

HYDE PARK ELEMENTARY SCHOOL

To: Hyde Park School Board
From: Shelley Mathias
Subject: Principal's report
Date: July 31, 2010

School Improvement Grant (SIG)

The application for the SIG went through several iterations. We do not have final approval yet but based upon our last meeting with the state, it appears that we will be receiving \$68,000, \$4,000 of which will remain with the Supervisory Union to meet specific requirements and the balance of which will be allocated to fund the Math Coach and contribute \$12,000 towards the after school and summer program. This means that the interventionists that were sought will not be possible. I believe that the manner in which I have scheduled the school day will assist in providing more support for students which should help provide the intervention that is needed.

Consolidated Federal Programs Grant (CFP Grant)

The CFP grant funding has changed the class size reduction grant eligibility to a minimum class size of 18. This is "shades of things to come". The previous requirement was for classes smaller than 16 students. We were able to apply the CFP to two classes in order to qualify for the application of these dollars absorbing all the available funds in this category. Other classes that had qualified are now too small (15 – 16 students). Should enrollments drop we would have difficulty in qualifying for the funds.

Other applications for the CFP grant include \$4,000 for parent involvement to provide meals, childcare and possibly speakers for 5 evening meetings. Parent involvement has been strongly identified as a contributor to student success and we hope to provide parents with useful information and community in order to build better home/school communication. We are also seeking funding for additional expertise in Math and to extend the after school programming to include Friday and to have sufficient funds to use certified teachers for after school support.

Crisis Management Planning

I was able to take a course on Crisis Management with Winton Goodrich, Associate Director - Vermont School Boards Association and Steve Earley, Chair, Vermont School Crisis Team. The course was an excellent look at the processes involved in Crisis Management. I will be upgrading While there is a rapid response plan for the school and the town, it has not been updated for two and a half years. Additionally, there have been changes in personnel since the plan was written. I will be taking steps to work with the local emergency responders.

Additionally, the following action items will be done in order to improve communication during emergencies, whether with emergency responders, faculty and staff, and/or parents/community members.

1. Update Emergency Response Placards to include Shelter in Place, laminate and place in all classrooms, restrooms, offices and in prominent locations in the halls.
2. Emergency back packs will be made and issued for each classroom. The backpack will be stored in a place that is easy to see and readily available. Hooks will be installed if needed. Each back pack will be labeled with the number of the classroom. The contents of that pack will include:
 - a. Plastic sleeve with instructions to insert class list with parent phone numbers
 - b. Laminated instructions for Emergency procedures for Clear the Halls, Secure the School, Evacuate the School and Shelter in Place.
 - c. First aid kit, with Band-Aids, gloves, roll of gauze, tape and scissors.
 - d. 20 Plastic garbage bags to use for school evacuation in event of rain or cold
 - e. 5 Space Blankets, two of which can be used for a privacy screen in the event of prolonged segregation in classrooms
 - f. 6 clothes pins
 - g. Flashlight
 - h. Roll of Toilet Paper/Kleenex
3. All exterior doors will be equipped with fluorescent identification numbers.
4. All rooms will be equipped with fluorescent identification room numbers on at least one window per room (this will include all offices).
5. Maps for the school will be updated to include the numbering of the exterior doors and to insure that all rooms are identified by number and not teacher name.
6. Create a video of the interior of the school with narration and make DVD's to issue to first responders. We have a parent volunteer who is with the Colchester Police Department who has agreed to assist in this effort by working with the videographer to insure that we are covering all the areas and giving the information that is most useful to police, fire and hazmat personnel.
7. All employees will be issued a lanyard or wrist key holder and will be required to carry their key at all times. Further, they will be required to lock their door when they leave their classroom. One classroom door left open in the 51 Wing results in eight classrooms being at risk.
8. Update the HPES Student Handbook to include instructions for emergencies, including calling 211 and create a blanket school emergency alert for the Alert Now call system that directs parents to 211 for further information.
9. Work with the Maintenance Manager to determine what is needed in order to power the school during a large scale power outage when the school is being used as a shelter (is the appropriate connection in place for a generator to be brought in or do we need to upgrade and what is the cost).
10. Procure Incident Command identifying clothing (reflective vests or bright baseball hats) for use whenever we have a drill so that students and staff will have a clear and practiced understanding of the various roles of individuals during an emergency.

In addition to the short range actions, I will be rejuvenating the HPES Crisis Committee and we will be working to insure that our school crisis plan is complete. Additionally, we will be seeking to participate in the Lamoille County Emergency Management meetings.

Action Plan

I am attaching a draft of a five year action plan. I have incorporated a new format for the plan which is essentially a Gantt chart. My intent is to create a living document that provides a clear plan for actions throughout the years with measureable evidence. While I was the scribe for the plan, the faculty is largely responsible for the goals and strategies. I am in the process of including another section that has not been in the action plan which addresses crisis planning in a more comprehensive fashion. You will note that I have not updated the facilities goal. In light of the plan for the long term planning I felt that it would that this goal needs significant input from the Board and the community.

Human Resources

We had three vacancies to fill this summer and we have been successful in finding highly qualified individuals for each position. Emmanuel Riby-Williams has accepted the position of P.E. teacher and will be under contract through Hyde Park for the position. We have examined the requirements for the job between the two schools. The Hyde Park's enrollment is twice that of Eden but the division of time has been equal. Changing the division to a .60/.40 split increases Hyde Park's ability to reach the scheduling of Common Instruction Time for literacy and math for grades 1-4, and also enables us to meet provide adaptive P.E. for those students needing it. I will be adjusting other expenses in order to fund the .10 increase.

We have hired a Functional Behavioral Specialist using the funds budgeted for a third kindergarten. The current enrollment for kindergarten is 36 students. Tyler Samler is a certified teacher with a Masters degree in education. He comes with excellent references.

The replacement for Brian Rafferty is Mike Repaz. Mike was recommended to us by Marilyn Frederick who knew of Mike from her position in Burlington. Mike has a great deal of experience in management as well as maintenance of school facilities. He is also very knowledgeable in environmental issues and in grant developments.

We currently have an anticipated opening for a fourth grade teacher. This is to replace Tami Hugulet who will be working as the math coach. We have a very large pool of candidates from which to select.

Facility

Bill Trainor has done an excellent job keeping our summer projects going on schedule. The entrances to the gym have been fixed, and we have partitioned an area for the Positive Behavior Supports to provide greater privacy. Painting is being done in several areas, and there is a new

handicap accessible ramp to access the front door which was installed to avoid the possibility of individuals being hit by falling ice. Additionally, another asphalt slab near the 1951 exit for jump rope, hop scotch and other games, funded with EPDST Grant dollars and Sally Foster funds. The lighting change to more efficient lighting is in progress.

Routine summer maintenance has been done efficiently and well. In recognition of the great job that Bill has done, I increased his wages to his assumption of the role of acting maintenance manager until Mike is able to start on August 16. (It should be noted that we had a candidate who was supposed to have started on August 1 but who withdrew a week before he was supposed to start.)

Summer program

Our summer program ran for five weeks, five days a week, from 7 am to 5 pm. The children really enjoyed the activities and parents appreciated the program as well. There was an academic component to every day, and students who were on IEP's continued to get services three days a week. Each week had a different theme. The children did science inquiry projects, and community service projects including making rag dolls, hats, mittens and socks for the WCAX mitten tree, and blankets. The materials were all donated. The students cut out the fabric and Yvonne Heath did the stitching. The opportunity to try sewing has resulted in students creating their own "fashions" which they happily model. The fabric was all donated. Students also planned their menu and helped prepare the meals. This resulted in students learning that they liked vegetables! Students were also required to try everything, which resulted in all children eating much better.

Technology

The website is now equipped with a Student Support section which provides information regarding the Educational Supports system to parents and faculty. Research based interventions for math and literacy are included on the website. The tool was developed by Berta Baxter and Jen Darrow.

We are now the proud owners of 8 Smart Boards. We have focused on the higher grades to begin with. The funds used to purchase them were the dollars from the CFP grant that were released after the set aside funds were released. I will be arranging for training for the faculty who have them in their classrooms or who would like to be able to access the library unit. The library unit is the only one equipped with speakers, but classrooms can connect speakers to the laptops as they use the Smart Board.

Enrollment

Our enrollment numbers are remaining roughly the same. While we have lost some students, we have gained others (we now have sets of twins in 2nd, 3rd, 4th and 5th grades). We have lost some high needs students which mean that we will not fill the supports staff positions that opened due to individuals leaving. As previously stated, we have 37 full time Kindergarten students which is a drop from last year's level although still high.