

Orange East Supervisory Union

Creating learning communities where students are engaged and successful.

NEWSLETTER

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Superintendent's Message

Emilie Knisley

Welcome to the new OESU newsletter. It is our hope that this newsletter will serve to inform the schools and community about the work going on inside the SU. It is our goal to begin to answer the question of how the work OESU does supports the seven schools, 1900 students, and eight hundred employees in our OESU family.

Curriculum Corner

Nicole Bell

Many great things are happening in this corner of the supervisory union!

- Teacher teams have completed the Math and ELA Expectations for prekindergarten through twelfth grade, our prekindergarten through eighth grade curriculum framework, as well as our SU Assessment Plan. Work will continue on our ELA framework.
- We are in our second year of the Mentoring Matters Program and our handbook has been finished, published and distributed! Mentoring Matters focuses on supporting and mentoring teachers with classroom management and high quality instruction.
- We have partnered with All Learner's Network to ensure high quality math instruction for students. This two year professional development model provides both off-site learning and job-embedded coaching for our teachers.
- Four of our schools have adopted Illustrative Mathematics. This new program aligns with instructional strategies reinforced and supported by All Learner's Network and the Vermont Mathematics Initiative.

- All of our schools will be using STAR Assessment system for ELA and Math. STAR is a universal screening tool to determine where students are at instructionally and will be utilized three times per year to monitor student progress.

Human Resources

Melanie Elliott

When asked "how was your summer?" the HR office is never sure how to respond. Summer for the Human Resources Office is perhaps one of our busiest times of the year. We manage helping the staff who have left us move on to new positions or into retirement while also welcoming and onboarding the new staff who will join us for the upcoming school year.

This year's beginning of school has been very different than any of my six years past. We have had to exercise all the precautions of COVID while also needing to meet with each and every new staff member to complete background checks and all the other necessary paperwork. In addition, being able to staff our schools with enough substitutes to cover the increasing needs of absences under the rules of the pandemic has proven to be something of a hurdle we are still working to overcome.

Leaves have taken on a different meaning as federal legislation has extended already existent leave options, such as Family Medical Leave Act, to include COVID-related reasons for leave, leading us all through a legal lesson of new rules and regulations. This has left us with some schools looking at creative solutions to provide services across every area as rolling absences occur.

The underlying goal of unity across the SU has been on our mind for the last year and many of our projects over the upcoming few months will focus on this concept with the first being unifying our

benefits providers in 2021. By doing so, the result will be ease of administration, but most importantly the economies of scale which will reduce cost for all of the member Districts. The goal will be to accomplish much of the leg work to be able to be reflected in the fiscal year 2022 budgets.

As we move into fall, it is just as busy during Open Enrollment and planning for budgets. In addition, the Human Resources Office, along with the Business Office, is going to be working toward a data migration of the payroll, budgeting, and human resources software to the state-administered and mandated PowerSchool eFinance which is proving to be a very large project.

Each day brings a new set of questions and challenges, and we are meeting each head on and in the most efficient way possible as we continue to develop and firm up internal processes for staff within Central Office and leadership across the SU.

Social Emotional Learning

Cate Beaton

The pandemic has increased the need to continue the work started last year in regards to Social Emotional Learning and Behavior. Social Emotional Behavioral (SEB) assignments have been added into negotiated agreements to support hiring for SEB needs at the building level. This was based on a service delivery model that would allow for consistency between roles as well as flexibility in which roles were used at the building level (a building could have all positions or none based on their specific community needs).

Social Emotional Coaching

As several coaches have been added across the SU, there is a work group identified to support the development of procedures and practices based on the CHAMPS model. The goals for this group are:

1. Provide seamless and coordinated support for educators (aligned with early education MTSS and instructional coaching).
2. Develop a shared language
3. Collect Data on instructional practices related to social emotional learning

Currently we are reading Coaching Classroom Management by Sprick, R et. al. and identifying evidenced based practices that support emotional growth for students PreK-6.

SU Multi-Tiered Systems of Support (MTSS)

The SU MTSS team will continue to meet monthly with a focus on creating a consistent building based Educational Support Team (EST) practice across the SU to include common documentation (a goal that emerged from the BEST conference). We would love to have a parent and/or community partner on this team. If you have any interest, please reach out to Cate Beaton.

Social Services

This group continues to meet monthly and will include school counselors as well as SEB related assignments. The intention is to provide peer supervision on SEL related practices, school counseling curriculum as well as support the development of the SEL curricular framework that was started pre-covid.

Student Services

Alison Kidder

Student Services kicked off the 2020-2021 school year with multiple professional development opportunities.

- Co-Teaching Training – Special Educators along with partnering general educators spent a virtual day together learning how to maximize their teaching collaborations to best serve students.

Melinda Robinson facilitated the training with seven OESU teaching teams. A follow-up observation/consultation day with each teaching team is scheduled for October.

- Transition Training with VT Agency of Education's John Spinney – OESU

Middle/High School Special Educators attended a virtual workshop to learn more about transition/post-secondary transition planning for students with IEPs.

- Educational Benefit Training Benefit – OESU partnered with Jennifer Patenaude to spend a day on Zoom digging deeper into the evaluation, IEP, progress monitoring thread. Special Educators worked in grade level teams to examine decision making tools, explore new ways of communicating information about students, and to discuss the importance of clear/concise progress monitoring procedures.

In addition to professional development, Special Educators and related service providers have spent the last month preparing for students to return both in-person and remotely. Each student's IEP service page has been reviewed and revisions/amendments considered within the specific modality of instruction provided. Revisions and amendments to IEPs take time to complete as the change process requires collaborations with team members, meetings and/or phone calls with families, and documentation.