

Medfield Public Schools

Student Services' Newsletter

January, 2022

Volume 1

Welcome to the first edition of the Student Services Newsletter. In an effort to continue to build on communication and collaboration, the Department of Student Services will send out a newsletter every other month highlighting an update from each area: EL, guidance, nursing, math intervention, reading intervention and special education.



English Language (EL) Spotlight

Students in our EL program have been working diligently all year and continue to build on their English language skills. Here are students demonstrating their knowledge of the season of winter. Students will draw their favorite activity and write a sentence to describe the picture.



Guidance Highlight:

The kindergarten and first grade classes continue to have the opportunity for whole class guidance lessons focusing on self-awareness, self-management and social skills. The lessons include concepts from “The Zones of Regulation”, by Leah Kuypers and the “We Thinkers!” Volume 1, Social Thinking series. Identifying tools for “Getting to the Green Zone”, the importance of following “The Group Plan” and social problem solving with the “Bug and A Wish” format are just a few of the tools we are introducing at Memorial.



Coming up:

College Admissions Panel

Thursday, January 20, 2022 webinar at 6:30pm

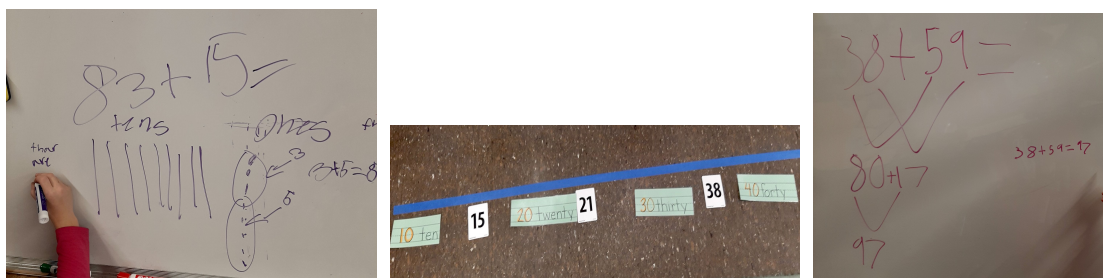
Nursing Update:

Medfield nurses have done it all this year! From pooled testing, to rapid testing, to vaccination clinics and everything in between, we cannot thank them enough for all of their dedication and work to help us all stay safe during the pandemic.

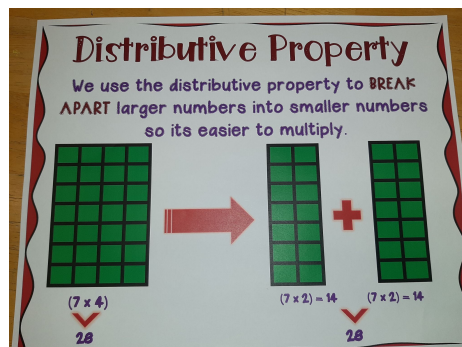
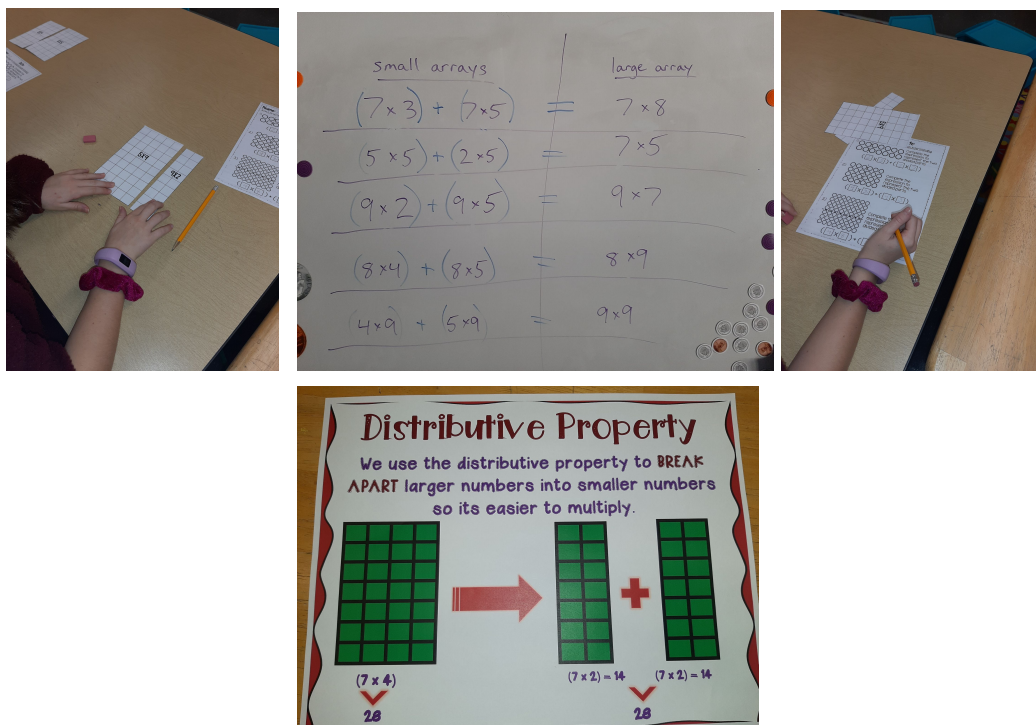


Math Intervention Positive Moment:

In December, second graders who received math support continued to build their number sense by placing numbers on a number line and comparing those numbers to the nearest ten as well as to each other. They explained their reasoning by saying things like, "I placed 21 close to 20 because 21 is only 1 more than 20," and "15 is less than 21 because 15 has 1 ten and 21 has 2 tens." They also worked hard to add 2-digit numbers using a variety of different strategies, such as "break apart" and pictures of base ten blocks.



In December, third graders who needed more practice with the distributive property worked to break apart challenging multiplication facts (and some very large arrays) into two smaller, simpler facts (and 2 smaller arrays). Through hands-on activities and group discussions, they were able to improve their understanding of the distributive property.



Reading Intervention Highlight:

The K-8 reading department has devoted this year to reading and responding to the MA Dyslexia Guidelines. We administered a new screening tool and used the results to identify instructional focus areas for students receiving reading support. The photos below are an example of how the Dale Street Reading Team - Jen Bassett and Christy Callahan - plan and implement explicit and engaging phonics instruction with their students. In December and into January, students are learning about word structure and using syllables to read and spell more accurately. They've done this with tools like elkonin boxes, homemade game boards, and giant lego pieces.



Special Education Spotlight:

Special education staff continue to work on IEP goals and curriculum while also managing the nuances of the pandemic. Here is an example of a group at Dale Street working with the school psychologist about stress and self-calming strategies. The session ended with students painting as an example of these strategies in action. Also at Dale Street, students discussed following and formulating multi-step directions in speech and language class and solidified this skill with an activity.

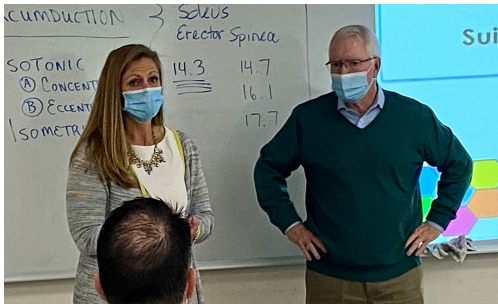


A Department Wide Focus on Professional Development:

Teaching assistants and behavior technicians across the district have engaged in some incredible conversations regarding their roles during the early release professional development time. Here is a representation of their “why” for why they work in this role.



District wide guidance counselors, nurses, psychologists and adjustment counselors met together at the end of October to be trained as gatekeepers in ACT through Riverside Crisis. This allows them additional means of supporting students in crisis. Thank you to Kathy McDonald from Medfield Outreach and MCPE for organizing and funding this training.



A group of special education teachers, a general education teacher and our K-8 Literacy Specialist/Reading Department Chair have joined professional development with Dr. Catherine Ullman Shade on maximizing supports for struggling readers. They will continue this work throughout the remainder of the school year as well.



At Memorial, the reading specialists, speech language pathologists and Educational Team Leaders have formed an informal professional learning community regarding understanding of our roles in supporting children with reading/speech/language delays and to gain a better understanding of the scope of literacy intervention and special education services for these children. Further, special education team members that work in preschool continue to do community outreach by scheduling time to observe students in their community preschools and offering support/suggestions to those teachers and programs.