



# Report of Progress: Support the Whole Child

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January 15, 2026

**MANSFIELD**  
CONNECTICUT

Public Schools

# Our Mission

It is the **Mission** of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that **each and every child** develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.



# Core Beliefs



Lead with **EQUITY**.



Develop the whole **CHILD**.



Ensure **ACTIVE** learning.



Build **PARTNERSHIPS**.



Prepare **GLOBAL** citizens.



Grow **EDUCATORS**.

# Key Drivers

## Know Students

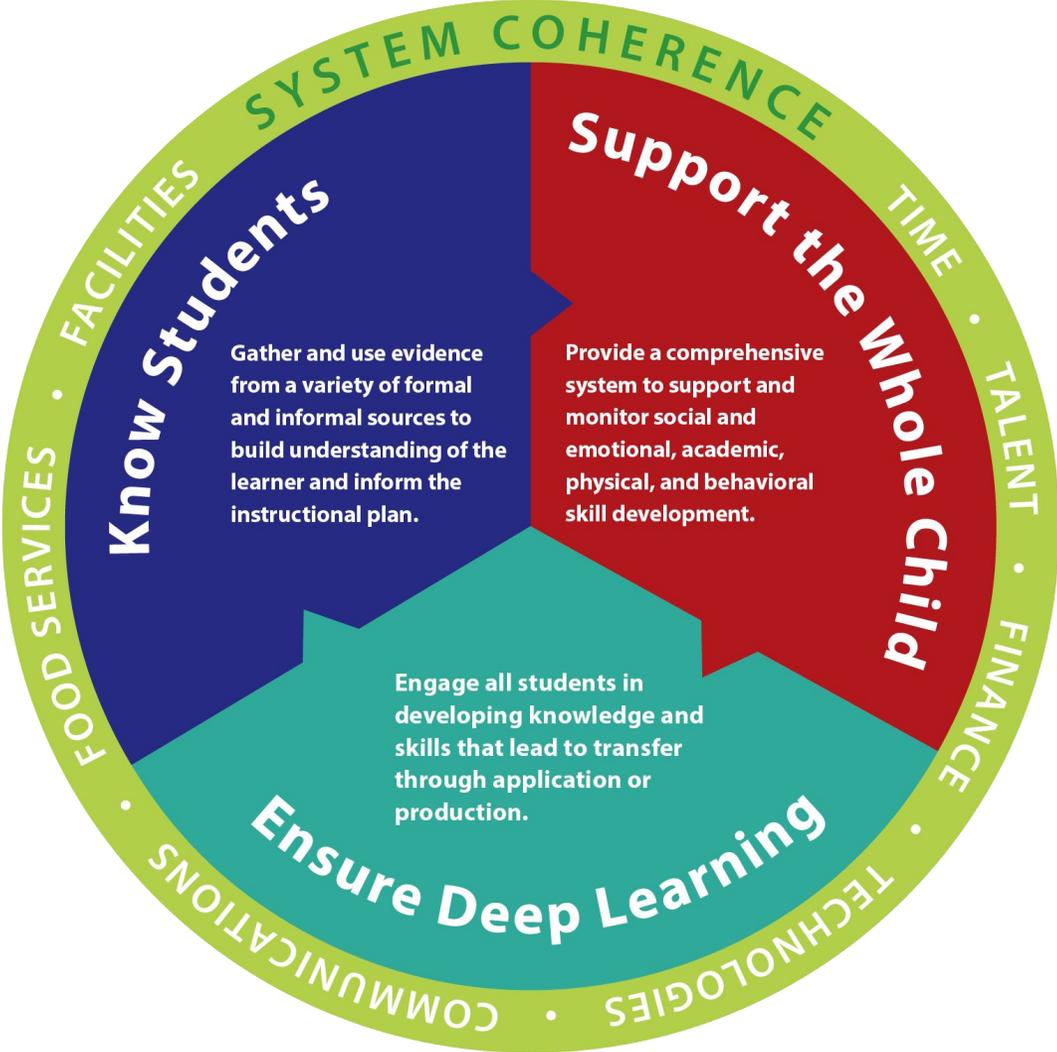
Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

## Support the Whole Child

Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development

## Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.





## Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

### Actions

- Elevate Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.
- Integrate the use of Positive Behavior Intervention and Supports (PBIS) and Restorative Practices within classrooms, teams, and buildings.
- Ensure opportunities and access that are aligned to student interest and needs during and beyond the school day.
- Engage all families with effective and accessible communication outreach that acknowledges and removes barriers that include language, access to technology, culture, and/or ability.
- Implement Universal Design for Learning teaching practices that are relevant to our community and students.
- Create and implement structures that elevate Safe School Climate policy, practices, and teams in order to support the whole child.

### Indicators

- Student chronic absences
- Student behavioral data
- Student support service data
- Multi-Tiered Systems of Support data
- Recognitions and celebrations
- Participation data for student enriching experiences
- Participation rates for events that supports a full, equal partnership with staff, family, and community
- Evidence of equitable practices, access, and opportunities for all students, families, and staff

### CORE BELIEFS

- Lead with equity.
- Develop the whole child.
- Ensure active learning.
- Build partnerships.
- Prepare global citizens.
- Grow educators.

# Support the Whole Child

What does it mean to “Support the Whole Child?”

What will we do to improve our supports?

How will we measure progress?

How is this aligned to our Core Beliefs?



# Actions & Indicators

- Theory of Action “If/Then”
- Actions are the Adult/Staff Moves
- Indicators are the Results of the Actions
- For example:  
*IF* we develop and implement Multi-Tiered Systems of Support...  
*THEN* attendance and behaviors will improve.

## Actions

- Develop and implement Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.

## Indicators

- Student chronic absences
- Student behavioral data



# Indicators



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# Stories of Our Actions

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- Journeys in Learning at MES
- Elevating MTSS: Restorative Circles in Grade 5
- Our Growing Partnership with Mansfield Youth Services
- Thinking Outside the Box: Bringing Service Learning to Life for MMS Students
- Expanding Horizons: MES After School Clubs



# Journeys in Learning

Our *Journeys in Learning* empower MES students to wonder, explore, and grow engaging in hands-on experiences, discovering new ideas, and building knowledge together with and in our community. Through these experiences, students develop curiosity, understanding, and connections that enrich their learning throughout their time at MES.



# JOURNEYS IN LEARNING ROADMAP

## Kindergarten

Why do trees matter?



## Grade 2

How do plants and animals adapt to their habitats?  
How does our Earth change over time?



## Grade 4

How do changes in Earth's surfaces affect the ecosystem?



## Grade 1

How do animals adapt to survive in the Arctic environment?



## Grade 3

How do humans and their environments influence each other?



# Building Belonging with Community and Restorative Circles

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## Why use Circles?

- Build belonging and trust, strengthen communication skills, and support equity of voice
- Allows students to practice and develop important life skills in a safe space

# Circles Structure

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“I see you.  
I hear you.  
And what you say  
**MATTERS.**”  
- Oprah Winfrey

- The Circle Leader starts by reviewing the Community Circle norms and helps guide the conversation.
- Participants take turns speaking using a talking piece to keep the conversation focused and fair.
- Community Circles are a chance for everyone to share their thoughts and be heard
- Restorative Circles follow a similar structure while addressing a specific incident or situation.



KINDNESS

- Use actions and words that impact others positively
- Speak up when you see unkind behavior
- Be helpful and inclusive
- Treat people in a just and fair way

RESPECT

- Accept diverse perspectives
- Be courteous in your interactions
- Leave materials and spaces better than you found them
- Honor personal space and boundaries

RESPONSIBILITY

- Use time effectively to prepare for tasks and events
- Take ownership and engage with your own learning
- Seek help when you need it
- Commit to growing as a learner

# Community Circle Goals

- Build belonging and trust where all voices are heard
- Strengthen communication by providing a place for sharing perspectives and feelings
- Allow for the development of social and emotional skills through active practice

# Restorative Circle Goals

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- Promote understanding
- Provide opportunity to build social-emotional skills such as active listening, respectful communication, and empathy
- Create a safe space to repair harm
- Empower Participants to have a voice and agency in resolving issues



## Community Circle Example:

- Warm up: Provide 1 word describing how you are feeling in this moment.
- Question 1: What do you have in life that you are thankful for and why?
- Question 2: If you could create any tradition/holiday, what would it be and why? (Student created question!)
- Wrap up: Has your feeling word changed? If so, what is it now?

## Restorative Circle Example:

- Warm up
- What happened?
- Why did you choose those actions?
- How were you feeling at the time?
- Who did this impact and how?
- How are you feeling now?
- What do you need to be more successful next time?
- What can you do to repair the harm caused?
- Wrap up



# Our Growing Partnership with Mansfield Youth Services



- Quarterly meetings between Youth Services and School Administration/Psychosocial team.
- Partner on positive youth and community events (Community Screenagers event and assemblies).
- School Administration sits on Youth Services Advisory Board.
- School Administration is a part of the Youth Diversion Team.
- Referrals made from School to Youth Services for individual and family counseling services as needed.



# Our Growing Partnership with Mansfield Youth Services



- Youth Services offers an after-school club at MES (Tiger Strong: Active movement club that focuses on social-emotional development).
- Youth Services attends PTO meetings as needed.
- Youth Services staff hold Teen Center after-school hours for Middle School students on Wednesdays and Thursdays (3-6pm) at the Mansfield Community Center. Bus transportation is available from MMS to MCC.
- MMS Staff and Youth Services partner on the Community Cares program.



# Thinking Outside the Box

Bringing Service Learning to Life for MMS Students



## Community Cares ~ Where Service Meets Learning

- When: Thursday afternoons
- Location: Mansfield and surrounding area
- Purpose: Service - Connection - Impact
- Program runs collaboratively with Youth Services



### Partnerships Include

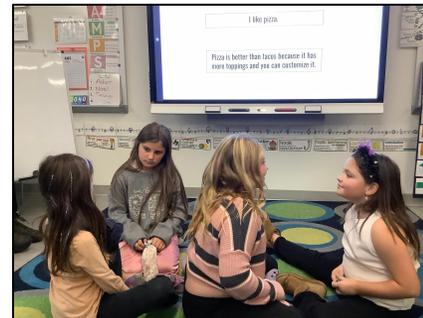
*Tara Farm  
Mansfield Senior Center  
Mansfield Police and Fire  
Department  
Covenant Soup Kitchen  
Hope Farm  
Our Companions*



# Expanding Horizons

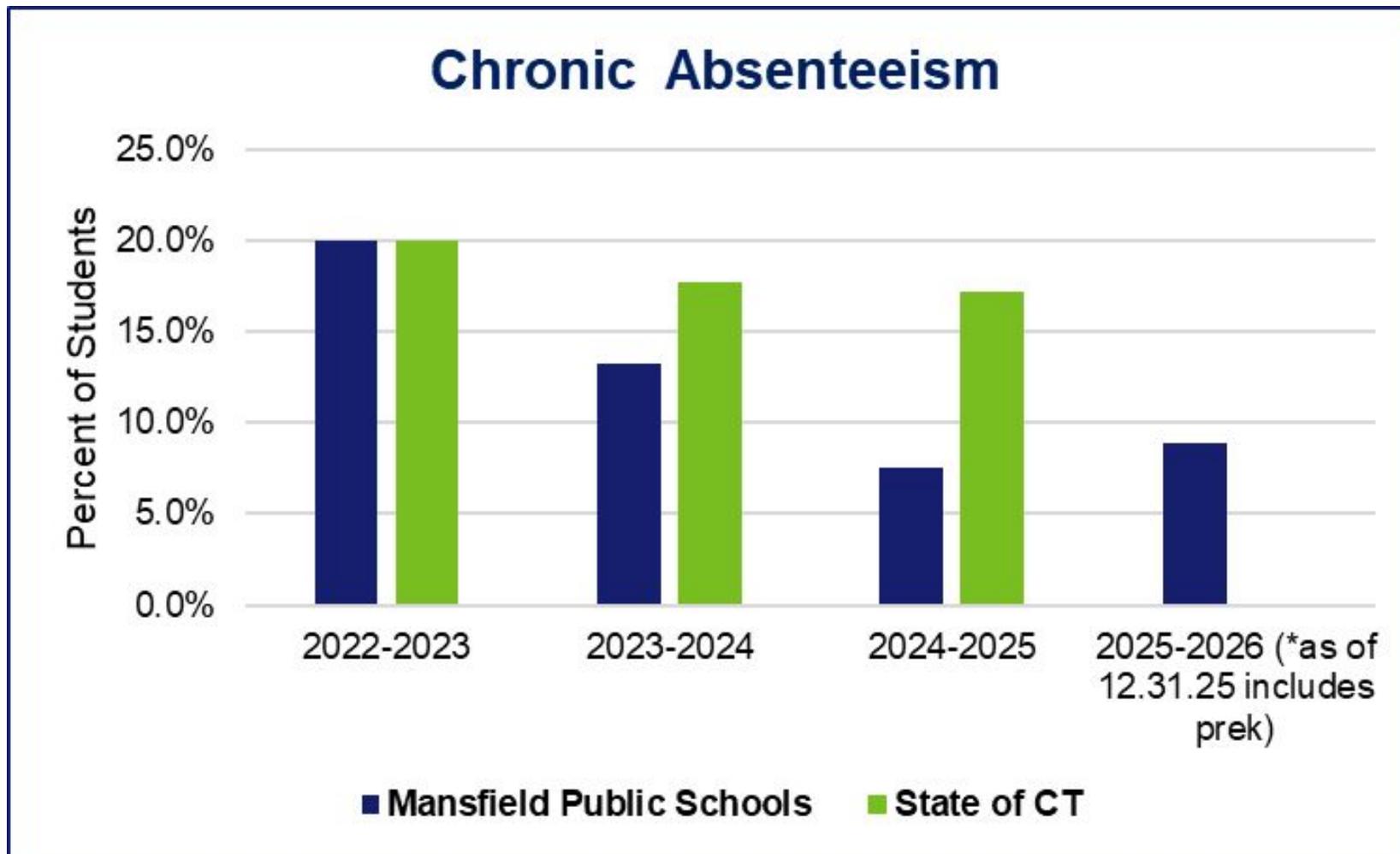
## MES After School Clubs

Fall 2025	Winter 2025	Early Spring 2026
<p>Art Club Debate Club Little Tigers, Big Hearts Tiger Strong Board Game Club Kickball Club</p>	<p>Robotics Club</p>	<p>Board Game Club The Field-to-Tray Explorers Invention Convention Workshop Debate Club Little Tigers, Big Hearts Felt Sewing Club Recycled Art Club Science Experiment Club</p>



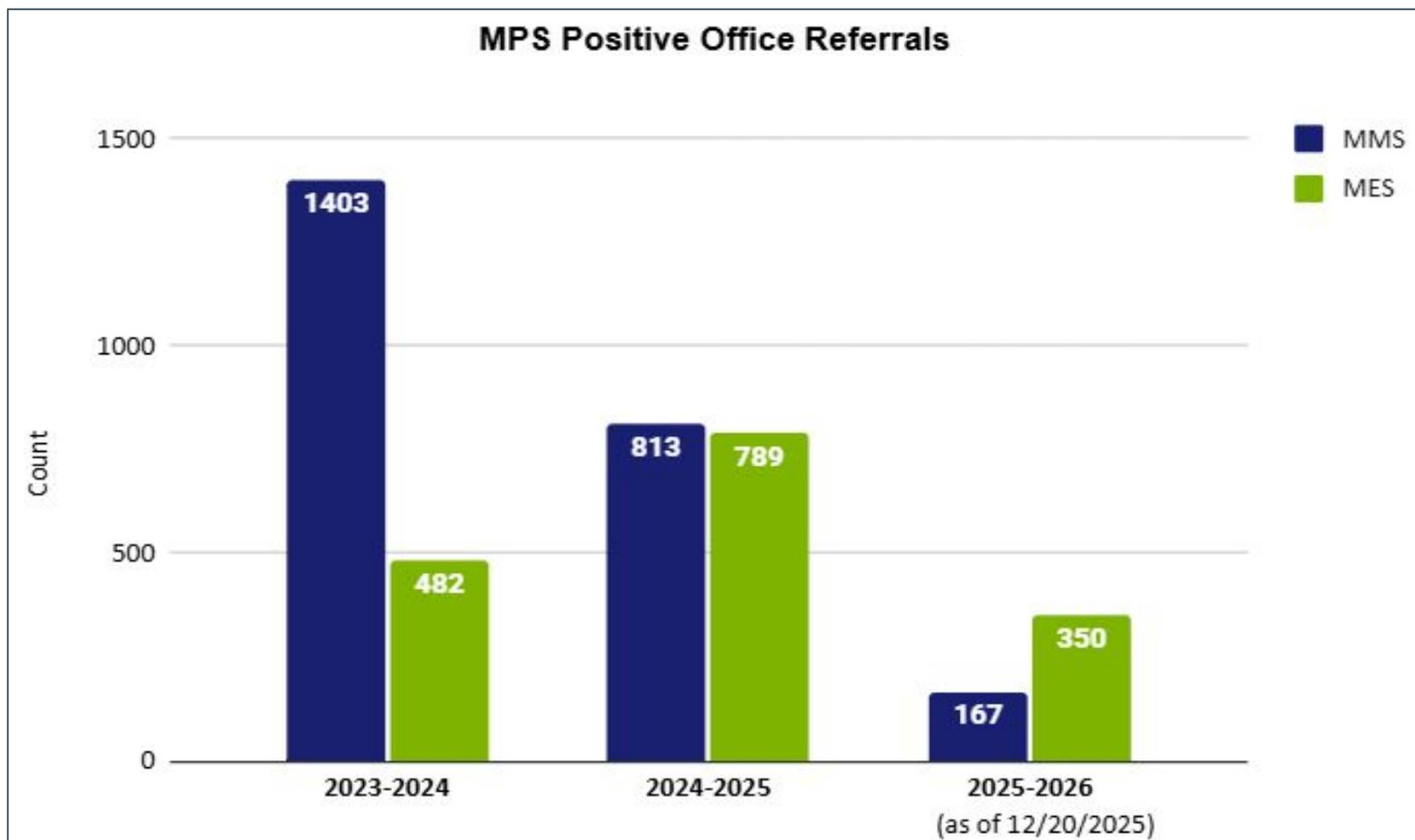


# Chronic Absences



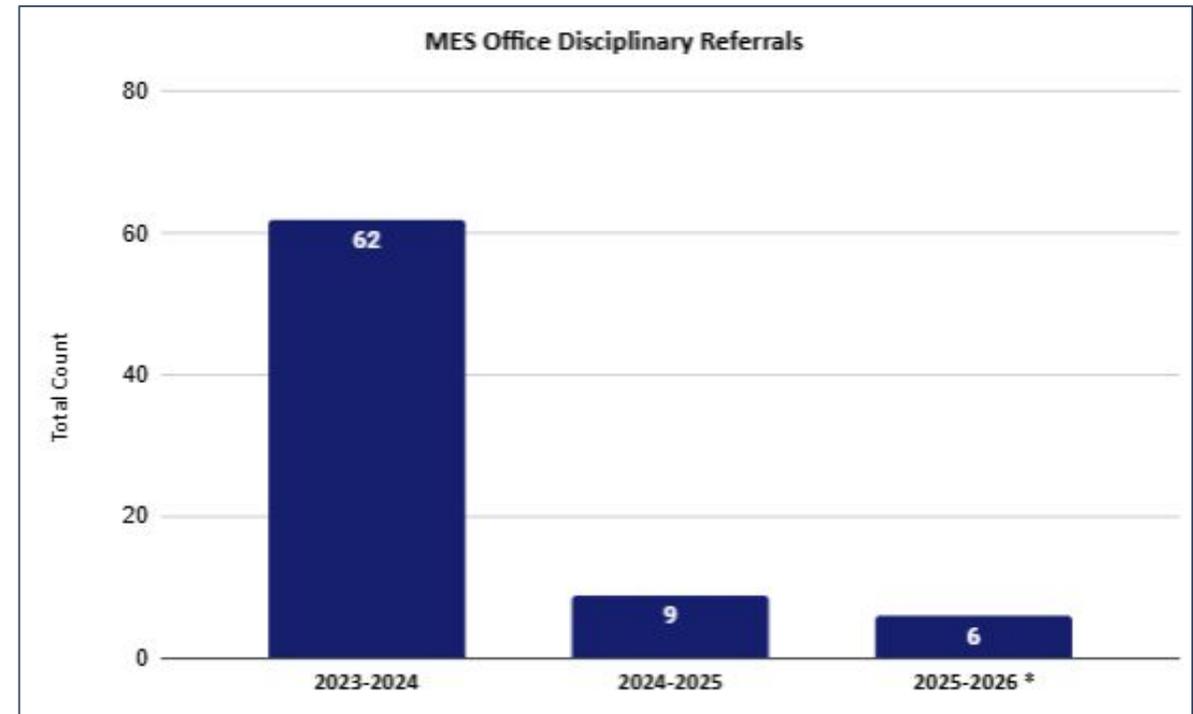
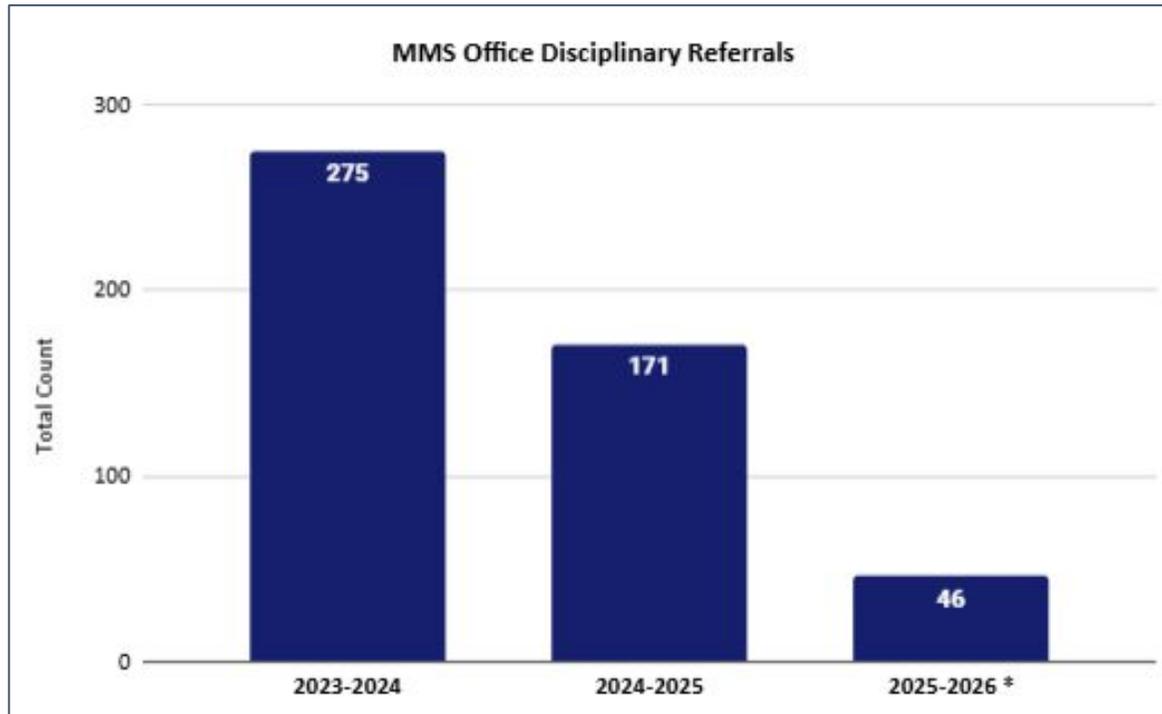


# Student Behavior Data: Positive Office Referrals





# Student Behavior Data: Office Disciplinary Referrals

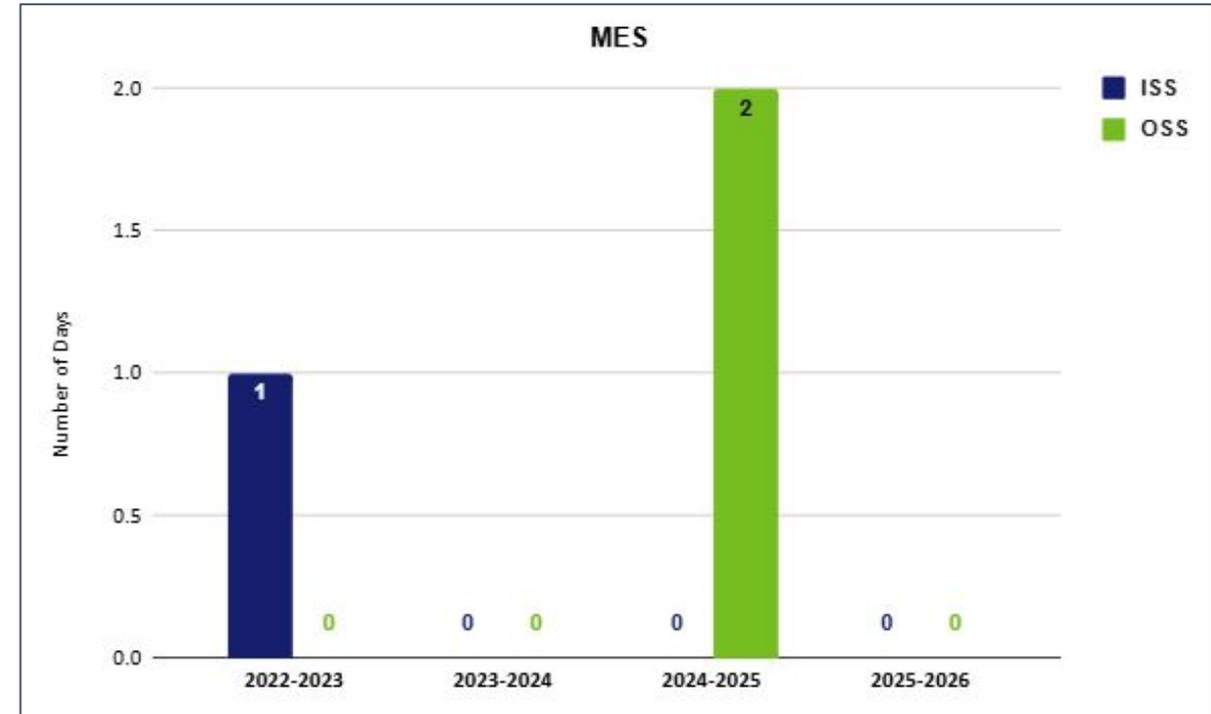
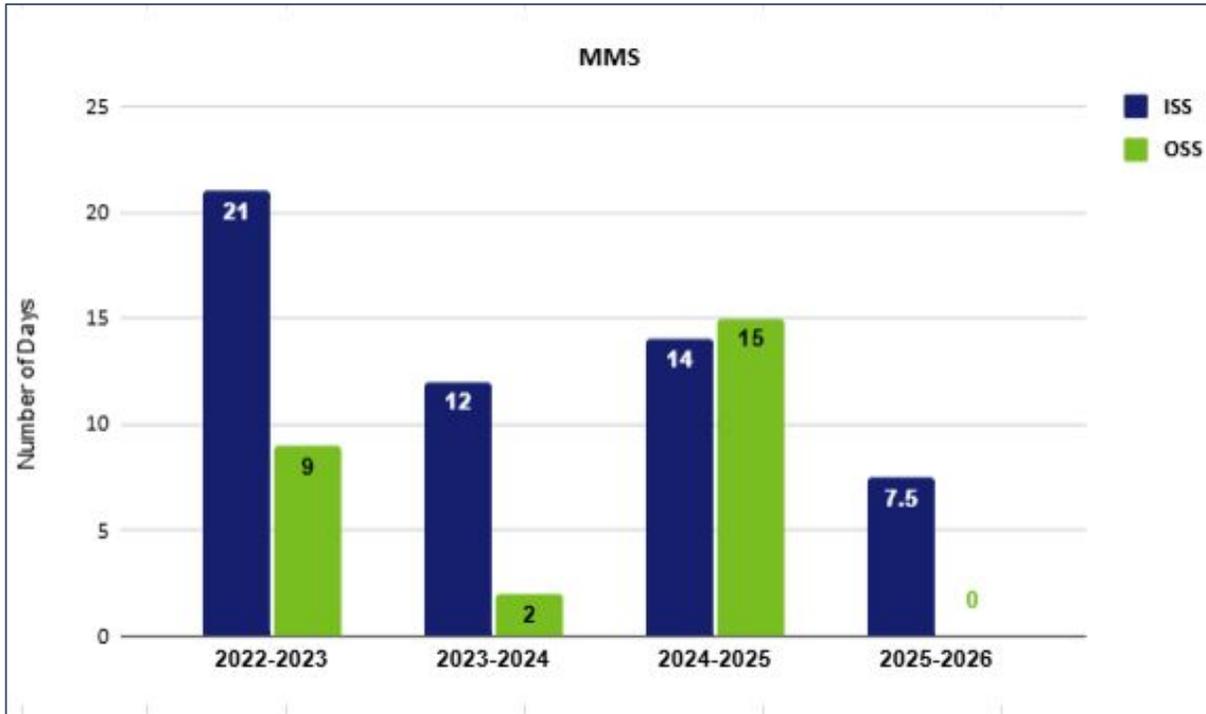


\*Count as of 12/23/25

**Note:** Office Disciplinary Referrals (ODRs) at MES reflect disciplinary incidents that require administrative involvement and family notification due to significant student behavior concerns that result in discipline at the administrative level. Lower-level behavior referrals are used specifically to inform and build student behavior interventions and supports and are documented through alternative school-based systems; these are not included in ODR data.



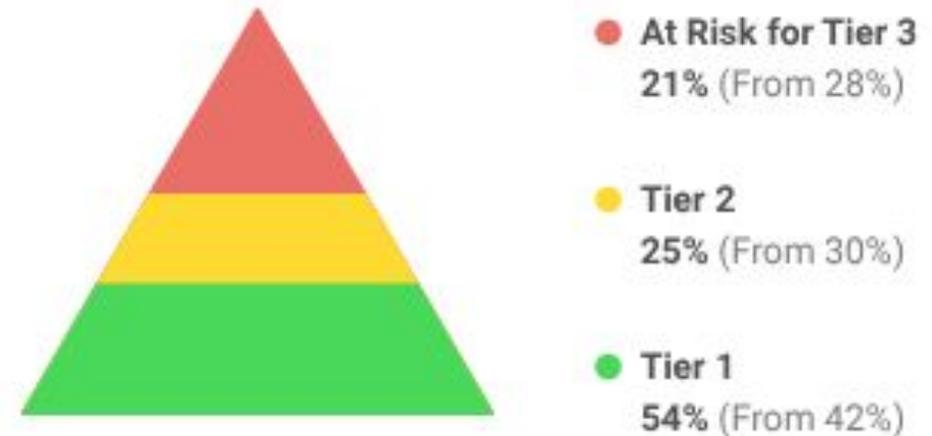
# Student Behavior Data: Suspensions





# Multi-Tiered Systems of Support Data

## MMS iReady Winter Preliminary Performance



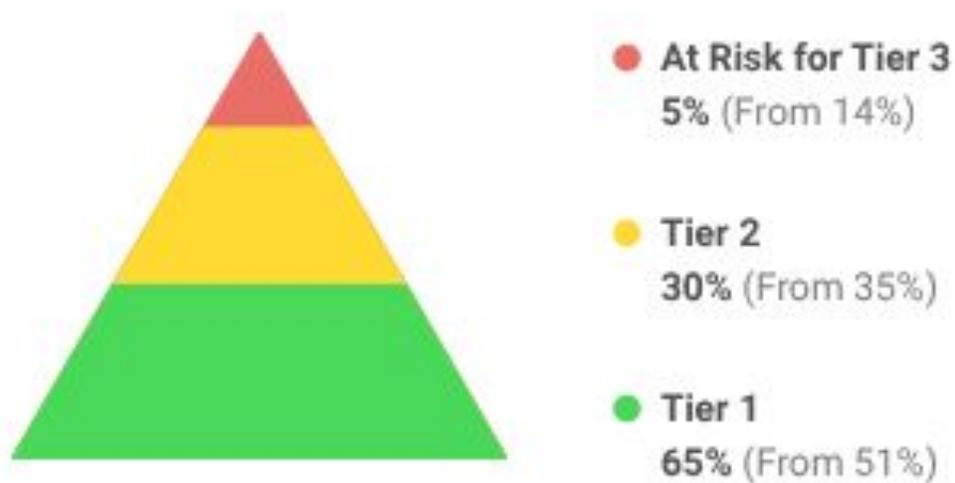
**\*Math**

**\*Math iReady Diagnostic results include approximately 70% of MMS students. iReady testing is in progress. The iReady Reading Diagnostic will be completed next week.**

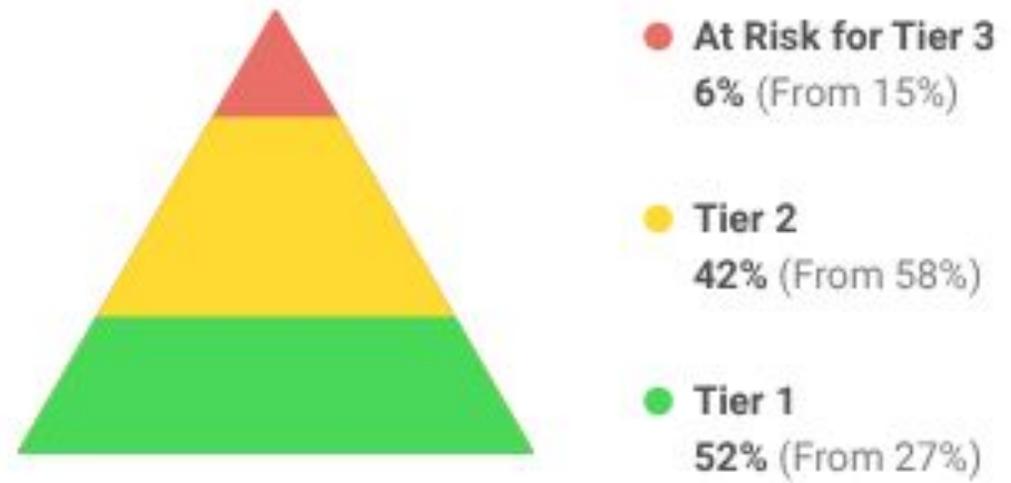


# Multi-Tiered Systems of Support Data

## MES iReady Winter Preliminary Performance



**Reading**

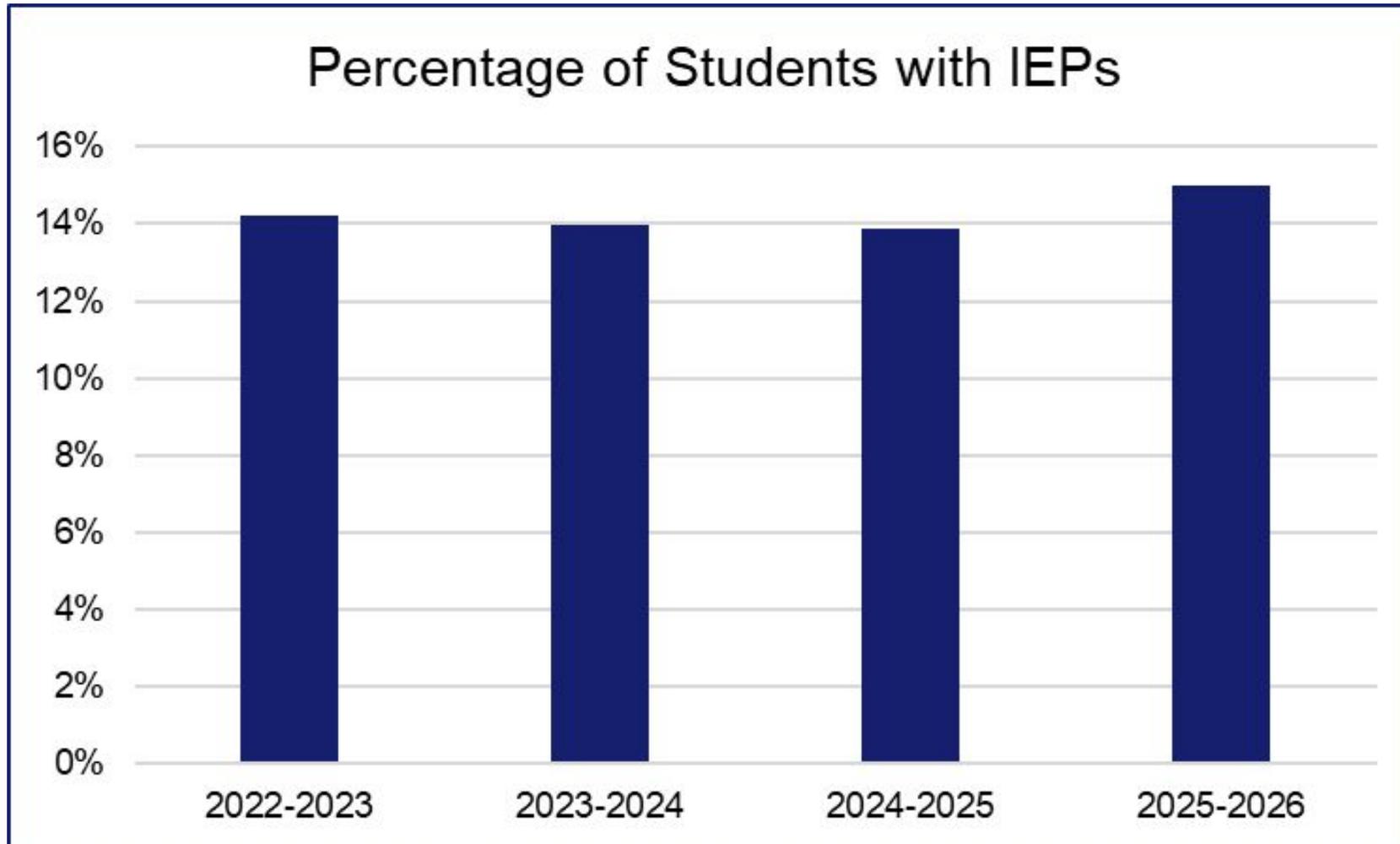


**\*Math**

\*Math iReady Diagnostic results include approximately 94% of MES students. iReady testing is in progress for grade 1



# Student Support Data

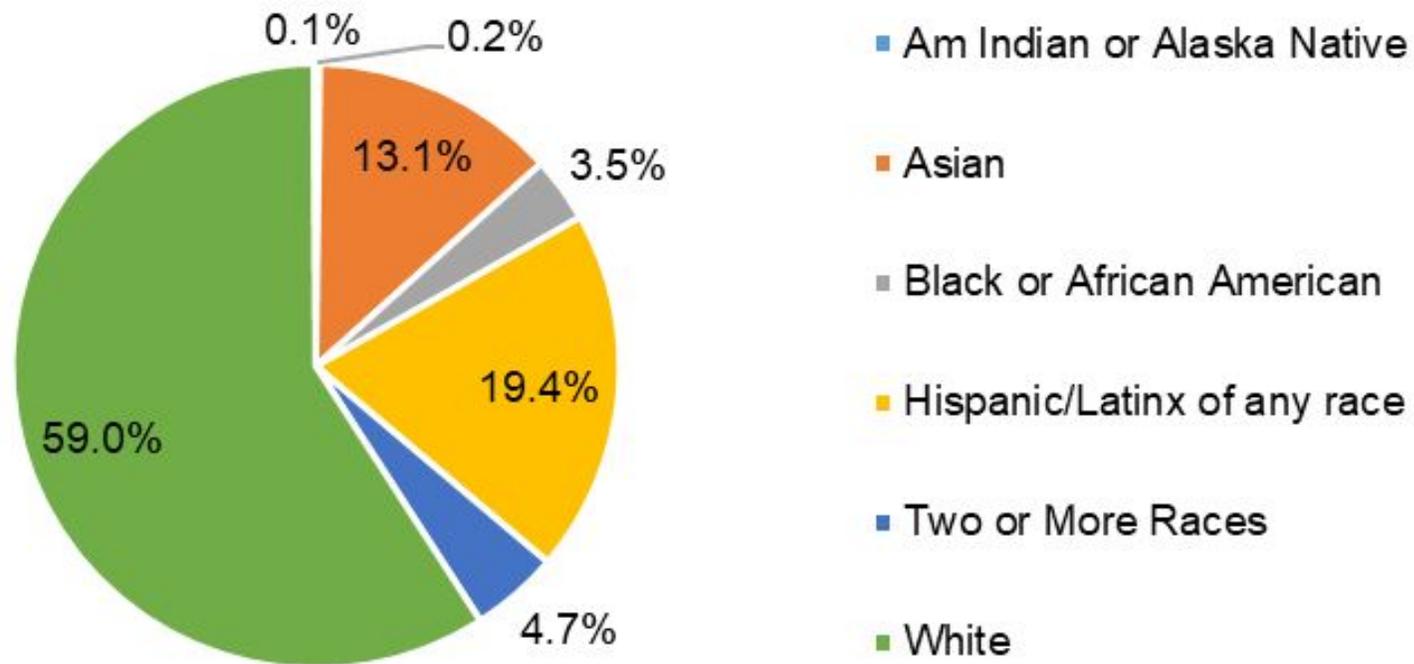


Based on October 1st PSIS data.



# Student Support Data

## Student Enrollment by Race/Ethnicity

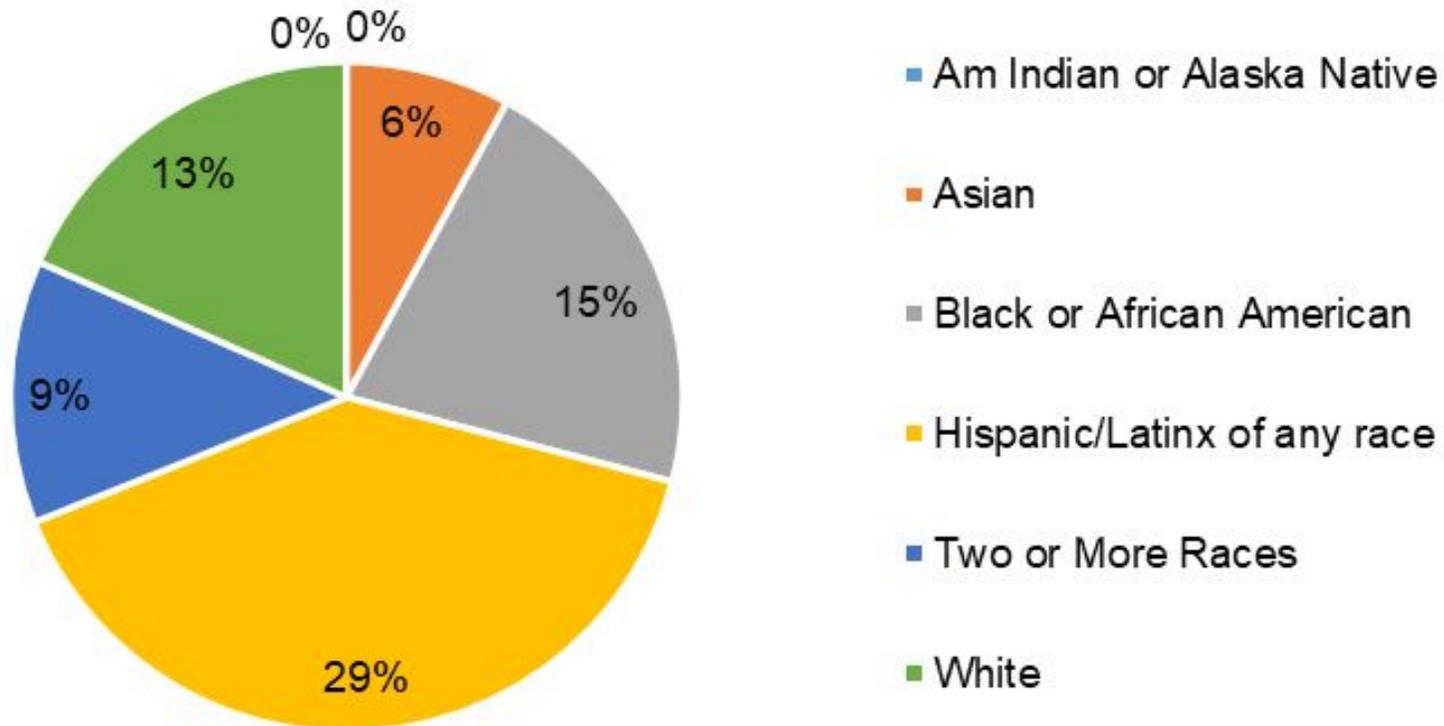


Based on October 1st PSIS data.



# Student Support Data

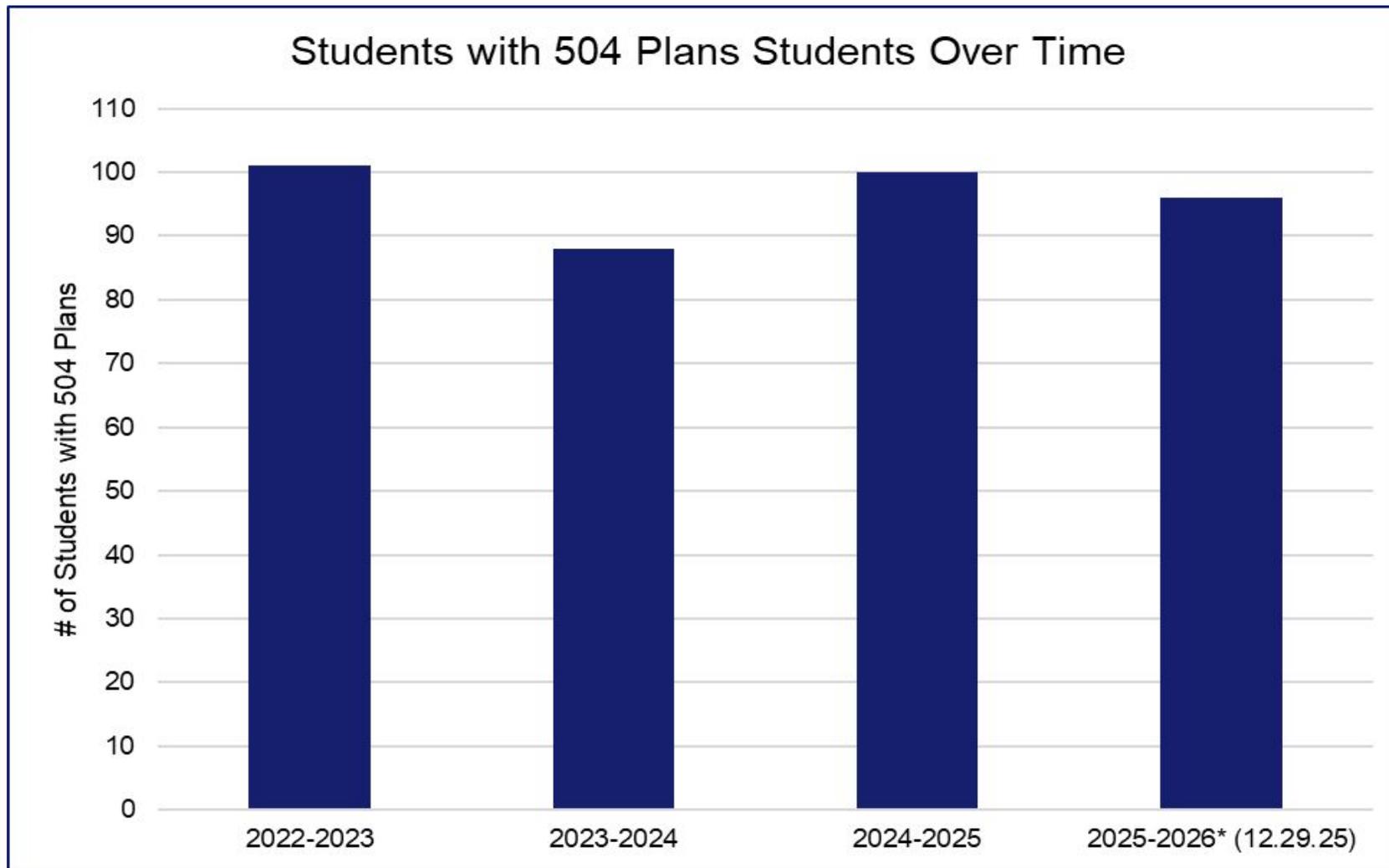
## IEP Percents by Race/Ethnicity



Based on October 1st PSIS data.



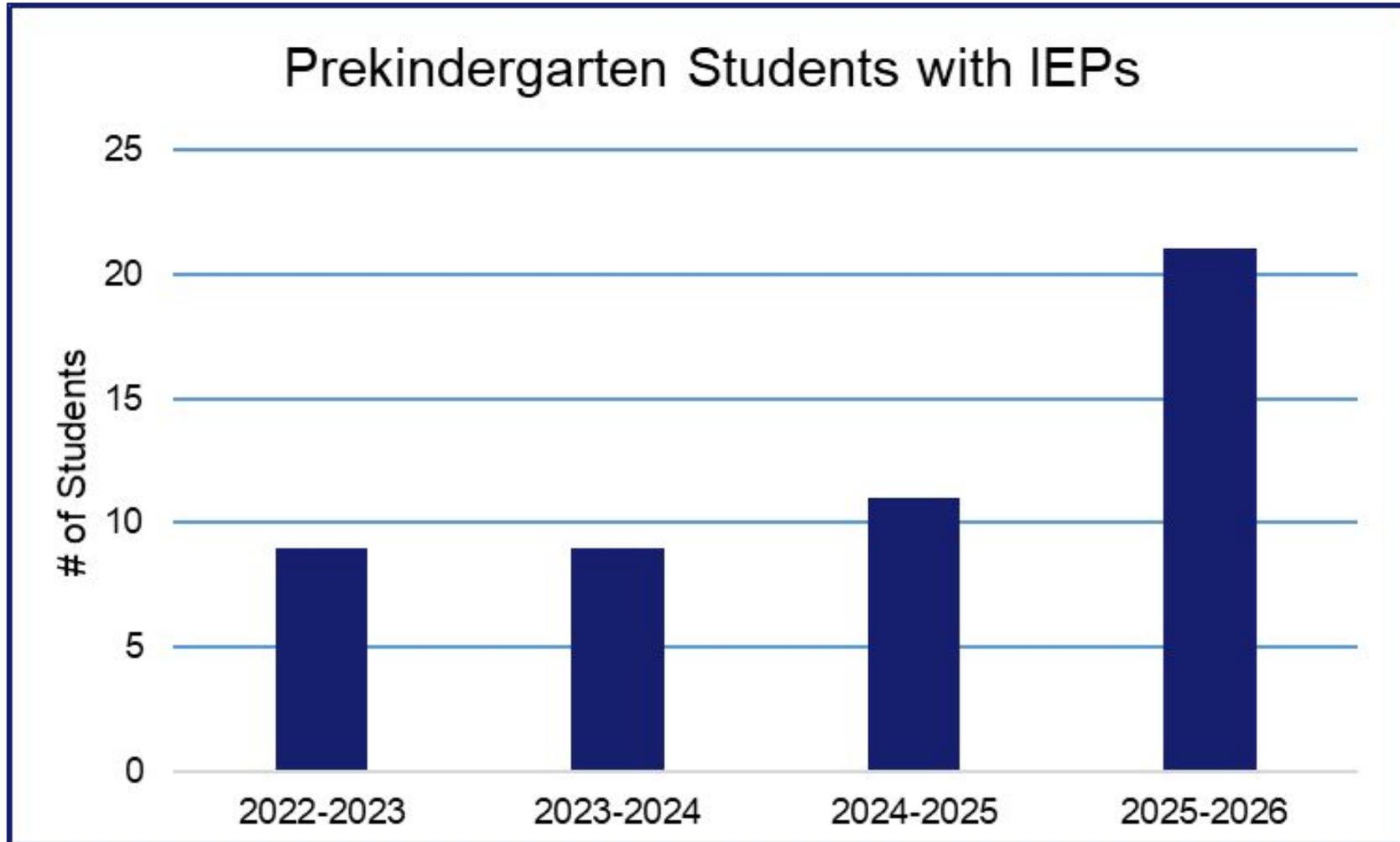
# Student Support Data



2025-2026 data is as of 12.29.2025



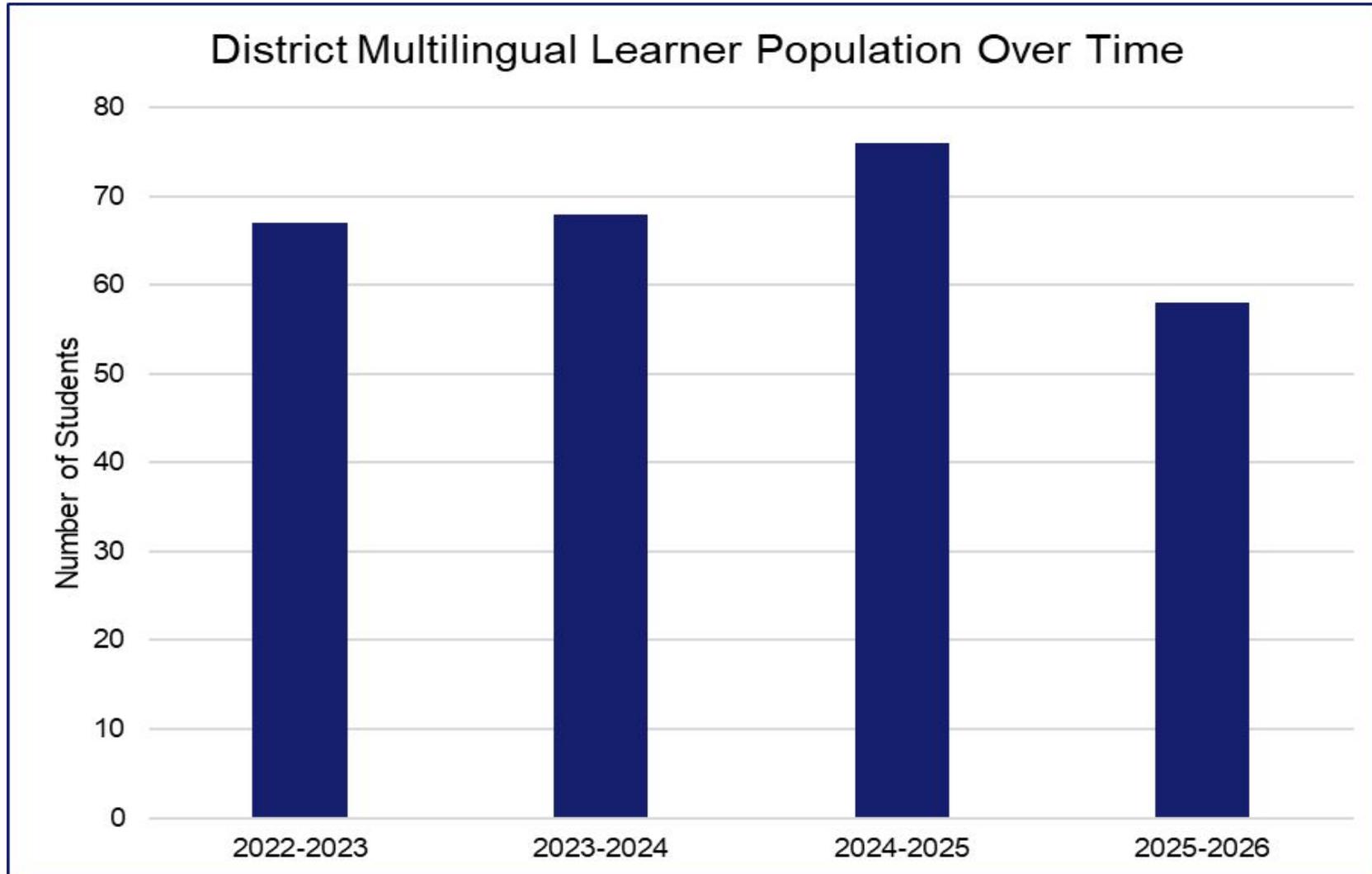
# Student Support Data



Based on October 1<sup>st</sup> PSIS data.



# Student Support Data



Based on October 1<sup>st</sup> PSIS data.



# Sports & Physical Activities

Soccer, Cross Country, Basketball, Mileage Club, Baseball, Track and Field, Softball, Volleyball, Ropes, Hiking Club





# MES: Enriching Students Participation Data

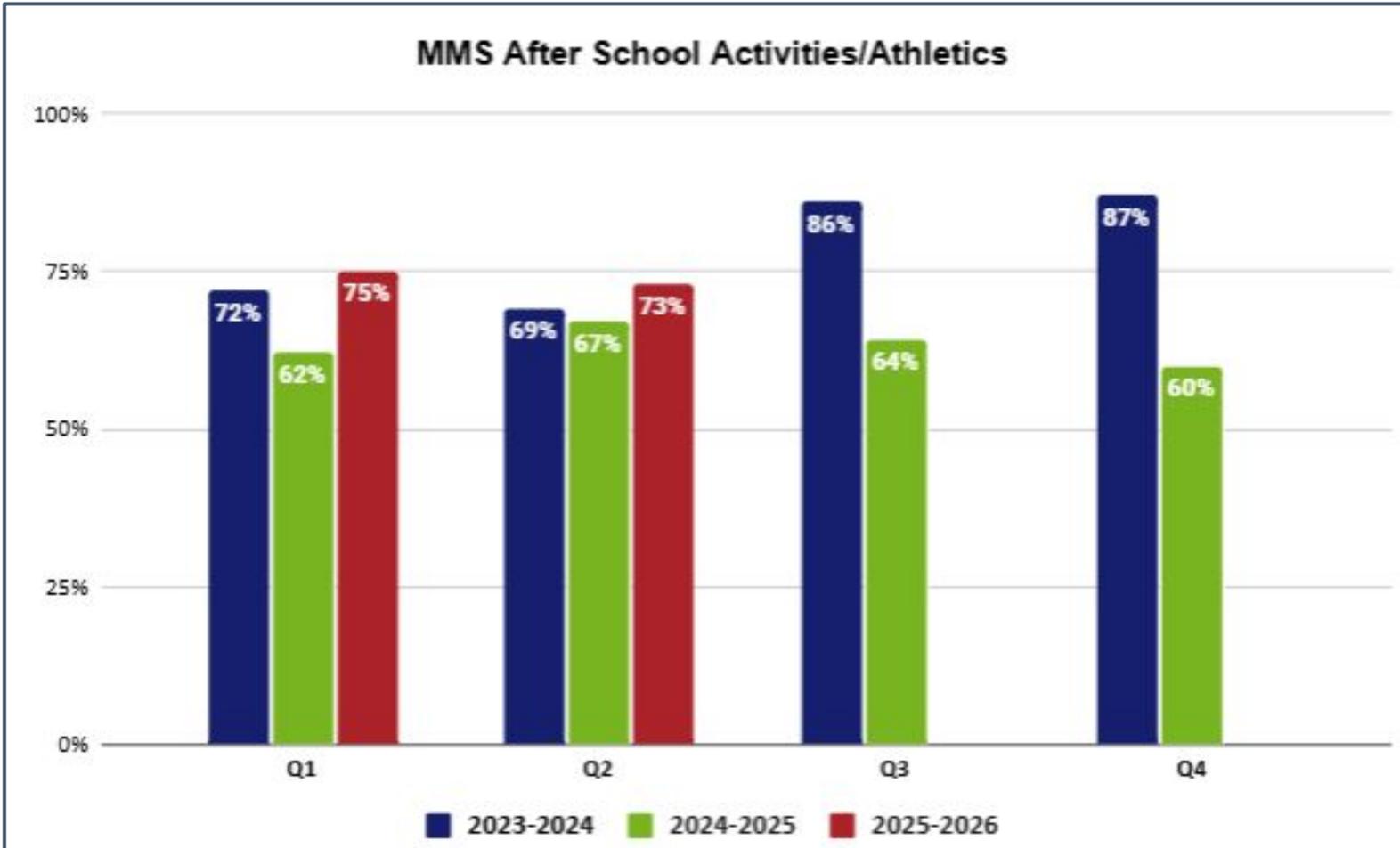
Season	Student Enrollment	Grades	Staff
Fall	122	2-4	15
Winter	54	4	3
Early Spring	180 (projected)	K-4	15

Note: Some students participate in more than 1 club

Note: Some staff members advise more than 1 club

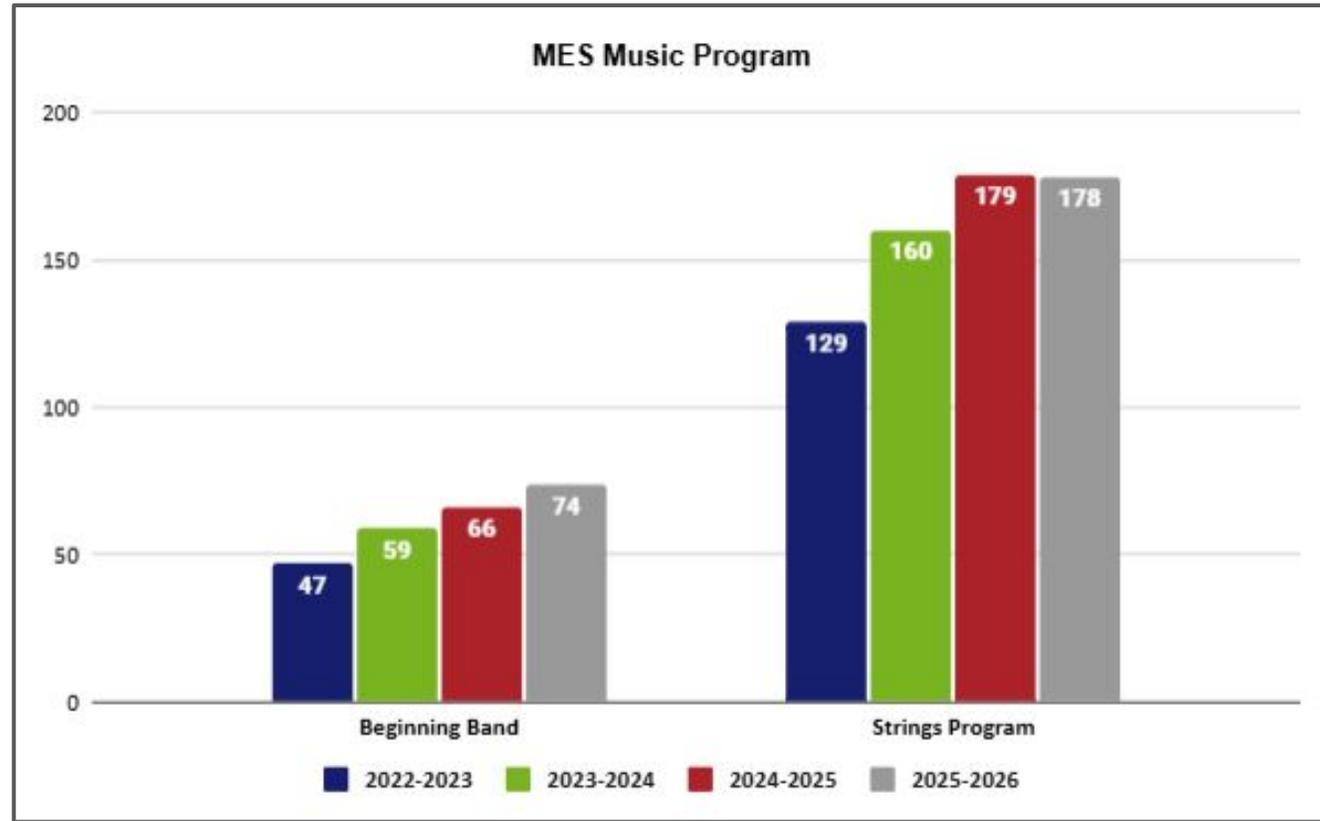
# MMS: Enriching Students Participation Data

MMS After School Activities/Athletics





# MES Music Program Participation



\*\*Beginning Band begins in grade 4



# MES Instrumental Program

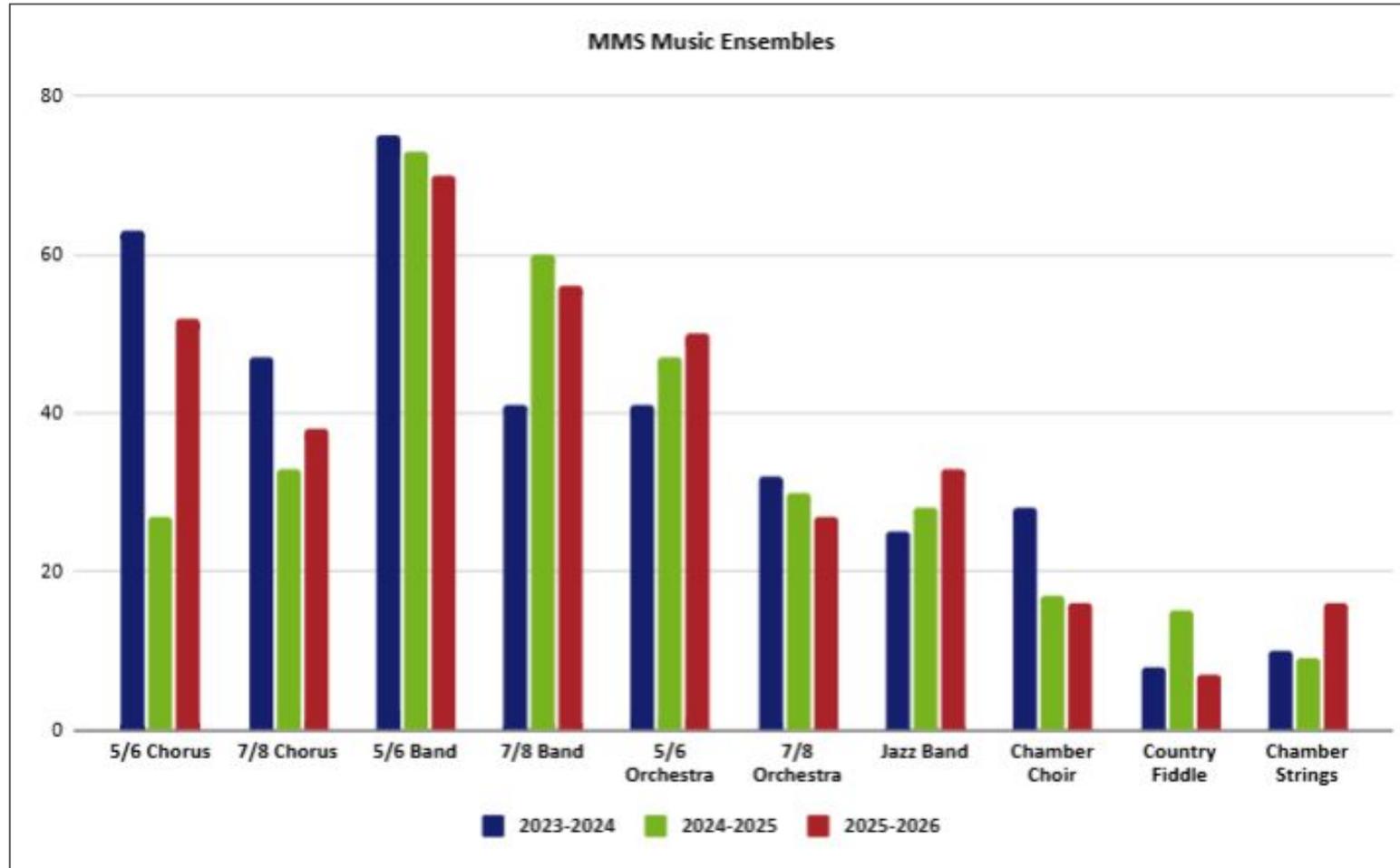
- Weekly lessons began in October
- Over students 254 receive lessons

Cello Lessons	Grades 2 - 4	64 students
Violin Lessons	Grades 2- 4	115 students
Woodwind Lessons (13 flutes, 15 clarinets, 10 saxophones)	Grades 4	38 students
Brass Lessons (11 trumpets, 6 French horns, 10 trombones, 3 euphoniums)	Grades 4	30 students
Percussion Lessons	Grades 4	7 students

\* Grade 4 Enrollment: 120

114 of those students participate in the MES Music Program

# MMS Music Program Participation





# Related “Essential” Arts/Electives

- Visual Arts
- Physical Education/Health
- World Language
- General Music
- Library
- Technology Education
- Life Consumer Science
- STEM/Enrichment



# Recognitions and Celebrations

## Staff

Shoutouts Bulletin Board

Team Leader Minutes ~ highlighting teacher contributions/accomplishments

Promising Practices at staff meetings

Sharing staff photos, pets, wall of gratitudes

## Student

PAWS-ativity Assemblies

Rockin' Roadrunners





# Family Engagement Data

MMS		
November 2025 Conferences	271	67%*
March 2025 SLCCs	402	97%*
Middle School Education Week	271**	

MES		
November 2025 Conferences	486	92%
March 2025 SLCCs	516	93.3%

\*Percent of students represented by a family member

\*\* Total participants for the week

Other Opportunities:  
Open House, PTO/MMSA Meetings/Events (MES Snow Ball and Fall Heritage Festival, MMSA Movie Night) Curriculum Events: Math and Reading Nights, SBAC/i-Ready Family Information Sessions, Grade Level Exhibitions of Student Work, Winter/Spring Concerts, Drama Productions, Athletic Events, Field Day, Learning Journey Expo

MES Fall Conferences prioritize in person, but also include virtual and phone calls.

A photograph showing a man with glasses and a plaid shirt leaning over a table to talk to a young boy in a brown corduroy jacket. A small white pumpkin sits on the table. In the background, other people are visible, including a child in a grey jacket and an adult in a grey shirt. The scene is brightly lit, suggesting an indoor setting like a classroom or community center.

*Supporting the Whole Child means...*