

**Mount Greylock Regional School District School Committee**

**Location:** Zoom Remote Meeting

**Date:** Thursday, October 22, 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.**

**Please use the following link to view the meeting live:**

<https://zoom.us/j/97920995767?pwd=TXZxVTY2NHlaSE9JWUNNdG1JSG5GZz09>

Meeting ID: 979 2099 5767

Passcode: 537508

One tap mobile

+16468769923,,97920995767# US (New York)

**Please see our Public Comment Policy for Guidelines regarding Public Comment at Remote Meetings:**

<https://z2policy.ctspublish.com/masc/browse/mtgreylockset/mtgreylock/BEDH-R>

**Open 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. Principal Updates
  - A. School Improvement Plans
  - B. Homeschool numbers
- IV. Special Education/ELL/Title 1 updates by Director of Pupil Services
- V. School Reopening Report
- VI. Public Comment
- VII. MGRS MSBA Building Project signing authority **VOTE**
- VIII. MGRS Capital Gift Use
  - A. Report and discussion on fields-related value engineering and bid options

- B. Discussion and possible vote on reserving a portion of the gift for MGRS renewal fund **VOTE**
  - C. Discussion and possible vote to move fields project to detailed design **VOTE**
- IX.** Other business not anticipated by the Chair within 48 hours of meeting
- X.** Motion to Adjourn

*This meeting will be posted on the MGRSD YouTube page <https://www.youtube.com/channel/UCLR0nrLhpZHlyPFUhaMxPSg> and will be broadcast on WilliNet TV channel 1302 in Williamstown.*

Lanesborough Elementary School  
IMPROVEMENT PLAN  
2020-2021

**GOAL I:** Continue to improve technological curriculum and pedagogy to increase and sustain student engagement in a virtual learning environment

**OBJECTIVE:** Continue to reflect and evaluate our approach to virtual learning and use professional development

	<b>Activities</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Measurable Outcomes</b>
A.	Professional development around Google Classroom and Seesaw	Ongoing	Director of Academic Tech. Principal, School Technology Leader, Teachers	100% of teachers and service providers create a Google Site/Classroom to host assignments and feedback
B.	Utilize content specific software such as IXL, Lexia, Discovery ED, etc.	2020-2021	Director of Academic Tech. Principal, School Technology Leader, Teachers	Date from student usage throughout the year.
C.	Offer training on pedagogy in the virtual environment and building online curriculum	Ongoing	Director of Academic Tech. Principal, School Technology Leader, Teachers	Professional Development attendance
D.	Collect data and reflect, make adjustments to practice	2020-2021	Teachers, Principals, families	Notes on the different learning models. Share the feedback and changes to practice.
E.	Maximize the impact of asynchronous time in order to build student independence and reinforce student learning	2020-2021	Teachers, Principals, families	Create opportunities for teachers to share ideas about what is working and not working with asynchronous learning

**GOAL II:** Differentiated Social Emotional Curriculum to meet the needs of all learners, specifically students that have experienced or are experiencing trauma and with a focused attention on COVID-19's impact.

<b>OBJECTIVE:</b> In order for students to best access the curriculum, they must first have their social emotional needs met.				
	<b>Activities</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Measurable Outcomes</b>
A.	Provide PD around Social-Emotional learning to support teachers meeting the needs of all learners.	Ongoing	Principal, Teachers	
B.	Utilize a universal social emotional screening assessment to quickly determine and address the needs of students	Fall 2020	Principal and Counselor	BESS screener for all students when applicable
C.	Ongoing implementation of the concepts of SEL and differentiation in daily instruction across the curriculum	2020-2021	Principal, Teachers, Counselor	Observations in the classroom as well as lesson plans
D.	Students meet with School Counselor as a class weekly and as needed	2020-2021	Principal, Counselor	The scheduled time for the counselor to meet
<b>GOAL III: Anti-Racist curriculum development</b>				
<b>OBJECTIVE:</b> Develop a curriculum that is student focused to help understand the inequities in our community, country, and world.				
A.	Develop a group of school staff, parents, and community members to develop key components of what this curriculum should entail.	2020-2021	Principal and stakeholders	Notes from meetings including implementation strategies

B.	Bring in virtual presentations that are age appropriate for students to the school that emphasize anti-racist ideas and appreciating diversity	2020-2021	Principal	Virtual presenters
C.	Utilize texts that represent multiple perspectives	2020-2022	Teachers, Principal	Book lists
D.	Continue to practice restorative justice and ways that student can be proactive in including everyone	Continuous	School Community	None
<b>Goal 4: Data Driven Goal</b>				

# DRAFT

## WILLIAMSTOWN ELEMENTARY - SCHOOL IMPROVEMENT PLAN 2020-2021

**GOAL 1: Student Support: Assess and address the emotional needs of the whole child within the school community**

**OBJECTIVE: To recognize and respond to the truth that psychologically and emotionally healthy students, teachers, and administrators are better prepared to meet academic challenges.**

Activities	Timeline	Responsible Personnel	Measurable Outcomes	Status
Survey students upon return to school to get a sense of their general emotional well-being and their desire/needs for support.	1 week after Hybrid Model (week of 10/12)	Principal & Assistant Principal, School Psychologist, social worker	Google Form results	
Research mental health screeners being used in other Massachusetts districts with the intent to adopt one for use in the District.	2020 School Year	Principal & Assistant Principal, School Psychologist, social worker	Shared resource collection document/folder	
Create opportunities for faculty, staff, and students to participate in SEL programming targeted for their personal growth.	2020 School Year	Principal & Assistant Principal, School Psychologist, social worker, PTO		
Increase the visibility of the school social worker in the general daily activities of the school and increase the number of student support groups offered.	2020 School Year	Principal & Assistant Principal, Social Worker		
Monitor and support the use of the Second Step program in grades K-6 as the school's social teaching curriculum.  <span style="color: red;">Carried over - still need to work on this.</span>	2020 school year	School psychologist, Assistant Principal, Principal, classroom teachers	Classroom observations, parent components, sent home monthly, parent components posted on new Social Emotional Learning (SEL) webpage,	Still need to work on a web page for SEL.

			Google Form monitoring implementation	
<p>Provide information for families regarding social teaching in the school.</p> <p><i>Carried over - still need to work on this.</i></p>	Fall/Winter 2020	Principal & Assistant Principal, School Psychologist, social worker, PTO	Published material, meeting notes/schedule, SEL page created on school website	<p>Still need to work on a web page for SEL. Info published in newsletters periodically.</p>
<p>Explore ways the schedule &amp; academic programming can promote independence of learners in 6th grade in transition to the middle school (self-advocacy, verbal and email communication, self-reliance, scheduling...)</p> <p><i>Still in process - keep. Piggybacks with a goal in DEI.</i></p>	2020 school year	Upper grade teachers, Principal, Asst. Principal, technology staff	create and pilot revised class schedule, new prompts created to support students' written self-advocacy skills, <i>Facing History &amp; Ourselves</i> curriculum	<p>Used <i>Facing History &amp; Ourselves Curriculum</i> in 6th grade.</p> <p>Did not departmentalize. Can explore for next year.</p>

**GOAL 2:** To create a respectful, inclusive school environment where students, staff, and community members recognize, appreciate and accept the diverse attributes and identities of each other.

**OBJECTIVE:** To cultivate thoughtful, reflective citizens who will be prepared to engage in a diverse society.

Activities	Timeline	Responsible Personnel	Measurable Outcomes	Status
Expand cultural proficiency training for staff, including paraprofessionals.  <i>Carried over and revised</i>	2020-2021 School Year	Principal Assistant Principal	Agenda and sign in sheets	
Review and embed the Teaching Tolerance Social Justice Standards into all areas of the curriculum.				
Conduct a curriculum review to assess the areas where expansion of a more diverse range of voices and experiences can be incorporated into the curriculum.				
Review and expand literature representing diverse people and cultures in classrooms in all grade levels.  <i>Carried over - still need to work on this.</i>				
Survey fifth and sixth grade students to learn their areas of interest in world and community issues and support opportunities for them to engage in community service and/or social justice projects.				
Seek input from and collaboration with interested MGRSD groups to promote the evolution of Diversity, Equity and Inclusion (DEI) goals in AY2021.				



GOAL 3: Curriculum: Develop and align curriculum to new and revised state standards

OBJECTIVE: Develop and align curriculum to meet the 2018 Massachusetts Social Studies Standards.

Activities	Timeline	Responsible Personnel	Measurable Outcomes	Status
Create curriculum maps for social studies.				
Review of progress with developing curriculum as well as sharing among vertical grade levels to work on alignment, including the middle school. <i>Carried over - still need to work on this.</i>	2020 year	Admin for schedule, K-5 classroom teachers	Classroom observations	Ongoing, further work needed
Coordinate at least two meetings for teachers in grades 6-8 across the region. <i>Carried over - still need to work on this.</i>	Fall & Winter 2020	Admin from the three schools	Meeting schedules and notes	Not done

OBJECTIVE: Increase math proficiency among high needs students.

Analyze 2019 MCAS and benchmark data for high needs students and the lowest quartile to identify areas of need.				
Research and purchase a math intervention program with a K-6 scope and sequence that can be implemented with students.				
Hire a full-time math interventionist to work with students K-6.				
Assess the effectiveness of the new intervention curriculum program using eoy benchmark data and 2021 MCAS scores.				

OBJECTIVE: Begin to evaluate the status of the teaching of writing in grades K - 6.  
Engage in the transition to a new writing program.

Participate in the formation of a District Literacy Plan.				
Research and choose a writing program for PK-6 grade classrooms.				

GOAL 3: Technology: Continue a strong commitment for integrating technology into classrooms.

OBJECTIVE: Maximize the technology investments that have been made at WES.

Activities	Timeline	Responsible Personnel	Measurable Outcomes	Status
As needed with a continuation of remote or hybrid learning, provide more opportunities to survey families and students on the experience of remote learning and actively respond to needs.				
Purchase Chromebooks for all students for use in school and/or for remote learning.				
Provide professional development for staff on all applications and content needed to support the District Remote Learning Plan.				
Provide training for parents/guardians on online tools their children use so they can better understand and support them at home.				

<p>Expand digital citizenship lessons for students in grades 3-6 teaching the school community to use social media appropriately.  <i>Carried over - still need to work on this.</i></p>	<p>Throughout the 2019-2020 school year.</p>	<p>Tech Inclusion Teacher, Classroom teachers</p>	<p>Pre &amp; post testing, fewer office referrals</p>	<p>Ongoing</p>
<p>Provide education on topics related to social media, online gaming, and cyber-bullying for faculty, students and parents.  <i>These were not well-attended. Carry over.</i></p>	<p>Throughout the 2019-2020 school year.</p>	<p>Technology staff, School Admin, School Psychologist</p>	<p>Schedule of events, student surveys</p>	<p>Parent night held, “tech corner” in newsletter More work needed</p>

DRAFT SCHOOL IMPROVEMENT PLAN, June 3, 2020 (with Goal V added September 15, 2020)

Note: The Mount Greylock School Council developed this School Improvement Plan based on discussions throughout the 2019-2020 school year; the goals were identified prior to the COVID19 school closure. We stand ready to support the district's efforts in developing a Remote Learning Plan, and will adjust goals as appropriate to ensure they are aligned to the district-wide efforts to provide a safe, effective learning experience for students at Mount Greylock. Similarly, we recognize that the methods to achieve the goals outlined below may need to change depending on the need for additional school closures in 2020-2021; we will monitor these goals throughout the year and adjust accordingly, with the aim of still achieving the intended outcomes.

Mount Greylock Regional School SCHOOL IMPROVEMENT PLAN AY2021				
GOAL I: Ensure that the 9th grade cohort is meeting math standards.				
OBJECTIVE: To increase the fluency in prerequisite standards for Algebra I.				
	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Benchmark / Assessment of 9th grade cohort for math as well as for requirements for science programming (specifically physics)	Sept 2020, Nov 2020, Feb 2021, May 2021	Math Department/ Data Team (as available)	-Identified and implemented benchmarking tool -Content-specific action plan for Algebra I students that could incorporate 7th-8th grade math standards -Report of progress towards meeting standards
B.	Establish smaller class sizes for students in Algebra I	August 2020	MG Principal	Schedule with class enrollments
C.	Establish common planning time for Interventionist and 9th grade Math teachers	August 2020	MG Principal	Schedule of teacher assignments
D.	Student Mentoring Program within Directed Study	October 2020	Program Coordinator	-Program description -Participation Log -Reports to Math Dept, School Council, School Committee

DRAFT SCHOOL IMPROVEMENT PLAN, June 3, 2020 (with Goal V added September 15, 2020)

E.	Strategically assign students to Directed Study with math teachers to increase access to support.	August 2020	MG Principal	Schedule with class enrollments
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**GOAL II: To create a respectful, inclusive school environment where students, staff and community members recognize, appreciate and accept the diverse attributes and identities of each other.**

**OBJECTIVE: To cultivate thoughtful, reflective citizens who will be prepared to engage in a diverse society.**

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Seek input from and collaboration with interested MGRS groups to promote evolution of Diversity, Equity and Inclusion (DEI) Goals in AY2021	Throughout the school year	School Council, various MGRS groups e.g., MSU, GSA, PAC, Superintendent's Diversity Task Force	Fall and spring collaborative meetings with interested groups; DEI Goal for AY2022 reflects stakeholder input
B.	Adhere to School Council's "Statement on Commitment to Diversity" (SCD)	Throughout the school year	School Council	Minutes reflect School Council's attention to SCD
C.	Continue engagement with Elizabeth Freeman Center (Rudi Bach and Regi Wingo) in Health 9 classes and Peer Team to include diversity/inclusivity discussions and project-based assessment	Once during Q1 or Q2, and again during Q3 or Q4	Principal, Wellness teachers	Sample lessons and outcomes data collected by EFC and presented to School Council
D.	Provide professional development with Elizabeth Freeman Center (Rudi Bach and Regi Wingo) on diversity/inclusivity impact on curriculum and instruction (Phase 2)	Fall 2020	Principal, Assistant Principal	Sample lessons and outcomes data collected by EFC and presented to School Council; revised curriculum documents
E.	Expand programming with Greylock Multicultural Student Union (GMSU) (e.g., speakers, directed study presentations, community reads and discussions)	Throughout the school year	Principal, Assistant Principal, MSU Faculty Advisor	Student climate surveys measuring student understanding, acceptance & celebration of MG diversity
F.	Institutionalize the Greylock A Better Chance program speakers series by bringing alumni to MGRS to work with students in academic programs and	Fall 2020 with strong preference to have a second speaker during Spring 2021	Principal, Social Worker, Curriculum Leaders, MSU Faculty Advisor	Student climate surveys measuring student understanding, acceptance & celebration of MG diversity

	co-curricular programs			
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**GOAL III: Explore potential new opportunities and awareness for arts education and programming.**

**OBJECTIVE: Generate a school improvement goal for new opportunities, events, and awareness for the arts at Mount Greylock.**

	<b>Activities</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Measurable Outcomes</b>
A.	Convene School Council working group for Arts at MG	September 2020	MG School Council	Working Group assignments
B.	Survey stakeholders for arts programming needs / desires	November 2020	MG School Council Arts Working Group	Survey results
C.	Propose new awareness / opportunities for MG SIP 2021-22	January 2021	MG School Council Arts Working Group	SIP 2021-2022

<b>GOAL IV: Expand and deepen opportunities for social-emotional wellness to pervade the school community.</b>				
<b>OBJECTIVE: To recognize and respond to the truth that psychologically and emotionally healthy students, teachers, and administrators are better prepared to meet academic challenges.</b>				
	<b>Activities</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Measurable Outcomes</b>
A.	<p>i. Students will complete bi-monthly anonymous reflections -- what is working well, how the teacher could adapt to better meet their social and emotional needs -- for each of their classes that will be designed, administered, and read by the teacher of that class</p> <p>ii. Faculty and staff, quarterly, will reflect in faculty meetings on general themes that are surfacing in their feedback forms</p>	Every other month	Faculty, Students, and Principal	<p>Sample of a blank teacher-designed reflections</p> <p>Quarterly reflections and feedback from faculty to colleagues and administration</p>
B.	Create opportunities for faculty, staff, and students to participate in SEL programming targeted for personal growth	Three to four times a year (as budget allows)	Faculty, Staff, and Students	Regular all-school speakers, and if possible, smaller breakout groups afterwards led by faculty and staff (or even the speaker if available) to help students digest and engage in guided discourse
C.	Provide existing digital citizenship lessons for students in grades 7-9, teaching the school community to use social media appropriately. Additionally provide students in grade 12 with lessons for responsible social media usage in their transitions out of high school, and also have students in grade 12 create content, from a retrospective lens, to be used in lessons for grades 7-9. The peer team will be involved in this re-education, but other students, outside of this organization, are strongly encouraged to share their thoughts with younger grades	Throughout school year	Library Media Specialist, Classroom teachers, Director of Academic Technology, Faculty, Grade 12 students, Principal	Sample curriculum, reflections from senior presenters and health class participants

DRAFT SCHOOL IMPROVEMENT PLAN, June 3, 2020 (with Goal V added September 15, 2020)

D.	<p>i. Provide education on topics related to social media and cyber-bullying for faculty, students and parents. Education could be provided through forums, speakers, eBlast, and website posts</p> <p>ii. Provide information for families regarding social-emotional programming in the school</p>	Throughout the school year	Library Media Specialist, Director of Academic Technology, School Psychologist, Social Worker, Principal, Assistant Principal	Schedule of events, student climate surveys, sample educational eBlasts to families, number of office referrals
E.	Create opportunities for school social worker to be more visible in the classroom and non-clinical settings to develop relationships of trust and mutual friendship between students, and give students chances to interact with school social worker	Throughout school year	Faculty, Social Worker	Semi-annual report/update from school social worker based on student reflections

<b>GOAL V: Develop the skills, competencies, resources and processes to better utilize data across the middle/high school.</b>				
<b>OBJECTIVE: Create a reasonable, multi-year plan to develop the capacity to measure the school's progress against school improvement and strategic goals with qualitative and quantitative data.</b>				
	<b>Activities</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Measurable Outcomes</b>
A.	Identify scope of data collection requirements	November 2020	Superintendent, Principal, MG School Council	Documented plan for ideal data collection
B.	Identify personnel requirements - both expertise and time - to meet the needs of data collection activities	November 2020	Principal	List of personnel requirements
C.	Identify potential options and then select a research-backed survey to measure school climate and culture	February 2021	Principal	Survey chosen



DRAFT SCHOOL IMPROVEMENT PLAN, June 3, 2020 (with Goal V added September 15, 2020)

D.	Implement school climate and culture survey to develop baseline data for understanding growth and improvement	May 2021	Principal	Completed results from the survey
E.	Train school personnel in collaborative evidence-based analysis using quantitative and qualitative data. (e.g., Harvard's Datawise process)	June 2021	Principal	Appropriate personnel trained

# Homeschool Numbers

## 2020-2021

LES	WES	MGRS
13 students	27 students	19 students

Family total: 34  
Student total: 59

Lanesborough: 19  
Williamstown: 40

## 2019-2020

LES	WES	MGRS
6 students	8 students	6 students

Family total: 10  
Student total: 20

Lanesborough: 6  
Williamstown: 14

## 2018-2019

LES	WES	MGRS
4 students	7 students	9 students

Family total: 10  
Student total: 20

Lanesborough: 6  
Williamstown: 14

These numbers are based on plans submitted to the District Office by families who have reported that they are homeschooling.

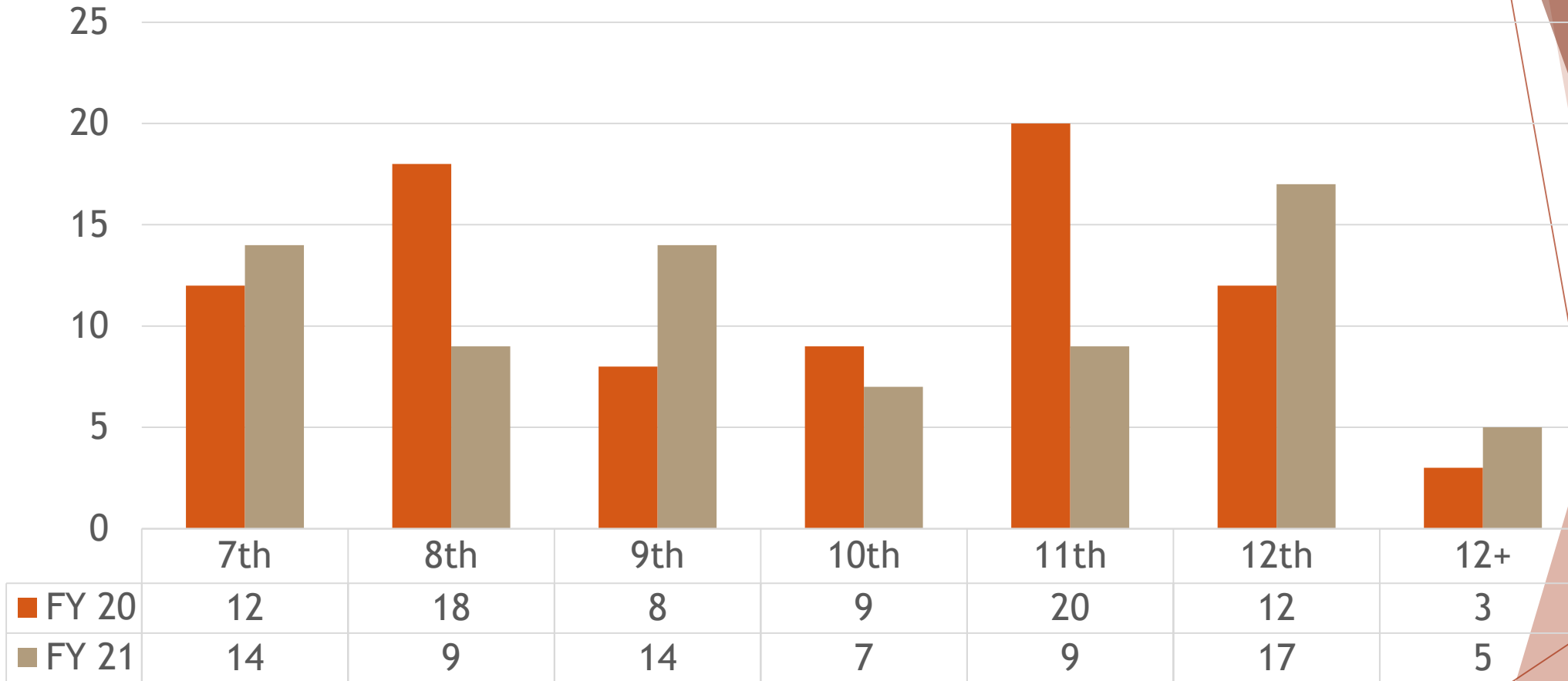
# Mount Greylock Regional School District

Special Education Update

October 2020

# Mount Greylock Regional School

## MGRHS SPED Enrollment FY20 & FY21



FY 21 Projected Caseload

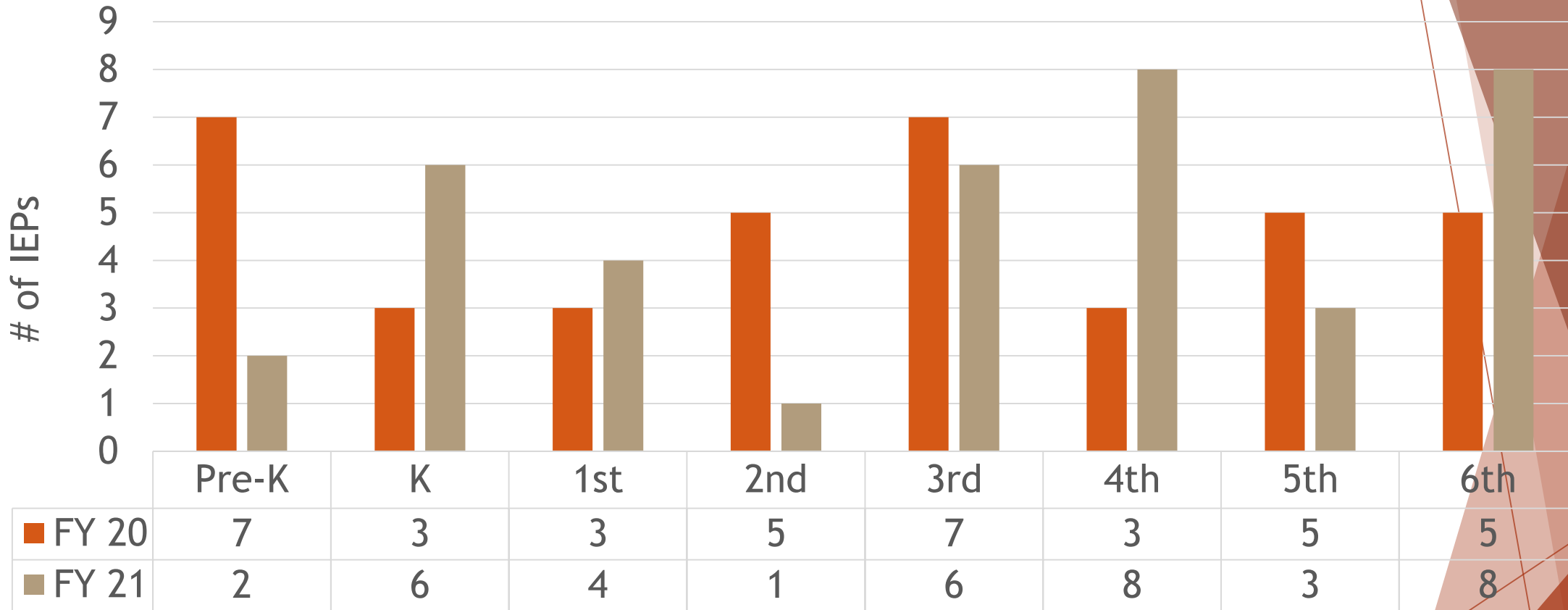
Occupational Therapy  
IEP- 15

Speech and Language Pathologist  
IEP- 13

Physical Therapist  
IEP- 2

# Lanesborough Elementary School

## LES SPED Enrollment FY20 & FY21



### FY 21 Projected Caseload

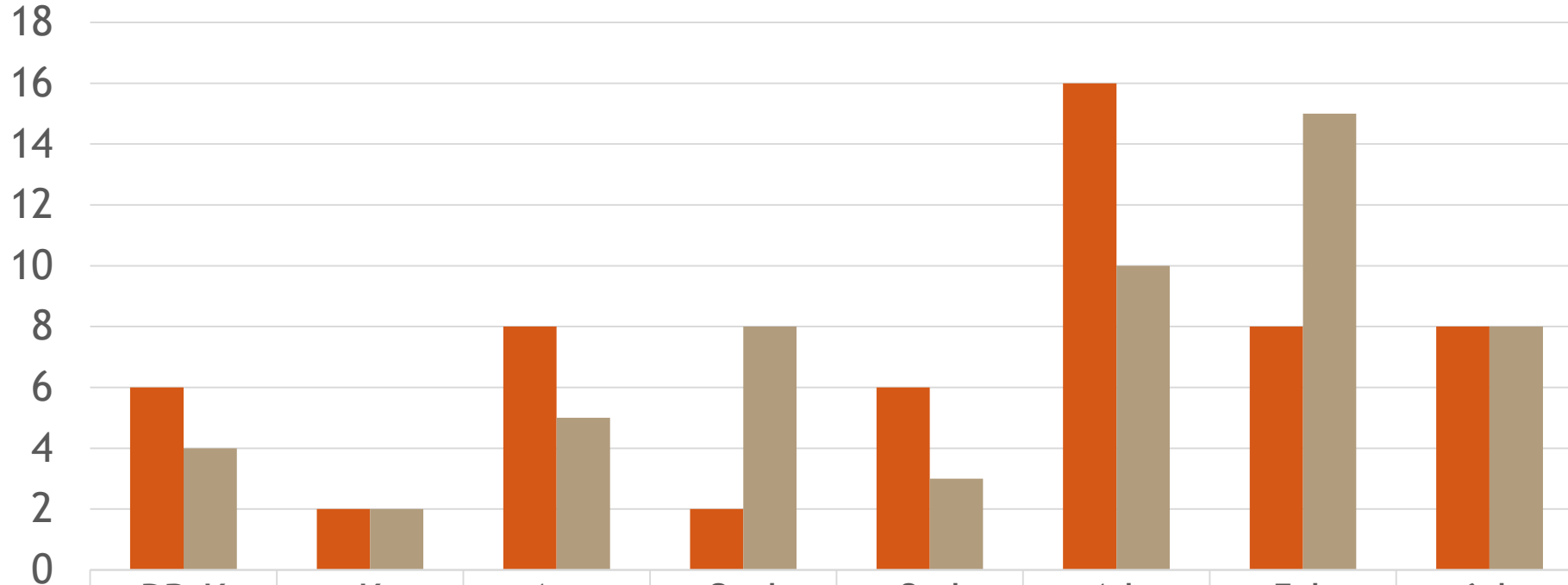
Occupational Therapy  
IEP- 20

Speech and Language Pathologist  
IEP- 22

Physical Therapy  
IEP- 3

# Williamstown Elementary School

## WES SPED Enrollment FY20 & FY21



	PR-K	K	1st	2nd	3rd	4th	5th	6th
<span style="color: orange;">■</span> FY 20	6	2	8	2	6	16	8	8
<span style="color: tan;">■</span> FY 21	4	2	5	8	3	10	15	8

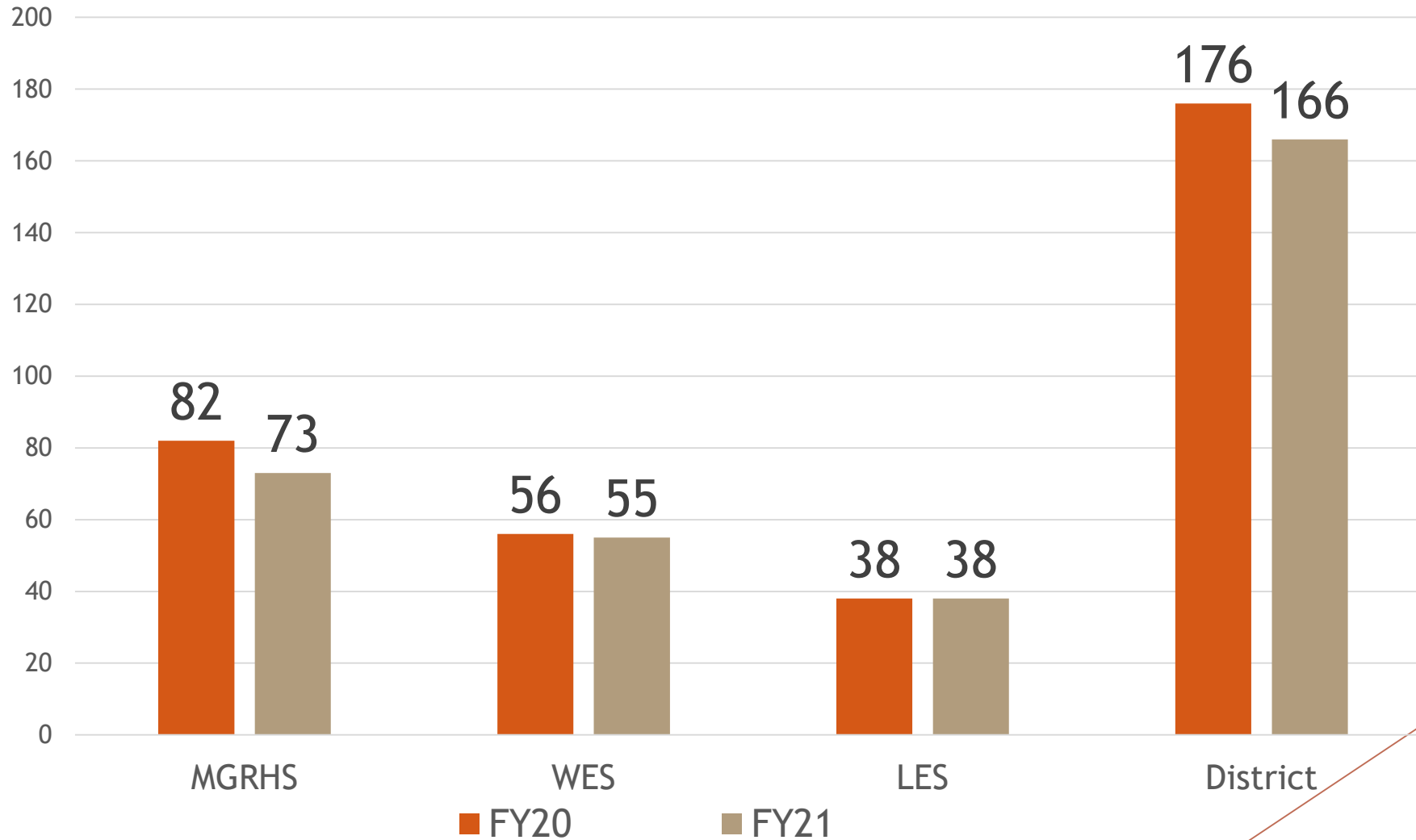
### FY 21 Caseload

Occupational Therapy  
IEP-32

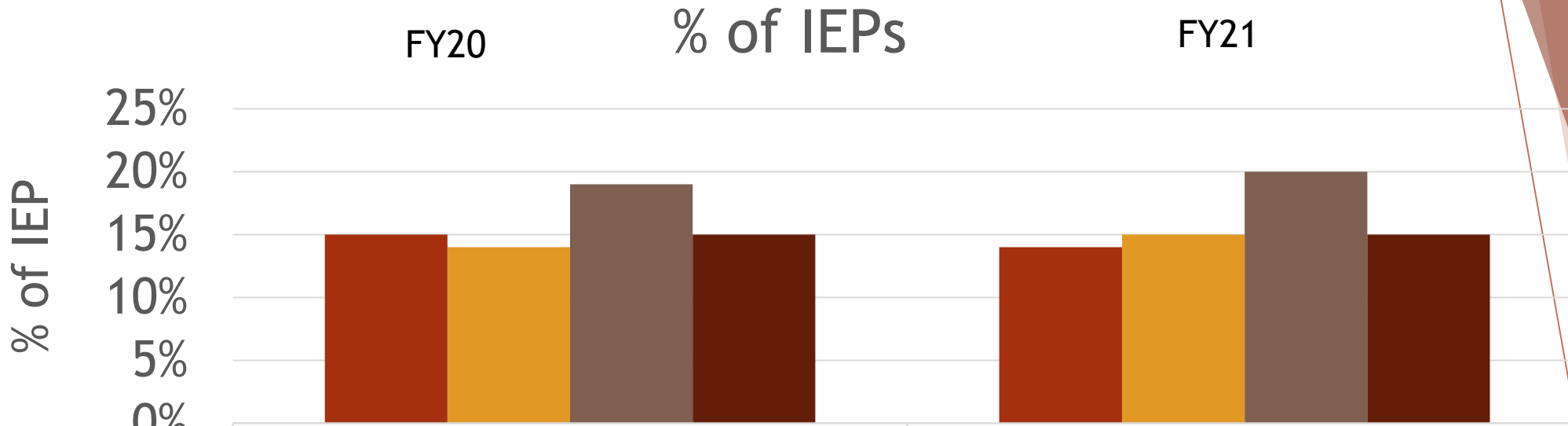
Speech and Language Pathologists  
IEP- 32

Physical Therapy  
IEP- 8

# MGRSD # of IEPs



# MGRSD % of IEPs

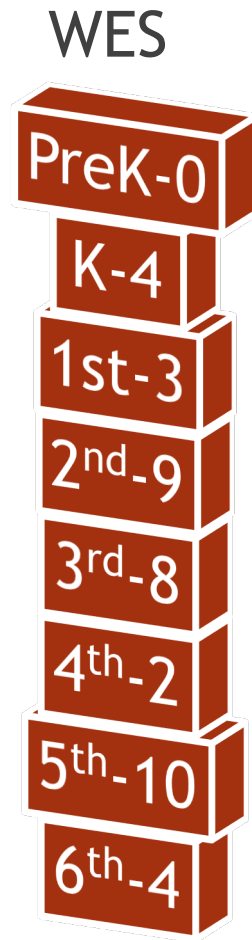
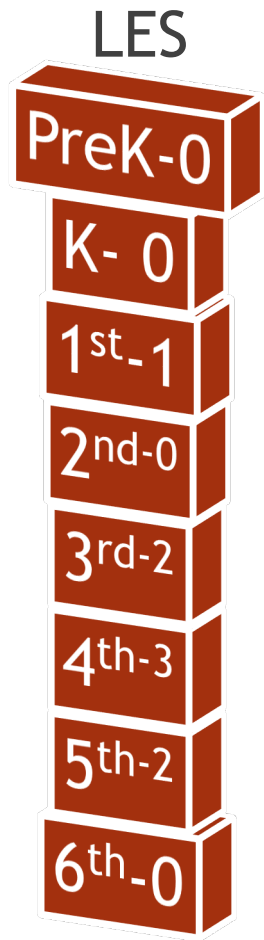


	FY20	FY21
MGRHS	15%	14%
WES	14%	15%
LES	19%	20%
District	15%	15%

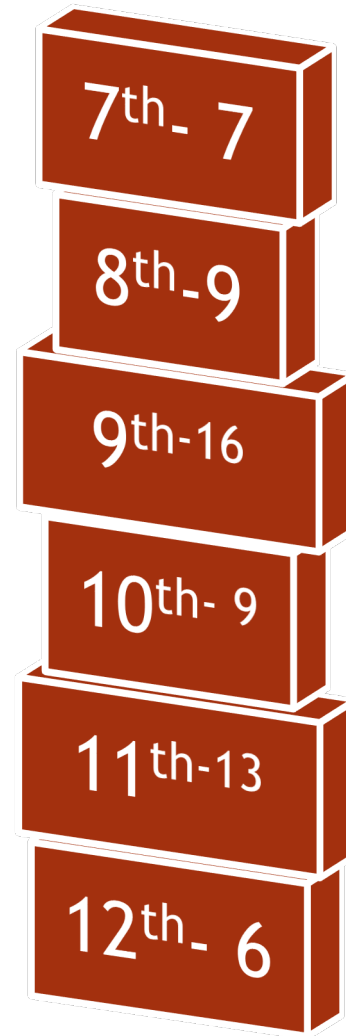
**Total Number of IEPs: 176 FY20 (15%)**  
**166 FY21 (15%)**



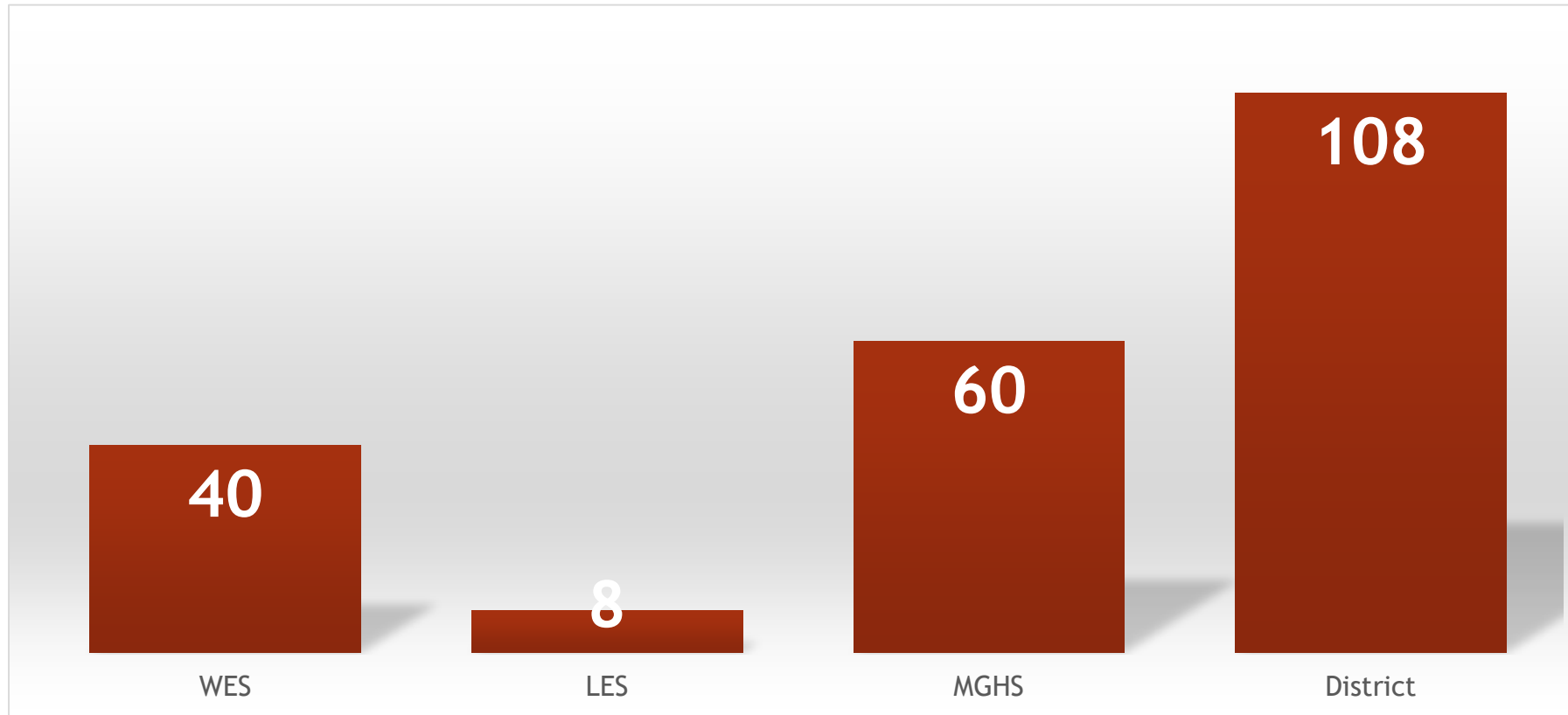
# 504s by Grade WES & LES



# 504s for MGRHS

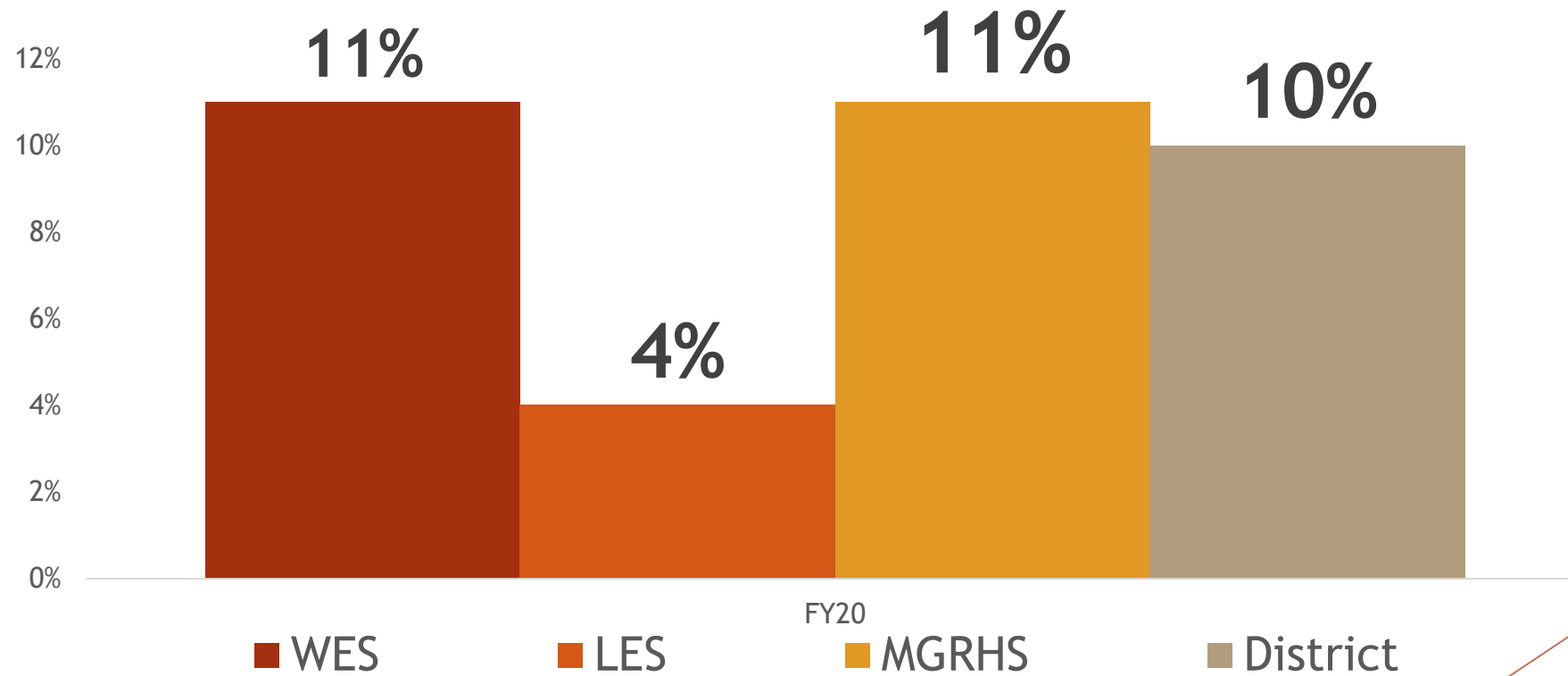


# Total # of 504s for MGRSD



Total Number of 504 Plans: 104 FY21 (9%)

# % of Students on 504's



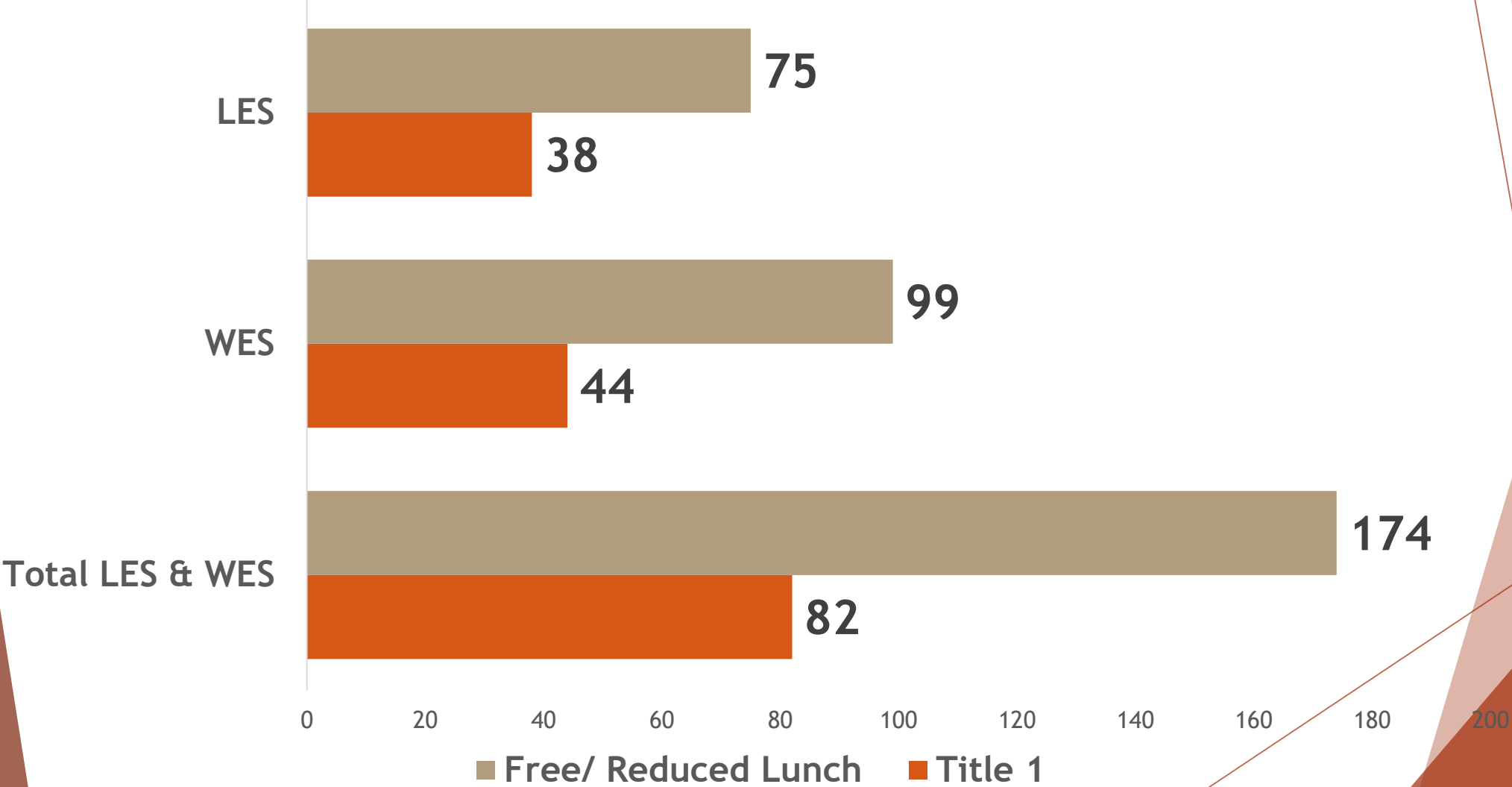
# English Language Learners Update

- State and federal laws require that students in our public schools who do not speak English or whose native language is not English AND who currently cannot perform ordinary classroom work in English receive instruction that is specifically designed to assist them both in learning English and in learning subject matter content.
- These students are often referred to as limited English proficient (LEP) students.
- They are also referred to as English language learners (ELLs).
- MGRSD ELL students;
  - WES-6 (3 are monitor status; 3 are serviced)
  - LES-3 (2 are monitor status; 1 is serviced)
  - MG-1 (serviced)
- All potential ELL Home Language Surveys (HLS) were researched.
  - 6 tests were administered (LES-2; WES-3; MG-1)
- 5 Students receiving services, 5 on monitor status (prek,k) tested as Limited Language Proficiency (LEP)
- Required correspondence to families/ parents
- Attending BELT meeting and DOE webinars
- TOTAL ELLs for MGRSD: 10 students ( <1 %)

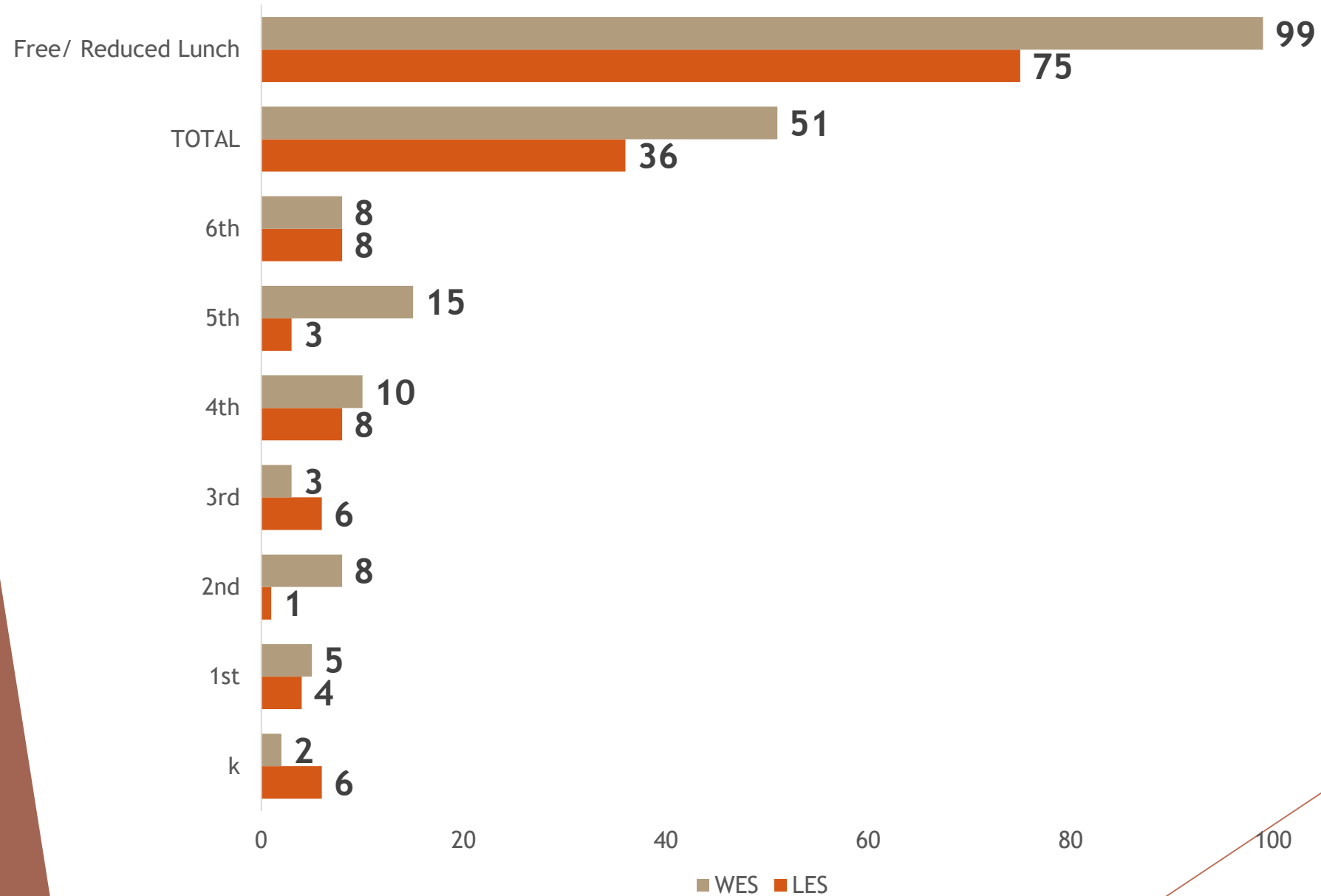
# Title 1 Update

- ▶ A Title 1 targeted assistance program is one in which the district uses Title I funds in a school to provide supplemental educational services to students who are failing or most at risk of failing to meet the State's student academic achievement standards.
- ▶ In addition, students can also be identified through their free and reduced lunch status.

# Title 1 #'s



# Title 1 by Grade





# SPED STAFFING FOR FY21: WES & LES

## WES

- 1- PreK Teacher
- 1-Grade K-2 SPED Teacher
- 3- Grade 3-6 SPED Teachers
- 1- Developmental SPED Teacher
- 1- English Language Learner Teacher
- 2- Speech and Language Pathologists
  - 1- Occupational Therapist
  - 1- Physical Therapist
  - 1- Social Worker
- 1- School Psychologist/ Counselor
- 20- Paraprofessionals

## LES

- 1- PreK Teacher
- 1- Grade K-3 SPED Teacher
- 1- Grade 4-6 SPED Teacher
- 1- Speech and Language Pathologist
  - 1- Occupational Therapist
  - 1- Physical Therapist
- 1- School Psychologist/ Counselor
- 13- Paraprofessionals

# SPED STAFFING FOR FY21: MGRHS & Office of Pupil Services

## MGRHS

- 2- 7-8 SPED Teachers
- 2- 9-12 SPED Teachers
- 1- Life Skills SPED Teacher
- 1- Speech and Language Pathologist
- 1- English Language Learner Teacher
  - 1- Occupational Therapist
  - 1- Physical Therapist
  - 1- School Social Worker
- 1- School Psychologist/ Counselor
- 21 - Paraprofessionals

## Office of Pupil Services

- 1- Director of Pupil Services  
(Acting)
- 1- Special Education Team Leader  
(unfilled)
- 1- Assistant to Pupil Services  
(Administrative Assistant)

# Special Education Update

- Current Out of District Placement: 5 Students
- Tiered Focus Monitoring (ongoing)
- Circuit Breaker Completed in July
- 240 & 262 Grants submitted and accepted
- MGRSD Remote Academy
  - 1 SPED Teacher
  - 2 Para's
- 3 PAC meetings held over the summer/ fall
- Professional Development:
  - Para-orientation completed during opening PD days
  - SPED Faculty met to go over COVID19 Special Education Learning Plans and COVID19 Compensatory Services. More to come.
  - Crisis Prevention Intervention, Inc.
- Hosting Parents Right to Know

# October Temperature Check Preliminary Data

MGRSD  
Elea Kaatz & Joelle Brookner  
October 22, 2020

## We Surveyed...

- Students (5th - 12th grades)... 223 responses
- Families (PK-12)... 677 responses
- Faculty & Staff (all three schools)... 91 responses

## Student Survey Elementary

- Asynchronous learning time
- How to access support
- Internet
- Hybrid balance
- Peer interaction
- Student feelings
- Family feelings
- Communication/Information

## Student Survey 7-12

- Asynchronous learning
- Community integration
- Balance
- Co-curriculars
- Submitting classwork
- Student and family feelings
- Cameras on during Zoom

## Staff Responses Elementary Schools

- Attendance
- Engagement
- Work completion
- Asynchronous learning
- Community
- Content and pacing
- Time
- Collaboration
- Special Education

## Staff Responses 7-12

- Attendance
- Engagement
- Synchronous support
- Community
- COVID procedures
- Content and pacing
- Feelings
- Special Education

## Family Responses Elementary

- COVID Procedures
- Flexibility of learning time
- Student adjustment
- Asynchronous learning in early elementary
- Time with staff
- Peer Interaction
- Family feelings

## Family Responses 7-12

- Asynchronous learning
- Internet
- Co-curricular
- COVID procedures
- Balance
- Submitting classwork
- Family feelings
- Special Education

## Overall Impressions & Top of Mind

- COVID procedures
- Belonging
- Asynchronous learning
- Co-curriculars
- Support & help
- Communication
- Special Education
- Content covered is less than typical
- SEL for students and staff

**From:** [Judith Reichert](#)  
**To:** [School Committee](#)  
**Subject:** Turf  
**Date:** Saturday, October 17, 2020 6:47:32 PM

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Dear school committee,

I have lived in Williamstown for 52 years, and although my three children graduated from Mt. Greylock a long time ago, I continue to be interested in decisions made with regard to the school.

Questions raised about the environmental impact and the ultimate costs of artificial turf lead me to think that we citizens need more information on both of those subjects. I'm inclined to think that real grass would be safer and cheaper, but I'd like to hear more facts. Please do not rush to a decision that has such long-term effects.

I encourage you to discuss these matters openly and publicly.

Please read my letter at your next meeting.

Sincerely,

Judy Reichert  
40 Waterman Place

,  
Sent from my iPad

**From:** [Wendy Penner](#)  
**To:** [School Committee](#)  
**Subject:** Public comment for tomorrow's meeting  
**Date:** Wednesday, October 21, 2020 9:17:33 PM

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Dear School committee,

I was able to watch the last hour of the SC meeting last week. I was astonished to see a motion supported that advanced a turf field rebid, and no action to advance a natural grass field bid as voted by the committee last September. I also heard no discussion of how turf replacement and disposal costs will be covered down the line. The rush to vote when at least 4 new committee members will be seated soon is wrong and does not help us move forward in a fair and informed way. I urge you to wait to advance this process until the new committee is seated and a thoughtful financial plan has been created that includes assessing natural grass.

Thank you,

Wendy Penner

428 Stratton Rd Williamstown



**From:** [Marc McDermott](#)  
**To:** [School Committee](#)  
**Subject:** public comment, Oct 22  
**Date:** Thursday, October 22, 2020 5:27:29 PM

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Dear School Committee,

Forgive me if I am too late to submit public comment for this afternoon's finance subcommittee meeting.

I noticed that "capital gift fields..." is on your agenda.

Comment: I, and my children, are in favor of whatever course of action is most likely to bring us to a conclusion in which a field (***of any sort***) is built.

We are much less concerned with whether the field is grass or artificial turf. We are more concerned that delays have prevented, and will continue to prevent, use of whatever field is eventually made...or even put in jeopardy us getting a field at all.

Thanks for all your hard work!

Marc McDermott  
Thornliebank Road, Williamstown