



Old Rochester Regional School Committee Equity Sub-Committee Meeting Minutes

October 13, 2022 AT 4:00 p.m.

135 Marion Road, Mattapoisett, MA 02739
Superintendent's Conference Room

SCHOOL COMMITTEE MEMBERS PRESENT: Mary Beauregard, Marion School Committee, Jason Chisholm, Rochester School Committee, Frances-Feliz Kearns, ORR School Committee, Amanda Hastings, Mattapoisett School Committee, Margaret McSweeney, ORR School Committee and Joseph Pires, ORR School Committee, Matthew Monteiro, ORR School Committee, Alternate.

ADMINISTRATIVE MEMBERS PRESENT:

Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning & Michael Nelson, Superintendent of Schools, Building Leadership: Linda Ashley, Center School Principal, Derek Medeiros, Rochester Memorial School Principal, Charles West, Rochester Memorial School, Asst. Principal, Marla Sirois, Sippican School Principal, Peter Crisafulli, Sippican School Assistant Principal, Silas Coellner, Jr. High School Principal, Kelly Chouinard, Jr. High School Assistant Principal, Michael Devoll, High School Principal, Vanessa Harvey, High School Assistant Principal, Lauren Millette, ORR Guidance Director.

Meeting called to order at 4:00pm by Frances-Feliz Kearns.

Superintendent Nelson welcomed everyone to the first meeting of the Equity Sub-Committee for the 2022-2023 school year, he explained that Mr. Davidson was out for personal reasons and that he would be leading the meeting with the help of Dr. Fedorowicz and other district administrators.

To begin the meeting, Superintendent Nelson introduced The Leadership Council, including new members: Dr. Shari Fedorowicz (Assistant Superintendent of Teaching & Learning), Dr. Linda Ashley (Center School Principal), and Mrs. Lauren Millette (Director of Guidance). Next Superintendent Nelson introduced the subcommittee's appointed school committee representatives.

The following topics were also addressed during opening remarks:

1. Name Change – Equity – Educational Equity:

Superintendent Nelson also reported to the subcommittee that the name of the committee was officially changed by all four school committees from the Anti-Racism Sub Committee to the Equity Sub Committee. Furthermore, Superintendent Nelson indicated that the Anti-Racism Resolution adopted by the four school committees remains an active resolution that is included in the school committees' policy manual. In addition, the subcommittee discussed the need to focus on educational equity for all students.

2. Subcommittee v. Taskforce:

Next, the subcommittee discussed the role of committee. Specifically, Superintendent Nelson shared that he spoke with MASC regarding the Equity Subcommittee's functions. MASC was clear that school committee members must adhere to the functions of their role and to clarify that the subcommittee is not a taskforce. Superintendent Nelson explained that the subcommittee's main role is to hear updates regarding ongoing equity efforts within the schools and to provide feedback to the school administration. Additionally, the subcommittee discussed the importance of reporting out on the work that is being done to their school committees in a consistent manner. The subcommittee also discussed that the efforts of the Equity Subcommittee should be connected to the approved school committee(s) Strategic Plan and School Improvement Plans.

3. Review of the Equity Subcommittee Action Plan

Dr. Fedorowicz led a presentation and review of an Equity Action Plan that captures of the ongoing efforts of the schools to foster educational equity for all students. The Equity Action Plan was presented with the assistance of The Leadership Council knowing that the plan includes both system-wide actions and building-based actions. Dr. Fedorowicz explained that the Equity Action Plan connects all efforts to the Strategic Plan's overarching goals and theory of action. Please see the presentation attached. Subcommittee members provided feedback to The Leadership Council regarding the action plan. It was discussed that the Equity Action Plan would be reviewed at upcoming meetings.

Meeting Adjourned at 5:35pm.

Equity Sub-Committee Action Plan 2022-2023 (WORKING DOCUMENT)

Vision:

The responsibility of the Old Rochester Regional School District and Superintendency Union #55 schools is to foster an inclusive environment for all students to celebrate our school-system's diverse perspectives related to gender, race, age, national origin, sexual orientation, culture, education, and life experiences that represent our school community. Our vision is to create an environment where students, staff, and the community feel a sense of belonging and are able to perform at the highest level.

Focus Area #1: 21st Century Learning Joint School Committee - Vision 2023 - 9.29.22.

Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes
Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).

21st Century Learning Action Plan				
District				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Assemble D-W Leadership Team to create Curriculum Review Plan (CRP) that incorporates equity	- October 24 (kickoff) - Monthly meetings	ORRHS Guidance	- Dept. Coordinators - Team Coordinators - ES Representatives - Principals - ASTL	Creation of CRP w/ equity addressed by end of the 2022-2023 school year
Apply for Project 351 grant (ORRHS and ORRJHS)	October 21, 2022 deadline	Internal	ASTL	Implementation of Project 351 if awarded

TLC meetings: Standing agenda item on progress of building-based action items and outcomes, including progress on non-negotiables	TLC days and times	Superintendent's Conference Room	All Administrators	Evidence of updated action items by building at least once a month at TLC
D-W Learning Walks to look for evidence of Sense of Belonging and Inclusion	Two LW per building per year as scheduled Learning Walk District General Schedule 2022-23	ORRHS ORRJHS OHS/Center Sippican RMS	All Administrators	• Completion of LW as assigned by building • Evidence and collaboration of patterns and trends aligned to agreed upon Expectations, Look Fors, and Sense of Belonging • Feedback to Staff
MCAS Data Analysis by demographics	TLC meetings (fall)	Superintendent's Conference Room	All Administrators	Use of data to determine if inequity occurs for any marginalized group. Determine differentiated action steps and supports for marginalized groups based on data results
Provide Professional Development to define, identify, and address educational equity.	February 2023 (Equity PD)	District-wide	All administrators and staff	Staff trained on defining, identifying, and addressing microaggressions with toolbox of resources to use in buildings and classrooms to apply

					targeted skill sets. Evidence of toolbox use in classroom through administrative learning walks
ORRHS					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Update and reinforce classroom rules with non-negotiable expectations to promote a sense of belonging "We do not make fun of people on social media" "We do not call people names"	Implement after being trained in November for faculty meeting for consistency and rollout	ORRHS	Principal Assistant Principal Teachers and Staff	- Evidence of messages to students (bulletin boards, discussions, etc.) during LW - Reduction of incident reports from beginning of month to end of month after start of implementation	
Establish an Advisory Council composed of a diverse group of members which represent various perspectives of the guidance department, including teachers, administrators, community members, parents/caregivers, and students to review and	After school and evening meetings	ORRHS	Director of Guidance	- Establishment of Advisory Council to meet monthly - Access to extracurricular activities, scholarships, post-secondary, and college/university opportunities for all	

make recommendations about guidance program activities and results.					students as tracked by increased participation, demographics, and acceptance rates
					Tracking which students access AP/advanced courses, honors courses, etc.
In-person storytelling by the Rhode Island Black Storytellers	Bulldog Block during school year	ORRHHS		Principals Teachers Students	Provide at least two student assemblies during the 2022-2023 school year
ORRHHS					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Update and reinforce classroom rules with non-negotiable expectations to promote a sense of belonging "We do not make fun of people on social media" "We do not call people names"	Implement after being trained in November faculty meeting for consistency and rollout	ORRHHS	Principal Assistant Principal Teachers and Staff	- Evidence of messages to students (bulletin boards, discussions, etc.) during LW - Reduction of incident reports from beginning of month to end of month after start of implementation	
Improve upon and adapt the Responsive	Guidance PLCs	ORRHHS	Administration and Guidance Counselors	Monthly themes to include respect,	

Classroom Advisory lessons content and organization in conjunction with PBIS				Cultural Proficiency Team with Student Voice Students voice through verbal feedback and conversations	kindness, manners, getting to know you through recognition of PBIS Cards and Caught Being Kind for students - Continue to improve and update Identity Map lessons - Monthly Assemblies for students supporting Classroom Advisory lessons - At least two guest speakers for student assemblies - Student verbal feedback related to themes to gauge student voice
OpenSci Ed Curriculum Supplementation: OpenSciEd instruction begins with the interests and curiosities of students and empowers student voice to support more equitable learning opportunities for all students.	PD and Science PLCs	ORRJHS		Administration, Department Coordinator, and Science Teachers	- Completion of two pilot units at each grade level. - Provide teachers with professional development on OpenSciEd to create groups of student problem-solving teams.
OHS/Center					

Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Update and reinforce classroom rules with non-negotiable expectations to promote a sense of belonging aligned to Responsive Classroom • <i>"We do not make fun of people on social media"</i> • <i>"We do not call people names"</i>	Winter faculty meeting	Center and OHS buildings and classrooms	Principal Teachers and Staff	Data collection and analysis to determine number of incident reports from beginning to end of month, and beginning to end of the year, after start of implementation is reduced.
Project-based learning projects will be showcased to an audience beyond classrooms and will demonstrate social skills, cultural competence, accountability, and leadership and responsibility.	2022-2023 School year Ongoing with culmination and showcase in spring	Classrooms	Classroom Teachers Specialists Administrators	• Monthly Student Work Samples/ Displays related to Heritage and History months in hallway or classrooms • Educator Eval Portfolios shows a piece of evidence of equity work • Two Community Events during the school year
Share MCAS Data Analysis (by demographic) provided by the district to teachers for analysis at the building level.	Fall/Winter 2022-2023	Center- Grade 3 OHS - School-wide	Principals Teachers	• Data analysis with teachers used to inform instruction • Responsive teaching lesson plans highlighting

				instructional practices being implemented in classrooms
OpenSci Ed Curriculum Supplementation grade 6: OpenSciEd instruction begins with the interests and curiosities of students and empowers student voice to support more equitable learning opportunities for all students.	PD and Science PLCs	OHS Grade 6	Administration, Department Coordinator, and Science Teachers	- Completion of two pilot units at each grade level. - Provide teachers with professional development on OpenSciEd to create groups of student problem-solving teams.
Sippican				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
One Book One School Book Read https://readtothem.org/one-school-one-book/	Winter 2023	School Wide	Principals: Provide books and parameters for the project Teachers: Read book and support students with class discussions and projects	- Classroom projects displayed in building and/or classroom - Classroom sharing at ASM (all school meeting) after completion of projects
Update and reinforce classroom rules with non-negotiable expectations to promote a sense of belonging aligned to	Winter faculty meeting	Schoolwide Classrooms	Principals Teachers and Staff	Monthly staff discussions examining trends of behaviors and facilitate with

Responsive Classroom • "We do not make fun of people on social media" • "We do not call people names"				faculty to be more proactive and responsive • Data collection and analysis to determine number of incident reports from beginning to end of month, and beginning to end of the year, after start of implementation is reduced.
Project-based learning projects will be showcased to an audience beyond classrooms and will demonstrate social and cross-cultural skills, accountability, and leadership and responsibility.	2022-2023 School year Ongoing with culmination and showcase in spring	Schoolwide Classrooms	Principals Teachers and Staff	• Finished student products • Invitation to community/families to the Showcase event • Educator Eval Portfolios shows a piece of evidence of equity work
Share MCAS Data Analysis (by demographic) provided by the district to teachers for analysis at the building level.	Fall/Winter 2022-2023	School wide	Principals Teachers	• Data analysis with teachers used to inform instruction • Responsive teaching lesson plans highlighting instructional practices being

					implemented in classrooms
Provide grade levels time to look through IRA resources with an equity lens and select text sets that will be shared with students	Ongoing	School wide	Principals Teachers		- Develop parameters to use in reviewing texts - Final grade level text set lists
OpenSci Ed Curriculum Supplementation Grade 6: OpenSciEd instruction begins with the interests and curiosities of students and empowers student voice to support more equitable learning opportunities for all students.	PD and Science PLCs	Grade 6	Administration, Department Coordinator, and Science Teachers		- Completion of two pilot units at each grade level. - Provide teachers with professional development on OpenSciEd to create groups of student problem-solving teams.
RMS					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Update and reinforce classroom rules with non-negotiable expectations to promote a sense of belonging aligned to Responsive Classroom "We do not make fun of people on social media" "We do not call	Winter faculty meeting	RMS	Principal Assistant Principal Teachers and Staff	Data collection and analysis to determine number of incident reports from beginning to end of month, and beginning to end of the year, after start of implementation is reduced.	

<i>people names"</i>						
Project-based learning projects will be showcased to an audience beyond classrooms and will demonstrate social and cross-cultural skills, accountability, and leadership and responsibility.	2022-2023 School year Ongoing with culmination and showcase in spring	Classrooms	Classroom Teachers Specialists Administrators	- Monthly Student Work Samples/ Displays related to Heritage and History months in hallway or classrooms - Educator Eval Portfolios shows a piece of evidence of equity work		
Share MCAS Data Analysis (by demographic) provided by the district to teachers for analysis at the building level.	Fall/Winter 2022-2023	School wide	Principals Teachers	- Data analysis with teachers used to inform instruction - Responsive teaching lesson plans highlighting instructional practices being implemented in classrooms		
OpenSci Ed Curriculum Supplementation Grade 6: OpenSciEd instruction begins with the interests and curiosities of students and empowers student voice to support more equitable learning opportunities for all	PD and Science PLCs	Grade 6	Administration, Department Coordinator, and Science Teachers	- Completion of two pilot units at each grade level. - Provide teachers with professional development on OpenSciEd to create groups of		

students.					student problem-solving teams.
PreK					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Attend <i>Play as an Anti-Racist Practice in the Early Years/Grades</i> . 2022-2023 series offered by DESE - Matthew Rodriguez from Equity Imperative	Oct 12, 26, November 9, Jan, February 8 th and 15th, March 16	Building based	Early Childhood Coordinator, Early Childhood Team Members and Principals	Classroom environment (materials, toys, books, and educational supports) will reflect student population and diverse populations as determined by evidence through learning walks and observations	
The Early Childhood Team will revisit and maintain an early literacy classroom library developed based on Anti Bias training in SY2022.	Ongoing	Early Childhood Classrooms	Early Childhood Teachers	Evidence of updated classroom library reflective of a sense of belonging as determined by evidence through learning walks and observations	
Early Childhood Teachers will assess materials used in the classroom utilizing the Early Childhood Environment Rating Scale (ECERS).	Ongoing	Early Childhood Classrooms	Early Childhood Teachers	Evidence in classrooms where learning environment is visibly reflective of a sense of belonging through bulletin boards, pictures, etc. as determined by	

				evidence through learning walks and observations
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Focus Area #2: Social and Emotional Learning

Joint School Committee - Vision 2023 - 9.29.22.

Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.

Partnerships - Enhance family and community engagement opportunities, communication, and practices.

Social and Emotional Action Plan				
District				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
MASS REDI PD on Equity, Inclusion, and Sense of Belonging using DESE resources	8:30-10am (Wed) October 12 (Kickoff) November 9 December 7 January 11 February 8 March 8 April 12 May 10	Virtual: Register to Get the Webinar Link at www.massupdt/redi/	- Central Office Rep - One ES Principal or AP - One Secondary Principal or AP	- CO and Principal representation at at least 75% of sessions by EOY - Implement strategies from M.A.S.S. Guide to Getting Started with Racial Equity, Diversity, and Inclusion and report out at SC by building on what was implemented
Teachers 21 Monthly Administrator PD	Monthly from October 2022- March 2023	Superintendent's Conference Room	All Administrators	- Identify conceptual models and frameworks to apply to context in buildings. - Test and pilot. - Evidence of effectively using

					data to promote equity through data team meetings and data analysis
Create and share a comprehensive list of behavioral and social and emotional resources for families	November 15 <i>Ongoing updates as new resources become available</i>	District and/or school Website(s)	- Director of Student Services - Principals/Assistant Principals	- Resources shared on District Website under Family and Community Engagement - Resources shared with principals to disseminate and add to school website - Schools add to website	
ORRHS					
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promote a sense of belonging.				and adjustments to practice made, to ensure teacher teams make connections with assigned students. • Review SEL Data Reports two times a year to adjust SEL needs • Review results of Panorama Survey Data used to adjust SEL needs to ensure higher engagement and connectedness based on SEL programming.
Implement and adjust school discipline planning. Maintain relevant discipline data, analyze and identify priority areas for improvement. Review and revise as needed the discipline documentation process.	2022-2023	ORRHS	Assistant Principal	• Maintain relevant discipline data, analyze and identify priority areas for improvement. Review and revise as needed the discipline documentation process. • Adjustment to practices based on analysis of Powerschool

					Discipline Report data State Discipline Reports
ORRHS will revise Student Handbook language to be more inclusive and equitable for all.	2022-2023	ORRHS	Assistant Principal		Revisions made to the 22-23 student handbook
ORRJHS					

					Panorama Survey Data used to adjust SEL needs to ensure higher engagement and connectedness based on SEL programming.
ORRJHS will revise Student Handbook language to be more inclusive and equitable for all.	2022-2023	ORRJHS	Assistant Principal	Revisions made to the 22-23 student handbook	
Implement and adjust school discipline planning. Maintain relevant discipline data, analyze and identify priority areas for improvement. Review and revise as needed the discipline documentation process.	2022-2023	ORRJHS	Principal and Assistant Principal	- Maintain relevant discipline data, analyze and identify priority areas for improvement. Review and revise as needed the discipline documentation process. - Adjustment to practices based on analysis of Powerschool Discipline Report data - State Discipline	

					Reports
OHS/Center					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Professional development for faculty and staff using the Center for Responsive Classroom Resources to promote diversity, inclusion, and equity in the schools. Topics include: <i>~ Using Teacher Leadership Style and Language to Create Classroom Equity</i> <i>~Getting to Know and Connect with Students</i>	Monthly faculty meetings Grade level PLC	Center and OHS	Principal Teachers and Staff	- Discussions at All School Meetings - Classroom daily Morning Meetings - Evidenced through classroom observations and learning walks	
Students will be able to identify at least two trusted staff members to promote a sense of belonging.	Ongoing	- Center and OHS - Classroom	- Center/OHS SEL Team - Teachers and Staff	- Measure students' data points on Panorama to ensure higher engagement and connectedness based on SEL programming. - Relationship Mapping data collected,	

					analyzed, and adjustments to practice made, to ensure teacher teams make connections with assigned students.
Sippican					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Students will continue to identify at least two trusted staff members to promote a sense of belonging.	Fall 2022	School wide	Teachers: implement lessons and collect data Clinical Staff: Support teachers implementing bullying lessons and collect and organize trusted adult data	- Measure students' data points on Panorama to ensure higher engagement and connectedness based on SEL programming. - Anti-bullying lesson plans - Spreadsheets organized by grade level documenting trusted adults	
Measure and compare/contrast student data points from Panorama surveys to ensure engagement and connectedness with SEL programming.	Ongoing	School wide	- Teachers - Administrators	Comparison chart of data points spanning two years to look for areas of growth and gaps to adjust practice.	

					• Presentation of information to staff
Using data from a collection of our resources, align strengths and needs for students and find direct correlations between Responsive Classroom and Second Step curriculum.	Ongoing	School wide	• Clinical Team • Administrators • Teachers	Curriculum review document used to highlight and compare units, lessons and supplemental follow up lessons.	
Organize Spirit Days to encourage connections amongst students and staff	Monthly	School wide	Teachers Staff	• Published list of celebrations • Artifacts from each day documenting successes	
School discipline practices will be progressive and tiered by design and will provide students with restorative opportunities to change behavior and nurture relationships when possible.	Ongoing	• School Building • Classroom	Teachers Staff	• Incident reporting data will be monitored in an attempt to see trends of types of incidents and better understand the efficacy of interventions. • Verbal feedback from students will also be utilized to look at outcomes. • Classroom meetings will be	

					used to get feedback as well.
RMS					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Students will be able to identify at least two trusted staff members to promote a sense of belonging.	Fall/Winter 2022-2023	- School Building - Classroom	- RMS SEL Team - Staff	- Measure students' data points on Panorama to ensure higher engagement and connectedness based on SEL programming. - Social workers collect SEL Survey Reports 2-3 times a year to be reviewed by the SEL team to identify students that need additional supports - Panorama Survey Data to determine Sense of Belonging; data analyzed as an SEL team and school to determine areas of strengths and improvements	
School discipline practices will be progressive and tiered	Ongoing	- School Building - Classroom	- Teachers - Staff - Administrators	Incident reporting data will be monitored in an attempt to see	

by design and will provide students with restorative opportunities to change behavior and nurture relationships when possible.				trends of types of incidents and better understand the efficacy of interventions. • Verbal feedback from students will also be utilized to look at outcomes. • Classroom meetings will be used to get feedback as well.
PreK				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Create and implement classroom rules as reflecting the Responsive classroom Model	First 6 weeks of school	Designated classroom	Early Childhood Staff	Evidence of visible messages to students (bulletin boards, discussions, etc.)

Focus Area #3: Global Citizenship

Joint School Committee - Vision 2023 - 9.29.22.

Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.

Global Citizenship Action Plan				
District				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Apply for Project 351 grant (ORRHS and ORRJS)	October 21, 2022 deadline	Internal	ASTL	Implementation of Project 351 if awarded
Assist schools with implementation of resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	TLC meeting updates	Central Office TLC meetings	Central Office administrators	Success measured by building level measured outcomes
Incorporate look fors and evidence related to Cultural Proficiency in the Educator Evaluation plans	ongoing	District-wide	Administrators Teachers Staff	Educators provide a piece of documentation in their formative and summative evaluations that shows evidence of cultural proficiency used in their roles

ORRHS				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Implement resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	Monthly faculty meetings	ORRHS	Principal Teachers and Staff	Administrators, faculty and staff will increase their knowledge and implement practices to support equity, inclusion, and sense of belonging as evidenced by shared resources and discussions on monthly faculty meeting agendas
Collect, analyze and share exemplars of projects that embed global themes at each grade level.	2022-2023	ORRHS	Department Coordinators	Up to two subject-area projects articulated in curriculum software
Update curriculum units with links and resources in each curriculum area that provide learning experiences for global/multicultural learning.	2022-2023	ORRHS	Department Coordinators	Up to two subject-area project links articulated in curriculum software
ORRHS will become a member of United Global Educational	2022-2023	Video conferencing ORRHS	Department Coordinators	Up to 9 representative staff members participating in quarterly

Network while collaborating with schools across the world (Argentina, Canada, China, Denmark, Egypt, Germany, India, Russia, South Korea, Spain, Turkey, Uganda)				Administrators	meetings
Participation in the MEMORY PROJECT. This connects kids from across the world with ORRHS students through art and promotes intercultural understanding and kindness.	2022-2023	ORRHS		Director of Guidance Art Department Coordinator	Up to 40 students participating in the Memory Project in connection with other students globally this year.
ORRHS					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Implement resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	Monthly faculty meetings	ORRHS	Principal Teachers and Staff	Administrators, faculty and staff will increase their knowledge and implementation of practices to support equity, inclusion, and sense of belonging as evidenced by shared resources and discussions on monthly faculty meeting agendas	

Continue to identify and support three 8th grade Project 351 Ambassadors. One ambassador from each town (if awarded Project 351 Grant).	November 2022	ORRJHS	Administrators and Staff	Project 351 Ambassadors attend statewide conference and they lead a school based community service project
OHS/Center				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Implement resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	Monthly faculty meetings	Center and OHS	Principal Teachers and Staff	Administrators, faculty and staff will increase their knowledge and implementation of practices to support equity, inclusion, and sense of belonging as evidenced by shared resources and discussions on monthly faculty meeting agendas
Read alouds, library displays of books, and curriculum connections celebrating Heritage and History months Creation of school and district-wide list of books related to equity and heritage months	Ongoing through the school year	Center and OHS	Principals Teachers and Staff	- Evidence of students' discovery and celebration of history and cultures through classroom discussions and read alouds - Students will participate in at least two curriculum connections per month celebrating

					history and heritage Completed comprehensive list of books related to Heritage and History by month
Sippican					
Action Item	Date	Location	Role/Responsibilities	Measured Outcome	
Implement resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	Monthly faculty meetings and FLEX planning meetings	School wide	Principal Teachers and Staff	Administrators, faculty and staff will increase their knowledge and implementation of practices to support equity, inclusion, and sense of belonging as evidenced by shared resources and discussions on monthly faculty meeting agendas and FLEX planning calendar	
Read alouds, library displays of books, and curriculum connections celebrating Heritage and History months Creation of school and district-wide list of books related to equity and	Ongoing through the school year	School wide	Principals Teachers and Staff	- Evidence of students' discovery and celebration of history and cultures through classroom discussions and read alouds - Students will participate in at least	

heritage months				two curriculum connections per month celebrating history and heritage Completed comprehensive list of books related to Heritage and History by month
Revive AnchOR (school to community outreach)	Ongoing	Community wide	Teachers Staff Administrators	Community events possibly including Bingo/Spaghetti Supper, Sippican Celebrates Family, community speakers that support families
RMS				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Implement resources from MASS REDI PD on Equity, Inclusion, and Sense of Belonging	Monthly faculty meetings	RMS	Principal Teachers and Staff	Administrators, faculty and staff will increase their knowledge and implementation of practices to support equity, inclusion, and sense of belonging as evidenced by shared resources and discussions on monthly faculty meeting agendas

Read alouds, library displays of books, and curriculum connections celebrating Heritage and History months	Ongoing through the school year	School wide	Principals Teachers and Staff	- Evidence of students' discovery and celebration of history and cultures through classroom discussions and read alouds - Students will participate in at least two curriculum connections per month celebrating history and heritage - Completed comprehensive list of books related to Heritage and History by month
PreK				
Action Item	Date	Location	Role/Responsibilities	Measured Outcome
Continue to development Project Based learning in alignment with the PreK Social Studies Standards	School Year	Designated classroom	Early Childhood Staff	Update curriculum units aligned with MA State Frameworks

