Strategic Plan FAQ

The Medfield Public Schools will be developing a Frequently Asked Questions (FAQ) document based on any questions that arise from review our "Draft Strategic Plan". If you have a question regarding the content of the plan, please submit it on this form by Friday, July 14th at 5:00 PM. The FAQ document is scheduled to be released July 19th.

Email *

imsrc@aol.com

Please provide a question about the content of the draft strategic plan. *

You talk about inclusion and yet for parental representation you didn't include one father/male figure. Why is that?
There weee multiple comments about staff and students targeting people on religious and political viewpoints. Where is this addressed?

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laurenliljegren@gmail.com

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Glossary- it would be very helpful if key terms could be defined at the top of the document to ensure we are all talking about the same thing - for example district leadership team, belonging, inclusion, diversity, safety, restorative.

I don't see any goals around improving academic achievement, non college track/opportunities or special education programs yet they are all often mentioned during meetings and in feedback. Are these missing?

The priorities indicate the only planned action is evaluating, identifying or review (exceptions of 1.5). Is the priority to implement a change or to simply review issues? I think the document would be more meaningful if the priorities were result vs task based. Ex implement improved assessment and grading strategy

1.1 refers to "student and staff". Are we measuring those together or separately?

2.3 how do the words common and aligned apply here?

2.4 I would suggest adding more robust curriculum/materials sharing with parents to allow increased engagement on a daily basis.

2.6 does this refer to surveys provided to children (SEL data aggregation) or home?

2.5 support for visual and auditory impairment should be included here.

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Email *

lnogueira@email.medfield.net

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What is meant by "restorative practices"?

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lnogueira@email.medfield.net

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Will the Supreme Court's latest decision on affirmative action have any impact on your plans to hire a more diverse staff?

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I know that hiring diverse teachers is a strategic plan priority. I think it is important. But are there any plans to make our student population more diverse? Our white students need much more exposure to diverse peers. Our white students need opportunities to work with, learn from, and form meaningful relationships (friendships) with diverse peers starting at the Pre-K level. Our white students need to learn to value these relationships. The Medfield community (segregated and privileged) as a whole, needs to see the importance of having a student body that is diverse and prioritize it. Picture books and posters are good to expose students to diverse cultures/races, but we need to do more. The future of our society depends on it.

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aspidalieri@gmail.com

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related to priority # 4: will the audit, reviews of budgets, and investigation into new revenue streams facilitate with the full remodel/rebuilding of the schools, especially Dale?

related to priority #1: including restorative practices is a strong step forward - but what about behavior management and the need for practices to be aligned with the current research? currently, punitive based behavior management is being utilized which is contrary to the wealth of evidence supporting positive reinforcement for long lasting behavior change

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Email *

kmworden@hotmail.com

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Thank you for all the work that went into this plan. This may be a more general question but under Priority #3- I would ask about increased communication and alignment of curriculum between Blake and the High School. These buildings sit right next to each other and there are glaring gaps in the preparedness of the students heading into high school. I would implore some kind of task force to take on creating a plan where members of Blake and Medfield HS communities agree on what the fundamental needs of curriculum, hw, ex function skill development. The models for the two schools look completely different and when you speak to the HS chairs about your incoming student- all you hear is how different it will be- I would love to see how we prepare them for this.

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jfehser@yahoo.com

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Is there a reason that academic excellence or striving for academic excellence is not included as a core value, considering that this is a school system? This seemed like a significant omission. A quick google search of many nearby excellent school systems demonstrates that excellence is frequently listed as a core value and/or part of a mission statement. Its absence then results in a lack of focus on the pursuit of a rigorous and innovative curriculum that inspires academic excellence in the Priorities and Strategies section.

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Email *

vinnyjmilano@gmail.com

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Medfield has seen a year over year decrease in our academic rating. Why isn't improving that our top priority? The top priority focus on well-being, belonging, and restorative meditation seems to directly contradict the key metrics that drive academic rating - testing, college acceptance, etc. If the academic program doesn't rebound to previous ratings this town is in for some serious trouble (exodus, home values decreasing, tax dollars not keeping up with inflation, etc.)

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Email *

christine.mccue@verizon.net

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Why are you only anticipating just ONE question from respondents? Here are many...

Priority #1: Why isn't absenteeism, VOCAL survey data, Interface usage data & student discipline data (1.2) among the Evaluation/Indicators? Also in 1.2, the SC survey policy is out of place, esp. since it's covered elsewhere. Why isn't the Wellness Advisory Council listed as person(s) responsible? Why isn't looking at the organic success of music, theatre and arts involvement part of Belonging effort Evaluation/Indicators? Why isn't School Committee named as responsible, re: school safety? What is "restorative practices" in the context of the strategic plan (there are various uses in education, including discipline – this needs to be clear to people reading the plan)?

#2.3: Who comprise the Stakeholders (be specific)? Why isn't School Committee listed among Persons Responsible, re: district communications plan?

#3 - Curriculum, Instruction and Assessment -- Why in the world isn't narrowing academic achievement gaps, esp. for marginalized populations, a top priority -- not just in this section, but for overall plan? And, why isn't Student Services Director noted as Person Responsible even when she is a key person for 3.1, 3.3, 3.4 and 3.6??? Why isn't Educator Feedback noted as Evaluation/Indicators? Why isn't civics curriculum development and student civic engagement noted as a strategic priority considering a whole set of state curriculum standards/mandates are coming out sooner than anticipated? Why isn't the MHS math curriculum noted as an area to improve given survey results?

#4 - Why isn't School Committee noted as person(s) responsible for all #4 strategies when the SC has ultimate responsibility for determining district budget??? Strategic plans for other districts include SC on financial priorities for that very reason. Also, where is a strategy for finding ways to reduce financial burden for low-income families?? As a community, 10 years ago we did not require that families meet specific criteria like free & reduced lunch or similar requirements, if they could not afford athletic fees, school lunch costs, school trips, etc. – they could just ask for support (something that's already difficult to do). Now our MCAS data shows that low income families in Medfield have the lowest graduation rates, and other data points to MPS not meeting their academic needs. Strategic plan survey results also pointed to this as an issue that needs to be addressed in both #4 and #3.

Many, many comments in strategic plan survey results indicated MPS falls short in student and teacher engagement in decision-making (and more comprehensive VOCAL survey data points to same for students). Why is there absolutely nothing in the draft about changing that? It's painful to watch School Committee discussing topics that directly impact students, and yet the student representative for SC is rarely asked or expected to be an active participant in the discussion (and even when asked, it's at the tail end of the discussion).

Lastly, I'm personally all for diversity, equity and inclusion as a priority, but this strategic plan goes way overboard without addressing the most important need to close achievement gaps about marginalized populations of students! Why do we continue with DEI window dressing and not tackle the core issue? This glaring misplacement of priorities became especially apparent after reading other district strategic plans, including Hingham, Natick, Holliston and others.

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