

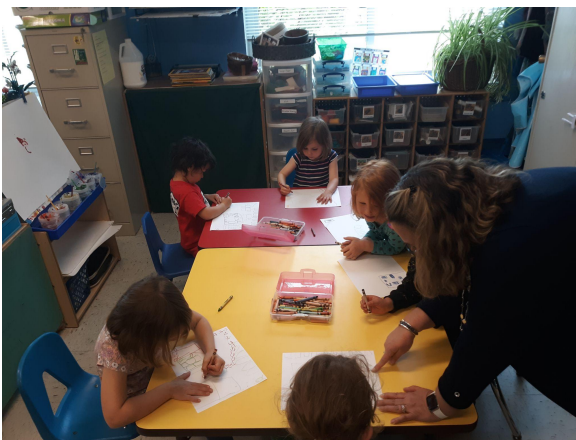
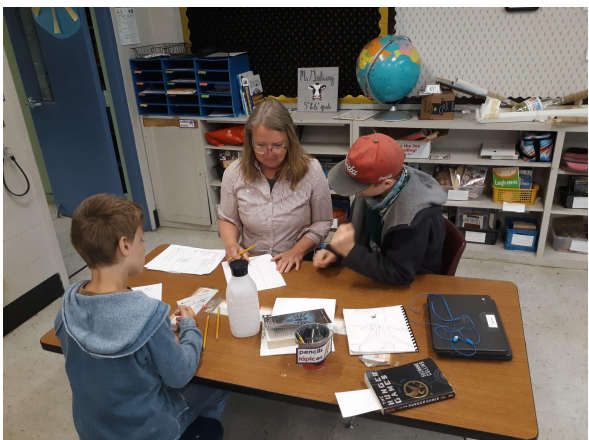
Peacham Elementary School
PO Box 271
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802-592-3513 Fax:802-592-3517
Sam McLeod, Principal: sam.mcleod@ccsuvt.net

***Principal's Report
To The School Board
June, 2023***

End of school year report:

As the end of the school year rapidly approaches, I am led to reflect on the many successes we have achieved as a learning community, as well as the opportunities for growth and challenges that lie ahead. When I think of what I am most proud of in terms of our accomplishments and core identity, our school culture very quickly comes to mind. We have developed a culture of positivity and support within our student body and staff. This is not something that just happens; yet, it is cultivated through purposeful action centered around collaborative leadership amongst our staff, as well as by promoting student agency and personal investment with our students.

Another strength of our Peacham educational team is our collaborative approach to educating our students at an appropriate level of readiness and in highly focused small groups. We have an all hands on deck approach during our primary academic blocks such as literacy, phonics, and math, and we take great pride in giving our students individualized attention focused to their specific learning needs, styles, and best practices. If you were to walk around our building, which I welcome and encourage you to do, you would see small focused groups facilitated by a variety of paraprofessionals, learning specialists, Teachers, Nurses, community members, school board members, and the Principal. Within those groups we employ a variety of hands-on and engaging activities with the focus of providing equitable and high quality learning opportunities for all students.



Additionally, we have developed a strong identity as a school with a focus on outdoor learning by providing year round activity and exploration opportunities connected to our curriculum. It is our academic philosophy to provide real world experiences and connected opportunities for exploration as the “through line” which helps students create connections and attach meaningful relevance to their learning.



We have established strong curricular alignment within our reading program through our work within our collaborative professional learning communities and through the consistency provided by the Foundations reading program. Our Phonics instruction is a strength of our learning system and we teach using the Science of Reading and the principles of phonemic awareness instruction. With the Illustrative Math program as the curricular backbone of our Math program, we have been able to establish consistency and alignment throughout our grade progression. Our rigorous tier 2 support system for students needing extra or more individualized support in Reading, Phonics, and Math has become a strength of our school, and in the last year we have made tremendous progress in establishing data review systems, collaborating together with staff and parents to review student response to intervention, and making adjustments to instructional practices when needed to support student learning progression.

Progress Goals:

Our primary goals moving into next year are to explore further integration and curricular connectivity in the areas of Science, Social Studies, and Language. To further incorporate Science and Social studies within our curriculum, our staff are working together to create collaborative learning themes which will be incorporated schoolwide. This integrated approach also helps support our “through-line” instructional concept and leads us to help students build cross-curricular connectivity and real world relevance to their learning. In regards to language, we are incorporating a language exploration class next year which will allow students to explore both Spanish and French, with an additional focus on cultural and diversity.

New Additions:

I am pleased to announce the addition of Mrs MaryLynn Massey who comes to us from Massachusetts. She brings a wealth of experience and a glowing passion for working with kids of all backgrounds. We are excited to have MaryLynn as our new 1-2 Teacher!

I am also thrilled to announce the edition of our new Language exploration teacher, Gretchen Kaija. Gretchen has an educational background in French and is also able to teach Spanish. Our new Language class will have an emphasis on student choice, cultural exploration, and diversity. We are excited to have Gretchen join our team!

Open Positions

None

Respectfully submitted by Sam McLeod



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 June 2023

1. Open Positions

Barnet School

- Custodian (to start immediately)

Cabot School

- Special Education Paraeducators
- Bus Driver
- Elementary Teacher Grades 5/6 - Full Year Substitute

Central Office

- 2 High School Paraeducators at the St. Johnsbury Academy
- Deaf/Blind Intervener (willing to pay for certification)
- 2 School Psychologists
- Early Education Special Educator
- Speech Language Pathologist

Danville School

- World Languages Teacher
- Special Educator MS

Peacham School

- No Openings

Twinfield School

- Bus Driver
- Health Elementary Paraeducator
- High School Paraeducator
- Varsity Girls Soccer Coach
- Varsity Boys Basketball Coach
- Varsity Girls Basketball Coach
- Behavior Specialist
- Global Citizenship Teacher .5
- Humanities Teacher Middle Grades

Walden School

- Special education paraeducator
- Preschool paraeducator

Waterford School

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- Special education paraeducator
 - Math Intervention Teacher Middle Grades
 - Science Teacher (Anticipated)
2. **State of Vermont School Facility Analysis** – All remaining schools in CCSU are scheduled for summer reviews
 3. **PCB Testing** – Still waiting for Corrective Action Plan in Cabot. Twinfield and Danville are still in the source testing phase. The Legislature included language in the Appropriations bill to fully fund all PCB testing, mitigation and remediation. At this writing, the Governor has vetoed the Appropriations bill and we will not be certain of this funding until the veto is overridden or revised, passed and signed.
 4. **New Statewide Testing** – At this writing, we are near the end of the VT CAP testing. A more complete reflection of the overall experience is being prepared by our testing coordinator, and will be shared separately.
 5. **VSA Trustee** – I have accepted the nomination of my regional colleagues to represent them as a VSA Trustee for the following year.
 6. **Goddard Institutional Review** – I have agreed to serve on an AOE committee that is tasked with reviewing Goddard College’s Teacher Preparation Program. The AOE regularly reviews all 12 colleges in Vermont that run teacher preparation programs; successful review allows the school to certify to the AOE that a graduate is eligible to be licensed to teach in Vermont. This committee work will occur in late July.
 7. **Required Policy Work following Legislative Session** – S.138 – the School Safety Bill, requires us to adopt two policies by August 2023. VSBA has drafted these model policies in record time, and I will be bringing them to the SU Board for adoption as required policies at the June meeting. They are F3 - Fire and Emergency Preparedness Drills and F4 - Access Control and Visitor Management (this policy will replace F25).
 8. **Family Income Data Collection** – Collection of family income data has traditionally been tied to determining Free & Reduced Lunch eligibility, but with the onset of the Covid pandemic, and the provision of free breakfast and lunch for all students regardless of need, we have found it increasingly difficult to collect this income data. AOE has used the F/RL percentages (e.g., percent of eligible students) as the metric for determining eligibility for Title I funding. That same data is also now being used in determining the poverty factor under the Pupil Weighting changes that take effect in FY25.

We have seen the reporting by families (total response rate) fall off significantly in some of our communities, as families don’t understand why they need to report this data when their children already receive free breakfast and lunch. The free meals program has been funded again for next year by the Legislature.

As part of the enactment of the Pupil Weighting Study changes, AOE was tasked with coming up with a more accurate data collection method to replace the traditional F/RL form. One of the reasons for delaying the implementation of the study changes to FY25 was to give AOE sufficient time to improve the data collection. But in a recent conversation with a staff member at AOE who works with us on Title funding, that person let slip that the Agency does not have that data collection work done, and may not for another year or more. I have written to Emilie Kornheiser, House Appropriations Chair, to ask her to confirm whether this data collection will be ready.

One immediate concern related to family income declaration is that possible under-reporting in all of our schools has skewed the data somewhat. This has been a particular problem for Danville and Waterford, which reported lower than expected F/RL level for these two schools. Both schools had F/RL levels below the 35% threshold for Title I eligibility. Walden also received a lower per pupil allocation due to their percentages. TUS, Walden and Waterford are all on 3 year waivers for School Wide Programming; next

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year is Danville's last year on its 3 year waiver for SWP. The waivers result in all of our schools being technically eligible for Title I, which is a precursor to having eligibility for Title II and Title IV. However, we learned two weeks ago that the AOE just implemented a calculation rule change that they have overlooked for a number of years in their grants management system, and this has impacted how CCSU is allowed to allocate its Title I funds to individual schools. This is a little technical, so bear with me.

What the Agency was supposed to do, and has just started doing, is to rank the schools in the SU based on their F/RL percentage, and give a higher share of the overall SU allocation to the schools with the highest poverty rate (as reflected in their F/RL percentage). Schools with the higher percentages actually receive 125% of their allocation share, and that calculation is applied to each school in successive order until all of the total allocation is distributed. The net result is that by the time they got to Danville and Waterford (the two schools with the lowest reported F/RL percentage) there was no money left in the total; Title I allocation. Barnet, Cabot, Walden, and Twinfield are sharing the total Title I allocation for FY24. (Peacham is not eligible for Title I at all.)

As a result, we have looked at ways to address the funding of positions previously budgeted under Title I in Danville and Waterford. We were able to reallocate funds to make Danville receive a small Title 1 allocation so that we could pool Title 2 and 4 funds to cover positions. They will not need to fund positions locally. There was no way to do this for Waterford, however, and their Title I funded position will have to be covered by local funds.

The solution to all of this is finding a better way to collect the family income data, and that work is already underway. I want to be clear that all of the schools (i.e., the school registrars) worked very hard this past fall, following up with families who had not returned their F/RL forms. This failure to report, such as it is, is not their fault. I don't know yet what new forms and procedures will be in place for the fall, but having seen how this can have such an impact on the some of our districts, I am intent on resolving this once and for all.

In a perfect world, we would get 100% response with accurate data from each reporting family, and then we would know for sure that the Title I eligibility and allocation was accurate, and we would know that the Pupil Weighting correctly reflected the poverty level in each community. Our more-affluent communities (e.g., Peacham) may not qualify for Title I even in this scenario, but the communities would understand why they fall where they do.

Mark Tucker, M.A.
Superintendent of Schools

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Caledonia Central Supervisory Union

Office of Student Services

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Student Services Board Report June 2023

1. CCSU Updates

- a. Vacancies:
 - i. School Psychologist(s)
 - ii. Middle School Special Educator at Danville
 - iii. Speech Language Pathologist at Twinfield and Cabot
 - iv. Administrative Assistant
- b. Assessment Team: Given the upcoming rule changes related to special education eligibility under Act 173, the structure of the assessment team is changing for next year. Instead of one psychologist, one academic evaluator, and one speech pathologist, the model will (hopefully) be two psychologists and one speech pathologist. The expertise of school psychologists to guide teams in making evaluation plans and eligibility determinations. A second school psychologist can do everything the academic evaluator can do, plus the necessary cognitive and social emotional evaluations.
- c. ESY: We continue to plan for students who need extended school year services. Bethany Hale has done a terrific job getting this organized along with the summer learning program.

2. AOE Updates

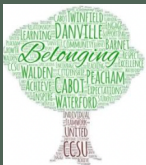
- a. The AOE released their final verification report of the December 1, 2022 Child Count Collection. CCSU serves a total of 294 students who are eligible for special education services.

3. Of Note

- a. I would like to thank Chelsea DeWitt, executive assistant, for her support and work in the student services department. Chelsea will be leaving at the end of June and I just want it to be noted how much she has done to help me transition into CCSU and how much she does to support everyone in the office. Best of luck, Chelsea. You will be missed.

Respectfully submitted,
Anne Landry
Director of Student Services

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



Mission: 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.

Vision: Our learning community is safe, inclusive, equitable, and transparent. Our learners are supported to be engaged, self-directed, contributing members of their local and global communities.

Curriculum Notes

Joy as defined by Gholdy Muhammad, PhD in her book [Unearthing Joy](#) (2023),

“It (joy) is a sustained sense of fulfillment and happiness. When children experience new adversities or hardship, we want them to be able to bounce back and become resilient beings. Teaching them joy helps with sustained happiness, so they don’t fall into sadness or self -defeating places.”



In this book, Gholdy discusses the importance of surfacing joy with students and ourselves in order to develop resiliency. How one defines joy can vary from person to person and it can be contextual. Some envision balloons and butterflies or a party full of energy. For others, joy is found in peaceful moments in nature or solitude. Joy can also be defined as the feeling that comes when learning is happening. It is the feeling of accomplishment after hard work and persistence toward a goal. It is the wonder of awareness and awakening when seeing or hearing something new for the first time.

Lucky for us we work in schools where, when you look for it, joy is everywhere. It is in the class of high school students constructing ukuleles, engrossed in the process of construction. It is time spent learning in outdoor settings. Joy is during students’ writing celebration, taking the time to teach their families how to bake in a clay pizza oven. Joy is the teacher eagerly sharing the new content in the course they completed or sharing in the feeling of learning alongside their students.

Joy doesn’t always have to be centered in the happy moments: it can be experienced after a period of struggle. Witnessing and supporting students in their educational journey shows us the tenacity and persistence that learning often requires. Those moments often bring intense feelings of joy and accomplishment for all.

Our hope as the year comes to a close, is that you are able to find moments of joy. Continue to recognize and acknowledge this joy as you go about your days and celebrate the growth of the learners in your charge.

Yours in learning,
Des and Jen

WHAT'S IN THIS MONTH'S ISSUE:

- [Summer Learning Opportunities!](#)
- [Marshall Memo](#)



Summer Courses

Topic and Link		When/How	Cost
Summer Courses			
MS Focus	Middle Grades Institute MGI 2023: Equitable Middle Grades Education	June 26-June 30, 2023 In person, 3 locations	licensure: \$1,600 3 Credit hours \$2,000
MS Focus	Developmental Designs for Middle School 1	June 26-June 29, 2023 8:30-3:30 St. Johnsbury School	\$849
Secondary Math	Best Practices in Secondary Math Teaching: Introduction to Essential Math for College and Careers (EMC2)	July 31-Aug. 4, 2023, VSAC, Winooski	\$250
Math	OGAP Training Summer 2023-- Offered by VREC <ul style="list-style-type: none"> • Additive Reasoning July 31 - August 3, 2023 Location TBD • Fractional Reasoning July 31 - August 3, 2023 Location TBD • Multiplicative Reasoning- August 7 - 10, 2023 Location TBD • Ratios and Proportions - August 7 - 10, 2023 Location TBD 		\$1460 (credits available)
Math	Enhancing The Math Gameplan: <i>High-impact, Low-cost Shifts to Increase Engagement, Equity, and Understanding with Christian Courtemanche K-6</i>	Monday, June 26- Thursday June 29 2023 8:00-4pm	\$1080 (credits available)
Math	Educator's Financial Literacy Academy <i>Champlain College EDU</i> *Open for VT MS/HS educators only	July 3rd - August 25, 2023	\$1500 with credits (scholarship available)
Math	Illustrative Math Teach and Learn Courses	Go to this page to register	
Math	Building a Thinking Classroom in Mathematics Book Study from VREC	July 10 - August 21, 2023	\$275
Social Studies	From a Glacial World to a Bounded Land: Indigenous and Colonial Landscapes and their Legacies	June 26: 9am – 4pm: Bellows Falls Waypoint Center, Bellows Falls, VT (in-person); June 27: 9am – 4pm: The Grafton Inn, Grafton, VT (in person)	\$500

Summer Courses

Topic and Link		When/How	Cost
Summer Courses			
Literacy	Vermont Literacy Conference: JOY and URGENCY: Addressing Equity While Inspiring Learners K-12	July 31-Aug 2 Hilton Burlington, Lake Champlain	\$895 for entire conference
Literacy	Orton Gillingham Training	July 10 -14 / July 17-21 Saint Johnsbury Academy	\$2290
Literacy	Middle Grades Literature: Bringing relevant texts into our classrooms <i>From PLL and St. Mike's</i>	July 6, July 13, July 20, July 27, August 3, and August 10 Virtual	\$900 (credits available)
Literacy	Teaching for Transfer – Sticky & Relevant Word Study Practices <i>From PLL and St. Mike's</i>	July 10 – August 14, 2023 Virtual and Asynchronous	\$900 (credits available)
Literacy	The Resilient Adolescent Reader <i>From PLL and St. Mike's</i>	July 5 – Aug. 19, 2023 Virtual	\$900 (credits available)
Literacy	The Power of a Literate Life – VT Literacy Conference Course <i>PLL and St. Mike's</i>	July 31, August 1- 2, 2023 and virtually until September 6	\$1570.00 for the course and VLC conference registration
Literacy	Open Windows, Open Minds: Developing Anti-Racist, Pro-human Students <i>VTNEA</i>	6/27, 7/11, 7/18, 7/25, 8/1, 8/8 10-11:30 (Synchronous, Virtual)	\$750+
Mentoring & Coaching	Mentoring and Coaching Educators <i>VT NEA</i>	Multiple dates and locations over the summer	\$750+
Teaching and Learning	Onward Book Study <i>VT NEA</i>	Starts June 21 7pm-8pm *will run over the course of the year	Free?
Teaching and learning	Those on Provisional License: Grow VTED Educator License Support	Year Long *Kickoff Aug. 7-11	\$2000 with credit

Summer Courses

Topic and Link		When/How	Cost
Summer Courses			
MTSS AND UDL	Introduction to UDL by Novak Associates <i>*There are a variety of self-directed courses available as well.</i>	June 6-June 29 Online (asynchronous with some synchronous sessions)	\$475
ELL and UDL	Classroom Design Supporting Multilingual Learners:	June 27 & 28, 2023 9:00-3:30	\$400
Equity	Open Windows, Open Minds - Developing Antiracist, Pro-Human Students <i>VPA with Afrika Afeni Mills</i>	Synchronous Class Dates: 6/27, 7/11, 7/18, 7/25, 8/1, 8/8 10:00am-11:30	\$750 (credits available)
Mindfulness and Nature	Forest & Garden: Plant Literacy for the Nature Based Classroom	July 17-21, 2023 9-4 Marshfield, VT	\$999
Trauma Informed Practices	Trauma Impacts Learning and Behavior <i>from the Stern Center</i>	June 26-29, 2023; 9-4 Online	\$1200 (grand funding available through Stern Center)
STEAM	Project Lab-Making Things We Care About <i>**Needs to be a team of at lease 3 educators</i>	July 4-10 9:00-4:00pm UVM	\$2,000 per person (with 3 credits)
STEAM Sustainable Development	Shelburne Farms Institute: Summer Courses	Spring course catalogue has been updated. Various Courses and Institutes open now for Summer 2023 and next year	prices vary
STEAM	Watershed for Every Classroom	Summer Course-into 2024 Starts July 18	\$400
STEAM/Science	Crest		
Science	Jumping from Joy to Action: Empowering energy and climate changemakers through play, hope, and wonder. <i>Vermont Energy Education Program</i>	August 7-11 2023, World fellowship center, Albany, NH	\$900 for the whole week if you sign up by 5/1/2023!

Summer Courses

Topic and Link		When/How	Cost
Summer Courses			
Continuing Education	2023 Summer Continuing Education Workshop Options with Strobel Education: <ul style="list-style-type: none"> July 17th: Effective Classroom Management, 10am to 5pm (EST) July 18th: Reclaiming the Joy of Teaching, 10am to 5pm (EST) July 19th: Growth Mindset Workshop, 10am to 5pm (EST) July 20th: Project-Based Learning Workshop, 1-am to 5pm (EST) 	\$200 per participant (per workshop), when registering through the VPA	
Continuing Education	Castleton Spring Course Catalogue: Continuing Education and Graduate Level Courses	\$160 per participant (for groups of 10+)	prices vary
Continuing Education	Vermont Higher Education Courses (VHEC) Spring Courses	Various Courses-Please see the linked course catalogue	prices vary
Continuing Education	College of Education and Social Services Courses <i>University of Vermont: Summer University</i>	Three sessions starting in May, June and July 2023	prices vary
Continuing Education	Competency Based Micro-Credentials <i>VT NEA</i>	Various dates	free
Music	Approaches to Popular Music Education: An Action-Based Seminar and Practicum	July 17 - 20, 2023 9-4 Crossett Brook Middle School, Duxbury VT	\$1500 (more for credit)
Music	Conversational Solfege Level 1 and 2 Certification Course with Betsy Greene, Past-President of FAME (3 Credits)	July 10 - 14, 2023 9-4 Champlain Elementary School, Burlington VT	\$1500 (more for credit)
Music	Percussion Methods Reboot with Andy Gagnon and Andrew Palumbo (Summer 2023)	Aug 1 (&Aug. 3 for 2 credit cours) 9-5 Location:TBD	prices vary

New!

Marshall Memos

- Please find a month's worth of [Marshall Memos](#). The Marshall Memo, published 50 times a year since 2003, is designed to keep principals, teachers, instructional coaches, superintendents, and other PreK-12 educators well-informed on current research and best practices.
- [Marshall Memo 984, Podcast](#)
- [Marshall Memo 983, Podcast](#)
- [Marshall Memo 982, Podcast](#)
- [Marshall Memo 981, Podcast](#)
- [Marshall Memo 980, Podcast](#)
- [Marshall Memo 979, Podcast](#)



2nd Place winners of the Come Alive Outside Walking challenge! Go Bear Paws!

