



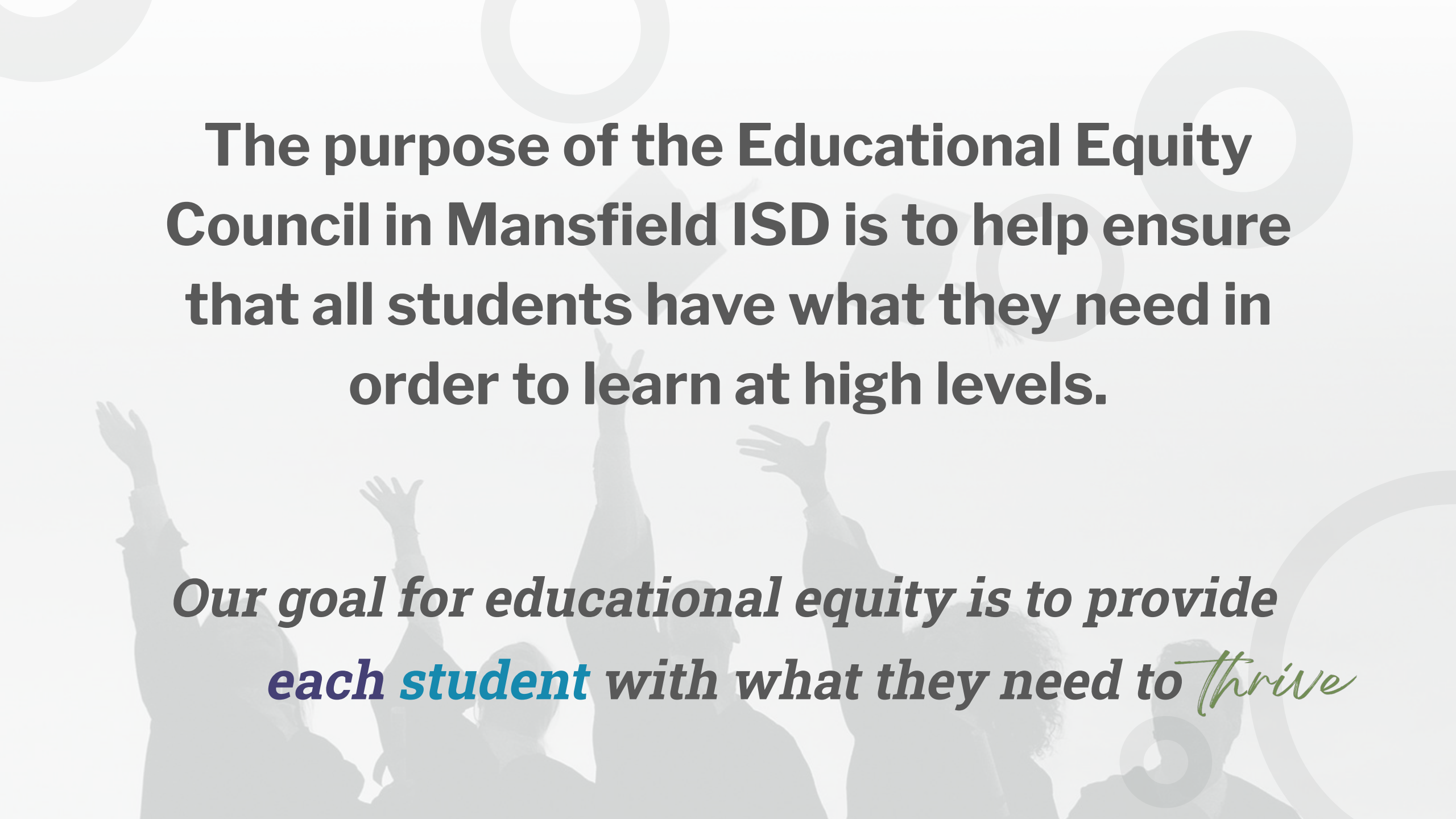
**EDUCATIONAL  
EQUITY**

*M A N S F I E L D I S D*

**Educational Equity**

**Advisory Council**

**March 21, 2024**



**The purpose of the Educational Equity Council in Mansfield ISD is to help ensure that all students have what they need in order to learn at high levels.**

*Our goal for educational equity is to provide each **student** with what they need to thrive*

# Group Norms

- 
- ❖ Be here now.
  - ❖ Be open-minded.
  - ❖ Assume positive intentions and take responsibility for impact.
  - ❖ We will listen to each other (active listening). Listen to understand.
  - ❖ We will speak respectfully to each other at all times.
  - ❖ Never forget your WHY.
  - ❖ What happens in our BRAVE space stays in our Brave space.
  - ❖ Be empowered to CHAMPION educational equity.



# MISD Bond 2024

MANSFIELD ISD

**BOND** ★ **2024**

*Vote May 4*

**NO TAX RATE INCREASE**

# Where We Started



**Part 1 - Ensuring every student has access to curriculum experiences and tools, no matter their starting point or background, to help them learn in the manner best suited for them.**

**Part 2 – Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them, in order to become a productive member of the community.**



# Council Definition Vote

## Message to Council Members

*During our December 7th Advisory Council meeting, the council worked to finalize our definition of Educational Equity. The final version developed by the advisory council members is written below.*

*To view the revisions and edits suggested during the meeting, click here to view the document.*

*Please take a moment to review and respond with your vote on this definition.*

### Revisions & Edits: *(Revised by Advisory Council: December 7, 2023)*

Ensuring every student has access to **quality** curriculum experiences and tools, **not** matter their starting point or background, to help them learn in the manner best suited for them. *(Added the word quality to describe the curriculum experiences; corrected the spelling of no)*

Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them, **and** ~~in order~~ to become a **contributing citizen and** a productive member of the community. *(for clarity, removed the words in order and inserted and; insert and a contributing citizen after member; for flow, make contributing citizen first, then productive citizen)*

### MISD Educational Equity Advisory Council's Definition of Educational Equity

tamekapatton@misdmail.net [Switch account](#)

Not shared

\* Indicates required question

During our December 7th Advisory Council meeting, the council worked to finalize our definition of Educational Equity. The final version developed by the advisory council members is written below.

To view the revisions and edits suggested during the meeting, [click here to view the document](#).

Please take a moment to review and respond with your vote on this definition.

**Educational Equity - Ensuring every student has access to quality curriculum experiences and tools, no matter their starting point or background, to help them learn in the manner best suited for them.** \*

Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them and to become a contributing citizen and a productive member of the community.

- I am in agreement with the final revised definition of Educational Equity. I vote that this serves as our definition of Educational Equity.
- I would like to offer revisions to the definition to be considered. My revisions for consideration are listed below.



# Our Definition of Educational Equity

Ensuring every student has access to quality curriculum experiences and tools, no matter their starting point or background, to help them learn in the manner best suited for them.

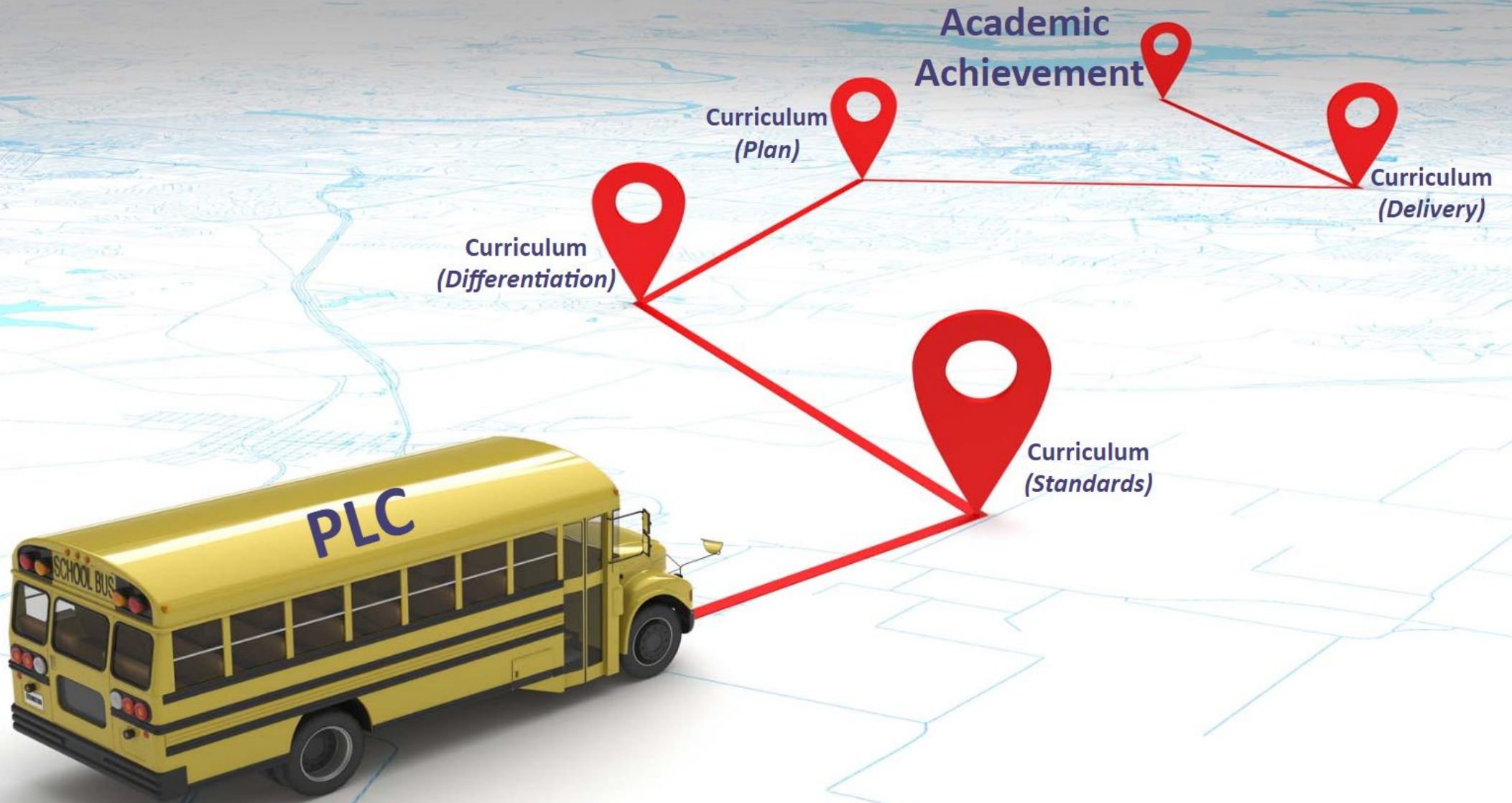
Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them and to become a contributing citizen and a productive member of the community.

*Revised by Advisory Council December 2023*

*Approved by Advisory Council - March 21, 2024*



# Our Destination





# Equity & Access

Vision & Expectations

Curriculum



Academic  
Achievement



Ensure high levels of learning  
for all MISD students



Equity & Access

Culture & Climate

# Equity & Access

## Focus Area 3

*All students in the system should have equal access to programs and services, and no students should be excluded from the regular classroom environment at rates that aren't commensurate with their peers. Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful, academically.*

### Finding 3.4

The rates at which students drop out, are retained, or are disciplined, when examined by race/ethnicity, gender, and student groups, are not proportional.

### Related Key Information

*"Students of color are far more likely to drop out, [...] or receive a disciplinary action. Behavioral expectations are not consistent and are subject to the cultural lens of the personnel implementing them." (p. 77)*

*"Cultural lens is the lens through which we perceive the world around us, and it is irrevocably impacted by our own lived experiences, values, and systems of belief."*

## Recommendation

**Equity in Discipline:** Establish goals for ensuring that disciplinary actions are fair and consistent across campuses and not reflective of any biases.

Related actions might include: [...] SEL and restorative practices; training teachers in the same, and monitoring disciplinary referrals for fidelity to expectations. When numbers are disproportional, have consistent interventions from the Student Services department to identify where problems persist and what training supports are necessary. (p. 155)



# Social and Emotional Learning (SEL)

Social Emotional Learning (SEL) helps create educational opportunities and environments that promote learning and practicing social, emotional, and academic skills.

We know:

- It is important for students to have trusting relationships, a sense of purpose and belonging, and to learn and practice the skills needed to work toward their goals and contribute to their communities.
- Students learn best when they feel safe, not just physically but also emotionally. Feeling safe means feeling valued, respected, and included in school life.



Social and Emotional Learning in Mansfield ISD is focused on relational practices. Relational practices enables our students to understand and manage their emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

With regard to social emotional learning, our core beliefs are:

- A positive school culture and climate is essential when establishing a constructive learning environment for all students.
- All students can possess the ability to engage and interact with others in a healthy social manner.
- Social-emotional skills can be learned by all students when explicitly and consistently taught, modeled and practiced.
- Social-emotional learning embedded in a rigorous academic setting creates a safe and inclusive learning environment for all students.
- Social-emotional learning is a necessary component to assist with the growth and development of all students.

Through Mansfield ISD's SEL program, students will be empowered with the skills needed to create more positive learning environments.

# Equity & Access



## Social Emotional Learning

The MISD SEL Department provides a K-12 curriculum to be done in the classroom with all students. The intent of the lessons are to teach students how to handle situations, manage their emotions, etc., so when challenging situations arise, they do not resort to extreme behaviors that could result in disciplinary consequences. These lessons are also used with students as a discipline intervention/consequence to teach them how to handle similar situations arise again.



## Classroom Coach

We work with new teachers (0-5+ years experience) who need extra supports in classroom management, setting up processes and procedures in the classroom, and managing the curriculum. We elicit supports from curriculum coordinator and/or coaches when needed, provide trainings and resources, and we work with KEEPS Program.



[Classroom Coach Referral Form](#)

# Equity in Discipline



## Behavior Intervention

### Team

We are a team of certified teachers, counselors, and professionals who collaborate with campus administration, classroom teachers, and parents to find the best support for students who are exhibiting behaviors as a means to communicate a need that is not being met.



[BIT Support Request Form](#)



## MISD Connect

MISD Connect offers two types of mentorships--1:1 and Proactive Mentorships. 1:1 mentees are identified through BIT and MTSS intervention option. Proactive Mentoring partners with a feeder campus for group mentoring, classroom mentors, small groups, and leaders in the classroom.



Email Mendy Gregory



## Parent Hub for SEL

Along with our mission to support students, empower teachers, and collaborate with administrators, we want to partner with parents to meet the needs of their children at home. The purpose of this site is to provide resources and support as parents navigate through the journey of raising kids in the 2020s.



[Parent Hub for SEL](#)





# Equity & Access - Our Work



**Dr. Matt Brown**

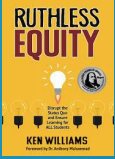
Executive Director  
of  
Student Services



Equity in Discipline  
Presentation



# Ruthless Equity



**Academic Achievement**

**Curriculum**



**Ensure high levels of learning for all MISD students**

**Chapters 5 & 6**

**Academic Achievement:**

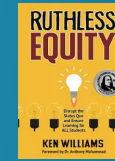
*Mansfield ISD is a system dedicated to student success. It ... has not yet unlocked the secret of serving its most disadvantaged students effectively in every school.*

**Curriculum:**

*Work is needed to improve the curriculum format so that it more effectively supports differentiating for the varied student needs and backgrounds in district classrooms.*



# Connecting Our Work



**Focus on making MISD a more diverse, equitable and inclusive place for all students**

**Make connections to ideas presented in our book study as we work toward creating educational equity for all students**

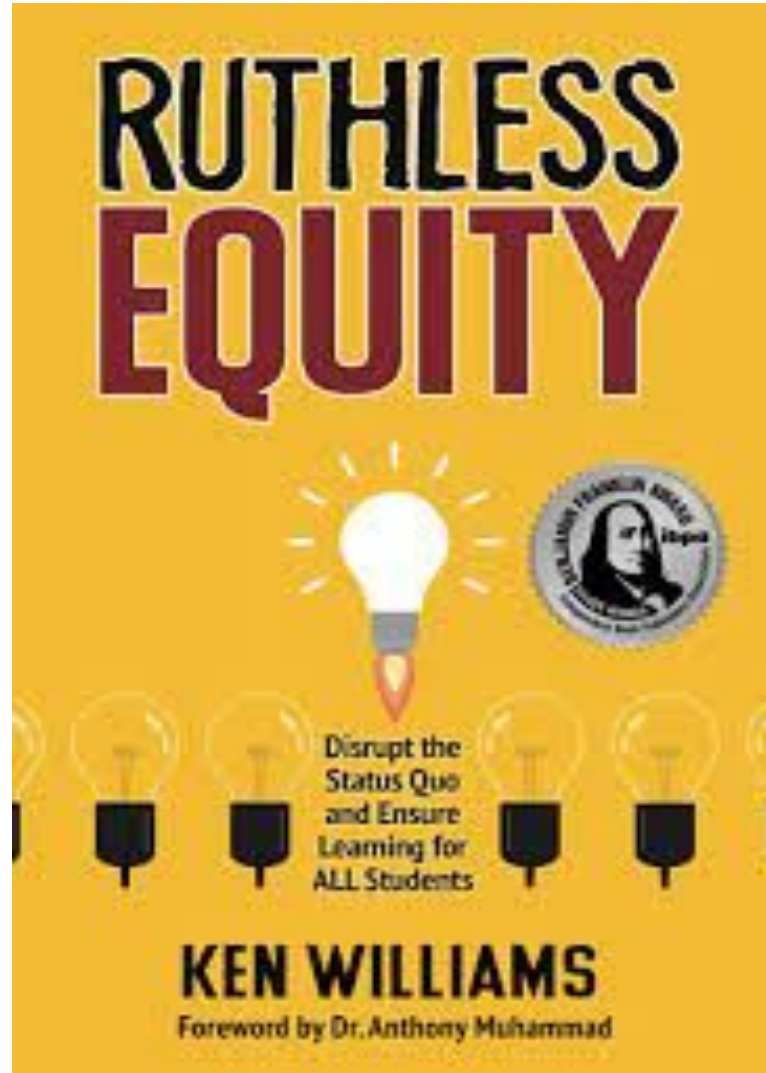


**High levels of learning for all MISD students**

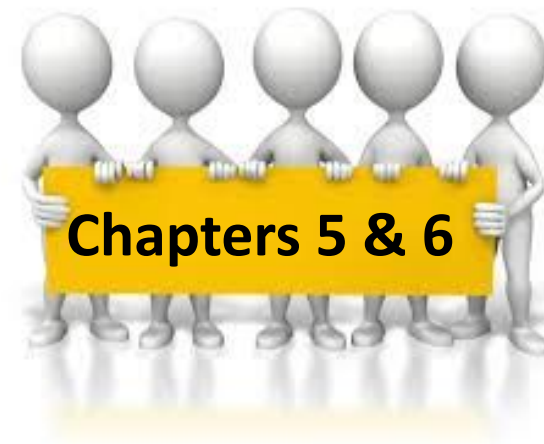
**Propose ideas that support every student receiving the education and services they need to develop their full academic and social potential regardless of socioeconomic status, ability, race, gender, etc.**

**Develop recommendations that support *providing each student with what they need to thrive (goal)***

# Chapter Presentation & Discussion



## Group B



# The Rules to Ruthlessness

## Chapters 5 and 6

### The First Rule of Ruthlessness

**A Commitment to:  
Courage over Comfort**

*“Disrupting the status-quo is a courageous act. The discomfort of disruption is where significance is born.”*

Disrupting the status-quo sounds good, rolls off the tongue and looks enticing from a distance. But in reality, most prefer not to stand out or work in ways that are counter to the majority.

### The Second Rule of Ruthlessness

**A Commitment to:  
Dismantling Ability Groups**

*“Nothing kills problem solving faster than focusing on what you cannot control.”*

Grouping students by “ability” is one of the most pronounced fixed-mindset practices in existence. Ability groups and every other tracking policy and practice must be dismantled and eradicated.





**Next meeting:**  
**Thursday, May 16, 2024**

Thank  
you for  
your  
time