

Old Rochester Regional School Committee Equity Subcommittee Meeting Minutes

May 15, 2023 AT 4:30 p.m.

Media Room at the Junior High School
133 Marion Road, Mattapoisett, MA 02739

SCHOOL COMMITTEE MEMBERS PRESENT: Mary Beauregard (in-person), Marion School Committee, Frances-Feliz Kearns (remote), ORR School Committee, Margaret McSweeney (in-person), ORR School Committee, Joseph Pires (remote), ORR School Committee and Jason Chisholm (in-person), ORR School Committee. (Alternate: Matthew Monteiro)

SCHOOL COMMITTEE MEMBERS ABSENT: Amanda Hastings

ADMINISTRATIVE MEMBERS PRESENT: Craig Davidson, Director of Student Services (in-person) and Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person).

Building Leadership: Linda Ashley, Center School Principal (in-person), Charles West, Rochester Memorial School (in-person), Asst. Principal, Silas Coellner, Jr. High School Principal (in-person), Michael Devoll, High School Principal (in-person), and Lauren Millette, ORR Guidance Director (in-person).

Meeting called to order at 4:37pm by Margaret McSweeney. Ms. McSweeney informed everyone attending the meeting that the meeting was being recorded and stated this meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.

Ms. Kearns joined the meeting at 4:40pm. Mr. Chisholm joined the meeting at 4:59pm.

The following agenda items were addressed:

I. Approval of Minutes from March 30, 2023:

Motion to accept the minutes as presented by Margaret McSweeney

Motion Seconded by Mary Beauregard

Motion Carries

Roll Call: Mary Beauregard (yes), Frances-Feliz Kearns (yes), Margaret McSweeney (yes) and Joseph Pires (yes).

II. General

a. Provide Progress Report on Equity Action Plan(s)

Dr. Fedorowicz and Mr. Davidson reviewed updates to the plan since the last meeting in regards to equity work in the district. The leadership team members present discussed happenings in each building related to equity including professional development attended with Mr. Davidson, restorative actions in relationship building, the culmination of culturally rich projects and reviewing data and reporting related to incidents, Aimsweb and monitoring progress.

School Committee Feedback:

Ms. Beauregard extended her thanks to everyone for their update and progress heading in the right direction.

b. Overview of Project 351

Guidance Director Lauren Millette introduced three current students which presented an overview of Project 351 and their participation in the program thus far. Please see Appendix A.

School Committee Feedback:

Mr. Chisholm commended all three students for being brave and participating in this but also such a great opportunity. It's great for young people to be able to share this story. Adults can sometimes have trouble discussing these topics and the leadership skills you gain from this experience to be aware of others and differences.

Ms. Kearns thanked the administration and Ms. Millette for championing this initiative. She also thanked the students and commended them for their public speaking this evening.

Ms. Beauregard also thanked the students for their presentation.

III. Public Comment

Ms. McSweeney read the following statement:

Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

Alia Cusolito from Rochester made the following statement:

I am a student at this high school. I would like to suggest for the future at the high school that there is more professional development that is in regards to understanding of LGBTQ+ students. As most of you know, I have spent hours doing four presentations at the high school and now going to be for the junior high as well. I really love doing these, I am super passionate about it. I will graduate next year, so I can't keep doing those. I want to ask that this is something that the school takes on so that I am not constantly emailing to give another presentation because of an incident or a need for greater understanding. I think there is a lot of pressure that defaults onto the students to take care of things. Student leadership as we see is really important but also we shouldn't have to do things to improve our own education. I want to ask that the school makes efforts to have more of that type of professional development for staff and students as well as more educational opportunities, but also to include students in that process so their input can be given on specific topics that issues at our school or what do they really feel like there is interest for so they are not left out of the conversation. Thank you.

Motion to adjourn the meeting at 5:35pm by Margaret McSweeney

Motion Seconded by Mary Beauregard

Motion Carries

Roll Call: Mary Beauregard (yes), Frances-Feliz Kearns (yes), Margaret McSweeney (yes), Joseph Pires (yes), and Jason Chisholm (yes).

Respectfully submitted,



Michael S. Nelson, Superintendent



BOSTON CELTICS
SHAMROCK FOUNDATION

PLAYBOOK INITIATIVE



new balance.

Presented By:



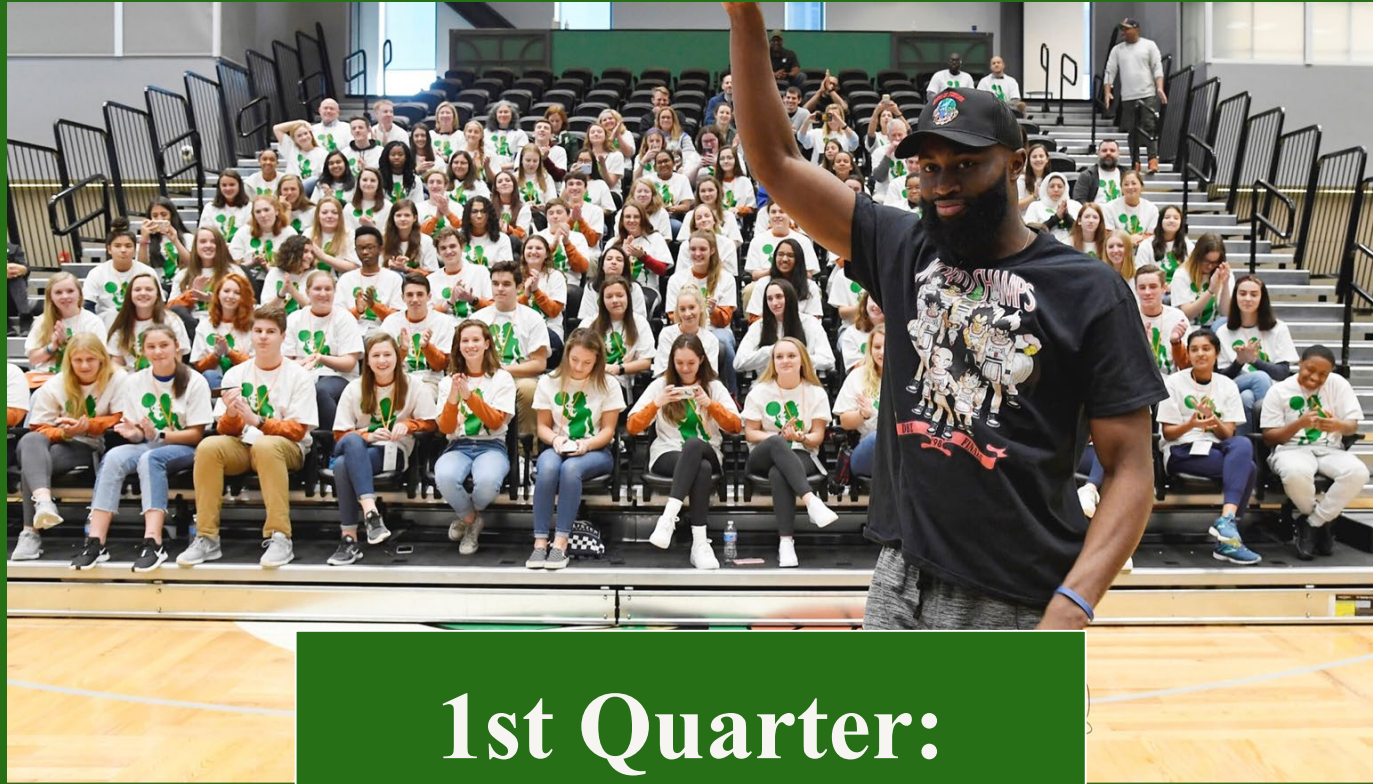
Trainer: Grade 11
Influencers: Grades 7 & 8

Mrs. Millette, Educator
Trainer Support, 7-12

Pre-Game Set Up



- Dec 10th - Train the Trainer Experience
- Letter to families, explaining the Playbook Initiative, expectations for participation, and sign up.
- Held Parent Info Session before the first workshop
- Held Workshops #1 and #2 in March at ORRHS. (66 students)



1st Quarter: The F Game

Luc, what happened during the F-Game?

Olivia, what were your key takeaways?

Perfectly Said...

“Sometimes in life we overlook things that might not seem like a big deal, like the F in the word **of**. But that F matters. We do this often when thinking about events that take place or hearing comments that can be hurtful. We might overlook those things but we shouldn’t. It’s right there in front of us. Sometimes we just need that awareness.” - Jaylison D.

2nd Quarter: Participant Introductions and Leadership Definitions

PARTICIPANT INTRODUCTIONS & LEADERSHIP DEFINITIONS

- NAME, GRADE, HOMETOWN OR NEIGHBORHOOD
- FAVORITE ACTIVITIES TO DO IN FREE TIME
- PERSONAL DEFINITION OF "LEADERSHIP"
- JOINT DEFINITION OF "LEADERSHIP"



What does
leadership mean
to you?



Leadership is to me...

Stepping forward and showing that you can lead a situation (as a captain or not)

Being kind and including others in activities and games.

Being aware of your surroundings and listening to others opinions so that you can learn and leadership means being a role model to others



**3rd Quarter:
Agree, Disagree,
Unsure**

3rd Quarter: Agree/Disagree/Unsure


- We will read a statement and want you to think about what it means to you!
- Complete the worksheet to collect your thoughts (they will not be collected)
- Activity time: Let's hear about how you feel about the statements.
- It is OK to move if someone says something that has you change your mind!

Let's Practice

**“Being a leader is a
choice”**

**“If I hear insensitive
remarks about someone
with a disability, I
should speak up.”**

**What was the impact of this
activity on you?**

A group of students are sitting in a circle on a gymnasium floor, listening to a man. The man is wearing a black t-shirt with a 'WORLD OF WARRIORS' graphic and a black cap. He is looking towards the students. The students are wearing white t-shirts, some with green and orange designs. The background shows a gymnasium with wooden floors, black walls, and several wooden chairs. A few people are standing in the background.

4th Quarter: Scenarios

SCENARIO DISCUSSION REMINDERS

- Remember, these scenarios were written by middle school students
- Be respectful when peers are sharing their opinions
- Be open minded
- Listen before responding
- Be positive
- Be willing to learn

Directions:

Join a small group of your choice and collectively review the scenarios in the packet. Have one person read the scenario out loud. Talk through the discussion points and the intervention options. Be ready to share your thoughts and answer the discussion prompts.

SCENARIO

We decided to play soccer after school one day. In order to make the teams fair, we picked captains and then had them draft players for their teams. The last 4 players to be drafted were the only 4 girls playing. Once the game started, you pass the ball to one of the girls on your team. She ends up kicking it out of bounds and your team captain comes over and tells you not to pass to her. A little while later, one of the girls scored a goal and your team captain shouted “wow, lucky goal”. The girl asked the captain why he was being so mean and he said because he didn’t want girls playing with them. All 4 girls decided to walk away from the game because they didn’t feel welcomed on the field.

DISCUSSION QUESTIONS

- Do you think it took courage for the girls to play with the boys?
 - Do you think girls often get treated this way by boys?
 - Where do boys learn behavior like this?
- What long term impact might happen to the girls if they get treated this way a lot? What about to the boys?
 - What should you do as an bystander?

INTERVENTION OPTIONS

- Grab a few friends and invite the girls back
- Make new teams where all 4 girls can play together
- Tell the captain of your team he should ease up a bit
- The next day ask the girls what they would have wanted you to do
 - Personal Option

Discussion Prompts

- Are these scenarios realistic?
- Without naming names, have you seen or heard of something like the scenarios?
- What did the bystanders do, if anything?
- What was the reaction of the victims?
- How would you intervene?
- Why do you think that people don't step up and help others who are being discriminated against or bullied more often?
- *Do you feel more prepared to help in difficult situations as a result of these conversations?*
- *How can you use this conversation to help in the future?*



Overtime

Kaizen

“A Constant State of Improvement”

WORKSHOP #2 AGENDA

(90 MINUTES)

Pregame: Welcome Back, Debrief Workshop #1 & Video (10 minutes)

1st Quarter: Rocks, Paper, Scissors (15 minutes)

2nd Quarter: Agree, Disagree, Unsure (15 minutes)

3rd Quarter: Scenario Discussion (40 minutes)

4th Quarter: Celebration Time! (10 Minutes)

PREGAME HUDDLE

Welcome Back Influencers, let's hear some Kaizen Reflections f

“Yes, I absolutely am in a better position. I believe that I can positively help people and stand up for what I believe is right.”

“Yes. I think there are more leaders than there was at 8:00 am.”

“I think I can stand up for others now.”

“Yes, I am. This workshop taught me to be a better leader and role model to other people, including family and friends.”

“Don’t be a follower. Be a leader.”

“Yes, because I can help people feel equal and welcome, so no one is left out.”

“Yes. Before today, I rarely talked about my opinion in matters but now I will think more about what I want to say and how it impacts people.”

“Yes, I’m in a position that is better because Jaymison and Sara taught me how to be a leader and how to respect others.”

“I can help more people in our school learn positive ways to be a leader.”

#WeareOR

→ What parts of the workshop #1 stuck out to you?

**1ST
QUARTER**



**—
ROCK, PAPER,
SCISSORS**

KEY TAKE-AWAYS

2nd Quarter



—
**AGREE,
DISAGREE,
UNSURE**

**“If my friend is being prejudice to a
classmate, it is none of my business.”**



3rd Quarter

SCENARIO DISCUSSION

SCENARIO

Your friend just got a new phone that has an awesome video camera. During school vacation week, you all decide you're going to shoot a mini movie and post it on YouTube. As you are deciding what kind of characters everyone is going to play in the movie, one of your friends suggests everyone plays characters based on stereotypes about what they look like. "That way the movie will be believable" says your friend. As you look at your friends, you realize some stereotypes of the group may be flattering and some may be offensive.

DISCUSSION QUESTIONS

- What are some stereotypes about different races?
- Is there such thing as a “flattering” stereotype?
- Where do we learn stereotypes from and when do we learn them?
- Do you often see stereotypes in movies and TV shows? How might they be harmful?
- What should you do as a bystander?

INTERVENTION OPTIONS

- Tell the group you don't think that's a good idea
- Ask a few of your friends quietly if they are comfortable with the idea
- Suggest to make a movie about how harmful stereotypes can be
- Ask the group if they want to do something else instead
- Personal option

Next steps & Closing Thoughts

Visit Participants at their schools before the end of the year

Collaborate with Celtics and Project 351 Staff on opening of school year event and action items for 23-24.



Thank you!