FOUR PILLARS OF SUCCESS

Facilities & Infrastructure	Teaching, Learning, & Pedagogy	Well-being	Diversity, Equity, & Inclusion

STRATEGIC OBJECTIVES

1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.	2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.	3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.	4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.

STRATEGIC INITIATIVES

Facilities & Infrastructure	Teaching, Learning, & Pedagogy	Well-being	Diversity, Equity, & Inclusion
1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners.	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths.	4.1 Identify ways to diversify hiring practices using an equity lens.
1.2. Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning	2.2 Align and create common curriculum documents for all grades and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.	3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD.	4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity.
1.3 Develop a sustainability plan for technology supports, teaching and learning.	2.3 Identify, administer, and utilize data from Universal Screening tools, such as for a dyslexia screening.	3.3 Build systems to provide ongoing embedded professional development in social, emotional and physical support for all stakeholders.	4.3 Ensure all adults have the skills & knowledge to meet the changing student population/demographics through ongoing professional development by continuing to focus on cultural proficiency and celebrate diversity.
	2.4 Develop, implement, and utilize standards-based common assessments.	3.4 Link evidence-based SEL programs and practices with student-centered curriculum, instruction and environments.	

OUTCOMES

OBJECTIVE 1 (Facilities & Infrastructure)
  A. By June 30, 2025, the Foxborough Public Schools will implement a long-term plan to promote innovative facilities.
  B. By June 30, 2025, the Foxborough Public Schools will collaborate with outside providers to conduct safety and threat assessments for all school buildings.
  C. By June 30, 2025, FPS classroom environments will represent ever-changing practices in teaching and learning
  D. By June 30, 2025, the Foxborough Public Schools will leverage the Massachusetts School Building Authority (MSBA) and other grant funds to support school model modernization and updates to school buildings.

OBJECTIVE 2 (Teaching, Learning, & Pedagogy)
  A. By June 30, 2025, the Foxborough Public Schools will have created and utilized a district-wide Multi-tiered System of Supports (MTSS) system, universal screening tools, and standards-based common assessments.
  B. By June 30, 2025, the Foxborough Public Schools will have developed and utilized systemic, accessible, and common curriculum documents for all grade levels and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.

OBJECTIVE 3 (Well-being)
  A. By June 30, 2025, a SEL assessment will be in place K-12 to screen and progress monitor SEL needs of all students.
  B. By June 30, 2025, all faculty and staff will engage in targeted professional development focused on providing SEL, physical, and nutrition support.
  C. By June 30, 2025, the Foxborough Public Schools will utilize a Multi-Tiered System of Supports (MTSS) to address SEL and physical wellbeing of all students.
  D. By June 30, 2025, the Foxborough Public Schools will have identified, selected, and implemented evidence based SEL programs k-12.

OBJECTIVE 4 (Diversity, Equity, and Inclusion)
  A. By June 30, 2025, all students and families in the Foxborough Public Schools will feel valued and will see themselves in the curriculum, in the staff, on the walls, and in the selection and use of educational resources with diversity, equity, and inclusion embedded in school and district programs.
  B. By June 30, 2025, the Foxborough Public Schools will implement a comprehensive protocol/resource plan to address issues of diversity, equity, and inclusion.
  C. By June 30, 2025, the staff of the Foxborough Schools will more closely reflect the school community due to the expansion of hiring practices, the use of equitable marketing strategies, and a focus on retention of diverse staff.

PILLAR 1: FACILITIES & INFRASTRUCTURE

**Facilities & Infrastructure**
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.
Strategic Initiative	1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.
	1.2 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.
	1.3 Develop a sustainability plan for technology supports, teaching and learning.

1.1 Partner with Synergy911 to update Burrell, Igo and Taylor Elementary School's Emergency & Critical Incident plan, including command coordination for first responders and staff personnel to respond to critical incidents or violent encounters.

1.1 Provide professional development opportunities designed to develop a logistical plan for first responders and staff personnel to deal with critical incidents or violent encounters. (IMPACT Intruder Program – Critical Incidents)

1.3 Conduct Technology Review as part of Curriculum Review process to develop and sustain an equitable implementation of instructional technology across the district.
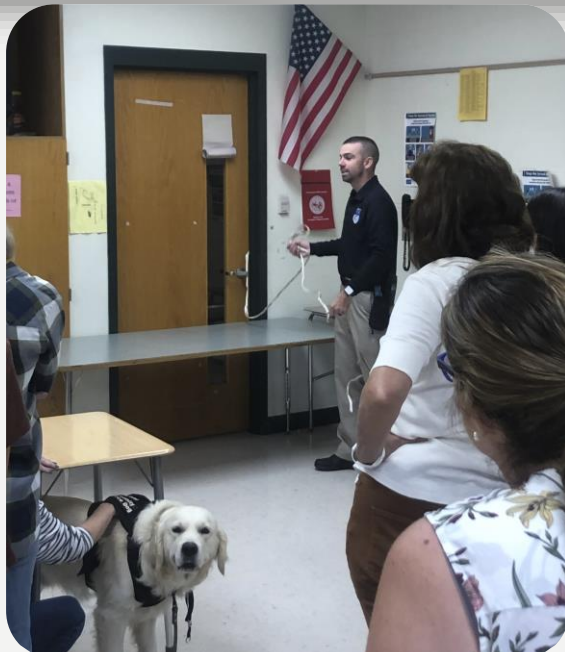
FoxboroughPS @FoxboroughPS · Jan 18

Important full-day training w/FBI Boston today. Foxborough School Admin. and @FoxboroughRCS thankful for partnership with @FoxboroughPD & opportunity to participate with them in Threat Assessment Training. @FoxboroughHS @AhernMiddle @Taylor_Foxboro @igo_elementary @burrellelem

@FoxboroughPS

FACILITIES - FHS

WELLNESS CENTER AT FHS

ENTRY VESTIBULE

www.foxborough.k12.ma.us

Foxborough Public Schools

Program Review of

K-12 Science-Technology-Engineering

fps

2022-2023 School Year

Vision

The Foxborough Public Schools science program strives to empower and inspire students to embrace scientific thinking to solve everyday problems and cultivate a love for investigation through collaboration, communication, critical thinking, and creativity.

| Experiential Learning	Equitable and Accessible	Engages in the Science Practices	Embrace the 4 C's
Engaging and hands on Data Collection & Analysis	Differentiated Inclusive & diverse	Critical Thinking & problem solving	Communicate
Lab based	Horizontally & vertically aligned	Curiosity driven	Collaborate
Hands on, experiential	Student-centered	Enduring understanding of how to think & work like a scientist	Creativity
Real-world connection			Critical thinking

PROJECT LEAD THE WAY
PLTW

fps
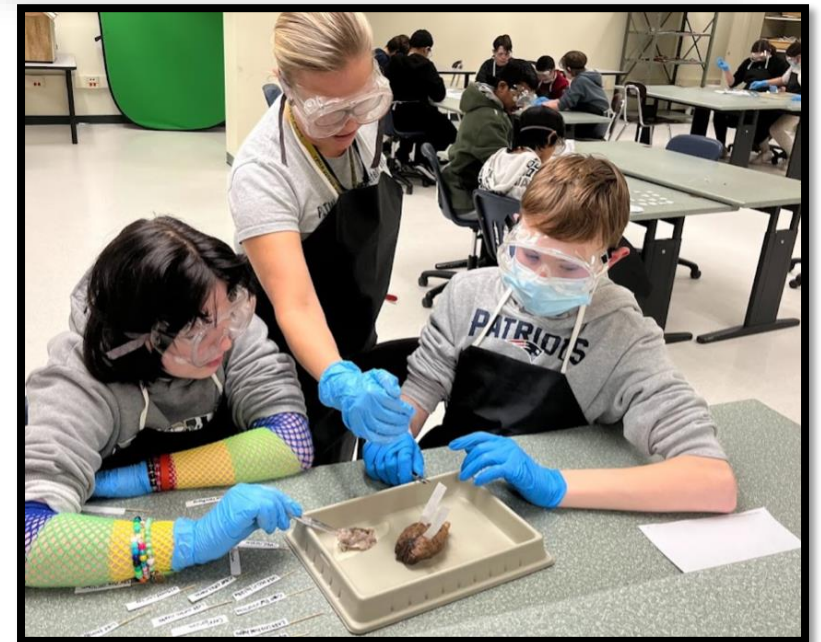
www.foxborough.k12.ma.us

PILLAR 2: TEACHING, LEARNING & PEDAGOGY

Teaching, Learning, & Pedagogy
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.
Strategic Initiative	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners.
	2.2 Align and create common curriculum documents for all grades and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.
	2.3 Identify, administer, and utilize data from Universal Screening tools, such as for a dyslexia screening.

2.1 Development of Multi-Tiered System of Supports (MTSS) Working Group
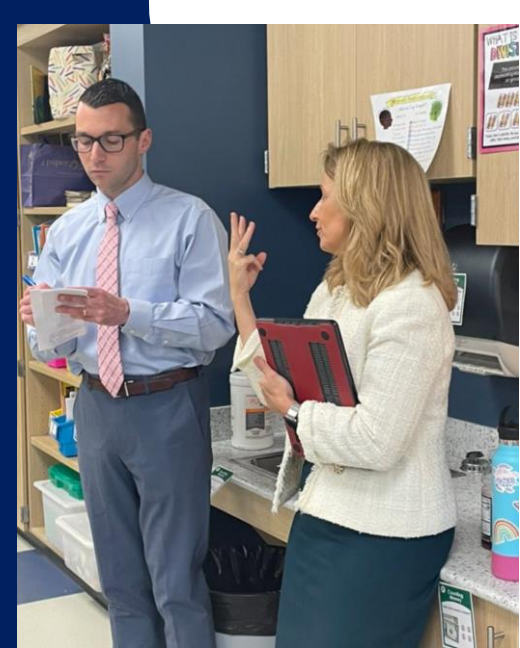
2.1 Launch initial MTSS Systems districtwide with targeted Professional Development

2.1 Create schedules to support MTSS, Data Teams, PLCs, SST and BBST

2.2 Develop common curriculum map for all grades and content areas to include a district-wide curriculum library.

2.3 Identify, administer, and utilize data from Universal Screening tools, such as for dyslexia screening.

fps

www.foxborough.k12.ma.us

Expansion of focus on Inclusive Practices (MTSS, UDL, and Co-teaching) through targeted PD with Dr. Lisa Dieker and Laurie Casna.

K-12 mental health teams examine and analyze our Panorama data with Dr. Larry Epstein to help identify and inform our practices to effectively differentiate supports for students.

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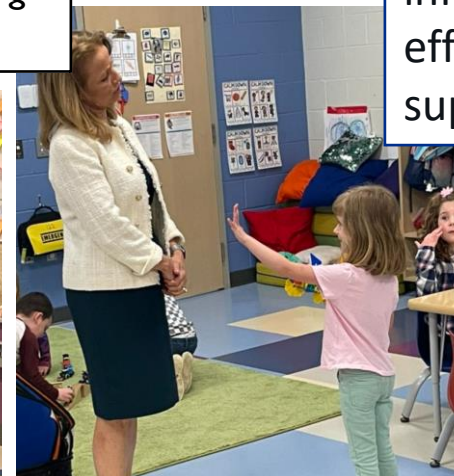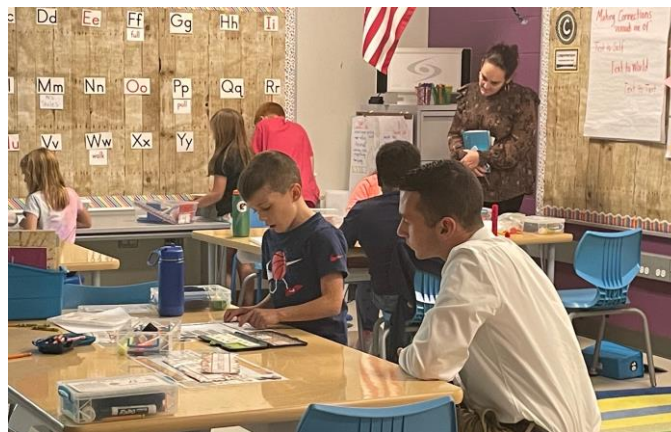
Friday, October 7

8:30am EDT	**Flipping the Script: Inclusive classrooms with higher learning standards for ALL (Keynote)** Lisa Dieker	
	School Safety Training (AM Elementary Session) Synergy 911	
9:45am EDT	**Dancing the Dance: Co-teaching moves to increase student engagement and learning out...** Lisa Dieker	
	Increasing Engagement of English Learners Through Universal Design for Learning Ronilee Mooney	
	Implementing the UDL Instructional Framework in Secondary Instruction Laurie Casna	
	Leveraging Technology Tools for Universal Design Dan Ambrosio	**From Jargon to Practice: SEL & UDL** Amy Muldowney
12:00pm EDT	**Flipping the Script: Inclusive classrooms with higher learning standards for ALL (Keynote)** Lisa Dieker	
	School Safety Training (PM Secondary Session) Synergy 911	

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Spotlight on FREE Spring Course Offerings and Opportunities!

We are very fortunate to be a part of the Inclusive Practices Academy through DESE and have access to so many resources. This Spring, the Academy will be offering both a PLC and a Book Group.

Inclusive Practices Book Group
Deadline to register is March 17th

Inclusive Practices PLC
Deadline to register is April 28th

All are welcome to take advantage of this opportunity!

We joined the Initiatives for Developing Equity and Achievement for Students (IDEAS) this school year. Membership comes with a variety of advantages, including the ability to engage in virtual course offerings, workshops, and seminars as staff. We still have many seats remaining and encourage you to check out the Spring Course Offerings on their website.

IDEAS Course Offerings, Workshops, and Seminars
IDEAS offers a combination of 6, 15, and 30-hour offerings

22-23 IDEAS Book Groups
There are monthly book groups throughout the school year that are statewide. You do not need to attend all, just pick what sparks your interest!

Educator Effectiveness Guidebook for Inclusive Practice

DESE has developed a variety of tools and opportunities to support us all in developing Inclusive Practices. If you visit the Office of Instructional Support, you'll find a library of free resources including an Inclusive Practices Guidebook. Within the Inclusive Practices Guidebook you'll find rubrics, videos, and protocols to support your practice.

fantastic and FREE course opportunity is the Foundations for Inclusive Practice Online Course for 15 PDPs.
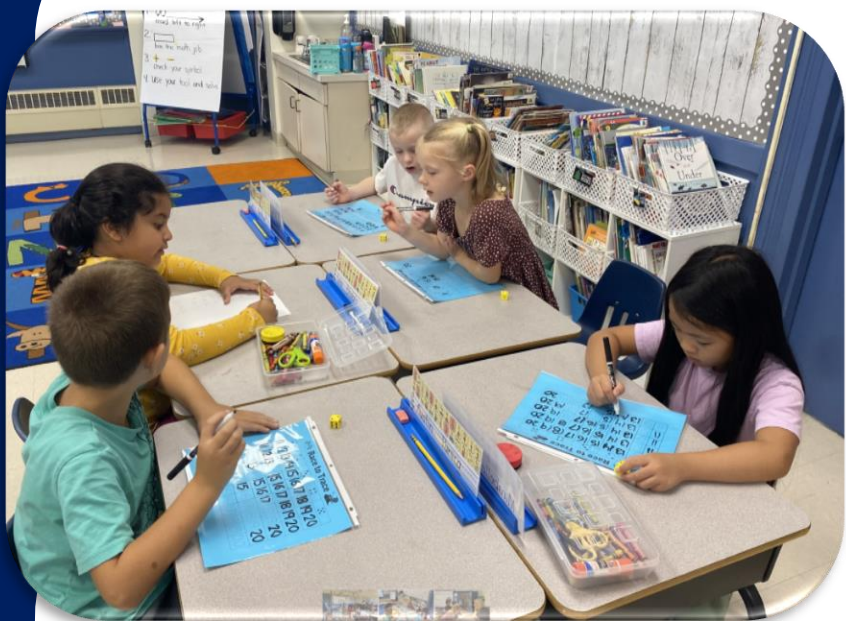
Professional Development Team Vision
Empower Educators to engage in deep learning that maximizes student growth and outcomes

Professional Development Team Mission Statement
In order to maximize student growth and outcomes, the Foxborough Public Schools Professional Development Team will provide targeted opportunities for all staff members to improve professional practice; to learn through collaboration and collective inquiry; and to maintain currency with the latest research in education.

Universally Designed

Engaging and Collaborative

Timely and Transferable

Through choice-based PD sessions and working groups, PD has been designed to support common language, best practices, and teacher agency.

ROUNDTABLE DISCUSSION

SOCIAL-EMOTIONAL LEARNING

1. How do you best support students who experience difficulties outside of the classroom? What about inside the classroom?

2. What strategies or routines have you used to build safe and supportive classrooms?

3. How have you supported students build agency (voice, choice, and advocacy) in your classrooms?

Diversity, Equity, and Inclusion Roundtable Discussion **FILLING**
Dan Williams • Julie Clough

Co-Teaching Practices Roundtable Discussion **FILLING**
Kara Ryan • Kristen Walsh

FHS Academic Support and Mental Health Teams MTSS Session **LIMITED**
Laurie Casna

Multi-Tiered Systems of Support Roundtable Discussion **FILLING**
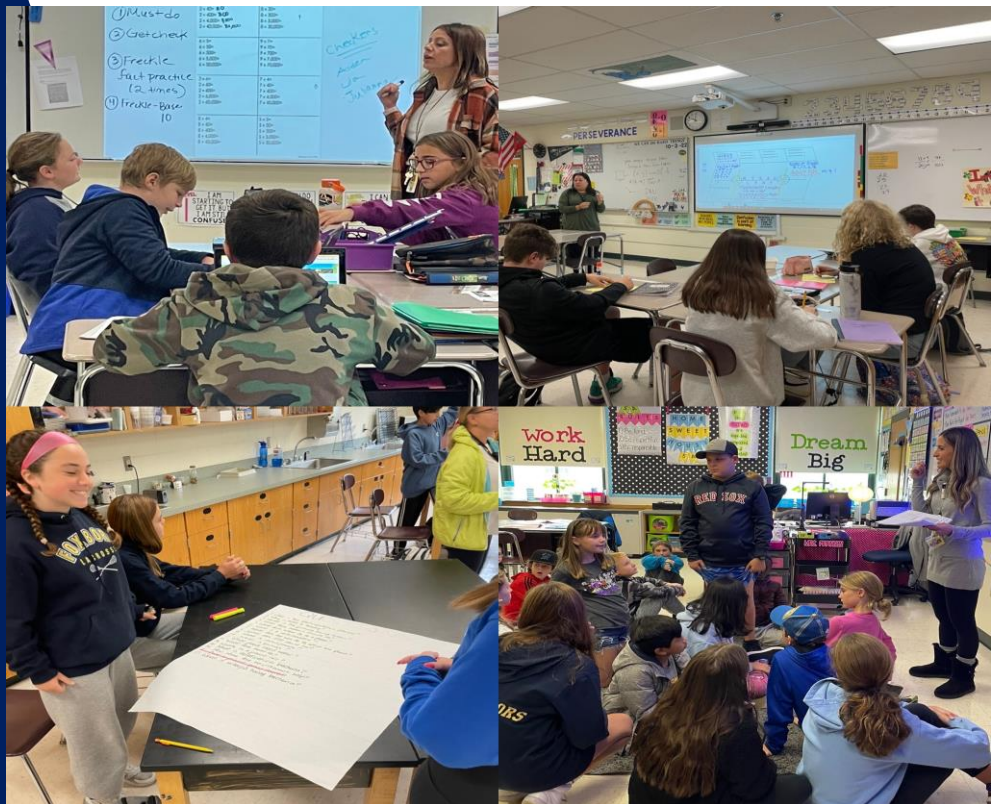Rose Ferraro • Daniel Grady

Pedagogy and Neurodiversity Roundtable Discussion **FILLING**
Pam Barteloni • Kerri LeBlanc

Project Based Learning Roundtable Discussion **FILLING**
Darlene Reed • Holly Geffers

Universal Design for Learning Roundtable Discussion **FILLING**
Jen Powers • Wendy Smith

Social-Emotional Learning Roundtable Discussion **FULL**
Amy Muldowney

3 Year MTSS/UDL Academy Overview Igo & Taylor

	2021-2022 Expected Actions/Outcomes	2022-2023 Expected Actions/Outcomes	2023-2024 Expected Actions/Outcomes
Administrators	• Attend leadership webinars 9/14, 10/19, 11/16, 12/21, 1/18, 2/15, 3/15, 4/12, 5/17 12:30-2:00 Link • Coaching sessions with Kristan • Plan & support TA sessions • Develop annual action plan (June)	• Plan & Support TA sessions • At least 25% set Professional Practice goals related to UDL ✓ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*	• Attend coaching check-ins • Set Professional Practice goals related to UDL ○ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*
	...sions ...3, 1/11, 2/28 ...ased support ...meetings ...meetings ...e PLC* ...Group*	• Attend coaching sessions • Provide building-based support ✓ PLC's/Data Meetings ✓ Staff meetings ✓ PD sessions ✓ Grade-level meetings • Set Professional Practice goals related to UDL ✓ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Facilitate book group* • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*	• Attend coaching check-ins • Practice goals related to UDL ✓ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*

ABOUT THE ACADEMY

The SEL & Mental Health Academy helps selected districts effectively integrate SEL and mental health within an MTSS framework and align the work with existing priorities, systems, and practices. The Academy covers topics including: data collection and analysis; effective classroom-based SEL instruction; targeted, evidence-based mental health interventions; and effective systems to collaborate with community partners.

Over the course of three years, teams of 7-10 members—including district-level staff, school administrators, classroom teachers, school support staff:

- Assess team strengths, goals, and opportunities for growth, and determine capacity-building priorities
- Attend an annual 3-day in-person or virtual professional development institute
- Participate in monthly interactive learning opportunities offered through online and/or in-person events
- Receive up to 40 hours of technical assistance (in-district or virtual, depending on school preference)

...UDL Academy Overview Igo & Taylor

		2022-2023	2023-2024
	...S/Inclusive ...15 hours ...staff meetings) ...ata meetings ...e PLC* ...Group*	• At least 25% set Professional Practice goals related to UDL ✓ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*	• At least 50% set Professional Practice goals related to UDL ✓ Gain at least 40 hours of professional learning to support: ▪ Graduate course ▪ Professional Development ▪ Book/Study Group • Engage in PLC's/Data meetings • Participate in online PLC* • Participate in Book Group*
All Schools (with district support)	• Build basic UDL proficiency See examples here ✓ Multiple means of engagement ✓ Multiple means of representation ✓ Multiple means of action & expression • Implement MTSS structures ✓ Student Support Teams ✓ Professional Learning Communities ✓ Student-Centered Data Teams	• Opportunity to participate in specialized graduate courses: ✓ Co-teaching ✓ UDL • Expand understanding/execution of UDL ✓ Sample syllabus HERE	• Opportunity to participate in specialized graduate courses: ✓ Co-teaching ✓ UDL • Achieving Equity through UDL ✓ Sample syllabus HERE

FASTBRIDGE LITERACY SCREENER 3-YEAR ACTION PLAN

	2021-2022 Expected Actions/Outcomes	2022-2023 Expected Actions/Outcomes	2023-2024 Expected Actions/Outcomes

Administrators	• Participate in Fastbridge PD
	• Provide building-based support
	  • PLC's/Data Meetings
	  • Grade-level Meetings
		• Engage in PLC's/Data meetings
		• Complete training module for Reports
			• Engage in PLC's/Data meetings
			• Access assessment data reports

Literacy Specialists	• Participate in Fastbridge PD
	• Provide building-based support
	  ✓ PLC's/Data Meetings
	  ✓ Grade-level meetings
	• Participate in Day 4 meetings
	• Explore intervention resources and create TEAM folders
	• Use Fastbridge resources to provide interventions
	• Complete training module for Reports
		• Provide building-based support
		  ✓ PLC's/Data Meetings
		  ✓ PD sessions
		• Complete training module for Progress Monitoring
		• Use the progress monitoring tool for students below benchmarks
		• Continue to use resources to provide interventions
			• Provide building-based support
			  ✓ PLC's/Data meetings
			  ✓ PD Sessions
			• Continue to use the progress monitoring tool for students below benchmarks

Teachers	• Participate in Fastbridge PD • Engage in PLC's/Data meetings • Complete assessment training modules • Begin to use Fastbridge data • Build proficiency in assessment procedure	• Engage in PLC's/Data meetings • New staff or staff with grade changes complete assessment training modules • Use data to Fastbridge establish student learning goals • Use Fastbridge resources to support small groups • Complete training modules for Reports and Progress Monitoring • Continue to build expertise with reports • Begin to use the progress monitoring tool for students below benchmark	• Engage in PLC's/Data meetings • Continue to use Fastbridge data to establish student learning goals • Use the progress monitoring tool for all students below benchmark
All Schools (with district support)	• Build basic proficiency with administering assessment • Build basic proficiency with using the data • Implement MTSS structures ✓ Student Support Teams ✓ Professional Learning Communities ✓ Student-Centered Data Teams	• Complete assessment administration courses • Continue to build proficiency with using data • Use the intervention resources to support students • Continue implementation of MTSS structures ✓ Student Support Teams ✓ Professional Learning Communities ✓ Student-Centered Data Teams	• Continue to build proficiency with using data • Continue to use the intervention resources to support students • Continue implementation of MTSS structures ✓ Student Support Teams ✓ Professional Learning Communities ✓ Student-Centered Data Teams

@Fo

INTENTIONAL INTEGRATION OF UDL, MTSS, AND SEL INTO OUR WORK

Lisa Dieker Site Visit – September 22, 2022

Ahern Middle School

Period 1 (8:11-8:54):
- Felper and Clough - SS 7 Rm 214
- McTigue and Ready - ELA 7 Rm 220
- Morey and K. Williams - Math 6 Rm 126

Period 2 (8:56-9:38):
- Phillips and Blanchard - Math 5 Rm 106
- Maxwell and Fredericksen - AcLab 8 Rm 233

Period 3 (9:41-10:25):
- Fredericksen and Regonlinski - ELA 8 Rm 231
- McTigue and Felper - AcLab 7 Rm 217

Period 4 (10:27-11:15):
- Morey and Beggs - Math 6 Rm 138
- McTigue and Felper - AcLab 7 Rm 217
- Fredericksen and Lai - Math 8 Rm 226

FHS

11:45 CP World History (Co-Taught Inclusion) Room: 227

12:06 CP2 Algebra II (Special Education Self-Contained Content Class) Room: 214

12:24 CP English 10 (Co-Taught Inclusion) Room: 205

12:40 CP2 Biology I (Special Education Self-Contained Content Class) Room: 113

1:04 Academic Lab (Wyarus and Welinski) Room: 220

1:30 CP Geometry (Co-Taught Inclusion) Room: 106

2:15 – 3:15 Secondary Debrief @ Ahern Middle School Conference Room (Across from Main Office...if available)

3:15 – 4:00 Drop-In Session for Ahern/FHS Teachers at Ahern (Conference Room...if available)

There's still time to sign up for Inclusive Practices PD offerings and earn PDPs!

Throughout the school year you will see a focus on Multi-Tiered Systems of Support, Universal Design for Learning, and Co-Teaching practices. As part of this focus, you can expect learning walks, site visits, and PD opportunities to expand your knowledge of these topics and improve our collective practice.

Working with Dr. Lisa Dieker

Dr. Dieker will be working with teams throughout our schools to support building our collective capacity in co-teaching and inclusive practices.

This is our second year working with Dr. Dieker, and we are excited to have her support us through site visits and coaching sessions during the school day, in addition to offering workshops during our PD days.

Below are some upcoming PD opportunities with Dr. Dieker. More information on how your role will be engaged in this work will be coming soon!

- September 22nd - Ahern and FHS Site Visit
- October 7th – Full Day PD Day
- October 11th – Creating Teacher Leaders in Inclusive Practices and Co-Teaching Session 1
- October 25th – Training for Inclusion and Co-Teaching Session 1 *

*The training for Inclusion and Co-Teaching sessions will be for Grades 7-12 and in partnership with Taunton Public Schools. Earn 15 PDPs and sign up for this virtual opportunity.

INCLUSIVE ACADEMY

Working with DESE's Inclusive Practices Academy

4 out of 5 of our schools are a part of DESE's Inclusive Practices Academy where they are engaging in a three-year process of implementing MTSS structures and building our capacity to implement UDL in the classroom.

- Ahern Middle School Year 1 of 3
- Burrell Elementary Year 1 of 3
- Igo Elementary Year 2 of 3
- Taylor Elementary Year 2 of 3

We've found a way to include the high school in this work too! As part of this work, we will have the opportunity to engage in site visits to provide feedback on our implementation of MTSS and UDL. There will also be multiple opportunities for you to participate in PD during our district-wide PD days and after school through course offerings and book clubs. Below are some upcoming opportunities for you:

- You can earn 15 PDPs when you Sign-up for a UDL Mini Course this Fall!
- Fall Book Club Information Coming Soon!
- October 7th – Full Day PD Day
- October 11th - Igo Site Visit
- October 12th – Burrell Site Visit
- October 27th – Taylor Site Visit
- January 11th – Ahern Site Visit

✓ Teaching, Learning, & Pedagogy
✓ Diversity, Equity, & Inclusion

✓ Teaching, Learning, & Pedagogy
✓ Diversity, Equity, & Inclusion

PILLAR 3: WELL-BEING

Well-being
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.
Strategic Initiatives	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths.
	3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD.
	3.3 Build systems to provide ongoing embedded professional development in social, emotional and physical support for all stakeholders.

3.3 Provide embedded professional development in social, emotional and physical support for all stakeholders.

3.3 Provide student differentiated support and intervention groups based on examination and analysis of district-wide data.

3.3 Investigate opportunities for family supports to meet the changing mental health needs of students.

Duke

www.foxborough.k12.ma.us

Foxborough Public Schools Presents:

MINDING YOUR MIND

The Secret Lives of Teens and Tweens

Foxborough parents, caregivers, and community members caring for youth 10yrs+ are encouraged to attend "The Secret Lives of Teens & Tweens" presented by counselor Jon Mattleman. This dynamic and fun presentation focuses on what youth are really thinking, what they fear, why they do not share more, and how adults can effectively support them. This presentation covers depression, stress and anxiety, social media and technology, suicide ideation, 'acting out' behaviors, and more. There will be plenty of time for your questions. With questions, please contact Amy Muldowney at muldowneya@foxborough.k12.ma.us.

WEDNESDAY, FEBRUARY 15
6:00 - 8:00 PM

FOXBOROUGH HIGH SCHOOL
LOWER MEDIA CENTER

Presented by Foxborough Public Schools Minding Your Mind

A Parent Education Event
For Preschool to High School Families

SOCIAL EMOTIONAL LEARNING
AND YOUR STUDENT

Join district consultant, Dr. Larry Epstein, to discuss what skills are included within Social Emotional Learning, how educators integrate skill development into students' days, and ways students may receive extra support at school to build these competencies.

March 8th, 2023
6:00-8:00pm
Burrell Elementary School

CHILDCARE PROVIDED by FHS National Honor Society Students

Questions: Email Amy Muldowney, Communi muldowneya@foxborough.k

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How to talk to your child about their diagnosis

Katherine Schwab   LMHC, PLLC

Tuesday 4/11
7
Zoom ID:

![MARC Massachusetts Aggression Reduction Center at Bridgewater State University] ![fhs]

Parents!
Do you need help with:
* managing your child's screen use
* promoting healthy social relationships
* avoiding social problems like bullying & cyberbullying?

Please join Dr. Elizabeth Englander as she offers concrete, down-to-earth approaches to many issues related to raising children.

Dr. Englander relies on research to give us clear guidance to support families and communities, to help everyone raise happier children.

Wednesday, December 7, 2022
6:30pm
Foxborough High School Auditorium

Questions? Please email Amy Muldowney at muldowneya@foxborough.k12.ma.us

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Foxborough High School
February 15, 2023
5:00pm-6:00pm

Exhibit Details

Minding Your Mind
The Secret Life of Teens & Tweens presentation to follow, 6:00-8:00pm

HIDDEN IN PLAIN SIGHT

did you know?

One THC vape = 66 rolled joints in 1990?

Let us walk you through the bedroom of a teenager who may need support with their mental health and substance use.

Education. Conversation. Prevention.

Refreshments served!

SAFE

McLEAN HOSPITAL SCHOOL CONSULTATION SERVICES

Parent Workshop for Foxborough Public Schools

School Avoidance

Thursday, April 13th, 12-1pm

Lauren Santucci, Ph.D.

Learning Objectives

This workshop will discuss why kids avoid school and how caregivers can help. Dr. Santucci will present what we know about the different functions of school avoidance as well as research-supported strategies to intervene early, including what caregivers can do to create a home environment that supports attendance.

To attend, visit: https://partners.zoom.us/j/89523587813

McLean

PILLAR 4: DIVERSITY, EQUITY & INCLUSION

Diversity, Equity, & Inclusion
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.
Strategic Initiatives	4.1 Identify ways to diversify hiring practices using an equity lens.
	4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity.
	4.3 Ensure all adults have the skills & knowledge to meet the changing student population/demographics through ongoing professional development by continuing to focus on cultural proficiency and celebrate diversity.

4.2 Investigate current practices, data and provide professional development to ensure inclusion and equity.

4.2 Investigate curricular DEI programs such as No Place for Hate, Diversity Talks, Playbook Initiatives, etc. for different grade bands (elementary, middle and high).

4.3 Explore data through an inquiry-based lens to assess current practices in order to identify equity gaps and remove barriers.

4.3 Evaluate current procedures, policies and communications to ensure an inclusive environment.

4.3 Identify needs and make recommendations for differentiated professional development to support and promote equitable and inclusive practices.

James Donovan @FoxboroughHS · Sep 16, 2022
Congratulations to our Homecoming Court and especially this year's King and Queen, Grace Stapleton and Justin Macauley. @FoxboroughPS @FoxboroughMusic @FoxboroWarrior

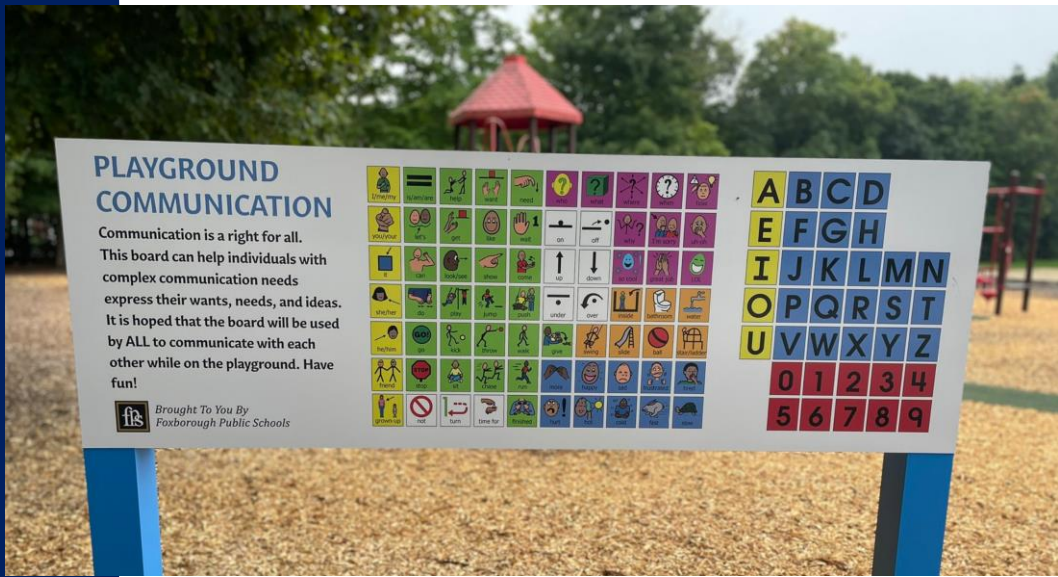**www.foxborough.k12.ma.us**

UNIFIED Basketball

Ahern

Bocce

FHS

UNIFIED TRACK

@FoxboroughPS

The FIRST ANNUAL Foxborough Games!!

www.foxborough.k12.ma.us

PLAYGROUND COMMUNICATION

Communication is a right for all. This board can help individuals with complex communication needs express their wants, needs, and ideas. It is hoped that the board will be used by ALL to communicate with each other while on the playground. Have fun!

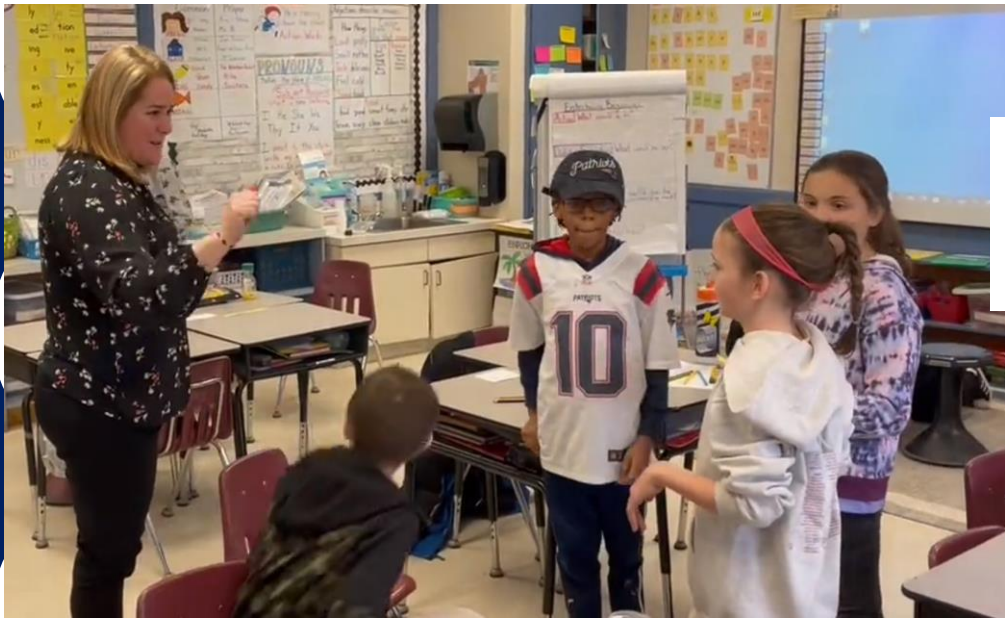Brought To You By Foxborough Public Schools

Making our communities inclusive for ALL learners with communication boards at all elementary schools and Ahern Middle School

Augmentative Communication

World Culture Night

Afterschool ASL Club @ Igo

NEURODIVERSITY: WHAT IS IT? HOW DOES IT LOOK? WHAT CAN I DO?

Neurodiversity

Autistic Spectrum Disorder
Developmental Language Disorder
Tic Disorders
Intellectual Disability
Attention-Deficit/Hyperactivity Disorder
Developmental Coordination Disorder
Dyslexia
Dyscalculia

Foxborough Public School's Pamela Bartolini, MS CCC-SLP, and Kerri LeBlanc, OTR/L, will discuss:
*Neurodivergent profiles, including common barriers and strengths
*Sensory modulation and related accommodations
*Strong focus on ACCEPTANCE of neurodivergent people, EDUCATION for neurotypical and neurodivergent people, and INCLUSION as the new norm

Please join us on Thursday, May 25, 2023 at 4:30pm for this virtual event.
Sponsored by Foxborough SEPAC
Please see Zoom link in email

Visual Supports Make & Take Workshop

Childcare generously provided by FHS National Honor Society students

Self Help Inc.
COORDINATED FAMILY & COMMUNITY ENGAGEMENT
The Community Action Agency of Greater Brockton and Attleboro

January Parent Event

Tuesday, January 24, 2023 at 3:30pm
Burrell Elementary School: Preschool Wing

Parents of students in preschool through fourth grade are invited to this event. Join CFCE Specialist Marsha Wright for a workshop educating parents about the benefits of using visual supports at home. Visual supports can be used in a variety of ways to manage routines and result in more success for children. Participants will receive support in making visuals they can begin using with their children immediately.

Visuals help children and adults complete everyday tasks.

Are you ready for bed?

Coffee Hour for Ahern & FHS Parents

Tuesday, March 14, 2023
10:30am-11:30am
Ahern Middle School
Conference Room

Is this "normal"?

What is normal anway?

Join Dr. Barry Plummer to hear about challenges caregivers of teens and tweens may face and ask your own questions about social, emotional, and behavioral development.

COMMUNITY RESOURCE FAIR

bringing together local organizations specializing in family support, emotional health, social services, education, and social and sports enrichment for our children.

Participating Organizations:

- Hockomock YMCA
- ARC – Bristol/Norfolk
- Riverside Community Care
- Personal Best Karate
- MA Department of Developmental Services
- MA Family Ties
- The Bridge Center/Easter Seals
- FUSE
- Challenger
- Special Olympics
- Little Wiffels
- Camp Finburg
- House of Possibilities
- Create Art and Wellness

...and MORE!!!

presented by:

Foxborough SEPAC

Mansfield SEPAC
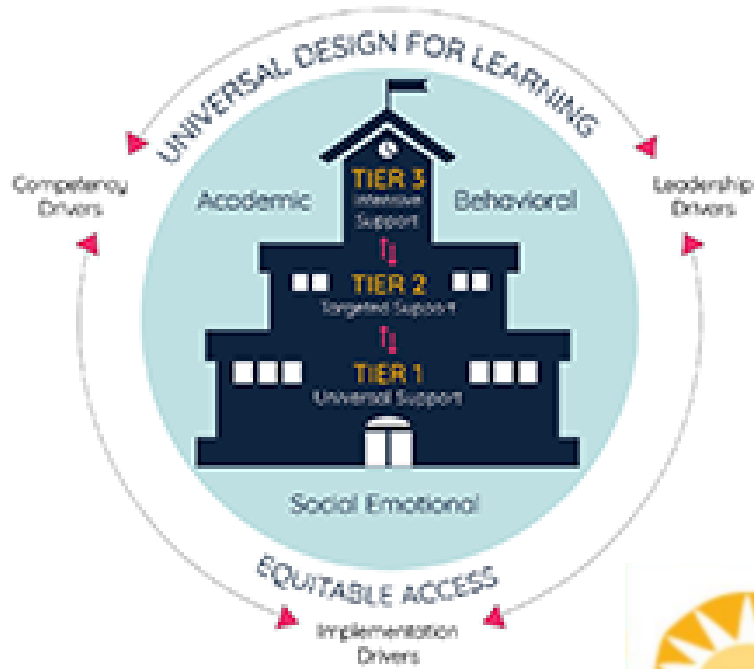
**TUESDAY
MARCH 7, 2023
6:30PM-8:30PM**

**ROBINSON SCHOOL
CAFETERIA**

**245 EAST STREET
MANSFIELD**

FIRST ANNUAL Community Resource Fair with over 50 different resources/supports for students and families.
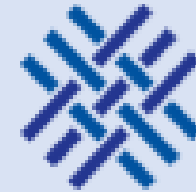
UNIVERSAL DESIGN FOR LEARNING

Competency Drivers

Academic   TIER 3 Intensive Support   Behavioral   Leadership Drivers

TIER 2 Targeted Support

TIER 1 Universal Support

Social Emotional

EQUITABLE ACCESS

Implementation Drivers

Massachusetts Partnership for **DIVERSITY** IN **EDUCATION**
Multicultural Staffing Initiatives for Public Schools

METCO

Responsive Classroom®

THE MASSACHUSETTS PARTNERSHIPS FOR YOUTH INC.

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

MARC
Massachusetts Aggression Reduction Center
at Bridgewater State University

INCLUSIVE ACADEMY

Initiatives for Developing Equity and Achievement for Students
IDEAS
Strength in Diversity

Lesley Institute for Trauma Sensitivity
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QUESTIONS

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Facilities & Infrastructure
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.
Strategic Initiative	1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.
	1.2 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.
	1.3 Develop a sustainability plan for technology supports, teaching and learning.

Describing Implementation
Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

The District will use multi-layered strategies and leverage technology and innovation to inform future building and facilities improvements, cleaning and sanitization protocols, and technology enhancements to provide a secure, supportive, responsive, and innovative learning environment for all students and staff.

The District will continue working with the DESE (Department of Elementary and Secondary Education), local public health, and our district health and facilities team members to implement best practices and preventative measures to mitigate in-school transmission of COVID-19.

The District will continue working with local police, fire, 911 services, and experts (Synergy Solutions) in emergency response planning. The District will comprehensively evaluate and update our critical incident planning for Foxborough High School. The process will serve as a model for updating critical incident planning for all other Foxborough Schools.

The District will leverage school buildings and technology to innovate learning environments and enhance safety. The District will continue to use technology to personalize learning, promote equitable access and expand learning opportunities outside the traditional school building and day.

The District will implement digital tools and school information systems to improve communications between our schools and parents to improve student safety.

The District will use digital tools and student information systems to personalize digital learning and provide developmentally appropriate technology access.

Defining Key Terms

Term	Definition
Synergy Solutions	The I.M.P.A.C.T. Violent Intruder Program *Incident Management Protocols and Critical Tasks (IMPACT)* I.M.P.A.C.T. is a comprehensive program that develops emergency plans to integrate school capabilities and needs with first responders. Plans are collectively developed with schools, police, fire, and emergency management personnel.

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	'21-22	'22-'23	Early Evidence of Change Benchmark	Status
1.1 Utilize a multi-layered strategy to leverage best practices, technology, and innovation to mitigate in-school transmission of COVID-19.	Business Mgr., Facilities Dir., Tech. Dir., Nurses BOH, Public Health Nurse	X	X	1.1 Monitoring and oversight of attendance, transmission rates, and supplies such as ventilation filters, and cleaning supplies & processes, using technology, including Q.R. codes and other digital applications and workflows.	Complete: • End of public health emergency
1.1 Partner with Synergy911 to update Burrell, Igo and Taylor Elementary School's Emergency & Critical Incident plan, including command coordination for first responders and staff personnel to respond to critical incidents or violent encounters.	District & School Admin, FPD, FFD, SEMRECC	X	X	Synergy911 Findings and recommendations implemented: Utilize findings and recommendations from Synergy911 assessments and trainings for Foxborough High School, Ahern Middle School, Burrell, Elementary, Igo Elementary and Taylor Elementary Schools. Hardened access to school buildings: Complete improved building security with increased security through High School Vestibule Critical Emergency Plans Completed and Implemented	Complete: • District wide Active Shooter Training with Synergy911 for all staff (10/7/22 & 3/17/23) • Conducted full security and emergency-preparedness safety assessments of remaining 4 schools (Burrell, Igo, Taylor Elementary Schools & Ahern Middle School) • Installed FHS double entry vestibule for security with "man trap" • Installed security with double entry foyer at Ahern including new cameras • Installed new exterior doors and locking systems at FHS and Ahern Ongoing: • In collaboration with FPD will conduct full SAFE safety assessment with Homeland Security (summer/fall) (Assessing existing security measures and delivers feedback on

Process Benchmark	Person Responsible	'21-22	'22-'23	Early Evidence of Change Benchmark	Status
					vulnerabilities and options for improving security.
1.1 Engage in various drills and refine any methods based on public safety recommendations to ensure valid and effective responses and practices.	Admin, Teachers, Students, FFD, FPD	X	X	1.1 Complete all required drills at each school with validation of success by public safety partners (Fire, bus evacuation, school evacuation, stay-in-place, and lockdown)	Complete: • Bus, Fire and evacuation drills completed at all schools • Full lockdown in real time took place at FHS as a result of Swatting Call – Training put to the test • FPD attended 2 School Committee meeting for Safety Updates: (8/23/22 & 4/4/23) • FPD and FFD attended Admin Mtgs throughout school year
1.1 Configure mobile panic alarm systems to alert station officers to monitor the school security camera system when the panic alarm is activated through a 911 call.	Business Mgr., Facilities Dir., Technology Director, FPD	X		Station officers are alerted to monitor the school security camera system when the panic alarm is activated through a 911 call.	Completed
1.1 Provide professional development opportunities designed to develop a logistical plan for first responders and staff personnel to deal with critical incidents or violent encounters. (IMPACT Intruder Program – Critical Incidents)	Admin and Synergy Solutions	X	X	1.1 Evidence of understanding and application of professional development outcomes demonstrate safety procedures and practices by staff personnel in preparation to deal with critical incidents or violent encounters.	In progress
1.1 Implement Safe Arrival application to improve school and parent communication for student attendance.	District and Building Admin., Technology, Parents	X		1.1 An automated system notifies parents and guardians of unanticipated student absences by phone, text, and email. (Lower rate of unexpected student absenteeism)	Completed: • Implemented Safe Arrival
1.1 Expand the use of the mass notification system to include mobile and SMS messaging technology.	District and Building Admin., Technology, Parents	X	X	1.1 Administrators use mobile technology to send mass notifications, including Voice, Email, and SMS messages	Completed: • School Messenger APP
1.1 Implementation of student	Admin, Technolog			1.1 Student information systems use student and teacher	Completed:

Process Benchmark	Person Responsible	'21-22	'22-'23	Early Evidence of Change Benchmark	Status
information systems and solutions (the M365, Azure Cloud, Clever, SSO, Family Zone) to personalized students' access to digital learning materials and implement developmentally appropriate technology safeguards.	y, Curr. Directors & Depart. Heads, Digital Learning Coaches	X	X	demographics and course schedules to automate assigning access to digital learning resources, developmentally appropriate student safeguards, and internet content filtering. (M365, Teams, Clever, Intune, and Family Zone implemented)	• Azure Cloud, Clever, SSO, M365, and Family Zone with safeguards fully implemented
1.2 Establish a Building/Facility Committee to investigate needs for future learning environment improvements.	Business Manager and Superintendent	X	X	1.2 Received Statement of Interest to M.S.B.A. for Taylor Elementary, Classroom learning environment reviewed and buildings site visit scheduled.	Completed: • Completed detailed inventory and scope of equipment and identified needs of improvement Ongoing: • MSBA SOI rejected for FY23 • Reapplied to MSBA SOI for FY24
1.3 Conduct Technology Review as part of Curriculum Review process to develop and sustain an equitable implementation of instructional technology across the district.	Dir. Tech., Assist. Superintendent, Tech Curr. Review Team, Principals		X	1.2 Complete Technology Review as part of Curriculum Review process and make recommendations for sustaining an equitable implementation of instructional technology across the district.	Completed: • Comprehensive Review for K-12 Technology Education including timeline for recommendations • SC Presentation 5/16/23
1.3 Develop a multi-year financial sustainability plan for the refreshment of laptops and technology infrastructure including two data centers.	Director of Technology, Business Manager, Superintendent/ Assistant Superintendent		X	1.3 Completed multi-year financial sustainability plan for the refreshment of laptops and technology infrastructure including two data centers.	Ongoing: • Preliminary plan in progress

Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Utilize a multi-layered strategy to leverage best practices, technology, and innovation to mitigate in-school transmission of COVID-19.		Grant Funding Human Resources	Increased FTE .5 Nurse .5 Custodial .1 Technology Support	Grant funding ESSER I, II & III (FY22 & FY23)
Partner with Synergy911 to update Foxborough High School and Ahern Middle School's Emergency & Critical Incident plan, including command coordination for first responders and staff personnel to respond to critical incidents or violent encounters.		District Budget Human Resources	Funding	School Building Partner with Foxborough Public Safety on grant opportunities
Engage in various drills and refine any methods based on public safety recommendations to ensure valid and effective responses and practices.	Additional assistance from Police & Fire Departments Panning and coordinating drills	Human Resources		Police Sgt. and S.R.O.s
Configure mobile panic alarm systems to alert station officers to monitor the school security camera system when the panic alarm is activated through a 911 call.		Human Resources	Hardware, Software, and Installation Support	
Provide professional development opportunities designed to develop a logistical plan for first responders and staff personnel to deal with critical incidents or violent encounters. (IMPACT Intruder Program)	DESE Title IV Grant	Time on existing P.D. Calendar Human Resources		Seek DESE School Safety Initiative grants

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Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
				announced by Baker-Polito for new funding.
Implement Safe Arrival application to improve school and parent communication for student attendance.	Expand capabilities of School Messenger system	Human Resources	Funding	Grant funding ESSER I, II (FY22 & FY23)
Expand the use of the mass notification system to include mobile and SMS messaging technology.	Expand capabilities of School Messenger system	Human Resources		
Expand the implementation of student information systems and solutions (the M365, Azure Cloud, Clever, SSO, Family Zone) to personalized students' access to digital learning materials and implement developmentally appropriate technology safeguards.		Human Resources	Funding	Grant funding ESSER I, II (FY22 & FY23
Establish a Building/Facility Committee to investigate needs for future learning environment improvements.	School Building Committee	Human Resources		
Conduct Technology Review as part of Curriculum Review process to develop and sustain an equitable implementation of instructional technology across the district.	Within district budget	Human Resources		
Develop a multi-year financial sustainability plan for the refreshment of laptops and technology infrastructure including two data centers.	Capital Improvement Plan	Human Resources		

Teaching, Learning, & Pedagogy
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.
Strategic Initiative	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners. 2.2 Align and create common curriculum documents for all grades and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor. 2.3 Identify, administer, and utilize data from Universal Screening tools, such as for a dyslexia screening.

Describing Implementation
Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

Data Teams, Professional Learning Communities, Student Support Teams and Building Based Support Teams provide a structure to educators to collaborate to support equitable learning experiences for all students. These team structures and the utilization of a Multi-Tiered System of Support framework will be the driving force behind creating equitable learning experiences for students.

Data Teams identify areas of improvement and opportunities for growth by analyzing trends, data, and assessment information. This work informs PLC Teams to determine school and grade level/department goals as well as Student Support Teams for individual student goals.

Consistent structures for systemic support will be implemented district wide. Specifically, this initiative builds on the district's current Response to Intervention (RTI) process. This work will include creating collaborative schedules for Data Teams, PLCs, SSTs and BBSTs at each level – elementary, middle and high. As part of this work a common understanding will be developed and assessed. Schedules will maximize supports for students with targeted professional development provided to staff.

Defining Key Terms

Term	Definition
Multi-Tiered System of Support (MTSS)	Multi-Tiered System of Support is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making." (ESSA, 2015)

Term	Definition
	The MTSS Model is defined as a systemic framework that requires the alignment and coordination of all the structures, conditions, and supports in place for designing levels or tiers of *prevention (all), intervention (some), and remediation (few)* for both academics and social well-being based on student data. The goal of implementing MTSSS is to create a school designed to serve the "whole child." The primary focus is on equity, inclusivity, and access for all students, with the shared ownership and collaboration of all stakeholders. (Hannigan and Hannigan, 2021)
Student Support Team (SST)	SSTs are **grade level** groups of educators who meet regularly to systematically support students via individualized goals and interventions. Progress and fidelity of interventions are monitored, documented, and communicated to guide potential next steps.
Professional Learning Community (PLC)	PLCs are groups of educators who meet regularly to engage in a systematic process based on the finding of the data team. Participants may share methodology, analyze student work, plan instruction and collaborate to improve teaching strategies to support the success of students.
Building-Based Support Teams (BBST)	BBSTs are **building level** groups of educators who meet to assess a student's strengths, challenges, and lagging skills, then collaboratively identify intervention strategies that maximize school, family, and community-based supports, including social emotional, academic, positive youth development, supportive relationships, etc.

Monitoring Progress

Benchmarks: What will be done, when, and by whom

Process Benchmarks	Person Responsible	2021 2022	2022 2023	Evidence of Change Benchmark	Status
2.1 Development of Multi-Tiered System of Supports (MTSS) Working Group	District Admin. Principals, Teachers	X		2.1 Regular meetings with outcome-based agendas, and implementation of common structures with common names and consistency of purpose of function (SST, PLC, Data Teams, BBST)	Completed
2.1 Launch initial MTSS Systems districtwide with targeted Professional Development	Asst. Supt & PD Comm.	X	X	2.1 Instructional practices show evidence of tiered instruction, co-	Completed: • District PD Day Schedules (8/30-8/31, 9/1, 10/7, 3/17)

Process Benchmarks	Person Responsible	2021 2022	2022 2023	Evidence of Change Benchmark	Status
				teaching through walkthroughs, observations and Ed. Eval. Decrease of at least 2% in special education population	• Targeted Assistance PD sessions with Lisa Dieker (CO-teaching) • Targeted Assistance PD sessions with Laurie Casna, Katie Novak (MTSS/UDL) • UDL Book Club • Virtual Coaching Sessions with Lisa Dieker, Fall semester • UDL Mini-Course, Fall semester
2.1 Create schedules to support MTSS, Data Teams, PLCs, SST and BBST	Principals, Dept. Heads/Curr. Directors	X	X	2.1 Implementation of schedules to support MTSS, Data Teams, PLCs, SST and BBST	Completed: • *PLC/Data Meetings – school schedules* • *SST, BBST Meetings – school schedules*
2.1 Implementation of Dyslexia Screener	District Admin.& Build Admin	X		2.1 Data from dyslexia screener used for intervention (walkthrough, classroom observations, Educator Eval)	Ongoing • *Implementation of screener 3 times per year* • *Support intervention and analysis through SST and PLC*
2.1 Participation in the Mass. DESE MTSS UDL Academy (Inclusive Instruction Academy)	District Admin., Building Admin, Teachers	X	X	2.1 MTSS meetings occurring regularly, with formal protocols (elementary, middle and high)	Completed: • Taylor & Igo – Yr 2 of 3 • Burrell & Ahern – Yr 1 of 3
2.1 Examine available data regarding student attendance and belonging. Specific goals established with an eye towards racial equity.	Building Admin. Curriculum Directors, Dept. Heads	X	X	2.1 Instructional practices show evidence of District Curriculum Accommodation Plan (DCAP) and Universal Design principles in teacher planning,	Completed: • SST/BBST Meetings • K12 Culture & Climate Data analysis – SC Mtg. 10/18 • *Student* Focus Groups – Gr. 4-12 • Panorama SEL Survey administration

Process Benchmarks	Person Responsible	2021 2022	2022 2023	Evidence of Change Benchmark	Status
				classroom observations and team meetings.	
2.1 Analyze diagnostic data to be used in grade level/cycle/department level meetings.	Curriculum Directors, Teachers	X	X	2.1 Data teams convene at least 2x during school year	Completed and ongoing • School Schedules and Agendas
2.1 Provide professional development to support teachers in undergoing cycles of data analysis as part of implementing MTSS.	Admin and Professional Development Committee	X	X	2.1 Evidence of resources shared through MTSS Academy utilized in planning and instruction and at least 50% of professional development sessions focus on MTSS	Completed and ongoing • District PD Day Schedules (8/30-8/31, 9/1, 10/7, 3/17) • Targeted Assistance with Lauri Casna on UDL, grades K-8 • Inclusive Practices Working Group (1/10, 2/16, 3/9, 5/2, 6/14)
2.2 Develop common curriculum map for all grades and content areas to include a district-wide curriculum library.	Asst. Superintendent, Curr. Directors, Depart. Heads, Teachers		X	2.2 Develop common curriculum map for all grades and content areas to include a district-wide curriculum library.	In progress • Common Curriculum Map developed districtwide • Department Head and Curriculum Directors transferring all curriculum into mappings • Planned launch of library in Spring 2024
2.3 Identify, administer, and utilize data from Universal Screening tools, such as for dyslexia screening.	Principals, Teachers, Curriculum Directors		X	2.3 Identify, administer, and utilize data from Universal Screening tools, such as for dyslexia screening.	Completed and ongoing • PLC, Data, and SST meetings • Grade level meetings

Identifying Resources Supporting Implementation

Process Benchmarks	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Development of Multi-Tiered System of Supports (MTSS) Working Group	New committee – LEA funds	Time on existing PD Days	District PD budget	DESE MTSS Academies
Launch initial MTSS Systems districtwide with targeted Professional Development		Time on existing PD calendar		
Create schedules to support MTSS, Data Teams, PLCs, SST and BBST	District Admin. Restructure of time			
Implementation of Dyslexia Screener			ESSER III Grant (FY22 & FY23)	(Purchased for 3 yrs.)
Participation in the Mass. DESE MTSS UDL Academy			DESE MTSS UDL Grant (FY22, FY23 & FY24)	Igo Elementary Taylor Elementary
Examine available data regarding student attendance and belonging. Specific goals established with an eye towards racial equity.		DEI Committee – reallocation of previous committee		
Provide professional development to support teachers in undergoing cycles of data analysis as part of implementing MTSS.		Time on existing PD calendar	DESE MTSS UDL Academy (Train the trainer)	

Well-being
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.
Strategic Initiatives	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths. 3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD. 3.3 Build systems to provide ongoing embedded professional development in social, emotional and physical support for all stakeholders.

Describing Implementation
Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

Foxborough Public Schools has made a commitment to focusing on the social and emotional learning (SEL) of all students. We believe that in order for students to be available for learning, they must first have the core SEL competencies in place, which include self-awareness, self-management, social awareness, relationship skills and responsible decision making. We know and understand that SEL will continue to advance educational equity through strong school and family collaborative partnerships. SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more. Consistent structures to support the social and emotional learning needs of all students will be implemented district wide. Specifically, this initiative will develop a common understanding of social and emotional learning and how we can maximize the supports for students utilizing data to inform instructional planning, execution and interventions. These systems and structures under the Multi-Tiered System of Support framework will be the driving force behind creating equitable learning experiences for all students.

Defining Key Terms

Term	Definition
Social and Emotional Learning (SEL)	SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL).

Term	Definition
Healthy Minds	Having a balanced mental and emotional state to be productive during the day to contribute in a meaningful way to the school community.
Healthy Bodies	The maintenance of good nutrition, regular exercise, avoiding harmful habits, making informed and responsible decisions about health and seeking medical assistance when necessary.

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	2021 2022	2022 2023	Evidence of Change Benchmark	Status
3.1 Establish a district wide Social Emotional Learning (SEL) Committee to identify existing SEL practices in the district.	DOSS	X	X	3.1 SEL Committee establishes goals, intended outcomes and recommendations for Curriculum, Instruction and Professional Development Trainings for Faculty and Staff.	Completed and ongoing - MTSS/SEL Academy yr 2 of 3 - SEL/Mental Health team meetings – school schedules - SEL Committee Goals met for FY23
3.2 Launch Universal SEL Screener for students K-12.	DOSS, Building Admin and Counselors	X	X	3.2 Examine and analyze SEL data to make informed recommendations for targeted SEL supports and structures.	Completed: - Panorama Screener administered Fall, Winter, Spring - District Data Meetings with Dr. Epstein (11/22, 3/30)
3.2 Conduct Internal Audit and Self-Assessment of SEL Programs and Practices and make recommendations for SEL support and structures.	SEL Committee	X	X	3.2 Implement opportunities for expanded and enhanced SEL supports and structures that are consistent district wide.	Completed: - Spring SEL enrichment programs – building based sessions - Targeted SEL support with Nadja Reilly for elementary mental health teams - Targeted support through Community Wellness Coordinator, Interface partnership
3.2 Explore Scheduling Options and provide opportunities at all levels to support SEL collaboration with faculty and staff.	Dist./School Admin,	X	X	3.2 Provide for regularly scheduled collaboration meetings employing formal protocols and documentation for progress monitoring.	Ongoing - MTSS/Mental Health Team meetings – building schedules - District data meetings with Dr. Epstein (11/22, 3/30)
3.3 Provide embedded professional	PD Committee,		X	3.3 Evidence of understanding of multi-tiered support for	Completed: District PD days (10/7, 3/17)

Process Benchmark	Person Responsible	2021 2022	2022 2023	Evidence of Change Benchmark	Status
development in social, emotional and physical support for all stakeholders.	Administrators			social emotional learning in the classroom and through administration of K12 Culture and Climate perception data survey.	• Elementary Mental Health Team meetings with Nadja Reilly (4/5, 5/3, 5/12) • District data meetings with Dr. Epstein (11/22, 3/30)
3.3 Provide student differentiated support and intervention groups based on examination and analysis of district-wide data.	Administrators, Mental Health Team and Teachers		X	3.3 Progress monitoring shows evidence of tiered intervention support and schedules	Completed and ongoing • Spring SEL enrichment student programs – building based sessions • District data meetings with Dr. Epstein (11/22, 3/30) • MTSS/Mental Health implementation of Tier 2 and 3 interventions • District conducted walkthroughs
3.3 Investigate opportunities for family supports to meet the changing mental health needs of students.	SEL Committee and Administrators		X	3.3 Evidence of mental support offerings to families and the community and administration of K12 Insight Culture and Climate survey.	Completed: • Spring SEL enrichment programs – building based sessions • Implementation of Interface • Community Wellness Coordinator • Parent/Community Presentations focused on supporting families to meet changing needs and mental health of students (12/7/22; 2/15/23; 3/8/23; 4/11/23; 4/13/23 and others)

Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources/funding	Notes
Establish a district wide Social Emotional Learning (SEL) Committee to identify existing SEL practices in the district.			Brigham and Women Health (BWH) Grant (FY22, FY23 & FY24)	DESE SEL Academy
Launch Universal SEL Screener for students K-12.		DESE 240 Grant (Federal funds) Annual Grant		
Conduct Internal Audit and Self-Assessment of SEL Programs and Practices and make recommendations for SEL support and structures.	District Mental Health Teams and SEL Committee*		ESSER III Grant .5 Social Worker (FY22 & FY23) Department of Public Health (DPH) Grant 1.0 Social Worker 1.0 Educational Liaison (FY22 & FY23)	* Brigham and Women Health (BWH) Grant (FY22, FY23 & FY24) Potential need for curricular resources
Explore Scheduling Options and provide opportunities at all levels to support SEL collaboration with faculty and staff.	SEL Committee			
Investigate opportunities for family supports to meet the changing mental health needs of students.			Department of Public Health (DPH) Grant	

4

Diversity, Equity, & Inclusion
Action Plan 2022-2023

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.
Strategic Initiatives	4.1 Identify ways to diversify hiring practices using an equity lens. 4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity. 4.3 Ensure all adults have the skills & knowledge to meet the changing student population/demographics through ongoing professional development by continuing to focus on cultural proficiency and celebrate diversity.

Describing Implementation

Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

The district will review current hiring practices to identify ways to diversify staff using an equity lens. Establishing a district Diversity Equity and Inclusion Committee (DEI Committee) will help drive the district's work to become a more inclusive school environment where student and staff identities are valued, recognized and celebrated. The DEI Committee will develop goals and intended outcomes to promote strategies and best practices within the realms of racial, social, sexual, and gender diversity. Creating an inclusive and equitable environment for all to work, learn, and thrive will drive the work of the committee. This includes expanding professional development opportunities that focus on equitable teaching practices and exploring curricular programs that engage students and staff in dialogue and active learning on the topics of Diversity, Equity and Inclusion.

Defining Key Terms

Term	Definition
Equity	Educational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be. (Adapted from CCSSO, Leading for Equity) What is "Equity" in Schools? Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive.

Term	Definition
	● Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies. ● Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services. ● Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services. ● Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive, multicultural environments for adults and children. (Vermont 2018)
Inclusion	Inclusion is not necessarily a placement or a setting-it involves the implementation of systems and processes that allow all students to be educated within an educational community, the impact of which is significant. (DESE) Central to the philosophy of inclusion are the beliefs that everyone belongs, diversity is valued, and we can all learn from each other. Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. (DESE)

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	'21-'22	'22-'23	Evidence of Change Benchmark	Status
4.1 Investigate various options for hiring diverse staff such as posting on multiple platforms and increasing relationships with local colleges/universities.	Administration	X	X	4.1 Established common practices for recruiting and hiring of staff who represent our students. (Job fairs, college/university connections, platform other than SchoolSpring)	Completed and ongoing: • Joined Massachusetts Partnership for Diversity in Education (MPDE) Multicultural Staffing Initiatives for Public Schools • Expanded postings to Indeed • Participated in Job Fairs virtually and in person at Bridgewater State University (BSU) • Partnering with BSU for recruiting through Summer Institute
4.2 Establish a Diversity, Equity &	Superintendent/ Asst.	X	X	4.2 DEI Committee established goals and intended outcomes for leading the district's	Completed and ongoing: • 18 Member Committee that meets monthly

Process Benchmark	Person Responsible	'21 - '22	'22 - '23	Evidence of Change Benchmark	Status
Inclusion (DEI) Committee that leads and guides work at all levels.	Superintendent			diversity, equity and inclusion work. (Regularly occurring meetings, agendas and recommendations, K12 Insight Perception Survey data by teachers, students and parents)	• Committee Goals met for FY23 school year. • Student Focus Groups completed
4.2 Investigate current practices, data and provide professional development to ensure inclusion and equity.	Administration, teachers, PD Committee	X	X	4.2 Monitor achievement and course opportunity by race, gender and other metrics to assess equity. Instructional practices show evidence of inclusive practices through classroom observations, walkthroughs and dialogue.	Complete and ongoing: • K12 Culture and Climate Survey Data – SC Mtg presentation 10/18/22 • Professional Development District Days • Completed Year 1 & Year 2 Inclusive DESE Academy
4.2 Investigate curricular DEI programs such as No Place for Hate, Diversity Talks, Playbook Initiatives, etc. for different grade bands (elementary, middle and high).	Administration and teachers	X	X	4.2 Identify potential program/initiatives specific to grade level bands (elementary, middle and high) and create timeline for implementation and identify professional development needs.	Complete and ongoing: • No Place for Hate and Humans of the Ahern Project implemented at Ahern Middle School • Expanded Responsive Classroom to middle school level
4.3 Explore data through an inquiry-based lens to assess current practices in order to identify equity gaps and remove barriers.	DEI Committee, Administrators, Cur. Directors, Dept. Heads, Teachers		X	4.3 Embed equity analysis as part of curriculum review process.	Complete and ongoing: • Equity Audit implemented in Curriculum Review processes (Technology Education and Science, Engineering Technology for FY23) • Analysis of Panorama data – administered 3 times a year. Dr. Larry Epstein facilitated this work. • Expanded community events to be more inclusive and to address known and perceived barriers
4.3 Evaluate current procedures, policies and communications to ensure an inclusive environment.	DEI Committee, Administrators		X	4.3 Increased equitable access to opportunities coinciding with updated procedures and practices.	Completed and Ongoing: • Google translate utilized for school newsletters • Professional Development Newsletter – opportunities presented monthly • Data Teams and PLCs/SST • Revisions of dress code and home work guidelines at secondary level • Implemented Unified basketball at FHS and Ahern

Process Benchmark	Person Responsible	'21-'22	'22-'23	Evidence of Change Benchmark	Status
					• Implemented Unified Bocce and Track at FHS • Hosted 1st Special Olympics (June 2023) • FHS Graduation – expanded participation to include Rabbi to provide a more inclusive environment
4.3 Identify needs and make recommendations for differentiated professional development to support and promote equitable and inclusive practices.	DEI Committee PD Committee		X	4.3 Implement teacher agency in professional development opportunities through feedback and choice.	Completed and Ongoing: • Professional Development Team – attainment of goals • Professional Development District Days (Aug 30-31, Sept. 1, Oct. 7 & March 17, 2023) • PD opportunities through Book Studies and all opportunities outlined on monthly PD Newsletter • IDEAS Graduate Courses and workshop offerings • Implemented and engaged in Equity Walks using developed protocol

Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Investigate various options for hiring diverse staff such as posting on multiple platforms and increasing relationships with local colleges/universities.	DEI Committee	Potential advertising and subscription costs	Expanding recruiting avenues	
Establish a Diversity, Equity & Inclusion (DEI) Committee that leads and guides work at all levels.		Reallocation of Existing Committee resources – LEA		
Investigate current practices, data and provide professional development to ensure inclusion and equity.		Reallocation of Title IIA DESE Grant DEI Committee recommendations for PD utilizing grant funding Time of existing PD calendar	ESSER III Grant (FY22 & FY23) 1.0 EL Teacher Student Opportunity Act (SOA) Grant (FY22 & FY23) 1.0 MS Sped Teacher	
Investigate curricular DEI programs such as No Place for Hate, Diversity Talks, Playbook Initiatives, etc. for different grade bands (elementary, middle and high).	DEI Committee	Reallocation of Existing Committee resources - LEA		Identify and pursue grant funding
Identify needs and make recommendations for differentiated professional development to support and promote equitable and inclusive practices.			DESE IDEA 240 grant	DESE: Identification of significant disproportionality