October. In preparation for drafting budgets, we are taking a hard look at where we are in terms of available ESSER grant money to continue paying for grant funded positions. I don't know yet if we will have shortfalls; if we do, each affected district will have to consider whether grant-funded positions can be moved to the local budget. This is not an immediate

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concern – yet.

3. **PCB Testing** – The State is currently doing some backpedaling on how they report airborne PCBs and how any findings affect the operation of schools. At this writing, we are still only aware of findings in Cabot School. More specifics will be shared at the individual district board meetings as this program evolves.
4. **Student Health Service Upgrades** – Molly will be bringing a presentation to the SU Board in October, outlining the work done so far. We have seen our nursing services impacted this year by RN absences at a couple of schools; this has impacted our ability to get the LNAs trained.

Mark Tucker, M.A.
Superintendent of Schools

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Caledonia Central Supervisory Union
Office of Student Services
PO Box 216 Danville, VT 05828
(802) 684-3801 Fax (802) 684-1190

Allie Monahan
Asst. Director of Student Services
allie.monahan@ccsuvt.net

Anne Landry
Director of Student Services
anne.landry@ccsuvt.net

Vicki Hummer
Asst. Director of Student Services
vicki.hummer@ccsuvt.net

Student Services Board Report
October 2022

1. Hiring

a. Board Certified Behavior Analyst:

This position is funded through the Medicaid grant and will be used to support students with behavioral challenges throughout CCSU. It was unfilled last year but we continue to seek candidates to fill this vacancy.

b. We have an unfilled Special Educator position that we are still recruiting for.

2. Cyclic Monitoring

The AOE monitors LEA data for state and federal compliance over a three-year cycle. CCSU is in cyclic monitoring this year. This requires submission of a variety of data points, evidence of compliance with timelines, evidence of compliance with specific indicators, and evidence that CCSU follows the Vermont Special Education Procedures and Practices Manual. The student services administrative team will work closely with special educators to ensure compliance and to keep up the great work that was done last year especially on Indicator 13 regarding post-secondary transitions.

3. Special Education Administrative Team

Vicki Hummer, Allie Monahan, and I are working collaboratively to support special educators, administrators, paraprofessionals, related service providers, and families throughout the supervisory union. We provide supervision and training, and attend special education meetings as the LEA representative at each of the schools. This year, the amount of time needed to train staff in rule changes and compliance is significant. In addition, together we case-manage a total of 49 special education students and 19 students with Section 504 plans who are out of district, either through choice or placement.

Bethany Hale coordinates everything related to Early Education, including ensuring compliance with childcare licensing requirements. Staff who work in preschool programs are required to do additional training and have additional background checks than staff who work K-12. Bethany works tirelessly for our youngest learners and the adults who teach them.

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4. Transportation Challenges

We are currently working on addressing a number of transportation challenges for students with disabilities. One issue is that we have limited access to wheelchair accessible transportation. Another issue is that the transportation companies are not as reliable as they were in the past; in fact one recently abruptly stopped transporting students temporarily, giving us only hours' notice. Chelsea DeWitt and the special education administrative team are working diligently to seek out alternative options and will continue to do so.

Respectfully submitted,

Anne Landry
Director of Student Services