

MANSFIELD PUBLIC SCHOOLS

Diversity, Equity, Inclusion Strategic Plan 2022-2025



May 4, 2023



Empower, Inspire, Engage

Table of Contents

| | |
|--|-----------|
| Table of Contents | 1 |
| Introduction | 2 |
| Audit Consultant Selection Team | 4 |
| Equity Strategic Planning Committee | 4 |
| Review Team for the Initial Draft of the Strategic Plan | 5 |
| Equity Vision Working Group | 5 |
| Mansfield Public Schools Mission, Vision, & Guiding Beliefs | 6 |
| Focus Areas from the Equity and Inclusion Audit | 7 |
| Focus Area #1 | 8 |
| Focus Area #2 | 10 |
| Focus Area #3 | 12 |
| Focus Area #4 | 14 |
| Focus Area #5 | 16 |
| Conclusion | 18 |
| Glossary of Selected Terms | 19 |

Introduction

The idea of completing any type of audit can be a bit daunting; whether it be for example, an income tax audit or an operational audit or any other manner of external review for an individual or organization. When our district announced that we planned to contract with a consulting firm to conduct a comprehensive review of equity in all aspects of our schools, I believe some may have wondered why we would want to be so transparent. But, it was important to the District leaders to affirm what we believe our strengths to be and to continue to grow in areas where improvement is needed. Success and areas of growth...isn't that what schools are all about?

There have been many people involved in this process of audit and strategic planning. Before you dive into this document, please take a moment to read how the District has arrived at this plan.

The Audit Process

The discussion about an audit began prior to the pandemic between District Leaders and members of the Mansfield School Committee. We put a pause on the effort until the winter of 2021 when we interviewed consulting firms that engage in this work. The District wanted a firm that was experienced and could provide the support needed to run an effective review. In May 2021, Mass Insight Education and Research, Inc. was selected to provide the service to the Mansfield Public Schools. The District charged Mass Insight to analyze data and gather information about our current strengths and areas for growth relative to equitable opportunities for all student population. We wanted their help to prompt reflective conversations about opportunities for all students by examining the attitudes, experiences, and beliefs of all key stakeholders. Finally we wanted Mass Insight to provide recommendations designed to focus attention and resources to support the District's diverse students, faculty, staff, and families/caregivers.

The first phase of the project spanned the summer and fall of 2021. It consisted of a review of data and relevant artifacts to understand the current status of the schools. This comprehensive review included documents such as written communications from schools and the district; the annual School Improvement Plans; student achievement data accessed through DESE; school visits; the School Committee Policy Manual; Student Handbooks; the Student Opportunity Act Plan. These all provided a snapshot of our district and led to the next phase of the audit which consisted of surveys, interviews and focus groups.

During the winter and spring of 2022, written surveys, individual interviews and focus groups were conducted to engage all stakeholders including faculty, staff, secondary school students, families, and community partners. The anonymous surveys were administered to gain a broad understanding of stakeholders' perspectives. The interviews and focus groups provided Mass Insight with a more comprehensive understanding of the perspectives and the experiences of those who chose to participate. Analysis of this data took place through June 2022, followed by the writing of the audit report which was presented to the Mansfield School Committee on September 6, 2022.

Meanwhile, the district began recruiting individuals to serve on a committee to review the audit report and to draft a strategic plan. This Strategic Planning Team consisted of district leadership, faculty, staff, and

Audit Consultant Selection Team

Lynn Cavicchi, School Committee Vice Chair

Linda Fernando, School Committee member (served on School Committee May 2013-May 2022)

Teresa Murphy, Superintendent of Schools

Michael Connolly, Assistant Superintendent of Teaching & Learning

Equity Strategic Planning Committee

| | | | |
|----|--------------------|------------------------------|--|
| 1 | Ryan Barry | parent | Mansfield High School |
| 2 | Jillian Bilodeau | staff | Robinson Elementary |
| 3 | Bill Bowley | parent | Robinson & Jordan/Jackson Elementary |
| 4 | Robin Breitman | parent | Robinson Elementary |
| 5 | Nicole Burch | parent | Jordan/Jackson & Qualters Middle School |
| 6 | Tula Collins | parent | Jordan/Jackson Elementary |
| 7 | Michael Connolly | staff | District |
| 8 | Allison Daubert | parent | Robinson & Jordan/Jackson Elementary |
| 9 | Kate deLima | parent | Roland Green & Jordan/Jackson Elementary |
| 10 | Nicole Garufi | parent | Mansfield High School |
| 11 | Christine Gaze | community stakeholder/parent | Qualters Middle School |
| 12 | Sionan Guenther | parent | Robinson Elementary School |
| 13 | Aliyah Harris | staff | Mansfield High School |
| 14 | Akanksha Joshi | parent | Jordan/Jackson Elementary School |
| 15 | Tina Karidoyanes | staff | Mansfield High School |
| 16 | Jocelyn LeMaire | staff | District |
| 17 | Robert MacDonald | staff | Mansfield High School |
| 18 | Kristin McElderry | parent | Robinson Elementary School |
| 19 | Dave McGovern | staff | Qualters Middle School |
| 20 | Teresa Murphy | staff | District |
| 21 | Amy Resnick VanRyn | parent | Robinson Elementary School |
| 22 | Michael Robinson | parent | Mansfield High School |
| 23 | Kerri Sankey | staff | Robinson Elementary School |
| 24 | Steve Schoonveld | parent | Jordan/Jackson & Qualters Middle School |
| 25 | Kelly Steele | staff | District |
| 26 | Jaime Steinbach | staff | Jordan/Jackson Elementary School |
| 27 | Ashley Young | parent | Robinson Elementary & Qualters Middle School |

Review Team for the Initial Draft of the Strategic Plan

Russ Booth, Principal, Mansfield High School
Denise DaGraca, Assistant Principal, Jordan/Jackson Elementary School
Ryan Gentili, Assistant Principal, Robinson Elementary School
Julia Greenstine, Director of Instruction and Assessment
Jocelyn Lemaire, Director of Human Resources
Jim Leonard, Director of Special Education
Dave McGovern, Principal, Qualters Middle School
John Nieratko, Principal, Jordan/Jackson School
Kerri Sankey, PhD, Principal, Robinson Elementary School
Tim Tichacek, Assistant Director Special Education

Equity Vision Working Group

Dr. Rayna Freedman, Chair, Jordan/Jackson Grade 5 Teacher
Denise DaGraca, Assistant Principal, Jordan/Jackson Elementary School
Ryan Gentili, Assistant Principal, Robinson Elementary School
Jocelyn Lemaire, Director of Human Resources
Jim Leonard, Director of Special Education
Tim Tichacek, Assistant Director Special Education
Parent/Caregiver (TBD)
Parent/Caregiver (TBD)
Parent/Caregiver (TBD)
Faculty (TBD)
Faculty (TBD)
Faculty (TBD)

Mansfield Public Schools Mission, Vision, & Guiding Beliefs

District Mission

The mission of the Mansfield Public Schools is to provide a high-quality education to prepare all students to be lifelong learners and contributing citizens.

District Vision

Our vision of the ideal school is one in which all students are actively and intellectually engaged in their learning as a result of the instructional practices that are personalized, differentiated, innovative, and designed to challenge their thinking and understanding. The result of our collective efforts is for all students to achieve their personal best and become meaningful contributors to our society.

Vision for Equity -- DRAFT by the Strategic Planning Team

We envision a future state of Mansfield Public Schools where we operate as a community to make the success of each and every student a priority by overcoming and removing barriers to learning, access, and opportunities. We envision a culture where Mansfield Public Schools students, faculty, staff, and community feel: recognized, safe, a strong sense of belonging, valued, and fully supported to reach their maximum potential in all aspects of school, work, and life.

Guiding (Core) Beliefs of the Mansfield Public Schools

We believe:

- Education must respond to the changing needs of society.
- Students come from a variety of backgrounds and bring diverse experiences into our schools.
- Access to and use of technology enhances teaching and learning.
- Educating the whole student requires a partnership among the schools, parents, and the community.
- Effective education is achieved through high standards and a clear vision of the future.
- Successful schools require continuous assessment and improvement.
- Education contributes to the emotional, physical, social, and academic development of a student.
- All students can be successful lifelong learners.
- A safe, healthy, and respectful learning community is essential.

Focus Areas from the Equity and Inclusion Audit

| Focus Area | Focus Area Summary |
|--|---|
| <p>1. Cultivate a shared district-wide culture of and vision for diversity, equity, and inclusion (DEI) in the Mansfield Public Schools</p> | <p>Mansfield Public Schools (MPS) will communicate a vision that incorporates elements of DEI. We will provide guidance on how our school community can support the success of all students, including defined support for all communities.</p> |
| | |
| <p>2. Data-informed decision-making to ensure success for all students</p> | <p>MPS will develop systems and capacity for data management and analysis. This will enable the district to have clear measures for attaining its vision and also allows educators to identify and support individual student needs.</p> |
| | |
| <p>3. Increase cultural competency understanding and practices in order to move Mansfield Public Schools across the continuum of cultural proficiency.</p> | <p>Intentional training and professional development around culturally responsive teaching practices, social-emotional learning, and trauma informed practices.</p> |
| | |
| <p>4. Increase student belonging, access, and support to foster a culture where every student feels safe and included.</p> | <p>It is important to our school culture that students feel safe and have a sense of belonging. Students should both be able to identify with and relate to what they learn about in curricular and other resources, and learn about, accept, and respect differences of others. It is a priority for MPS to continuously foster inclusivity for every child.</p> |
| | |
| <p>5. Inclusive communication and engagement with families/ caregivers and community in support of the success of all students</p> | <p>Methods of communication often vary for families/caregivers. For this reason, the district must embrace multiple modes of communication to reach and engage all families, caregivers, and the overall community. This will help to strengthen relationships with all families. Consider the experiences of all communities and families during district decision making.</p> |

Focus Area #1

Cultivate a shared district-wide culture of and vision for diversity, equity, and inclusion (DEI) in the Mansfield Public Schools

Summary: Mansfield Public Schools will communicate a Vision that incorporates elements of DEI. We will provide guidance on how our school community can support the success of all students, including defined support for all communities.

| Short-Term District-wide Initiative | Measurable Goal | Timeline |
|--|---|--------------------|
| Develop and communicate the district-wide vision which establishes a culture that stresses respect for diversity, equity, and inclusion; and articulates what it means for students and staff. | By 6/30/23, the revised District Vision statement that incorporates elements of a culture of DEI will be presented to the School Committee. The Vision will be published to the greater school community through at least 2 modes of communication. | Spring - Fall 2023 |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|--|--------------------------|
| | (1) Establish a DEI vision working group. | (1) Superintendent | (1) Feb 2023 |
| | (2) Review the district’s current vision statement and the draft Equity Vision Statement written by the Strategic Planning Team. | (2) Equity Vision Working Group | (2) Feb 2023 |
| | (3) Work to ensure there is one revised District Vision that incorporates elements of a culture of DEI. | (3) Equity Vision Working Group | (3) Apr - May 2023 |
| | (4) Seek opportunities to make students, faculty, staff and families/caregivers aware of the revised vision statement. | (4) Superintendent, Assistant Superintendent | (4) June, Aug & Sep 2023 |

| Medium-Term District-wide Initiative | Measurable Goal | Timeline |
|--|---|-------------------------|
| Work to develop an environment where teachers and staff make decisions through the lens of cultural proficiency. | Positive school culture, inclusivity, and unity is reflected in the outcomes of perception surveys. | 2023 - 2024 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|---|--|
| | <p>(1) Provide ongoing professional development and support to teachers and staff regarding MTSS (Multi-tiered Systems of Supports) and the availability of tiered support within the district.</p> <p>(2) Utilize existing school-based teams to assist school leaders in creating opportunities to foster a positive culture, inclusivity, and unity.</p> <p>(3) Administer the district cultural perception survey to students, staff, and families/caregivers to gather formative data for future efforts.</p> | <p>(1) District Leadership Team</p> <p>(2) Assistant Superintendent, Building Administrators, School-Based Teams (i.e. ICU Teams, Wellness Council, MTSS Teams, Diversity Club, etc.)</p> <p>(3) District Leadership Team</p> | <p>(1) Summer 2023 - May 2024</p> <p>(2) Summer 2023 - June 2024</p> <p>(3) Apr - May 2024</p> |

| Long-Term District-wide Initiative | Timeline |
|---|-------------------------|
| Utilize the results of professional development and perception surveys to selectively target where we might be falling short of the vision. | 2024 - 2025 school year |

Focus Area #2

Data-informed decision-making to ensure success for all students

Summary: MPS will develop systems and capacity for data management and analysis. This will enable the district to have clear measures for attaining its vision and also allows educators to identify and support individual student needs.

| Short-Term District-wide Initiative | Measurable Goal | Timeline |
|---|---|----------------------|
| Adapt and/or adopt a strong MTSS structure that continuously identifies individuals and groups of students requiring additional academic, behavioral and/or social emotional support. | By June 2023, identify the needs of students and apply for grant funding for the fall of 2023 to support district-wide MTSS implementation and expand resources available within the school district. | Spring - Summer 2023 |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|--|--------------------------|
| | (1) Create a district-wide working group to identify and research evidence-based MTSS resources that are available for district utilization. | (1) Assistant Superintendent, Directors of Instruction & Assessment and Special Education, QMS Principal | (1) Feb 2023 |
| | (2) Complete a capacity assessment to determine which components of MTSS currently exist in our schools to share across building systems. | (2) MTSS Working Group | (2) Mar - May 2023 |
| | (3) Conduct needs assessment across district. | (3) MTSS Working Group | (3) Mar - May 2023 |
| | (4) Educator teams will develop their MTSS high leverage school-level initiatives to address MTSS needs. | (4) Principals, Directors, Department Heads, Teachers | (4) Spring - Summer 2023 |
| | (5) Explore grant funding opportunities available through DESE. | (5) Assistant Superintendent, Director of Special Education | (5) Ongoing |

| Medium-Term District-wide Initiative | Measurable Goal | Timeline |
|---|---|-------------------------|
| Regular utilization of the district's adopted data management program to inform decision making regarding students and opportunity gaps. Provide core subject staff with coaching and support on analyzing and utilizing data. | By November 2023, establish the opportunity gaps and progress monitor annually for gap reduction. | 2023 - 2024 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|--|-----------------|
| | (1) Identify data sources that can be used by teachers and administrators to identify students and the opportunity gaps that exist. | (1) Assistant Superintendent, Director of Instruction and Assessment | (1) Sep 2023 |
| | (2) Provide training and practice for identification of root causes including process and prescribing systemic interventions and supports. | (2) Outside consultant | (2) Sep 2023 |
| | (3) Root cause analysis of opportunity gaps identified. | (3) Director of Special Education, Principals | (3) Oct 2023 |
| | (4) Finalize recommendations of data sources. | (4) Director of Special Education | (4) Nov 2023 |

| Long-Term District-wide Initiative | Timeline |
|--|-------------------------|
| (1) Continue to implement and improve MTSS and data management systems. | 2024 - 2025 school year |
| (2) Involve students in setting clear, rigorous and attainable criteria/goals. | |

Focus Area #3

Increase cultural competency understanding and practices in order to move Mansfield Public Schools across the continuum of cultural proficiency

Summary: Intentional training and professional development around culturally responsive teaching practices, social-emotional learning, and trauma informed practices.

| Short-Term District-wide Initiative | Measurable Goal | Timeline |
|---|--|-------------------------|
| The district-wide MTSS working group will progress monitor the district’s culturally responsive teaching practices, social emotional learning, and trauma informed practices. | MPS will have created a professional development plan that will have evidence of expanding cultural proficiency professional training to a wider audience of staff and students. | 2023 - 2024 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|------------------------------|-----------------|
| | (1) Convene a team that includes representatives from the MTSS working group and the schools’ professional development committees. | (1) Assistant Superintendent | (1) Apr 2023 |
| | (2) Identify and evaluate the training that has been completed and identify the gaps that need to be filled. | (2) Assistant Superintendent | (2) June 2023 |
| | (3) Working with school-based administration, identify types of training or curriculum needed (i.e. social emotional curriculum, trauma informed training) that will be planned for the 2023-2024 school year. | (3) Assistant Superintendent | (3) Summer 2023 |

| Medium-Term District-wide Initiative | Measurable Goal | Timeline |
|--|--|-------------------------|
| Expand cultural proficiency training and professional development opportunities to the greatest number of faculty, staff and students that budget and time will allow. | By June 2025, an increase in positive perceptions in the annual perceptions survey results | 2024 - 2025 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|---|-------------------------------|--|
| | (1) Use identified gap research and feedback from ongoing staff training to investigate future opportunities. | (1) District Leadership | (1) Spring 2024 |
| | (2) Continue to expand cultural proficiency training to a larger audience of training for faculty and staff. | (2) District Leadership | (2) Summer 2024 |
| | (3) Task curriculum teams to develop and utilize tools to ensure curriculum work and materials are culturally responsive. | (3) District Leadership | (3) Oct 2024 |
| | (4) Seek and develop appropriate opportunities for students to increase their cultural proficiency. | (4) District Leadership | (4) Summer 2024, 2024 - 2025 school year |
| | (5) All district teams will consciously consider cultural competency within the scope of their work. | (5) District & School Leaders | (5) 2024 - 2025 school year |

| Long-Term District-wide Initiative | Timeline |
|--|-------------------------|
| Institutionalize inclusive teaching, culturally responsive, and social emotional approaches across the district. | 2025 - 2026 school year |

Focus Area #4

Increase student belonging, access, and support to foster a culture where every student feels safe and included.

Summary: It is important to our school culture that our students feel safe and have a sense of belonging. Students should both be able to identify with and relate to what they learn about in curricular and other resources, and learn about, accept, and respect differences of others. It is a priority for MPS to continuously foster inclusivity for every child.

| Short-Term District-wide Initiative | Measurable Goal | Timeline |
|--|---|-----------|
| Update existing student handbook language to clearly reflect existing discrimination reporting procedures. | Draft entries for each school’s handbook for established, enforceable mechanisms for reporting acts of discrimination and/or seeking support. | June 2023 |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|---|---|---------------|
| | (1) Reconvene district’s investigation working group. | (1) QMS Principal | (1) Jan 2023 |
| | (2) Review established documents and procedures, and identify barriers to access. | (2) Working Group | (2) Feb 2023 |
| | (3) Identify and evaluate established resources to support students impacted by discrimination. | (3) Working Group | (3) Feb 2023 |
| | (4) Revise student handbooks as necessary based on findings. Ensure students are informed of how and where they can report discrimination and seek support. | (4) Working Group | (4) Mar 2023 |
| | (5) Communicate procedures to school community members. | (5) Working Group | (5) May 2023 |
| | (6) Determine success criteria and monitor implementation of the new procedures to include modification of procedures as needed. | (6) Project Committee, Superintendent, Assistant Superintendent | (6) June 2023 |

| Medium-Term District-wide Initiative | Measurable Goal | Timeline |
|--|--|-------------------------|
| The district will expand opportunities to provide student training, agency, and voice at all grade levels. | Increase opportunities for student agency and voice. | 2023 - 2024 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|---|--|---|
| | <p>(1) Create a working group of staff and students to explore opportunities to provide student agency and voice at all grade levels.</p> <p>(2) Use current and newly developed surveys to gather student voices for potential improvement.</p> <p>(3) Continue to expand cultural proficiency training to a wider population of students and staff.</p> <p>(4) Each school will provide opportunities that foster a sense of belonging and inclusiveness.</p> <p>(5) Utilize qualified staff and/or consultants to train staff in the art of leading conversations with diverse student groups about their experiences.</p> <p>(6) Based on the findings of the student voice surveys, each school will develop opportunities to promote respect and understanding of diverse cultures and social groups.</p> | <p>(1) Assistant Superintendent</p> <p>(2) Working Group</p> <p>(3) Building Principals</p> <p>(4) Building Principals</p> <p>(5) District Leadership</p> <p>(6) District Leadership</p> | <p>(1) Nov 2023</p> <p>(2) Fall 2023</p> <p>(3) 2023 - 2024</p> <p>(4) 2023 - 2024</p> <p>(5) Winter - Summer 2024</p> <p>(6) Spring 2024 & Fall 2024</p> |

| Long-Term District-wide Initiative | Timeline |
|---|--------------------------------|
| <p>Establish school-based teams confidently trained in cultural proficiency to engage students about their experiences.</p> | <p>2024 - 2025 school year</p> |

Focus Area #5

Inclusive communication and engagement with families/caregivers and community in support of the success of all students.

Summary: Methods of communication often vary for families/caregivers. For this reason, the district must embrace multiple modes of communication to reach and engage all families, caregivers, and the overall community. This will help to strengthen relationships with all families. Consider the experiences of all communities and families during district decision making.

| Short-Term District-wide Initiative | Measurable Goal | Timeline |
|--|--|---|
| District and school-level staff will diversify their methods of communication and engagement with families/caregivers. Multiple modes of communication will be used by district and school-level staff, and their impact will be measured. | Determine the top 3 modes of communication that reach the most families/caregivers and explore implementation. | Spring 2023 through the 2023-2024 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|-------------------------|-----------------|
| | (1) Survey families/caregivers to determine which modes of communication they prefer. | (1) Superintendent | (1) Spring 2023 |
| | (2) Evaluate the results to establish the most effective methods for reaching the maximum number of families with the surveys. | (2) Superintendent | (2) Summer 2023 |
| | (3) Create a space where families can leave questions for the district administration. | (3) Superintendent | (3) Fall 2023 |

| Medium-Term District-wide Initiative | Measurable Goal | Timeline |
|--|--|-------------------------|
| School leaders will expand outreach to targeted communities with the intention of fostering partnerships with the families/caregivers of identified student subgroups most in need of support. | School leaders will show evidence of ways they expanded outreach and assess effectiveness. | 2024 - 2025 school year |

| | Actions & Activities | Responsible Individuals | Timeline |
|--|--|--------------------------------|-----------------------------|
| | (1) Incorporate the use of some virtual events for families/ caregivers. | (1) District Leaders | (1) 2024 - 2025 school year |
| | (2) Support groups such as SEPAC, EL Family/Caregiver Night and other activities through attendance and participation. | (2) District Leaders | (2) 2024 - 2025 school year |
| | (3) Explore the use of adult affinity groups. | (3) District Leaders | (3) 2024 - 2025 school year |
| | (4) Seek out diverse voices to participate on project teams such as working groups and interview teams. | (4) District Leaders | (4) 2024 - 2025 school year |

| Long-Term District-wide Initiative | Timeline |
|---|-------------------------|
| Continue to utilize surveys to inform decision-making at the district and school level while exploring the implementation at the faculty level. | 2025 - 2026 school year |

Conclusion

There is important work ahead for the district through the Mansfield Public Schools Diversity, Equity, and Inclusion Strategic Plan's five focus areas. It will require the commitment of many stakeholders who believe in the power of these actions and activities to create the level of achievement for *all* students that is expected by those who developed this plan.

Mansfield Public Schools has shown through this audit and planning process that diversity is valued and that rich individual and group differences, including identities, ideas, perspectives, and values are embraced and celebrated. We want to empower our students, differentiate for individual needs, strategize to address barriers, and offer respect in words and actions for all people, so that:

- all students have the knowledge, skills, tools, and experiences to pursue their dreams after leaving our schools and live a fulfilling life;
- all staff have the knowledge, skills, tools, and experiences to excel in their roles and support every student to succeed; and
- all families can be active partners in their child(ren)'s education and in the district's continuous improvement.

Glossary of Selected Terms

Advisory: A model being explored and/or implemented in many secondary schools which provides for regularly scheduled time for students to meet in small groups with an assigned adult who knows them well; designed to build community and build skills

Belonging: A sense of fitting in as a member of a group

Bridge Program: Specialized, small group program designed to transition students back into the regular school day after extended absences

Capacity Assessment: A team-based process to identify what presently exists in the district and schools

CASEL: Collaborative for Social and Emotional Learning. The CASEL model identifies five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. <https://casel.org/core-competencies/>

Common Planning Time: Time designated within the school day for faculty to collaborate and meet in teams to problem solve, collaborate, and develop curriculum

Cultural Proficiency: Educating all students to high levels through knowing, valuing, and using as assets their cultural backgrounds, languages, and learning styles within the context of our teaching.

Curriculum Associates: A term used in the Mansfield Public Schools. Curriculum Associates are teacher leaders who apply for, and if selected, are appointed to curriculum teams for one year

DEI: Diversity, Equity, Inclusion

DESE: Massachusetts Department of Elementary and Secondary Education <http://www.doe.mass.edu/>

Diversity: The dimensions of difference that exist in groups, including race, ethnicity, gender, age, national origin, religion, cognitive style, sexual orientation, socio-economic status, education, marital status, language, ability, veteran status, physical appearance, etc.

EL: English Learners <http://www.doe.mass.edu/ell/>

Equity: Equity recognizes that every individual has unique strengths and needs, which means that different (not same/equal) solutions are necessary for access and opportunity

High needs students: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English Learners (EL) and former EL students, or low income students (eligible for free/reduced price school lunch)

ICU Teams: MPS developed Inclusion, Culture and Unity (ICU) Teams during the 2022-23 school year. Each school-based team is working to create opportunities to facilitate a manageable number of school-wide efforts to promote a collective sense of inclusion, positive culture and unity within the school.

Inclusion: The practice of creating nurturing environments in which each individual feels welcomed, respected, supported, safe, and valued as a participating member

MCAS: Massachusetts Comprehensive Assessment System <http://www.doe.mass.edu/mcas/>

MPS: Mansfield Public Schools

MTSS: A Multi-Tiered Supports System (MTSS) provides three tiers of support for students regarding academics, behavior, and social emotional learning. In MTSS, schools use academic data, screeners, and other measures to determine who needs what. The first tier consists of research based best practices employed throughout the school for all students. The second consists of targeted short term supports to be used situationally when a student shows needs. The third tier consists of more intense, typically small group pull out, support for our highest needs population. <https://www.doe.mass.edu/sfss/mtss/>

NEASC: The New England Association of Schools and Colleges issues accreditation which is factored heavily into the college admissions process <https://www.neasc.org/>

P.B.I.S: Positive Behaviors Interventions and Supports <https://www.pbis.org/>

POS: *Program of Studies* are published at QMS and MHS to provide course descriptions. In the MHS document learning pathways to graduation are included

<http://qms.mansfieldschools.com/common/pages/UserFile.aspx?fileId=40034022>

<http://mansfieldhs.ss8.sharpschool.com/common/pages/UserFile.aspx?fileId=35580591>

SEPAC: Special Education Parent Advisory Council for the Mansfield Public Schools

https://mansfieldps.ss8.sharpschool.com/department/special_education_office/special_education_p_a_c

SLT: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus Director of Guidance, MHS Librarian and Assistant Director of Secondary Special Education

SEL: Social and Emotional Learning

SST: Student Support Team meetings are used as part of the MTSS process. The focus of an SST is a specific student and the individual academic need(s) to be addressed through intervention.