

Hampton Elementary School

Special Education

Shelly McNulty, Director of Pupil Personnel

Monthly Board of Education Update

June 22, 2022

(written June 19, 2022)

Professional Learning - June 13 & 14, 2022

The two days after school for students ended was utilized for professional development for the Hampton Elementary School Staff. Typically professional learning is focused on certified staff, however we invited all paraprofessionals to join us as we worked together for school improvement. David Howes from Eastconn facilitated this professional development training, which was well received by all involved. The primary goal was for the entire team to first reflect on the past year, then identify areas of successes and areas of challenges, and finally to use this information to plan for next school year and improve our practice. Remarkably, while we separated into two separate groups, the similarities were remarkable. Collectively, we agreed that organizing and defining collaboration time was an important goal for the school staff to ensure team have time to meet, review and plan for students' academic progress and social, emotional and behavioral concerns.

The staff were all engaged in the activities, supporting each other and the process of data gathering. It was an excellent opportunity for me to see the respectful and collegial relationships among the team members. With everyone's input, we have adjusted the daily, weekly and monthly schedules. We have been able to identify areas of focus and will be building capacity with ongoing professional learning through monthly staff meetings. Most importantly, because we diligently ensured everyone's voice was heard, the engagement in this process was strong and the final outcomes were reached meeting everyone's needs.

Anticipated Professional Learning - 2022-2023

Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms

By Lee Ann Jung, Nancy Frey, Douglas Fisher, and Julie Kroener (ASCD, 2019)

This coming year, I am looking forward to integrating a book study for all certified teaching staff and paraprofessionals. This book aligns well with the new IEP and the expectations the State of CT SDE has for how we are supporting our students in the least restrictive environment. I will be providing monthly professional learning activities to bring the ideas of this book alive for our students and teachers to positively impact current practices. The title itself gives a brief summary of the book. All students are *our* students, and it is time to *rethink* classroom settings. Lee Ann Jung, Nancy Frey, Douglas Fisher, and Julie Kroener compile experiences of students and their families in order to encourage educators to collaborate and work together to change the current landscape of traditional teaching practices and advocate for inclusive practices to improve the current educational system for all students. The authors discuss five disruptions to the status quo that “are needed to move inclusive school practices to the next level,” The five disruptions to ‘business as usual’ that the authors outline include:

- (1) Establish an inclusive culture that champions equity and inclusion**
- (2) Reimagine the long-standing structure of least restrictive environment and resulting service delivery**
- (3) Leverage the strengths of all educators to benefit each student**
- (4) Collaborate on the delivery of instruction and intervention**
- (5) Honor the aspirations of students and plan accordingly**

