Special Education and Student Support Services
Program Development 2020-2021

Mission:
It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

The Student Support Services Department is committed to improving the academic and social emotional development of all children. Student Support Services personnel serve a wide range of student needs. This includes meeting the needs of English Learners (EL), students served under the enrichment model, students experiencing social-emotional challenges, and students with learning differences. The current plan is in accordance with the District Frameworks.

District Framework

Statement 1

The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Priorities

1.1   Develop a multi-tiered system of supports to address social emotional needs
1.2   Engage families and students in this work

Measureable Goals and Outcomes

- Share district SEL framework with parent/guardians
- Increase in student connectedness at school
- Expand options for providing mental health services
- Decrease in chronic absenteeism

Actions and Initiatives

1.1.   Develop a multi-tiered system of supports to address social emotional needs
- Work with SEL Task force to identify tiered mental health services based on needs
- Seek feedback from teachers and paraeducators on framework and current student needs
- Review emerging need with school based CARES teams
- Create district level student specific case management discussions

1.2.   Engage families and students in this work
- Conduct student focus groups to incorporate student voice
- Provide opportunities to discuss SEL framework with families

Statement 5

The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Priorities

5.1   Promote Equity and Family Engagement

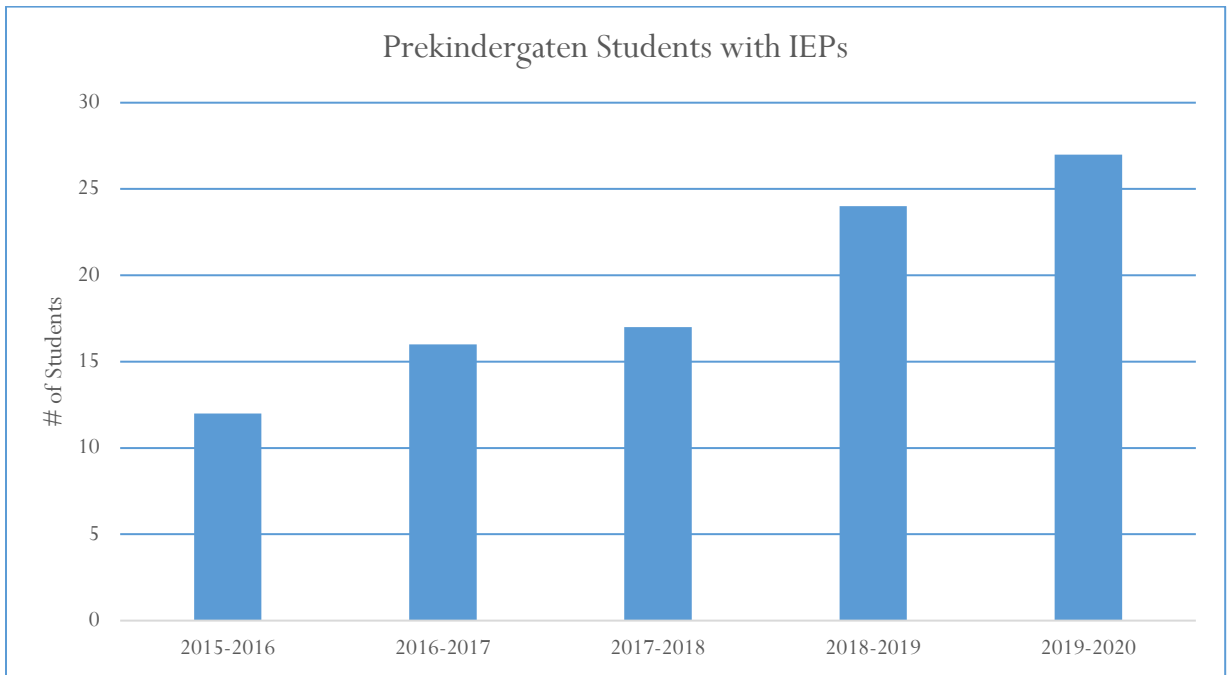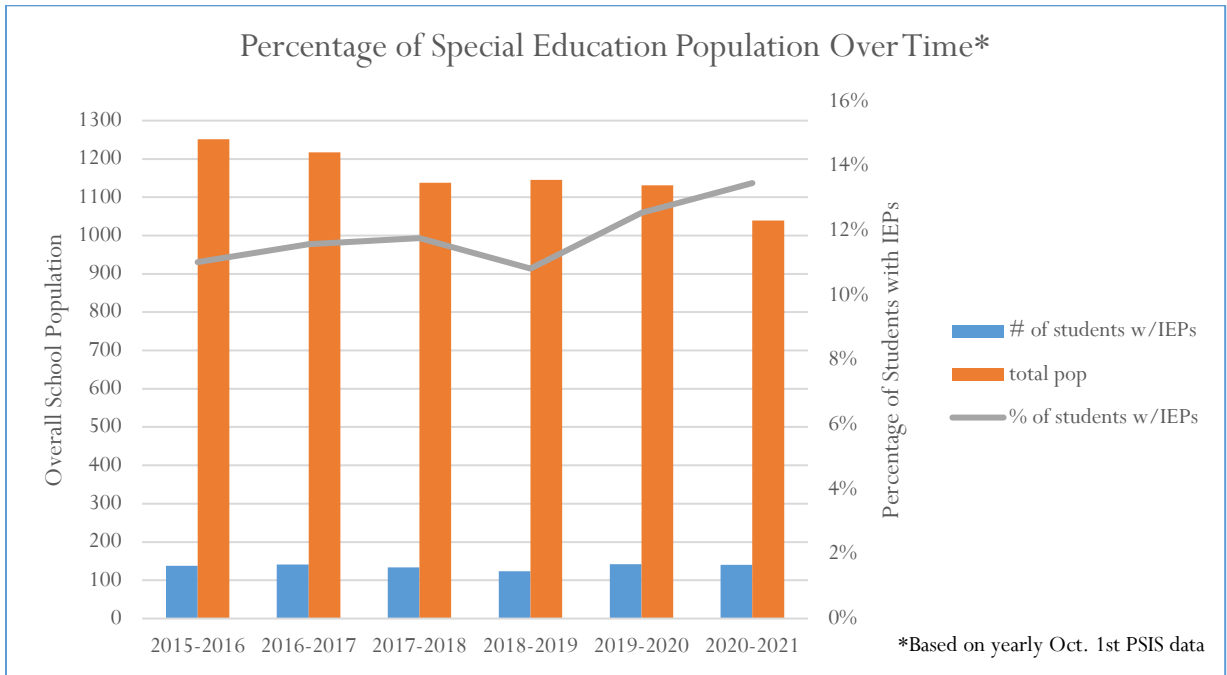**Measureable Goals and Outcomes**

- Increase engagement of underrepresented families
- Increase cultural awareness and competence
- Increase representation of diverse voices within text and curriculum
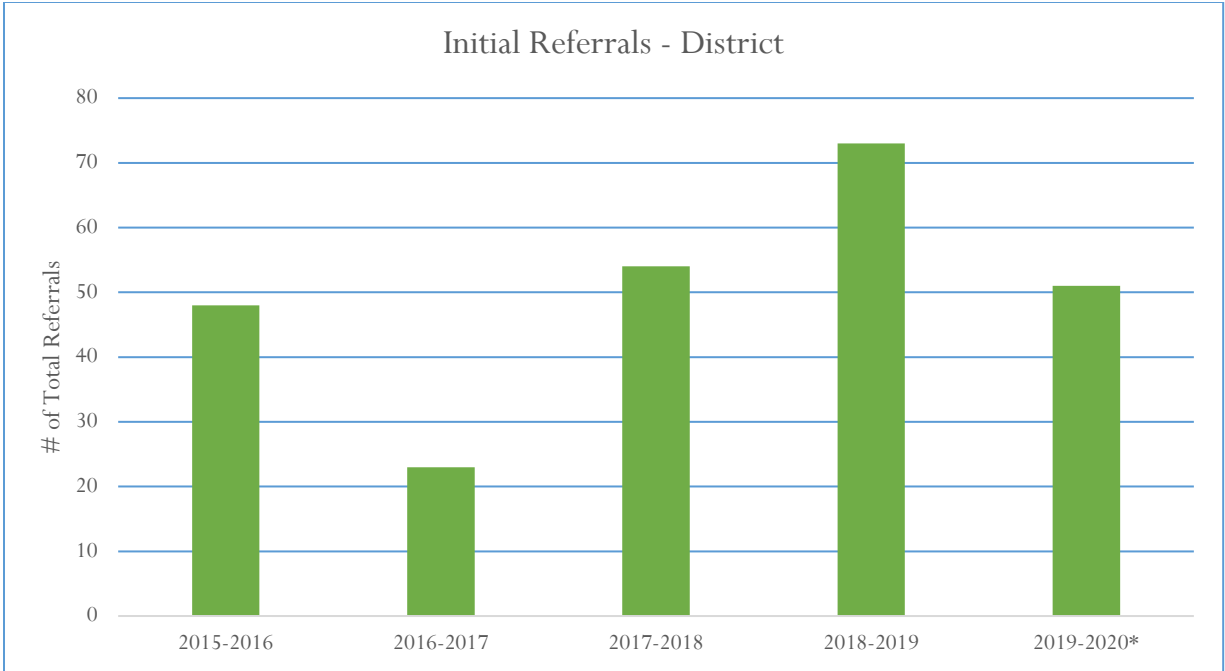
Actions and Initiatives

5.2 Promote Equity and Family Engagement

- Participate in CREC Anti-Racism Course
- Conduct focus groups with parents/guardians to assess needs
- Conduct focus groups with student to assess needs
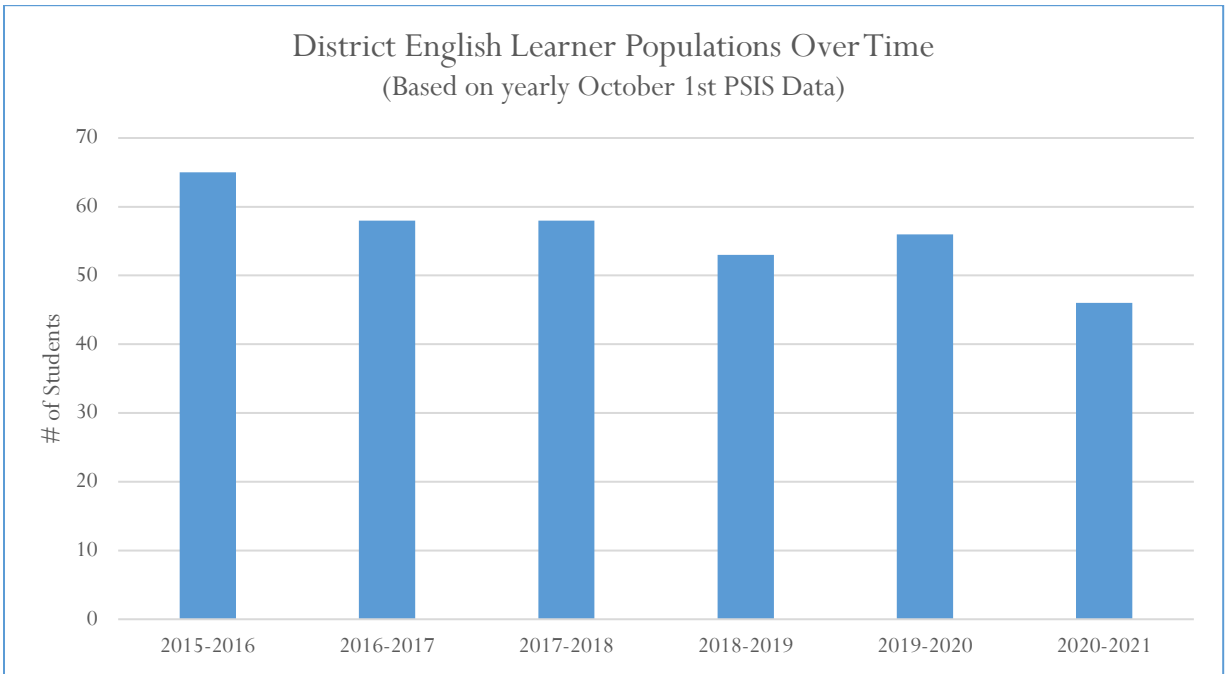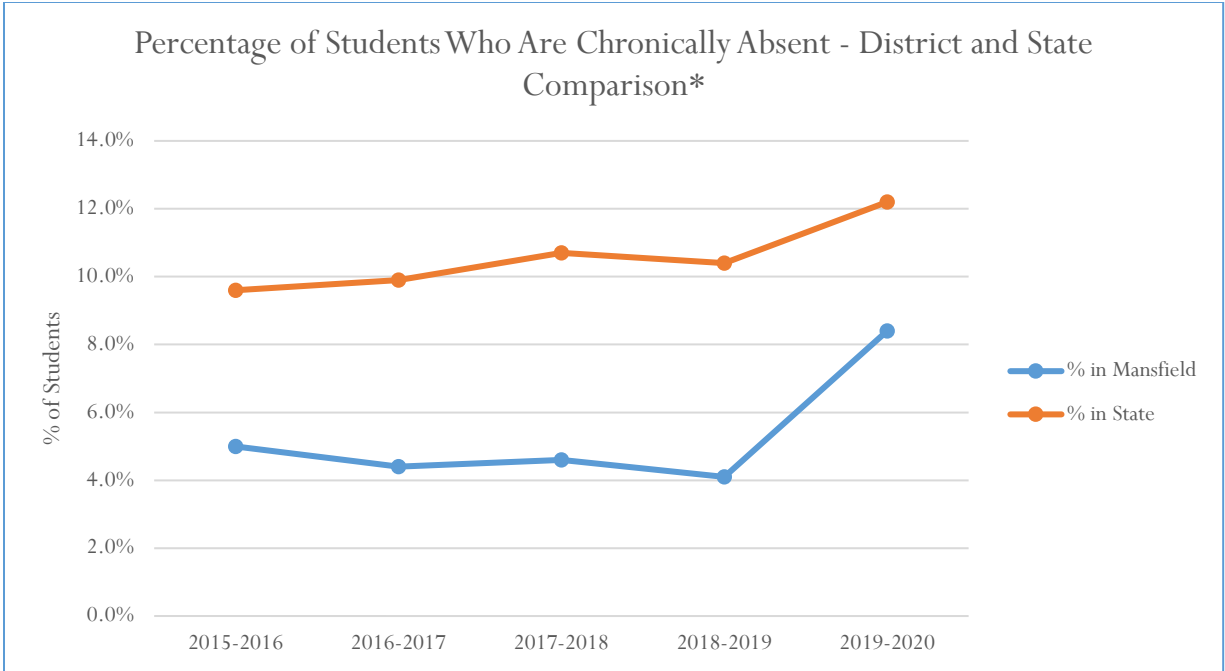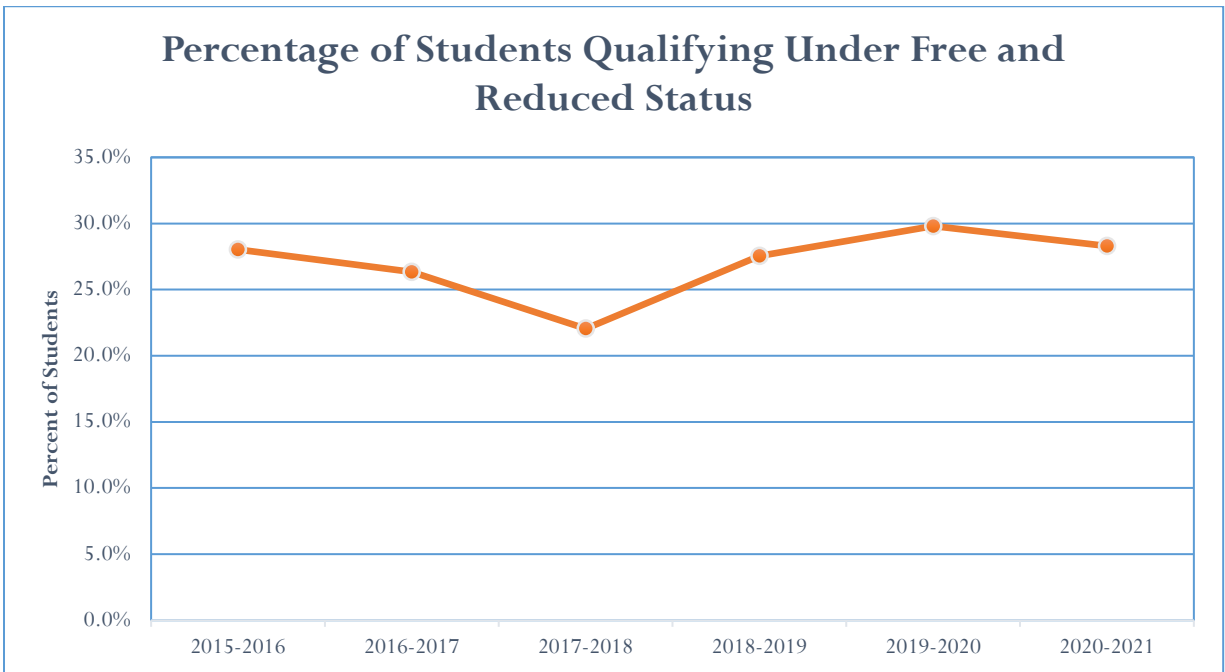- Reach out to community resources to expand supports

Longitudinal Data

Percentage of Special Education Population Over Time*

*Based on yearly Oct. 1st PSIS data

Prekindergaten Students with IEPs

Based on June student enrollment.

Initial Referrals - District

# of Total Referrals

Year	# of Total Referrals
2015-2016	48
2016-2017	23
2017-2018	54
2018-2019	73
2019-2020*	51

*2019-2020 referrals may be lower due to the impact of school closures due to the COVID-19 pandemic.

District English Learner Populations Over Time
(Based on yearly October 1st PSIS Data)

# of Students

Year	# of Students
2015-2016	65
2016-2017	58
2017-2018	58
2018-2019	53
2019-2020	56
2020-2021	46

Percentage of Students Who Are Chronically Absent - District and State Comparison*

*Based on PSIS June Collection. Students are deemed chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year. Prekindergarten students are excluded from this calculation.

Percentage of Students Qualifying Under Free and Reduced Status

Based on October 1st enrollment numbers. Prekindergarten populations are not included.