

Old Rochester Regional School Committee Equity Subcommittee Meeting Minutes

January 18, 2024 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 (in-person), ORR School Committee, Amanda Hastings (remote), Mattapoisett School Committee, Margaret McSweeney (in-person), ORR School Committee and Matthew Monteiro (in-person), ORR School Committee

SCHOOL COMMITTEE MEMBERS ABSENT: Jason Chisholm

ADMINISTRATIVE MEMBERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person), Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person) and Kristine Lincoln, Interim Director of Student Services (in-person).

Building Leadership (in-person): Linda Ashley, Center School Principal, Silas Coellner, Jr. High School Principal, Peter Crisafulli, Sippican School Assistant Principal, Vanessa Harvey, High School Assistant Principal, Heidi Letendre, Rochester Memorial School Interim Principal, Lauren Millette, ORR Guidance Director, Kevin Tavares, Old Hammondtown School Principal and Charles West, Rochester Memorial School Assistant Principal.

Meeting called to order at 4:33pm by Frances-Feliz Kearns. Ms. Kearns 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.

The following agenda items were addressed:

I. Approval of Minutes from September 28, 2023:

Motion to accept the minutes with revisions as presented by Margaret McSweeney

Motion Seconded by Frances-Feliz Kearns

Motion Carries

Roll Call: Mary Beauregard (yes), Frances-Feliz Kearns (yes), Amanda Hastings (abstain), Margaret McSweeney (yes) and Matthew Monteiro (yes)

II. General

a. Provide Progress Report on Equity Action Plan

Dr. Fedorowicz led a discussion of the Equity Action Plan for the 2023-2024 school year. Ms. Millette updated the school committee regarding current Project 351 happenings. The school administrators shared recent happenings related to the Equity Action Plan in each building. Please refer to Appendix A.

School Committee Feedback:

Ms. Kearns congratulated the administration on the success and growth of Project 351. She is glad to hear ORR is leading the way.

Ms. McSweeney asked who at the JHS selects students awards discussed. Mr. Coellner said the staff currently selects. Ms. McSweeney suggested incorporating student voice in the selection process as well.

b. Sense of Belonging in Elementary Literature

Dr. Fedorowicz led a presentation regarding sense of belonging and how it is incorporated into the new literacy Into Reading curriculum. Please refer to Appendix B.

School Committee Feedback:

Mr. Monteiro commended the point of view, critical thinking and empathy skills discussed as part of the new curriculum. He questioned how it works in the classroom. Dr. Fedorowicz explained that whole group instruction, small group instruction and differentiated texts are available based on the students reading level.

Ms. McSweeney asked if there was a time that all students are reading together. Dr. Ashley explained that there is a video and the text is read aloud then the class is broken up into literacy circles, which are scaffolding in each grade level based on student skills. She added that a number of staff assist with these smaller groups, not just the classroom teacher and there are many resources from the curriculum for the staff to utilize with the students at different levels.

Ms. Hastings asked about the process for book selection. Ms. Letendre stated Into Reading has suggested texts and the staff also uses assessments to see where the student skills are and to cater options for each student.

c. Art Memory Project

Ms. Butler, Art Teacher at ORRHS, presented this recent project completed by students taking AP Art and Design and in the Honors Art III class that connected the students with children in Colombian Refugee camps. The students received a picture of a child in the camp, then created a portrait which was sent back to the children. The School Committee heard feedback from the high school students that participated in the project via videos. Please refer to Appendix C.

School Committee Feedback:

Ms. Kearns commented that this is a really cool project and the talent of the students is unbelievable. She thinks it is a great way for students to learn project management skills that will help in future endeavors.

Mr. Monteiro asked if there was a video of the children receiving the art work. Ms. Butler explained there is a video but not necessarily our students because the project is about 20 years old now and grown exponentially.

III. Public Comment

Dr. Fedorowicz read the following statement:

Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 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 sidewall 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.

There were no public comments.


Motion to adjourn the meeting at 5:34pm by Matthew Monteiro

Motion Seconded by Frances-Feliz Kearns

Motion Carries

Roll Call: Mary Beauregard (yes), Frances-Feliz Kearns (yes), Amanda Hastings (yes), Margaret McSweeny (yes) and Matthew Monteiro (yes)

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "M~N~".

Michael S. Nelson, Superintendent

Equity Sub-Committee Action Plan 2023-2024 (WORKING DOCUMENT)

Vision:

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

Strategic Objectives:

Teaching & Learning:

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Support Systems:

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

Climate & Culture:

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

Safe Schools:

Ensure safe, secure, and equitable learning environments in all schools.

Strategic Plan Objective	Action Plan	Date	Location	Role/ Responsibilities	Measured Outcome	Evidence
<div>Teaching & ... ▾</div> <div>Safe Schools ▾</div> <div>▾ ▾</div>	Assist schools w/implementation of resources from Massachusetts REDI PD on Equity, Inclusion, and Sense of Belonging Racial, Equity, Diversity & Inclusion (REDI) All Schools	TLC meeting updates	Central Office TLC meetings	Central Office Principals: - Early Education - Secondary Education	Success measured by building level measured outcomes	Administrative Representation-participation in scheduled Meetings Tentative Dates from DESE: February 28 March 27 April 10 April 24 May 8 May 29

Teaching & ... Climate & C... Safe Schools _	Teachers 21 Behavioral Health, Equity, and Leadership in Schools Monthly Administrator PD All Schools	Monthly from August 2023-March 2024	District-wide	All Administrators	Identify conceptual models and frameworks to apply to context in buildings Evidence of effectively using data to promote equity through data team meetings and data analysis	Cultural Proficiency Continuum, Year 3 Scope and identify next steps
Teaching & ... Safe Schools _	Share MCAS Data Analysis (by demographic) provided by the district to teachers for analysis at the building level All Schools	Fall/Winter 2023-2024	District-wide	ASTL Principals Teachers	Data analysis with teachers used to inform instruction Responsive teaching lesson plans highlighting instructional practices being implemented in classrooms	MCAS analysis with demographic information completed during fall 2023 MCAS data shared during October and November SC meetings
Teaching & ... Support Sys... Climate & C... Safe Schools	Continue to expand Project 351 to include additional Ambassador leaders for equity work and scenarios All Schools	Monthly starting in August	District-wide	Administrators and Staff	Project 351 Ambassadors attend statewide conference and they lead school based community service projects and scenarios	Project 351 Ambassadors identified Fall 2023 (also Influencers) 8th Grade Ambassadors alongside other MA ambassadors participated in

						<p>launch day on Jan 13th</p> <p>- - - - -</p> <p>Dec. 5, 2023 Project 351 Playbook Initiative Training at Auerbach Center (2 HS students, Dir. of Guidance, Asst. Supt. T&L)</p> <p>January 13, 2024 Student training</p> <p>District Workshops grades 4-HS: Feb. 27 March 19</p> <p>Building and grade level meetings based on Project 351 to be scheduled dates</p> <p>Monthly student meetings in each building</p>
<p>Teaching & ... ▾</p> <p>Support Sys... ▾</p> <p>Climate & C... ▾</p> <p>Safe Schools ▾</p>	<p>District-wide Learning Walks (LW) to look for evidence of Sense of Belonging and Inclusion</p> <p>All Schools</p>	<p>Two LW per building per year as scheduled 23 24 Learning Walk Schedule</p>	District-wide	All Administrators	<p>Completion of LW as assigned by building</p> <p>Evidence and collaboration of patterns and trends aligned to agreed upon</p>	<p>2023-2024 dates:</p> <p>10/5/23 HS 10/11/23 RMS 11/21/23 JHS 11/29/23 Sipp. 2/1/24 HS 2/8/24 RMS 2/28/24 Matt.</p>

					Expectations, Look Fors, and Sense of Belonging Feedback to Staff	3/13/24 JHS 3/21/24 Sipp. 4/26/24 Matt.
Teaching & ... _ _ _	OpenSciEd Curriculum Supplementation Grades 5-8: OpenSciEd instruction begins with the interests and curiosities of students and empowers student voice to support more equitable learning opportunities for all students JHS Sippican OHS RMS	PD and Science PLCs	ORRJHS OHS/Center Sippican RMS	Administration, Department Coordinator, Science Teachers and ES STEM teachers	Completion of two new pilot units at each grade level Provide teachers with professional development on OpenSciEd to create groups of student problem-solving teams	Observation of OpenSciEd during Learning Walks at ORRJHS OHS/Center Sippican RMS OpenSciEd: OER, high quality, NGSS-aligned science materials and professional learning support in Grade 5 - 8 sciences Continued meetings with OEI Consultant
Support Sys... Climate & C... Safe Schools _	Students will be able to identify at least two trusted staff members to promote a sense of belonging All Schools	Fall/Winter 2023-2024	District-wide	Bulldog Block Mentors Advisory meetings ES students facilitated by principal	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf	Two trusted adults identified by students and regular check-ins HS: Scheduled for March, 2024 JHS: Scheduled for February 2024 Sippican/OHS/

						Center/RMS: Two trusted adults identified, ongoing for new students and grade K; Student check-in and/or survey to be administered late winter
Teaching & ... Support Sys... Climate & C... Safe Schools	Improve upon and adapt the Responsive Classroom (ES) and Advisory (JHS/HS) lessons content and organization in conjunction with PBIS JHS Sippican OHS Center RMS	Guidance PLCs	ORRJHS OHS/Center Sippican RMS	Administration and Guidance Counselors Cultural Proficiency Team with Student Voice Students voice through verbal feedback and conversations	Monthly themes to include respect, kindness, manners, getting to know you through recognition of PBIS Cards and Caught Being Kind for students	On-going review of advisory themes and activities Advisory lessons reflect student and staff voice Updated Responsive Classroom Advisory Lessons and Themes through 2024 JHS: Piloting Character Strong Sippican/OHS/ Center/RMS/PreK: Daily morning meetings; closing circles and community building practices such as instructional and group skills modeling; teambuilding. Midweek minutes

						are shared with staff throughout year
Climate & C... ▾ Safe Schools ▾ _ ▾ _ ▾	Recognition of cultural differences All Schools	Ongoing; heritage months	Building-based	Principals/ Teachers/Staff	Across the school year, we have themed bulletin boards, assemblies, and classroom activities that highlight these celebrations	HS: Art Memory Project JHS: Investigating History; Book Circles Sippican: Music in the Morning may also feature musical pieces that reflect a particular celebration OHS/Center: Classroom cultural heritage months activities and lessons RMS: Art around the world, Gr. 1-3 Holidays Around the World All Schools: Culturally responsive texts; bulletin boards displaying cultures, library displays

Teaching & ... Support Sys... _ _	Assessment data meetings held three times a year Flex blocks added to master schedule for intervention lessons and reinforcement of skills and concepts All Schools	November 2023 - June 2024 August 2023 - June 2024	All Schools	Principals and Staff	Students identified to receive targeted interventions Assessment data informs instructional planning Flex blocks in Master Schedule Students identified and participate in intervention and reinforcement of skills and concepts	Elementary: HILL for Literacy Assessment data, Intervention Plans, Intervention Schedules JHS/HS: Pathway Plans- strong data focus All Schools: Master schedule Intervention lesson plans and small group Student assessment data
Support Sys... Climate & C... Safe Schools _	Weekly student support meetings to assist with academic, behavioral and social emotional needs. All Schools	Weekly	All Schools	Principals, teachers, staff	Students receive support plans to meet individual needs	SRST (Student Resource Study Team) Clinical meetings Guidance Meetings JHS/HS: Pathway Plans- strong data focus Student Guidance Advisory Meeting Progress monitoring data

						Flexible intervention plans and student supports
Teaching & Le... Support Syste... Safe Schools _	Portrait of the Graduate (POG)Work	June 2024	ORRHS	Administration Department Coordinators School Council Community Input	Completed Portrait of the Graduate in June	Articulated POG
Teaching & Le... Climate & Cul... Support Syste... _	Freshman Seminar Work	Pilot fall 2024	ORRHS	Department Coordinators Classroom Teachers	Pilot in '24-'25 evolves into full implementation in 2025-2026	New course for Freshmen
Support Syste... _ _ _	ORRHS will pilot CHARACTER STRONG SEL program in Bulldog Block	Semester 2	ORRHS	Assistant Principal Director of Guidance Bulldog Block Mentors	Pilot semester 2 evolves into full launch in 2024-2025	2 mentor groups each grade level
Teaching & Le... Climate & Cul... _ _	Program of Studies Electives Showcase	February '24	ORRHS	Classroom Teachers Current Students	Increased student knowledge of diverse academic offerings.	Increased enrollment in elective courses
Climate & Cul... _ _ _	ORRHS Students will volunteer to work with Sippican Students on a School Newspaper	Winter/Spring 2024	Sippican School	AmbassadORs	Student newspaper production	Online publication

Climate & Cul... ▾ ▾ ▾ ▾	Building Equitable Supports for Early Childhood Literacy Book and Material list PreK	Ongoing in year 3 of building resource list	Three Preschool Classrooms and Chapter 74 Early Childhood Program	Preschool Teachers	Ongoing resources for teachers to utilize in classroom	On-going review of themes and activities; Students transition into classroom successfully and demonstrate independence throughout the classroom
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Houghton Mifflin *Into Reading*

Grades K-6

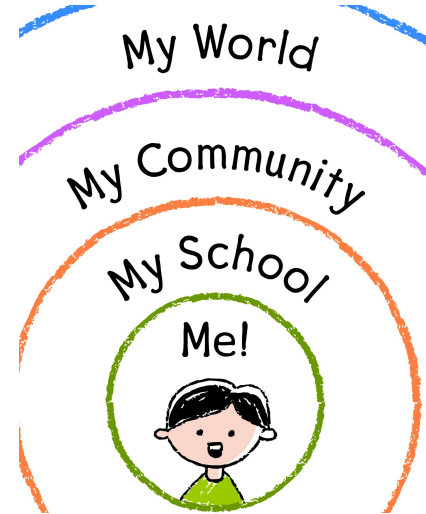


Dedication to Sense of Belonging: Overview of the new HMH Into Reading Literacy Program

- **Designed to be inclusive and culturally relevant.**
 - **A variety of characters enable students to see themselves in readings and make real-world connections.**
- **Reflects our world and provides learners with opportunities to make connections through award-winning texts at each grade level.**
- **Provides valuable opportunities for learners to acquire knowledge about experiences and cultures different from their own.**
- **Provides choice of independent reading which celebrates and appreciates every learner's individuality.**
- **Offers culturally responsive texts as well as scaffolds for multilingual learners.**

Instructional Delivery

- **Module videos engage students and stimulate collaborative discussion.**
- **Discussion prompts guide students to reflect on their own experiences and consider others' points of view.**
- **Students participate in daily discussion as they engage with their peers to talk about texts**



Sense of Belonging: Students Read About Others Like Themselves

- **Community is larger than just a neighborhood or school**
- **Ability and strength to achieve goals**
- **Helping Others: Small acts of compassion and generosity**

Examples:

Authentic Program Literature

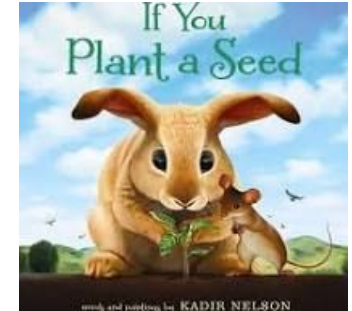
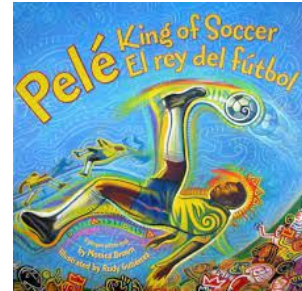
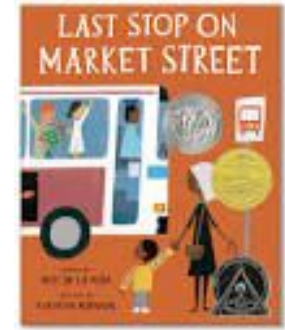
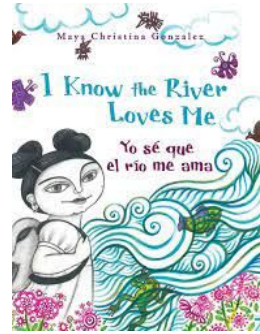
Kindergarten

Last Stop on Market Street by Matt de la Peña, illustrated by Christian Robinson

(Coretta Scott King Illustrator Honor Book, Caldecott Honor Book®, Newbery® Medal)

I Know the River Loves Me by Maya Christina Gonzalez (International Latino Award

Best Picture Book)



Grade 1

If You Plant a Seed by Kadir Nelson (Coretta Scott King Award–winning author/illustrator)

Pelé, King of Soccer by Monica Brown

Suki's Kimono by Chieri Uegaki (Ezra Jack Keats Award–winning author)

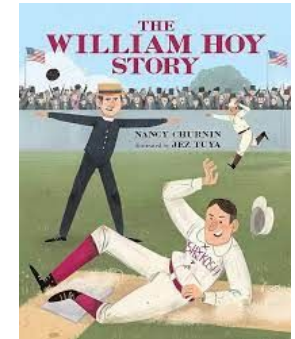
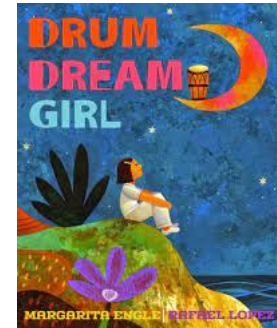
Grade 2

Drum, Dream Girl: How One Girl's Courage Changed Music by Margarita Engle,

illustrated by Rafael López (Pura Belpré Illustrator award)

The William Hoy Story: How a Deaf Baseball Player Changed the Game

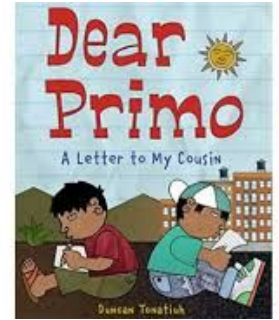
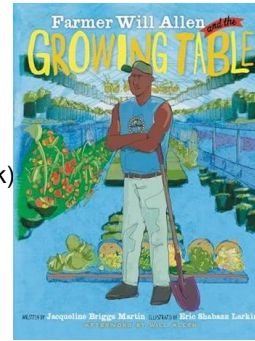
by Nancy Churnin (2017 Storytelling World Resource Award Honor Book)



Grade 3

Dear Primo: A Letter to My Cousin by Duncan Tonatiuh (Pura Belpré Illustrator Award Honor Book)

Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin (ALA Notable Children's Book)

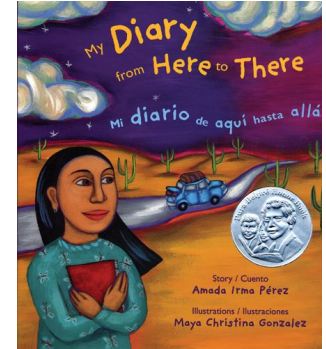
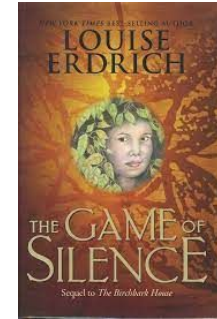
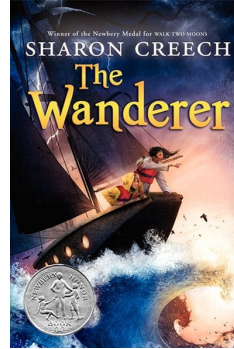


Grade 4

The Game of Silence by Louise Erdrich

(Scott O'Dell Award for Historical Fiction)

My Diary from Here to There by Amada Irma Pérez

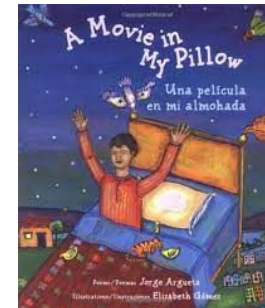
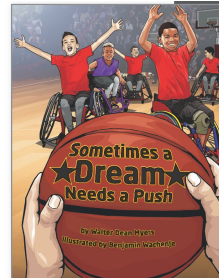


Grade 5

The Good Garden: How One Family Went from Hunger to Having Enough

by Katie Smith Milway (RA Notable Book for a Global Society, DeBary Children's Science Book Award)

A Movie in my Pillow by Jorge Argueta



Grade 6

Sometimes Dreams Need a Push by Walter Dean Myers

The Wanderer by Sharon Creech

Overarching Expectations and Goals:

- **Sense of Belonging: Inclusivity for all students**
 - All students have a voice
- **Teachers model high expectations and guide respectful dialogue among classmates.**
 - Differences are respectfully celebrated.
- **Teachers build relevant learning opportunities centering on students real-world experience and their community and family context.**
- **Modules in each grade level are dedicated to building knowledge around topics such as citizenship and leadership skills.**

Questions

The Memory Project

2023-2024

Using Art to Connect People
Around the World

Ms Butler * APAD * Honors Art III

The Memory
Project

How can
art
connect
people?

North and South America



97-682625

U.S. HOUSE OF REPRESENTATIVES
FEB 23 1997
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GEOGRAPHY & MAP DIVISION

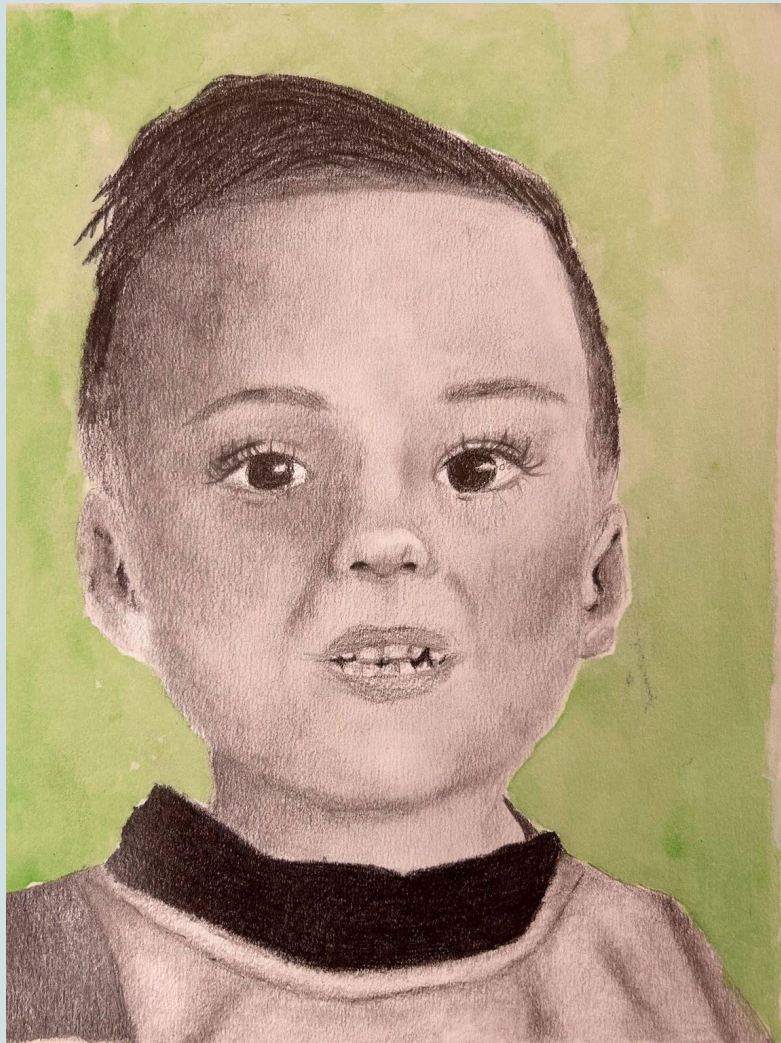
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A little information about the Memory Project...



The [Memory Project](#), initiated by Ben Schumaker in 2004, aims to provide meaningful artwork as gifts to children in underprivileged circumstances, offering them something unique to cherish.

This fall, students from AP Art & Design and Honors Art III participated in the Memory Project by collaborating with children in [Colombian Refugee](#) camps.



Jorbin by Ella Caesar



Press
PLAY to
hear
from the
artist



Martin
by
Emerson
Femino





Lucer
o
by
Lexi
Lord





Ian
by
Arielle
Troupe





Laura
by
Tessa
Winslow





Ian
by
Maddie
Connor





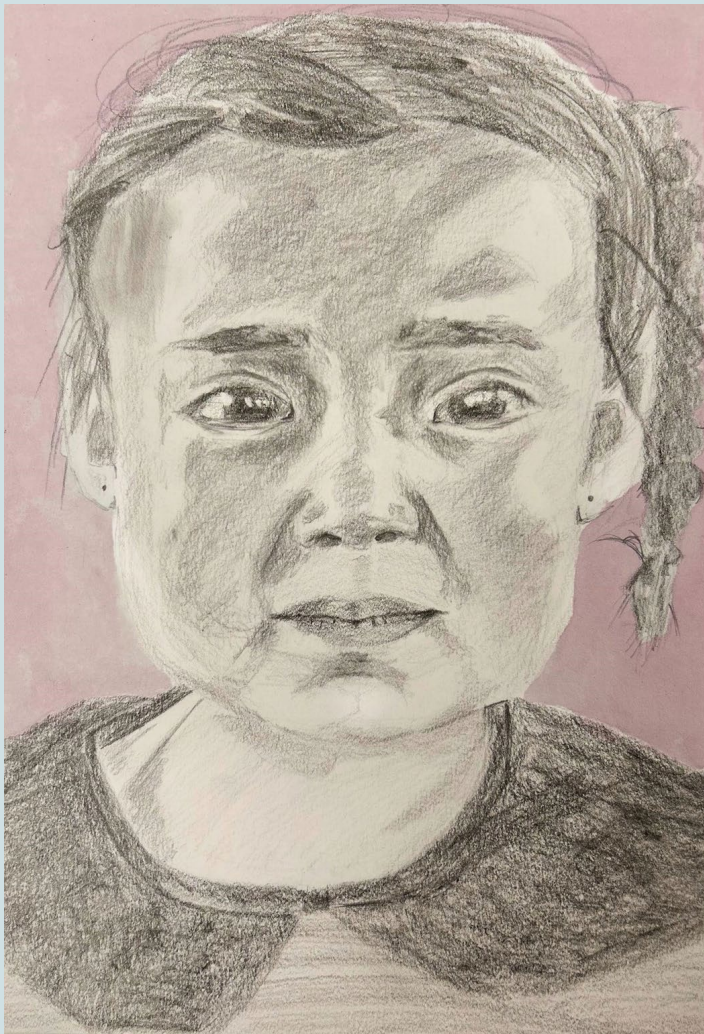
Scarlett
by
Reese
Souza





Rouse
by
Keiran
Yoo





Shadday
by Tyler
Chick





Meyrin
by
Ala ina
Redsecker