

## **Old Rochester Regional School Committee Equity Subcommittee Meeting Minutes**

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*June 20, 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 (in-person), Mattapoisett School Committee, Margaret McSweeney (remote), 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): Silas Coellner, Jr. High School Principal, Doreen Lopes, Sippican School Acting Principal, Lauren Millette, ORR Guidance Director, and Kevin Tavares, Old Hammondtown School Principal, Charley West, Rochester Memorial School Assistant Principal.

Meeting called to order at 4:35pm 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:**

### **II. General**

#### **b. Building Updates and Reports**

This section was moved up on the agenda so that the student present may share his feedback. Dr. Fedorowicz introduced the Credit for Life Fair presentation sharing that this was the first time for the High School. Ms. Millette explained that throughout the school year, she works with students as an advisory council and one of the items they requested to learn more about was financial literacy. She researching different options in the area and learned that Cape Cod 5 has a program and donates \$1,000 to the school. Ms. Millette shared a presentation about the Fair and the software program students utilized to gain real-world financial experience and guidance. This information was also shared with families in the Guidance Newsletter so they could benefit from key tips, lessons and budget worksheets. Student, Andrew Porter, was present and illustrated the online platform. He also shared his feedback of it being somewhat of a real life simulation with accurate financial projections and valuable lessons on bills, savings, credit, student loans, and more. Please see appendix A.

#### **I. Approval of Minutes from March 28, 2024:**

Motion to accept the minutes as presented by Mr. Monteiro

Motion Seconded by Ms. Beauregard

Motion Carried

Roll Call: Beauregard (yes), Kearns (yes), Hastings (yes), McSweeney (yes) and Monteiro (yes)

### **II. General**

#### **a. Overview of the Equity Action Plan**

Dr. Fedorowicz shared that this is the working document shared at each meeting and this will continue into next school year. She, along with the building administration present, discussed recent updates in the evidence section of the plan in each building related to REDI training, Project351, learning walks, sense of belonging and responsive classroom, data meetings and collaboration among teachers across all buildings. Superintendent Nelson added that there has been a lot of work done by Instructional Council and it is a strong group. There is discussions on incorporating the teachers into learning walks in the future. Mr. Tavares commended the work this year teachers and staff across all of the schools working together more to better align standards and practices. Superintendent Nelson agreed, explaining that all of the elementary schools are receiving the same high-quality instructional materials, which provide an equitable foundation for all students. The administration discussed regular student support meetings, portrait of a graduate training and building equitable supports for students across the district, which all align with Vision2028. Please see appendix B.

**School Committee Feedback:**

Ms. Kearns acknowledged how much work is done to earn grant funding and how much of the work is funded by grants, including MassHire supporting the Character Strong Program at ORR. She appreciates the work and extra efforts and personal time commitments by the administration.

**b. Building Updates and Reports (continued)**

Dr. Fedorowicz shared that the next presentation was a request from the last meeting to review how the incident log works in PowerSchool which is a new process this year. Ms. Lincoln presented an overview of the current process, which was adopted by all buildings and all grade levels in all of the District's schools. Previously each school used their own set of descriptors to document infractions. This year K-12 descriptors align with state descriptors. Referral forms have been updated to include additional built in tiered responses to discipline, such as verbal warnings, re-teaching of expectations, detention, etc. The information recorded in PowerSchool will assist with the transitions and interventions going forward. Please see appendix C. Superintendent Nelson added that the administration is working out how to be consistent across all buildings. He expressed that this was a great first step this year, and the staff is requesting more training. He looks forward to continuing to work on this and strengthen the established norms system-wide.

**School Committee Feedback:**

Mr. Monteiro asked if the system links incidents between multiple students and if that is reported to be able to identify trends. Ms. Lincoln confirmed that was correct.

Ms. McSweeney expressed her excitement for the consistency and the ability to have information about a child over a long period of time. She believes this system will lead to a more positive culture. Superintendent Nelson agreed, and looks forward to being able to identify trends with staff as well, to determine teacher leaders and those that may need more support.

Ms. Kearns asked to have this information presented annually and to also make sure handbooks align with the information in the PowerSchool forms and provide education to families as well of the expectations.

Next, the elementary school administration shared a presentation of the happenings in their schools. Mr. West, Mr. Tavares and Ms. Lopes all showcased lessons, events and other happenings as examples of the culturally inclusive and fun ways to engage all learners. Please see appendix C. Superintendent Nelson highlighted the MARC (Massachusetts Aggression Reduction Center) presentations at Sippican. He shared that have a thorough website with additional resources and expanded offerings for families.

**III. Public Comment**

**Superintendent Nelson 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 6:03pm by Mr. Monteiro**

**Motion Seconded by Ms. Hastings**

**Motion Carried**

Roll Call: Beauregard (yes), Kearns (yes), Hastings (yes), McSweeny (yes) and Monteiro (yes)

Respectfully submitted,

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

Michael S. Nelson, Superintendent



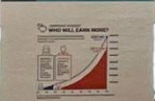
CREDIT  
FOR LIFE

CAPE  
COD5

Cape Cod 5 is excited to be working with you this year to offer Credit for Life. You are our future leaders, and we want to help you build a foundation for achieving financial wellness. The Credit for Life Fair experience is designed to help empower you to take responsibility for your financial future.

As a community bank, we consider financial education an important aspect in the growth of all individuals, and we appreciate the opportunity to engage with you today.

Planning for the Future



CAPE  
COD5 | CREDIT  
FOR LIFE



C  
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S

COLORS  
FRI. 4/11

ORRHS Credit for Life Fair  
April 10, 2024



## Did You Know?

# 86%

of high school students say the most important skill they need post-graduation is understanding personal finance; only 30% believe their schools are preparing them.

(Barr Foundation 2019)

# YOUNG ADULTS

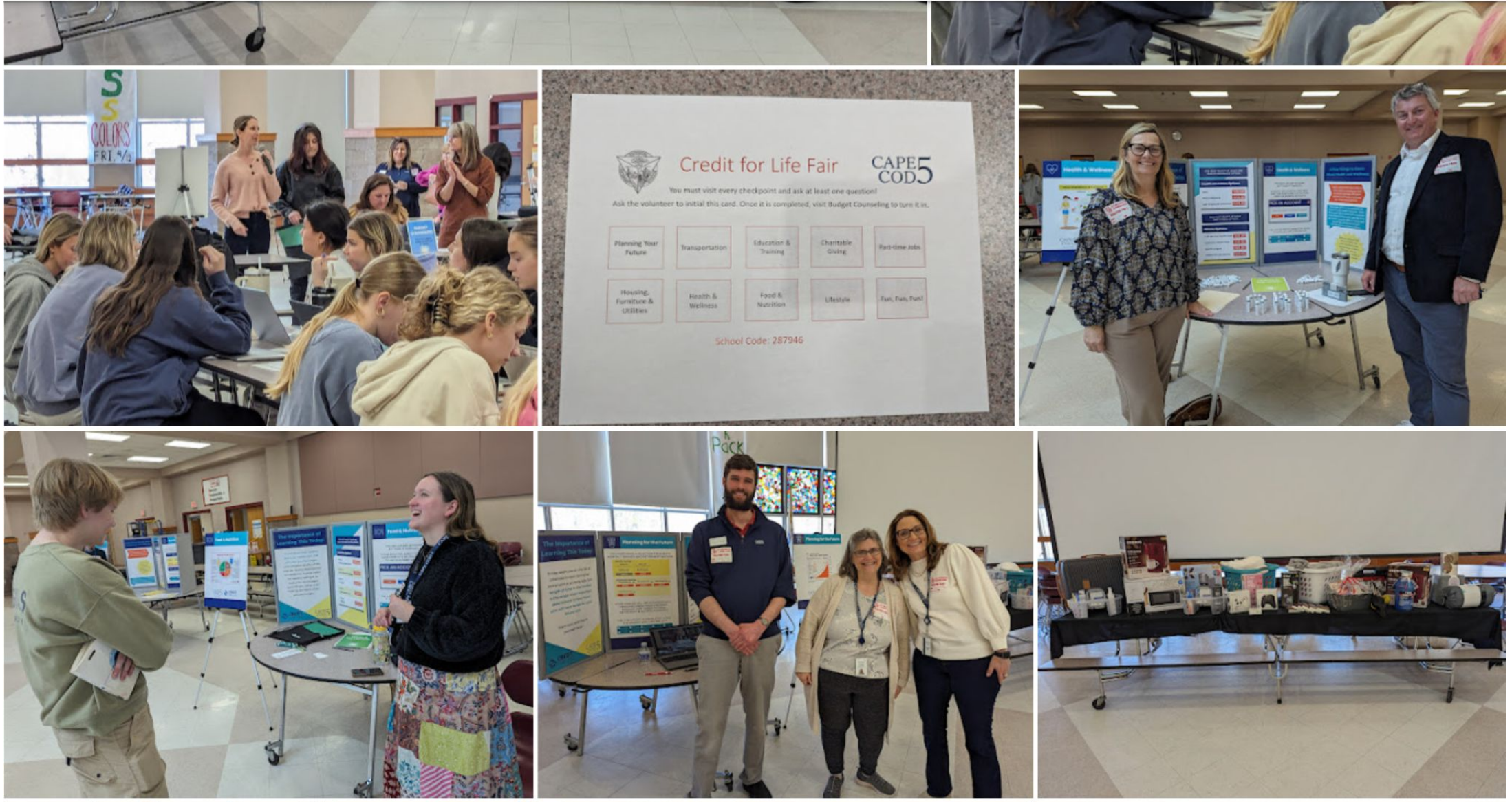
who receive financial education are less likely to carry credit card debt, and more likely to apply to and receive college grants and financial aid.

# 1 in 5

American 15-year-olds doesn't understand basic financial concepts. Students with a bank account scored on average 42 points higher than those students who do not.

(National Center for Education Statistics)

# Student Voice Matters







# CAPE5 COD5

## **What our students heard...**

Cape Cod 5 is excited to be working with you this year to offer Credit for Life. You are our future leaders, and we want to help you build a foundation for achieving financial wellness. The Credit for Life Fair experience is designed to help empower you to take responsibility for your financial future.

As a community bank, we consider financial education an important aspect in the growth of all individuals, and we appreciate the opportunity to engage with you today.

# Let's get started!

Go to [WWW.CREDITFORLIFE.ORG](http://WWW.CREDITFORLIFE.ORG)

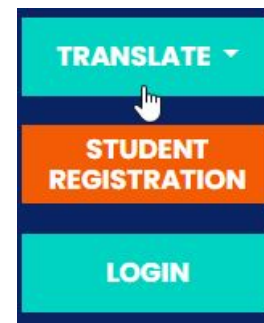


Click



in the top right corner.

Para Português primeiro usar...  
Para Español primero uso...





## First, let's get you registered.

On the Student Registration screen, enter the school code:287946, use your school email as your username and create a password you'll remember, then click "Register."

### Student Registration

School Access Code:

Username:

Password:

Confirm Password:

Register

## Now it's time to log in.


Enter the school code 287946, then enter the username and password you created to register and click “Login.”

### Student Login

School Access Code:

Username:

Password:

LOGIN

## Personalize your account.

Choose an avatar and enter your name.

**PERSONAL INFORMATION**

Choose an Avatar:

CHOOSE

First Name:

Last Name:

*Tip: **Don't click Submit yet** – scroll down on this page to personalize your experience further by choosing a profession.*

Below the submit button you will see a list of professions.

**Choose any profession you'd like.**

PROFESSIONS

Arts & Education

☐ Actor/Model/Theater Performer
☐ Animator/Illustrator
☐ Artist/Painter

☒ Athletic Trainer
☐ Cosmetologist/Hair Stylist/Make Up Artist
☐ Dancer/Choreographer

☐ Daycare Provider/Pre K
☐ Fashion Designer
☐ Film Director

☐ Graphic Designer
☐ Guidance Counselor
☐ Interior Designer

☐ Librarian
☐ Music Teacher
☐ Musician

☐ Nutritionist
☐ Personal Fitness Trainer
☐ Photographer

☐ Teacher/Elementary/Secondary/Special Ed
☐ Teaching Aide
☐ Publishing

☐ Tattoo Artist
☐ Video Game Designer
☐ Writer



When you click on your desired profession, you will see details for that specific profession.

Click **SELECT AS OCCUPATION** to confirm your selection and it will autofill in the occupation field on your profile.



## Athletic Trainer

### SALARY

<b>Gross Annual Salary</b>	\$50,600.00
<b>Net Pay Yearly</b>	\$39,813.00
<b>Net Pay Monthly</b>	\$3,318.00

**SELECT AS OCCUPATION**

## Confirm your personal information and click Submit.

PERSONAL INFORMATION

Choose an Avatar: CHOOSE

First Name:  
Jim

Last Name:  
Curran

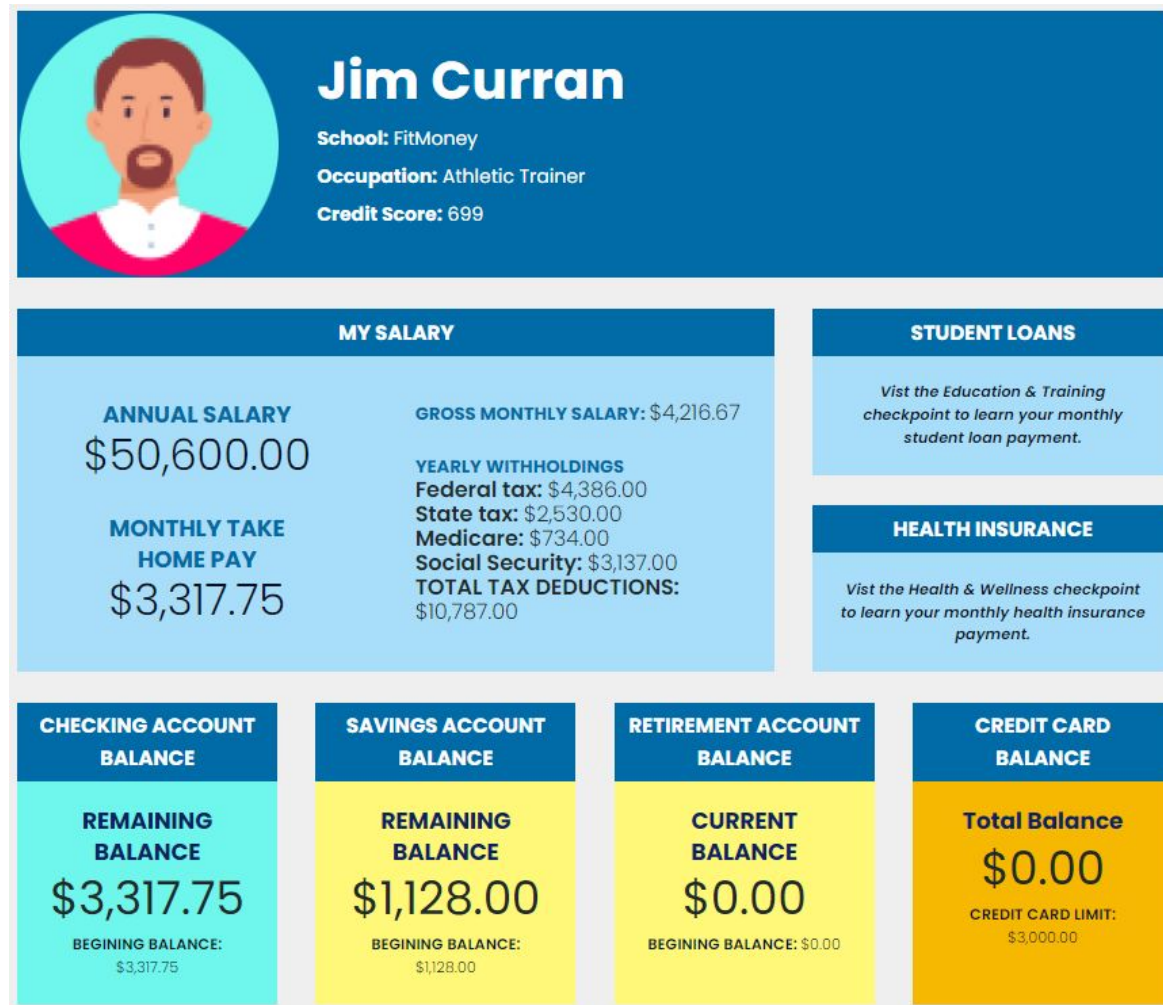
Username:  
user@email.com

Occupation:  
Athletic Trainer

SUBMIT

## Your profile has been created!

You will see your starting checking, savings, retirement and credit card balances on your dashboard.



# Sample Talking Points

## Charitable Giving


### Summary

The Charitable Giving checkpoint is designed to teach students about the need in their communities and in the world, and the importance of assisting others and giving back either with money or time.

- Students will choose among five ways to give back and pay with their checking, savings and/or credit cards.
- If a student chooses to donate their time at Habitat of Humanity, they will be asked to select an account, but no money is deducted.
- Students can choose as many of the options as they want.

### Talking Points

- It is important to give back to your community.
- Giving back doesn't have to be a financial donation if you are not in a position to do so it can be volunteering your time.
- Even a small but consistent donation helps and is a great habit to acquire.
- Please note for students that donating and volunteering are great boosts to one's overall wellbeing

Charitable Giving

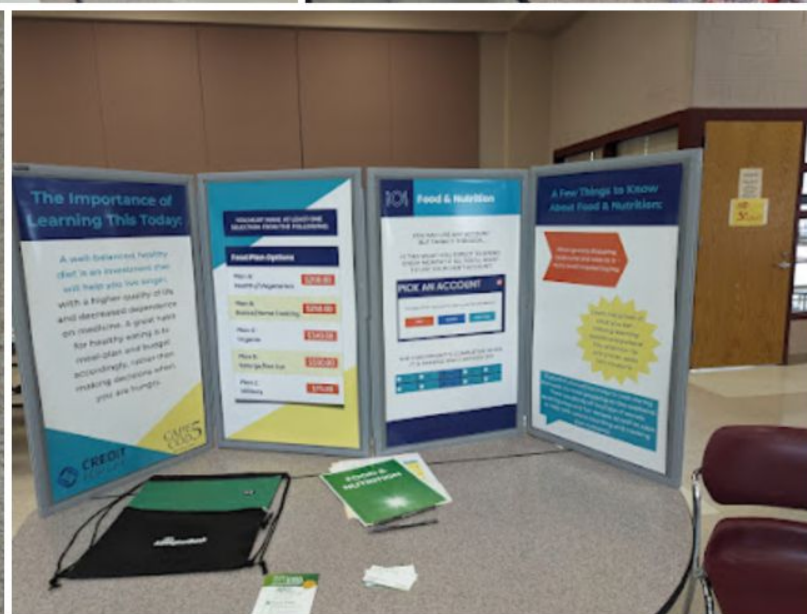
Charitable giving is extremely important as it has the power to connect us intimately with the need in our communities and in the world. Here, you will find multiple ways to give back either by donating money OR time.

Have a question?  
[CHAT](#)

FINANCIAL VIDEOS  
[MONEY MODULES](#)

<b>Boston Marathon</b>	<b>\$50.00</b>
Your friend is running the Boston Marathon for Boston Children's Hospital. To support them, you will need to donate \$50 or more.	<a href="#">SELECT</a>
<b>Food Pantry</b>	<b>\$10.00</b>
The local food pantry is collecting money to restock its shelves. To donate, please support them with \$10.	<a href="#">SELECT</a>
<b>Habitat for Humanity</b>	<b>\$0.00</b>
Habitat for Humanity is looking for volunteers for a local house build project. To get involved, commit to volunteer 10 hours of your time.	<a href="#">SELECT</a>
<b>School Supplies</b>	<b>\$20.00</b>
Your sister started a GoFundMe to purchase school supplies for her classroom. To participate, donate \$20.	<a href="#">SELECT</a>
<b>Care Packages</b>	<b>\$30.00</b>
Support people serving overseas by providing funds that will be used to generate packages that your local service agency will ship. This opportunity requires a donation of \$30.	<a href="#">SELECT</a>







# Let's Give it a Try

[www.creditforlife.org](http://www.creditforlife.org)



Thank  
you!



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

### 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
Teaching & Learning Safe Schools	Assist schools with implementation of resources from Massachusetts REDI PD on Equity, Inclusion, and Sense of Belonging	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: <del>February 28</del> <del>March 27</del> <del>April 10</del> <del>April 24</del> <del>May 8- canceled</del>



	Racial, Equity, Diversity & Inclusion (REDI)  All Schools					<del>May 29</del>
Teaching & Learning Climate & Culture 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 scheduled during summer with administrative team in August
Teaching & Learning 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 & Learning Support Systems Climate	Continue to expand Project 351 to include additional	Monthly starting in August	District-wide	Administrators and Staff	Project 351 Ambassadors attend statewide	Project 351 Ambassadors identified Fall

<p>&amp; CultureSafe Schools</p>	<p>Ambassador leaders for equity work and scenarios</p> <p>All Schools</p>				<p>conference and they lead school based community service projects and scenarios</p>	<p>2023 (also Influencers)</p> <p>8th Grade Ambassadors alongside other MA ambassadors participated in 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&amp;L)</p> <p><del>January 13,</del> 2024 Student training</p> <p>District Workshops grades 4-HS: <del>Feb. 27</del> <del>March 19</del></p> <p>Building and grade level meetings based on Project 351 to be scheduled dates</p>
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						<p>Monthly student meetings in each building</p> <p>End of year planning workshop on May 29th</p> <p>TBA - Summer Leadership Opportunities</p>
<p>Teaching &amp; Learning Support Systems Climate &amp; Culture 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</p> <p><a href="#">23 24 Learning Walk Schedule</a></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 Expectations, Look Fors, and Sense of Belonging</p> <p>Feedback to Staff</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. 3/13/24 JHS 4/26/24 Matt and Sippican.</p>
<p>Teaching &amp; Learning</p>	<p>OpenSciEd Curriculum Supplementatio n Grades 5-8: OpenSciEd instruction begins with the interests and curiosities of students and</p>	PD and Science PLCs	ORRJHS OHS/Center Sippican RMS	Administration, Department Coordinator, Science Teachers and ES STEM teachers	<p>Completion of two new pilot units at each grade level</p> <p>Provide teachers with professional development on OpenSciEd to</p>	<p>Observation of OpenSciEd during Learning Walks at ORRJHS OHS/Center Sippican RMS</p>

	<p>empowers student voice to support more equitable learning opportunities for all students</p> <p>JHS Sippican OHS RMS</p>				create groups of student problem-solving teams	<p>OpenSciEd: OER, high quality, NGSS-aligned science materials and professional learning support in Grade 5 - 8 sciences</p> <p>Continued meetings with OEI Consultant</p>
<p>Support SystemsClimate &amp; CultureSafe Schools_</p>	<p>Students will be able to identify at least two trusted staff members to promote a sense of belonging</p> <p>All Schools</p>	Fall/Winter 2023-2024	District-wide	<p>Bulldog Block Mentors</p> <p>Advisory meetings</p> <p>ES students facilitated by principal</p>	<p><a href="#">How can trusting relationships with adults boost student success?</a></p>	<p>Two trusted adults identified by students and regular check-ins</p> <p>HS: Pending</p> <p>JHS: Completed</p> <p>Sippican/OHS/Center/RMS: Two trusted adult and sense of belonging surveys to be administered to Grades 2-6 Students in the next two weeks Grade K &amp; 1; Student check-ins continue throughout the year</p>

<p>Teaching &amp; Learning Support Systems Climate &amp; Culture Safe Schools</p>	<p>Improve upon and adapt the Responsive Classroom (ES) and Advisory (JHS/HS) lessons content and organization in conjunction with PBIS</p> <p>JHS Sippican OHS Center RMS</p>	<p>Guidance PLCs</p>	<p>ORRJHS OHS/Center Sippican RMS</p>	<p>Administration and Guidance Counselors</p> <p>Cultural Proficiency Team with Student Voice</p> <p>Students voice through verbal feedback and conversations</p>	<p>Monthly themes to include respect, kindness, manners, getting to know you through recognition of PBIS Cards and Caught Being Kind for students</p>	<p>On-going review of advisory themes and activities</p> <p>Advisory lessons reflect student and staff voice</p> <p>K-6 Responsive Classroom Meetings take place daily and teachers incorporate content based activities within their Morning Meeting Activities</p> <p>JHS: Piloting Character Strong, which focuses on character, community, and service this year. The Character Strong Curriculum was used as a resource and In May, the lessons focused on Mental</p>
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						<p>Health Awareness.</p> <p>ORRHS: Character Strong pilot since January ORRHS is using this curriculum in 8 bulldog block groups, 2 per grade, at the high school level. Lessons are about 25 minutes long and are being taught during Mentor Monday each week.</p> <p>Sippican/OHS/ Center/RMS/ PreK: Academic Choice occurs throughout all elementary schools by providing student choice and voice in projects, center activities, research topics, and methods for presentations At RMS-Talent Show, 6th</p>
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						Grade Promotion Ceremony
Climate & CultureSafe 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	<p>HS: Art Memory Project; Genealogy; STEAM the Streets</p> <p>JHS: Investigating History; Book Circles; Famous African Americans Project, Monthly Bulletin Boards - Hispanic Heritage Month, Native American Heritage Month, Black History Month, Women's History, etc.</p> <p>Sippican: Music in the Morning may also feature musical pieces that reflect a particular celebration</p> <p>OHS/Center: Students continue to be</p>

						<p>engaged in culturally relevant high-interest texts in our new Into Reading program.</p> <p>Literature includes various genres, representing different cultural backgrounds and experiences. Through shared reading and class discussion, students add to their vocabulary and gain an understanding of different experiences and perspectives.</p> <p>RMS: RMS students got to experience a Musical Journey through the Caribbean with the Manguito Band. Students listened to music from</p>
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						Cuba, Dominican Republic and Puerto Rico. RMS held a Talent Show and all students were welcome to show off their talents. The student ambassadors served as support staff to the participants and announced their peers
Teaching & Learning Support Systems	<p>Assessment data meetings held three times a year</p> <p>Flex blocks added to master schedule for intervention lessons and reinforcement of skills and concepts</p> <p>All Schools</p>	<p>November 2023 - June 2024</p> <p>August 2023 - June 2024</p>	All Schools	Principals and Staff	<p>Students identified to receive targeted interventions</p> <p>Assessment data informs instructional planning</p> <p>Flex blocks in Master Schedule</p> <p>Students identified and participate in intervention and reinforcement of skills and concepts</p>	<p>Elementary: Teachers are utilizing a wide range of resources to differentiate instruction to support students' individual literacy progress. Ongoing DIBELS foundational reading assessment helps teachers plan targeted instruction to meet students' skill levels.</p> <p>JHS/HS: Pathway Plans-</p>

						<p>strong data focus</p> <p>All Schools: Master schedule</p> <p>Intervention lesson plans and small group</p> <p>EOY student assessment data is being analyzed to identify instructional focus area</p>
<p>Support SystemsClimate &amp; CultureSafe Schools_</p>	<p>Weekly student support meetings to assist with academic, behavioral and social emotional needs.</p> <p>All Schools</p>	Weekly	All Schools	Principals, teachers, staff	Students receive support plans to meet individual needs	<p>SRST (Student Resource Study Team)</p> <p>Clinical meetings</p> <p>Guidance Meetings</p> <p>JHS/HS: Pathway Plans- strong data focus</p> <p>Student Guidance Advisory Meeting</p>



						Progress monitoring data  Flexible intervention plans and student supports
Teaching & Learning Support Systems 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 & Learning Climate & Culture Support Systems	Freshman Seminar Work	Pilot fall 2024	ORRHS	Department Coordinators  Classroom Teachers	Pilot semester 1 in '24-'25. Two Department Coordinators will lead implementation.	New course for Freshmen
Support Systems	ORRHS will pilot CHARACTER STRONG SEL program in Bulldog Block	Completed Semester 2	ORRHS	Assistant Principal  Director of Guidance  Bulldog Block Mentors	Pilot semester 2 evolves into full launch in 2024-2025	

Teaching & LearningClimate & Culture__	Program of Studies Electives Showcase	Completed February '24	ORRHS	Classroom Teachers  Current Students	Increased student knowledge of diverse academic offerings.	Increased enrollment in elective courses
Climate & Culture__	ORRHS Students will volunteer to work with Sippican Students on a School Newspaper	Completed Winter/Spring 2024	Sippican School	AmbassadORs	Student newspaper production	Online publications
Climate & Culture__	Building Equitable Supports for Early Childhood Literacy Book	Ongoing in year 3 of building resource list	Three Preschool Classrooms and Chapter 74 Early Childhood	Preschool Teachers	Ongoing resources for teachers to utilize in classroom	On-going review of themes and activities; Students

	and Material list PreK		Program			transition into classroom successfully and demonstrate independence throughout the classroom
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# INCIDENT LOG OVERVIEW

School Year 23-24

# General Information of Incident

Incident

Create Incident

Link to Existing Incident

(Create Incident function is used to associate multiple student logs with a single incident.)

Entry Date

04/15/2024



\*

Entry Time

🕒 03:25 PM

\*

Incident Date

04/15/2024



\*

Incident Time

11:30 AM



\*

Incident Location

Classroom



\*

Period



Author

Kimball, John



\*

Subject

Behavior



\*

Subtype



\*

Category

Please Select



Incident Type Detail

Please Select

Incident Description



\*



# Actions Taken

## Teacher Actions (BE)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Verbal Warning       | <input type="checkbox"/> Removal from Class        | <input type="checkbox"/> Proximity                      |
| <input type="checkbox"/> Time with Teacher    | <input type="checkbox"/> Referral                  | <input type="checkbox"/> Reminding/Redirecting Language |
| <input type="checkbox"/> Time Out: Classroom  | <input type="checkbox"/> No Action Taken           | <input type="checkbox"/> Restorative Questions          |
| <input type="checkbox"/> Reteach Expectations | <input type="checkbox"/> Denied recess or activity | <input type="checkbox"/> Student problem solving sheet  |
| <input type="checkbox"/> Conference           | <input type="checkbox"/> Logical Consequence       | <input type="checkbox"/> Three - Five - Three           |
| <input type="checkbox"/> Loss of Privileges   | <input type="checkbox"/> Lunch detention           | <input type="checkbox"/> Time & Space                   |
| <input type="checkbox"/> Detention            | <input type="checkbox"/> Behavior Check-ins        | <input type="checkbox"/> Verbal or Visual Cues          |
| <input type="checkbox"/> Other                | <input type="checkbox"/> Change in environment     |   |
| <input type="checkbox"/> Parent Contacted     | <input type="checkbox"/> Guidance Referral         |   |

## Admin Actions (BE)

Determined by:

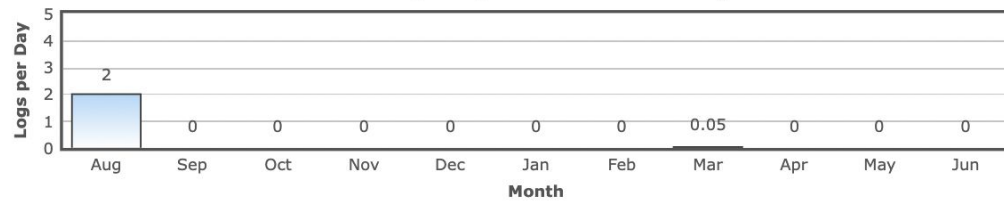
- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Seclusion                         | <input type="checkbox"/> Parent Contacted                 | <input type="checkbox"/> Removed by impartial hearing officer to an alternative setting                                 |
| <input type="checkbox"/> Conference / Reteach Expectations | <input type="checkbox"/> Out-of-School Suspension         | <input type="checkbox"/> Removed by school personnel to an alternative setting  |
| <input type="checkbox"/> Detention                         | <input type="checkbox"/> IAES (Hearing Officer)           | <input type="checkbox"/> School Related Arrest or Law Enforcement referral with no school imposed suspension or removal |
| <input type="checkbox"/> Expulsion                         | <input type="checkbox"/> Temporary Removal From Class     | <input type="checkbox"/> Student Conference   |
| <input type="checkbox"/> Referral to Police                | <input type="checkbox"/> Emergency Removal                | <input type="checkbox"/> Teacher Conference   |
| <input type="checkbox"/> No Action Taken                   | <input type="checkbox"/> Incident Investigation           | <input type="checkbox"/> Restriction  |
| <input type="checkbox"/> Mechanical Restraint              | <input type="checkbox"/> Intervention                     | <input type="checkbox"/> Mediation  |
| <input type="checkbox"/> Restorative Conference            | <input type="checkbox"/> Intervention Center < 1/2 Day    | <input type="checkbox"/> Conflict Resolution  |
| <input type="checkbox"/> In-School Suspension              | <input type="checkbox"/> Loss of Activity                 | <input type="checkbox"/> Collaborative Problem Solving  |
| <input type="checkbox"/> IAES (School Personnel)           | <input type="checkbox"/> Lunch Detention                  | <input type="checkbox"/> Saturday Detention   |
| <input type="checkbox"/> Restitution                       | <input type="checkbox"/> Parent conference                |   |
| <input type="checkbox"/> Other                             | <input type="checkbox"/> Referral to Adjustment Counselor |   |
| <input type="checkbox"/> Physical Restraint                | <input type="checkbox"/> Referral to Guidance Counselor   |   |

## QUICK VIEW OF INCIDENTS

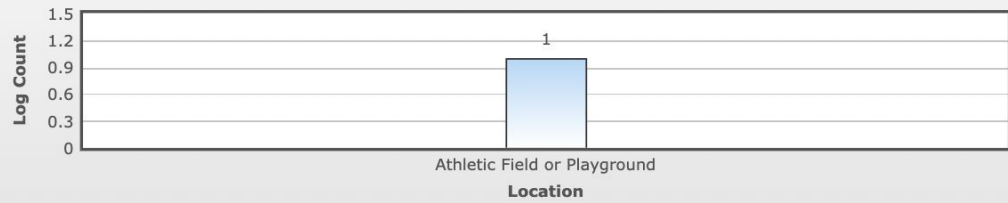
Date ▼	Author	Log Type	Subtype	Subject	Entry
03/07/2024	Kimble, John	Behavior	1-Copying	Test	
08/24/2023	Kimble, John	Behavior	1-Tardy to Class	Tardy to Class	Teddy is hanging out at his locker between classes with friends.
08/24/2023	Kimble, John	Behavior	1-Tardy to Class	Tardy to Class	Teddy is hanging out at his locker with his friends between classes.

# Overview of Individual Student Incidents

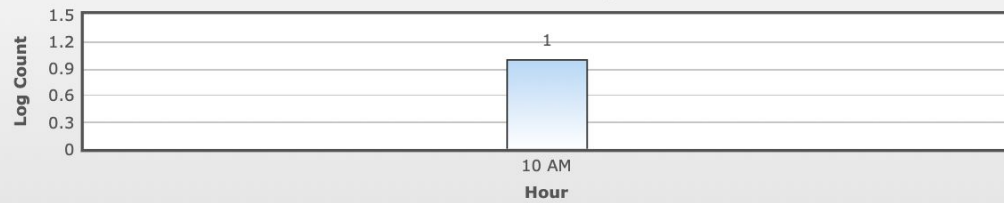
Average Logs Per In-Session Day



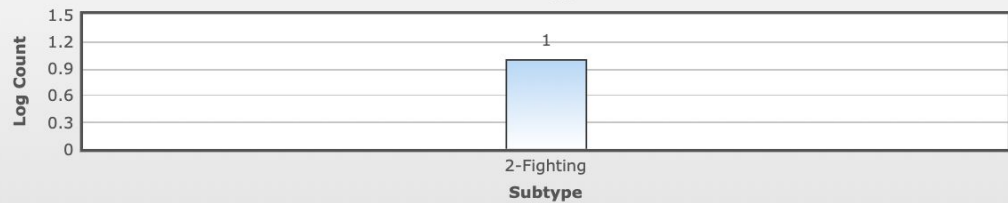
Location



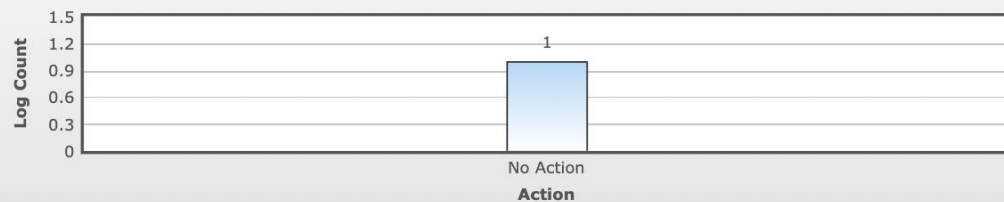
Time of Day

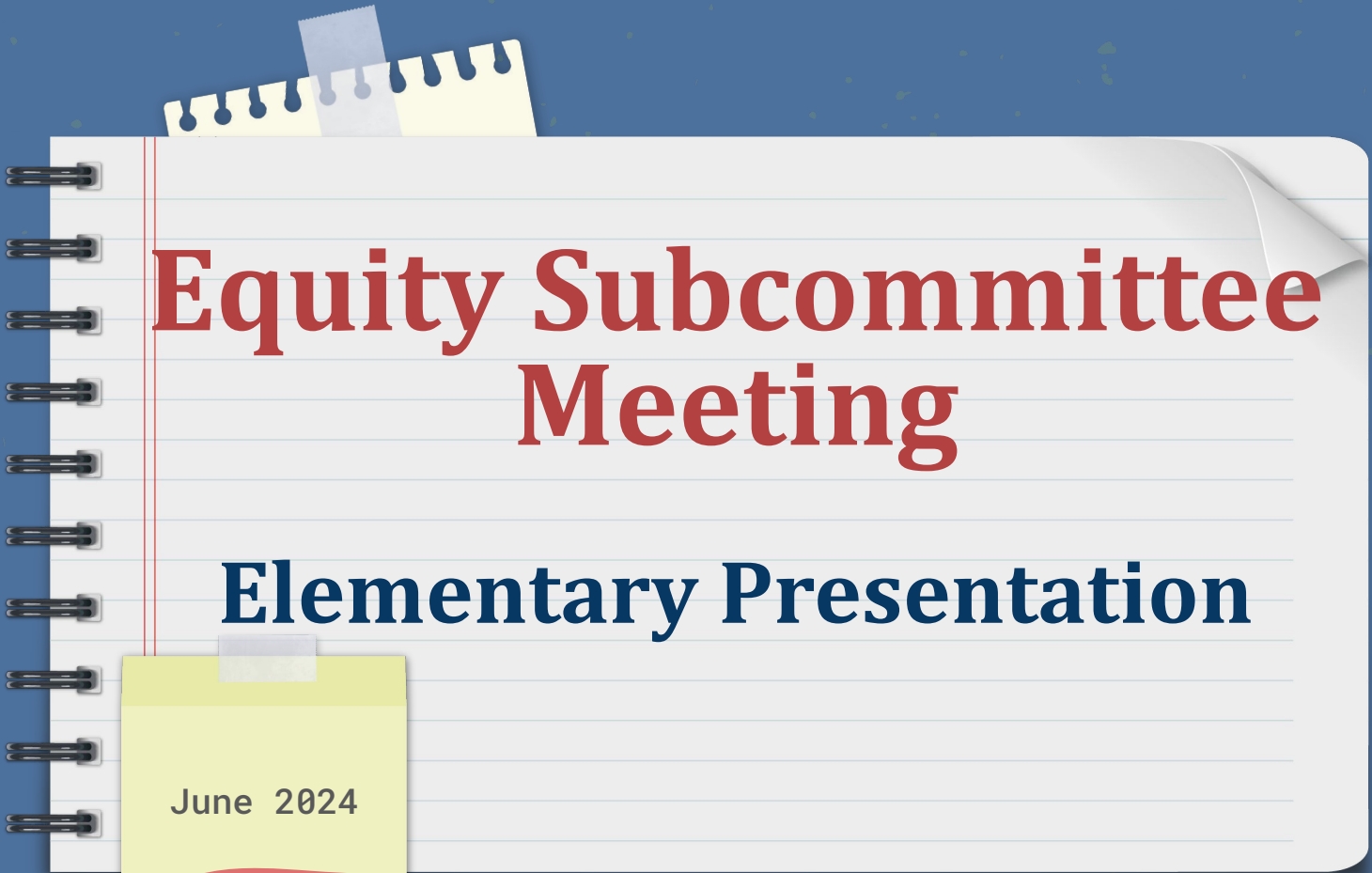


Subtype



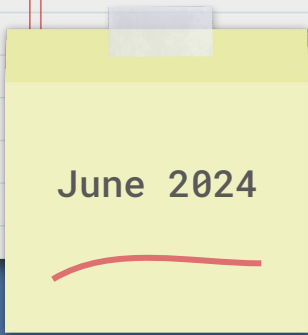
Administrative Actions





# Equity Subcommittee Meeting

## Elementary Presentation



June 2024

## **Rochester Memorial School Culture Around the World**

- This year, RMS students in grades K-6, have all engaged in exploring different countries and cultures.
- Mrs. Hemenway, Art teacher, has focused her instruction in expanding her students cultural awareness through the arts and she often incorporated history standards in these lessons.



## Grade 5 Alebrijes Oaxaca, Mexico

Alebrijes are brightly colored sculptures. They are made to look like mythical creatures. The first alebrije are attributed to Pedro Linares, an artisan from México City. Pedro specialized in making piñatas, carnival masks and figures from cartonería (a kind of papier-mâché). He became very sick at one point in his life, and dreamt of magical creatures. He saw a donkey with butterfly wings, a rooster with bull horns, a lion with an eagle head, and all of them were shouting one word "alebrijes." He began creating what he saw in his dreams using Papier Mache. He traveled to see family in Oaxaca, México often, and eventually helped artists there learn how to make alebrijes and carve them from wood from the copal tree. The descendants of Pedro carry on the tradition of making alebrijes and other figures from cardboard and papier-mâché. Fifth grade students were inspired by his work and created their own alebrijes from papier-mâché.



## Grade 1 Koinobori - Carp Kites, Japan

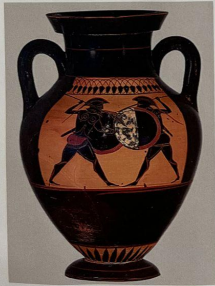
Children's Day is a national holiday in Japan, which always falls on May 5th. Families fly giant carp windsocks, called koinobori, on flagpoles next to their homes from April to early May. Parents hope their children will be as spirited and determined as the strong carp that can swim upstream and even through powerful waterfalls.

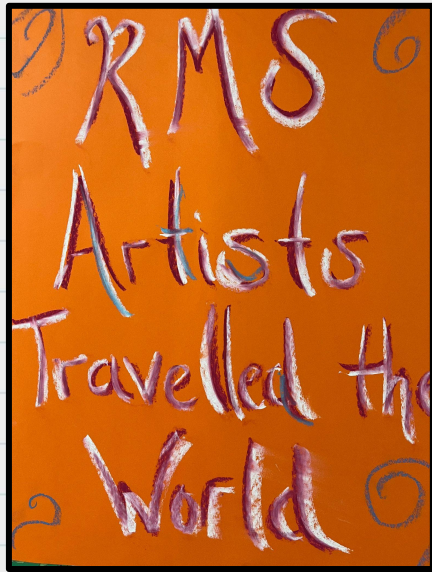




## Grade 3 Vases, Greece

Greek vases came in many shapes and sizes and were not only practical to store liquids or other food like grains, but they used them to commemorate special events and as prizes for sports events. The designs on the vases would often depict scenes from well-known Greek stories about their gods and goddesses, heroes, battles and athletes. Many also included animals like horses, sea creatures like dolphins, or even mythological monsters. They would combine these images with detailed geometric patterns. Third grade students were inspired to create their own Greek vase designs.





**The hallway wall map identifies where the students traveled in their art class**

**Student work showcased during STEAM-a-palooza Night**



# Student Groups

- Project 351 Influencers
  - Grades 4-6
  - Student Scenarios
    - Grades 2-6
- School Ambassadors (Student Council)
  - Grades 5-6
  - Planned School Events: Spirit Days, Talent Show, Canned Food Drive
  - Attendance at School Sponsored Events



## Student Influencers Presenting



## RMS Project 351 Influencers

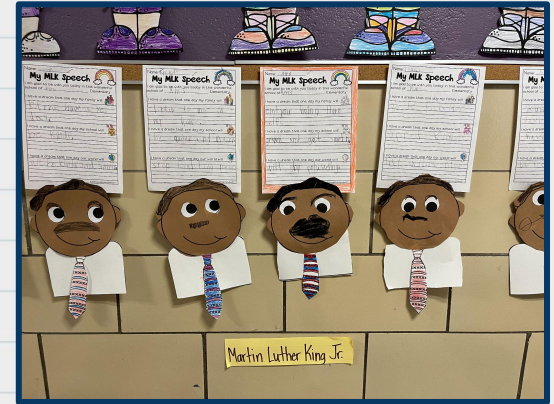
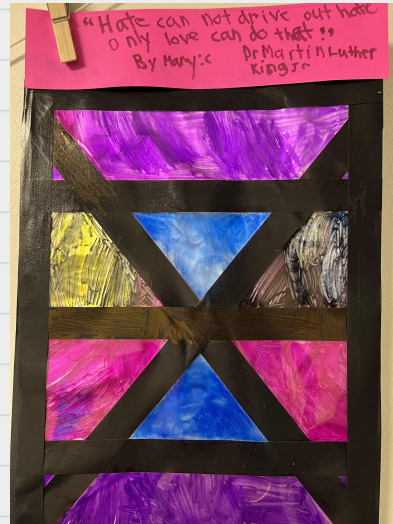
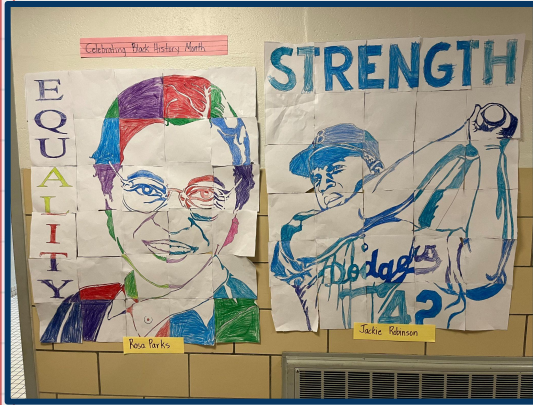


## School Talent Show



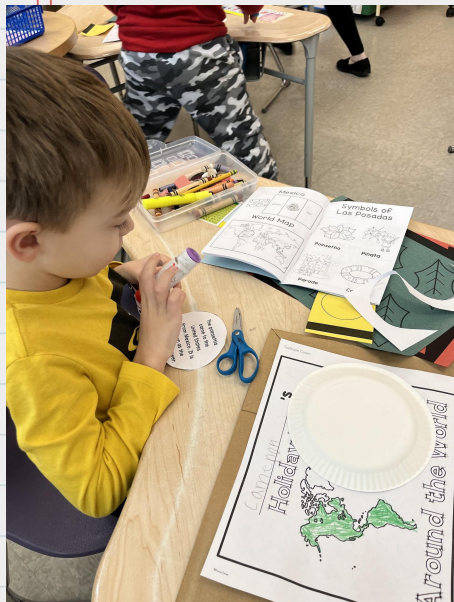
**Student Ambassadors Assisting  
Participants of the Talent Show**

# Celebrating Black History Month





# Celebrating Holidays Around the World



## Greetings from Italy!

Second graders are traveling around the world to learn about traditions and cultures. This week we flew to Italy in our reading. A traditional Italian dessert is the pizzelle! To experience the culture deeper, we made our own!

We hope you enjoy!  
Love,  
Mrs. Bradley and Mrs. Realini's  
Second Graders

Social Studies - Topic 4. Civics in the context of geography: countries and governments 2. Explain the characteristics of a country.  
Science - Grade 2: Physical Science 2-PS1-4. Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.

## Old Hammondtown

This year the OHS sixth graders teamed up with the Mattapoissett Lions Club to promote a message of peace. Making peace a priority was the message to our sixth-grade students. The lessons learned highlighted our world's infinite potential for kindness once we commit to pursuing the idea of peace without limits. Students created posters exhibiting their vision of what peace around the world would look like. This multi-disciplined project combined lessons on diverse cultures around the world, the need to work together, and art. This is the 20th year that OHS has partnered with the Mattapoissett Lions Club to promote a positive message of what Peace around the world should be.

# Peace Poster Contest Winners





## Center School

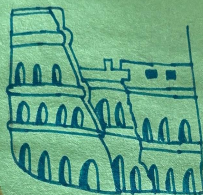
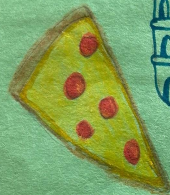
- Second graders participated in a heritage and culture project focused on learning about their family heritage.
- Students used research skills to discover information about the countries and cultures of their ancestors. They then created posters and gave oral presentations to the class, using a variety of resources.
- This project addressed both Social Studies and English Language Arts curriculum standards.





# Italy

A country in Europe. Famous for pizza and the Colosseum in Rome.



"La dolce vita"

"The Good Life"

# Portugal

A country in Europe. Famous for a yummy custard tarts called Pastéis de Nata. It also has relaxing beautiful beaches. I have family that live in Costa de Lavos, Portugal.



Ola

"Saudade"

sof

Charlie



## Irish Soda Bread:

Ingredients:

- 4 cups all-purpose flour
- 1 teaspoon fine sea salt
- 1/2 teaspoon baking soda
- 1 1/2 to 2 cups buttermilk, shaken

Good butter, such as Kerrygold, for serving

## Responsive Classroom in Action: Academic Choice

- Teachers plan lessons, centers, and projects that provide choice in learning to engage all learners.
  - Teachers present choices and help students select an option that will help them meet their individual needs and learning goals.
  - Example: To have students practice subtraction, the teacher gives students a list of ten problems and lets them choose eight to solve. Then the students decide what they'll use to solve the problems, working individually or with a partner. They choose from a variety of manipulatives, number lines, and worksheets.





# Sippican School

## MARC: MASSACHUSETTS AGGRESSION REDUCTION CENTER (MARC)

- Representative from Bridgewater State University's Massachusetts Aggression Reduction Center (MARC) on Wednesday, April 24.
- MARC focuses on social and emotional adjustment in children, including bullying and cyberbullying, fighting, civil rights, peer relationships, and screen and social media use.





# Arts in Action

Arts in Action: Arts in Action was held on April 10th. Around 800 pieces of student artwork were shared with each student grades K-6 having at least one piece. The cafeteria was also transformed into a café where students performed live music for guests. Special thanks to Ms. Kirk and Ms. Moore!





## Arts in Action



# Bulletin Board - Thank you

Each Month a member of our School Council prepares an educational and thoughtful bulletin board that highlights the Month of National History.





# Annawon Weeden Presentation

The presentation focused on Native American culture and its impact on local whaling history. Students experienced Native American life including native decorative dress, and how Native Americans made their way from farming and working in fields to joining whaling ships. Slavery and its impacts on native culture was also discussed.





**Thank you!**