



**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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**Superintendent's Report January 2023**

**1. Open Positions**

**Barnet School**

Reading Intervention Teacher  
Custodian

**Cabot School**

Special Education Paraeducator  
Bus Driver

**Central Office**

High School Paraeducator at the St. Johnsbury Academy

**Danville School**

Paraeducators  
Custodian

**Peacham School**

No open positions at this time

**Twinfield School**

Bus Driver  
Food service worker full time

**Walden School**

Special education 1:1 paraeducators

**Waterford School**

Special Education Paraeducator

2. **State of Vermont School Facility Analysis** – Phase 2 of the facility study mandated by Act 72 is underway in two schools in CCSU. I reported on this to Board Members in a December 16<sup>th</sup> email. We have submitted energy usage data to the consultant hired by AOE, for Danville and Barnet so far, and in Danville's case, I also shared the TruexCullin study report on the state of the building. Other CCSU schools will be scheduled on a rolling monthly basis.
3. **US Dept of Energy "Renew American Schools" grant** – This is a potentially enormous grant opportunity, which comes with an enormously complex application process. I expect to be working on this a lot between now and January 26<sup>th</sup>, when a project "concept letter" is due, and then, if the concept is approved, the hard part comes with a formal application. The complexity arises in part from unclear guidance from AOE (e.g., they say we need one or more "co-applicants" but have yet to explain what that

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organization's role would be) and the fact that we are looking at as many as a dozen distinct projects across CCSU. The scope is related to energy efficiency and renewable energy, so things like replacing windows, converting to renewable heating sources or upgrading existing renewable sources, replacement of building lighting, etc. are all on the table.

4. **PCB Testing** – Waterford's airborne PCB test results came back the day before the holiday break. There are no actionable levels anywhere in the school building. We have two more schools to finish the initial testing – Twinfield and Peacham. Walden and Barnet were not included because the buildings were built after PCBs were removed from building materials.
5. **Teacher Contract Negotiations** – The Board Negotiating Council has a meeting set for 1/5 to affirm the new money distribution for the teacher contract settlement. If the Council approves, the next step is for the VT-NEA local Associations to ratify the agreement, at which point I will be placing ratification on District and CCSU Board agendas for approval.

Mark Tucker, M.A.  
Superintendent of Schools

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**Student Services Board Report**  
**January 2023**

**1. Hiring**

- a. We have a few paraprofessional openings throughout the SU.

**2. AOE Updates**

- a. I attended a collaborative workshop on the financial aspects of Act 173, along with Mark Tucker and Mike Concessi. This was a helpful overview of the census block grant and an opportunity to discuss possible new procedures to verify time and effort for special education employees (as opposed to time studies).
- b. We are waiting to hear news about the new vendor and platform for the statewide alternative assessment.

**3. Of Note**

- a. I would like to recognize the assessment team, MJ Raleigh, Jackie Barter, and Emily Roberts. They work throughout the SU, evaluating students after initial referrals for special education as well as conducting triennial evaluations and 504 evaluations. They work hard to get the evaluations done according to the strict timelines, which is not an easy feat. Thank you, assessment team!

Respectfully submitted,  
Anne Landry  
Director of Student Services

# Danville School

## Principals' Report to the School Board January 2023

- Kudos to Emily Wiggett for an amazing concert in December. The Congregational Church was Standing-Room-Only. Students in grades 6-12 performed choral, band, and mixed numbers that really showed off their hard work and talent. You can see [photos](#) and a link to the [entire concert on video](#) through our facebook page: <https://www.facebook.com/danvilleschoolvt>
- As building leaders, we strongly believe that our students benefit from the purposeful and targeted support that our interventionists offer. Prior to last school year, Danville only offered sporadic tier two support in middle school and nothing in high school. With the upcoming changes to Special Education requirements, it is important that we strengthen our processes for data collection and tracking to ensure that we are providing our students with multiple opportunities to access their learning. We then must use this data to shift our instructional practices to continue to achieve our school's vision of creating a community of learners by emphasizing rigorous learning, empathy towards others, self-advocacy, and individual excellence.

<b>Fall 2022 Star Data* (winter data to be gathered in January)</b>		
	<b># Proficient or better</b>	<b># Below proficient</b>
3rd Grade Star Reading	10	17
3rd Grade Star Math	8	21
4th Grade Star Reading	9	12
4th Grade Star Math	11	10
5th Grade Star Reading	12	5
5th Grade Star Math	5	12
6th Grade Star Reading	10	11
6th Grade Star Math	5	16
7th Grade Star Reading	10	10
7th Grade Star Math	3	17
8th Grade Star Reading	14	18
8th Grade Star Math	8	24
9th Grade Star Reading	11	12
9th Grade Star Math	3	20

\* This data is mostly useful to show us the scale of the need amongst our students.

**In collaboration with our five interventionists, we would like to share the importance of the work they are currently doing.**

Mastery of foundational literacy and mathematical skills in Grades K-2 highly correlates with students' future academic success. The importance this places on this progression of skill development cannot be underestimated. With approximately two years of loss of instruction during COVID shutdowns, teachers have had to try to catch up with intensive interventions at all levels to facilitate an accelerated pace of learning. This period of time has especially affected students currently in Grades 1-12.

By identifying the need for additional literacy and mathematics instructional support through the use of multiple formal and formative assessments, staff can provide early, and as needed, intensive interventions to assist students in gaining confidence, as well as mastery of skills. Danville School is working hard to accomplish this goal by providing classroom teachers, paraprofessionals, and interventionists professional development training, resources, and time to learn, collaborate, and implement the current research-based best practices.

Interventionists in Grades K-6 provide direct instruction to students in both 1:1 and small group settings. This year, Danville School started daily tutorial groups for all students in Grades K-6 targeting literacy and mathematical skills needed to be successful in the classroom. The Interventionists, Special Educators and Classroom Teachers are closely monitoring the progress of all students through frequent meetings and data collection.

This year, using ESSER funds, we increased our intervention support in grades 5-12. Through the addition of a 7th-12th grade math interventionist, a 5th-8th grade literacy interventionist, and a part-time 9th-12th grade literacy interventionist, we have provided targeted support to students thereby strengthening our EST process. Now that we have interventionists at this level, partnering with classroom teachers and utilizing data has allowed us to be more intentional in this process.

Math intervention has been provided to middle school students in a variety of ways, including push-in and pull-out support. Utilizing STAR and math assessments the teachers collaborated to determine who to support and with what skills. This work is done in groups, pairs, or sometimes individually depending on how many students need support and how much. Within the high school, the Wednesday FLEX block is used to support students with understanding math concepts. These students are in subjects from pre-algebra through pre-calculus. Push-in support is also done at the high school level. This support is available to students before school, after school, and during any period of the day not scheduled with middle school students.

The students are happy to receive the support and are able to move forward with their class without as much struggle and anxiety. They are benefiting greatly from the services being provided. It is vital to continue offering these students the support they need. With IEP eligibility getting more strict, we need to continue offering this Tier II support for students.

Last year, we had a Literacy Interventionist for Middle and High School. This year we moved that position to work with grades 5-8. During these two years individualized services in the areas of decoding and comprehension have been provided. These include learning

Greek and Latin roots, affixes, and vocabulary. Collaborating with the classroom teachers to determine content and grade appropriate vocabulary to learn is vital. This instruction is provided to individual students as well as consult with the classroom teachers on strategies to build vocabulary for all students. Another focus area is the building of background knowledge for students. These services help to build equity of learning for all students and give them the support needed to learn the content specific material of older students. Teachers of older students are experts in the content they teach and reading interventionists can help students with accessing and understanding that content.

Literacy intervention in the high school is a brand new role this year. Students are provided with extra support to students in reading and writing, whenever and wherever they might need it. This includes sitting in on English and writing-intensive classes, as well as working one-on-one with students. This looks very different on different days, sometimes it includes teaching or co-teaching certain essential concepts of literacy when the classroom teacher sees a gap in student knowledge; other times it is 1:1 with students who are working on their classwork and have questions or problems. This is successful due to constant communication with classroom teachers, special educators, guidance counselors, student support, and students. The flexibility of this role allows the interventionist to be anywhere that students are needing support, including stepping out of class and spending a student's English period working with them in the guidance counselor's office.

We often associate intervention and literacy learning with younger children, but really we never stop "learning to read." Students are gaining vocabulary, writing and arguing in new ways, and encountering new challenges in language and literature until their graduation day. Literacy intervention in the high school allows us to really make sure that, as we present our students with new challenges and reading and writing, we are also providing them everything they need to rise to that challenge; no one "falling through the cracks", but rather every student we work with becoming the best high school reader, writer, and thinker that they can be.

- **Newsletters**

- [December Elementary Update, 12/14](#)
- [December MS/HS Update, 12/11](#)
- [November Update \(2\), 11/20](#)
- [November Update \(1\), 11/4](#)
- [Costume Day, 10/28](#)
- [MS/HS Update, 10/23](#)
- [ES Update, 10/21](#)
- [Meet the New Principal, 10/21](#)
- [Getting Started, 8/19](#)

**Go Bears!**

