

Medfield Public Schools

Strategic Plan Frequently Asked Questions July 19, 2023¹

Is there a reason that academic excellence or striving for academic excellence is not included as a core value?	The committee spelled out continuous growth as a core value as this addresses our striving for growth in all areas: academically, socially, and emotionally. Multiple strategies directly address the concrete ways that the district will continue to build on its academic success, including the following: continual review of the MPS curriculum for vertical and horizontal alignment; identifying timely professional development needs; reviewing assessment, grading, and reporting practices; establishing a PK-12 MTSS framework and evaluating current practices; investigating and establishing an aligned PK-12 SEL curriculum. Further, the four core values lead us to our mission statement, which addresses the goal of empowering students to meet high standards.
Will the audit, reviews of budgets, and investigation into new revenue streams facilitate the full remodel/rebuilding of the schools, especially Dale?	The Medfield School Building Committee established new membership and is currently meeting to consider options for a new or renovated Dale Street School. In April, the District submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) to be considered for their building program. This process is separate but certainly connected to reviews of budgets and new revenue streams in Medfield.
What about the need for increased communication of alignment of curriculum between Blake and the High School?	Goals focusing on communication and curriculum alignment between Blake Middle School and Medfield High School are embedded within several MPS Strategic Plan Draft indicators and action steps. For example, indicator <i>3.1 Continually review the MPS curriculum for vertical and horizontal alignment</i> has several key action steps, including the creation of vertical curriculum-focused teams, updating

¹ This document contains questions/comments gathered from the “Strategic Plan FAQ Survey” open to Medfield Public School community members, including faculty, staff, and parents/guardians, between July 5-July 14, 2023.

	<p>of curriculum maps, and a focus on greater consistency in protocols and procedures. In addition, <i>3.3 Review assessment, grading, and reporting practices</i> also enable greater alignment and communication between the two schools. To meet these goals, teachers and administrators will regularly “review grading practices between grade levels and departments for consistency and equity.”</p>
<p>What is meant by restorative practice?</p>	<p>Restorative practice is a classroom discipline approach that focuses on repairing the harm of a student’s negative actions. This is an alternative to punishment-based approaches in that it focuses on rebuilding the relationships between students, building community, and having students take ownership of their actions. Research indicates that thoughtful implementation of restorative practices in schools can be more effective than traditional, punitive-based disciplinary approaches. The recent change in Massachusetts General Laws requires school districts to implement restorative practices in many discipline scenarios.</p>
<p>Will the Supreme Court’s latest decision on affirmative action have any impact on your plans to hire a more diverse staff?</p>	<p>The most recent decision addressed race-conscious admission programs at colleges and universities across the country but did not address the public school system. However, the Massachusetts Department of Elementary and Secondary Education (DESE) has prioritized the importance of developing a diverse and culturally responsive workforce. Please see this link for more information regarding this prioritization from DESE.</p>
<p>You talk about inclusion, and yet for parental representation, you didn’t include one father/male figure. Why is that?</p>	<p>The Strategic Plan Steering Committee had a broad representation of twenty -six (26) stakeholders. There were two (2) males that are fathers of current MPS students and seven (7) other males that are fathers of students of various ages (PreK to college). In addition, one (1) of our student representatives was a male. A total of ten (10) or 38% of the committee was male.</p>
<p>Will you include a glossary of educational terms?</p>	<p>Below is a glossary containing many educational terms used within the draft MPS Strategic Plan. We plan on including this list in the final version.</p> <p>Building Curriculum Accommodation Plan (BCAP)- The BCAP is a detailed document that identifies explicit strategies and resources that are available to all students in the Medfield Public Schools. The plan shall be designed to assist the regular classroom teacher in analyzing</p>

	<p>and accommodating the diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program.</p> <p>Capital Expense- Each year, the Town of Medfield Capital Committee works with all departments to identify capital expenses (larger items with a longer life span i.e., buildings, vehicles, certain technology equipment) and establishes funding sources for supporting the purchase. These items are voted on yearly at the Annual Town Meeting (ATM).</p> <p>Collaborative Problem Solving supports and engages students in the classroom. This approach emphasizes communication and support, providing opportunities for learning through student-centered instruction.</p> <p>Core values- These values are statements that provide the foundation for our work and influence. These values define how we conduct ourselves, engage with others, and drive adult behavior within the school district. These statements remain constant and do not change on a regular basis.</p> <p>DEI/Belonging- Diversity, Equity, Inclusion, and Belonging is an approach that promotes equal opportunities, fair representation, and respect for all individuals, creating a more inclusive and equitable society.</p> <p>DESE- This references the Department of Elementary and Secondary Education. This state agency oversees all PreK-12 public schools in the Commonwealth of Massachusetts.</p> <p>Learning Management Systems (LMS) are software that allows schools and colleges to organize educational content. Specifically, LMS systems enable districts to organize and utilize student data to build student schedules, organize course materials, capture assessment data, maintain attendance records, and more.</p> <p>Mission Statement-The statement explains who we are as a school district and highlights our fundamental reason for existing. The mission statement should drive the daily work of the organization.</p>
--	--

MCAS- The Massachusetts Comprehensive Assessment System is a series of standardized assessments given to the Commonwealth's public school students. Developed in 1993, MCAS measures proficiency in Mathematics, English Language Arts, and Science in various grade levels starting in Grade 3.

MSBA- The Massachusetts School Building Authority ("MSBA") is a quasi-independent government authority created to reform the process of funding capital improvement projects in the Commonwealth's public schools. The MSBA strives to work with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts.

MTSS- Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools in proactively identifying and addressing the strengths and needs of all students by optimizing data-informed decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth ([DESE MTSS Site](#)).

Restorative Practices- Restorative practices are a classroom discipline approach that focuses on repairing the harm of a student's negative actions. This is an alternative to punishment-based approaches in that it focuses on rebuilding the relationships between students, building community, and having students take ownership of their actions.

SBIRT- Screening, Brief Intervention, and Referral to Treatment (SBIRT) is an evidence-based approach to identify individuals who use alcohol and other drugs (substances) at risky levels. SBIRT has been shown to be valid and reliable in identifying and improving outcomes for people who use substances ([SBIRT site](#)). Massachusetts law requires verbal substance use health screenings in public schools.

SEL, or Social and Emotional Learning, is an educational approach that focuses on students' development of self-awareness, empathy, interpersonal skills, relationship building, and emotion management.

	<p>Successful SEL programs help create meaningful learning environments and trusting relationships.</p> <p>School Resource Officer (SRO)- A School Resource Officer is a member of the Medfield Police Department that works closely with the staff and students of MPS. In addition to the day-to-day support, this position also coordinates safety drills, assists in risk assessments, and acts as the liaison between the school and police departments.</p> <p>Student Support Teams (SST)- SST is a general education initiative designed to allow teachers to receive support from professional peers when they have questions about a student’s progress. The team reviews data, recommends interventions, and tracks/reviews progress for these interventions. Members of the SST include the Principal, a general education classroom teacher, specialists, a guidance counselor/psychologist, and other building personnel determined by the principal.</p> <p>Trauma-Informed Practices- Trauma-informed practices acknowledge the need to understand a student's life experience to support their overall educational programming. These practices specifically consider how trauma impacts learning and behavior and works to foster a school climate where students feel safe and confident in their ability to learn</p> <p>Vision Statement-A Vision Statement represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief but concise statement that clearly exemplifies the district’s vision for those it serves.</p>
--	--