



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

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Mark Tucker, Superintendent of Schools
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Superintendent's Report February 2024

1. Open Positions

Barnet School

- After School Program Coordinator

Cabot School

- Special Education Paraeducator
- Bus Driver

Central Office

- 2 High School Paraeducators at the St. Johnsbury Academy
- Certified Deaf/Blind Intervener
- School Psychologist
- Superintendent of Schools
- Multi-Tiered System of Support (MTSS) Coordinator

Danville School

- Custodian evenings
- Elementary Special Education Paraeducator

Peacham School

- Life Skills one-on-one part-time paraeducator

Twinfield School

- Bus Driver
- Food Service
- Preschool Paraeducators (1)
- Elementary Paraeducator (1)
- High School Paraeducator (1)
- Global Citizenship Teacher part-time
- Long Term Substitute Teacher for Preschool (Spring 2024-Spring 2025)
- Custodian

Walden School

- No open positions at this time.

Waterford School

- Preschool paraeducator

“It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.”

1. **Legislative Activities** – Summary of bills being considered this session:
 - Act 127 Correction – I have written extensively about this in a separate memorandum
 - H.634 - *An act relating to school closures and the designation of a public school to serve as the public school of the district.* Would apply to any public school that opts to close grades or the entire school; would require the district to designate up to three public schools to receive students displaced by the closure.
 - H.820 - *An act relating to public school designation and the use of public funds for tuition.* This is a carry-over from last session, amended to further identify expectations for approved independent schools to (continue to) receive public dollars.
 - H. 630 - *An act relating to boards of cooperative education services.* Would allow school districts/SUs to form cooperative agreements for the purpose of sharing costs for services.
 - H.716 - *An act related to career and technical education.* Aimed at reforming the governance and funding for CTE sessions
 - Literacy - Both the House and Senate Education committees have indicated that improving literacy outcomes for students is a priority this session. S.204 outlines responsibility for approving the credentials of “reading screeners” to identify the needs of students. This bill is undergoing rewrite following testimony last week; we will be commenting on the revised bill. S.281 seeks to establish standards for educator training in literacy as it applies to teacher licensure.
 - *Holocaust Education* - Senate Education took up S.87, an act relating to Holocaust education in public schools, which was introduced last session. The bill proposes to require Vermont public schools to include Holocaust education in supervisory union-wide curricula for grades six through 12 each year for a minimum of six hours per year, beginning in the 2024–2025 school year. This bill also proposes to require the Agency of Education to provide assistance in the development and maintenance of Holocaust education.
 - *S.55 - an act relating to authorizing public bodies to meet electronically under Vermont’s Open Meeting Law* . This bill makes changes to the Open Meeting law to codify temporary changes enacted to facilitate in-person meeting concerns stemming from the Covid-19 pandemic. For purposes of our Boards, it would *require* that future Board meetings (beyond June 30, 2024, when the temporary exceptions expire) operate in hybrid mode (in-person and remote) which is what we have been doing for three years now.
 - *S.284 – a bill that would ban the use of cellphones in schools. It would also allow families to opt-out of the use of other electronic devices (i.e., school-issued computers). As part of this opt-out, the school would have to create special spaces for those students to “protect them” from contact with these electronic devices. Current language in this bill is an overreach on the concerns over the use of cellphones by students, and it is unanimously opposed by members of VSA.*
2. **PCB Testing** – A proposal by Agency of Natural Resources to limit reimbursement for PCB remediation to school sites above the school action level would essentially deny reimbursement to Cabot, Danville and Twinfield. There is no mention of providing regulatory opt-out; thus, this could leave these three schools on the hook for remediation costs. This proposal went over like a lead balloon when it came out two weeks ago; I am deep in the lobbying opposing such a change in policy, which would be a violation of law.
3. **Policy Work** – the CCSU Board will be taking up for consideration 17 new or revised/updated policies starting at is February meeting. Recommended policies will be referred to the District Boards for action; required policies can be adopted on behalf of the districts by the CCSU Board.

Mark Tucker, M.A.
Superintendent of Schools

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Student Services Board Report
February 2024

1. CCSU Updates

- a. While it is only February, we are preparing for summer services (ESY). It is important to start this work early to ensure that we have appropriate staffing and service providers. ESY will be held at Danville and Twinfield this year.

2. AOE Updates

- a. Special educators are working with building based test coordinators to ensure students have appropriate accommodations for upcoming state testing. Jen Lemery created a google form for special educators to complete for each student requiring testing accommodations. This should make the process easier for the building coordinators.
- b. The AOE released the selective monitoring report and we were found to be in full compliance and out of selective monitoring. We were in selective monitoring for timeliness of initial evaluations as well as timeliness of triennial evaluations. The target set by the AOE is 100% compliance for initial evaluations and 95% compliance for triennial, and we met both targets.
- c. We are still waiting for the official child count data to be released from the AOE.

3. Of Note

- a. I would like to thank Allie Monahan for filling in for me during my medical leave, while continuing to perform all of her job responsibilities. CCSU is lucky to have her!

Respectfully submitted,
Anne Landry
Director of Student Services

Twinfield Union School

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Rachel Hartman
Elementary Principal

Stephanie Ainslie
Secondary Principal

February 13, 2024 Principal Board Report

Calendar Check

- February 13: MS @Danville - Kati Preston, a Holocaust survivor and educational speaker
- February 14: HS Ski + Ride
- February 20: Elementary Reading Against Racism
- February 21: MS field trip: Dance Theater of Harlem @the Flynn
- February 23: MS field trip: Craftsbury
 - HS Winter Carnival
- February 26- March 5, 2024: Break



100th Day of School Celebration

We celebrated the 100th day of school on Friday, February 9th. Many staff dressed up to be 100 years old. Students throughout the elementary wing celebrated with crafts, activities, and reflections of their favorite moments of the last 100 days.



Comprehensive Supports

The information used to identify Twinfield as a school needing comprehensive supports was inaccurate. We do not qualify as a school in need.

Staff Led Professional Learning

We are continuing our Wednesday Workshops every week. These are shorter professional learning workshops that are led by staff and focused on topics requested by staff. This gives staff an opportunity to share their expertise with colleagues and for all staff to build a community of learners amongst themselves. So far, workshops have focused on:

- Inclusive language around neurodiversity
- An introduction to executive functioning (skills including memory, goal setting, developing a plan, and decision making)
- The ins and outs of an IEP (individualized education plans for students receiving special education services)
- Increasing opportunities for outdoor learning



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Transportation Challenges

We are doing our best to provide regular transportation for students, knowing that not all families have other options for getting their students to school. All year, we have been trying to hire an additional driver to help cover when drivers are out or for extended field trips. In the meantime, we have been partnering with Danville School to share drivers; that is a solution some of the time.

If you or anyone you know is interested in becoming a driver, please reach out to Denise Briggs (denise.briggs@ccsuvt.net), the transportation coordinator for Twinfield, Cabot, and Danville. She will help interested parties train and acquire their CDL so they can drive school buses.

Upcoming Author Visit

Mary Cecchinelli, our librarian extraordinaire, is organizing an author visit for elementary students. Jason Chin will be visiting Twinfield on March 14. He earned the Caldecott Medal last year for *Watercress*, and he has many great nonfiction picture books, many of which we have in our library. He will be meeting with elementary students and sharing about his experience as an author and some information about his books. Mary is also purchasing enough of his books so that every elementary student can have one for Jason to sign that they can take home with them.

Bullying: What it is, What it isn't, and How we respond

School is not just a place for academic learning and growth; it is also a place for students to learn and grow socially. With that perspective in mind, we want to share some information about how we respond to certain inappropriate school behavior.

As students navigate different relationships and social situations, feelings are hurt, sometimes intentionally, sometimes not. When staff sees hurtful behavior like name calling, exclusion, or physical aggression, we intervene right away. How we intervene and address the behavior is dependent on the specific behavior, the age of students involved, and any history or pattern of behavior.

The first step is always to make sure students are physically safe. This could include removing both students from the situation, separating them, or taking a break without changing locations.

Then, we talk to all students involved to ensure emotional safety. Staff check in with the student who was the recipient of the hurtful behavior and regulate as needed. From there, we work together to address the following questions: *What happened? How do you feel? What do you need?* Sometimes students don't know how to answer the last two questions, so we teach students how to identify their emotions and offer some options for next steps. When staff talk with the student who demonstrated the hurtful behavior, we process the following questions: *What happened? Who was affected? What needs to happen to make things right?* Again, sometimes students don't understand how their behavior affected others or need support to make things right with their peers and community. We teach. For younger students, we may use

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social stories, games, or scenarios. Older students may do some guided learning about different perspectives or historical and social context that connect with their behavior. At all levels, students may lose related privileges or spend time away from their peers to do this learning.

If and when students are ready to come together, staff facilitate restorative conversations. Students have an opportunity to share their experience and perspective of what happened, and as a group, work to repair the damage that was done. This may include a verbal or act of apology, or it might include the student who caused harm sharing the learning they have done.

When inappropriate conduct is reported, we have to ask ourselves, if this is true, would this behavior meet the definition of bullying?

Bullying is a behavior that:

- Is intended to ridicule, humiliate, or intimidate
- Is repeated over time
- And interferes with a student's right to access educational programs

If we suspect the answer is yes, we initiate an investigation for possible bullying. Here is the process we follow:

- Communicate with families
- Create a safety plan with students
- Assign an investigator, typically an administrator or school counselor
- Interview both parties and witnesses
- Determine a conclusion of the investigation based on the evidence gathered and the definitions stated in our Hazing, Harassment, and Bullying policy
- Give consequences accordingly for behavior and focus on repair and learning
 - What happened? Who was affected? What needs to happen to make things right?
 - What happened? How do you feel? What do you need?
- Communicate with families

Mark K's Questions: What is the student population trend for the next five years?

See the report Mark Tucker sent out that includes the NESDEC Enrollment Project Report.