

# Menotomy Preschool

---

We are Kind ★ We are Safe ★ We are Engaged ★ We are Stars



**Arlington Public Schools**  
Education That Empowers

# Agenda

- 
- Introduction to Menotomy Preschool
  - Menotomy Preschool Priorities
  - Key Initiatives and Action Steps
  - Resources to Support Success
  - Q&A



# Introduction to Menotomy

---

- Menotomy is a community of 97 program students ages 3 to 5 years old with and without disabilities; 27 community students who receive related services only
- We have 7 classrooms; 6 classrooms are integrated and include students with and without disabilities and 1 supported learning classroom (SLC)
- Consistent use of evidence based curriculum for English Language Arts, (Lively Letters; Learn for Success,) Math (Building Blocks,) and Social Emotional Learning skills (Second Step)

# Introduction to Menotomy (Con't)



Arlington Public Schools  
Education That Empowers

At Menotomy, we provide our students with opportunities to learn and grow in an inclusive and diverse environment.

Using the [Pyramid Model](#) framework, staff have created common expectations for our students.

We are Kind, We are Safe, We are Engaged.  
These [expectations](#) are infused throughout our program and support our students' learning.

## MENOTOMY PRESCHOOL CLASSROOM

### We Are Engaged



### We Are Kind



### We Are Safe



# APS Vision Statement

---



Arlington Public Schools  
Education That Empowers

*The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of **belonging**, experience **growth** and **joy**, and are **empowered** to shape their own futures and contribute to a better world.*

# MPS Priorities

---



Arlington Public Schools  
Education That Empowers

## Belonging

- We will continue to implement positive behavior supports for all students using Pyramid Model practices
- We will continue to diversify our classroom libraries so students can see themselves in their classrooms and classroom materials
- We will continue to examine our curriculum pacing guides to support all the learners in our program
- Continue deliberate and coordinated approach of special educators, related service providers and community preschools to deliver developmentally appropriate practices

# MPS Priorities

---

## Growth

- Continue use of the framework of Universal Design for Learning throughout the program to support all learners
- We will continue to work closely with our elementary partners to transition our students to elementary school.
- Provide ongoing professional development for staff
- Ongoing equity/inclusion coaching by internal and external Pyramid Model coaches

# MPS Priorities



Arlington Public Schools  
Education That Empowers

## Joy and Empowerment







# Key Initiatives and Action Steps

---

Through the remainder of this year:

- Ongoing professional learning for paraprofessionals
- Ongoing coaching by our internal and external Pyramid Model coaches

By the end of this year we hope to:

- Diversify our classroom libraries
- Redesign pacing guide for SY 24

For SY 24:

- Continue discussion with the district Director of Diversity Equity and Inclusion to create equity and inclusion professional development geared toward preschool/early childhood
- Prepare for return to the high school



## Resources to Support Success

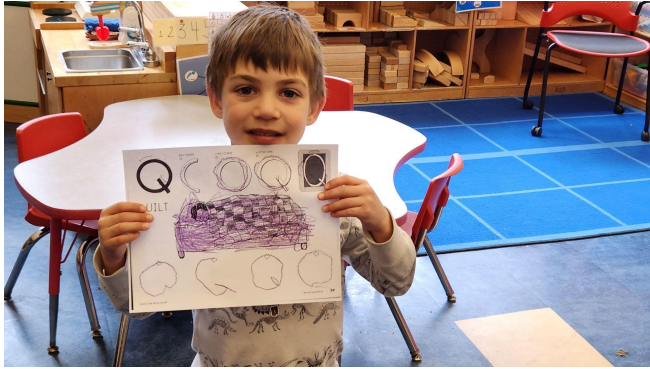
---

- Continued conversations with the director of diversity, equity and inclusion to create equity and inclusion professional development geared toward preschool/early childhood staff.
- Eliminate salary differential between integrated teaching assistants and SSPs

# Q&A



Arlington Public Schools  
Education That Empowers



&

