

Bus Pick-up Schedule: We say to the kids you should be at your stop 5 to 10 minutes ahead.
Bus will leave yard at 3:28

1. 3:30 Mt. Williams and Cole Ave-Art
2. 3:31 John St at Cole Ave--Miller
3. 3:30 Bridges at Sand Springs-Greene
4. 3:35 Williams Inn-Bergeron
5. 3:43 5 Corners-Conry, Terranova
6. Arrive HS 3:45 Line up at the marked space next to the wall in front of A01. Those arriving by car will join the line
7. Walk in as a group (class) spaced 6' while Rob and Joe Hold Doors
8. Sanitize hands in foyer
9. Continue walking at 6' intervals directly to Rm 109 and walk to your assigned seat. Bathroom breaks will be determined after everyone is in the room.
10. Rob will call Dufour as the meeting draws to a close and we will exit the same way we came in sanitizing hands as we walk toward the awaiting bus or parked car.

Mount Greylock Regional School District School Committee

Location: Broadcast on YouTube from MGRS A109
(public will not be allowed on site)

Date: Thursday, Aug 6, 2020
Time: 4 pm

Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.

The public can access the meeting virtually here:

MGRSD YouTube Channel at: <https://www.youtube.com/channel/UCLR0nrLhpZHlyPFUhaMxPSg>
or watch the TV
broadcast on WilliNet TV channel 1302 in Williamstown.

****Public commenters should email prior to the meeting rputnam@mgrhs.org and cconry@mgrhs.org. You may send an email to be read by the Chair or may choose to share your public comment via phone. If you will share via phone, you will be called at a phone number that you provide. In your email, please be sure to include your name, town, phone number, and agenda item that you are commenting on.**

Open and Executive Session Agenda

- I. Call to order
- II. **Mission:** At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity and responsibility through high expectations and cooperation resulting in life-long learning and personal growth.
- III. Public comment
- IV. Approval of minutes
 - A. July 6, 2020 **VOTE**
 - B. July 9, 2020 **VOTE**
 - C. July 13, 2020 **VOTE**
 - D. July 17, 2020 **VOTE**
 - E. July 24, 2020 **VOTE**
 - F. July 29, 2020 **VOTE**
 - G. July 30, 2020 **VOTE**
 - H. July 31, 2020 **VOTE**
 - I. July 31, 2020, 2:30 pm **VOTE**
- V. Superintendent update
 - A. Reopening plans Step II **VOTE**

- VI.** Principal updates
 - A.** Lanesborough Elementary
 - B.** Williamstown Elementary
 - C.** Mount Greylock Regional School
- VII.** Chair report
 - A.** Minutes Recorder Resignation
- VIII.** Subcommittee/Liaison Reports
 - A.** Policy Liaison
 - 1. Policy BEDH-R Remote Public Comment, 2nd read **VOTE**
 - 2. Policy ACAB Anti-Discrimination/Anti-Harassment and Grievance Procedure, 2nd read **VOTE**
 - 3. Policy EBC- Supplemental, 1st read **VOTE**
 - B.** Finance
 - 1. Warrant Report- Accounts payable/Payroll **VOTE**
 - C.** Education
- IX.** Motion to move into Executive session with intent to return to Open Session per M.G.L. Chapter 30A, Section 21(a)(2) to conduct strategy sessions in preparation for contract negotiations with non-union personnel (New Superintendent); per M.G.L. Chapter 30A, Section 21(a)(2) to conduct contract negotiations with non-union personnel (New Superintendent)
- X.** New Superintendent contract discussion (possible vote) **VOTE**
- XI.** Upcoming meetings:
 - A.** Finance Subcommittee
 - B.** School Committee Retreat, August 25
- XII.** Other business not anticipated by the Chair within 48 hours of the meeting
- XIII.** Motion to adjourn

OPEN SESSION MINUTES

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Monday, July 6, 2020

Time: 4:30 pm

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting

In Attendance:

Committee Members:

Jamie Art, Ali Carter, Christina Conry, Regina DiLego, Carrie Greene, Steve Miller, Al Terranova,

Others: Adam Dupere, invited guest; Andrea Wadsworth

Open Session

- I. Call to order @ 4:30 pm
- II. Motion to move into Executive Session with intent to return to open session per MGL Chapter 30A, Section 21(a)(2) to conduct strategy sessions in preparation for contract negotiations with non-union personnel (Interim Superintendent)

Miller Moves, Terranova seconds, to go into Roll call in to Executive Session with intent to return to open session per MGL chapter 30A, Section 21(a)(2) to conduct strategy session in preparation for contract negotiations with nonunion personnel (Interim Superintendent); Art, Aye; Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye. All confirm they are alone (Carter with 1 year old).

Movement into executive session at 4:32

Return to Open Session at 5:15, discussion resumes at 5:18;

- III. Interim Superintendent Discussion
 - Super out on indefinite medical leave, AW leaving on Wednesday
 - a. Christina recommends Dr. Rob Putnam for the position of Interim Superintendent;
 - b. Greene moves his appointment, pending successful negotiation; DiLego seconds.
 - c. Priorities for
 - i. Developing School Reopening plans;

- ii. Acclimating new administrators;
 - iii. Working with subcommittees;
 - d. School Committee votes: Art, aye; Carter aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.
- IV. Teranova moves to adjourn, Miller seconds. Art, aye; Conry, aye; Carter aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

Meeting adjourned at 5:20

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Monday, July 13, 2020

Time: 10:00 am

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting

In Attendance:

Committee Members: Jamie Art, Ali Carter, Christina Conry, Carrie Greene, Steve Miller, Al Terranova,

Others present Adam Dupere

- I. Meeting called to order at 10:02
- II. Search process for the selection of a permanent Superintendent discussion.
 - a. Normally hold post opening and have open for at least two weeks; if posed today or tomorrow, then could have responses by the end of July and make decision at the end of the month.
 - b. Carrie Greene: is 30 days required for posting? Adam: does not think so, but will check.
 - c. S Miller, given the exigencies of the situation, shorter time frame makes sense.
 - d. We have details and information from past postings; MASC to help with posting procedures and content.
 - e. Discussion of whether the position would be a 1, 2, or 3-year position. Two to 3-year position would be most attractive for highly qualified candidates.
 - f. The committee reviewed and suggested revisions to proposed job posting; Chair to review and confirm posting with MASC.
 - g. Ali Carter asks about quick time frame, and whether we all have confidence that it will lead to the best outcome; Al Terranova shares concerns; Carrie Greene understands the concerns, but worth a shot, word of transition has been out there, and if it does not pan out with a

talented candidate, we can proceed with an interim. Steve Miller and Jamie Art indicate they are comfortable with that approach.

- h. Adam Dupere and Chair to work with update to school district description and job descriptions.
 - i. S. Miller offers an update to job criteria to include development and implementation of in-person, hybrid, and remote learning plans.
 - j. Given the timeline, would applications go through HR / rather than MASC? Carrie Greene thinks that under MASC base service, which is included in membership, applications could go through MASC.
 - k. Discussion of screening process. Discussion of School Committee acting as the search committee given urgency. MASC can screen candidates for qualifications and provide additional assistance. Carrie Greene notes that entire process needs to be highly confidential until final candidates brought forward. MASC can help with this.
 - l. Ali Carter: we want the community to feel good about who is being hired, hopefully the community has faith in us and the school committee; want to make sure everyone feels good about process. Agrees with plan A approach, thinks maybe there is another way to allow community to participate, short of establishing separate search committee. Carrie Greene suggested one option would be to solicit questions from the community to pose to the candidates. Ali thinks that would be great to give folks an opportunity to weigh in and participate.
 - m. Are we posting a salary range? No, "salary commensurate with experience . . . benefits negotiable."
 - n. Do we need a vote?
- III. Greene Moves, Miller seconds that we move forward with an expedited permanent superintendent search process with revised materials as discussed. Motion passes unanimously. Art, aye; Carter aye; Conry, aye; Greene, aye; Miller, aye; Terranova, aye.
- IV. Miller Moves, Carrie seconds, that school committee solicit input from community in terms of questions to ask of candidate or items to consider in hiring candidate. Art, aye; Carter aye; Conry, aye; Greene, aye; Miller, aye; Terranova, aye.
- V. Teranova moves to adjourn, Miller seconds. Art, aye; Carter aye; Conry, aye; Greene, aye; Miller, aye; Terranova, aye. Meeting adjourned at 10:38.

- I. Teranova moves to adjourn, Miller seconds. Art, aye; Conry, aye; Carter aye;; Greene, aye; Miller, aye; Terranova, aye.

Meeting adjourned at 10:38 am.

DRAFT

Special Open Meeting Mount Greylock Regional School District School Committee

Location: Remote meeting via Zoom Date: Friday, July 17, 2020

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 2, the public will not be allowed to physically access this School Committee meeting.

In Attendance:

Committee Members: Jamie Art, Ali Carter, Christina Conry, Regina DiLegio, Carrie Greene, Steve Miller, Al Terranova

Others: Liz Lafond, MASC; Glenn Koocher, MASC; Adam Dupere

Call to Order. Meeting called to order at 3:06 pm.

1. Public Comment

- a. Public comments of Amy Hane, Amy Perry Mercier, and Matthew Hane, which were included in meeting packet, are read by Conry, Miller, and Art respectively.
 - i. Amy Hane raises concerns about "unorthodox decision to rush hiring," the length of contract, and the efforts to solicit community input.
 - ii. Amy Perry Mercier asks that a member of the Special Education Parents Advisory Council Board sit on the hiring committee for the new superintendent, and raises concerns about a rushed decision.
 - iii. Matthew Hane expresses his concerns that process is rushed, not transparency, and a distraction from the priority of reopening school

2. MASC Superintendent Search Orientation

- a. Christina introduces MASC representatives, also recommends MASC staff (not its board) take on role of screening process; solicits public comment; discusses timeline, and notes that if the abbreviated process does not yield a successful candidate, we can move to Option B, the lengthier, more protracted search
- b. MASC representative Lafond and Executive Director Glenn Koocher provide an overview of the Expedited Superintendent Search process
 - i. Notice of vacancy is posted. We have gotten significant interest in just a couple days.
 - ii. Applicants are notorious for procrastinating;
 - iii. MG is an attractive district, expects a significant pool, and a hard time deciding;
 - iv. Option B is always there, if we don't find someone

1. Greene notes Option B requires a longer-term interim
 2. Glenn notes that MRSD is lucky to have a talented interim, but he is only willing to stay through the beginning of school, and we are not guaranteed a good, experienced interim. They are few and far between.
- v. MASC representatives present orientation slides, which were included in meeting packet
1. Outline of process.
 2. Purpose – MASC provides technical assistance, including initial review of candidates against district’s qualifications.
 3. Discussion of confidentiality of initial review process to ensure candidates not disclosed until become a finalist.
 4. Discussion of comparison to longer, more in-depth process with an ad hoc search committee.
 5. Open Meeting Law – importance of not having conversations outside of open posted public meetings, to avoid having a serial meeting.
 6. Review of Conflict of Interest Law, and duty to not participate if there is an actual conflict, or disclosure if an appearance of conflict, so there is a level of transparency.
 7. Review of questions not to ask, and prohibited topics to try elicit information about.
 - a. Can ask if superintendency is successful, will you be here in 7 years;
 - b. MASC can help with development of questions;
 - c. MASC is concerned about drive-through, short term superintendents.
 8. Role of the Chair
 - a. Ensure all members’ opinions are heard;
 - b. Chair has already indicated willingness to receive and consider input from public
 9. Review of Do’s and Don’t of Hiring Committee, and best practices for engagement in process.
 10. Review of Executive Session – applies if have preliminary screening committee, what’s being called Option B.
 11. Committee member questions.
 - a. Terranova expresses thanks to MASC for the support;
 - b. Art asks questions about ability to confidentiality of screening process
 - i. Glenn K. confirms, and importance confidentiality in protecting the applicant pool;
 - c. Greene asks about step by step screening process.
 - i. Glenn – would refer to us the strongest candidates that they think are the best fits; they would first

have confidential conversations with them; will give the candidate an opportunity to disclose things the committee should know.

- ii. After vetting candidates, Glenn would encourage us to talk to superior candidates;
- iii. When they get to the school committee, everything needs to be public, except for narrow exceptions; not limited to the number of times we talk to them. Could have first round or second round.
- iv. Is there public participation?
 - 1. Totally up to committee;
- v. MASC screening = 5 field directors + Glenn; sharing what they know about candidates;

3. Determination of Interview Process

- a. VOTE: Greene Moves to work with MASC on the candidate search process and to use their candidate screening process, bringing forward no more than 5 candidates to School Committee. Terranova seconds
 - i. Liz notes that 5 candidates would not be expected;
 - ii. Greene notes that we should not expect 5, but be happy with 2;
 - iii. Miller notes opportunity to take public comments into effect in questioning;
 - iv. DiLego notes she has worked with them in the past, and is comfortable with using them
- b. Art, Aye; Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.
- c. Next Question: length of time interviewing each candidate;
 - i. DiLego: 45 minutes – to an hour makes sense
 - ii. Glenn 60– 75 minutes is common; wouldn't shortchange self on time of interview times; don't want to feel rushed
 - iii. Green asks whether chat feature on Zoom useful in interview process;
 - 1. DiLego notes importance of consistent questions for all candidates
 - 2. Glenn says, public questioning might be done through a preliminary meet and greet; MASC has discouraged public questioning at the interview phase.
 - 3. Greene: Can we try to facilitate meetings of constituent groups with candidates; If we start with 5, may be harder, but if we have a second round of 2, then maybe in between; but how do we get feed back?
 - a. Observation, survey, recorded;
 - 4. Discussion of timing, with application deadline of 7/28 and interviews on the 30th and 31st and vote on the 31st.

5. Liz Lafond: if have a community meet and greet, have a committee member and staff member monitor;
6. If have 2 strong candidates, do you bring them back with a second round, and
7. Discussion of availability and timing for scheduling;
8. Question of having a community forum or meet & greet virtually before the interview, in the afternoon, for 30-45 minutes
 - a. Terranova asks who's going to be there – committee or community members? Greene is offering to represent committee, Liz L. will try to attend too.
9. If monthly SC meeting can be moved to 7/29, we can possibly have agenda item to announce finalists.
10. Next Question: how to proceed with developing questions;
 - a. Miller: develop questions to be asked in public meeting;
 - b. Art cautions against having too many questions, to allow time for thoughtful questions and follow up;
 - c. Lafond: 7 could be too few;
 - d. Greene– maybe shoot for 10 questions from the committee;
 - e. Terranova asks about questioning based on resume content; Glenn Koocher – give members opportunity to any other questions as time allows;
 - f. Carter asks about how to collect and integrate community questions; we should solicit beyond being listed on the website; send out email with update on the superintendent search
 - i. Greene endorses idea of update email from Chair.
 - g. Art asks about reference checks – when that would happen?
 - i. Liz Lafond recommends HR person perform that function on 29th – 31st;
4. No other business not anticipated by the Chair within 48 hours of the meeting
5. Motion to adjourn. Terranova moves to adjourn; Miller seconds. Art, Aye; Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

Meeting Adjourned at 4:57.

DRAFT

Mount Greylock Regional School District School Committee Open Session

Location: Remote meeting via Zoom Date Friday , July 24, 2020

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 2, the public will not be allowed to physically access this School Committee meeting.

In Attendance:

Committee Members:

Jamie Art, Ali Carter, Christina Conry, Carrie Greene, Steve Miller, Al Terranova

Others: Adam Dupere; Liz LaFond joins second part of open session midway

- 1 Call to order at 12:05
- 2 Greene moves to go into Executive Session with intent to return to Open Session per M.G.L. chapter 30A, Section 21(a)(1) to discuss a complaint brought against the public body (Open Meeting Law Complaint filed by T. Daniels of iBerkshires against MGRSD School Committee) Miller seconds, Art, Aye: Carter, aye; Conry, aye; Greene, aye; Miller, aye; Terranova aye
- 3 In Executive session at 12:06
-
- 4 Return to Open session at 12:32
- 5 Miller moves to Appoint Robert Putnam as District Secretary / Clerk; Greene seconds. Art, Aye; Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.
- 6 Discussion and Selection of Questions for Superintendent interviews
 - 6.1 Goal is to have 12 – 14 questions, one per category of superintendent qualifications;
 - 6.2 Have received submissions from wide variety of stakeholders – including MGEA, students, community members, Community members; total of over 50 questions;
 - 6.3 Review of proposed questions related to Accountability –
 - 6.3.1 Miller endorses Carter’s question re past mistakes; Ali suggests combination with other, related question.
 - 6.4 “Collaboration” is next; Review of questions;
 - 6.4.1 Miller endorses Wentworth’s question on differing town capabilities; Carrie also endorses question on team building and MGEA question on engagement with teachers; Conry marks promising questions
 - 6.5 Review of Communications questions
 - 6.5.1 Ali suggests MGEA question with School Committee added, might be promising
 - 6.5.2 Carrie asks whether we are interested in, trying to get after; proposes taking introduction from Art’s question, incorporating part of MGEA question, and, with Miller’s input, incorporating other themes related to working through divisive issues, incorporating different points of view, etc.
 - 6.6 Questions related to Conflict Resolution:
 - 6.6.1 Discussion and endorsement of MGEA question about creating a common vision in a newly formed district;
 - 6.7 Review of Questions related COVID / Hybrid / Online / in person learning:
 - 6.7.1 Worked to develop a broader, umbrella on charting a course through tricky constellation issues;
 - 6.8 Review of Cultural proficiency questions

- 6.8.1 Identification of broader question related to grappling with issues of inclusion, discussion of following up with combination of Christina & Amrita's questions related to specific strategies for supporting students of color, or responding to racialized incidents;
- 6.9 Review of 3 questions related to leadership
 - 6.9.1 Steve endorses, MGEA question re taking over the helm; Carrie mentions it basically asking for entry plan; Liz Lafond endorses; (she also endorses culultural proficiency question re athletics v. arts divide)
- 6.10 Review of questions re Management style;
 - 6.10.1 Suggestion to combine them;
- 6.11 Discussion of Three questions re Special Education
 - 6.11.1 Carrie endorses Carter's question and follow up, which encompasses Marty's question on behalf of MGEA;
 - 6.11.2 [Miller leaves at 1:35];
- 6.12 Discussion of "Values" question
 - 6.12.1 Ali endorses C. Hirsch question re mental health;
 - 6.12.2 Discussion of a second question related to supporting Social emotional wellbeing for students & staff that asks for specifics;
 - 6.12.3 Miller rejoins at 1:38;
- 6.13 Discussion of "Vision" questions;
 - 6.13.1 Carrie suggests including question on roles of arts and athletics; Al remarks on importance of developing a comprehensive program, rather than choosing between or among, arts, music, and athletics;
 - 6.13.2 Discussion of Al's questions re doctoral dissertation and question about fears of high school students in 2020; positive responses to second questions
- 6.14 Review of 2018 questions
 - 6.14.1 Possible use of question related to delegation;
 - 6.14.2 Discussion of possible question related to start time for Middle & High School vs. Elementary schools – at this point we have 14 buckets of questions, hitting on all the categories;
- 7 Discussion with Liz about timing, with opening and closing, with time for candidate asking questions of us. Plan on 3-4 minutes per question.
- 8 Carrie asks about final approval of questions;
- 9 Liz mentions they are surprised level of interest we've generated; flurry of applications, even on first day, and every day since
- 10 Christina and Carrie to finalize and assign questions.

- 11 Discussion of upcoming meetings, all posted on district calendar, including meet & greets for candidates; Ali raises question about community feedback from meet & greets; Liz provides options for reporting out feedback at beginning of Friday special school committee session. Discussion of how to collect, organize, and distribute information shared by attendees at Meet & Greets; either survey monkey or google forms could collect and compile information; discussion of another feedback form for general community input – need to be careful of the content of feedback, and having HR (Jonathan Nopper) have an opportunity to redact comments as is necessary.
- 12 Terranova Moves to adjourn, Greene seconds. Art, Aye; Carter, aye; Conry, aye; Greene, aye; Miller, aye; Terranova, aye.

Meeting Adjourned at 2:24.

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Wednesday, July 29, 2020

Time: 6:00 pm

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.

Committee Members: Jamie Art, Ali Carter, Christina Conry, Regina DiLegio, Carrie Greene, Steve Miller, Al Terranova

- I. Meeting called to order at 6:02
- II. Public Comment -- none
- III. Superintendent Presentation of Reopening Plans
 - a. Dr. Rob Putnam presents preliminary opening plan, step one of a two-step process overview:
 - i. Recommended looking at reopening with a balanced view of risk, including risks from COVID-19, and other risks, including food insecurity, loss of learning, loss of essential services, and reduced detection of abuse and neglect, and social & emotional impact. Balancing risks from bringing students into school with risks of not bringing students into school.
 - ii. Described reopening teams: wellness, instruction, parent/community, facilities, technology, extra & co-curricular, operations, and governance.
 - iii. Described concerns raised by some teachers, who have expressed preference for starting with remote structure. He will be working with MGEA, and expects will need to set timetable with benchmarks to allay concerns.
 - iv. Feasibility study findings:
 1. Square footage to accommodate students w/ social distancing exists
 2. Family survey shows willingness to send students
 3. Transportation is a challenge
 - v. District leaning to hybrid for k-6 & 7-9, needs committee guidance for 10-12;
 - vi. Discussion of in-person, hybrid, and remote models;
 - vii. Supporting high needs students – ensuring all students receive instruction consistent with needs;
 - b. Review and Discussion of Preliminary School Reopening Plans, starting with key findings:
 - i. Parental willingness to send students to schools,
 - ii. Transportation is a challenge given bus occupancy limits;
 - iii. Administration recommends reopening with hybrid model;
 - iv. School Committee discussion:
 1. Steve Miller, appreciates hard work that has been done, and the space allows for 6' distancing, asks about benchmarks for returning to full in-person

2. Superintendent recommends developing and setting benchmarks:
 - a. Behavioral compliance with protective measures;
 - b. Incidence of COVID+ prevalence (##/100,000);
 - c. Local assessment of academic performance;
 - d. Need agreed upon criteria for reopening.
 - e. Wellness group diving into safety of transportation
 - f. Perhaps 1 meeting a month of the school committee could be used to monitor the progress on a regular basis, will take some time
 - g. On closure, local schools trying to develop consistent protocols for all towns in
3. Ali Carter: need to be really clear about reasons for not fully reopening now; may help in the identification of criteria;
4. Also question of 1-2-2 hybrid model; the one-day would be a remote instruction/learning day, not a 3-day weekend; on the other days, the details of remote participation have not been worked out.
5. E. Kaatz: trying to keep cohort or pod together, works best, and is more manageable at elementary school;
6. At 10-12 – curtailment of lab sciences, arts, and physical education, may be a requirement to lead to the smaller cohort groupings for hybrid & in-person models; program of study may not be as broad; remote may offer more breadth;
7. Phys. Ed will be modified to different activities; recess by class.
8. Summary of Three Reopening Models
 - a. In-person model not feasible as schools transition to new paradigm and requirements;
 - b. Hybrid – consistent cohorts in school, alternating with remote learning days.
 - c. Hybrid & remote need to be bargained
 - d. Discussion of remote models.
9. School committee Questions:
 - a. What additional resources are needed?
 - i. Dr. Putnam: do not know whether any staff members may not be able to provide in-person instructions; some IEP's may require hiring additional staff; do have ESSER funds, and other COVID relief funds, totaling approximately, \$360k;
 - b. How do we assess whether students are learning?
 - i. Dr. Putnam: we will need a locally based assessment to assess whether students are making progress, not to evaluate the students, but to monitor core academic disciplines, and assess instruction. Are some tools available.

- ii. Joelle Brookner, this is in the forefront of instruction committee.
- c. Question about faculty staff opinions on remote for 10-12;
 - i. Mary MacDonald mentioned surveys for faculty and students for remote;
- d. Ali Carter asks for more information on Remote learning:
 - i. Rob Putnam – spending first 10 days of school year to discuss how to best use platforms; Williams College assisting with online pedagogy, and how to transition curriculum into online platform;
- e. Hybrid – if go hybrid with 7-9, not enough space in academic wing for 10 -12 to be in person; Could have some academic support for 10-12 outside the academic wing;
- f. Hybrid model for 10-12 – remote heavy, “really is remote, unless they need to come in to school for individualized support.”
- g. Carrie Greene – could they come in for labs? Rob: could be a weekly Wednesday.
- h. From instruction perspective – remote be preferable, but from wellness perspective in person would be perspective;
- i. Question about health and symptom monitoring:
 - i. Wellness group recommends symptoms checklist;
- j. Playgrounds offline;
- k. Steve Miller asks about athletics and extra-curriculars;
 - i. Tbd
- l. Steve Miller also asks about possibility of 10-12 in to bring to take classes remotely from the building?
 - i. Jake Schutz – possible, but perhaps not feasible, can try to flesh this out;
 - ii.
- m. Dr. Putnam shares that he would like to offer the depth of the academic experience offered for remote, with opportunities for social interactions for the classes;
- n. Consensus approval for submission of preliminary plans

IV. Presentation of Superintendent Finalists

- a. Liz Lafond and Glenn Koocher present 3 finalists:
 - i. Dr. Portia Bonner – 26 yr. experience
 - ii. Dr. Jason McCandless – also deeply experienced, including 15 years as Superintendent in Berkshire County
 - iii. Mary Jane Rickson – also deeply experienced as a Superintendent
- b. Glenn Koocher adds that they have vetted these candidates in the past, all 3 have highly credible references from reliable sources, no thought about impediments or embarrassments;
- c. They will distribute application packets; resume is the only public document;
- d. Liz Lafond has also spoken to the candidates, all excited;
- e. Schedule:
 - i. Tomorrow – 3 pm start Rickson Meet & Greet followed by interview

- ii. Tomorrow – 5 pm start McCandless Meet & Greet followed by interview
 - iii. Friday – 10 am start Bonner Meet & Greet followed by interview
 - iv. Friday – 2:30 meeting for deliberation;
- f. Candidate pool: 22 completed application packets, with candidates from all over the country;

- V. Review Final Draft of Interview Questions for Superintendent Finalists
 - a. Review of spreadsheet of final slate of questions;
 - b. Jamie Art moves the approval of the final slate of questions. Greene seconds. Limited discussion. Art, aye; Carter aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.
 - c. Carrie Greene noted the subject matter of the questions and the submission of over 50 questions from a broad swath of stakeholders.

- VI. Annual Appointment of Treasurer and Assistant Treasurer
 - a. DiLego Moves to approve Donna Narey to the position of Treasurer and Brenda Rondeau to the position of Assistant Treasurer for the 2021 Fiscal Year, Miller seconds. Art, aye; Carter aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

- VII. School Committee Retreat Discussion (Date Change) Terranova moves and Miller seconds to postpone the retreat (to the morning of August 25th). Art, aye; Carter aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

- VIII. Other business not anticipated by the Chair within 48 hours of the meeting
 - a. No meeting on 8/13; august will be 8/6 instead.

- IX. Terranova moves to adjourn, DiLego seconds. Art, aye; Carter aye; Conry, aye; DiLego, aye; Greene, aye; Miller, abstain; Terranova, aye. Meeting adjourned at 8:37 pm.

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Thursday, July 30, 2020

Time: 3:30 pm

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.

- I. Meeting called to order at 3:33. Committee members present: Jamie Art, Ali Carter, Christina Conry, Carrie Greene, Steve Miller, Al Terranova.
- II. Interview of Ms. Mary Jane Rickson
 - a. Introduction by Chair Conry
 - b. Opening statement by candidate describing her background and desire to return to Western Massachusetts;
 - c. Questioning by committee members and answers by candidates
 - i. Art asks questions 1(a) & 1(b) (see attached template https://docs.google.com/spreadsheets/d/14ETUK9d2jbEKMUzulkAdhXYa3_gjTI20005nIHAUGcA/edit#gid=0)
 - ii. Carter asks question 2(a)
 - iii. Conry asks question 3(a)
 - iv. Greene asks question 4(a)
 - v. Miller asks questions 5(a) & 5(b)
 - vi. Terranova ask question 6
 - vii. Art asks question 7(a)
 - viii. Ali Carter asks question 8(a)
 - ix. Conry asks question 9
 - x. Greene asks questions 10(a) & 10(b)
 - xi. Miller asks question 11
 - xii. Terranova asks questions 12(a) & (b)
 - d. Candidate questions for the committee
 - i. What are you looking for in the coming months?
 1. S Miller – someone who can look at best data and develop plan that makes sense for all and is adaptable;
 - ii. What is timeline –
 1. Our dream is next week, decision meeting tomorrow afternoon
 - iii. Before pandemic, what was biggest concern
 1. Terranova – playing fields
 2. Greene – after regionalization, looking for a period of growth and stability, to solidify the district and
 - e. Candidate closing remarks,
 - i. Welcome opportunity to work for Mt. Greylock/
- III. Miller Moves to recess the meeting to conduct meet and greet with candidate McCandless with an expected meeting resumption at 5:30, Greene seconds. Art, aye; Carter, aye; Conry, aye; Greene Aye; Miller, Aye; Terranova, Aye.

- IV. In Recess at 4:42 pm.
- V. Resumed meeting called to order at 5:39 pm with the following school committee members present: Jamie Art, Christina Conry, Carrie Greene, Steve Miller, Al Terranova; Ali Carter;
- VI. Interview of Dr. Jason McCandless
 - a. Introduction by Chair Conry
 - b. Opening statement by candidate
 - i. Very honored to be here
 - ii. Describes his background and arrival to Berkshire County, service in Lee and at Pittsfield;
 - iii. Has revered MGRSD since friendship
 - c. Questioning by committee members and answers by candidates
 - i. Art asks questions 1(a) (see attached template https://docs.google.com/spreadsheets/d/14ETUK9d2jbEKMUzulkAdhXYa3_gjTI20005nIHAUGcA/edit#gid=0)
 - ii. Carter asks question 2(a)
 - iii. Conry asks question 3(a)
 - iv. Greene asks question 4(a)
 - v. Miller asks question 5(a)
 - vi. Terranova ask question 6
 - vii. Art asks question 7(a)
 - viii. Ali Carter asks question 8(a)
 - ix. Conry asks question 9
 - x. Greene asks questions 10(a)
 - xi. Miller asks question 11
 - xii. Terranova asks question 12(a)
 - d. Candidate questions for the committee:
 - i. What are you looking for in a superintendent?
 - 1. Carrie Greene – Stability
 - 2. Steve Miller – ability to negotiate difficult issues,
 - e. Candidate closing remarks, expresses gratitude, notes that his entire career has been here in the Berkshires, readily available.
- VII. Terranova Moves to adjourn, Miller seconds. Art, aye; Carter, aye; Conry, aye; Greene Aye; Miller, Aye; Terranova, Aye. Meeting adjourned at 6:53.

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Friday, July 31, 2020

Time: 11:05 am

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.

- I. Meeting called to order at 11:05. Committee members present: Jamie Art, Ali Carter, Christina Conry, Carrie Greene, Steve Miller, Al Terranova.
- II. Interview of Dr. Portia Bonner
 - a. Introduction by Chair Conry
 - b. Opening statement by candidate
 - i. Believes her experience, could pick up where superintendent left off; excited to be a part of process;
 - c. Questioning by committee members and answers by candidates
 - i. Art asks questions 1(a) and 1(b) (see template: https://docs.google.com/spreadsheets/d/14ETUK9d2jbEKMUzulkAdhXYa3_gjTI20005nIHAUGcA/edit#gid=0)
 - ii. Carter asks question 2(a)
 - iii. Conry asks question 3(a)
 - iv. Greene asks question 4(a)
 - v. Miller asks questions 5(a)
 - vi. Terranova ask question 6
 - vii. Art asks question 7(a)
 - viii. Ali Carter asks question 8(a)
 - ix. Conry asks question 9
 - x. Greene asks question 10(a)
 - xi. Miller asks question 11
 - xii. Terranova asks questions 12(a) & 12 (b)
 - d. Candidate questions for the committee
 - i. No questions, thanks committee, for the opportunity; wishes the best for community
 - e. Candidate closing remarks,
- III. Terranova Moves to adjourn, Miller seconds. Art, aye; Carter, aye; Conry, aye; Greene Aye; Miller, Aye; Terranova, Aye. Meeting adjourned at 12:12.

Mount Greylock Regional School District School Committee

Location: Remote Zoom Meeting

Date: Friday, July 31, 2020

Time: 2:30 pm

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.

- I. Meeting called to order at 2:32. Committee members present: Jamie Art, Ali Carter, Christina Conry, Regina DiLego; Carrie Greene, Steve Miller, Al Terranova. Also present: Dr. Robert Putnam (Interim superintendent); Glenn Koocher and Liz Lafond from MASC
- II. Chair Conry reads the mission.
- III. Public Comment (20 minutes). None.
- IV. 2020-2021 Academic Year Calendar discussion
 - a. Dr. Putnam explains reduction of required days from 180 to 170, with comparable reduction of hours, and a MOU between state and teachers' unions for 10 days of professional development at the
 - b. Miller Moves to accept 2020-21 calendar as presented, Terranova seconds.
 - i. Putnam explains he was thinking of a phased introduction anyway, and will happily implement Commissioner's directive.
 - ii. Miller asks whether students could get accustomed to the building in that time period. Putnam is receptive to that idea and will look into it.
 - iii. Greene asks whether MGEA supports and when they will have a PD plan in place.
 1. Putnam explains that in his contacts with M Walter, not specifically about this plan, there has been a big emphasis on Professional Development, including training on Canvas by P Blackman. Joelle and Mary have been working on it too. He will flesh this out at Tuesday's education subcommittee meeting.
 - iv. In response to question from Terranova, Putnam notes that they are working on a plan to bring in 10-12 students on Wednesdays.
 - v. Carter notes support if staff feels this is necessary, but also emphasizes that this will be difficult for families, and to use this precious time wisely. Notes that there may be difficulty with class time in cold and flu season when cold and flu symptoms and COVID symptoms coincide
 - vi. DiLego notes this deal has been cut at the state level, and we don't have a choice. Putnam agrees.
 - vii. Miller asks whether we can turn snow days to remote days, and use the final five days to get to 175 days?
 1. Carrie notes the prior answer to this question was no.
 2. DiLego notes teacher contract may have implications.
 3. Question will be investigated.
 - c. **VOTE:** Art, aye; Carter, aye; Conry, aye; DiLego, Aye; Greene Aye; Miller, Aye; Terranova, Aye.
- V. Summative Presentation from Carrie Greene (Meet & Greet Sessions)
 - a. Sent Document with consolidated comments
 - b. Very good participation in the sessions, and much appreciated. 3 students participated in all 3. Very good questions, and across the board. All recorded.
 - c. Turning to the document (attached), Carrie Greene summarizes content for all three candidates.

- d. Carrie notes:
 - i. On Dr. McCandless leaving Pittsfield, noted that he explained that there were several members of Pittsfield's administration with Super. Certification.
 - ii. We do not have information on Dr. Bonner's relocation plans.
 - e. Miller notes appreciation for MASC and other participation.
- VI. Selection of Superintendent of the Mount Greylock Regional School District
- a. Conry thanks community, MASC, District, Committee members.
 - b. Miller moves to discuss final candidates. Greene seconds. Art, aye; Carter, aye; Conry, aye; DiLego, Aye; Greene Aye; Miller, Aye; Terranova, Aye.
 - c. Art, Carter, Conry, Greene top two Bonner & McCandless
 - d. DiLego abstains
 - e. Terranova And Miller McCandless and Rickson
- VII. Discussion
- a. Terranova – not think it was close, McCandless was his top choice. Notes strength of his positive references recommendations from Mayor and Chief of Police.
 - b. Miller – wonderful position to be in. McCandless is his choice, with the deciding factor, was answer that explained the importance of entire student experience.
 - c. Dilego abstains.
 - d. Conry – feels incredibly strongly about Dr. McCandless, universally strong feedback from community, as well as direct exposure for Covid planning experience.
 - e. Carter – really excited, thanks Liz and Glenn for bringing – Very inspired and excited for the district after Dr. McCandless's interview. And then Dr. Bonner's interview blew her away too. Torn between the two. Keep going back and forth. Notes that Dr. Bonner is her top choice. Notes that Covid planning experience is important as is knowledge of the district. Deciding factor was Bonner's creativity on adapting curriculum, and putting positive spin on challenges we are facing. Also liked her answer on inclusion and special needs, and mental health, and support.
 - f. Art notes that he shares Carter's opinions on Bonner and McCandless, but that McCandless has the edge for him, with incredibly, strong references, demonstrated history of longevity in prior districts, his emphasis on humanity, dignity, compassion, and respect, and his deep roots in the community. Thinks he will provide stability after periods of great transition and current situation of uncertainty and anxiety.
 - g. Greene: McCandless has the edge. Shares comments of Carter and Art, but McCandless has the edge for her too. Track record at Lee and Pittsfield, and connections in the community. Calming, and reliable tenor to the district. This is our time at this moment in time, McCandless is the candidate not just to bring stability, but excellence.
 - h. Conry summarizes – sounds like we are ready for a motion
 - i. Miller moves offer position as superintendent of Mount Greylock Regional School District to Dr. Jason McCandless pending successful negotiations. Terranova seconds.
 - i. References have been checked for all, and all were glowing.
 - ii. Art, aye; Carter, aye; Conry, aye; DiLego, Abstain; Greene Aye; Miller, Aye; Terranova, Aye. Motion passes 6-0-1

- iii. Greene takes a moment to thank Conry for all her hard work and steady guidance. Art and Terranova chime in.
- VIII. Greene Moves to Recess to contact selected candidate, Carter seconds. Miller, aye; Art, aye; Carter, aye; Conry, aye; DiLego, Aye; Greene Aye; Terranova, Aye.
- IX. In recess 3:37 at

Miller departs.

In recess with Dr. Putnam's musical interlude.

Back in session at 3:46, Christina reports can't get a hold of Dr. McCandless.

Liz notes no further votes to need to be taken.

Conry's phone rings

- X. Art Moves to reenter recess, Greene seconds. Art, aye; Carter, aye; Conry, aye; DiLego, Art; Greene Aye; Terranova, Aye. Meeting in recess at 3:51.

Meeting resumes at 3:53.

Candidate has accepted.

Regina asks for guidance, asks how negotiations.

LaFond offers assistance.

Glenn Koocher – never sign MASS contracts. We will get you a guide to contracting and MASC model contract, and rely on legal counsel for help.

Regina – suggests Conry reach out to Jake to find out what he's looking for, and return to the committee. Greene and Art agree. Consensus that is way we will proceed, and post an executive session to talk t

- XI. Terranova Moves to adjourn, Dilego Miller seconds. Art, aye; Carter, aye; Conry, aye; DiLego, Aye; Greene Aye; Terranova, Aye. Meeting adjourned at 3:59.



Two-Step Process for District Fall Reopening Plans

July 15, 2020

On June 25, 2020, the Department of Elementary and Secondary Education (DESE) released [initial guidance](#) for school reopening that prioritizes getting students and staff safely back to school in person, following a comprehensive set of health and safety requirements. Through this guidance, DESE required schools to create a plan that includes three models: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning.

The reopening approach is built on a thorough review of current medical and scientific literature and was developed after extensive consultation with medical professionals from Massachusetts General Hospital, the Massachusetts COVID-19 Command Center's Medical Advisory Board, and others. Based on the current public health data and COVID-19 trends in Massachusetts, the medical community supports the return of Massachusetts students to in-person learning, with appropriate health and safety guidelines in place.

In this document, we provide an overview of the two-step process for district reopening plan submissions and the online form for preliminary plan summaries due July 31.

[Overview of Two-Step Process for District Reopening Plan Submissions](#)

Districts will submit their reopening plans to DESE through a two-step process:

- **Step 1: By July 31**, districts must complete and submit a *preliminary reopening plan summary* to DESE. Districts will fill out an [online form](#) that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.
- **Step 2: By August 10**, districts must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics. We strongly recommend that you work with your school committee (or equivalent board) on policy questions relevant to the final plan before submission.

Step 1: Preliminary Reopening Plan Summary due by July 31

This section provides an overview of the plan summary that districts will complete through the online form due by July 31. Please click [here](#) to access the form online.

The online form consists of the following sections:

- **Part I** asks for the district's contact information, key findings from the district's feasibility study on in-person learning, and the district's preliminary thinking about which of the three reopening models it may use to open the school year this fall.
- **Part II** asks the district to provide a brief description of each of the three reopening models districts have been asked to develop: 1) in-person learning with new safety requirements, 2) hybrid learning, and 3) remote learning. Each model must include support for High Needs students as defined [here](#).

Step 2: Expectations for Final District Reopening Plans due by August 10

As districts prepare for step two of this process – finalizing their comprehensive reopening plans – please note that plans should be written in a parent-friendly format, translated into the primary languages of students’ homes, and posted on the district website. All plans must be posted by August 10. Each district should include the following information in its final comprehensive reopening plan.

- A. **Executive summary**
- B. **Letter from the superintendent** to the community, including the district’s selection for the reopening model it will use to begin the school year.
- C. **In-person learning model:**
 - For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
 - In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
 - In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.
- D. **Hybrid learning model:**
 - In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
 - Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.
 - In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.
- E. **Remote learning model:**
 - In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning.
 - Remote learning must include the following requirements per DESE regulations: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) alignment of remote academic work to state standards; (3) a policy for issuing grades for students’ remote academic work; and (4) a method for teachers and administrators to regularly communicate with students’ parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
 - Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.
- F. **Out-of-school time plan:** In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21st Century Learning, if applicable, and (c) on the weekends.
- G. **Student supports and professional learning:** Please include the following information in this section: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment, and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended.

- H. **Other:** Information in this section should be determined by the context of the district.
- I. **Certification of health and safety requirements:** Districts will need to certify that they meet the final health and safety requirements issued by DESE. A preliminary list of these requirements appears in DESE’s initial fall reopening guidance; DESE will release a final list later this month.

Overview of Online Form for Preliminary District Plan Summary due July 31

Please click [here](#) to access the online form to submit your preliminary district plan summary. **The overview below is provided for informational purposes only and should not be used to submit a plan summary.**

Part I: Contact Information, Feasibility Study Results, and Preliminary Reopening Model

District Name(s) ¹	
Superintendent Name:	
Superintendent Phone:	
Superintendent Email:	
Contact Completing Form:	
Contact Phone:	
Contact Email:	
COVID-19 Response Leader Name, Role, Title: <i>If different than contact completing form</i>	
Response Leader Phone:	
Response Leader Email:	

- 1. What were the key findings from your in-person learning **feasibility study**, and what does this imply for the student learning model you may use this fall? Suggested word limit: 300.

- 2. Which **reopening model** within your plan are you leaning towards for the start of the school year? Please select the predominant model for elementary, middle, and high school. (For example, in a plan where the majority of students are coming back in-person full time, a subset of students may continue to learn remotely if needed.) Districts can use the text box below this chart to provide further explanation of their selections, if needed.

Reopening Learning Models

Grade Span	Reopening Learning Models		
	In-person	Hybrid	Remote
Elementary			
Middle School			
High School			

¹ For collaborative and superintendency union leaders submitting for more than one district, please list all districts.

If you would like to provide an additional explanation of the initial reopening model in question 2 above, or if there are additional factors or challenges that you would like us to know, please write those here:

Part II: Summary of Three Reopening Learning Models

1. **In-person:** Please provide a summary of your plan for how students would return to full-time in-person learning. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

- Will any of your students be learning fully remotely? Yes/No
- Anticipated percent of students learning remotely ____%

2. **Hybrid:** Please provide a summary of your plan for how students would return to school through a hybrid learning model. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

3. **Remote:** Please provide a summary of your plan for remote learning as the default model of instruction for all students. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

4. **High needs students:** Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the three reopening models. Suggested word limit: 400.

Assistance and Questions about Plan Submissions

Should you have any questions about the plan submission process or the online form, please contact reopeningk12@mass.gov. If you need technical assistance with the online form (e.g., issues with technology or functionality), please contact research@doe.mass.edu.

Mt Greylock Regional School District

2020 Draft Reopening Plan

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PREREQUISITES FOR IN-PERSON LEARNING IN THE MGRSD

The plans for reopening schools for in-person learning are based on, 1) the preparation of learning spaces and the behavioral protocols necessary for ensuring the safety of students and staff within those spaces and 2) a comprehensive study of the wellness issues as they relate to in-person learning. The district created two committees, Facilities and Wellness, to study the issues and prepare recommendations. The following sections present those recommendations.

FACILITIES

The work of the Facilities Reopening Group is presented below. Their work has provided the foundation for the plans developed by the Instructional Workgroup and informs the planning of administrators as they develop schedules for the coming year:

1. Facilitate stable, limited size groups of people wherever possible,
 - For entry and exit,
 - We have collaborated with our fire and police departments to enable the use of doors, hallways and staircases so that individual classes, grades or wings have dedicated entry and exit paths.
 - We have ensured that hallways will be either one-way or used with separated lanes for more distanced traffic flow.
 - We are developing spacing and assigned seating plans for bussing, along with upgraded cleaning and sanitizing protocols.
 - For all of the spaces we use, and
 - We have developed 6ft+ spacing of desks in classrooms
 - We have eliminated non-essential furniture and contact points
 - We are acquiring tents that will maximize outdoor, open-air time for students and staff
 - We have purchased specialized Lexan dividers for 1-on-1 staff/student education environments so that both people have a physical divider while being able to work 1-on-1 closely. A Lexan panel will provide a physical barrier, with a passthrough at the table height for interaction.
 - Across all activities within our schools.
 - We are developing new ways to employ our facilities to keep groups stable and minimize the possibility of any virus spreading across larger groups:
 - Lunches will be delivered to the classrooms instead of lunch being served in the common cafeteria spaces.
 - Specials will be held in the classroom or outdoors instead of in shared rooms.
 - Classrooms, hallways, staircases and doors will be used by the smallest and most stable number of people possible.
 - Eliminating shared classroom materials and supplies, as well as ensuring dedicated chromebooks and laptops for students and teachers. It's not really a "facilities" item, but it is an important "physical items will not be shared when we can avoid it" item.
2. Facilitate mask wearing and other personal protection
 - We have acquired large volumes and numerous types of masks and face shields for a variety of situations.
 - We have purchased gowns and gloves for staff interacting with students in need of close interaction.

3. Facilitate hand washing and sanitizing
 - We have purchased touchless foaming soap dispensers to maximize sanitary use of bathroom hand washing.
 - We have acquired additional pedestal hand sanitizer dispensers to augment those already at building entry locations and provide ample facilities for hand sanitizing throughout our buildings.
4. We will focus on air handling and surface cleaning
 - We have maximized our use of HEPA filtration within our HVAC systems at MGRS and deployed upgraded filters (MERV 8) at the elementary school buildings.
 - We are employing outside services to maximize performance of our HVAC systems: measuring air volume turnover per hour to benchmark our facilities and fine tuning our building management systems' approach to air turnover and filtration.
 - In our dedicated "COVID triage" rooms, we are deploying dedicated HEPA air filtration units.
 - We are evaluating and servicing all windows so that they can be open as much as possible.
 - We are ensuring that hallway and door sanitizing will happen on a tighter schedule throughout each day, with "deep cleaning" happening on off days.
 - We have verified the safety and COVID-19 efficacy for all of our cleaning products, along with upgrading some of our tools like sanitizing misters for rapid sanitizing of high-use contact surfaces.
5. We expect the wellness working group and administration to develop education, policies and practices that utilize our facilities and encourage behaviors for the safest school environment possible. These efforts span practices around mask wearing, hand washing and sanitizing, scheduling, and so on.

All of the principles that guided the development of these actions were developed in close consultation with local resources and guidance from Massachusetts' Department of Elementary and Secondary Education (DESE), Centers for Disease Control and Prevention (CDC), Massachusetts' Department for Public Health, Massachusetts' Department of Early Education and Care (EEC):

CDC:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>

DESE:

<http://www.doe.mass.edu/covid19/>

Department of Public Health:

<https://www.mass.gov/info-details/covid-19-public-health-guidance-and-directive>

EEC:

https://eeclead.force.com/apex/EEC_ChildCareEmergencyReopenInfo

WELLNESS

The work of the Wellness Reopening Group is presented below. Their work has provided the foundation for the plans developed by the Instructional Workgroup and informs the planning of administrators as they develop schedules for the coming year:

Mental Health

Objective: Normalize feelings through forums and spaces where students and school staff can share, discuss, and process their experiences relative to Coronavirus.

Needs: Purchase universal screener

- School based liaisons
 - WES- Beth Persing, school social worker
 - MG- Keith Jones, school social worker
 - LES- Christy Viall, school psychologist
- Universal Screener for all students [BESS Proposal](#)
- Normalize feelings through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to SARS-COV-2. (School psychologists, counselors)
- Crisis response team focused on student and staff mental health and wellness.
 - WES- Kristen Thompson, Elea Kaatz, Eli Phillips, Beth Hayes, Sue Lynch, Colleen Martin, Jim O'Brien, Wendy Powell, Beth Persing, Carol Stein-Payne, Rebecca Leonard, Cindy Sheehy
 - MG-Keith Jones, Geri O'Brien, Nichole Russell, Student Support Team
 - LES-Nolan Pratt, Kathy Larson, Christy Viall
- Community Based supports <http://www.nbccoalition.org/resource-guides.html>
- Online Resources:
 - The Child Mind Institute <https://childmind.org/audience/for-families/>
 - <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
 - Calm App, Headspace, Insight Timer (mindfulness and meditation)
- Teacher Wellbeing
 - <https://masssupport.org/>
 - Employee Assistance
 - Telehealth (mental/behavioral)
 - Provide resources for staff self-care, including resilience strategies [Self-care](#)
- Parent outreach and education
 - De-stigmatization of SARS-CoV-2
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/reducing-stigma.html>
 - [MGRSD Talking to children about covid](#)
 - [CDC talking with children](#)
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - Resilience strategies for children
<https://developingchild.harvard.edu/science/key-concepts/resilience/>
<https://developingchild.harvard.edu/resources/inbrief-resilience-series>

Preventing the Spread of Infection

Objective: To keep all students, faculty, staff, and the greater community healthy through a set of protocols and precautions.

Needs: Finalize entrance screener, PPE, signage, finalize bathroom procedures/monitor

- Require a daily online home screening done by parents for students or by selves for staff.
 - Include temp, respiratory and other possible COVID symptoms, hx (ie recent positive COVID test or exposure, use of acetaminophen or ibuprofen that morning) , information required for attending school , similar to paper questionnaire for summer school.

- This must be completed and submitted to school prior to entry to building or getting on a school bus.
- A Nurse should evaluate results for any student or staff member who does not pass screening.
- All screenings need to be documented.
- Include on school supply list: hand sanitizer, masks that come to and from school, reusable water bottles
- Encourage students and staff to stay away from school when sick.
- Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately. Stress the importance of keeping hands away from the eyes, nose, and mouth.
- Introduce hand washing best practices through the school nurse
 - Utilizing and posting signage.
 - Using soap and water and scrubbing for approximately 20 seconds before rinsing.
 - Using paper towels to turn sink handles and open doors before discarding.
 - Using alcohol-based sanitizer when hands are not visibly soiled.
 - Developing fixed schedules for hand washing (particularly, for younger students). Teachers can choose times in addition to below.
 - Required times:
 - upon arrival to school- sanitization stations
 - before eating
 - before putting on and after taking off masks
 - after using the bathroom
 - before dismissal- sanitization stations
- Water fountains will not be used. Bottle filling stations only.
- Bathroom procedures

Institute Limited Contact Procedures

Objective: To ensure staff and students have contact within only their own cohort “pod”

Needs: Guidance from instructional group on school day scheduling, guidance from facilities regarding hallway flow and classroom capacity, Procedures are being drafted for student arrival and dismissal (see below)

- Relay the importance of minimal contact between students of a younger age
- Spread desks and seating arrangements to conform with Social Distancing Guidelines
- Institute 6’ distancing at all times.
- Amend schedule to conform to social distancing guidelines.
- Visitors (except substitutes) not permitted in the building.
- If a parent needs to drop off something for their child, they can drop the item off at the front door of the respective school.
- Students enter the building by grade levels.
- Backpacks will be stationed by student desks.
- All meetings with members outside of the school community will be held virtually.

Personal Protective Equipment

Objective: Procedures and steps for PPE in schools (currently being drafted)

Needs: Purchase specific trash bins for contaminated PPE disposal, Mask exemption query from local doctor offices (in progress)

- Review <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

- Daily change of masks (unless in contact with a student who has symptoms or been contaminated). Shields should be cleaned daily.
 - If student/staff become in contact with a person(s) with symptoms PPE should be appropriately disposed of and immediately replaced.
- Masks with clear sections to show sound production do not have a filter and are less effective at protecting others, do not have positive reviews, are uncomfortable, expensive, fog up, and are only disposable. At this time those are not recommended.
- Face shields can be worn in addition to a mask.
- Mask Guidance:
 - All students are required to wear a mask/face covering that covers their nose and mouth.
 - Adults, including educators and staff, are required to wear masks/face coverings.
 - Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
 - Mask breaks should occur throughout the day (recess). Masks will be placed in clearly labeled individual paper bags with the student name during mask breaks.
 - Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them.
 - Reusable masks/face coverings provided by families should be washed by families daily.
 - Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- Diaper changing protocol- gown, gloves, face mask (new set of gloves for each change, change other PPE if needed, ie wet)
- Mask exemptions: TBD
 - Staff working with students who don't wear masks will need N95 masks with a surgical mask on top to protect the mask. Then, at the end of each day, the N95 will be stored in a paper bag labeled with the staff member's name. If possible, there will be a mask for each day of the week. This method of storage and reuse has been adopted by hospitals to conserve supplies and allow enough time for any virus to expire before re-use. Any mask with visible soil or wear must be thrown away.
 - Face shields should also be worn by those working with students who don't wear masks, as should the students.
 - Plexiglass, distancing, individual rooms all should be utilized.
 - No student who is not wearing a mask can be around other students.
 - Encourage families to voluntarily have their child tested for COVID19 as a protection for others.
- Disposal of PPE
 - Always use universal precautions
 - Need to purchase rolling contaminated trash cans
 - If from a healthy school member, dispose PPE in regular trash
 - If from a member with symptoms, use special clearly identified containers and red bags (biohazard bags)

Possible COVID Case in School

- Follow CDC and DESE guidelines: [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#). This guidance has strict guidelines for when students and staff need to be tested, quarantined, and re-enter school.

- At a **minimum**, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.
 - Locations with air purifiers in each
 - WES- middle room between the health office and the admin office (room 107b)
 - LES- back room of the nurse's office (room 62)
 - MG- speech room next to the nurse's office (room c133)

Vaccinations Planning

- Do not plan on a vaccine being ready for the 20/21 school year.
- School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.
- Potential for the vaccine to fall under school entry law.

Training

Objective: To prepare staff, students, and families to implement wellness procedures (both physical and mental health) in the case of in-person learning, hybrid learning, or remote learning.

Needs:

- Professional Development time for facilitating conversations about COVID19
- PPE Doff and Don <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
- Teach students and staff how to keep surfaces clean and disinfected.
- Mask wearing social story: <https://www.youtube.com/watch?v=mhCBXIPPOuw>
- Talking with Children about COVID19:
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>
- Wash your hands poster:
https://www.cdc.gov/coronavirus/2019-ncov/downloads/wash-your-hands-bubbles_poster.pdf
- Building entry signage:
https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf
- Brain pop for older students: <https://www.youtube.com/watch?v=GoXxmzKdick>

Transportation

Objective: Follow and support implementation of the [Transportation Guidance DESE](#)

Needs: TBD

- Distance - Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Ventilation - Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- Seat assignments- Students should be assigned to a single bus and a particular seat.
 - As students board the bus, occupy seats starting from the rear of the bus and fill sequentially to the front. Upon arrival at school, the bus should be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
 - Assign seats with the above boarding order and process in mind (i.e., based on when students will board during the route). For example, students boarding the bus at the beginning of the route should be assigned seats at the rear of the bus, and students boarding the bus at the end of the route should be assigned seats at the front.

- Bus monitors - Districts should consider adding a bus monitor (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.
- Students must disinfect/sanitize hands upon entrance to the bus.
- Survey:
 - How many students will return to school in the fall in-person?
 - How many families/students are planning to use alternative transportation?
 - What offerings/incentives might persuade families to use alternative transportation?
 - What modes of alternative transportation will families/students be likely to use (e.g., walking, biking, driving, carpooling)?
 - How many households will have two or more students riding the same bus (to allow more than one student per bench)?
 - Morning or afternoon must be differentiated

Arrival and Dismissal Procedures

TBD- school based

Next Steps

- Site specific communication on normal operating procedures
- Crisis planning in time of social distancing(e.g., fire drills, evacuation)
- Transportation recommendations to consult with Bussing
- Plan training for wellness procedures for the school community

Criteria For Opening In-Person

Not yet developed

Criteria For Closing Schools

Not yet developed

In Person Model

Summary

The in-person model would incorporate the seven-period rotating schedule used over the past several years, however class periods would likely be lengthened slightly and morning break and directed study would be removed to reduce the amount of travel between classes and interaction between students. Lunches would be eaten in assigned classrooms. Wellness classes would focus on social emotional curricula, and physical interactions would be restricted to a limited series of activities.

Overall, the constrictions involved with operating a safe, full, in-person model in our current school buildings would fundamentally change the face of the school experience throughout the district.

A basic structure for operation would be:

- Designated locations and times for entrances and exits
- Required use of masks
- 6-foot social distancing at all times
- Frequent, scheduled hand washing
- Sanitizing bathrooms after each use
- Smaller cohorts

- Lunch in classrooms
- Careful orchestration of passing in hallways
- Frequent mask breaks
- Push-in specialists
- Cohort-only recesses (elementary schools)

With 6 foot distancing and other safety considerations, bringing back students at the elementary schools would require additional staff to reduce class sizes in two grades at Lanesborough Elementary and one grade at Williamstown Elementary, as well as additional staff for supervision in hallways. Additional custodial staff may be needed to handle regular, routine sanitation of bathrooms during the course of the day. There is not sufficient space in the middle/high school to bring back all students for courses with appropriate distancing.

TECHNOLOGY PREREQUISITES FOR THE HYBRID AND REMOTE MODELS

Remote learning and the Hybrid Model both require the completion of the following steps. The district will:

- Unify learning platforms across grade levels as follows: Pre-k-1 Class DoJo, 2nd-6th Google Classroom, 7-12 Canvas
- Ensure that teachers and paras have the appropriate equipment both in classrooms and remotely to effectively deliver instruction. (ie, webcams, headsets, etc).
- Ensure students have chromebooks and sufficient internet access to receive instruction at their homes.
- Create an online central hub with resources and training videos that teachers will have access to during hybrid and remote learning.
- Provide training to ensure that students, paras, parents, and teachers know how to effectively use Google Classroom (grades 2 - 6), Class DoJo (PreK - 1), Canvas (for middle/high), and G-Suite (for all) so that if/when we go to remote learning all users are comfortable with these platforms.
- Create a district committee to determine the requirements for implementing the Hy-Flex model.
- Enable students access to a free and appropriate education in the least restrictive environment.
- Provide training for substitutes
- Ensure that students that need assistive technology have access to it. Ensure that students have proper materials needed to complete their assignments (ex. Everyday Math workbooks, etc.)
- Follow state guidelines for instruction in digital citizenship

HYBRID MODEL

Instructional Group Summary

This recommendation has been organized into three frameworks to support teaching and learning for grades Pre-K-6, 7-9 and 10-12. Remote learning would be planned with an eye toward limiting screen time for students to the extent possible. In a hybrid model, there *would* be students who attend school each day for the entire session. These students include those who require specialized instruction models and services along with those with identified high needs as determined by the District.

During the first weeks of school, there would be a focus at all grade levels on developing relationships and establishing classroom norms that would translate to the remote setting.

- Students in Pre-K - 6

- They would attend school four days a week for half-day sessions in A/B groups (half classrooms per session) created by administration with family groups and “quaranteaming pods” taken into consideration. Class cohorts would stay together throughout their time in the building, without intermingling with other cohorts. In-person instruction would focus on core academic subjects. Days/time out of the building (including Wednesday) would be designated for remote instruction with specialists, extended core subject work and project-based learning derived from instruction provided during in-person sessions. Scheduled remote office hours and support periods would be staffed by school personnel to check in and assist students with completing assignments.
- Students in 7 - 9
 - They would attend school in person two full days a week in a half cohort grouping on a 2-1-2 model (Wednesday = deep cleaning of the building with collaboration and professional development time for staff; Monday/Tuesday= Cohort A; Thursday/Friday = Cohort B). Cohorts would be developed alphabetically based on family groups and in consideration of family-developed pods.
 - Teachers would refine curriculum and instruction in consideration of the two in-person days devoted to intensive, hands-on experiences and providing instructional guidance. 7th and 8th grades would have classes on the third floor, and 9th grade would be housed on the second floor. To the extent possible, students would be grouped in cohorts of 10-15 students that stay together throughout the day in a specific set of classrooms to limit commingling of cohorts.
 - A full, non-rotating schedule, inclusive of all seven periods would be established to provide a robust selection of courses and ease the pivot from hybrid to remote or in-person learning approaches. (It is also conceivable that a five-period schedule focused on core subjects could be devised for the cohorts in 7-9.) -To enhance safety, Wellness class sections that take place in person would focus on social emotional wellbeing, possibly in the format of an advisory period; physical activities would be relegated to the three days away from the school building. Lunch would be in a classroom with one's assigned cohort of peers; this would not change. Days out of school (including Wednesday) would be designated for remote instruction, including extended work and project-based learning, as well as computer-based instruction using Mount Greylock's learning management system, Canvas. The remote learning piece of the hybrid model would be asynchronous with opportunities for computer-based learning, remote office hours and support periods staffed by school personnel to check in and assist students with completing assignments.
- Students in 10-12
 - These students would also attend school in-person two days per week. Half a grade would attend at a time, and their classes would be held in eighteen classrooms on the first floor plus two science labs and the resource room on the second floor. A full, non-rotating schedule, inclusive of all seven periods, would be established to ease the pivot from hybrid to remote or in-person learning approaches and best maintain the integrity of the rigorous, diverse high school course of study. Lunch would be in classrooms with an assigned cohort of peers that does not change. The three remote days would include experiential learning, project-based-learning as well as computer-based instruction using Mount Greylock's learning management system, Canvas. The remote learning piece of the hybrid model would be asynchronous with opportunities for remote office hours and support periods staffed by school personnel to check in and assist students with completing assignments.

The Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring

accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

In considering the feasibility of what has been described here and below (or any other plan that might be put forward) it must be acknowledged that in order actually to implement these plans the School Committee, pursuant to MGL c. 150E § 6, must bargain the elements of these plans with the MTA-affiliate locals whose members' terms and conditions of employment would be directly affected, and who would bear the brunt of most aspects of the plans' implementation.

BENCHMARKS FOR MOVING TO IN-PERSON

Not year developed

REMOTE MODEL

A full remote experience offers the diversity of courses that exist in Mount Greylock Regional School District's historically rich curriculum. The one-to-one Chromebook initiative is in place to provide devices to all students and paraprofessionals; teachers have or would be provided with HP laptops. Hot spots (Kajeet devices at present) have been distributed to identified families in need, and we look to establish physical "hot spots," centrally located in each community where students in need of access could apply to complete their learning at those sites. The three school buildings would establish learning centers that would provide sanitized and supervised support for instruction, social-emotional wellness, and safety. Students would be identified for the necessary support. Successful implementation of a remote learning model that replicates our program of studies would require extensive and continuing professional development in use of the schools' chosen learning management systems, teaching and learning tools, and most critically pedagogy to conceive the academic programs through a virtual platform, Canvas for grades 7-12 and Google Classroom for PK-6.

Remote learning schedules in the elementary schools would mirror in-school schedules (as defined by the disciplines/course taught) as much as possible. Learning blocks would include a blend of synchronous and asynchronous instruction, opportunities for whole classes to gather, small group activities and independent work.

The Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

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Out-of-school time plan: In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21st Century Learning, if applicable, and (c) on the weekends.

Student supports and professional learning: Please include the following information in this section: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment, and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended.

Other: Information in this section should be determined by the context of the district.

Certification of health and safety requirements: Districts will need to certify that they meet the final health and safety requirements issued by DESE. A preliminary list of these requirements appears in DESE's initial fall reopening guidance; DESE will release a final list later this month.

July 12, 2020

Dr. Robert Putnam
Interim Superintendent
Mount Greylock Regional School District
1781 Cold Spring Road
Williamstown, MA 01267

Dear Dr. Putnam & Chair Conry,

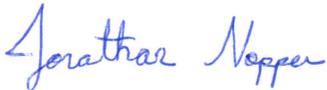
I am writing to inform you that I have chosen to formally resign as the Minutes Recorder for the Mount Greylock Regional School Committee. It has been my honor to be appointed as the Minutes Recorder (for all of the District's Boards prior to regionalization) since 2016.

At this unprecedented time, I would like to focus on my primary roles as the HR Specialist and Records Access Officer. Presently, the District must take its next steps with all new leadership and work together to continue to address the ever-evolving needs of our students, families, and community members at large during the COVID-19 pandemic.

In addition, as you may or may not be aware, I am a part-time student and feel that stepping away from the role of Minutes Recorder would allow me to make an adjustment to my work / life balance that may even enable me to take a larger course load in the fall.

I have thoroughly enjoyed my time working in support of the school committee(s) and, while making the decision to step down as Minutes Recorder was not an easy one, I feel it is the best decision at this time. I will gladly offer any transitional support that I can to this role.

Sincerely,



Jonathan Nopper

CC: Christina Conry, Chair of MGRSD School Committee
Business Office
Personnel File

From: adam@duperelawoffices.info
To: Vigiard, Stacie
Cc: Greene, Carolyn
Subject: RE: FW: Remote participation policy
Date: Tuesday, July 14, 2020 3:14:24 PM

Carrie,

The change to 8 and 9 are acceptable. My understanding is that the Title IX policy has been adopted as is by our clients. If there are any specific changes you are considering you could send to me and our office could review and provide you with feedback on the requested changes.

Sincerely,
Adam Dupere, Esq.

This e-mail, and any attachments thereto, is intended only for use by the addressee(s) named herein and may contain legally privileged and/or confidential information. If you are not the intended recipient of this e-mail (or the person responsible for delivering this document to the intended recipient), you are hereby notified that any dissemination, distribution, printing or copying of this e-mail, and any attachment(s) thereto, is strictly prohibited. If you have received this e-mail in error, please respond to the individual sending the message, and permanently delete the original and any copy of any e-mail and printout thereof. No warranty is made that this email and/or attachment(s) are free from virus or other defect.

BEDH-R - GUIDELINES FOR REMOTE MEETING - PUBLIC COMMENT

Speakers may participate in public comment during a virtual meeting by:

- a. Submitting public comment in writing to the Chair (or to schoolcommittee@mgrhs.org ?) within 2 hours of the scheduled meeting time.
- b. Submitting public comment via email to the Chair (or to schoolcommittee@mgrhs.org ?) within 2 hours of the scheduled meeting time.
- c. Attend virtual meeting and request to be recognized via the Chat feature.
- d. Attend virtual meeting and request to be recognized via spoken intent.

Please be sure to include your name, town, and agenda item you are commenting on.

1. Speakers will be allowed three (3) minutes to present their material. The presiding chairperson may permit extension of this time limit.
2. Topics for discussion must be limited to those items listed on the meeting agenda for that evening.
3. Improper comments and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the chairperson may terminate that individual's privilege of address.
4. All remarks will be addressed through the chairperson of the meeting.
5. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the committee will not hear personal complaints about school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
6. Comments longer than three (3) minutes may be presented in writing to the committee before or after the meeting for the committee members' review and consideration at an appropriate time.
7. Discussion of individual personnel matters will be prohibited.
8. Typically, the School Committee does not respond to public comment. Only the Superintendent, the chairperson, or other members of the committee at the chairperson's discretion will make responses to concerns raised during public comment.
- ~~9. Votes will not be taken on matters raised during public comment.~~

ACAB- ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE

The Mount Greylock Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person’s protected status may include, but is not limited to:

Degrading, demeaning, insulting, or abusive verbal or written statements;
Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
Telling degrading or offensive jokes;
Unwanted physical contact of any kind;
Physical violence, threats of bodily harm, physical intimidation, or stalking;
Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
Defacing, damaging, or destroying school or another’s property.

- C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:
- i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
 - ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
 - iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person

to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

[Insert: name, title, address, phone number, and email address]

Title IX Coordinators:

[Insert: name, title, address, phone number, and email address]

The school will have both a male and female Title IX Coordinators. The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

Section 504/Title II Coordinator:

[Insert: name, title, address, phone number, and email address]

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note:

this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

IX. Procedure for Reporting and Investigating Harassment on the Basis of Sex

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in

the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both parties upon receipt of a formal complaint, and investigate under specified procedures.

The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield");
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

Record Keeping for Sexual Harassment Complaints

Records relating to complaints of sexual harassment must be kept for not less than seven years. Such records include: records of a school's investigation (including notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website.

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
 Title VI of the Civil Rights Act of 1964
 Federal Regulation 74676 issued by EEO Commission
 Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), as amended
 Board of Education 603 CMR 26:00
 Rehabilitation Act of 1973, Section 504, as amended
 Title II, Americans with Disabilities Act of 1992, as amended

This document has been developed to act as a guide for school committees as your district develops and implements a back-to-school strategy. This task will require flexibility on the school committee's part in schedules of meetings and the time commitment required to meet the deadlines established by the Department of Elementary and Secondary Education. Briefly, the following are the target dates for the Return-to-School plans and decisions related to them:

By July 31, 2020: Each school district must submit to the Department the three plans required. These plans should be presented to the school committee so they can share them with the community.

By August 10, 2020: Each school district has to submit the plan chosen for implementation to the Department. Since the plan will require amendments to existing policy as well as budget revisions/reallocations, this plan should be approved/endorsed by the school committee prior to its submission to the Department.

Between August 10, 2020 and the start of the school year (which may be delayed by up to 10 days to permit professional development and preparation based on the most recent announcements from DESE), the school committee may have to negotiate certain parts of the plan with the appropriate unions within their district. Every effort should be made to expedite these negotiations to ensure a timely opening of schools.

As the start of school approaches, the school committee will need to address revisions or waivers to some of the policies they have established as well as student handbook language. The policy areas to concentrate on are identified within this guidance document.

POLICY ISSUES FOR THE PANDEMIC

Creation of a General (Interim) Policy on COVID-Related Issues

File: EBC Supplemental

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “back to school plan,” and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the “back to school” plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The “back to school” plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by

the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
 - provide the most effective educational services as possible to students under the circumstances;
 - authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
 - conduct the district business and operational functions of the district as efficiently as possible;
 - allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
 - facilitate the re-establishment of a safe and productive school day and year.
- Student assignment to schools (File JCA)

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File IC/ICA)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File IIB)

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File IKF)

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements. **DUPLICATE STATEMENT IN SPECIAL EDUCATION**

- Special education (File IHB, IHBA, IHBA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)

The “back to school” plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these “back to school” plans provisions for students who were disciplined or suspended **or** who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the “back to school” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File IHBG (temporary), home-bound instruction File IHBF (e.g., students with physical disabilities) and remote instruction for students in quarantine

The “back to school” plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing (File JLCC)

Subject to the provisions of the “back to school” plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File EEA, EEAA, EEAE, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP’s that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district “back to school” plan.

- Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

From: **Oscar Low** <oscarlow678@gmail.com>

Date: Tue, Aug 4, 2020 at 2:43 PM

Subject: Letter to the Administration and School Committee from Members of the Senior Class

To: Jacob Schutz <jschutz@mgrhs.org>, <cshebar@mgrhs.org>, <schoolcommittee@mgrhs.org>, <rputnam@mgrhs.org>

Cc: Charlie Mcweeny <charliemcweeny@gmail.com>, <leo.rossitter@gmail.com>, Will Starenko <wstarenko@gmail.com>, <jskavlem@mgrhsstudent.org>, <jgitterman@mgrhsstudent.org>

To Whom it may Concern,

After reading the recent iBerkshires article about the current proposal for the 2020-2021 academic year at Mount Greylock, citing that grades 10-12 will be remote for at least the first quarter, we, a group of involved rising seniors, would like to suggest a few measures that we think could be feasibly implemented in the coming months. Our first concern is equity between grades. We understand the logic of allowing middle schoolers to be in person because of their shared class schedule, but high schoolers, in a remote setting, will be far less engaged and far less motivated to put the necessary effort into a demanding school schedule. This first quarter for seniors, especially, is vital in the college admissions process -- a process that the overwhelming majority of MG students choose to go through. Any in-person learning (we will suggest possible methods in the following sentences) will be very valuable to the senior class, and any other class for that matter. Remote learning, no matter the improvements, has drawbacks that will be excessively detrimental to students' academic development. Students also suffer in ways outside of the academic sphere. Many students rely on school for social development and establishing skills that are essential to be a functioning member of society. Removing these experiences would serve as a huge blow to these students' mental health. Additionally, continuing discussion on the implication-filled topic of mental health, many students do not have a home environment that is feasible to learn in -- which can take many forms. Some families that have all of their kids in a remote learning program do not have the internet quality to support multiple zoom calls simultaneously, and some do not have a connection at all. Some families have houses/learning environments that are too small and too distracting to be conducive to progress and productivity. Other schools in our state or states with similar COVID-19 situations and regulations are moving forward with vastly different plans than we are, and we think a reevaluation with these other possible plans in mind will be greatly beneficial. Allowing families or the students themselves to have a voice in what learning will look like this year is crucial.

One suggestion we have that would minimize the movement of *all* students during the school day would be for students to take fewer classes at a time with longer class periods. Students, in addition to staying in the classroom for longer amounts of time, limiting the movement of people between rooms, would be more engaged in their classes and be able to focus greater amounts of energy on mastering the content material that they are receiving. An example of this in action could be students intensely taking just two classes for a span of six to eight weeks. Then, for the next six to eight weeks, students would switch to their next block of two classes.

Our second suggestion would reduce the health risks that teachers would face in an in-person environment. In this back-to-school proposal, all students would come to school, masked and adhering to social distancing guidelines, and the teachers would zoom in to the classroom, delivering remote instruction. Paraprofessionals, or any staff in the building, could monitor this instruction at safe distances from the students. This would be a way for students to experience remote learning communally, which undoubtedly would increase engagement and the passion that students bring to school.

Outdoor learning, on the bountiful acres of the Mount Greylock property, and in the already-designed outdoor classroom behind the academic wing, could be another option for in-person instruction, especially in the temperate fall/first quarter.

We understand the devastation the COVID-19 pandemic has wrought and the threat it continues to pose to much of this nation. However, as we write this letter, COVID-19 poses a minimal risk to Berkshire County and an even smaller risk to Berkshire County schools. In fact, as schools have opened across the globe in countries like South Korea, Japan, and Germany, the spread of COVID-19 through schools has been shown to be minimal when

proper safety precautions are implemented. We all saw the failure of online instruction during the end of last school year, and we believe that bringing all students into school for some period of time should be a high priority that can be accomplished without excessive risk. We appreciate your continued commitment to providing the best possible educational experience for all students in these trying circumstances, and we look forward to working with you to bring that about.

Sincerely,

Oscar Low '21

Leo Rossitter '21

Charlie McWeeny '21

John Skavlem '21

Will Starenko '21

Jack Gitterman '21