

Mount Greylock Regional School District School Committee

Location: MGRS Meeting Room A109

Date: September 12, 2019

1781 Cold Spring Road Williamstown, MA 01267

Time: 6:00 pm

Open Session Agenda

- I. Call to order
- II. Public comment
- III. Approval of Minutes
 - A. June 13, 2019
 - B. June 24, 2019 (open session)
 - C. June 24, 2019 (joint session)
 - D. July 2, 2019
 - E. July 30, 2019 (Turf Forum)
 - F. August 8, 2019
- IV. Circulate Warrants
- V. Student Representative - Update
- VI. School Building Committee (SBC)
 - A. Building Project Update
 - B. Finance Sub-Committee Update
 - C. Leeds Submission Update
- VII. Summer Program Coordinator
 - A. Summer Program update
- VIII. Principal Update
 - A. Opening Day Students
 - B. Handbook **VOTE**
 - C. Open Houses
 - D. School Council Update/Election
 - E. Vision Statements Update
 - F. Gift from Adams Co-Op Bank (WES/LES) **VOTE**
- IX. Director of Academic Technology and Director of Operations
 - A. Summer Initiatives
 - B. Opening Day Update technology based
- X. Director of Building and Grounds
 - A. Summer Update
- XI. Assistant Superintendent of Business and Finance Update
 - A. Budget wrap up
 - B. FY 20 update
 - C. Modern Municipality Modernization Act **VOTE**
- XII. Superintendent Update
 - A. Opening Day faculty and staff
 - B. Staffing Update

1. District Level
2. School Based
3. Salary Adjustment request form
4. Course/PDP Approval and Reimbursement Request form
- C. Strategic Plan
 1. Mission Statement Update
 2. Core Beliefs Update
- D. Superintendent Model Rubric Review
 1. Draft Goal Discussion
- E. Organizational flow chart update **VOTE**
- XIII. Trip to Puerto Rico **VOTE**
- XIV. School Committee Master Calendar **VOTE**
- XV. Sub Committees
 - A. Policy
 1. Policy IMGA Dissection and Dissection Alternatives
waive first read **VOTE**
 2. Facility Usage forms and fees **VOTE**
 3. Sports Concussion management policy and procedure letter of affirmation
VOTE
- XVI. Sub Committee and Liaison Reports:
 - A. Finance
 - B. Phase I
 - C. Phase II
 - D. Negotiations
 - E. Buildings and Grounds
 - F. Wellness
 - G. Endowments
 - H. Strategic Planning
- XVII. Upcoming meetings
- XVIII. Other business not anticipated by the Chair within 48 hours of meeting
- XIX. Motion to move into Executive Session with intent to return to Open Session for
vote pursuant to MGL Chapter 30A, Section 21(a)(3) to discuss strategy with respect to
collective bargaining, ESP unit, as the Chair declares that an open meeting may have a
detrimental effect on the bargaining committee
- XX. MOU for WES lead custodian/former custodial supervisor **VOTE**
- XXI. Adjourn



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School Committee Open Session Minutes

Date: June 13, 2019

Start: 6:01 PM

Adjourn: 8:50 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego C. Conry D. Caplinger A. Terranova S. Miller <u>Absent:</u> J. Bergeron A. Carter	K. Grady, Superintendent C. Desjardins, TMS E. Belastock, Dir of Academic Technology T. Sears, Dir of Buildings & Grounds R. Wnuk, Dir of Operations M. MacDonald, Principal of MGRS J. Brookner, Principal of WES

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Item	Comments	Motion	Second	Vote
Call to Order	R. DiLego called the meeting to order at 6:01 PM. R. DiLego announced that Rick Paris, resident of Lanesborough, had emailed her prior to the start of tonight's meeting to inform her that he would be video recording the meeting.			
Approval of Minutes	May 9, 2019 - Postponed May 23, 2019 - Postponed May 29, 2019 – MOTION to approve	S. Miller	D. Caplinger	5-0-0
Circulate Warrants	Warrants were circulated for review and signatures.			
Superintendent Evaluation	R. DiLego outlined the process for this year's Superintendent's evaluation which is a bit different from the standard evaluation as the Region is brand new and is developing many of the areas/benchmarks that are usually used in developing the Superintendent Evaluation. All acting committee members gave feedback to Dan Caplinger and he presented those results. The committee further discussed the evaluation during this cycle and the process moving forward for next year's evaluation.			
School Committee Member Letter of Resignation	R. DiLego read a letter of resignation submitted by Joe Bergeron. The committee expressed their gratitude to Joe Bergeron for his service and wished him and his family well as they make arrangements to move. The committee discussed the process as outlined in the regional agreement for appointing a new member to the committee. Applicants interested in filling the seat are urged to submit information to the District office as soon as possible and preferably seven days prior to the meeting at which a new member will be appointed.			



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Principal Updates	<p>Lanesborough Elementary: K. Grady presented end-of-year updates for Lanesborough Elementary School.</p> <p>Mount Greylock: Principal M. MacDonald presented end-of-year updates for MGRS.</p> <p>Williamstown Elementary: Principal J. Brookner presented end-of-year updates for WES.</p>			
Director of Operations and Director of Academic Technology Update:	<p>Moved up to occur after School Committee Member Letter of Resignation. E. Belastock gave an update on computer-based MCAS practice testing that has been taking place. Chromebooks were used in grades 3-12 during the 2018-2019 academic year. There has been a large number of cracked chrome book screens as students have been putting the machines in their backpacks against their text books. As a result, the students have been testing a variety of different chrome book cases. The majority of students favored a particular more simple case which will be ordered and rolled out in the fall. Software alignment and merger of licenses is taking place across the District. Interviews are taking place for a Technology and Audio Visual Specialist to support the Director of Operations at Mount Greylock. Going forward there will be: more educational tech collaboration between the schools, Family tech nights to engage parents/guardians in the academic technology that we are using in the District, Summer Ed Tech professional development for faculty and staff, and collaboration with the District Attorney's office regarding social media use by students. Additionally, E. Belastock gave an update regarding the District's technology committee which is currently looking for more members. Discussion: The committee discussed safety and protocols being used to protect the privacy of students, particularly younger students who are being given access to Google Apps for Education.</p>			
Superintendent Update	<p>K. Grady presented an updated job description for the Director of Academic Technology position. 1 edit, not included, "responsible for ensuring equitable and appropriate access to technology and assistive technology based on diverse needs and learning styles of all students." MOTION to accept the updated job description for the Director of Academic Technology as amended by the Superintendent. K. Grady spoke to wrapping up the end-of-year including heading up the evaluation process for staff at LES. Summer work will be taking place at MGRS and as a result some staff members will be moving offices over the summer. Landscaping will be taking place to correct some of the areas on campus where the plants have died.</p>	D. Caplinger	S. Miller	5-0-0



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	<p>The Berkshire County House of Corrections will be coming in to perform work over the summer. Discussion of other custodial summer priorities and scheduled coverage. K. Grady updated the committee on educational summer programming that will be taking place at each of the elementary schools as well as some programming at the Boys and Girls Club and Camp Russell. All staffing needs have been met for the summer program. Work continues on strategic planning, including working on parent/guardian engagement and how to get community members more involved in the strategic planning process.</p>			
Building and Grounds Update	<p>K. Grady introduced Tim Sears as the District's new Director of Buildings & Grounds. T. Sears gave an update on the work he has been doing within his first ~2 weeks with the District. That includes consolidation of District-wide service contracts. Over the summer, the gym floors will be re-done at all three schools and all schools will be moving to all green products. T. Sears also spoke to some training gaps he has found within the District and he is working to address those. T. Sears also spoke to the need to address a District-wide storage problem.</p> <p>R. Wnuk presented a proposed project to update lighting to LED at Williamstown Elementary School. The committee discussed cost-savings and payback. WES would be the last school in the District to transition from fluorescent lighting to LED. MOTION to accept the project proposal as presented by the Dir of Operations at the cost of \$136,920. Discussion of looking into where the funding would</p>	A. Terranova	S. Miller	5-0-0



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	come from and whether it would be possible to fund this project through an interest free loan program where the cost of the upgrade would be added to the electric bill until such time that the energy savings from the upgrade paid it off over time. D. Caplinger suggested amending the motion to approve the distribution of up to \$117,616 to be spent out of the FY19 budget which deducts the amount of anticipated cost savings from the cost of the upgrade. The amendment was accepted.			
Building Use / Rental Fee Schedule	The committee reviewed a proposed Building Use / Rental Fee Schedule. Currently the rates listed are higher than they have historically been. Discussion regarding rates in correlation to wear and tear and upkeep of the facilities including the gymnasium floor. R. DiLego noted that the fee schedule listed is from a sample form that was worked on by J. Bergeron and J. Nopper. Discussion regarding potential fees for cafeteria staff, custodial staff, or A/V Tech staff and/or use of related equipment. The committee and Superintendent further reviewed and discussed the language within the fee schedule. K. Grady will review usage fees with the Administrative team and will bring forward an updated version to the committee in July for a vote.			
Email Discussion	R. DiLego reviewed a suggestion with the committee from Legal Counsel that each member begin using a school-based account in order to achieve a smoother archival process for all committee-related emails. All emails should include the District Office Manager as she is the Keeper of Records. S. Miller suggested creating an address that would go to all committee members as well as each school-based email. D. Caplinger suggested that if a community member emails you personally that you should forward that message to your school account and reply from there.			
Business Manager Update	R. DiLego stated that a contract has not yet been signed. However, we are hopeful to have a signed contract soon.			
Finance Subcommittee Report	D. Caplinger stated that work is in progress to close out the fiscal year. In general, the District looks to be in good shape. Discussion of line item transfers that were previously reviewed by the Finance Subcommittee. Motion to approve the list of line item transfers related to this fiscal year 19 budget as presented. Discussion regarding grants funding.	D. Caplinger	A. Terranova	5-0-0
Capital Gift Phase I Subcommittee Update	D. Caplinger gave an update regarding Phase I subcommittee's latest efforts to find a suitable existing property to house the District office. D. Caplinger commented on the			



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	difference between the list price of those properties vs. the actual price that it would take for those properties to be brought to code in order to suffice as the District Office space. D. Caplinger thanked T. Sears and C. Conry for their input in this particular area.			
Capital Gift Phase II Subcommittee Update	Discussion regarding updates from the Phase II subcommittee. The committee discussed the need for increased communication due to all of the moving pieces on the MGRS campus: As a result of the building project, hydro-seeding has taken place in an area that will eventually be torn up as a part of the Phase II updates planned for the campus. D. Caplinger reported on community feedback presented on health and safety concerns regarding the artificial turf field as opposed to a natural turf field. D. Caplinger stated he feels the subcommittee has done due diligence in weighing the advantages and disadvantages of an artificial vs. a natural turf field.			
Policy Liaison Update	Discussion regarding a recent Policy update mailing from MASC. K. Grady stated she would make sure a copy was sent to S. Miller and asked him to be sure to subscribe to the MASC mailing lists to ensure he receives those updates going forward. Discussion regarding updating procedures to coincide with the updated policies.			
Summer Retreat Discussion	The school committee needs to pick a date and set an agenda for their annual summer retreat. Tentatively: August 2 nd from 12-4:30			
Adjourn	<p>Motion to adjourn to Executive Session with no intent to return to open session per MGL Chapter 30A Section 21(a)(3) to discuss strategy with respect to litigation (LES Principal) an open meeting would have a detrimental effect on the litigating position of the District, and MGL Chapter 30A Section 21(a)(2) to conduct strategy in preparation for contract negotiations with non-Union personnel (Superintendent and Administrators) and contract negotiations with non-union personnel (Superintendent) and the Chair so declares.</p> <p>Miller – AYE, Caplinger – AYE, DiLego – AYE, Conry – AYE. Terranova stepped away from the meeting room and did not vote.</p> <p>The committee entered Executive Session at 8:50 PM</p>	S. Miller	D. Caplinger	

Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder



Mt. Greylock Regional School District

School Committee Open Session Minutes

Date: June 24, 2019

Start: 4:30 PM

Adjourn: 5:20 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego, Chair D. Caplinger C. Conry A. Terranova S. Miller <u>Absent:</u> A. Carter	Kimberley Grady, Superintendent

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Item	Comments	Motion	Second	Vote
Call to Order	Meeting called to Order by R. DiLego at 4:30 PM			
Circulate Warrants	Warrants were circulated.			
Motion to enter into Executive Session with intent to return to Open Session	<p>Motion to enter into Executive Session with intent to return to Open Session per MGL Chapter 30A Section 21(a)(2) to negotiate a contract with the Superintendent, strategy with respect to negotiating with union personnel (teachers); per MGL Chapter 30A, Section 21(a)(3) to discuss litigation with regards to personnel (LES Principal; per MGL Chapter 30A Section 21(a)(4) to discuss strategies with regard to school safety and the chair so declares.</p> <p>Roll Call Vote: Miller – AYE, Conry – AYE, DiLego – AYE, Caplinger – AYE, Terranova – AYE</p> <p>The committee entered Executive Session at 4:31 PM and returned to Open Session at 5:07 PM</p>	D. Caplinger	S. Miller	5-0-0



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Phase II Teacher Contract and Full Contract	MOTION to accept. Discussion: None.	S. Miller	C. Conry	5-0-0
Superintendent Contract	MOTION to accept. Discussion: None	D. Caplinger	S. Miller	5-0-0
Business Manager Contract	MOTION to accept. Discussion: None	S. Miller	D. Caplinger	5-0-0
Policy BBBE Unexpired Term Fulfillment Update	The committee had the municipal copy on file, not the Regional. The language in this updated policy comes directly from the Regional Agreement. R. DiLego read the updated policy aloud to the committee. MOTION to accept. Discussion: None.	D. Caplinger	S. Miller	5-0-0
Approval of Job Description: Instructional Technology Media Specialist	K. Grady reviewed the updated job descriptions with the committee. Discussion regarding the positions. MOTION to accept. Additional Discussion: None	A. Terranova	S. Miller	5-0-0
Approval of Job Description: Library Media Specialist	Motion to accept.	S. Miller	A. Terranova	5-0-0
Carpet replacement in WES main office; use of endowment funds	K. Grady reviewed a proposal to replace the existing carpet in the Williamstown Elementary main office at the cost of \$18,735. This expense would be paid out of the existing budget if possible with the possibility of using endowment funds from WES. MOTION to approve	D. Caplinger	S. Miller	5-0-0
Email Policy Legal Opinion	R. DiLego presented a legal opinion from the Dupere's which states that the District should determine a written policy regarding school committee emails. The committee gave thanks to R. Wnuk for setting up the new school committee emails under the mgrhs.org domain.			
MASC Join Conference - Informational	Discussion regarding the upcoming MASC joint conference and the deadline for early bird pricing.			
Adjourn	MOTION to adjourn.	S. Miller	D. Caplinger	5-0-0

Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder

Joint School Committee Meeting with Selectboards: 6/24/2019

Mt Greylock School Committee Meeting called to order at 5:33pm

Present: From MtG: Regina, Dan, Al, Christina, Steve; also present Kim

Also present: Lanesborough Selectboard (3 members) and Williamstown Selectboard (5 members).

Candidates speak.

First: Mr Kapiloff, then statement of Mr. Art read by wife as he was out of town and handed in his letter after the initial packet went out. Other three candidates were not present.

Slate accepted: moved by moderator Adam, seconded by Steve, passes unanimously.

Discussion on candidates.

Questions asked of Mr Kapiloff as the only candidate present; candidates were not told were going to have the ability to answer questions.

Discussion closes at 6:22

First vote: 6 for Mr Kapiloff, 7 for Mr Art (13 members present, but need 8 for majority as sum of members of the three committees is 14 or 15, depending on whether or not we still count the vacant seat). For Kapiloff: From Lanesborough: Hank Sayers, John Goerach, from Mt Greylock: Regina DiLego, from Williamstown: Jeffrey Thomas, Andrew Hogeland, Hugh Daley. For Art: From Lanesborough: Gordon Hubbard, from Mt Greylock: Dan Caplinger, Steven Miller, Christina Conry, Al Terranova, from Williamstown Jane Patton, Anne O'Connor.

Selectman Daley remarks that the deciding factor for him (he had previously remarked both of the two candidates above were great, gave a slight edge to Mr Kapiloff) now was that the school committee voted for Mr Art 4-1.

Second vote: Mr Kapiloff 3, Mr Art 10; Hank Sayers, Hugh Daley and Andrew Hogeland changed their votes from Kapiloff to Art, the other votes were the same.

Al moves to adjourn, Steve seconds, passes unanimously at 6:25pm.



Mt. Greylock Regional School District

School Committee Open Session Minutes

Date: July 2, 2019

Start: 5:02 PM

Adjourn: 5:04 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego, Chair D. Caplinger J. Art A. Terranova S. Miller <u>Absent:</u> A. Carter C. Conry	Kimberley Grady, Superintendent Andrea Wadsworth, Assistant Superintendent of Business & Finance

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Item	Comments	Motion	Second	Vote
Call to Order	Meeting called to Order by R. DiLego at 5:02 PM			
School Building Committee Slate Discussion	K. Grady reviewed the School Building Committee slate and outlined the necessary updates being proposed for the slate by reading the proposed updated membership aloud to the committee. MOTION to accept the school building committee slate as presented.	S. Miller	D. Caplinger	5-0-0
Adjourn	MOTION to adjourn.	S. Miller	D. Caplinger	5-0-0

Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder



Mt. Greylock Regional School District

School Committee Open Session Minutes

Date: July 30, 2019

Start: 6:00 PM

Adjourn: 8:36 PM

Location:

MGRS Cafeteria

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego, Chair D. Caplinger J. Art A. Terranova C. Conry A. Carter <u>Absent:</u> S. Miller	Kimberley Grady, Superintendent John Skavlem, Chair Phase II Subcommittee Justin Robertshaw, Traverse Architects MGRS Faculty & Community Members participating in the forum

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Item	Comments	Motion	Second	Vote
Call to Order	Meeting called to Order by R. DiLego at 6:00 PM			
Public Forum Discussion on Phase II Turf Fields	R. DiLego outlined the procedural aspects of how a community forum differs from a standard school committee meeting. Each speaker electing to make public comment may speak and interact with the committee upon being recognized by the Chair. The committee first called upon John Skavlem, Chair of the Phase II Subcommittee. Mr. Skavlem outlined the work of the subcommittee and explained the work, research and outreach which led to the subcommittee's recommendations to the full committee. The second presenter was Justin Robertshaw from Traverse Architects. Once Mr. Skavlem and Mr. Robertshaw concluded their presentations, faculty and community members in attendance			



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	engaged in conversation with questions and comments concerning artificial and organic turf fields.			
Future Meetings:	The School Committee Summer Retreat will be held on August 2 nd beginning at Noon.			
Adjourn	MOTION to adjourn.	D. Caplinger	S. Miller	6-0-0

Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder



Mt. Greylock Regional School District

School Committee Open Session Minutes

Date: August 8, 2019

Start: 6:00 PM

Adjourn: 9:02 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego D. Caplinger C. Conry J. Art S. Miller A. Terranova Absent: A. Carter	Kimberley Grady, Superintendent A. Wadsworth, Assistant Superintendent for Business & Finance Rob Bradley, LES Teacher Marsha Vinnette, LES Teacher Mary MacDonald, Principal MGRS Nolan Pratt, Interim Principal LES Lindsey Von Holtz, Dir of Athletics & Co-Curricular Activities J. Skavlem, Phase II Chair

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Item	Comments	Motion	Second	Vote
Call to Order	This meeting of the Mount Greylock Regional School Committee was called to order by R. DiLego at 6:00 PM			
Public Comment	Dave Armet, Resident and Parent of a MGRS student. Mr. Armet spoke to the athletic fields updates. Mr. Armet stated that the goal of Phase II updates should be to have more useable/playable fields to benefit the student body. Mr. Armet spoke to some of the concerns that have been brought up by community members regarding the environmental impact of the turf fields that are being proposed.			
Reorganization of School Committee	Appoint Records Access Officer: S. Miller appoints S. Vigiard to be the Records Access Officer. Seconded by A. Terranova. Unanimous Roll Call Vote	S. Miller	A. Terranova	6-0-0
	Chair: R. DiLego nominated to be Chair by S. Miller. Unanimous Roll Call Vote. Vice Chair: S. Miller nominates D. Caplinger seconded by A. Terranova. Unanimous Roll Call Vote Secretary: D. Caplinger nominates S. Miller seconded by A. Terranova. Unanimous Roll Call Vote.			



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	Subcommittee Reorganization Appointment: Finance Subcommittee: Dan Caplinger, Jamie Art, Regina DiLego School Building Committee: Move to approve the slate as presented. D. Caplinger, Seconded by S. Miller. 6-0-0 Policy Subcommittee- C. Conry, Chair, S. Miller, A. Carter Negotiations: D. Caplinger, R. DiLego, J. Art Phase I: D. Caplinger, R. DiLego, C. Conry, Perri Petricca and Rita Coppola-Wallace Phase II: D. Caplinger, S. Miller, A. Terranova, J. Skavlem, Bill Auger, Lindsey Von Holtz, and two student representatives			
Circulate Warrants	Warrants were circulated for signature			
Appointment of Treasurer and Assistant Treasurer	Motion to appoint D. Narey as Treasurer and B. Rondeau as Assistant Treasurer. S. Miller, Seconded by D. Caplinger	S. Miller	D. Caplinger	6-0-0
Approval of Minutes	May 9, May 23, and August 2, 2019: S Miller/A. Terranova. Discussion: AI commented on the excellent minutes Regina completed for the school committee retreat on August 2, 2019. 5-0-1 – Art Abstains June 13, June 24, and July 2 were Postponed	S. Miller	A. Terranova	6-0-0
Approval of 6th grade Cape Cod Fundraising/Trip	This agenda item pertains to Lanesborough Elementary School only. Rob Bradley and Marsha Vinnette presented fundraising proposals for the 2020 Cape Cod trip. The trip will be May 26-29, 2019. Fundraising: Magazine launch, candy bar sale, flower sale, penny war and dance-a-thon. Corporate sponsor letters will be sent in January and there is a spaghetti dinner proposed if parents are available to do so. The Candy bar sale; the school gets 40% of profits and 50% of profits from the flower sale. R. Bradley stated that MGEA usually makes a donation for students who require financial assistance in order to participate. The chaperones are fully comprised of teachers and a nurse. MOTION: to approve the trip and fundraising activities. AT/JA 6-0-0.	A. Terranova	J. Art	6-0-0



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Discussion of Spanish Department Trip to Puerto Rico	<p>K. Grady stated that she would like to send this field trip proposal to legal counsel to make certain that there are no concerns regarding this overnight travel proposal. A. Kirby and M. MacDonald stated that money for this trip would start being collected in January and the hope is to let families know details as soon as possible.</p> <p>Discussion regarding a recent field trip from MGRS that went through the Canadian Rockies.</p> <p>Discussion regarding if the proposed trip to Puerto Rico falls under the umbrella of a school-sponsored trip. As a school-sponsored trip, any issues that may arise would fall on the District's insurance. A. Kirby presented the proposed trip to Puerto Rico. The trip would take place over April 2020 vacation. All trip highlights relate back to the Spanish curriculum at MGRS. R. DiLego asked what would be required of the student's educationally during the trip as the trip is longer than the school vacation scheduled in April. A. Kirby provided details of the itinerary and noted that all tours will be conducted in Spanish. A. Terranova spoke to the liability to the District as it relates to the current unrest in Puerto Rico. Chaperones would be determined by the number of students who sign up and is outlined in the proposal (for example for 15 students, two chaperones are included). Fundraising options have not currently been looked into. M. MacDonald presented some history regarding how these types of trips have been planned for in the past and how students have worked to pay for them previously. Discussion regarding providing students equal access to this trip should it be approved by the Committee. D. Caplinger outlined what he would like included in these types of proposals if the ultimate goal is to begin offering them as enrichment to the curriculum; including vetting out the liability factors, fundraising and equal access for all students, opt out process for students who choose not to go. Ms. Kirby will bring the committee's feedback back to the Department so this proposal can be</p>			
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	brought forward in the future. D. Caplinger mentioned the possibility of the SEE-Fund being an option for providing equal access to all students.			
Athletic Director Update	L. Von Holtz gave an update on athletic and co-curricular activities including the number of students that participate in the offerings at MGRS. In 2018/19, 68% of the MGRS student body participated in athletics and 41% participate in co-curricular activities. Ms. Von Holtz spoke specifically to questions the committee asked regarding baseball and football. Ms. Von Holtz also spoke to recent issues with playing time, scheduling, and rain outs, and cooperation with other local high schools. Discussion regarding baseball-specific.			
Principal Update	<p>K. Grady spoke to the committee having recently received updated/draft student-parent handbook. N. Pratt spoke to updates to the Lanesborough Elementary handbook. Some re-wording will be taking place such as “discipline matrix” being replaced along with the Code of Conduct. The handbooks will be teasing out bias-based incidents vs. bullying incidents. The vision statements will receive feedback from school councils and faculty. The mission statement is being reviewed by the Strategic Planning committee. M. MacDonald spoke to updates within the MGRS handbook. Some updates have already taken place regarding the language. Most recently, the school councils have been changing the wording within the area of dress code. M. MacDonald noted that legal counsel last reviewed the handbook two years ago. Last year, faculty updated the areas pertaining to academic integrity. The handbook has also changed substantially due to the opening of the new building and the changes that have taken place as a result of that. The handbooks will be ready to go for September and the start of school. D. Caplinger noted with appreciation the changes relating to attendance that have been added since the school committee last reviewed the MGRS handbook. M. MacDonald gave a brief update regarding the schedule.</p> <p>Acceptance of Gift: A. Wadsworth noted that the District office is going to create a form which will capture any criteria for a gift that is given to MGRSD. This will allow for more transparency and</p>	S. Miller	D. Caplinger	6-0-0



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	more public acknowledgement. A. Wadsworth also noted the process for creating accounts for gifts and ear marking them for the appropriate department or budget line if the gift is specific to a particular area. M. MacDonald spoke regarding the gift from the Alice Shaver Foundation which annually gives a gift in the amount of \$5,000 to MGRS. The gift is meant to be used toward student programming specifically. MOTION: move to accept the gift with thanks. S. Miller / D. Caplinger 6-0-0.			
Superintendent Update	MOTION to authorize Treasurer to borrow: That the District Treasurer is hereby authorized, under the provisions of General Laws, Chapter 71, Section 16(g) as amended by Chapter 134 of the acts of 1972, and with the approval of the Chair and District Committee, to borrow money from time to time in anticipation of revenue for the fiscal year beginning July 1, 2019, and to issue a note or notes therefore, payable within one year, and to renew any note or notes as may be given for a period of less than one year in accordance with General Laws, Chapter 44, Section 17. D. Caplinger/S. Miller VOTE: 6-0-0	D. Caplinger	S. Miller	6-0-0
	Liaisons: Christina Conry for Elementary and AI Terranova for High School Wellness. Strategic Planning will remain Steve and Regina. B&G: D. Caplinger. Endowments: C. Conry covering LIFE, A. Carter covering WESE and C. Caplinger covering SEE Fund. A. Terranova was added as a B&G liaison.			
	Creation of Revolver Accounts: MOTION: Create Donations revolver account MGL Chapter 71, s.37a; Special Ed tuition revolver account MGL Chapter 76, s.12b(0); and Facilities Use revolver account MGL Ch71, s. 16r. D. Caplinger/S. Miller 6-0-0	D. Caplinger	S. Miller	6-0-0
Approval of Master Calendar	The Master Calendar S. Miller/A. Terranova Discussion: The Town public meeting dates will be added. CPR updates will be given in February. K. Grady requested that the enrollment update be moved to the November meeting. MOTION: S.	S. Miller	A. Terranova	6-0-0



Mt. Greylock Regional School District

	Miller moves to amend the master calendar as recommended by the Superintendent. S. Miller/ Seconded by J. Art. 6-0-0			
Approval of School Committee Goals	The school committee came up with four over-arching goals during the school committee retreat on August 2, 2019 to be followed and worked on through the 2019-2020 academic year. Discussion regarding the wording of those goals as it relates to key components, action items and measurable outcomes. D. Caplinger noted that the goals of the school committee would rightly be the least granular but would set the tone for the more detailed Superintendent's Goals, Administrator's Goals, etc. K. Grady will explain the alignment between the school committee's goals and the data that the Superintendent and Administrators will provide within the context of their own goals as they are set. School Building Committee and Project Counsel will be added as a measure for Goal 3. MOTION: Move to accept the goals and related objectives as presented and amended. D.Caplinger/C. Conry 6-0-0	D. Caplinger	C. Conry	6-0-0
Electronic Packet Discussion	The committee discussed electronic packet distribution to the committee as well as a potential new process for uploading the meeting packet to the website. Discussion regarding if the packet could be uploaded before or after the meeting.			
Subcommittee Reports	Finance: D. Caplinger spoke to work that will be taking place after recently meeting and planning with A. Wadsworth, Assistant Superintendent of Business & Finance School Building Committee Update: K. Grady spoke to activities that have been cancelled due to warranty work that has been taking place on the new building throughout the summer. There is a plan in place to finish the work prior to the start of school. The carpets needed to be replaced and outside walkways needed to be repaired due to frost heaves that occurred over the winter. The sidewalk work will be completed by the first part of next week. Some of the landscaping will be cleaned and replaced as much of the landscaping has not survived. The project subcontractors have assured us that the work will be completed, school will be able to open on time, and the final delivered product will last the test of time. Planning will take place in order to open the building during the last week of August for tours. A ribbon cutting event will be planned. Policy: The newly organized policy subcommittee will be meeting, organizing, and will be addressing/updating the Facilities use form and fee schedule.			



Mt. Greylock Regional School District

	<p>Negotiations: Negotiations are fully completed. There is a small discussion to resolve an issue with one particular individual.</p> <p>Phase I: D. Caplinger stated that the subcommittee has come to the conclusion that building a space on the high school campus remains the best and most affordable option. The subcommittee has decided to divide what was one building into two. One for District office and attic storage and the other for facility storage needs. Bid documentation is being completed for this plan in order to bring forward to the full committee for approval.</p> <p>Phase II: J. Skavlem gave an update from the Phase II subcommittee which meant earlier today. Bids will go out two weeks from now. There will be a pre-bid meeting on August 27th and any questions from the pre-bid meeting will be answered by August 30th. Final bids will be received back by September 4th. An FAQ sheet was developed based on community input. The track will be an add/alternate during this bid process. Discussion regarding synthetic turf vs. grass fields. L. Von Holtz commented on new MIAA guidelines as it relates to the fields and potential playing time. K. Grady spoke to changing the athletic policies to mirror those of MIAA. Discussion regarding the wording of the draft FAQ that is in progress.</p>			
Phase II Field Discussion	<p>D. Caplinger requested to hear from members of the committee who are not on the subcommittee. R. DiLego read a statement provided by committee member Ali Carter who could not make it to the meeting in person. A. Carter's statement outlined issues and concerns which amounted to reasons as to why she would be uncomfortable with moving forward with a synthetic turf field. A. Terranova reflected on the forum that recently took place. He feels many of the questions that are being asked were answered at the forum and spoke in favor of moving forward with the turf field. J. Art expressed that he appreciates the dialogue with the community that has been taking place regarding what is in the best interest for the school and what is in the best interest for students. J. Art feels that there are a lot of unknowns regarding the concerns and the environmental sustainability of the proposed turf fields; specifically when it comes to future potential run off and how that may impact the water supply. J. Art also expressed wanting to determine cost before making a final determination. He expressed digging deeper into the impacts of the project once numbers were in hand. C. Conry echoed A. Carter's concerns over</p>	No Vote	No Vote	N/A



Mt. Greylock Regional School District

	<p>environmental impact. C. Conry also asked if there would be any potential impact if athletes from other towns/leagues would refuse to play on a turf field. L. Von Holtz commented that athletes already play on turf fields at other locations and she feels there is a preference in some cases to play on turf. Athletes can purchase different cleats to wear on artificial turf vs. natural fields but it is not a necessity. PHS and THS in Pittsfield play on turf currently at Berkshire Community College. Hoosac Valley plays on a turf field at MCLA. J. Skavlem and D. Caplinger spoke to the drainage that is being proposed as part of the turf field that would address the concerns for MGRS-specific drinking water. In terms of a natural grass field, it would be best practice to irrigate the fields which would be difficult on our property due to MGRS being on a well. K. Grady stated that she would follow up with Keller and the company that tests our water in order to get more information on how a synthetic turf field may impact the water supply at MGRS. K. Grady commented that UMASS students could come in and take soil samples. The Dir of B & G will follow up in order to get these soil samples completed. K. Grady spoke to the conditions of the current natural fields and work that will take place in order to get them into a better condition for athletics in the coming months which will assist in the interim time frame while the phase II updates are still being discussed and implemented. D. Caplinger cited research that states adverse health affects from turf fields is unlikely. D. Caplinger further stated some surrounding areas that have moved forward on turf field projects; and also reviewed some positive reviews from those communities regarding increased playing time; increased competition and more outdoor programming as well as some feedback from areas that have turf on how sustainable those fields have been.</p>			
Other Business Not Anticipated within 48 Hours of meeting	None			



Mt. Greylock Regional School District

Adjourn to Executive Session	Motion to enter into Executive Session with intent to return to open session pursuant to M.G.L. Chapter 30A, Section 21(a)(3) to discuss strategy with respect to collective bargaining, ESP unit, as an open meeting may have a detrimental effect on the bargaining of the committee and the chair so declares Unanimous Roll Call Vote. The committee entered Executive Session with no intent to return to open session at 9:02 PM.	D. Caplinger	S. Miller	6-0-0
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Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder

Summer Program 2019

Christin Gingras
Summer Program Coordinator

Extended Year Programs

Total Program Enrollment

54 Students

WES Enrollment

27 Students

LES Enrollment

20 Students

Recreational Therapy Enrollment

7 Students

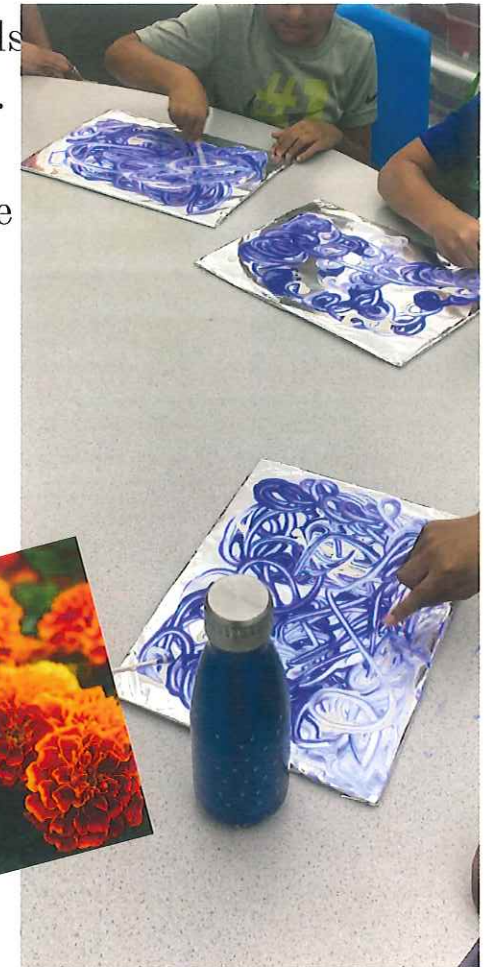
- Williamstown Elementary
 - Tutoring Program
 - Multi-Grade Summer Program
- Lanesborough Elementary
 - Tutoring Program
 - Multi-Grade Summer Program
- Recreational Therapy Programs
 - Transition Program (Boys & Girls Club)
 - Traditional Recreational Therapy (Camp Russell)

Programs at WES & LES

- This summer, WES and LES each hosted a 5-week summer program for qualifying students, for the purpose of preventing significant regression of skills throughout the extended summer vacation.
- Throughout the course of this program, students worked to maintain academic, behavioral and social skills.
- A variety of exciting art and STEM activities which corresponded with our weekly themes were incorporated to maximize student engagement.

Activities included...

- Planting Marigold seeds
- Decorating birdhouses.
- Making bird feeders.
- Walking Water Science Experiment.
- Color mixing.
- Ocean foil painting.



Tutoring Programs at WES & LES

WES & LES Tutoring Program & Related Services

- In addition to the 5-week multigrade programs, WES & LES also each included a 4-week tutoring program for students requiring support in academics and related services. Students attending this program worked hard toward maintaining their academic, fine-motor, gross motor and speech & language skills throughout the summer months.



Recreational Therapy Programs

Transition Program at The Boys & Girls Club

- In partnership with the Pittsfield Boys & Girls Club, several of our students participated in the Transition Program located at the Boys & Girls Club. The focus of this program was to work on a variety of life skills and vocational skills in order to prepare students for life after high school.
- Some of the activities offered to students during this program included: Woodworking and culinary



Camp Russell -- Recreational Therapy

- Also in partnership with the Boys & Girls Club, several of our students participated in the Recreational Therapy Program located at Camp Russell. The focus of this program was social emotional learning, and relationship building.
- Students participated in a variety of recreational activities throughout this summer program including: swimming, boating/tubing, adaptive water skiing, and outdoor games.

Many Thanks!

To the amazing staff that made this summer program a success for all of the students involved.



WES Handbook 2019-2020 Revisions/Additions

Below is a list of the things that were changed or added from last year's edition of the handbook:

- Code of Conduct is renamed *Community Expectations*
- Offense renamed *incident* in rubric
- Discipline renamed *response*
- Bias-Based Incident policy and reporting form added to appendices
- New staff names added to directory portion



Mount Greylock Regional School
1781 Cold Spring Road
Williamstown, MA 01267
413-458-9582
FAX (413) 458-9581
www.mgrhs.org
@MGMounties

Areas to consider while looking at Mount Greylock's Student and Family Handbook

Changes to the AY2020 Handbook include:

- A clarification that absences due to illness will optimally be confirmed with a note from a medical professional (p. 12)
- The addition of a response matrix for addressing infractions regarding academic integrity that will accompany re- education regarding academic integrity. (p. 16)
- Minor edits and simplification of the Dress Code (p.17)
- Minor edits to electronic device (cell phones, et. al.) use in school – what is and is not acceptable. (p. 70)

Pagination will be reviewed and corrected as need once the Handbook is approved.

Mary MacDonald
Principal
mmacdonald@mgrhs.org
413-458-9582, ext. 1013



August 29, 2019

Mr. Nolan Pratt
Lanesboro Elementary School
188 Summer Street
Lanesboro, MA 01237

Dear Mr. Pratt,

This year, Adams Community Bank is celebrating its 150th year of serve to our communities. One of our core values is to *Support and Promote our Community*. Supporting the education of our local youth is one of the key ways we do this.

As part of our celebration of the 150th milestone, we are offering a \$150 gift certificate to each grade in the elementary schools in the towns where we have branches. The gift certificates are redeemable at local school supply vendor Cascade School Supplies, Inc.

We are happy to be giving \$1,200 in gift certificates to Lanesboro Elementary School. Please reach out to Maureen Baran at (413)749-1171 or mbaran@adamscommunity.com to set a day and time that would be convenient for us to deliver your gift certificates and catalog.

The Officers and Staff of Adams Community Bank wish you a wonderful school year and we thank you for all that you do for your students.

Sincerely,

A handwritten signature in dark ink that reads "Charles P. O'Brien".

Charles P. O'Brien
President & CEO





August 29, 2019

Ms. Joelle Brookner
Williamstown Elementary School
115 Church Street
Williamstown, MA 01267

Dear Ms. Brookner,

This year, Adams Community Bank is celebrating its 150th year of serve to our communities. One of our core values is to *Support and Promote our Community*. Supporting the education of our local youth is one of the key ways we do this.

As part of our celebration of the 150th milestone, we are offering a \$150 gift certificate to each grade in the elementary schools in the towns where we have branches. The gift certificates are redeemable at local school supply vendor Cascade School Supplies, Inc.

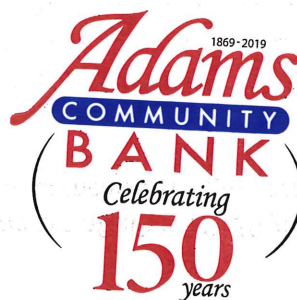
We are happy to be giving \$1,200 in gift certificates to the Williamstown Elementary School. Please reach out to Maureen Baran at (413)749-1171 or mbaran@adamscommunity.com to set a day and time that would be convenient for us to deliver your gift certificates and catalog.

The Officers and Staff of Adams Community Bank wish you a wonderful school year and we thank you for all that you do for your students.

Sincerely,

A handwritten signature in dark ink that reads "Charles P. O'Brien".

Charles P. O'Brien
President & CEO

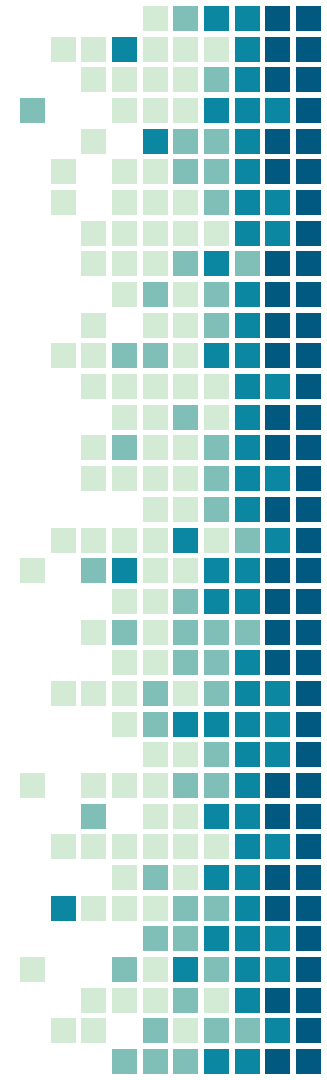


Technology @ Mount Greylock RSD

Eileen Belastock, Director of Academy Technology

Rob Wnuk, Director of Operations

Sept 2019





Opening Day Update

- Digital Literacy and Digital Citizenship
- Copyright Laws and Fair Use
- Acceptable Use Policy
- Online Professionalism
- Communication and Public Records
- Non-District Owned Devices

Streamlined Acknowledgment Forms!



Opening Weeks Update

- **8th Grade Chromebook Distribution**
- **District Software Licenses**
- **Follett Library System**
- **EdTech Collaboration between Schools**



Looking Forward

- | | | |
|---|--|---|
| ★ Vertical and Horizontal Alignment of Instructional Practices relating to ISTE Standards | ★ Parent Tech Nights On Data Privacy, Screentime, Online Practices | ★ Curriculum Embedded Digital Literacy and Computer Science Skills (DLCS) |
|---|--|---|

Summer Project Update '19

WES

Remove oil tank

Green Cleaning Products/ Floor Finish

Re-Finish Gymnasium Floor

Edging on Sidewalks / Curbs

Trim Trees and Shrubs

Maintain Front Gardens

Remove Trees and Shrubs by Back Entrance / 10 Yards Certified Mulch

Install Chess Tables Outdoors

New Carpet, Baseboard / Main Office and Conference Room

Paint Door Trim / Office and Conference Room

Hire Summer Help (2)

Paint Main Hallway (Sherriff's Dept)

Mulch Playground

Electronics Removal / Pick-Up

Hood Suppression System Testing and Maint

Elevator Inspection / Lift

Alarm Testing and Maint

Sprinkler Testing and Maint

Perfect COI Inspection

LES

New Fencing, Screening and Gates / Generator and Trash

Green Floor Products / Floor Finish

Reduce Fire Load 10 %

New Padding in SPED Room

Install 6 Cases of New Ceiling Tiles

New 40' Storage Container

Thin and Mulch Trees Shrubs Gardens / Flag Pole Area too

Install New Water Heater and Lines

New Water Main Valve

Install 2 Bottle Filling Stations!

Paint Gymnasium / Sherriff's Dept

Paint Gymnasium Trim / Sherriff's Department

Re-Finish Gym Floor

Electronics Removal / Pick-Up

Install New Water Softener

Pump Sewer

Pump Tight Tanks (2)

Alarm Testing

Sprinkler Testing and Maint

Hood Cleaning

Hood Suppression System Testing and Maint

Mt Greylock High School

Remove Trees

New Water Flow Switch

Pump Grease Trap

New Carpets (14,500 Ft sq) / Keep Journal for Hours Spent

New Side Walks / Entry way Drain

Parking Lot Striping / More Parking

Safety Training / Fire / Blood Borne Pathogen

Lock Down Fire Road

Order / Install New Door Sweeps and Thresholds

Hood Cleaning

Fire Suppression System Cert

Fire Alarms Testing Cert

Sprinkler Maint and Testing / Cert

Split Seeding / Front Sides and Back around School

Countless Field Meetings Natural and Synthetic

Perfect COI Inspection

Reduce Fire Load 10%

Fire Extinguisher Insp

MT. GREYLOCK REGIONAL SCHOOL DISTRICT

FY20 FACILITIES AND MAINTENANCE IMPROVEMENTS



LANESBOROUGH ELEMENTARY SCHOOL



**New Bottle filling
Fountain**



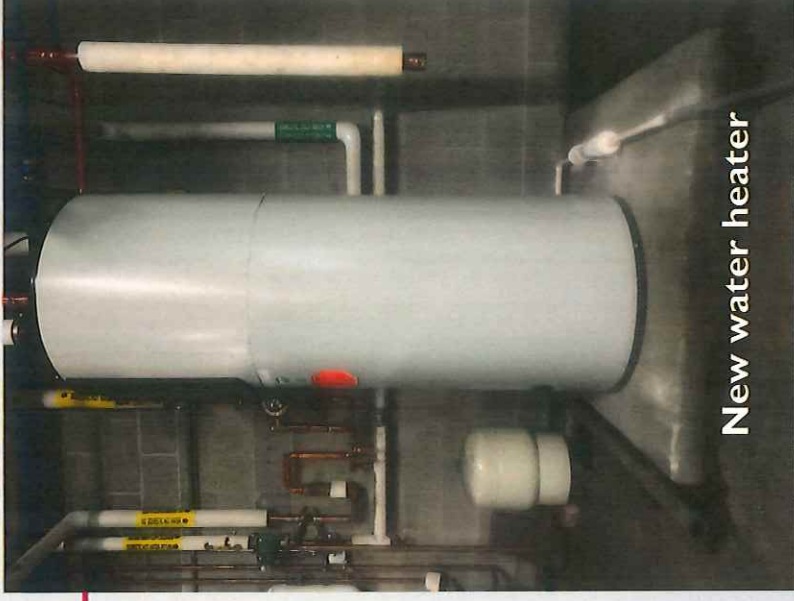
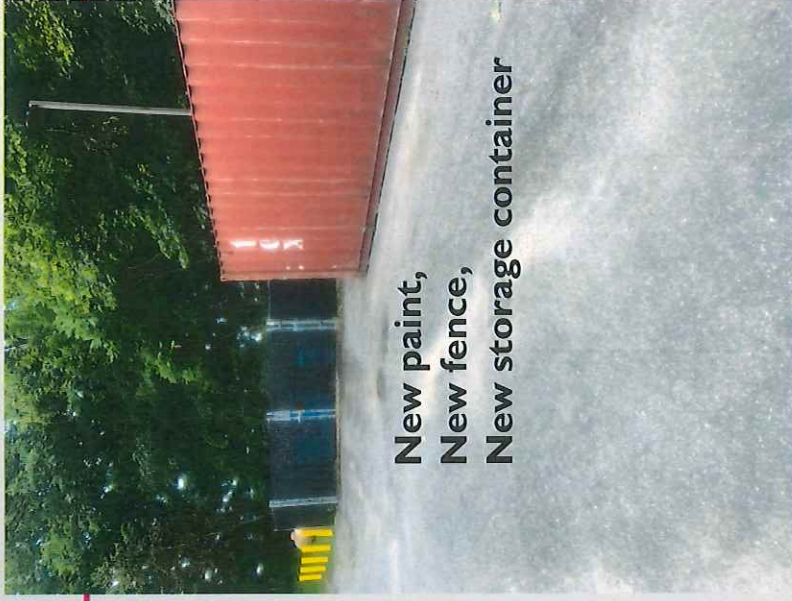
New finish on gym floor



Newly painted hallways



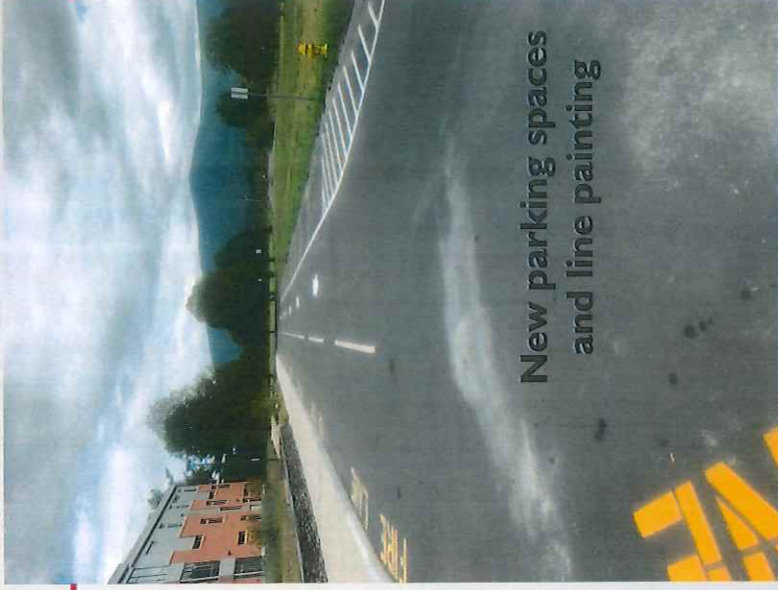
LANESBOROUGH ELEMENTARY SCHOOL



MOUNT GREYLOCK HIGH SCHOOL



New carpet



New parking spaces
and line painting



WILLIAMSTOWN ELEMENTARY SCHOOL



New outside Chess Tables



Newly painted hallway walls



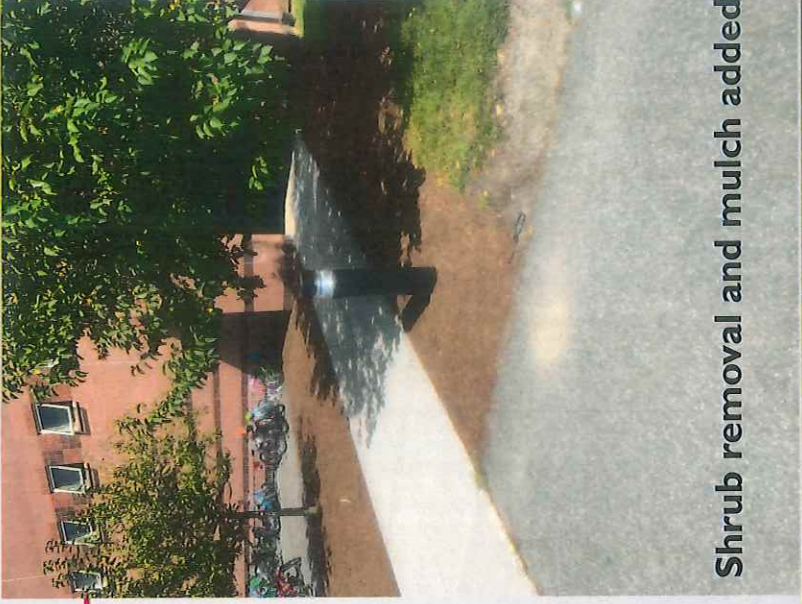
New carpet,
new paint and
moldings



WILLIAMSTOWN ELEMENTARY SCHOOL



Sidewalk edging



Shrub removal and mulch added



An Act to Modernize Municipal Finance and Government” (“Act”), Chapter 218 of the Acts of 2016

Approval of Bills/Warrants (Sections 57-58) Allows any multi-member boards, committees, and commissions heading departments, including select boards, to designate one of its members to review and approve bills or payment warrants, with a report provided at the next meeting. Currently, a board or committee heading a department may delegate authority to approve payrolls to a member, and a regional school committee may designate a subcommittee to approve bills and payrolls with a report to the next meeting of the full committee. Absent a charter or special act, boards and committees currently have to approve bills or payment warrants by majority vote at a meeting subject to the Open Meeting Law.

Mt. Greylock Regional School District***District Office***

1781 Cold Spring Road
 Williamstown, MA 01267
 (413) 458-9582 ext. 4000

Staffing Update

Primary Worksite	Position	Name	Start Date
District	Special Educational Team Leader	Patrick Priester	8/26/19
District	Board Certified Behavior Analyst	Contracted through Tate Servces	
District	Dir. Of Buildings & Grounds	Tim Sears	5/28/19
LES	Interim Principal	Nolan Pratt	7/1/19
LES	Administrative Assistant	Ashley Vadnais	<i>Anticipated 9/19/19</i>
LES	Long Term Sub .8 FTE Music Teacher	Deanna Fraher	8/26/19
LES	K-3 Special Education Teacher	Danielle Price	8/28/19
LES	Life Skills Special Education Teacher	Loren Thompson	<i>Anticipated 9/19/19</i>
LES	Paraprofessional	Jennifer DeChaine	8/28/19
LES	Paraprofessional	Amanda Evangelisto	8/28/19
LES	Paraprofessional	Mark Messina	<i>Anticipated 9/16/19</i>
LES	Title I Math Interventionist	Sheila Guercio	8/28/19
MGRS	Special Education Teacher	Louise Smith-Brizan	8/26/19
MGRS	Special Education Teacher	Christine Belk	9/9/19
MGRS	English Teacher	Jessica Whitcomb Cook	8/26/19
MGRS	Health / Bio Teacher	Carolyn Starz	8/26/19
MGRS	.8 FTE Latin	Christopher Lovell	8/26/19
MGRS	School Library & Media Specialist	<i>Internal Liza Barrett</i>	8/28/19
MGRS	Social Studies 8 Teacher	<i>Internal Andrew Agostini</i>	8/26/19
MGRS	Math Teacher	Anna Pesce	8/26/19
MGRS	Math Teacher (Interim)	Ann Marie Barber	8/26/19

Lanesborough Elementary School
 188 Summer Street
 Lanesborough, MA 01237
www.lanesboroughschool.org

Mount Greylock Regional School
 1781 Cold Spring Road
 Williamstown, MA 01267
www.mgrhs.org

Williamstown Elementary School
 115 Church Street
 Williamstown, MA 01267
www.williamstownelementary.org

MGRS	Physical Education Teacher	Robert Jutras	8/28/19
MGRS	Paraprofessional	Elisa Paoloni	8/28/19
MGRS	Paraprofessional	Kenneth Turn	8/28/19
MGRS	Paraprofessional	Alexis Nason	8/28/19
MGRS	Orchestra Long-Term Sub	Eric Despard	
Shared MGRS / WES	Speech Language Pathologist	Cynthia Gingras	8/26/19
Shared MGRS / WES	English Language Learner Teacher	<i>Internal Gayle Schechtman</i>	8/28/19
WES	Fourth Grade Teacher	Sara Rudd	8/26/19
WES	Paraprofessional	Rosemary Oliver	TBD
WES	Paraprofessional	Eileen Reynolds	8/28/19
WES	Physical Education Teacher	Benjamin Burdick	8/26/19
WES	School Social Worker	Bethany Persing	8/26/19

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

Salary Adjustment Request Form

Date:

Dear Superintendent:

I am writing to request horizontal movement on the salary schedule for a salary adjustment:

FROM:

TO:

Column:

Column:

I ask this be effective

based upon successful completion of the

professional activities noted below.

Course/Workshop Title:	Credit Awarded
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Documentation supporting this request, including copies of letters granting advance approval for the awarding credit, should already be contained in my personnel file. I have attached final grade reports and/or certificates of completion for identified activities. Please let me know of any questions or concerns regarding this request. Thank you for your assistance.

Teacher's Signature

Date

Superintendent's Comments:

Superintendent's Signature

Date

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

**Course / PDP Approval And
Reimbursement Request Form**

Name: _____ Date: _____
Position: _____ School: _____

Send this form along with a course/activity description to the Principal. The Principal will review and forward a recommendation to the Superintendent's Office. Once reviewed, a copy will be returned to the Employee. Upon completion of the course, an official transcript must be submitted to the Human Resources Office.

COURSE / PDP TITLE	COURSE #	INSTITUTION	START DATE	COMPLETION DATE	COST	# of Credits / PDPs

This is a Graduate Course: <input type="checkbox"/> Yes <input type="checkbox"/> No	This is a PDP Activity: <input type="checkbox"/> Yes <input type="checkbox"/> No	Reimbursement Requested: <input type="checkbox"/> Yes <input type="checkbox"/> No
--	---	--

Applicant Signature: _____

Principal's Recommendation:

Superintendent Approval:

☐ Yes ☐ No

Signature: _____ Date: _____

Reimbursement:

Upon completion of the course, please submit an official transcript and proof of payment to the HR office. Please refer to the appropriate collective bargaining agreement for further information regarding the reimbursement process including individual and aggregate fiscal year reimbursement caps. Reimbursement may be pro-rated.

Date Transcript Received in HR Office: _____

Proof of Payment: _____

Signature Authorizing Reimbursement: _____ Date: _____

Goal 1 -Social Emotional Learning

Goal: Access all current school and community based resources to address the social-emotional needs of the whole child within the school setting
Student Objective 1: To provide school-based education and supports for students around social emotional health, positive peer relationships, and resiliency
Measurable Benchmarks
<ul style="list-style-type: none">• Continue and expand curricular programs that foster elementary school students' development of social interactions and personal growth/decision making (<i>Choose to Be Nice</i> and <i>Second Step</i>)
<ul style="list-style-type: none">• Provide digital citizenship lessons for students in grades 5-9 teaching the school community to use social media appropriately.
<ul style="list-style-type: none">• Leverage the school social workers, nurses, and guidance counselors as resources and supports for students in grades PK-12
<ul style="list-style-type: none">• Explore ways the schedule & 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...)
<ul style="list-style-type: none">• Continue to work with community-based partners to enhance and expand education and support for students (Elizabeth Freeman Center, Anti-Defamation League, District Attorney's Office, Berkshire Empathy Awareness, Brien Center, local therapists and pediatricians)

Staff Objective 1: To provide training for faculty, staff and parents to recognize and respond to the truth that psychologically and emotionally healthy students are better prepared to meet academic challenges.

Measurable Benchmarks

- Provide training for staff on the neurobiology of trauma and its lasting impact on the brain in order to create compassionate, trauma-informed classrooms and school communities.
- Provide professional development to help faculty (and staff where possible) incorporate mindfulness and stress reduction strategies, as known best practices of trauma-informed teaching within the classroom environment
- Provide education on topics related to social media and cyber-bullying for faculty, students and parents.
- Provide information for families regarding social-emotional programming in the schools.

Staff Objective 2: To enhance, communicate and reinforce clear expectations for ways we interact in our schools; and a system of responses to address incidents that deviate from those expectations that hold accountable, educate, and support all students

Measurable Benchmarks

- Review, revise as needed, and reinforce school-wide community expectations for behavior in the schools.
- Explore ways in which a restorative practice approach in the schools may be adopted or blended with current school-based practices to foster a system that responds to incidents in ways that support learning and community health as well changes in behavior.

Goal 3 - Inclusion and Diversity

Goal: Create a respectful, inclusive school environment where students, staff and community members recognize and appreciate the diverse attributes and identities of each other.

Student Objective 1: Increase student learning opportunities and engagement to emphasize the value and importance of inclusiveness in enhancing curricular and co-curricular activities.

Measurable Benchmarks

- Continue and expand curricular programs that fosters elementary school students to global awareness.
- Continue and expand programming with existing community partners and organizations that promote diversity and inclusiveness: *Curating a Culture of Respect; A World of Difference; Community Matters*; The Elizabeth Freeman Center
- Provide leadership training for students to promote inclusivity in co-curricular programs (reading buddies, Student Council, Peer Team, athletic teams, drama groups, other co-curriculars)
- Create a channel through which students can voice their concerns and develop resolutions

Staff Objective 2: Evaluate to revise or expand curricular content and instructional approaches for the inclusion of diverse perspectives, cultures and social economic experiences.

Measurable Benchmarks

- Conduct an evaluation of curriculum and instruction with regard to diversity and inclusivity (Faculty, Director of Curriculum, Instruction and Technology, Curriculum and Team Leaders, Principals)
- Provide professional development for staff on ways to be responsive to the diverse needs of all students. (Principals, Director of Curriculum, Instruction and Technology)
- Use a wide variety of instructional techniques (e.g. role-playing exercises, storytelling) that align with the way in which the

student is taught in his or her own culture.

- Expand the traditional curriculum to ensure that diverse perspectives and the experiences of underrepresented groups are embedded by incorporating multicultural knowledge, resources and materials in all subjects

Community Objective 3: Foster, create and encourage diverse, cross-cultural experiences and promote positive dialogue among community members.

Measurable Benchmarks

- Improve access, support and communication for families to increase engagement with schools
- Create a channel through which caretakers and community can voice their concerns and develop resolutions
- Provide speakers and workshops to community members that enhance their understanding of diversity and inclusion.
- Encourage diverse representation on all district-level and building-based committees

Information NEEDS:

Facts about all three schools and substance abuse violations/ perceptions etc:

WES-5 year study of substance abuse violations -# of violations

Lanesboro: 5 year study of substance abuse violations-# of violations

MGRS: 5 year study of substance violations-# of violations

Proportion of our students 8, 10, 12 grade and then re-evaluate PNA data

PNA School Specific Data - from Weddy Penner

Overarching Goal:

Reduce substance abuse to protect the health, safety, and quality of life for children in the Mount Greylock Regional School District

**Substance abuse refers to any chemical substance (natural or man-made) that is utilized for the primary purpose to alter one's mental state.*

This would include marijuana and any of its derivatives, tobacco-based products, electronic cigarettes and associated devices, alcohol, pharmaceuticals

Summary of Main Ideas:

Increase the amount of students who disapprove and aware of the risk of substance

- Develop (Adopt) and implement a comprehensive substance abuse curriculum for K-12
- Education and Prevention-Start at younger age Grade 2 or Grade 3

Decrease the number of students engaging in substance abuse

- Zero tolerance policy
- School and community based treatment initiatives

Objective 1: To increase the number of students who do not engage in substance abuse

Objective 1.1: To increase the proportion of 7-8th graders who never engaged in substance abuse

Objective 1.2: To increase the proportion of high-schoolers who never engaged in substance abuse

Objective 1.1: To increase the proportion of 7-8th graders who never engage in substance abuse

Measurable Strategies

K-6

Education of Students

Implement developmentally appropriate curriculum based instruction starting from K that introduces current and common issues (marijuana, alcohol, prescription medication, cigarettes etc)

Faculty & Staff Education

Cultivate a common understanding and language to speak about substance related health issues, instructional & supportive intervention techniques and

- I. Understand youth development and use of substance
- II. Empower Teachers and staff to implement appropriate referrals to community resources for students at risk when necessary

- III. increase community resource knowledge and ability to engage parents in this area.

Assessment

1. Survey 6th grade upon exit to ascertain curriculum strengths and status of substance use

Resources:

<https://www.state.nj.us/education/aps/cccs/chpe/OpioidCurriculum.pdf>

[A Toolkit To Start Substance Use Prevention In Elementary Schools](#)

Sub Aim 2: To increase the proportion of high-schoolers who never engage in substance abuse

***Note, this is a longitudinal study. Ideally our goal is to ensure that elementary students assessed from Sub-Aim 1 as well as current middle school students who do not engage in Substance abuse continue to abstain.**

Grades 7-8

A. Education of Students

- I. Evaluate current health curriculum: Identify current strengths and weaknesses
 - 1) Cultivate a language in health curriculum and school environment that leads to health promoting behaviors. Build on elementary curriculum that would be more rigorous for middle schoolers
 - 2) Create workshop based lessons that provide practical advice, facts and other pertinent information e.g. students should learn and practice how they can (and should react) when in risky situations.
 - 3) Collaborate with community members and organizations such as Berkshire AHEC, Police Department, Mental Health counselors, Psychologist and Healthcare practitioners to facilitate some of these workshops

*

- II. Intergenerational/peer mentoring to support transitioning (6th grader) and current middle schoolers
- III. Create volunteering opportunities/sites that would expose and reinforce the risk and detriment of substance abuse
- IV. Encourage student leaders to develop student driven campaigns such as 'Kick Butts-Day' (see resources below for ideas). Like team-spirit days for sports and other activities, students should be encouraged to have days that promote drug and alcohol awareness.

B. Faculty & Staff Education

- I. Develop fair and consistent sanctions for violators/ zero-tolerance policy
- II. Cultivate a common understanding and language to speak about substance related health issues, instructional & supportive intervention techniques and
 - 1) Understand youth development and use of substance
 - 2) Empower Teachers and staff to implement appropriate referrals to community resources for students at risk when necessary
- III. Increase community resource knowledge and ability to engage parents in this area.
- IV. Create safe space for small groups of youth to discuss health related topics including but not limited to substance use led by staff who can facilitate the use of skill development, drug resistance skills, self control and esteem and refer to more targeted resources when necessary

Assessment

1. Track number of violations reported during the school years
2. Survey students in 8th grade to evaluate the health curriculum and to ascertain number of students who never engaged in substance abuse.

Grades 9-12

***Note, this is a longitudinal study. Ideally our goal is to ensure that middle-schoolers students assessed from Sub-Aim 2 as well as current high-school students who current do not engage in substance abuse persist on this path,**

Education of Students

A. Education of Students

- I. Evaluate current health curriculum: Identify current strengths and weaknesses
 - 1) Cultivate a language in health curriculum and school environment that leads to health promoting behaviors. Build on middle school curriculum that would be more rigorous for high schoolers
 - 2) Create workshop based lessons that provide practical advice, facts and other pertinent information e.g. students should learn and practice how they can (and should react) when in risky situations.
 - 3) Collaborate with community members and organizations such as Berkshire AHEC, Police Department, Mental Health counselors, Psychologist and Healthcare practitioners to facilitate some of these workshops
- II. Intergenerational/peer mentoring to support high schoolers
- III. Create volunteering opportunities/sites that would expose and reinforce the risk and detriment of substance abuse
- IV. Encourage student leaders to develop student driven campaigns such as 'Kick Butts-Day' (see resources below for ideas). Like team-spirit days for sports and other activities, students should be encouraged to have days that promote drug and alcohol awareness

B. Faculty & Staff Education

- I. Develop fair and consistent sanctions for violators/ zero-tolerance policy
- II. Cultivate a common understanding and language to speak about substance related health issues, instructional & supportive intervention techniques and
 - 1) Understand youth development and use of substance
 - 2) Receive training in recognizing signs of substance abuse
 - 3) Empower Teachers and staff to implement appropriate referrals to community resources for students at risk when necessary
- III. Increase community resource knowledge and ability to engage parents in this area.
- IV. Create safe space for small groups of youth to discuss health related topics including but not limited to substance use led by staff who can facilitate use of skill development, drug resistance skills, self control and esteem and refer to more targeted resources when necessary

Parent Education and Involvement (ALL STAGES)

- I. Disseminate information to parents regarding school substance abuse curriculum, initiatives via
 - a. via social media (Facebook, Twitter, Instagram, blogs (video etc)
 - b. Mandatory school activities (Parent-Athlete Meetings, Open House)
 - c. Workshops, town-halls
- II. Provide parents with resources (Such as Mental Health counselors, Social Workers, psychologists) within the local community. ***Note: Parents, educators and other responsible community member should work diligently to de-stigmatize mental health issues AND the use of mental health resources whether or not an illness or issue actually exist.***

Assessment

1. Track number of violations reported during the school years
2. Survey students in each grade to (i) evaluate the health curriculum and; (ii) to ascertain proportion of students who have never engaged in substance abuse

Resources

Keeping it Real: <https://real-prevention.com/kir-high-school/>

Objective 2: To decrease the number of students who engage in substance abuse

Objective 3: To increase the number of students who perceive a great risk associated with and disprove of substance abuse

Sub- Aim 1: To increase the proportion of students who perceive a greater risk and disprove of using E-cigs and marijuana

Sub-Aim 2: To increase the proportion of students who perceive a greater risk of and disprove of consuming alcoholic beverages (include binge-drinking)

Sub- Aim 3: To increase the proportion of students who perceive a greater risk of using and disprove of prescription medication misuse

Possible Solutions to current NEEDS:

-Education of students

- Consistent language regarding substance abuse
- Curriculum based instruction in grade 3 or grade 4
- Consistent education throughout middle/high school
- Educational program for students also serving a consequence for a chemical violation
- Evaluate health curriculum
- Cultivate a language in health curriculum and school environment that leads to health promoting behaviors.
- Create safe space for small groups of youth to discuss health related topics including but not limited to substance use led by staff who can facilitate use of skill development, drug resistance skills, self control and esteem and refer to more targeted resources when necessary. (potential to use intergenerational/peer mentoring to support process)
- Consistent sanctions, parent communication and community referrals for use at school.

-Building resilience and developing coping strategies-Reduce the risk of use as a Vice

-Faculty & Staff Education

- Educate Faculty on the symptoms of chemical abuse
- Cultivate a common understanding and language to speak about substance related health issues, instructional & supportive intervention techniques and
- Understanding youth development and use of substance

- Empower Teachers and staff to implement appropriate referrals to community resources for students at risk when necessary and increase community resource knowledge and ability to engage parents in this area.
- Paraphernalia education, substance types, etc

-Parent Education

- Helping parents to understand issues related to family use/misuse of substance and impacts of exposure on children through various PR outlets
- Educating Parents regarding monitoring, family support, communication and rule setting around substance in the home/community.
- ID parent supports in the community and create a collaborative community to support kids who are at risk
- Parent Education Opps ie) Educational tables at Mand. Parent Athlete Meetings
- Collaboration/connection with local Mental Health Professionals and Prevention specialist

-Continually try to inform guardians about the school policy about chemical violation and their harms to the educational process and development of children

-Stress detectors in high school bathrooms

-Fly Sense: real-time vaping and elevated sound incident detection solution that gives you control of areas where you cannot place a camera. Our multi-sensor devices are capable of detecting vaping, smoke, and noise disturbances that may suggest violence such as bullying.

Resources

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2916744/>

<https://www.samhsa.gov/programs>

<https://www.sotertechnologies.com/flysense>

<https://www.juul.com>

<http://neatoday.org/2018/11/14/vaping-in-schools/>

<https://www.edutopia.org/article/schools-respond-rise-student-vaping>

http://www.childrenshospital.org/centers-and-services/programs/a_-e/boston-childrens-hospital-neighborhood-partnerships-program/school_based-program

<https://www.stfm.org/publicationsresearch/publications/educationcolumns/2017/november/>

<https://truthinitiative.org>

Berkshire AHEC-Joy Brewer (to educate the staff)

<http://www.berkshireahec.org/programs/tobacco-free-community-partnership/>

<https://www.tobaccofreecampus.org>

DRAFT Indicator Rubric for Superintendent Evaluation

*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

The 2019-2020 Rubric Pilot. DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

STANDARD I: Instructional Leadership - Student Learning Goal 1

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or Administrators rarely provide quality supervision and evaluation to other staff; and/or Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice. 	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> Some administrator goals may not be SMART or aligned to school and district priorities; and/or Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> Support to all administrators in developing SMART goals aligned to school and district priorities, Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and Frequent observations of and feedback to administrators on effective leadership practice. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	<p>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

STANDARD II: Management and Operations – District Improvement Goal 4

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by: <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. 	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> Hiring and retaining a diverse workforce; Comprehensive induction supports for new educators; Job-embedded professional development aligned with district goals; and Distributed leadership opportunities to support educator career growth. 	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> comprehensive induction supports for all new educators; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	Uses systems to ensure optimal use of time for teaching, learning, and collaboration , as evidenced by: <ul style="list-style-type: none"> school schedules that maximize student access to quality instructional time and minimize school day disruptions; and regular opportunities for administrators to collaborate. 	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement -District Improvement Goal 3

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school , as evidenced by: <ul style="list-style-type: none"> the collaborative identification of each student's academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students' learning needs. 	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	Addresses family concerns in an equitable, effective, and efficient manner , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture -
Professional Practice Goal 2

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 1. a failure to develop or articulate the district's mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. <p>Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B. Cultural Proficiency	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	Demonstrates strong interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities, while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	2019-2020 Superintendents' Checklist													
2	To sort or filter any column, use the filter arrows at the head of the column.				Task		Security Portal Link		Grants Management Link					
3	Required Action		Director/School Person Responsible	Start by	Due by		Resource	Resources and support		Completed?				
4						Item		Extension (781) 338-xxxx	Disse. contact	Date Completed (mm/dd/yy)				
5	Data Report			1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under M.G.L. c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing		Review EWIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EWIS data, alongside local data and other EWIS resources, to put students on a path to success by intervening early.	Click for more info	3909	EWIS					
7	Data Review		End of July	End of July		Principals access MCAS Alt score appeal requests	Click for more info	3625	Student Assessment					
8	Regional		1-Jul	31-Oct		Submit to the Department of Revenue (DOR) the forms and schedules required for the purpose of reviewing and certifying the balance in the regional school district's excess and deficiency fund (regional school districts only.)	Click for more info	6520	Christine Lynch					
9	Finance		Early Feb-	26-Feb		Submit Intent to Claim for Circuit Breaker Extraordinary Relief (if applicable).	Click for more info	6594	JAY Sullivan					
10	Data review		mid-August	mid-August		Superintendents and principals access aggregate participation rates for MCAS by subgroup for schools and districts (Dropbox Central)	Click for more info	3625	Student Assessment					
11	Data Review		13-Aug	13-Aug		Superintendents and principals access full preliminary MCAS student rosters and .csv data: full high school, grades 3-8 ELA & math, and grades 5 & 8 STE (including SGP) in Dropbox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment					
12	Data review		24-Jul	6-Aug		Principals report potential discrepancies in MCAS preliminary results (online via the MCAS Service Center)	Click for more info	3625	Student Assessment					
13	Human resources		Mid Aug	31-Aug		Check licensure status of all educators via ELAR. Verify that each educator in an English learner program is properly endorsed for that program. Call Commissioner's Licensure Hotline (781-338-3065) for assistance. Checks can be completed via ELAR or the Licensure Status Drop Box in Drop Box Central.	Click for more info	3065	Brian Decline					

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5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under MGL c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing	Review EWIS (the state's Early Warning Indicator System) data in Edumw to understand who is at risk of missing important academic milestones. Plan how to use EWIS data, alongside local data and other EWIS resources, to put students on a path to success by intervening early.	Click for more info	3909	EWIS					
14	Finance		Early June	31-Aug	Submit grant applications for any grants projected to have a 9/1 start date.	Click for more info	6595	Grants Management					
15	Finance		1-Jul	31-Aug	Submit final expenditure reports (FR-1) for grants that ended on 6/30. (FR18 grants housed in the payment center should file there.)	Click for more info	6595	Grants Management					
16	Local		Aug	Aug	Discuss with local chief of police or designate the process for notification of a bullying incident that may result in criminal charges.	Click for more info	3010	Students and Family Support					
17	Parent notice		Late Aug	Early Sept	Provide written notice to students and parents/guardians of the student-related sections of the bullying prevention plan in age-appropriate terms and the most prevalent languages.	Click for more info	3010	Students and Family Support					
18	Local		Early Aug	Late Aug	Complete and review Annual Multi-Hazard Evaluation Plan for each school with fire chief and police chief before the start of school.	Click for more info	3010	Students and Family Support					
19	Local		Early Aug	1-Sep	5 schools develop medical emergency response plans every three years with school, police, fire, and emergency personnel (lasts submitted in 2018, due again in 2020). Plans and response sequences must be practiced at the beginning of the year and periodically throughout.	Click for more info	3010	MEEP					
20	Local		1-Sep	1-Sep	Designate Civil Rights Coordinator (603 CMR 26.00; federal civil rights laws) and ensure compliance with all applicable requirements.	Click for more info	3400	Legal Office					
21	Local		1-Jul	Ongoing	Review the Massachusetts curriculum frameworks with appropriate staff to ensure standards-aligned instruction.	Click for more info	3243	Instructional Support					
22	Human resources		1-Sep	30-Sep	Send Civil Rights and Equal Education notices to all school employees, notifying of training dates (603 CMR 26.00).	Click for more info	3400	Legal Office					
23	Parent notice		1-Sep	30-Sep	Publish student handbook and send required notices to parents/guardians (see third tab in workbook for list). Notices may be included in the handbook (G.L. c. 71, §37H).	Click for more info	3400	Legal Office					
24	Human resources		1-Sep	30-Sep	Inform teachers, administrators, and other professional staff of reporting requirements relating to suspected child abuse and neglect, and reporting of fires (G.L. c. 71, § 37L).	Click for more info	3400	Legal Office					
25	Local		Early Sep	30-Sep	Held school council elections for parent, teacher, and community representatives.	Click for more info	3400	Legal Office					
26	Finance		Early Sep	1-Oct	Submit End-of-Year Financial Report for prior school year (except charter and virtual schools).	Click for more info	6594	Jay Sullivan					
27	Data Report		1-Jul	1-Oct	Update and submit school and district contact information in the Nutrition Application Renewal section of the Security Portal to ensure correct receipt of important messages from DESE regarding school nutrition programs and claims.	Click for more info	6480	School Nutrition					
28	Data report		Early Sep	1-Oct	Submit Secondary School Anti-Hazing Report (secondary schools) (MGL ch. 269 §17-19; 603 CMR 33.00).	Click for more info	3708	Public School Membership					
29	Charters		Early May	1-Aug	Submit FR19 Charter School Annual Report.	Click for more info	3227	Charter School Office					
30	Data review		Late Sept	Late Sept	Public release of MCAS and accountability data on School and District Profiles.	Click for more info	3625	Student Assessment					
31	Parent notice		Late Sept	Late Sept	Superintendents receive printed <i>Parent/Guardian Reports</i> for students who participated in spring MCAS and MCAS-Alt and receive Adams Scholarship notifications.	Click for more info	3625	Student Assessment					
32	Data report		1-Oct	24-Oct	Submit October 1 SIMS (Student Information Management System) data (collection opening date is tentative).	Click for more info	3582	Robert Gurnin					
33	Finance		Early Sep	31-Oct	Submit final expenditure reports (FR-1) for grants that ended on 8/31. (FR18 grants housed in the payment center should file there.)	Click for more info	6595	Grants Management					
34	Charters		Early Sep	3-Oct	Submit 2019-2020 Charter School Updated Waiver Report (Charter schools only).	Click for more info	3227	Charter School Office					

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5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under MGL c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing	Review EWIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EWIS data, alongside local data and other EWIS resources, to put students on a path to success by intervening early.	Click for more info	3609	EWIS					
35	Testing		6-Nov	14-Nov	High schools administer MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment					
36	Charters		July/Aug	1-Nov	Submit FY19 Independent Financial Audit (charter schools only).	Click for more info	3227	Charter School Office					
37	Local		Early-Sept	30-Nov	Ensure that educators new to the district are enrolled in induction programs.	Click for more info	6680	Educator Development					
38	Data report		1-Oct	5-Dec	Submit October 1 EPIMS (Education Personnel Information Management System) and SCS (Student Course Scheduling) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin					
39	Data report		1-Oct	6-Dec	Submit Individual Non-Public School Report(s).	Click for more info	3582	Robert Curtin					
40	Charters		Early Nov	2-Dec	Submit FY19 charter school end-of-year financial report (charter schools only).	Click for more info	3227	Charter School Office					
41	Charters		Mid Nov	6-Dec	Submit 2020-2021 Charter School Pre-Enrollment Estimate Report (charter schools only).	Click for more info	3227	Charter School Office					
42	Virtual Schools		Late Nov	1-Jan	Submit FY19 annual report (virtual schools only).	Click for more info	3227	Charter School Office					
43	Testing		5-Feb	6-Feb	High schools administer MCAS February Biology test.	Click for more info	3625	Student Assessment					
44	Testing		6-Jan	7-Feb	Schools administer ACCESS for ELA test to EL students in grades K to 12.	Click for more info	3625	Student Assessment					
45	Data report		3-Jan	21-Feb	Submit School-Attending Children Report (not submitted by charter and regional voc/tech schools).	Click for more info	3582	Robert Curtin					
46	Virtual Schools		Late Nov	1-Jan	Submit FY19 Independent Financial Audit (virtual schools only).	Click for more info	3227	Charter School Office					
47	Virtual Schools		Late Nov	1-Feb	Submit FY19 virtual school end-of-year financial report (virtual schools only).	Click for more info	3227	Charter School Office					
48	Testing		2-Mar	9-Mar	High schools administer MCAS March ELA and Mathematics retests.	Click for more info	3625	Student Assessment					
49	Charters		Mid Feb	2-Mar	Submit 2/15 Charter School Claim Form (charter schools only). Updated form posted at the end of January.	Click for more info	6586	Hadiyya Chahal					
50	Charters		Mid Feb	16-Mar	Submit 2020-2021 Charter School Pre-Enrollment Report (charter schools only).	Click for more info	3227	Charter School Office					
51	Data report		2-Mar	19-Mar	Submit March 1 SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin					
52	Testing		19-May	22-May	High schools administer MCAS ELA tests (grade 10).	Click for more info	3625	Student Assessment					
53	Testing		early Sept	3-Apr	Principal's monitor development of MCAS alt portfolios throughout the year and submit on April 3 (grades 3-10).	Click for more info	3625	Student Assessment					
54	Finance		Ongoing	31-Mar	Submit End of Year Compliance Supplements to DESE (within nine months of the close of the previous fiscal year.)	Click for more info	6594	Joy Sullivan					
55	Finance		Mid-March	31-Mar	Submit applications for circuit breaker extraordinary relief payments (if applicable).	Click for more info	6594	Joy Sullivan					

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5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under M.G.L. c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing	Review EWIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EWIS data, alongside local data and other EWIS resources, to put students on a path to success by intervening early.	Click for more info	3909	EWIS					
56	Data report		Mid-March	15-Apr	Submit the district's Identified Student Percentage (ISP) data of students that have been directly certified (dc) as eligible for free meals. Submission starts the application process for the Community Eligibility Provision (CEP). ISP must include students who are directly certified for free school meals during the current school year and are still enrolled as of April 1.	Click for more info	6480	School Nutrition					
57	Finance		Late March	30-Apr	Submit School Choice Claim Form (submitted by receiving districts).	Click for more info	6512	School Finance					
58	Testing		30-Mar	1-May	Schools administer MCAS tests (grades 3-8 ELA)	Click for more info	3625	Student Assessment					
59	Testing		21-May	24-May	High schools administer MCAS Mathematics (grade 10).	Click for more info	3625	Student Assessment					
60	Testing		27-Apr	22-May	Schools administer MCAS tests (grades 3-8 Mathematics)	Click for more info	3625	Student Assessment					
61	Testing		28-Apr	22-May	Schools administer MCAS tests (grades 5 and 8 STE)	Click for more info	3625	Student Assessment					
62	Local		Early May	1-Jun	Appoint student advisory member to local school committee (M.G.L. ch. 71 §35M).	Click for more info	6320	Donna Taxler					
63	Local		Early March	1-Jun	Certify School Choice participation vote by school committee, where applicable (this information is now being collected through an online survey in place of the letters that districts used to submit; a link will be provided prior to submission).	Click for more info	6512	School Finance					
64	Testing		2-Jun	3-Jun	High schools administer MCAS high school STE tests.	Click for more info	3625	Student Assessment					
65	Regional		Spring 20	14-Jun	Provide written notification to Commissioner if regional school district will not have an approved budget by June 30 (regional school districts only.)	Click for more info	6588	Christine Lynch					
66	Local		1-Jul	1-Oct	Begin the Direct Certification process to determine eligibility of students for free school meals and ensure continuation of benefits as prior year eligibility ends. USDA requires School Food Authorities to conduct direct certification at least three times a year including at or around the beginning of the school year. DESE recommends conducting direct certification more frequently to capture new students and benefit changes.	Click for more info	6480	School Nutrition					
67	Local		1-Jul	30-Jun	Update local School Wellness Policy (LSWP) by July 1 st per applicable USDA and MA DPH law. Develop LSWP annual goals for nutrition education, physical activity, nutrition promotion, and other school-based activities to promote student wellness. Ensure LSWP is assessed for compliance and effectiveness annually and that the assessment is made available to the public.	Click for more info	6480	School Nutrition					
68	Finance		Mid-June	3-Jul	Submit final special education circuit breaker claims for preceding school year.	Click for more info	6594	Jay Sullivan					
69	Data report		1-Jun	2-Jul	Submit End-of-Year SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin					
70	Data Report	Homeless Liaison; Foster Care Contact	June	15-Jul	Complete and submit annual homeless and foster care student data collection.	Click for more info	3010	Student and Family Support					
71	Data report		3-Sep	16-Jul	Submit School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 370K1.	Click for more info	3582	Robert Curtin					
72	Local		31-May	31-Jul	Complete and submit Annual Induction and Mentoring Report for beginning teachers and principals.	Click for more info	3292	Educator Development					
73	Data review		End of July	End of July	Principals receive MCAS-AIT score appeal results.	Click for more info	3625	Student Assessment					
74	Charters		Mid Feb	16-Mar	Submit 2020-2021 Charter School Waiver Report (charters schools only)	Click for more info	3227	Charter School Office					

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5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under M.G. c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing	Review EVIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EVIS data, alongside local data and other EVIS resources, to put students on a path to success by intervening early.	Click for more info	3909	EVIS					
75	Virtual Schools		Early Apr	1-May	Submit pre-enrollment report for SY2020-2021 (virtual schools only).	Click for more info	3505	Charter School Office					
76	Data report		1-Jun	6-Aug	Submit end-of-year EPMAS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin					
77	Data report		Early March	Early April	Submit Regional Student Advisory Council members' election affidavits to DESE (M.G.L. ch. 15 §1E).	Click for more info	6320	Donna Taylor					
78	Parent notice		Early Feb	Early Feb	Superintendents receive November MCAS ELA and Mathematics Repeat Parent/Guardian Reports.	Click for more info	3625	Student Assessment					
79	Data review		Early Jan	Early Jan	Superintendents view student results from the MCAS November retest in Edwin Analytics in the Security Portal.	Click for more info	3625	Student Assessment					
80	Parent notice		Early Jan	Early Jan	Superintendents receive additional letters for students who earn the Adams Scholarship to send to parents/guardians.	Click for more info	3625	Student Assessment					
81	Parent notice		Mid May	Early May	Superintendents receive February MCAS Biology and March MCAS ELA and Mathematics Repeat Parent/Guardian Reports (data available in Edwin Analytics in the Security Portal center).	Click for more info	3625	Student Assessment					
82	Local		Early Spring	Early Spring	Certify FCC Form 471 to seek funding for eligible technology services (E-rate).	Click for more info	3256	Ken Kluu					
83	Local		Fall	Early Winter	Certify FCC Form 470 to open competitive bidding for desired technology services (E-rate).	Click for more info	3505	Ken Kluu					
84	Data review		Summer	Summer	Access ACCESS for ELIs official results in Dropbox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment					
85	Data review		Late August	Late August	Preview preliminary embargoed district and school accountability data via the Accountability Data application in the Security Portal/Masfetu Gateway.	Click for more info	3550	District & School Accountability System					
86	Local		Mid Aug	Late Aug	Update school and district contact information in Directory Administration to ensure correct listings on DESE's public website and receipt of important messages from DESE.	Click for more info	3582	Robert Curtin					
87	Local		Late December	Late December	Distribute 2019 district and school "report cards" providing information about student enrollment, teacher quality, assessment, accountability, and other measures of district and school performance.	Click for more info	3550	District & School Accountability System					
88	Local		Mid Jan	Late Mar	Update school and district contact information in Directory Administration to ensure correct listings on DESE's public website and receipt of important messages from DESE.	Click for more info	3582	Robert Curtin					
89	Data review		End of May	End of May	Superintendents, principals, and coordinators access spring ACCESS for ELIs results.	Click for more info	3625	Student Assessment					
90	Data review		Late September	Late September	DESE releases official 2019 district and school accountability data to the public. Embargo lifted on discussion of results.	Click for more info	3550	District & School Accountability System					
91	Local		Early Sep	Late Sep	Hold training on schools' physical restraint policy within the first month of every school year and within a month of new employee hires (603 CMR 46.00).	Click for more info		redtrain@des.mass.edu					
92	Local		Early Sep	Mid Jun-20	Implement evaluation systems for all educators that are consistent with regulations.	Click for more info	3243	Educator Development					
93	Innovation		Early May	1-Aug	Submit FY19 annual innovation schools and innovation academics evaluation report.	Click for more info	3217	Benton Stewart					
94	Data review		Mid June	Mid June	Principals access Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment					
95	Local		Early Jan	Mid March	Publish notice of public hearing on annual budget by school committee at least seven days in advance of hearing (M.G.L. ch. 77 §38B).	Click for more info	6594	School Finance					
96	Data report		Mid Aug	Mid Sep	Notify DESE of school openings/closings via downloadable forms.	Click for more info	3582	Robert Curtin					

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5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under M.G.L. c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		Late Aug./Early Sept.	Ongoing	Review EWMIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EWMIS data, alongside local data and other EWMIS resources, to put students on a path to success by intervening early.	Click for more info	3009	EWMIS					
97	Data report		Mid May	End-Jun-20	Submit FY20 Title I data via the Title I Data Collection Application in the Security Portal.	Click for more info	6230	Federal Grant Programs					
98	Data review		Late Sep	Late Sep	Access official embargoed WACS (with SGP) .csv data file and PDF routers in Dropbox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment					
99	Parent notice		Ongoing	Once annually	Mail Parents' <i>Notice of Procedural Safeguards</i> to all households with students found eligible for special education once during each school year.	Click for more info	3375	Special Education					
99	Human resources		Ongoing	Ongoing	Submit requests for waivers for educators who are unlicensed for their current teaching assignment, including substitute teachers who have been in the same instructional role for more than 90 consecutive days and are not licensed for the role. Call Commissioner's Licensure Hotline (x3065) for assistance.	Click for more info	3065	Brian Devine					
100													
101	Local		Ongoing	Ongoing	Report to local fire department any fire in school or on school grounds. Conduct fire drills at start of school year and during the year as required by state law and local fire chief.	Click for more info	3010	Student and Family Support					
102	Local		Ongoing	Ongoing	Obtain parental consent for Massachusetts eligible students (with and without IEPs; see http://www.doe.mass.edu/special/adv/consent/13_1.html), and document and submit for partial reimbursement for eligible services from Medicaid, through the School Based Medicaid Program.	Click for more info	3010	Student and Family Support					
103	Finance		Ongoing	Ongoing	Submit monthly requests for funds for state and federal grants.	Click for more info	6595	Grants Management					
104	Local		Ongoing	Ongoing	Provide professional development to build skills related to bullying prevention and intervention.	Click for more info	3010	Student and Family Support					
105	Local		Ongoing	Ongoing	Update and document the appropriate uses of technology resources (external/internal infrastructure & devices) to support district, school & capital plans.	Click for more info	3505	Ken Klau					
106	Local		Ongoing	Ongoing	Superintendent reviews and approves school improvement plans, after consultation with school committee. (M.G.L. ch.71 §59C).	Click for more info	3535	CDSA					
107	Human resources		Ongoing	Ongoing	Obtain and review COIR of employees of taxable companies that have contracted to provide transportation to students under G.L. c. 71, § 7A.	Click for more info	3400	Legal Office					
108	Human resources		Ongoing	Ongoing	Send notice to Commissioner within 30 days of discovering information from a national criminal history check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license sanction, regardless of whether the school district retains or hires the educator.	Click for more info	3400	Legal Office					
109	Human resources		Ongoing	Ongoing	Send notice to Commissioner within 30 days of any dismissal, non-renewal, resignation, or other discipline of licensed educator or an applicant for a Massachusetts educator license arising from results of a national criminal history check or misconduct that might give cause to limit or revoke educator's license.	Click for more info	3400	Legal Office					
110	Local		1-Nov	28-Feb	Conduct the Direct Certification process to determine eligibility of students for free school meals. USDA requires School Food Authorities to conduct direct certification at least three times a year including three months after the beginning of the school year. DSE recommends conducting direct certification more frequently to capture new students and benefit changes.	Click for more info	6480	School Nutrition					
111	Human resources		Ongoing	Ongoing	Develop new Individual Professional Development Plans for those who renewed their Professional License - As a reminder, the Licensure Regulations (603 CMR 44.04(1)(c)) permits the use of the same plan to satisfy the requirements of Educator Evaluation and License Renewal.	Click for more info	3124	Brian Devine					
112	Local		Early-Sep	Suggested three times per year (Sep, Jan, May)	Conduct, along with chief of police, bus evacuation drills and vehicle evaluations.	Click for more info	3010	Student and Family Support					
113	Local		Summer	Summer	Certify FCC Form 486 to report start of technology services 120 days after the date of the FCDL or 120 days after the services start date, whichever is later (E-rate).	Click for more info	6459	Kevin Kaczynski					
114	Local		Summer	Fall	Complete Invoicing (FCC Form 472 or FCC form 474) to request reimbursement for eligible technology services (E-rate).	Click for more info	6459	Kevin Kaczynski					

A	B	C	D	E	F	G	H	I	J	K	L	M	N
5	Data Report		1-Sep	1-Oct	Submit new personnel agreements, including educator evaluation system agreements that reflect the 2017 regulatory update to 603 CMR 35.00, to the Department of Elementary and Secondary Education under MGL c. 15 § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements					
6	Data Review		late Aug/Early Sept.	Ongoing	Review EWMIS (the state's Early Warning Indicator System) data in Edwin to understand who is at risk of missing important academic milestones. Plan how to use EWMIS data, alongside local data and other EWMIS resources, to put students on a path to success by intervening early.	Click for more info	3909	EWMIS					
115	Human resources		Varies / Ongoing	Varies / Ongoing	Review the results of national criminal history checks.	Click for more info	3400	Local Office	(Ongoing)				
116	Local		Ongoing	Annually by Sept. 1	Develop, and annually update by September 1, a plan to address the general mental health needs of students and their families, teachers, and school administrators including the potential need for emergency and acute treatment resulting from tragedy or crisis in the district.	Click for more info	3010	Student and Family Support					
117	Local		1-Jul	1-Sep	Update meal charge policy and ensure policy is provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year. District staff responsible for enforcement must receive policy as well. DESE encourages districts and schools to include policy in student handbook and/or on online portals that households use to access student accounts.	Click for more info	6480	School Nutrition					
118	Local		1-Mar	30-Jun	Conduct the Direct Certification process to determine eligibility of students for free school meals. USDA requires School Food Authorities to conduct direct certification at least three times a year including six months after the beginning of the school year. DESE recommends conducting direct certification more frequently to capture new students and benefit changes.	Click for more info	6480	School Nutrition					
119	Data Review		1-Mar	31-Aug	Use the Teacher Pipeline Report in EDWIN Report to inform recruitment and hiring needs as well as strategic partnerships with preparation providers (report identifies the # of recent hires, the prep providers from which they graduate, how effective they are once hired, and how well you are utilizing a student teacher pipeline to recruit talent).	Click for more info	3253	Educator Development					
120	Data Review		1-Apr	1-Oct	Use the Student Learning Experience Summary Report to identify any equity gaps (disparities that result in historically disadvantaged students being taught at higher rates than other students by teachers who are inexperienced, out-of-field, or lower rated) in your district or in any one of your schools, and utilize data to inform student assignment and hiring needs - per Every Student Succeeds Act (ESSA), Section 1111(e)(1)(B).	Click for more info	6230	Resource Allocation, Strategy and Planning					
121	Local		1-Jul	Ongoing	Each school district, vocational district, charter school, approved private day or residential school shall provide and maintain at least 1 automated external defibrillator (AED) on site where instruction is provided.	Click for more info	3010	MEEP					
122	Local		Annually	Annually	Each city, town, regional school district, charter school, or vocational school is to utilize a verbal screening tool to screen students for substance use disorders, and notify parents/guardians prior to the start of the school year, and report aggregate data to the Department of Public Health within 90 days of screening.	Click for more info	3010	ATOD					

School Committee Goals

2019-2020

1) By June 2020, the School Committee will review and adopt relevant policies and support funding for resources which address the social/emotional needs of all children within the regional school district, as measured by policies reviewed, meeting minutes and budgetary commitments.

- The School Committee will appoint a policy subcommittee to review and update policies
- The Policy Subcommittee will work with the Superintendent and related Administration to review and bring forward related policies
- The Finance Subcommittee will work with the Superintendent and related Administration to support budgetary requests that support the social/emotional needs of all students
- Subcommittees will report back monthly to the full committee on this

2) By June 2020, The School Committee will have worked collaboratively with the Superintendent and senior administrative staff to promote inclusive and diverse curriculum, instruction and cross- cultural experiences which expand student learning opportunities as measured by agenda items, meetings with the Superintendent and Administration, and meeting minutes.

- The School Committee will meet with the Superintendent to identify needs within the Regional District
- The School Committee will ensure that budget resources are available to support initiatives and align with administrative efforts
- The School Committee will assign a curriculum liaison to work with the Superintendent and/or Curriculum Director

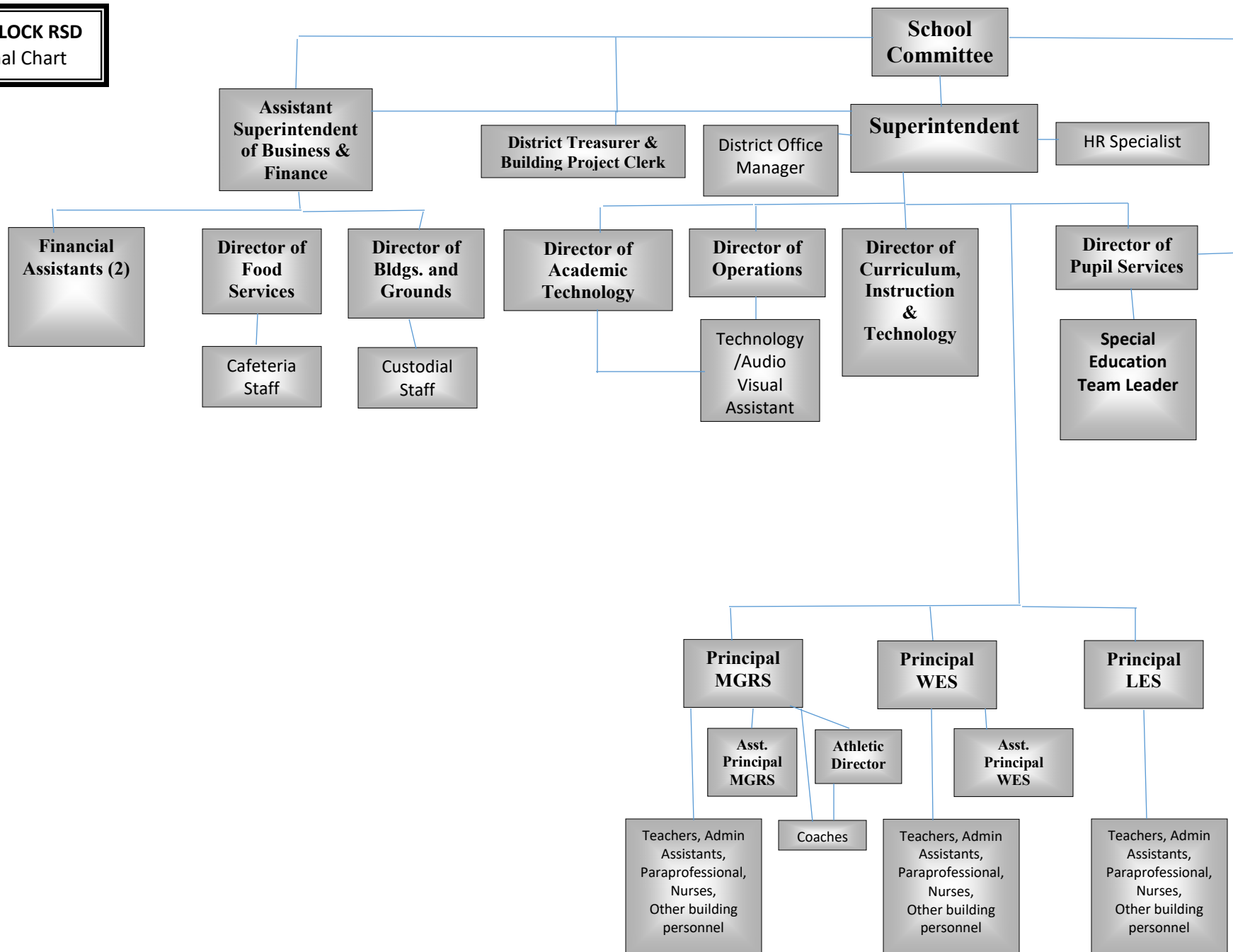
3) By June 2020, the School Committee will have successfully closed out the Mt Greylock school building project as measured by the verified MSBA close out process.

- The School Committee will streamline the process by replacing the School Building Sub-Committee with the current School Committee plus the Superintendent, MCPPO, and Facilities Director, and any other required members
- The School Committee will actively work with and support the Superintendent and District Advisors to facilitate the final process

4) By June 2020, the School Committee will have adopted or developed and implemented a proactive and effective communication plan that improves community engagement and perception as measured by increased community/regional participation at school events/meetings, increased attendance by school committee members at school events, better perceived communication within the Regional District, agenda items and minutes.

- The School Committee will structure agendas to dedicate time at the beginning for student activities/updates and Principal updates
- The School Committee will appoint a liaison to the website workgroup to assist in foster distribution and ease of access of information
- The School Committee will have content in the schools' monthly newsletters to better inform parents
- The School Committee will request receipt of the Principal email blasts which announce upcoming events within all three schools.

MOUNT GREYLOCK RSD
Organizational Chart



Updated September 10, 2019

Joe Johnson
Spanish Teacher
Mount Greylock Regional School
1781 Cold Spring Road
Williamstown, MA 01267

September 8, 2019

To the Members of the Mount Greylock School Committee:

My colleagues on the Spanish faculty of the World Languages Department at MGRHS have asked me to address some of the objections and questions that were raised surrounding our proposed April trip to Puerto Rico at the August 8th School Committee Meeting.

I will address each point in detail, but the main points are the following:

- **Trip as a class requirement:** Our trip would neither be an academic requirement, nor independent of the school, but rather an “optional school program”, which is provided for in the District’s policy manual, Section JJR.
- **Fundraising:** As the trip is an optional school program, the issue of raising funds sufficient for all eligible students to participate is moot.
- **Precedent:** Many such trips have been organized at Mount Greylock in the recent past.
- **Time on learning / end products:** Immersion in Spanish language and culture meets the policy manual’s requirement of educational value. Because the trip is an optional school program, an academically assessable product at its end is not required.
- **Additional days:** The trip can easily be amended to fall entirely within the April vacation week.
- **Safety:** Puerto Rico is the most popular tourist destination in the Caribbean, and is considered safe for travel. Spanish Studies Abroad, the company we hope to contract with, takes many safety precautions and provides each student with safety training and an insurance policy.
- **Summer travel / independently organized trips:** Summer travel greatly complicates student recruitment to the trip, and travel during other school vacations is specifically permitted in the District policy manual, Section JJR. Privately organized trips not approved by the School Committee, meanwhile, are discouraged by the same policy manual, Section JJH.
- **Timing:** The Spanish faculty has been attempting to put the trip before the School Committee since last January. However, Section JJH of the District policy manual only requires that such trips achieve final approval 30 days prior to departure.

Trip as requirement: The trip we have proposed is meant to reflect the Spanish curriculum, but we never meant to imply that participation in the trip was a part of the curriculum. Rather, the trip would be structured so as to allow students to further explore many elements of the curriculum that led up to it; this curriculum would also be shaped with the eventual possibility of a trip in mind, focusing more on Puerto Rico’s culture and history than would otherwise be the case. It would be perfectly possible to take the courses leading up to the excursion and receive full credit and benefit, even if a student never were to go on the trip.

We do not believe, and never meant to suggest, that such a trip should or could be a requirement of our classes. But it was argued at the school committee meeting that we had no other choice. The only options for such student travel, we were told, were that the trip be either (a) “school-sponsored,” implying that it is part of the curriculum and that all students must be provided the means to participate; or (b) independent of the school, taking place outside the school year and without school committee oversight. This language comes from the MGEA Teachers Contract 2018-2021, Article XLVI, which says the following:

“Teachers whose responsibilities are not otherwise covered by a stipend and who travel overnight with students on field trips or other school-sponsored activities will receive a stipend of one hundred and fifty dollars (\$150) per night.”

While it is true that this section only mentions “field trips or other school-sponsored activities”, the MGEA Teachers Contract covers teacher duty and compensation, and does not lay out all the categories of travel the District will permit. That can be found in the District policy manual, which indeed provides specifically for just the sort of trip we propose: Neither an academic field trip required for class, nor a school-sponsored activity in which students are guaranteed the ability to participate. From Section JJR:

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. *Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements.* (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

(Emphasis added.)

“Optional school programs,” as the name implies, are neither required for the curriculum (“optional”), nor independent of the school (they are “school programs”), and may be carried out on an overnight basis “during school vacations” (plural; that is to say, not limited to the summer). And, since the Puerto Rico trip itself would not constitute a part of the curriculum of any Spanish class, it would also fall under the umbrella of being a “non-academic” field trip.

Fundraising: While we are not opposed to organizing fundraising for our proposed trip, we are unaware of a fundraising requirement for student travel. The District policy manual does not allow fundraising to begin prior to school committee approval of the trip, and does require that any specific fundraising efforts be approved before being undertaken (section JJH-R). But the manual does not appear to require that such fundraising be done.

However, at its August meeting some on the School Committee suggested they would consider it a condition of approval not only that fundraising be done, but that sufficient funds be raised to make sure that any and all students unable to pay would be subsidized.

But, as indicated above: Optional school programs need not guarantee universal participation. Additionally, from a logistical standpoint, such a requirement would present an obstacle to student travel that is simply insurmountable. For the proposed Puerto Rico trip, for example, ten

students unable to pay would mean needing to raise \$28,000. Fundraising is of course possible and even beneficial for student travel, but the expectations for the eventual returns must also be kept realistic.

Precedent: Optional school programs that take students on extended overnight travel, domestically and abroad, have been part of the Mount Greylock experience for decades. Marj Keeley, the former Mount Greylock Latin teacher, led voluntary international trips with students during a school break in 1999, her first year at the school. She went on to lead several more, going to Italy as recently as 2014. In fact, her devotion to those trips, and the impact they had on her students, made up the lead paragraph in the Berkshire Eagle article on her passing in 2017.

“Time on learning” / end products: The question of whether and how much time on learning is to be had on the trip was also raised at the August School Committee meeting. We consider every waking moment on such a trip to be time on learning. The students are enveloped in an entirely Spanish-speaking environment, and are actively moving through and exploring the very cultural context they have been studying for years.

Some on the School Committee also expressed concern that the itinerary appeared not to require that students produce any academic work at the end of the experience. This may have stemmed in part from the mistaken impression that the trip was meant to be an integrated, required part of the curriculum, that it figured somehow into participants’ assessment for our courses. But, as mentioned above, the Spanish curriculum and courses that precede the trip, though designed to echo the themes the trip would explore, would exist separately from the excursion.

As we have conceived of the trip, and as most of the trips I am aware of have been designed, there is no curricular end product toward which the students are working, since the trips take place outside the curriculum. But this is not to say that the trip has no educational value. Rather, the trip itself, a capstone experience for many of years of Spanish study, is an opportunity to put into practice the linguistic and cultural skills the students have been acquiring for years. All the interactions with locals are to be in Spanish, and the opportunity to finally do that is, in and of itself, the crowning performance at the end of a long series of courses.

For this reason, common practice for such student travel is to limit participation to juniors and seniors who are in the advanced levels of Spanish, as they are uniquely positioned to take advantage of the immense linguistic and cultural growth that the trip offers. We believe this more than fulfills the District policy of requiring educational value in any trip the School Committee approves, as laid out in Section JJH.

Additional days: The itinerary as designed asks that the students be allowed to embark a short time prior to the beginning of the April break. When such distances and expense are involved, neighboring school districts have had the common practice of allowing the students to maximize their opportunities at the eventual destination by permitting them this extra time. The intensive learning to be had for advanced Spanish students on such an immersion experience is considered to be worth the loss of some seat time at school. And the District’s policy on overnight travel, in section JJR, in the same paragraph in which optional school programs are described, does not prohibit this loss of time; rather, it seeks to “minimize” such losses “whenever possible”:

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time.

While it is true that the teachers going on the trip as chaperones would need to be replaced with substitutes, this is also the case for many other trips, including traditional field trips that take place during the school day, since many teachers who act as chaperones on such trips do not exclusively teach one grade level, and thus typically leave some of their own students behind.

But if this extra day and the cost of substitutes are sticking points, Spanish Studies Abroad can easily redesign the trip to take place completely within the scheduled April break.

Safety: Puerto Rico is considered safe for tourism, and is the most popular such destination in the Caribbean. As with many destinations in the rest of the United States, daily life in Puerto Rico is very safe, provided one stays out of certain easily-avoided areas, and does not participate in illegal activities. Our itinerary keeps us entirely within the heavily policed, commonly traveled portions of the Puerto Rican cities and countryside. All of the Spanish language faculty have been to Puerto Rico, and have always felt very safe there. The island has substantially recovered from Hurricane Maria, and has made much progress in attracting tourists again with safe and healthy infrastructure. Meanwhile, the recent political upheaval on the island, far from reflecting economic, political, or social instability, had to do with discoveries of corruption and chauvinism perpetrated by high-ranking government officials. These officials were shamed into resigning through protests that were largely civil and peaceful.

Additionally, Spanish Studies Abroad, the company collaborating on designing the proposed trip, provides each student with an individual insurance policy that covers illnesses and accidents. Planned excursions include multiple supervisors, and students and chaperones are provided with emergency telephone numbers to be used in the unlikely event of separation or accident. SSA monitors the larger social situation in all the places they operate and do not send students into dangerous situations. These are among the many safety precautions they take, which are outlined in an attached document from SSA.

Summer travel / independently organized trips: The norm for language-based trips in the area has been to travel during one of the two week-long vacations, February or April, and not during the summer, for several reasons. One is programmatic: Given that the trip is best appreciated and is safest if the participants are upperclassmen who have arrived at the highest levels of Spanish study, we are beginning with a small pool of eligible participants. Families typically are more willing to allow their students to take the time to travel without them during these shorter breaks than during the summer; holding the excursion during the summer would thus endanger its viability, as unmissable family summer vacation plans for only a few eligible students can make for insufficient numbers of participants.

Seniors will also have completed their high school studies by the time a summer trip is held. This may further reduce their desire to participate in the trip, and would therefore add to the danger of reducing the number of participants below the threshold of viability.

Another reason is that the timing of an April trip and the immersive experience that it entails is excellent practice for students who are about to take the Spanish AP exam a few short weeks after traveling. February would also serve this purpose well, while a summer trip would not help senior AP test takers at all.

Pushing the trip off to the summer appeared to be an attractive option for several members of the Committee at least in part because of the idea that it would thus relieve the school district of liability. We believe it would also relieve the district of any credit to be had for the educational value of the trip, as it would now be a private enterprise run by employees on their own time, freed from any requirements, conditions, or suggestions the committee might have wished to make. This is not the sort of experience we imagine for our students.

In fact, District policy actively discourages such travel, favoring travel that is approved by the Committee. From Section JJH:

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

The international trips I have led have always been under the aegis of the School District where I worked, with approval and collaboration from the District, which has facilitated the planning and the trip itself in many ways. The school nurse has been involved in making sure the chaperones are informed of all the participants' medical needs. The school itself has been used as the departure point for travel that begins at the end of the school day, which facilitates pre-departure bag searches; these have been carried out by CORI-checked and trusted faculty who were otherwise not involved in the trip, and who volunteered to use available time during the school day. Student discipline histories have been considered when deciding on student eligibility for travel. Access to much of this becomes difficult, if not prohibited by law, if the trip is to be conceived of as a private enterprise.

Timing: It is, of course, not ideal to request the approval of an April trip in August. But we want the School Committee to know that the Spanish faculty at Mount Greylock have been trying to have the trip considered by the School Committee since January.

The usual pattern with such travel opportunities is to give students and family plenty of lead time to work on financing the trip. This would also allow the committee to ask, and us to research and answer, any questions. But on several occasions, we were told that the committee had too much on its plate, that it wouldn't be a good time to bring up the trip. Every month or so we would ask again whether it might be a good time to put the trip up for consideration, but were repeatedly told that the timing wasn't right. In June, it was asked that consideration of the trip be put off until the July meeting. It was then put off further, until August, and we were notified only on August 5th that we were on the agenda for the August 8th meeting. We agree that the timing could have been better, but very much want the Committee to know that we did try to put the trip before you much sooner.

The District's policy manual, however, only requires that final approval for such trips be requested 30 days prior to the actual trip. From Section JJH of the School District Policy Manual:

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. *The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.*

(Emphasis added.)

No timeline is given for the "initial approval by the School Committee".

We thank you for your time and consideration, and look forward to answering any further questions or concerns you might have on September 12th.

Sincerely,

Joe Johnson



Spanish Studies Abroad

The CENTER for CROSS~CULTURAL STUDY

Excellence in Spanish Studies Since 1969

SPANISH STUDIES ABROAD GUIDELINES FOR STUDENT SAFETY AND SECURITY

Spanish Studies Abroad (The Center for Cross-Cultural Study, or CC-CS) has as one of its primary goals the safety and well being of students, and the peace of mind of their parents and home university staff. The following procedures have been established to ensure this goal:

Personal health and safety:

- Spanish Studies provides each student with an individual insurance policy that covers illnesses and accidents. Detailed information is included in the program Handbook and orientation materials. Spanish Studies staff members and/or Resident Director will accompany students to the doctor, if requested.
- One of the first presentations given to all students during orientation is the Health and Safety Orientation, designed to make students aware of general safety issues as well as those related directly to their host cities and countries.
- Spanish Studies has 24-hour emergency telephone numbers that connect students directly with the Resident Director or on-call staff:
 - Seville, Spain: (011 34) 699-306-451
 - Alicante, Spain: (011 34) 690-774-830
 - Barcelona, Spain: (011 34) 689-766-723
 - Córdoba, Argentina: (011 54) 9-351-573-4744
 - San Juan, Puerto Rico: (787) 406-6586
 - Havana, Cuba: (53) 0-5841-2920

Students receive the number during orientation. It is also provided in the recorded messages, in English and Spanish, on the answering machines at the regular office phone numbers.

- Students are provided with emergency telephone numbers for police, fire, ambulance, US Embassy and hospitals during orientation and in the program Cultural Guide. Spanish Studies will provide assistance in filing police reports when necessary.
- The Resident Director, in conjunction with the remaining Spanish Studies staff, monitors the well-being of students and provides advice and counsel with any problem or emergency, 24 hours a day, 7 days a week.
- Spanish Studies sponsored study trips outside of Seville, Alicante, Barcelona, Córdoba, San Juan, and Havana are supervised by a minimum of two Spanish Studies professors or staff members; with larger groups, at least one professor/staff member is assigned to every 20 students. The professor/staff member in charge carries a cell phone. Students are given this number, in writing, at the beginning of the trip. In case of emergency, the professor in charge will contact the appropriate local authority (ambulance, police) as well as the Spanish Studies emergency number.

- When travelling independently, students are requested to file a Travel Information Form advising Spanish Studies administration of their itinerary and contact information.
- The Spanish Studies facilities at Calle Harinas in Seville are monitored by an alarm system that includes video surveillance and an emergency response system provided through a third party.
- Students in the Spanish Studies program in Alicante or Barcelona, Spain, Córdoba, Argentina, San Juan, Puerto Rico, and Havana, Cuba also have access to the emergency network and facilities provided by the host institutions (*Universidad de Alicante, Universitat Pompeu Fabra, Universidad Nacional de Córdoba, Universidad del Sagrado Corazón, and Universidad de la Habana*).

Large scale emergencies, including natural disasters and social or political unrest:

- The Spanish Studies Resident Director monitors local conditions through the media, Spanish and Argentine civil authorities, US Embassy and Consulate information, and US State Department advisories. Spanish Studies in Seville participates in the Warden System established by the US Consulate in Spain, Argentina, Puerto Rico, and Cuba and designed to keep US citizens informed of State Department advisories and warnings.
- Spanish Studies has a phone tree contacting procedure to be put into effect if necessary.
- The Spanish Studies Resident Director will call for a meeting with students, as well as use email and written notices, to provide the most recent State Department information available and address student questions and concerns.
- Spanish Studies will encourage students to contact their families, and will facilitate contact if usual channels of communication are not available either in the U.S., Spain, Argentina, Puerto Rico, or Cuba.
- If local conditions warrant, students will be encouraged to maintain a low profile, avoid travel outside of Seville, Alicante, Barcelona, Córdoba, San Juan or Havana, and remain aware of their surroundings. Spanish Studies will cancel classes and encourage students to remain with their host families if necessary.
- The U.S. office of Spanish Studies will serve as contact in the U.S. and will maintain study abroad staff at students' universities informed of developments in Seville, Alicante, Barcelona, Córdoba, San Juan, or Havana, including copies of e-mail and written information distributed to students.
- Spanish Studies programs will be suspended in the case of severe emergencies (U.S. State Department warning, large-scale terrorist activity in the host city or country, civil unrest, martial law, etc.).
- Spanish Studies is prepared to carry out an evacuation from Spain, Argentina, Puerto Rico, or Havana if programs are suspended. Spanish Studies will make every effort to expedite students' return to the U.S., in conjunction with U.S. State Department or Armed Forces representatives, via commercial airlines or the U.S. military bases in Morón or Rota (within a 30-60 minute drive from Seville). If necessary, Spanish Studies will charter transportation by

road, rail or air to ensure the safe evacuation of students. Spanish Studies always keeps sufficient cash on hand in local and US currency for emergency purposes.

MOUNT GREYLOCK RSD SCHOOL COMMITTEE

2019-2020 MASTER CALENDAR Agenda Items

August	Thurs, Aug. 8, 2019	6 pm	MGRS Room A109
Master Calendar Approval Student/Parent Handbook Capital Gift Update	MGRS Building Project Update Appoint Records Access Officer	Annual Appoint Treasurer & Assistant Treasurer Authorize Treasurer to Borrow	Policy Review School Committee Goals
September	Thurs, Sept 12, 2019	6 pm	MGRS Room A109
FY19 Budget Wrap-up / FY20 Update Grant Updates	Summer Programming Review/Update Strategic Plan	Superintendent's Goals	Student Activity Accounts Staffing / FTE Updates
October	Tues, Oct 8, 2019	6 pm	MGRS Room A109
Homeschooling FY20 First Quarter Budget Update	Review of Executive Session Minutes for Declassification	School Calendar Discussion Special Education/ELL/Title I Updates	School Improvement Plans
November	Thurs, Nov 14, 2019	6 pm	MGRS Room A109
School Committee Reorganization Year End Budget Review	Appoint District Secretary FY21 Budget Timeline & Priority Review	MCAS & Accountability Report DESE/EOY Report	Superintendent's Academic Achievement Award Enrollment Update
December	Thurs, Dec 12, 2019	6 pm	MGRS Room A109
Program of Studies Review/Vote Sub. Pay Rates	Mid-Year School Committee Review	Preliminary FY21 Budget Discussion	
January	Thurs, Jan 9, 2020	6 pm	MGRS Room A109
Discussion of FY21 Budget / Preliminary Figures School Council Budget Presentations	FY20 Second Quarter Budget Review Pre-K Child Find Process	Award Announcement Pre-K Tuition Discussion	Superintendent Mid-Cycle Review Tuition Rate
February	Thurs, Feb 13, 2020	6 pm	MGRS Room A109
Discussion of FY21 Budget Program of Studies	School Choice Discussion	Preliminary 20-21 School Calendar Discussion	CPR Updates
March	Thurs, March 12, 2020 Public Hearing Date TBD	6 pm	MGRS Room A109
FY21 Budget – VOTE	School Choice Recommendation – VOTE	2020-2021 School Calendar - VOTE	
April	Thurs, April 9, 2020	6 pm	MGRS Room A109
Review of Executive Session Minutes for Declassification	Superintendent Evaluation Process	Annual Plan of Professional Development Activities	
May	Thurs, May 14, 2020	6 pm	MGRS Room A109
Third Quarter FY20 Budget Update	Retreat Planning	Summer Programming	Special Education/ELL/Title I Updates
June	Thurs, June 11, 2020	6 pm	MGRS Room A109
Preliminary Fourth Quarter Budget Report	Line Item Transfer Authority Award Announcement	FY21 Tentative Staffing Updates	Superintendent Evaluation - VOTE
Summer	DATE TBD	TIME TBD	LOCATION TBD
School Committee Goals	2020-2021 Master Calendar	School Committee Self Evaluation	

POLICY ON DISSECTION AND DISSECTION ALTERNATIVES

In accordance with the 2005 Board of Elementary and Secondary Education's Policy on Dissection and Dissection Alternatives, our school/school district has developed the following policy. Participation in hands-on science is important to learning science, and dissections are a valuable learning experience in which all students are encouraged to participate.

When dissection is used in the classroom:

- Teachers will thoroughly explain the learning objectives of the lesson and use written and audiovisual materials, as appropriate, to maximize the educational benefits of the experience.
- All specimens will be treated with respect.
- All students will be informed, prior to the dissection, that they have the option of discussing individual concerns about dissection with the appropriate teacher.
- Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also offer dissection alternatives. Upon written request of a student's parent or guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently, our school offers the following courses that include dissection: Biology, Honors Biology, AP Biology, Anatomy, Honors Anatomy. (May possibly include: Environmental Science, Honors Environmental Science, and Science 7). Specific dissection and dissection alternative activities will be listed on the course syllabi, available to students before enrolling in these courses.

Alternative activities may include models (name models) and applications (name Internet, computer, or mobile device programs) in place of dissecting (name organism[s]).

Course Dissection Activity Dissection Alternative Activity:

The procedure for a student to participate in an alternative activity in place of dissection is as follows:

- The student will notify the science teacher of the student's choice to participate in an alternative activity in place of participating in a dissection.
- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The student will be provided an alternative activity to be determined by the teacher, who will specify in writing what is expected of the student. Alternative activities will allow students to gain the same content knowledge as the dissection activities and will require a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.
- The student will be subject to the same course standards and examinations as other students in the course.

This policy is provided at the beginning of each school year to all teachers of science courses that involve dissection and to all students who enroll in a science class involving dissection.

MGRSD Course Dissection and Dissection Alternative Activity Form

Complete this form for each student who participates in an alternative dissections activity
An electronic version of this form is available <http://bit.ly/2UHO4VK>

Student Name: _____

Teacher Name: _____

Course Name: _____ Date: _____

Dissection Activity Description Include models and applications	
Dissection Alternative Activity Description Include models and applications	

The procedure for a student to participate in an alternative activity in place of dissection is as follows:

- The students will notify the science teacher of the student's choice to participate in an activity in place of participating in a dissection.
- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The students will be provided an alternative activity to be determined by the teacher, who will specify in writing what is expected of the students. Alternative activities will allow students to gain the same content knowledge as the dissection activities and will require a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.
- The students will be subject to the same course standards and examinations as other students in the course.

Mount Greylock Regional School District

Procedures and Guidelines
Governing Use of School Facilities



Dear Community Member:

This packet contains all the information needed to reserve school facilities in the Mount Greylock Regional School District. The School Committee supports the use of school facilities by community groups (after normal use by students and faculty) and believes that such use enriches the quality of life for everyone in the community.

These procedures and guidelines represent the efforts of the School Committee to encourage the use of school facilities and bring consistency to the regulations and fee structure associated with the program.

Mount Greylock Regional School District has wonderful school facilities that have been used by community groups for meetings and events. The School Committee wishes to continue its partnership with the community and extends an invitation for you to hold your events with us.

Sincerely,

Kimberley Grady
Superintendent of Schools

Mount Greylock Regional School District

Use of School Facilities

Philosophy

The Mount Greylock Regional School Committee encourages the use of school facilities for educational, charitable, recreational and civic purposes, sponsored by recognized, responsible organizations. The Mount Greylock Regional School District is committed to ensuring that all of its programs and facilities are accessible to the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation.

The Mount Greylock Regional School District neither endorses, supports, nor sponsors any of the activities which may occur as a result of the use of the school facilities.

The use of school facilities must be consistent with the district's energy conservation program and fees associated with the use will vary contingent upon the nature of the sponsoring group, activity, and time of use. It is not the intent of the committee that for-profit groups be subsidized by public funds. Such groups shall incur additional charges for the use of school buildings.

The Superintendent and/or designee shall serve as the School Committee's representative in processing applications, approving use, and enforcing regulations. Any request to waive or change fees must be approved by the Superintendent.

General Guidelines for Use

1. For non-school related activities, all costs shall be borne by the user group. Fees will include the direct costs associated with the activity such as rental fees and personnel costs.
2. The School Department requires that adequate staff be scheduled to ensure the security of the building and to provide for expedient cleaning. The terms of existing labor contracts will be consulted when assigning custodial and cafeteria fees.
3. All user groups shall save and hold harmless the Mount Greylock Regional School District and its officers and employees and assume responsibility for all liabilities arising from incidents as a result of use.
4. A Certificate of Insurance must be submitted as evidence of insurance coverage and must designate both, the using organization and Mount Greylock Regional School District, as insured and not merely as certified holders.
5. The group categories and the fee schedules will be agreed to prior to usage approval.

Rental Group Categories

Group A: Recognized school or civic groups based in the Williamstown-Lanesborough community, but not necessarily established as non-profit organization (i.e., PTO, School Councils, Town Recreation / Youth Groups).

Group B: Non-profit groups with a majority of the participants residing in Regional member Towns (i.e., youth groups, churches and charities). Groups are required to provide proof of tax-exempt status at the time the Application for Use of School Facilities is submitted.

Group C: For-profit groups (i.e., private dance schools, theater groups) and non-profit groups that have fewer than half of the participants residing in District.

School Facilities Rental Fee Schedule

(Rates subject to change per approval of School Committee)

Facility	Group A Rate	Group B Rate	Group C Rate
Auditorium – MGRS Auditorium – WES	N/A	\$100/day \$75/day	\$500/day \$250/day
Gymnasium	N/A	Contact Us	\$250/day \$40/hour (weekdays) Weekend/Holiday/School Not in Session – gym is only rented out in half day intervals at \$125/half day (4 hours max)
Cafeteria w/o Kitchen Cafeteria w/ Kitchen	N/A Contact Us	N/A Contact Us	\$250/day Contact Us
Regular Classrooms	N/A	N/A	\$75/day
	<i>(max. of \$225/day if multiple classrooms are requested.)</i>		
Lab Classrooms	N/A	N/A	\$150/day
Library	N/A	N/A	\$250/day
Athletic Fields	N/A	Contact Us	\$200/day \$40/hour (min. 2 hours)

Personnel Fees

(Regardless of Group Category)

Custodial Staff: A custodian must be on the premises at all times. Custodial fees will be added to above rates for any use beyond 10:00 p.m. Monday through Friday, anytime on Saturday or Sunday, and any day that school is not in session. If the Superintendent determines that more than the regularly scheduled staff is needed, these costs will also be added to the facility rates. Current custodial rates are \$30-40/hour per staff member.

Kitchen Staff: Access to the kitchen is not available unless a cafeteria worker is present. This person will have full authority over all kitchen equipment and may restrict access to certain equipment.

MGRS Audio/Visual Equipment: Access to the audio/visual system in the Middle/High School is only permitted by the Audio Visual & Technology Director or his designee. This person will have full authority over the a/v system and may restrict access to certain equipment.

Police Officers: All organizations must arrange and pay for police services directly through the local Police Department if deemed necessary.

Outside Restrooms: Organizations requesting Athletic Field use are required to provide portable restroom facilities per playing field being used.

Guidelines for Scheduling/Approvals

1. The Superintendent, in attempting to make the school facilities available to the maximum number of persons/organizations in the community will consider applications for use in the following order whenever feasible and practical:
 - Mount Greylock Regional School District Students
 - Mount Greylock Affiliated Groups (Committee, Councils, PTO, Etc.)
 - Member Town Recreation/Youth Groups
 - Adult Recreation
 - Local Non-Profit Organizations

The Superintendent will be the final determining agent regarding any scheduling conflicts.

2. **Event Requests Requiring Special Instructions** – must be made, at least, two weeks prior to the event.

Regulations Governing Use of School Facilities

1. Mass. General Law requires obtaining **Criminal Offender Record Information** (CORI) for all volunteers and others who may have direct and unmonitored contact with children. This includes all volunteers, chaperones, coaches, etc. who may be assisting you. All organizations are responsible for adhering to these requirements and obtaining CORIs when needed.
2. Mass. General Law prohibits smoking or alcoholic beverages on school property.
3. Participants shall not be restricted from participation for reasons of race, religion, age, sex, sexual orientation, creed, national origin or disability conditions. However the School Committee is not prohibited from allowing the use of school premises by independent groups with restrictive membership.

4. In compliance with Massachusetts General Laws, the School Committee prohibits firearms and other dangerous weapons in schools and adopts the statutory definitions of a firearm and other dangerous weapons in addition to any definitions it may include in its student-parent handbook.
5. Hazing of students is prohibited by state law, and is defined as any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of the student.
6. Food and drinks shall occur only in authorized areas.
7. No other area than that approved for use on the application shall be used. No school material or furniture may be used without permission of the Superintendent. For any major function requiring use of a stage with scenery, the facility must be requested with additional time to allow setting up and dismantling of the scenery.
8. Users will assume full responsibility for the proper use of the facilities and for payment of damages.
9. If school is closed due to inclement weather or other emergency, all events and activities will be cancelled. It is the organization's responsibility to reschedule.
10. School personal properties, such as projectors, recorders, amplifying units, etc., are not included in the rental contract.
11. A letter of determination from the IRS or other documentation to verify tax-exempt status must accompany this application before an organization will be considered non-profit for fee setting purposes.
12. Thirty-six hour notice will be required in the event of cancellation; otherwise, the applicant will be responsible for the custodial and facility rental fees.
13. The Mount Greylock Regional School District is not responsible for any personal property present or left on the premises.
15. The Superintendent reserves the right to refuse the use of facilities to any group that has violated any condition, rule, regulation, or guideline concerning use of the premises in the past, or which has otherwise abused this privilege.

PLEASE REFER TO THE PREVIOUS PAGES FOR RENTAL RATES, PERSONNEL CHARGES, AND RELATED INFORMATION

The individual signing the request form hereby assumes responsibility for any accidents, injury or damages that may occur to the building or equipment made available to him/her and for any repairs required as a result of same. Accidents or damages that occur during the use of a school facility must be reported to the Superintendent or designee within 24 hours. In consideration for the use of facilities owned or operated by the Mount Greylock Regional School District, the undersigned organization hereby releases and holds harmless the Mount Greylock Regional School District and its employees, agents, and volunteers (collectively, "the District") from and against any and all injuries, damages, liabilities, actions, suits, proceedings, claims, demands, losses, costs and expenses (including reasonable attorneys' fees) that may arise out of or in connection with the use of such facilities by the undersigned organization or its employees, agents, or volunteers, and further agrees to indemnify the District from and against any and all injuries, damages, liabilities, actions, suits, proceedings, claims, demands, losses, costs and expenses (including reasonable attorneys' fees) by third parties arising out of or in connection with the organization's or its employees', agents', or volunteers' activities on or about the rented premises. Please familiarize yourself and your group members with this School Rental Contract and its attachments, sign and return. No reservation will be made until this application is returned to you with an approved signature.

I have read this Contract, including attachments, and the regulations for the use of the Mount Greylock Regional School District property, and accept the responsibility for payment of bills, the observance of all regulations, and all terms hereof. I will finalize all arrangements with the building office one week prior to specified date and earlier to the extent required above.

*Applicant's Signature

Date

*This constitutes your digital/electronic signature.

APPLICATION FOR THE USE OF SCHOOL FACILITIES

INSTRUCTIONS:

Internal: District/School Personnel completing this form to reserve space for school-related activities / clubs are asked to fill out the form and send to the appropriate main office secretary.

External: Requests from public entities wishing to use school facilities: Please, fill out form completely, sign, and e-mail to Stacie Vigiard in the Superintendent's office at svigiard@mqrhs.org.

☐ **PLEASE ATTACH** a current Certificate of Insurance which lists the District as an additional insured and not merely as a certificate holder.

☐ **PLEASE ATTACH** proof of nonprofit status (if applicable).

Name of Organization: _____ Date: _____

Applicant's Name: _____ Phone No.: _____

Address: _____

E-mail Address: _____

*Date(s) of Event: _____

If you are requesting **multiple event dates, please indicate when event will be over (i.e., Meetings to be held every Monday during the month of January; or meetings to be held on the 1st Monday of each month until the end of December).*

Time of Event: _____ to _____ (Specify AM or PM)

Requested Custodial Start Time: _____ to _____

Description of Event: _____

Estimated Number of Participants: _____ Spectators: _____

Rental Group Category (refer to page 2 of Procedures & Guidelines): ☐ Group A ☐ Group B ☐ Group C

FACILITY REQUESTED:

Lanesborough Elementary School:

[Click here to MAKE SELECTION](#)

Williamstown Elementary School:

[Click here to MAKE SELECTION](#)

Mount Greylock Regional School:

[Click here to MAKE SELECTION](#)

Special Instructions:

Applicant's Signature

Date

JJIF - ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. [111:222](#); 105 CMR 201.000



Mount Greylock Regional School District
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Williamstown, MA 01267
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FAX (413) 458-9581
www.mgrhs.org

June 26, 2017

Linda Brown
Division of Violence and Injury Prevention
Massachusetts Department of Public Health
250 Washington Street
Boston, MA 02108

Dear Ms. Brown,

Mount Greylock Regional School District has once again reviewed the district *Head Injury and Concussion Policy*. This policy provides for the implementation of MA 105 CMR 201.000: *Head Injuries and Concussions in Extracurricular Athletic Activities*. The policy provides the procedures and protocols for Mount Greylock Regional School District in the management and prevention of sports-related head injuries within the school and applies to all students who participate in any extracurricular athletic activity. The school committee reviewed and approved the current version of this policy on June 20, 2017 at their monthly meeting. The policy and recent head injury statistics can be provided upon request.

Please let me know if you have any questions or need any additional material. Thank you very much.

Sincerely,

A handwritten signature in cursive script that reads "L. von Holtz".

Lindsey von Holtz
Director of Athletics and Co-Curricular Activities