

What's Special?

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MAY 1, 2015

WARE PUBLIC SCHOOLS

SLC Re-organization Committee

Important Dates To Remember:

- ⇒ PD day May 15th
- ⇒ PAC Meeting is May 20th from 6-8 p.m.
- ⇒ No school May 25th—Memorial Day

Beginning in mid-May a committee of staff will be meeting to discuss the re-organization of the SLC programs. Teachers and administration have volunteered to be a part of this process. So far the committee consists of:

Andrea Greeley

Rob Slattery

Amy Oldakowski

Tina Gemme

Karen Hill

Pam Iwanewki

Jess Bolduc

Sandy Porcelli

We hope to have representation from each school. Any middle school staff interested should let me know as soon as possible!

Thank you!!



Special Olympics

This year Ware Public Schools is hoping to host its first Special Olympics Day! Students from areas school will attend and participate in competitions involving Spring sports, i.e. throwing a softball, racing, and jumping. Please let us know if you are interested in volunteer-

ing for the day!

Stay posted for the date and time!!!



School Climate as a Major Factor in Student Achievement

In this *Teachers College Record* article, Curt Adams, Patrick Forsyth, Ellen Dollarhide, Ryan Miskell, and Jordan Ware (University of Oklahoma) report on their study of school climate and its impact on student achievement in 80 elementary and secondary

schools in a large urban district. They compared schools that controlled student behavior and regulated performance through external contingencies (rules, punishments, and rewards), and schools that worked to create a self-regulatory climate emphasizing stu-

dent autonomy, competence, and relationships. The researchers hypothesized that a school with a self-regulatory climate would lead students to be “metacognitively, motivationally, and behaviorally active learners” who would “act volitionally toward academic goals and possess the inner agency to control academic efforts” – and that this would result in improved academic achievement.

What did they find?

Schools with a self-regulatory climate produced significantly higher student achievement in mathematics. What were the key steps in achieving this kind of climate? These schools successfully orchestrated

four interacting elements:

- *Collective faculty trust in students* – This was measured by faculty responses to questions like, “Students in this school can be counted on to do their work,”

“Teachers believe students in this school are competent learners,” and “Teachers in this school trust their students.”

- *Collective student trust in faculty* – This was measured by student responses to questions like, “Teachers are always ready to help at this school,” “Teachers at this school really listen to students,” and “Teachers at this school are good at teaching.”

- *Self-regulated learning* – This was measured by students’ responses to items like, “I arrange a place to study without distractions,” “I get myself to study when there are other interesting things to do,” and “I remember well information presented in class and text-

books.”

The researchers found that self-regulated learning correlated .96 with student trust in teachers, .83 with academic emphasis, and .66 with faculty trust in students. The bottom line: “Schools organized in ways that build collective trust and emphasize

academic excellence can regulate student learning in ways that leverage the natural capacity of students to flourish... A self-regulatory climate establishes predictable and cooperative interactions through shared influence and risk taking, reducing the dependence on external controls that constrain behavior and undermine autonomous action... Schools with high collective trust and strong academic emphasis can use these conditions to their advantage as they implement new curricula, assessments, instructional technology, and other improvement strategies”

May

Parent Advisory Council Meeting

May 20th, 2015

6-8 p.m.

Guest Speaker: Julie Tanguay, BCBA

Discussion Topic: Increasing independence in recreation and leisure activities.

Many families of children with disabilities find it incredibly challenging to keep their child engaged and safe, while limiting technology during the after school hours, weekends, and vacations.

We will focus on afterschool and evening routines. Parents will be invited to share their successful strategies for decreasing screen time and expanding the variety of activities their children do after-school. We will end by highlighting the challenges of school vacation weeks and summer vacation, and how the strategies discussed can applied over vacations.

