

Mount Greylock Regional School District School Committee

Location: MGRS Meeting Room A109
1781 Cold Spring Road Williamstown, MA 01267

Date: October 8, 2019
Time: 6 PM

Open Session Agenda

- I. Call to order
- II. Public Comment
- III. Circulate warrants for signatures
- IV. Approval of minutes
 - A. September 12, 2019
 - B. September 26, 2019
 - C. Declassification of Executive Session Minutes
 - 1. SC Exec sessions 1/1/18, 1/18/18, 6/14/18, 7/5/18, 9/20/18, 12/13/18, 1/23/19, 2/14/19, 3/14/19, 3/21/19, 3/3/19, 5/23/19, 9/12/19
 - 2. Negotiation Exec sessions 1/11/18, 1/25/18, 2/1/18, 2/8/18, 2/15/18, 2/27/18, 3/6/18, 3/15/18, 3/22/18, 3/27/18, 4/4/18, 4/5/18, 4/10/18, 4/11/18, 5/1/18, 5/8/18, 5/9/18, 5/15/18, 5/22/18, 6/4/18, 6/5/18, 6/11/18, 6/12/18, 6/24/18, 6/30/18, 8/28/18, 8/30/18, 9/6/18, 9/13/18, 9/24/18, 9/27/18, 10/2/18, 10/10/18, 10/22/18, 10/30/18, 11/5/18, 11/19/18, 11/21/18, 12/3/18, 12/10/18, 12/14/18, 12/20/18, 1/9/19, 1/10/19, 1/14/19, 1/18/19, 1/28/19, 2/15/19, 2/19/19, 2/26/19, 3/15/19, 3/18/19, 3/26/19, 4/3/19, 5/2/19
- V. MGRS Student Council Rep update
- VI. Director of Academic Technology Update
 - A. School Calendar Survey results
- VII. LNADS Request **VOTE**
- VIII. Principal Updates (LES, WES then MG)
 - A. Open house Recap
 - B. Homeschooling
 - C. School improvement Plans
 - D. LES recognition from DESE
 - E. Cape Cod Field Trip and fundraiser approval for WES **VOTE**
- IX. Pupil Service Update - Special Education Team Leader
 - A. Special Education, ELL, Title 1

- X. Assistant Superintendent of Business and Finance Update
 - A. End of year reports update
 - B. FY 20 first quarter budget update
- XI. Director of Buildings and Grounds Update
 - A. WES maintenance update
 - 1. Invoice approval **VOTE**
 - B. LES maintenance update **VOTE**
- XII. Superintendent Update
 - A. Bldg Project - Ribbon Cutting and Close-out
 - B. Snow day information
 - C. Dr.Brown Presentations - Culturally Responsive Schools and SEL
 - D. Process of Principal and Admin goal setting
 - E. Proposal to be proactive to MASC resolution #6
 - F. Goals **VOTE**
- XIII. Policy adoption and revision
 - A. Equity policy JBB First read **VOTE**
 - B. Student conduct on school buses EEAEC (revision) **VOTE**
 - C. Appliances in classrooms First read **VOTE**
- XIV. Remote participation guidelines **VOTE**
- XV. Subcommittee Reports
- XVI. Future meetings/events
 - A. Dr Brown October 10th 7 pm MG
 - B. School committee Special Session Oct 23 ? Oct 24 ?
 - C. MASC conference Nov 6-9 Cape Cod
 - D. Tours of new MG Saturday Nov 23 9-12
- XVII. Other business not anticipated by the Chair within 48 hours of meeting
- XVIII. MOAs for a one yr LES Interim Principal and Title 1 grant funded math interventionist position at LES, Potential MOA new stipend for MGRS **VOTE**
- XIX. Motion to move into Executive session with no intent to return to open session:
Per M.G.L. Chapter 30A section 21(a)(3) to discuss strategy with respect to litigation related to the MGRS School Building Project as an Open Meeting may have a detrimental effect on the litigating position of the Committee and the Chair so declares



Mt. Greylock Regional School District

School Committee Open Session Minutes

Date: September 12, 2019

Start: 6:02 PM

Adjourn: 9:56 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
R. DiLego, Chair D. Caplinger A. Terranova C. Conry S. Miller J. Art A. Carter <u>Absent:</u>	Kimberley Grady, Superintendent A. Wadsworth, Assistant Superintendent of Business & Finance T. Sears, Dir of Buildings & Grounds M. MacDonald, Principal MGRS J. Brookner, Principal WES N. Pratt, Interim Principal LES E. Belastock Dir of Academic Technology C. Gingras, WES Special Education Teacher J. Johnson, Spanish Teacher MGRS C. McWeeny, Student Representative

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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 6:02 PM			
Public Comment	<p>The first individual called to give public comment was Dave Armet of Williamstown and a parent of a 10th grader. Mr. Armet spoke to the Building Usage Fees and Request form. Mr. Armet gave thanks to the committee and the Superintendent for a job well done.</p> <p>The second individual called to make a public comment was Stephanie Boyd. Ms. Boyd gave comments to the committee regarding the proposed artificial turf fields being recommended by the Phase II subcommittee. Ms. Boyd spoke against the proposed artificial turf fields.</p> <p>The third person to speak at public comments was Ann O'Connor. Ms. O'Connor spoke to the committee regarding the proposed artificial turf fields. Ms. O'Connor appealed to the committee to allow more time for the community to form an opinion, either for or against the turf field proposal.</p> <p>The Fourth person to speak during the public comment period was Peter Low, of Williamstown. Mr. Low spoke to the committee regarding the proposed artificial turf</p>			



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	field and echoed the sentiments that more time and consideration should be given to community feedback.			
Approval of Minutes	<p>June 13, 2019 June 24 ,2019 (Open Session) June 24, 2019 (Joint Session) July 2, 2019 July 30, 2019 (Turf Forum) August 8, 2019</p> <p>MOTION to approve June 13, and both sets of minutes from June 24, 2019. VOTE 6-0-1, Art ABSTAINS. MOTION to approve July 2, July 30 and August 8. VOTE: 7-0-0.</p>	S. Miller	D. Caplinger	6-0-1 7-0-0
Circulate Warrants	Warrants were circulated for approval.			
Student Representative - Update	Charlie McWeeny spoke to the committee regarding updates from the MGRS Student Council. Fundraising activities for the year are being planned. The student council is looking at updates to the outside areas mainly focused on replacing a basketball hoop that was lost in the transition from the old building to the new.			
School Building Committee (SBC)	<p>SBC Committee Called to Order at 6:12 PM / Hugh Daley, Stephen Wentworth, Mary MacDonald, Trip Elmore, Alec Marshall and Mike Giso from Turner Construction</p> <p>Building Project Update: K. Grady and T. Elmore spoke to the closeout process phase of the building project. T. Elmore spoke to the timeline of the closeout process which includes issuance of the Certificate of Occupancy, issuance of C. of I. Leeds Issuance after 10 months of the building commissioning. The LEED will be submitted tomorrow, and then the building project will move through the Audit Phase probably beginning in December of 2019. R. DiLego asked who completed the LEED documentation. T. Elmore stated that it was done by Perkins Eastman. Alec from Turner construction updated the committee on the work that took place on the building's "punch list" over the Summer. D. Caplinger asked for clarification on the timeline regarding when items come up that are fixed or replaced and when that is part of the project vs. when it will become the District's responsibility out of the appropriated budget. K. Grady spoke to the building warranties and the process going forward as the building comes more and more into the District's operational budget for items that need to be maintained, replaced and repaired. H. Daley asked the committee to keep the maintenance needs of the new building at the forefront of their conversations during budgeting going forward. K. Grady gave thanks to several individuals that were the "unsung heroes" assisting in completing the summer work.</p> <p>Finance Subcommittee Update: T. Elmore reviewed the project budget with the committee. T. Elmore reviewed a document submitted to the committee that reviewed the basic budget that was established in 2016 as well as how the project has been trending. At this time, the project is within budget. T. Elmore stated that the project is</p>			



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	<p>somewhere between \$10,000 – \$100,000 under budget at this time. H. Daly stated that the committee is working as designed. Bills are being paid and we are likely to end right on the budget. The committee discussed the remaining financial timeline of the project including the timeline of making payments on the bonds that the District has borrowed. Leeds Submission Update: T. Elmore discussed a document with the committee that projects out how many points the building is likely to receive as a result of the LEEDS submission: K. Grady asked R. Wnuk to discuss certain areas in which we may receive additional LEED points: those include Site lighting, climate heating/cooling, acoustical, and interior lighting. The building must achieve silver leed status in order to get an additional two percent reimbursement on the project from the MSBA.</p> <p>MOTION to adjourn SBC by D. Caplinger, Seconded by H. Daley. SBC adjourned at 6:45 PM.</p>			
Summer Program Coordinator	<p>Summer Program Update: C. Gingras presented a slideshow and spoke to the committee regarding the summer programs that just concluded prior to the start of the 2019-2020 school year. Total District-wide enrollment was 54 students. The four to five week summer programs that were offered were developed to prevent significant regression over the summer months and maximum engagement of students as they participated in either tutoring or recreational therapy programming. Discussion between committee members and C. Gingras regarding summer programming.</p>			
Principal Update	<p>Opening Day Students: Principal Brookner spoke to a very successful opening day at WES and gave thanks to both WES's longtime bagpiper who was not able to play on opening day and the individual who came through and was able to play during opening day on short notice. Principal MacDonald outlined details from the opening day at MGRS. N. Pratt stated that the LES opening day was great and students were able to get to work on learning right away.</p> <p>Handbook (VOTE): Principal Brookner spoke to some semantic and key term changes within WES's student/parent handbook. Principal MacDonald echoed some of the semantic changes that Principal Brookner mentioned and discussed other changes that are not similar to the elementary schools. N. Pratt outlined changes to the LES Handbook and echoed many of the changes that were made at WES. MOTION to accept the 3 updated handbooks by D. Caplinger Seconded by S. Miller VOTE: 7-0-0.</p> <p>Open Houses: WES Open House will be September 25 from 5:30 – 6:30 PM: The MGRS open house was yesterday, September 11th during</p>	Caplinger	Miller	7-0-0



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	<p>which parents follow the schedule the students follow. There were many community and school program tables.</p> <p>School Council Update/Election: J. Brookner stated there is one opening on WES school council which will be announced tomorrow, Friday, 9/13 in the first WES newsletter. The election will be via electronic ballot as it was last year. Principal MacDonald stated that the MGRS school council met in August and will meet next week for their September meeting. There is one space available which will be filled by tomorrow afternoon. LES School Council has 3 open seats 1 community member and 2 parents. Voting will take place during the open house.</p> <p>Vision Statements Update: Principal Brookner spoke to the updated vision statements are in progress and being worked on as part of the Strategic Planning process. Principal MacDonald spoke to the work that is taking place to update their vision statement. N. Pratt spoke to the strength of the Lanesborough community and a focus on social emotional learning which is being sewn into the Lanesborough Elementary School vision statement. LES Copsicle is taking place on Friday the 13th from 4:30 to 6:30 PM</p> <p>Gift from Adams Co-Op Bank (WES/LES) (VOTE): Principal Brookner spoke regarding a gift from the Adams Co-Op Bank intended for LES and WES and outlined what the gift was for and encouraged the committee to vote to accept the gift with thanks to Adams Co-Op Bank. MOTION Move to accept the gifts by S. Miller, Seconded by D. Caplinger. VOTE: 7-0-0</p>	Miller	Caplinger	7-0-0
Director of Academic Technology & Director of Operations:	<p>Opening Day Update (Tech Based): E. Belastock reviewed with the committee details of the opening day tech presentations regarding digital literacy and digital citizenship and copy right laws and fair use. Also, the acceptable use policy and online professionalism and community and public records, as well as non-District owned devices like Amazon Echos and other smart devices. E. Belastock also spoke to streamlining of opening day presentations and policies. K. Grady spoke to how the streamlining will assist both on opening day and throughout the year as new staff come on board in order to ensure that the district remains in compliance.</p>			



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	<p>8th grade Chromebook distribution has taken place, updates are in progress to streamline from school-based to District software licenses. The tracking system in the school libraries is moving to a cloud-based Follett library system which will allow intra-district library sharing. E. Belastock discussed EdTech collaboration between the Schools and next steps within the District in regards to Educational Technology. Discussion of Ed Tech Nights and steps going forward for providing information to parents about appropriate age-appropriate access to technology for students.</p> <p>R. Wnuk, Dir of Operations thanked Glen Storie and Jim O'Brien and the building principals for the work that took place over the summer months. WES recently got a brand new phone system and clock system, brand new motorized auditorium screen, a new wi-fi system, new LED lights, new battery back-ups for critical systems. LES has a new PA system, new wi-fi system, LES has a generator and critical systems will be moving onto that generator.</p>			
Director of Buildings & Grounds	<p>Summer Update: T. Sears echoed R. Wnuk's sentiments. It was an incredibly busy summer throughout the District. Within the meeting packet is a 1-page list noting many of the updates and work that took place over the summer. T. Sears reviewed pictures of some of the work that was done within a power point presentation.</p>			
Assistant Superintendent of Business & Finance	<p>FY19 Budget Wrap-up: FY19 budget is being reconciled now with the final report due to the State by October 1st.</p> <p>FY20 Budget Update: FY20 books are open and moving along. Work is being done with the principals to make each part of the budget a living and workable thing so that the principals can plan for the current and following year. Coding is being updated as we work through the budget this year.</p> <p>Modern Municipality Modernization Act (VOTE):</p> <p>A. Wadsworth spoke to a new warrant process under the Modern Municipality Modernization Act. If the committee chooses to vote on this item, it would give the finance subcommittee the responsibility of signing off on the warrants and would make it the responsibility of the Chair to update the full committee at the following meeting. D. Caplinger stated that the finance subcommittee would work to address the warrants on a monthly basis with a full report to the committee given by the Assistant Superintendent on a bi-monthly basis and members of the finance subcommittee available to answer questions during the off months. S. Miller asked about the possibility of looking into</p>	D. Caplinger	J. Art	7-0-0



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	<p>electronic signatures. A. Wadsworth stated she could look into that process.</p> <p>MOTION: Move that the school committee vote to accept the Modernize Municipal Finance and Government Act, Chapter 218 of the Acts of 2016 sections 57 and 58 and thereby assign warrant approval to a 3 member subcommittee who will report to the larger school committee at each meeting. Discussion: None. VOTE: 7-0-0. Motion passes unanimously.</p>			
Superintendent Update	<p>Opening Day Faculty & Staff: K. Grady gave an update to the committee regarding the convocation day for faculty and staff that took place at MGRS in the auditorium and cafeteria. Staff were able to get to know each other. The energy was positive and we covered a full program between the hours of 8 – 2:30</p> <p>Staffing Updates: K. Grady reviewed the staffing updates that have taken place both within the District-level and school-based.</p> <p>Strategic Plan: K. Grady updated the committee regarding the strategic planning process including aligning language so that it is conducive to social emotional learning,</p> <p>Superintendent Model Rubric Review: K. Grady reviewed the Superintendent Model Rubric Review from the Massachusetts Department of Elementary and Secondary Education. The committee discussed the process for how the committee will organize, review and evaluate the performance of the Superintendent. D. Caplinger stated he was comfortable only evaluating on the sub-areas that the committee and the Superintendent set in conjunction with each other. J. Art stated that it is important to have a clearly defined and manageable set of priorities to work from out of the set standards outlined; but at the same time, it is important not to lose sight of areas that may be outside of the primary focus that is agreed upon for the evaluation process. The committee further discussed this process to determine how to move forward with the</p>	D. Caplinger	C. Conry	7-0-0



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	<p>evaluation process. The committee reached a consensus on the timeline for the Superintendent Evaluation.</p> <p>Organizational Flow Chart Discussion (VOTE): K. Grady reviewed the newly updated Organizational Flow Chart. Discussion: A. Wadsworth suggested that her bubble be lowered below that of the Superintendent. The committee asked that dotted lines be created between the School committee and all connected individuals other than the Superintendent. MOTION: Move to accept with amendments.</p>			
Trip to Puerto Rico	<p>J. Johnson came to the committee to further discuss a proposed trip to Puerto Rico for Spanish students at Mount Greylock Regional School. S. Miller thanked Joe for his follow-up letter to the committee to answer some of the questions that came up during the last meeting. R. DiLego spoke to some items that may need to be examined within the District's policy as it relates to this request. J. Johnson further discussed the proposed trip and expressed sentiment that this trip would be more correctly referred to as an excursion rather than a field trip. J. Johnson further stated that he has asked a representative from the company the Spanish department has been working with to be present in order to better answer some of the questions around this proposed trip. D. Caplinger commented that he had reached out to J. Johnson between meetings and was comforted to know that J. Johnson had taken part in similar trips like this one while working for another local District. D. Caplinger spoke to the Chair of the Lenox School Committee to get a better feel for how those trips have been proposed, approved, and facilitated. Further discussion regarding policy, accessibility and fundraising in order to provide equitable access to the students this trip is being proposed to.</p> <p>MOTION to give initial approval to the Spanish department proposal for the trip to Puerto Rico to occur over April vacation with the idea that the</p>	D. Caplinger	S. Miller	7-0-0

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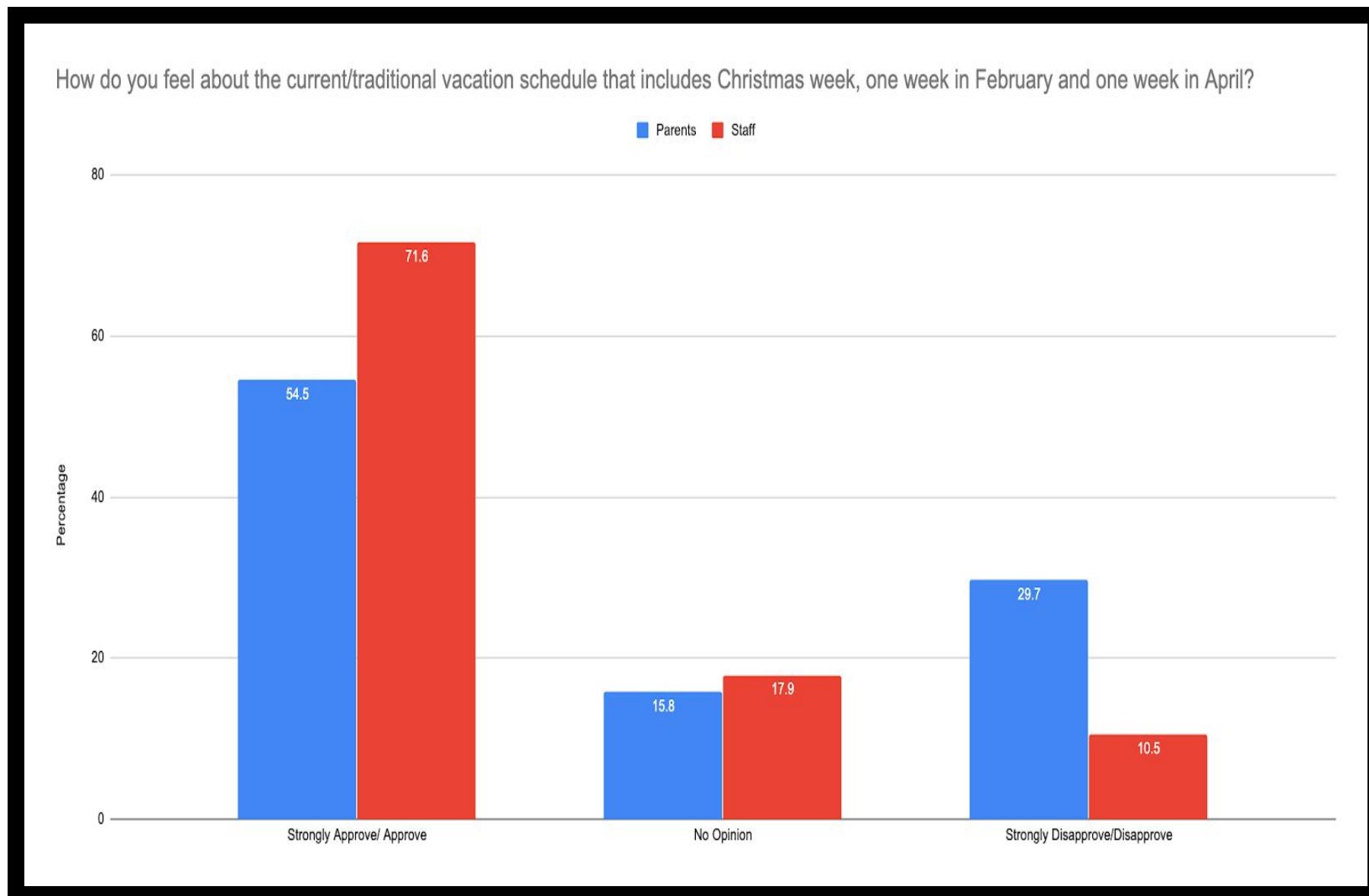
Mt. Greylock Regional School District

Subcommittee & Liaison Reports	<p>Finance: Finance Subcommittee has met and will do a full report during the October meeting.</p> <p>Phase I: Phase I has not met. During the next meeting, the subcommittee will bring forward a request from Perkins Eastman to approve payment for changes made to Phase I plans.</p> <p>Phase II: Phase II received feedback from contractors and the bid opening was extended to September 20th at 10 AM. Bids will be opened at that time and phase II will meet and make a recommendation to the full committee. The full committee will hold a special meeting on September 26th. There is a Frequently Asked Questions from the Phase II Subcommittee on the District website in the School Committee section.</p> <p>Negotiations: No Update</p> <p>Buildings & Grounds: Updates covered by the Dir of Buildings and Grounds.</p> <p>Wellness: Wellness committees have not yet met.</p> <p>Endowments: D. Caplinger gave an update</p> <p>Strategic Planning: Strategic Planning update was given earlier in the meeting.</p>			
Upcoming Meetings	<p>The next regular meeting of the Mount Greylock Regional School District Committee will be held on October 8, 2019 at 6 PM at MGRS in Meeting Room A109. There will be a special session held on September 26th.</p>			
Other Business Not Anticipated within 48 Hours of meeting	<p>None</p>			
Adjourn to Executive Session	<p>MOTION to move into Executive Session with intent to return to Open Session per 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 position of the Committee</p> <p>Unanimous Roll Call Vote.</p> <p>The committee entered Executive Session at 9:45 PM</p>	<p>Miller</p>	<p>D. Caplinger</p>	<p>7-0-0</p>
MOU for WES Lead Custodian / Former Custodial Supervisor	<p>The committee returned to Open Session at 9:55 PM. MOTION to accept the MOU for the WES Lead Custodian / Former Custodial Supervisor</p>	<p>S. Miller</p>	<p>D. Caplinger</p>	<p>7-0-0</p>
Adjourn	<p>Motion to adjourn at 9:56 PM</p>	<p>Terranova</p>	<p>D. Caplinger</p>	<p>7-0-0</p>

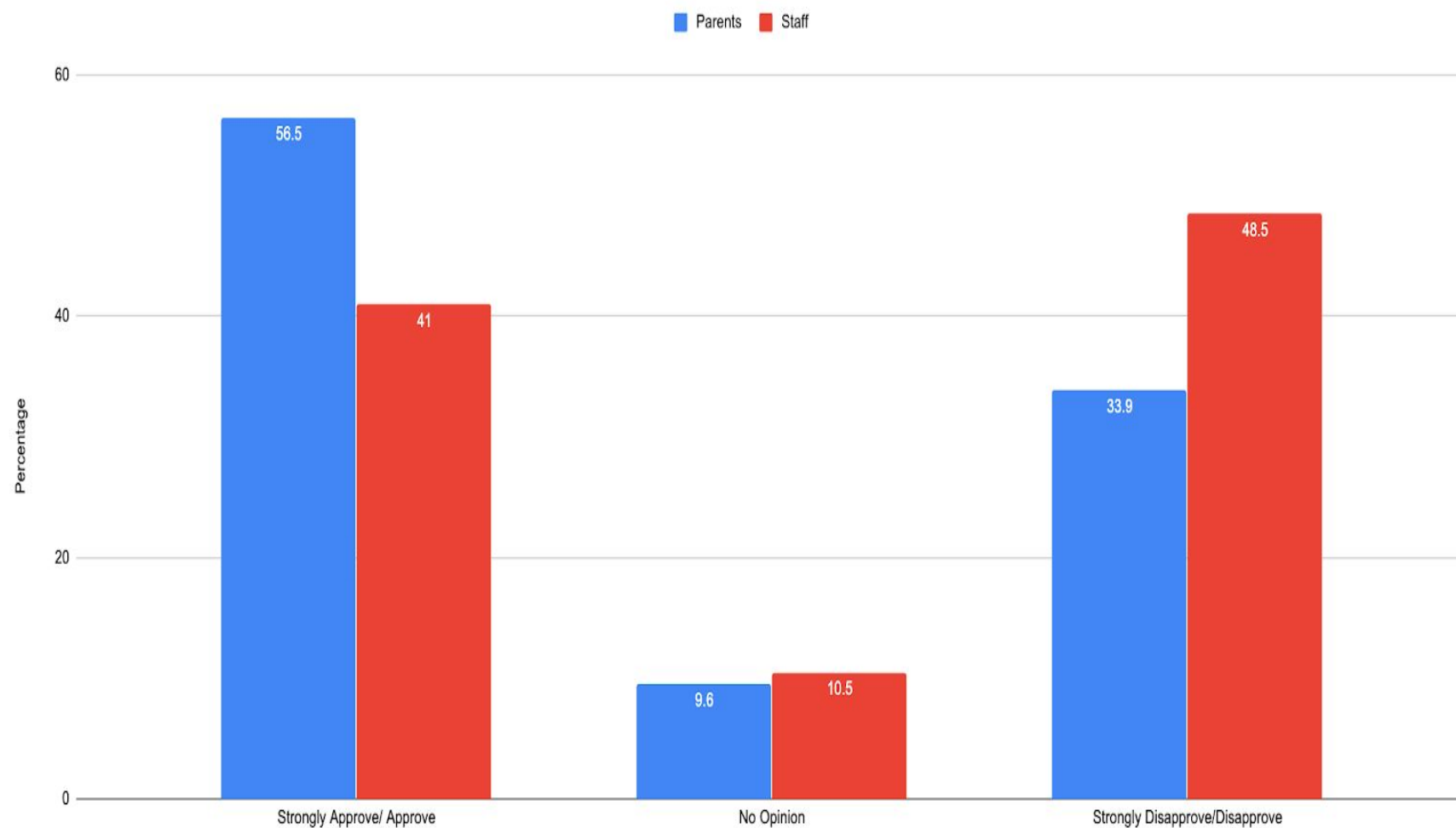
Respectfully Submitted,
Jonathan Nopper
Mount Greylock Minutes Recorder

MGRSD School Vacation Survey 2019

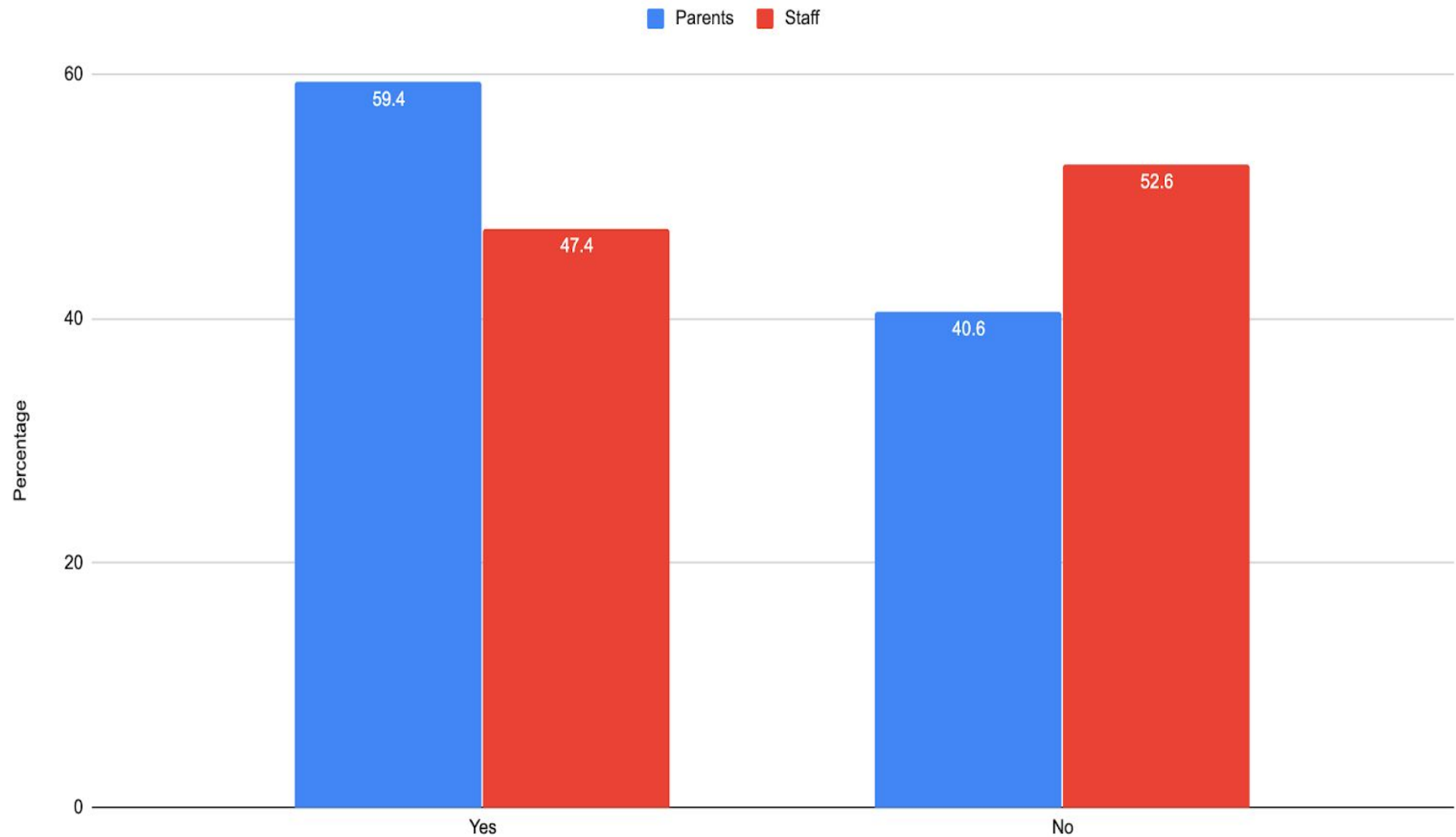
457 parents from Williamstown and Lanesborough and 95 staff members from all three schools responded to the MGRSD School Vacation Survey.



How do you feel about the non-traditional vacation schedule that includes Christmas week, one week in March and two long weekends in February and April? (long weekends include a Friday and a Monday)



Do you want the Mount Greylock Regional School district to consider a modified school calendar that reflects the non-traditional vacation schedule that includes Christmas week, one week in March and two long weekends in February and April? (long weekends include a Friday and a Monday)listed above?



Lanesborough New Ashford Dollars for Scholars

PO Box 377

Lanesborough, MA 01237

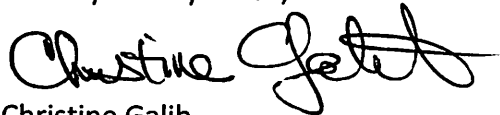
October 2, 2019

Mount Greylock Regional School District School Committee

The Lanesborough New Ashford Dollars for Scholars (LNADS) would like to request an exemption for having a janitor at the Lanesboro Elementary school on the day of our wreath sale, November 23rd, 2019. Historically LNADS has never had one on this day. We set up and clean up ourselves and there has never been a problem. We will however require someone to unlock the doors for us at the Elementary school at 7:00am on the 23rd of November and lock up around 3:30pm that same day when we are done.

LNADS would also like to request an exception regarding a janitor for our Craft Fair at the Lanesborough Elementary school on December 7, 2019. Again, in the past we have only required a janitor to come at the end of the event 3:00pm to clean up and take up the floor mats. We would pay for the time necessary to do this. We would also need someone to open the school at 7:00am on this day as well.

Thank you very much,

A handwritten signature in black ink, appearing to read "Christine Galib", with a stylized flourish at the end.

Christine Galib

President/Treasurer

Lanesborough New Ashford Dollars for Scholars

Church1333@verizon.net

Homeschool Numbers

2018-2019

LES	WES	MGRS
4 students	7 students	9 students

Family total: 10

Student total: 20

Lanesborough: 6 Williamstown: 14

2019-2020

LES	WES	MGRS
4 students	7 students	6 students

Family total: 8

Student total: 17

Lanesborough: 4 Williamstown: 13

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

Lanesborough Elementary School
IMPROVEMENT PLAN
2019-2020

GOAL I: Expand technological learning opportunities for all students and continue to expand the integration of technology to enhance 21st Century teaching and learning

OBJECTIVE: Develop and align curriculum to meet the MA Technology Standards in grades K-6 and prepare for the culture of online assessments.

Incorporate use of technology in all courses to establish.

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Provide SPED and Title I with chromebooks, and transfer their Ipads to K and 1.	Two years	Tech coordinator, Principal, Faculty	Students will have chromebooks
B.	Professional development around Google Classroom for learning.	October 2019, ongoing	Principal, Tech. Coordinator	PD offerings, notes and agendas from faculty meetings
C.	Increase the number of media/tech classes in grades K-4, incorporate STEAM classes in grades 5 and 6	School year 19-20	Principal, Tech and Art, Teachers	Change in schedule
D.	Teachers develop and implement evaluation goals aligned with technological use in the classroom	School year 19-20	Teachers, Principals	Notes from meetings, modified curriculum documents
E.	Monitor progress of all students using MCAS and school wide identified assessments	School year 19-20 and ongoing	Teachers, tech teacher, Principal	Trackmyprogress, MCAS data, Team meetings around data.

GOAL II: Increase focus on Social-Emotional Learning and Differentiation in all classrooms to engage and meet the needs of all learners.

OBJECTIVE: Provide support and coping strategies for all students to best help them learn				
	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Provide PD around Social-Emotional learning to support teachers meeting the needs of all learners.	Ongoing	Principal, Teachers	Artifacts from Choose to be Nice
B.	Develop welcomeness in all classrooms by teaching Choose to be Nice	School year 19-20	Principal and Counselor	Observations
C.	Ongoing implementation of the concepts of SEL and differentiation in daily instruction across the curriculum	School Year 19-20	Principal, Teachers, Counselor	Observations, artifacts from district wide curriculum (Choose to be Nice)
D.	Provide PD around Universal Design for Learning to support teachers meeting the needs of all learners.	School year 19-20 ongoing	Principal, Teachers	Observations
GOAL III: Begin to design curriculum maps as living documents for each content area				
OBJECTIVE: Align curriculum vertically across all content. Understand strengths, shortcomings, and accessibility of all courses.				
A.	Create a uniform curriculum maps for each content area	School Year 19-20	Principal	Curriculum documents for courses

B.	Provide time for teachers to discuss the standards in regards to specific content and make a curriculum map for each grade level in that content	3 years	Teachers	Curriculum Documents for Content in grade level
C.	Modify curriculum documents in response to department and grade level discussion	End of school year 2020	Teachers, Principal	Curriculum Documents, notes, revised documents
D.	Collaborate with Middle School teachers to assess effectiveness of vertical scope and sequencing and refine curriculum as needed	One going. Shared Professional development time.	Teachers	Modified Curriculum Documents, Notes from meetings,

WILLIAMSTOWN ELEMENTARY - SCHOOL IMPROVEMENT PLAN
2019-2020

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

OBJECTIVE: Increase focus on Social-Emotional Learning throughout the school community.

Activities	Timeline	Responsible Personnel	Measurable Outcomes
Expand the <i>Choose to Be Nice</i> core values schoolwide	2019-2020 school year	Assistant Principal, Social Worker, Teachers	Assemblies, values posters visible throughout the school, Choose to Be Nice pledge event, schedule and agendas for groups bring run, at least one social service project completed
Monitor and support the use of the Second Step program in grades K-6 as the school's social teaching curriculum.	2019-2020 school year	School psychologist, Assistant Principal, Principal, classroom teachers	Classroom observations, parent components, sent home monthly, parent components posted on new Social Emotional Learning (SEL) webpage, Google Form monitoring implementation
Review of PBIS schoolwide behavior expectations, revisions as needed, reinforcement with students.	Fall 2019	Assistant principal, all teachers	PBIS expectations clearly posted throughout the building, analysis of office referral reasons
Create and implement a progressive discipline rubric for grades 3-5.	Summer/Fall 2019	Teachers, Administration	Rubric created, published in handbook
Provide information for families regarding social teaching in the school.	Fall/Winter 2019	Principal & Assistant Principal, School Psychologist, social worker, PTO	Published material, meeting notes/schedule, SEL page created on school website

Measure parent engagement with digital communications from the school and explore ways to make the weekly newsletter more engaging (“Kids’ Corner”, parent tips...)	2019-2020 school year	Principal, PTO Co-President, School Council	Monthly reports on newsletter demographics at School Council meetings
Introduce social worker position to support crisis management, group services with students, unexpected daily needs, etc...	Fall 2019	School Council, School Psychologist, Principal, Asst. Principal	Social worker position in place, caseload established, schedule of social groups
Engage staff in cultural proficiency training. Expand to include paraprofessionals. Explore programs to expand to students.	2019-2020 school year	Building administrators	sign-in sheets from staff trainings, staff book group using relevant text, ADL <i>Classroom of Difference</i> program for students
Review and expand literature representing diverse people and cultures in classrooms in all grade levels.	2019-2020 school year	Faculty, Principal	New book lists, purchases of new books for library and plan for purchase of books for classrooms
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...)	2019-2020 school year	Upper grade teachers, Principal, Asst. Principal, technology staff	create and pilot revised class schedule, new prompts created to support students’ written self-advocacy skills, <i>Facing History & Ourselves</i> curriculum
Provide training for staff on the neurobiology of trauma, its lasting impact on the brain, and begin to research best practices in trauma-informed teaching.	Fall 2019 and throughout the school year	Principal, faculty	Oct. 11 presenter, online courses for teachers on trauma in children, book group using <i>Happy Teachers Change the World</i>
Provide training for staff in supporting LGBTQ+ students in the elementary setting.	Fall 2019	Principal, school nurse, social worker	agenda and sign in sheets

GOAL 2: Curriculum: Develop and align curriculum to new and revised state standards			
OBJECTIVE: Develop and align curriculum to meet the 2018 Massachusetts Social Studies Standards.			
Activities	Timeline	Responsible Personnel	Measurable Outcomes
Review of progress with developing curriculum as well as sharing among vertical grade levels to work on alignment.	2019-2020 year	Admin for schedule, K-5 classroom teachers	Classroom observations
Coordinate at least two meetings for teachers in grades 6-8 across the region.	Winter & Spring 2020	Admin from the three schools	Meeting schedules and notes
Share information with parents regarding new social studies standards and work being done by the school to transition to them.	Winter & Spring 2020	Principal	Information in newsletter
OBJECTIVE: Begin to evaluate the status of the teaching of writing in grades K - 6.			
Inventory what is being taught for writing curriculum across grade levels and content areas. (Content, resources, assessment, time...)	Fall/Winter 2019-2020	Principal, Faculty	Inventory lists

GOAL 3: Technology: Continue a strong commitment for integrating technology into classrooms.			
OBJECTIVE: Maximize the technology investments that have been made at WES.			
Activities	Timeline	Responsible Personnel	Measurable Outcomes
Continue restructuring needs the technology program in upper grades (3-6) to support the existence of the 1:1 program.	By June 2020	Tech Inclusion Teacher, Principal, Tech Committee	Updated plan and schedule

Provide professional development for application of Google Apps for Education and other tools in instruction.	Throughout the 2019-2020 school year.	Tech Inclusion Teacher, Technology Assistant, Faculty Representatives, Administration	Schedule of PD offered, classroom observations
Upgrade the school wifi system to support additional devices used in the 1:1 program.	Summer 2019	Technology staff, Principal, Business Office, Superintendent	New system in place
Provide digital citizenship lessons for students in grades 3-6 teaching the school community to use social media appropriately.	Throughout the 2019-2020 school year.	Tech Inclusion Teacher, Classroom teachers	Pre & post testing, fewer office referrals
Provide education on topics related to social media, online gaming, and cyber-bullying for faculty, students and parents.	Throughout the 2019-2020 school year.	Technology staff, School Admin, School Psychologist	Schedule of events, student surveys
Participate in faculty, parent, administration task force to develop new regional technology plan	By June 2020	Technology staff, Admin, Representatives from Faculty, Parent & Community Representatives	Updated technology plan by June 2019

Mount Greylock Regional School
IMPROVEMENT PLAN
2019-2020

GOAL I: Increase access to and enhance utilization of technology to support teaching and learning for all students.

OBJECTIVE: To ensure technology is used in the most effective and appropriate ways to support education.

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Define and identify the use of technology and applications across all MS and HS curricula and highlight areas for improvement	October 2019	Principal, Curriculum Leaders, Director of Academic Technology	Results document posted online; strategies incorporated into curriculum documents
B.	Schedule professional development for application of digital technology in instruction and assessment – phase two	October 2019, ongoing	Director of Academic Technology, Curriculum Leaders, Technology Team	Schedule posted online; year-end student assessment of technology.
C.	Assess internet access for all families in the school community	January 2020	Director of Academic Technology, Technology Team	Report to Superintendent, Principal and Director of Operations
D.	Explore opportunities to provide internet access to families identified as without effective access; identify solutions to expand opportunities for families without access to gain it.	December 2019	Director of Academic Technology, Technology Team	Report and proposal to Superintendent, Principal and Director of Operations
E.	Assess cell phone use during school hours and procedures that govern it.	March 2020	Director of Academic Technology, Technology, School Council, Administration	Proposal for inclusion in AY2021 handbook to be reviewed by School Committee

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

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

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Expand engagement with Elizabeth Freeman Center (Rudi Bach and Regi Wingo) in Health 9 classes and Peer Team to include diversity/inclusivity discussions and project-based assessment	January 2020	Principal, Wellness teachers	Sample lessons, student surveys (course specific)
B.	Provide professional development with Elizabeth Freeman Center (Rudi Bach and Regi Wingo) on diversity/inclusivity impact on curriculum and instruction (Phase 2)	November 2019	Principal, Assistant Principal	Pre- and post- surveys from faculty; revised curriculum documents
C.	Expand programming with Greylock Multicultural Student Union, MS Students Organizing Change, and Peer Team for full student body (speakers, directed study presentations and discussions, collaborations with other schools)	Throughout the school year	Principal, Assistant Principal, Social Worker, Peer Team teacher	Student climate surveys, presentation materials
D.	Institutionalize the Greylock A Better Chance program speakers series by bringing alumni to Mount Greylock to work with students in academic programs and co-curricular programs	March 2020	Principal, Social Worker, Curriculum Leaders	Presentation program and other materials
E.	Implement Phase 2 of the Williams College Community Matters initiative with grade 9 students.	May 2020	Peer Team Advisor, Social Worker, Williams College students and CLIA liaisons	Student climate surveys; social entrepreneurship project(s)
G.	Provide information for families regarding social teaching programs in the school.	January 2020	Principal & Assistant Principal, Social Worker, PTO	Published materials (digital and hard copy)

GOAL III: Expand and deepen opportunities for students to develop social-emotional wellness.

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

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Develop professional develop to help faculty (and staff where possible) incorporate mindfulness and stress reduction strategies within the classroom environment	Throughout the school year	Principal, Wellness staff, Social Worker, School Psychologist	PD Calendar, select sample lessons, student climate survey
B.	Create opportunities for faculty and staff to participate in SEL programming targeted for professionals' personal growth	Throughout the school year	Principal	PD calendar and year-end assessments
C.	Provide digital citizenship lessons for students in grades 7-9 teaching the school community to use social media appropriately.	Throughout the school year	Library Media Specialist, Classroom teachers, Director of Academic Technology	Pre- & post- testing, fewer office referrals
D.	Provide education on topics related to social media and cyber-bullying for faculty, students and parents. Education could be provided through forums, speakers, eBlast, and website posts.	Throughout the school year	Library Media Specialist, Director of Academic Technology, School Psychologist, Social Worker, Principa, Assistant Principal	Schedule of events, student climate surveys, sample educational eBlasts to families.
E.	Provide information for families regarding social-emotional programming in the school.	January 2020	Principal & Assistant Principal, School Psychologist, Social Worker, PTO	Published materials (digital and hard copy)

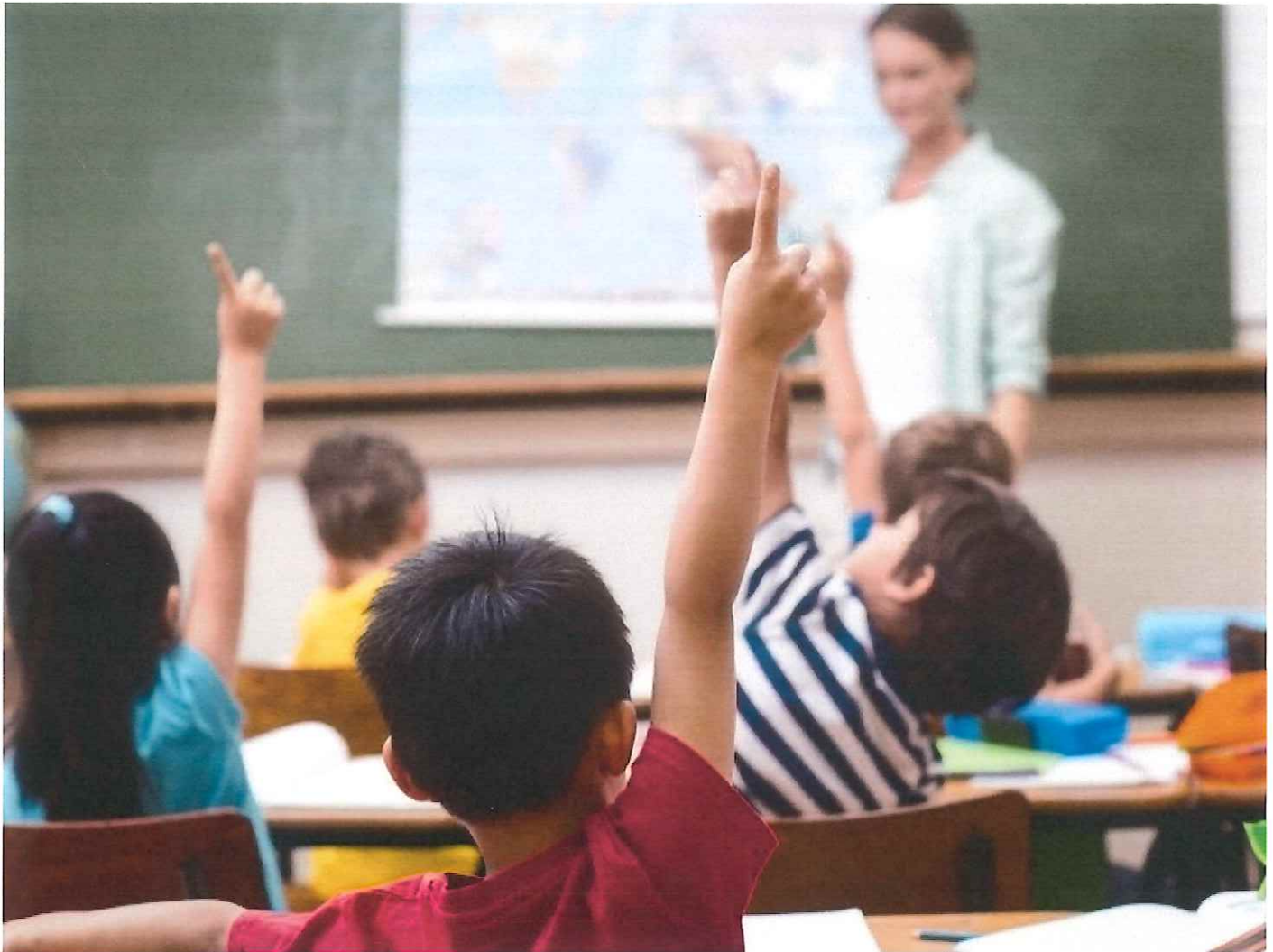
GOAL IV: Provide opportunities for faculty to develop and align curriculum to meet the 2018 Massachusetts Social Studies Standards.**OBJECTIVE:** Develop, align and articulate curriculum to meet the 2018 Massachusetts Social Studies Standards.

	Activities	Timeline	Responsible Personnel	Measurable Outcomes
A.	Provide professional development (including team retreat) to help faculty (and staff where possible) review and understand content and assessment expectations of the new standards.	Throughout the school year	Curriculum Director, Social Studies Faculty	PD Calendar, agendas and notes from meetings
B.	Review of progress with developing curriculum as well as sharing among vertical grade levels to work on alignment.	2019-2020 year	Curriculum Director, Social Studies Faculty	Classroom observations
C.	Coordinate at least two meetings for teachers in grades 6-8 across the region.	Winter & Spring 2020	Administration from the three schools	Meeting agendas and notes
D.	Share information with parents regarding new social studies standards and work being done by the school to transition to them.	Winter & Spring 2020	Principal, Curriculum Director, Curriculum Leader	Information in newsletter
E.	Review of progress with developing curriculum as well as sharing among vertical grade levels to work on alignment.	2019-2020 year	Curriculum Director, Principal, Social Studies Faculty	Classroom observations

67 Schools Get Recognition Under MCAS Accountability System

These schools are recognized for high achievement, high growth or significantly exceeding their targets under the system.

By [Samantha Mercado](#) | Sep 24, 2019 8:11 am ET | Updated Sep 24, 2019 9:11 am ET



(Shutterstock)

Over 60 schools received recognition under the state's accountability system for this year. This is the second year the accountability system has been out into practice and the results showed an uptick in high achieving schools from last year, with 52 schools making last year's list. The state released the [2019 MCAS scores](#) on Tuesday.

State education officials said the accountability system is "more comprehensive" than the previous system. It takes into account more than just test scores, considering student achievement, student growth, high school completion, English proficiency, chronic absenteeism, and advanced coursework.

The following 67 schools were recognized for high achievement, high growth or significantly exceeding their targets:

- High Plain Elementary, Andover
- South Elementary, Andover
- Mary Lee Burbank , Belmont
- Daniel Butler, Belmont
- Centerville Elementary, Beverly
- Nathan Hale, Boston
- Winship Elementary, Boston
- Carlisle School, Carlisle
- Chickering, Dover
- Duxbury High, Duxbury
- J. F. Kennedy Memorial, Franklin
- Davis Thayer, Franklin
- Wm L. Foster Elementary, Hingham
- Maria Hastings, Lexington
- Gov Edward Winslow, Marshfield
- Martinson Elementary, Marshfield
- Old Hammondtown, Mattapoisett
- Horace Mann, Melrose
- Hillside Elementary, Needham
- Pollard Middle, Needham
- James B. Congdon, New Bedford
- Bowen, Newton
- C. C. Burr, Newton
- Charles E. Brown Middle, Newton

- L. D. Batchelder, North Reading
- Grace Farrar Cole, Norwell
- Petersham Center, Petersham
- Jefferson Elementary School, Rockland
- Lynnhurst, Saugus
- Wampatuck Elementary, Scituate
- Spring Street, Shrewsbury
- Benjamin G. Brown, Somerville
- Margaret A. Neary, Southborough
- Stoneham Central Middle School, Stoneham
- Josiah Haynes, Sudbury
- Sutton High School, Sutton
- Joseph G Luther, Swansea
- Old Post Road, Walpole
- Hosmer, Watertown
- Happy Hollow School, Wayland
- Katharine Lee Bates, Wellesley
- Joseph E Fiske, Wellesley
- John D Hardy, Wellesley
- Sprague Elementary School, Wellesley
- Westford Academy, Westford
- Westhampton Elementary School, Westhampton
- Deerfield School, Westwood
- Downey, Westwood
- Martha Jones, Westwood
- William E Sheehan, Westwood
- Whately Elementary, Whately
- Vinson-Owen Elementary, Winchester
- Muraco Elementary, Winchester
- Ambrose Elementary, Winchester
- Belmont Street Community, Worcester

- West Tatnuck, Worcester
- Brooke Charter School, Brooke Charter School (District)
- Paul P Gates Elementary School, Acton-Boxborough
- Luther Conant School, Acton-Boxborough
- Dover-Sherborn Regional High, Dover-Sherborn
- Swallow/Union School, Groton-Dunstable
- Lanesborough Elementary, Mount Greylock
- Luther Burbank Middle School, Nashoba
- Swift River, New Salem-Wendell
- Newbury Elementary, Triton
- Pioneer Charter School of Science II (PCSS-II), Pioneer Charter School of Science II (PCSS-II) (District)
- Springfield Preparatory Charter School, Springfield Preparatory Charter School (District)

Subscribe

Map Legend

- Blue - recognized for high achievement
- Green - recognized for high growth
- Purple - recognized for exceeding targets
- Red - recognized for high growth and exceeding targets
- Yellow - recognized for high growth and high achievement
- Bright blue - recognized for high achievement and exceeding targets
- Orange - recognized for high achievement, high growth and exceeding target

[See article on Patch >](#)

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Dear School Committee Members,

For over 30 years, the sixth grade at Williamstown Elementary School has had the incredible opportunity to travel to Cape Cod as a year end trip. This is a trip of firsts for many of our students: first overnight, first ocean experience, first fishing trip, and for many, their first time out of Berkshire County.

This trip is the culmination of our social-emotional curriculum. This is the first goal and objective of our school improvement plan for 2019-2020. From the beginning of the year, we emphasize the concepts of identity and community, and frame virtually all of our learning experiences around celebrating individual identity and working to form a caring and productive community. This trip and its preparation offer opportunities for students to be responsible for individual actions, and practice good citizenship towards peers and adults. Each of our activities focuses on team building and empathy. It is also a much needed break from students' technology devices.

We also focus on engaging with the natural resources of Cape Cod. We gain exposure to a variety of natural habitats found only on Cape Cod, learn about the terrestrial and aquatic animals in the area, and discuss the changes to the ocean landforms over time. Our science standards focus this concept, and this visit gives students a multi-sensory and experiential illustration of it.

Our visit to Battleship Cove, a memorial and museum dedicated to America's veterans, also allows students to walk the decks of five US Navy vessels and see aircrafts retired from the Air Force. Having interviewed and written biographies on veterans earlier in the year, this is a great chance to bring history alive for everyone.

We have traditionally done several successful fundraisers for this trip. The following figures are estimates for this year, based on last year's figures:

Words are Wonderful Pizza Dinner	\$1200
Cape Cod Cafe at the December Holiday Craft Fair	\$1500
Holiday Wreath Sale	\$2000
Yankee Candle Sale	\$500

The total overall cost for students is approximately \$300. Because of these fundraisers, last year's students' family contribution was \$225. Part of our fundraising efforts are devoted to financing student scholarships for the trip. If students cannot afford the trip we have a commitment to financially support them. If we raise more than expected, we reduce the family contribution for all students as well.

Generation after generation of sixth graders have looked forward to this trip that they will remember for the rest of their lives. We respectfully ask that this tradition continue.

Sincerely,
Tricia Kowalchyk
Alexandra Scott
Sara Stricker
Colleen Martin

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

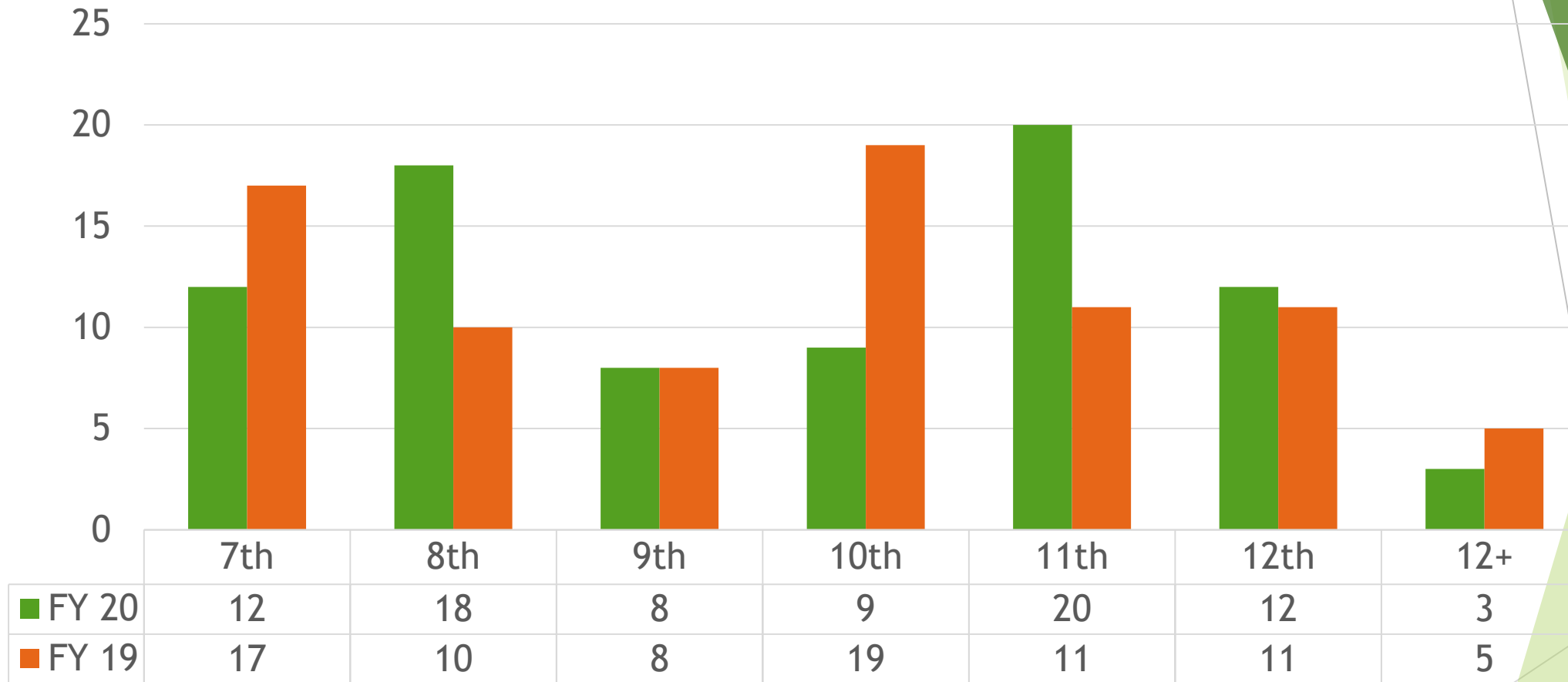
Mount Greylock Regional School District

Special Education Update

October 2019

Mount Greylock Regional School

MGRHS SPED Enrollment FY20 & FY19



FY 20 Projected Caseload

Occupational Therapy

IEP- 12

Speech and Language Pathologist

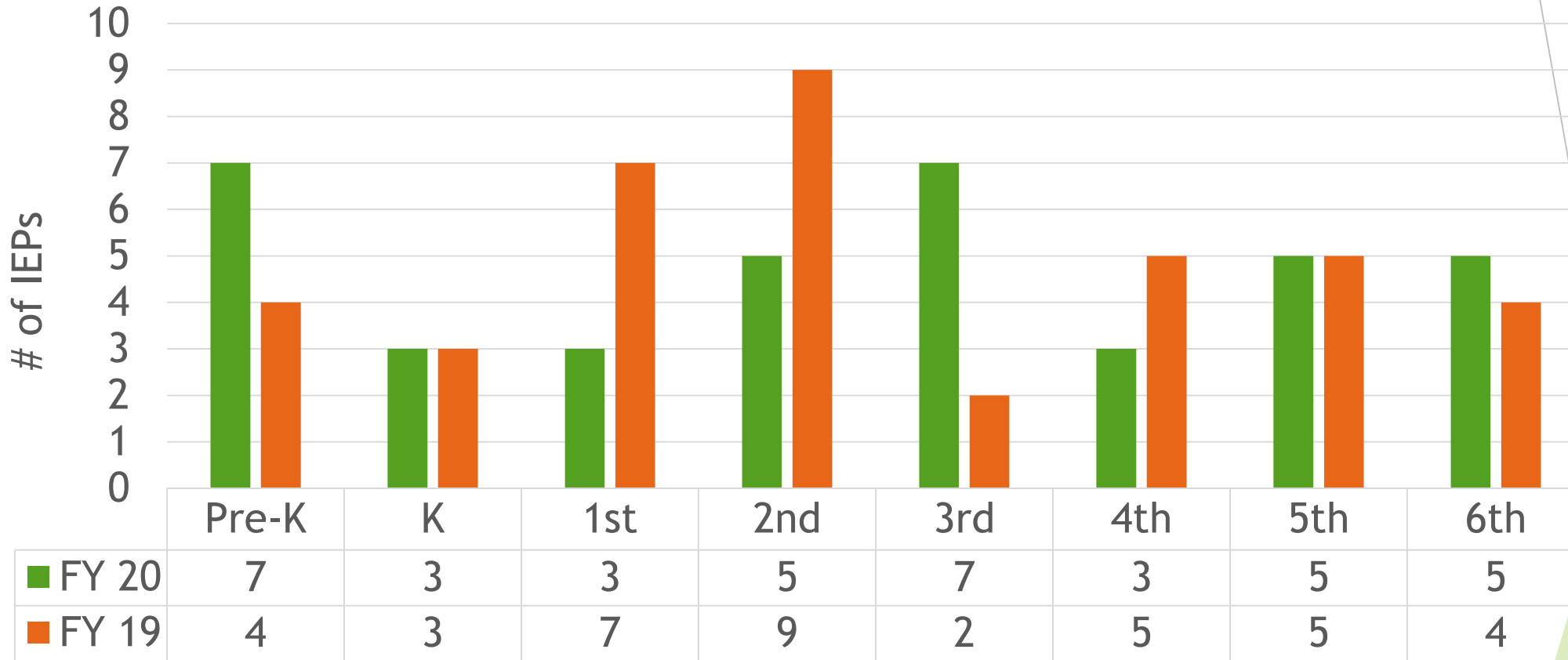
IEP- 12

Physical Therapist

IEP- 2

Lanesborough Elementary School

LES SPED Enrollment FY20 & FY19



FY 20 Projected Caseload

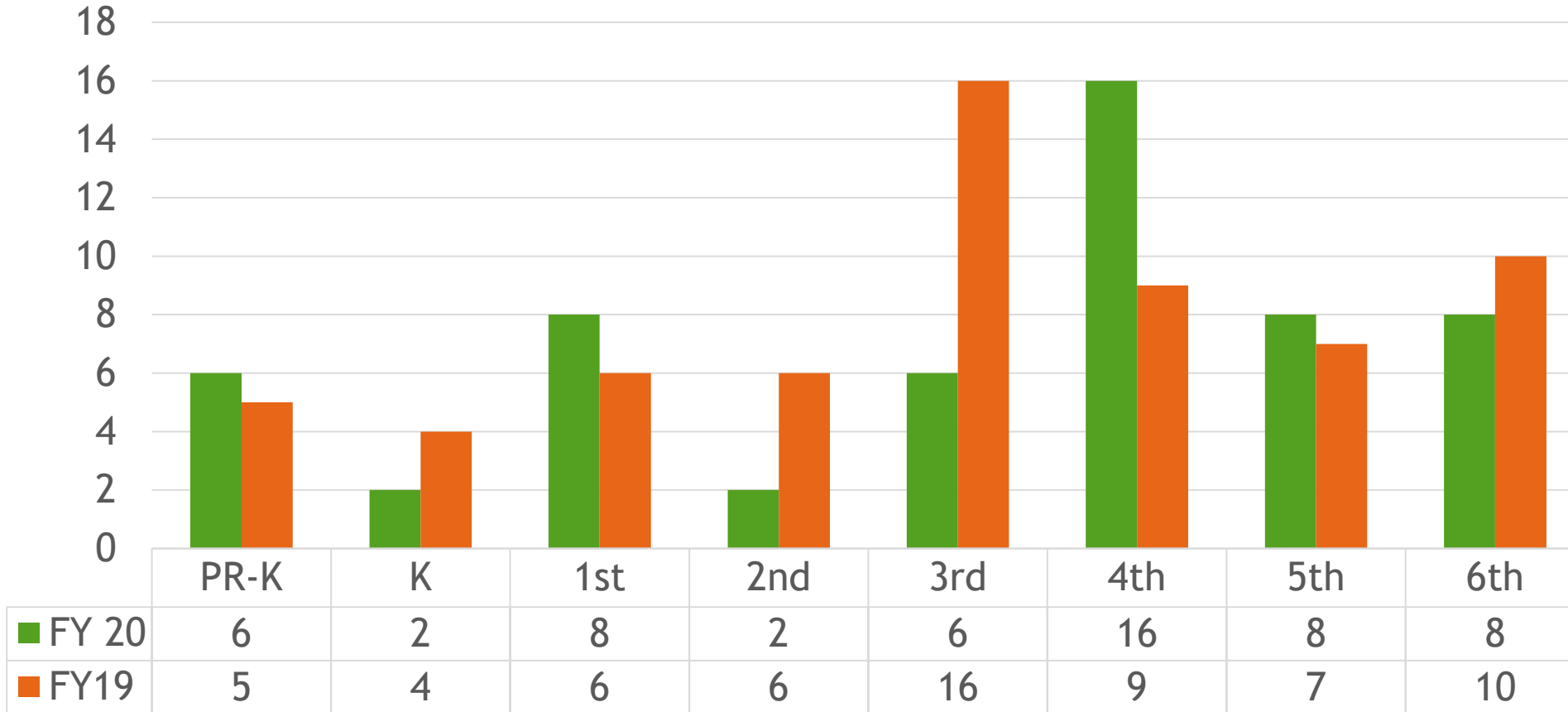
Occupational Therapy
IEP- 19

Speech and Language Pathologist
IEP- 12

Physical Therapy
IEP- 3

Williamstown Elementary School

WES SPED Enrollment FY20 & FY19



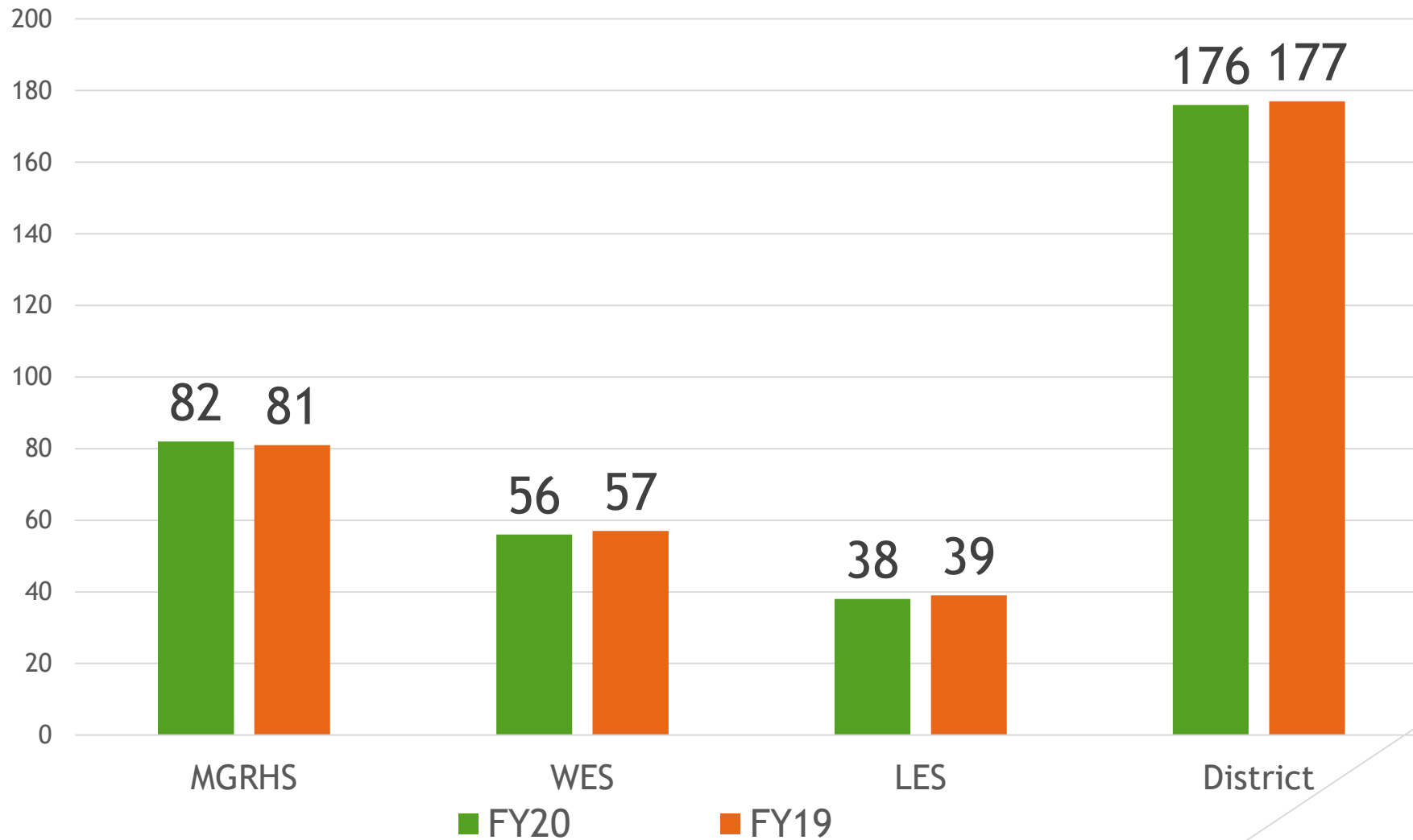
FY 20 Caseload

Occupational Therapy
IEP- 28

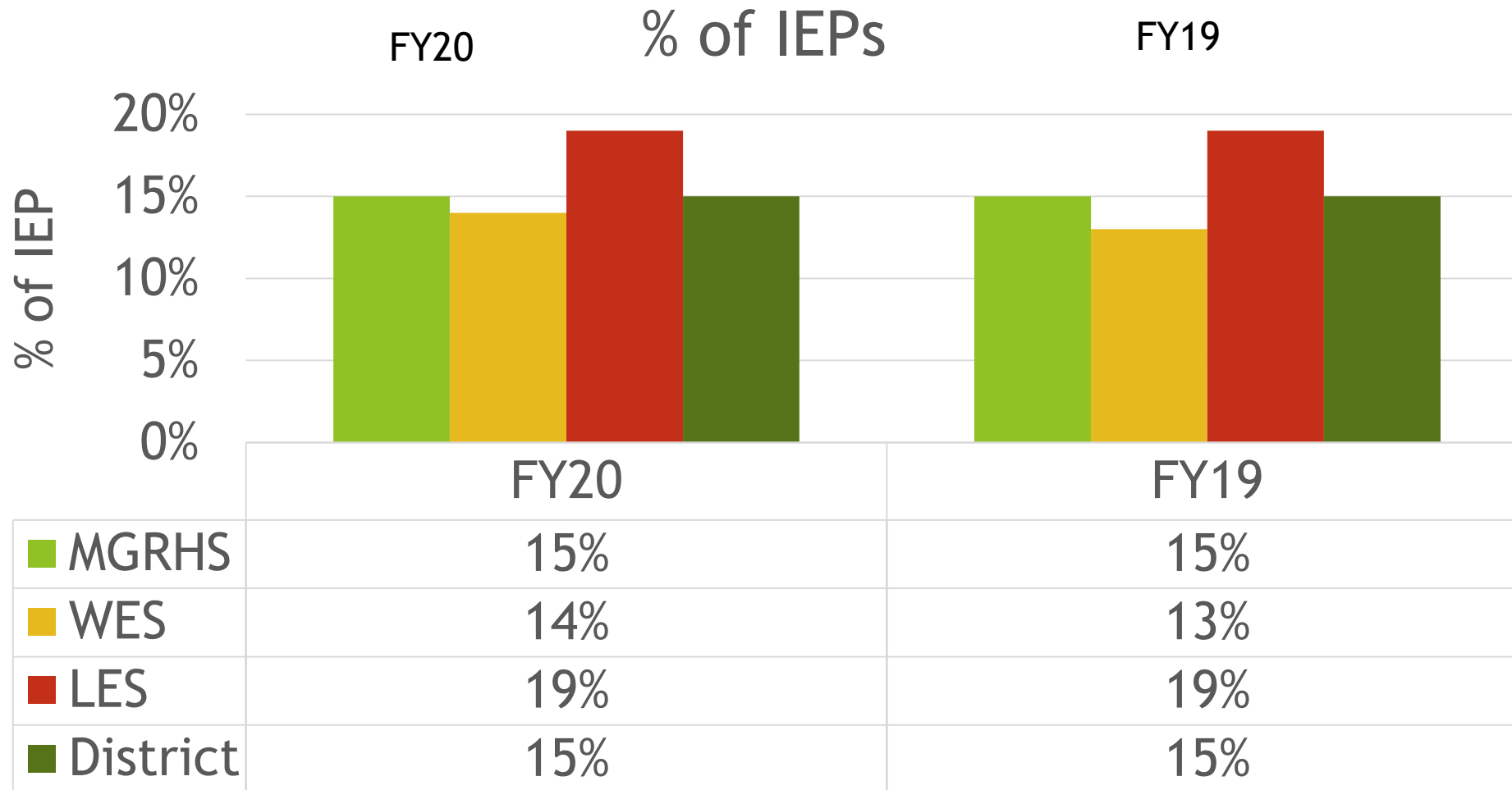
Speech and Language Pathologists
IEP- 23

Physical Therapy
IEP- 9

MGRSD # of IEPs

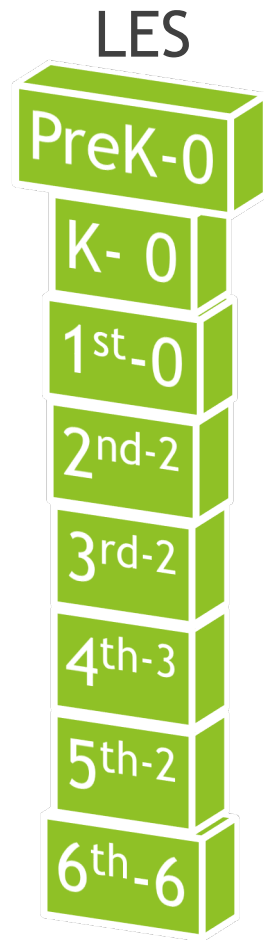


MGRSD % of IEPs



Total Number of IEPs: 176 FY20 (15%)
177 FY19 (15%)

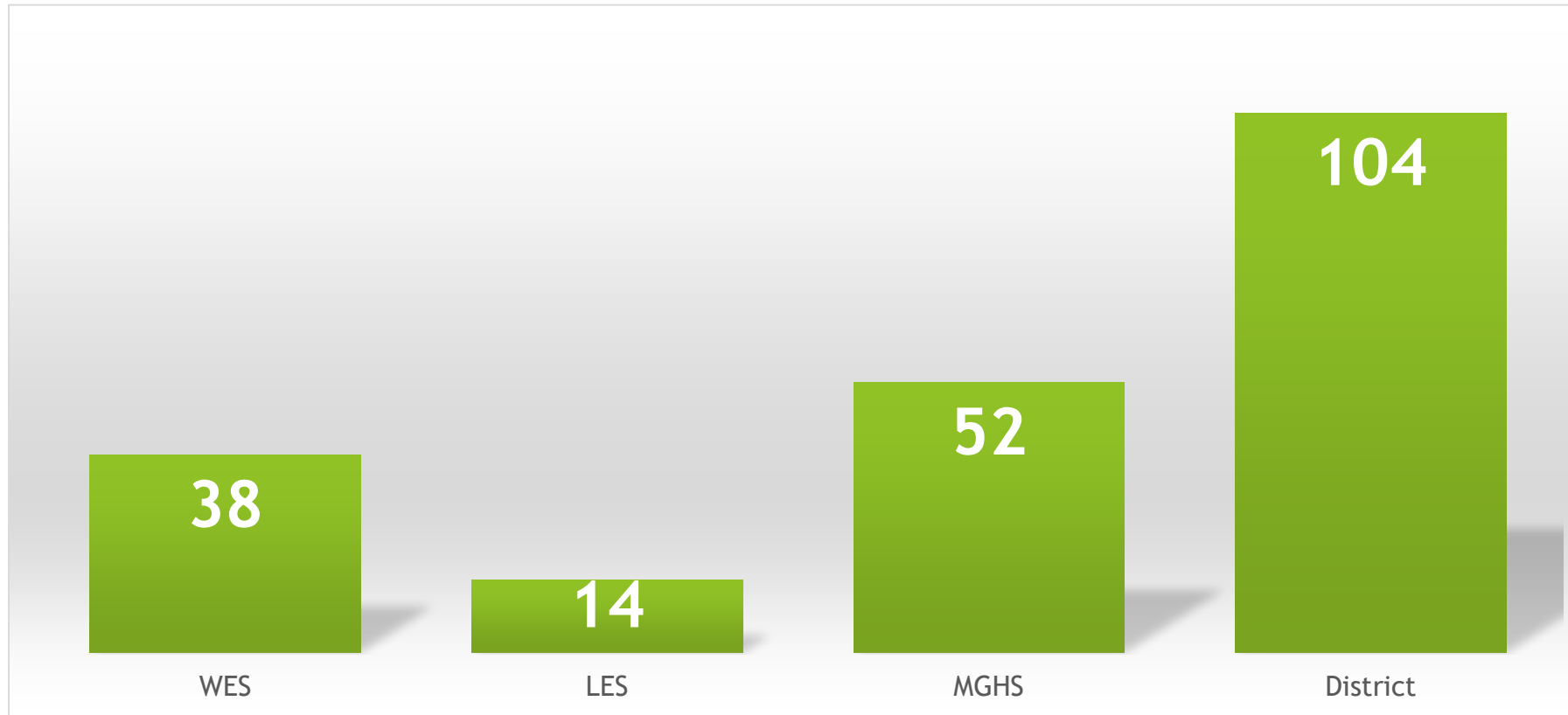
504s by Grade WES & LES



504s for MGRHS

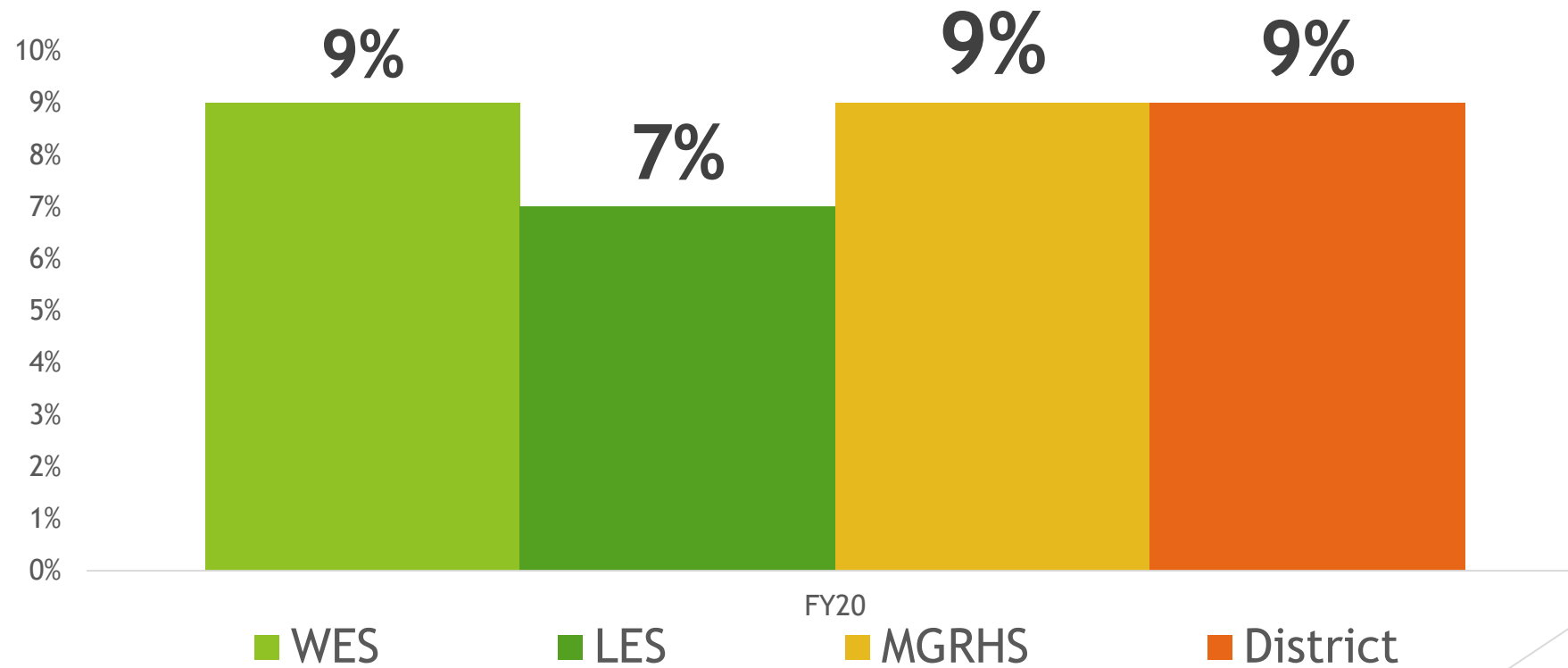


Total # of 504s for MGRSD



Total Number of 504 Plans: 104 FY20 (9%)

% of Students on 504's



English Language Learners Update

- State and federal laws require that students in our public schools who do not speak English or whose native language is not English AND who currently cannot perform ordinary classroom work in English receive instruction that is specifically designed to assist them both in learning English and in learning subject matter content.
- These students are often referred to as limited English proficient (LEP) students.
- They are also referred to as English language learners (ELLs).
- Two ELL students at WES and one at MG.
- Gayle Schechtman is our WIDA Access District Coordinator.
- Gayle recently attended an Information Meeting at Lee High School for EL teachers.
- TOTAL ELLs for MGRSD **3 students (<1 %)**

Title 1 Update

- ▶ A Title 1 targeted assistance program is one in which the district uses Title I funds in a school to provide supplemental educational services to students who are failing or most at risk of failing to meet the State's student academic achievement standards.
- ▶ In addition, students can also be identified through their free and reduced lunch status.
- ▶ The Mount Greylock Regional School District and the parents/guardians of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree to the ***Mount Greylock Regional School District School-Parent Compact 2019-20.***

MGRSD School-Parent Compact 2019-2020

➤ MGRSD Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment:
 - ✓ Data meetings to review progress
 - ✓ Child study team - as needed
 - ✓ Intervention for students based on need determined by district assessments
2. Hold school based learning events: Parent workshops; Educational Parent Links.
3. Provide parents reasonable access to staff
 - ✓ Scheduled parent meetings during the school day
 - ✓ Availability during scheduled parent/teacher conference time

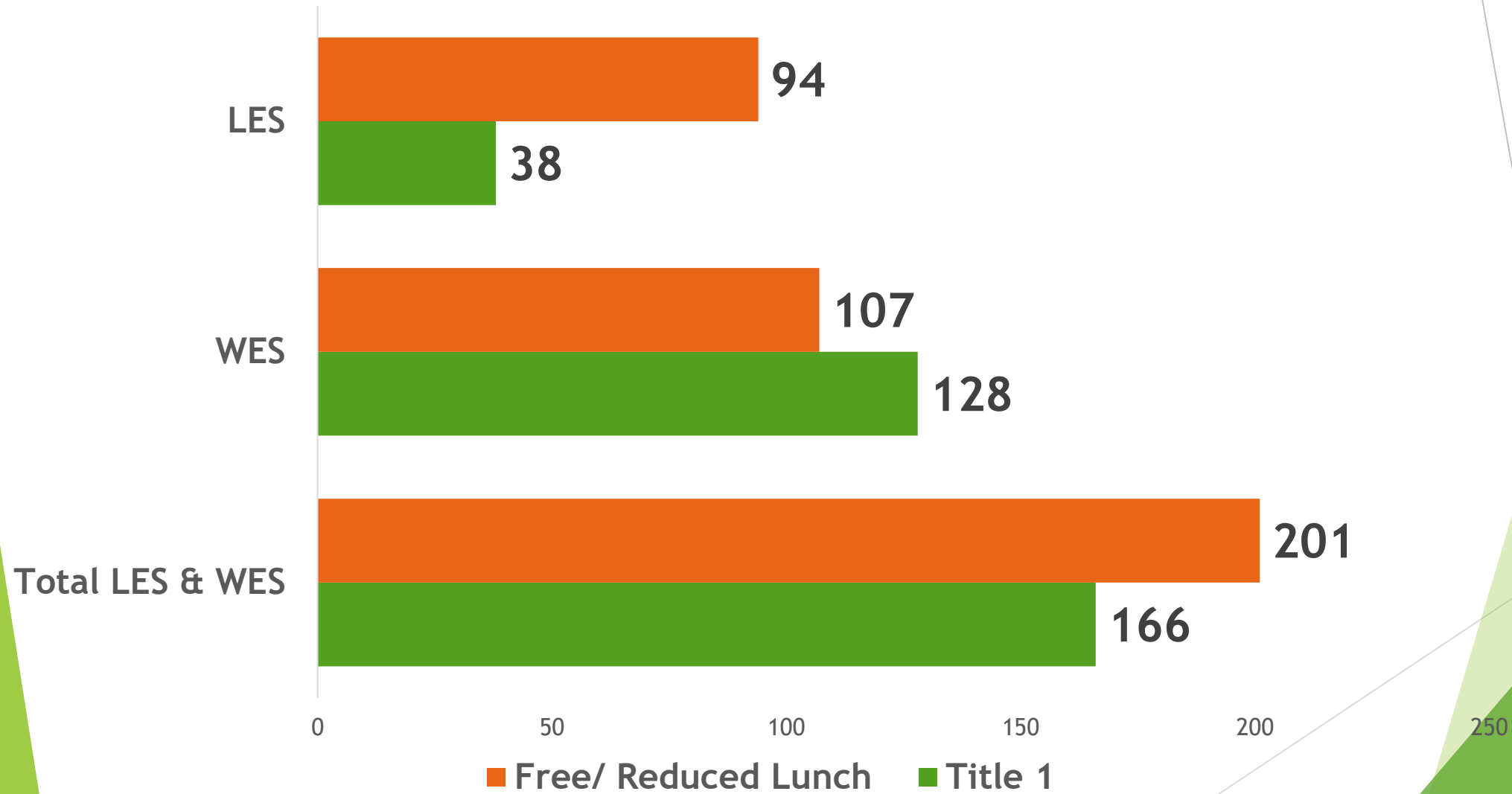
➤ Parent/Guardian will support their child's learning in the following ways:

- ✓ Monitor attendance, their child's agenda, and ensure child's homework is done
- ✓ Stay informed, participate in decisions making, communicate with school and attend at least one teacher conference during the school year
- ✓ Consider serving, on parent advisory groups, such as being the Title I, Part A parent representative on the school council or other school advisory committees

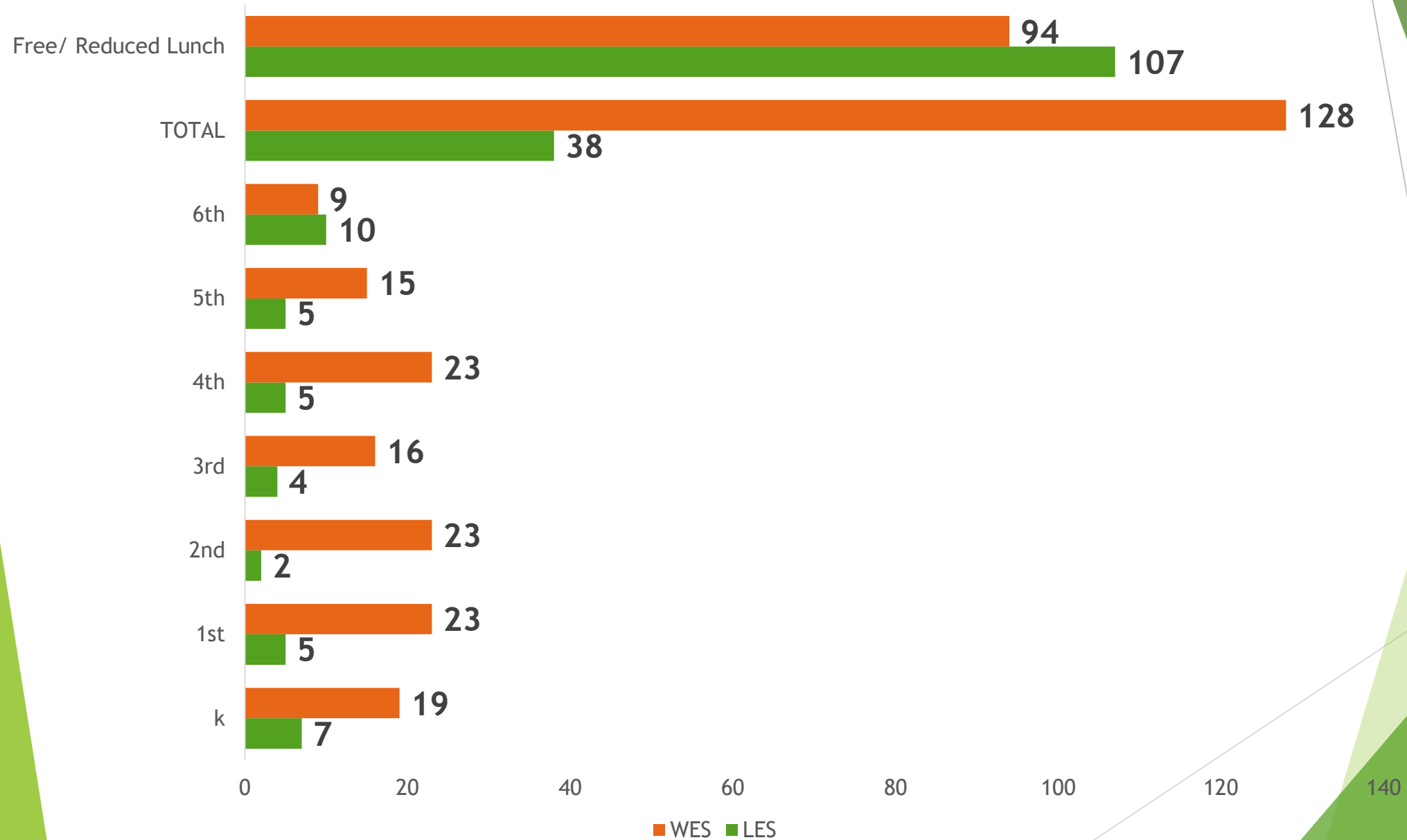
➤ Students will share the responsibility to improve our academic achievement and achieve the State's high standards

- ✓ Do homework every day, ask for help when needed and be prepared for class
- ✓ Be respectful and cooperative
- ✓ Present in school to class on time
- ✓ Be an active participant in class
- ✓ Assist parents to access teacher websites and encourage parents to communicate with teachers

Title 1 #'s



Title 1 by Grade



SPED STAFFING FOR FY20: WES & LES

WES

- 1- PreK Teacher
- 2- Grade K-3 SPED Teachers
- 3- Grade 4-6 SPED Teachers
- 2- Speech and Language Pathologist
- 1- English Language Learner Teacher
- 1- Occupational Therapist
- 1- Physical Therapist
- 1- Social Worker
- 1- School Psychologist/ Counselor
- 16- Paraprofessionals

LES

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

SPED STAFFING FOR FY20: MGRHS & Office of Pupil Services

MGRHS

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

Office of Pupil Services

- 1- Special Education Team Leader
- 1- Assistant to Pupil Services
(Administrative Assistant)

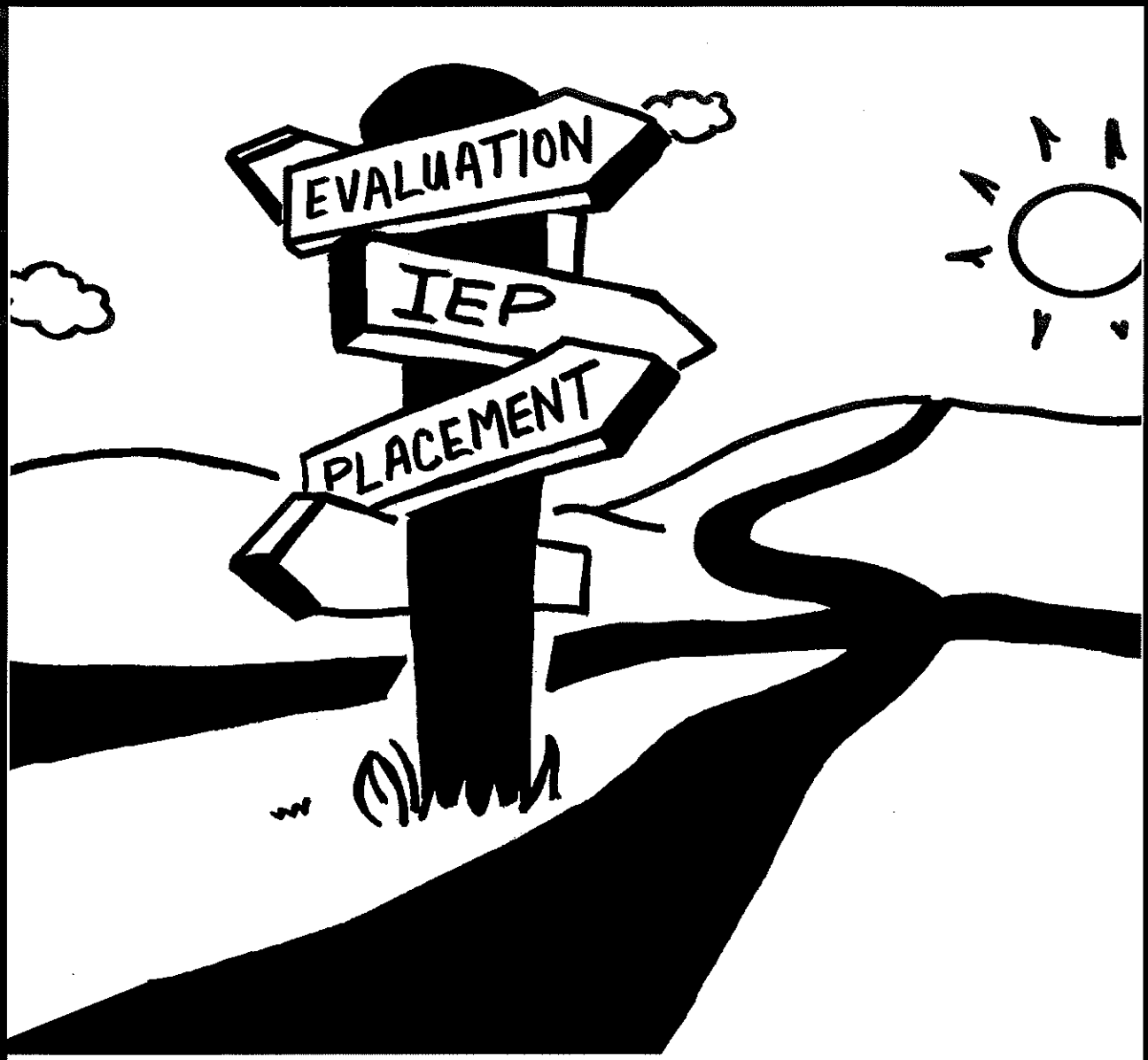
Special Education Update

- Current Out of District Placement: 5 Students
- Circuit Breaker Completed in July
- Looking to host a PAC meeting in October
- Hosting Parents Right to Know in November
- Providing Professional Development opportunities to include:
 - I. 10/10/19 - Dr. Adolph Brown , III presentation
 - II. 10/11/19- Faculty and Staff full day PD
 - III. 11/21/19 (Tentative)- Parents Rights Night
- Coffee Hour with Pupil Services Faculty in October
- Will have a certified Crisis Prevention Intervention, Inc. Instructor on staff

Special Education Update Cont'd

- Will be reestablishing Special Education Department meetings to collaborate on “best practices” working toward “next practices” such as increasing technology
- Purchasing Current Assessment Materials
- Working closely with Assistant Superintendent of Business and Finance to monitor Budget
- Submitted all necessary grants
- Continued gratitude to Suzy Gigliotti for keeping the Pupil Service Office running smoothly.

A Parent's Guide to Special Education



A JOINT PUBLICATION OF
The Federation for Children with Special Needs and
The Massachusetts Department of Education



A Parent's Guide to Special Education

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The Massachusetts Department of Education



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Acknowledgments

The Parent Information Project is a statewide training and information dissemination project located at the Federation for Children with Special Needs (FCSN) and funded by the Massachusetts Department of Education, Office of Special Services. The intent of the project is to enhance the involvement of parents of children with special needs in their children's education, development, and transition to adult life.

The Federation for Children with Special Needs is a nonprofit organization based on the philosophy of parents helping parents. Founded in 1974 as a coalition of twelve disability and parent organizations, today the Federation is an independent advocacy organization committed to quality education and health care for all, and to protecting the rights of children. To this end, the Federation provides information, support and assistance to the parents of children with disabilities, their organizations, their professional partners, and their communities.

The Massachusetts Department of Education and the Federation for Children with Special Needs have worked collaboratively to create a product that will serve parents well in their need to gather information regarding special education services. The two agencies do not necessarily agree on all policy interpretations; however, we do agree that it is important for parents to have the most accurate and up-to-date information available, in order that they may work as equal partners with their school system in special education decision-making.

The Parent Information Project would like to acknowledge K. Nummi Nummerdor, Margaret Marotta Smith, Richard Robison, Marty Mittnacht, Katherine Honey, and Kristen McIntosh for their ongoing support and assistance in the publication of this manual.

Dear Parent:

If you are reading “A Parent’s Guide to Special Education,” you probably have some concerns about how your child is doing in school. You may be wondering if your child has a disability and needs special education, or, you already know that he or she needs special education and you want to know more about the special education process. The purpose of this Guide is to explain the special education process so that, if your son or daughter does receive special education services, you can work effectively with the school as a member of your child’s special education team.

Special education is meant to meet the unique needs of a child that result from a disability, and to assure that students with disabilities receive all needed aids and services. Special education laws and regulations are meant to protect a student with disabilities and ensure that he or she gets the services and assistance that may be necessary to make effective progress. The laws and regulations are also very complex. We hope this Guide will be helpful to you in understanding the key concepts of the law and how to be an effective participant in the special education process.

For over twenty-five years, the Federation for Children with Special Needs (Federation) has been a parent-run organization providing training and technical assistance to families of children with special needs. The Massachusetts Department of Education (DOE) has oversight responsibility for public schools and seeks to ensure effective and sound educational practices for students across the Commonwealth. In a collaborative effort, the DOE and the Federation have developed “A Parent’s Guide to Special Education” to provide information about the special education process. Research, history, and experience tell us that when parents are actively involved in their child’s education, the child does better in school. We hope this Guide will help you become an informed member of your child’s special education team so that your child has the best possible opportunity to learn and enjoy school.

Sincerely,

Marcia Mittnacht
State Director of Special Education
Massachusetts Department of Education

Richard J. Robison
Executive Director
Federation for Children with Special Needs

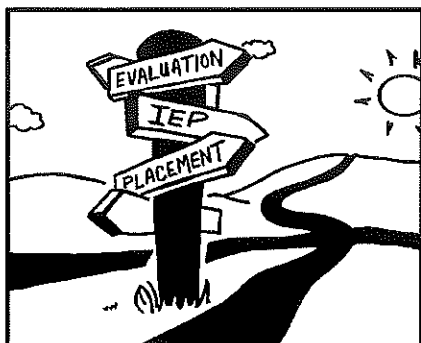








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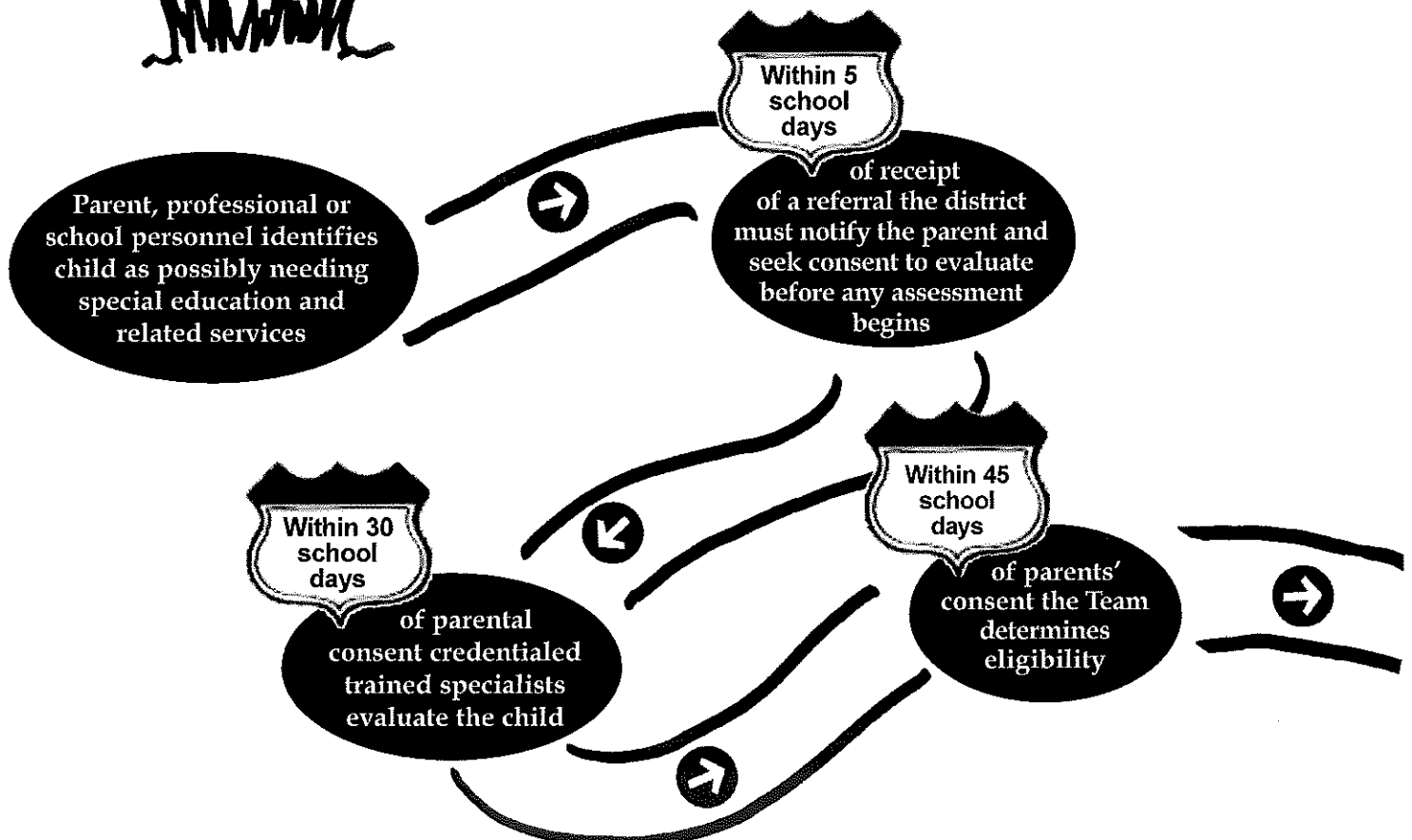
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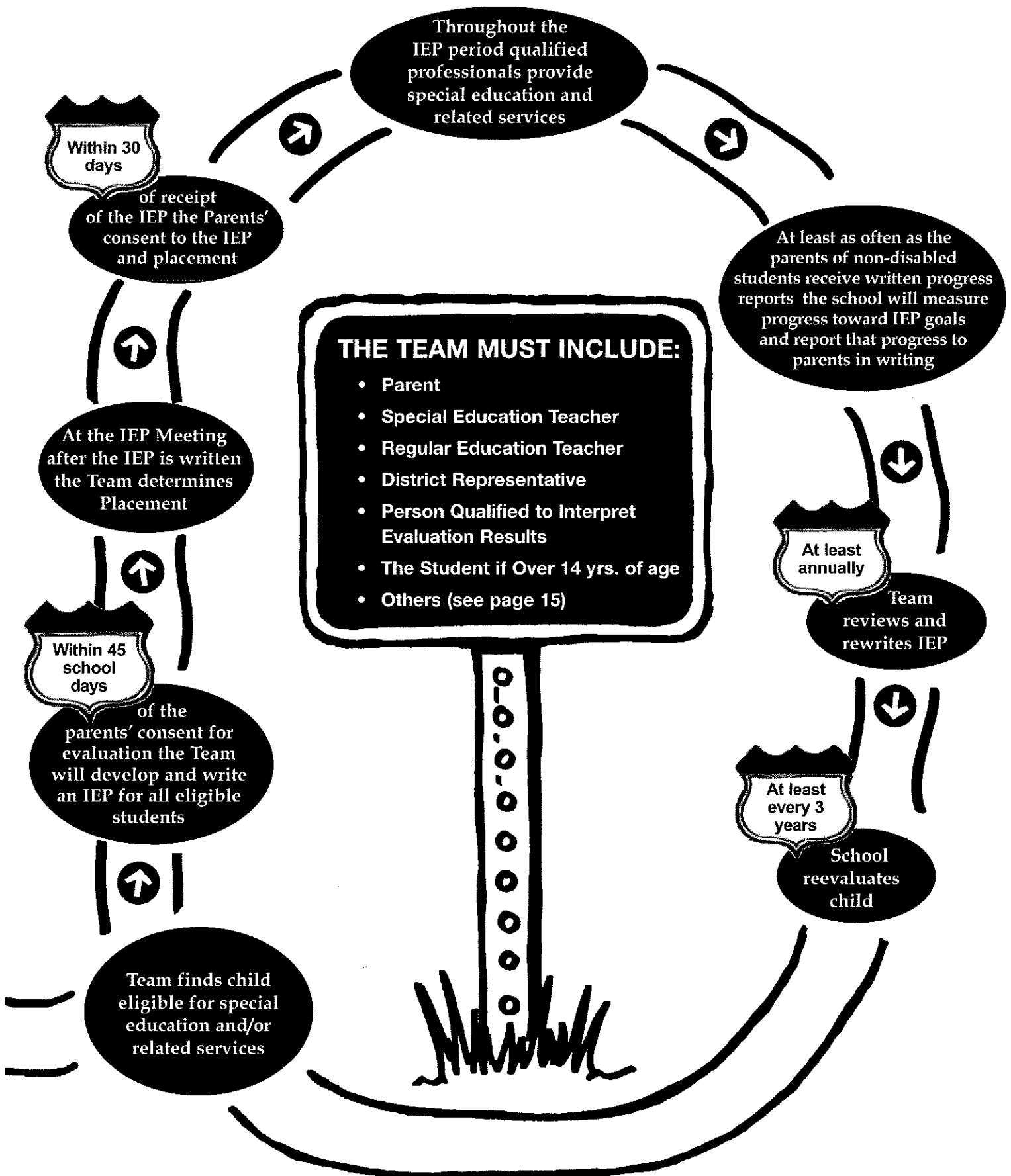
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Understanding the Special Education Process

A Brief Overview for Students Eligible for Special Education

Below is a brief overview of how a student is found eligible for special education, how the IEP is developed and implemented, and how progress is measured.







Introduction

Students with disabilities can achieve great things in school when they receive the supports and services they require. While not every child with a disability will require special education services, every child whose disability affects their school progress is entitled to receive a free and appropriate public education (FAPE) which meets their unique needs. In this era of school reform, it is expected that high standards will guide the teaching of all students.

A parent, teacher or other professional may refer a student for special education evaluation at any time by contacting the school's principal or administrator of special education.

If you are concerned that your child may have a disability that is affecting his or her ability to make progress in school, you can first speak with the classroom teacher. As you speak with the teacher, explain your concerns and ask the teacher to share his or her concerns. As part of your discussion, it may be decided that classroom accommodations will be used to address concerns for a short period of time. If your child continues to have difficulty with schoolwork, you may make a referral for a special education evaluation at any time.

Special Education Laws and Principles

Special education is specially designed instruction and related services that meet the unique needs of an eligible student with a disability or a specific service need that is necessary to allow the student with a disability to access the general curriculum. The purpose of special education is to allow the student to successfully develop his or her individual educational potential. Along with providing services to the child, if necessary, services are provided to parents and to teachers for the student to benefit from special education. Special education is provided by the school district at no cost to parents.

**What are the key
special education laws?**

In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c. 71B). These laws protect students with disabilities who are eligible for special education and guarantee them an Individualized Education Program (IEP) designed to meet their unique needs.

Special Education Law is organized around the following six principles:

What are the major principles of special education laws?



1. Parent and Student Participation



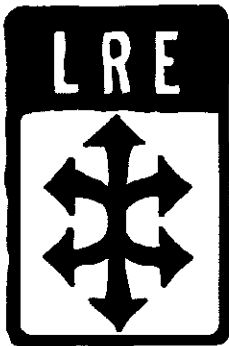
2. Appropriate Evaluation



3. Individualized Education Program (IEP)



4. Free and Appropriate Public Education (FAPE)



5. Least Restrictive Environment (LRE)



6. Procedural Safeguards

To help parents understand how these principles of the law affect their children this Guide has been organized around these principles. You will see the above symbols above throughout the text highlighting these important principles.



What role do parents play in the special education process?

Does my child have the right to attend meetings or have a voice in the special education process?

What is a Parent Advisory Council?

Parent and Student Participation

Parents and students are partners with the school district throughout the entire special education process. As a parent, you know your child best. You have seen your child in different ways and different situations over time. You have a window on your child's needs that professionals do not have. Schools will ask you: "What are your biggest concerns? What do you hope to see your child accomplish?" The special education law provides protections to make sure your concerns are listened to and addressed in the special education process.

Students are the focus of the special education process. The Team should be aware of the interests and concerns of the student, no matter what their age. Moreover, as the student grows older active participation of the student is important. In fact, once the student is 14 years of age (or earlier, if appropriate), the law instructs the Team to include the student at the meetings as an active participant. As members of the Team, the student and parent have a voice in all discussions.

When the student is 17 years old, the school district must discuss with both the student and the parent the change in the rights of the student and the parent(s) that will occur on the student's 18th birthday. In Massachusetts, at age 18 the student reaches the age of majority and is considered an adult. The student is thus able to make his or her own medical and educational decisions. This includes agreeing or not agreeing to the special education services proposed by the school district. The age of majority is discussed in more detail in this Guide in the section on "Procedural Safeguards" (see pg. 29).



In addition to parents participating in the special education process on behalf of their child, they may also participate in their local Parent Advisory Council (PAC). The PAC helps to guide the special education services provided to all eligible students in a school system. In Massachusetts, each school system is required by state law to have a PAC. The purpose of the PAC is to allow parents of students with disabilities the opportunity to talk about common areas of interest and to advise the school committee about the education and well-being of students with disabilities.

As we move forward in describing other principles of the law, it is important to remember that parent and student participation in the special education decision-making process is vital to each of these principles.

Appropriate Evaluation

The law provides a number of protections to ensure that each student receives regular, appropriate, and comprehensive evaluations. Before a determination can be made as to whether or not a student is eligible for special education, an evaluation of the student's educational strengths and needs must occur.

If your child is having difficulty in school, you may want to talk with the school about why your child may be having difficulty before making a referral for a special education evaluation. When a student shows signs of difficulty in school, one of the first steps may be to observe the student in the classroom or other areas of the school to see if changes might be made that will help the student do better. Sometimes students will do much better simply by changing seats in the classroom, or by having the teacher discuss the daily schedule each morning. Sometimes the school may suggest that a vision screening may be helpful.

Other changes may include trying new ways to teach your child or finding different ways your child can express what has been learned. The teacher may change the way the classroom is set up or may arrange for extra help from other school professionals. These supports or changes in the classroom are known as instructional supports.


If some type of change has been made, it should be reviewed within four to six weeks to see if the change was helpful to the student. If your child continues to have difficulty, a referral for special education evaluation should be considered. You can make a referral for special education at any time. Providing instructional support cannot be used to delay the evaluation of a student. If a student is referred for an evaluation, documentation of the use of instructional supports is part of the evaluation information reviewed by the Team.



**What should I do if
my child is having
problems in school?**

**My school wants to
provide "Instructional
Supports" before
making a referral for
special education.
What does this mean?**

How do I make a referral for a special education evaluation?

You can make a referral yourself, or you may find that a teacher or other professional has made a referral for a special education evaluation. Referrals are made by contacting the principal, school personnel, or the school's administrator of special education and asking for an evaluation for special education eligibility. **No matter who makes a referral, the parent must give consent in writing before a special education evaluation can begin.** The school must contact you **within five school days** of receiving the referral asking for your written permission to begin the evaluation. 



DISABILITY TYPES in the Massachusetts State Special Education Regulations are:

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment
Hearing/Vision/Deaf-Blind
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

603 CMR 28.02

Referral for a special education evaluation is the first step in the process of determining if your child should receive special education services. The evaluation should examine all areas of suspected disability and provide a detailed description of your child's educational needs. The evaluation should answer these questions:

1. Does the child have a disability? What type?
2. Does the disability cause the child to be unable to progress effectively in regular education?
3. Does the child require specially designed instruction to make progress or does the child require a related service or services in order to access the general curriculum?

The answer to each of these questions should be "yes" in order to determine that a child is eligible for special education services. The law states that lack of instruction in English or mathematics cannot be the only reason that a student is found eligible for special education, nor can the fact that a student has limited skills in speaking or understanding English if he or she speaks and understands another language. Students also cannot be determined eligible for special education just because they cannot follow the school's discipline code or because they are "socially maladjusted." For students not found to be eligible for special education the Team should explore other programs and supports available within the school.

What is a pre-evaluation conference?

Many families are not familiar with the evaluation process. When your child is referred for evaluation, you may request a pre-evaluation conference to talk with a school professional about your concerns, what kinds of assessments will be

helpful, and who will conduct the assessments. While the school must talk with you about these things whether or not you meet, a pre-evaluation conference can also serve as an opportunity to prepare yourself and your child to better understand the assessments that will be conducted. Once you feel comfortable that you understand and agree with the types of assessments that will be conducted and the individuals who will be conducting the assessments **you must provide written consent in order for the evaluation to begin.**

Evaluation frequently includes parent input and teacher observation of the student, an interview with the student about their current abilities in school, and other types of formal and informal assessments. Evaluations are always conducted by qualified professionals and are provided by the school at no cost to the parent.

The evaluation tools used will be based on your child's individual needs. Your child must be evaluated in all the areas of suspected disability. This may include looking at how your child communicates and understands language, your child's educational development, and how your child thinks, behaves, and adapts to changes. Evaluations may look at your child's health, vision, hearing, social and emotional well-being, performance in school, how your child uses her/his body, and for older students, what job-related and other post-school interests and abilities your child has.

A Functional Behavioral Assessment (FBA) is an assessment of student behaviors that may be disruptive or otherwise inappropriate for school. The FBA is based on observations and discussions that help to determine when and why a behavior is happening so that positive behavioral interventions may be used to help the student to develop more appropriate behaviors.

All evaluation information is confidential and should be seen only by people directly involved with your child such as teachers and Team members. A parent must give written consent before others may have access to this information.

Evaluations must be completed within 30 school days of the parent's written permission for evaluation. Within 45 school working days of the school's receipt of your permission in



**What should I expect
as part of the
evaluation process?**

**Who can see the
evaluation information?**

**How long will the
evaluation process take?**



All special education evaluations must be conducted by appropriately credentialed and trained specialists and must include the following:

Specialist Assessment(s): An assessment in all areas related to a suspected disability. *

Educational Assessment: An assessment that includes information about the student's educational history and overall progress, including current educational standing in key curriculum areas. This assessment should also include information on the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. This assessment should also include a narrative description of the student's educational and developmental potential.


The following assessments may be included with parental consent if the school or the parent asks for them:

Health Assessment: An assessment to identify any medical problems that may affect the student's learning. Health assessments may be done by a school-referred or family physician and should be reviewed by the school nurse.

Psychological Assessment: An assessment to consider the student's learning abilities and style in relationship to his or her social/emotional development and skills.

Home Assessment: An assessment of family history that may affect the student's learning or behavior of the student at home, and may include a home visit.

* See also "Disability Types" chart on page 12.

writing, a Team meeting must be held to talk about the evaluations to determine eligibility and to complete the IEP for an eligible student. 

Parents have the right to receive all special education evaluation reports two days before the Team meeting. You must ask the school for copies of these reports in order to receive them in advance of the meeting. It is important for parents to review the evaluation reports before the Team meeting. A person qualified to explain these reports will be at the Team meeting to answer any questions you may have about what the results mean, where your child is having trouble and why.

What does the term "Team" mean?

It takes many people to plan and provide the help that your child needs. IDEA clearly specifies the members of a special education Team. **The parents are always members of any**

Team that makes decisions about their child. Parents can invite others to attend the Team meeting with them. Teachers and other professionals who know your child or who have evaluated your child will also be Team members.



Each Team must include:

You, the parent(s) or guardian(s);

At least one of your child's special education teachers and/or providers;

At least one of your child's regular education teachers if the child is or may be participating in the regular education environment;

Other individuals or agencies, invited by the parent or the school district;

Someone to interpret the evaluation results and explain what services may be needed; and


Your child if they are between the ages of 14-22 (More Information on Transition to Adult Living or What is transition planning for older children? see pg 26.);

In addition, other people or agencies that have special expertise or knowledge of your child.

from IDEA

Each Team **must** have one member who knows what services and resources are available to the school district. The law requires that this individual have the authority to commit the resources of the school district so that decisions about services can be made at the Team meeting.

At the Team meeting, the members of the Team must consider all information and evaluation results to decide if the student is eligible for special education services.

Based on the Team discussion and the evaluation information, the Team will determine if your child is eligible for special education and related services. If your child is **eligible** the Team will then use the evaluation results to develop an Individualized Education Program (IEP) for your child. For more information, turn to the "IEP" section of this Guide (see pg. 19). 

If your child is found **not eligible**, your child may still receive help, although not special education services. If your child is not eligible for special education services, **you**

What is the role of the Team in determining eligibility for special education?

A Parent's Guide to Special Education



will receive a letter from the school stating that your child is not eligible, detailing why the student was found not eligible, along with information about your rights. Read the notice carefully to decide if you agree or disagree with this decision. You have the right to appeal a finding of no eligibility. For information on your rights, turn to the "Procedural Safeguards" section of this Guide (see pg. 29).



If your child is **eligible** for special education the special education services should begin immediately after you sign the IEP. Evaluation will continue to be an important part of the special education process. At least every three years, the school district must conduct a three-year reevaluation. This means that at least every three years, the Team must consider current evaluation information and must determine if your child remains eligible for special education.

What is a three-year reevaluation?

Is it required?

Every three years the school will request your consent to conduct a three-year reevaluation. The school can also recommend to you that the evaluation information they have is sufficient to know that your child continues to be eligible and is also current enough to write an appropriate IEP. In that case, the school may recommend that no assessments are necessary. This helps to prevent "over-testing", but it should not prevent evaluation that you or the school believes is needed. You have the right to say you still want some or all of the assessments to be certain that the information is current; the school must provide the assessments that you request. A three-year reevaluation generally will include all of the types of assessments of the initial evaluation.

Is reevaluation required if the district "removes" my child from special education?

If, at any time, the district believes that your child no longer requires special education, they must request your consent for a complete reevaluation prior to taking any action to end special education services. At that time, the Team must consider the evaluation information and can make a determination that the student is no longer eligible. As always, you must receive a letter or notice in writing about this type of decision and have the right to disagree or to appeal the decision.



What is an "Independent Educational Evaluation"?

At times you may find that you disagree with the school district's evaluation. The foundation of a good educational program is an evaluation that truly reflects the strengths and needs of the indi-

vidual student. If you disagree with the school district's evaluation results you have the right to have your child evaluated by a qualified professional(s) not employed by the school system. Both federal and state law allows parents to seek an **Independent Educational Evaluation (IEE)**.

In Massachusetts, special education regulations, 603 CMR 28.04 offer parents a choice when exploring options for the payment of Independent Evaluations. Parents may choose to share their personal financial information with the district, and share the cost of the evaluation based on their income. If the Family is income eligible the district must pay for the evaluation and may not take the family to hearing over the cost of the evaluation. Parents may also choose not to share their financial information with the district. Then the district must choose to either pay for the entire Independent Educational Evaluation or move forward to a hearing at the Bureau of Special Education Appeals (BSEA). All IEEs that are publicly funded, in whole or in part, must meet state requirements for using evaluators who are registered, certified, licensed or otherwise approved and who agree to abide by rates set by the state agency responsible for setting such rates.

According to state regulations, any student eligible for free or reduced cost lunch or who is in the custody of a state agency with an appointed Educational Surrogate Parent is entitled to receive an equivalent IEE at public expense. School districts must offer parents seeking public funding for IEEs information about the sliding fee program. Participation in the sliding fee program, other than for students who are eligible for free or reduced cost lunch, requires the family to provide financial documentation.

Upon receipt of the family financial documents, the district must promptly evaluate the information and inform families of their status. The school should return the financial documents immediately to the family. No copies of financial statements should be made; the district, however, will document eligibility for the sliding scale fee in the student's record. Based on this financial information, the family and the district will share the cost of the IEE. For example, as of September, 2001, for a family with an income below 400% of the federal poverty level (\$68,200 for a family of four) the IEE will be

Who pays for an independent evaluator?



SLIDING FEE SCALE

When parents seek public funding for an Independent Educational Evaluation (IEE) the district shall consider family size and family income information in relation to Federal Poverty Guidelines:

- If the family income is equal to or less than 400% of the federal poverty guidelines, the district shall pay 100% of the costs of an IEE.
- If the family income is between 400% and 500% of the federal poverty guidelines, the district shall pay 75% of the costs of an IEE.
- If the family income is between 500% and 600% of the federal poverty guidelines, the district shall pay 50% of the costs of an IEE.
- If the family income is over 600% of the federal poverty guidelines, the district shall have no obligation to cost-share with the parent.
- 400% of the federal poverty level is currently (as of September 2001) \$68,200 for a family of four.

*Mass. Special Education Regulations
603 CMR 28.04(5)*

A Parent's Guide to Special Education

The parents of a child with a disability have the right to obtain an Independent Educational Evaluation.

If a parent requests an Independent Educational Evaluation at public expense, the public agency must without unnecessary delay either initiate a hearing to show that its evaluation is appropriate or ensure that an Independent Educational Evaluation is provided at public expense.

(IDEA 300.502)

provided at no cost. For a family with an income above that level the amount paid by the family is based on a sliding-fee scale.

In cases where students are not eligible for the sliding fee program, the parents do not wish to provide financial documentation, or parents are requesting an evaluation in an area not assessed by the school district, IDEA provides that families may still request public funding of an IEE. Upon such a request, the school district must, within five school days, either agree to pay for the IEE or initiate a hearing with the Bureau of Special Education Appeals (BSEA). The district will need to show the BSEA that its evaluation is comprehensive and appropriate. If the BSEA agrees that the evaluation done by the district was comprehensive and appropriate, the district will not be obligated to publicly fund the IEE. However if the BSEA determines that the district's evaluation was not comprehensive and appropriate the district will be obligated to pay for the IEE.

NOTE: Parents always have the right to obtain an IEE at their own expense. Parents may choose to pay for an IEE because they want a more in-depth evaluation than the school can do, or because insurance will cover the cost. If you pay for the IEE, the resulting reports belong to you; you may choose or may not choose to share the results with your district. The Team must consider the results of any IEE that is made available to them when planning services for your child.

How is information from an IEE used?

The district must reconvene the IEP Team and consider the information from an IEE as carefully as it considers the information from an evaluation done by the school district. The law requires consideration of evaluation information from more than a single source or assessment, in order to have a complete picture of the student and his or her abilities. All results from assessments or from IEEs together will be used by the Team to form the basis for the decisions made regarding your child's participation in special education services.

For more details, see the Parent's Rights Brochure for parents of students with disabilities provided by your district.

Individualized Education Program (IEP)

Your child's Individualized Education Program (IEP) is developed at the Team meeting and represents a formal agreement about the services that the school will provide for your child's special education needs. The IEP is a contract between you and the school. As with any contract you should make sure you fully understand the terms to which you are agreeing and make certain that everything that was agreed to verbally is written in the contract.



Input from parents and students is key IEP information.

The first part of the IEP requests information regarding the concerns of the parent and/or student, key evaluation results, and the future vision for the student. This is an opportunity for you, as a parent, to talk about your concerns and what you want special education to accomplish for your child. Consider: What information from the evaluation report seems particularly important? Has your child expressed some particular concerns or desires that you think can be helped by special education? Are there areas of particular strength or weakness of the student that you want to make sure are included? In addition, the Team should consider all information including the student's medical and educational history and personal interests. This discussion provides an opportunity for you and the school to discuss what special education can do and what it might not be able to do. This part of the IEP process can also be an opportunity for you and your child to express thoughts about the educational program as it has been in the past and how it could change to better meet your child's needs.

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**How can I make sure
that my concerns are
part of the IEP process?**
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Student Vision: Parents and students should enter the Team meeting prepared to talk about their hopes and dreams for the child's future. If the student is able to indicate what he/she would like, then the student's vision should be clearly indicated, if not the vision will be developed by the family. In discussing a vision for the future, the Team should be careful not to limit the discussion only to what they believe is "realistic" — everyone needs to have dreams and wishes. The law provides that those dreams and wishes should help to point out a direction for the Team. This vision should guide the Team throughout the IEP

Does the IEP determine the subjects and information my child will learn?

development process in order to create a program that will bring the student closer to that vision in a meaningful way and help the student to see how education can help the student reach his or her personal goals.

Participation in the General Curriculum: The federal law, IDEA, states that students with disabilities should participate in the general curriculum. The term "General Curriculum" means the same curriculum that their non-disabled peers are learning. The IEP, therefore, does NOT design a curriculum, rather, the IEP designs the services that the student needs to enable them to make progress in the general curriculum, and to help them be successful in the life of the school. For students with disabilities to access the information in the general curriculum, Teams may find it necessary to identify accommodations, modifications, or services to meet specific learning needs.




In order to be informed members of the IEP Team, parents should be aware of the curriculum that their school district uses for students who are the same age and grade level as their child and understand how their child's disability affects their involvement and progress in the general curriculum. The school district must ensure that a person on the Team is available who understands the general curriculum and can be helpful in discussing how the student can participate in the general curriculum.


In Massachusetts, the general curriculum is based on learning standards in the Massachusetts Curriculum Frameworks which define specific student learning expectations for each grade. Parents should be aware of how these frameworks are utilized in their school district to create the grade specific curriculum for all students.

What if my child has special needs in areas besides academics?

Other Educational Needs: Students with disabilities who are found eligible for special education often have areas of need beyond the general curriculum. These areas of "Other Educational Need" must also be addressed in the IEP. The Massachusetts IEP form lists a number of Other Educational Needs that may be discussed depending on the individual needs of the student. The lists in the IEP form can help the Team to think through some of the possible areas but should

not be considered the only options. In brief, do not limit your discussion to only the curriculum. For example, you may need to talk about behavior, communication, assistive technology, use of Braille, or other special considerations unique to the student. 

When considering both the general curriculum and other educational needs, the Team will consider specific accommodations, modifications, and services to assist the student to reach their best educational performance. The Team considers whether it is necessary to adapt the content (change the complexity of information being taught). The Team also considers whether it is necessary to adapt the methodology or delivery of instruction (change in the way the information is taught) or the performance criteria of the classroom (change the way the student expresses what they have learned). All of the changes and services that the Team identifies are written in the IEP. The IEP then serves as a resource to assist the teacher in providing a supportive and effective classroom environment throughout the school year.

IDEA notes some special considerations for Teams to address during IEP development. These special considerations include: positive behavioral interventions, the unique needs of students with disabilities with limited English proficiency, the communication needs of students who are Deaf or hard of hearing, Braille for students with visual impairments, and assistive technology devices and services for all students. These needs should be addressed by the Team, and included in the IEP based on the unique needs of the child. 

Annual Goals: Once the Team has explored the student's current educational performance and the types of assistance the student will need to improve his or her progress, the Team will turn its attention to what the student can be expected to be doing during the year in order to demonstrate effective progress. The specific goals for your child's performance will be described in a section of the IEP called Annual Goals. Annual Goals describe the expected growth in your child's skills and knowledge over the next year as a result of the special education that he or she receives. Goals should be positive, measurable, achievable, and challenging. Annual Goals should be written so that every member of the team can determine if the child has met the goal, not

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How does the Team identify what should be done?
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Are there any special considerations that should be addressed in the IEP?
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What are Annual Goals?
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just the specialist in the goal focus area. Annual Goals should relate to the academic and/or non-academic needs of your child.



A good goal has five essential parts and may be determined by answering these simple questions.

- Who? – your child
- What will be achieved? - skill or behavior
- How? – in what manner or to what level?
- Where? – in what setting or under what conditions?
- When? – at what point in the IEP period ?

What are Benchmarks? How are they different from Objectives?


Measurable Annual Goals are broken down into smaller pieces called objectives or benchmarks. They begin with what your child can do (present level of performance) and are observable accomplishments. Objectives are the smaller steps or milestones your child needs to make in order to reach the annual goals written on their IEP. Benchmarks are based upon achieving a specific skill in a specific period of time. Benchmarks allow for regular checks of progress in meeting annual goals with the final benchmark being the goal for the year. An IEP Team may use either objectives or benchmarks or a combination of the two depending on the nature of the goals and the student's needs.

How will I know what services my child will receive?

Services: After the student's educational performance has been discussed and annual goals developed, the Team must consider the actual services the student needs in order to achieve these goals during the next year. The Team should talk about all the supports and services that will allow the student to succeed in school. The Team will discuss necessary services, including special teaching services, consultative services, training for teachers, and other related or supportive services such as transportation, psychological services, counseling services, and orientation and mobility services. The Team will specify these services on a one-page form in the IEP called the "Service Delivery" page of the Massachusetts IEP. This page identifies all the services that will be provided for the student during the school year that will assist the student to achieve the goals identified on the IEP.



The Massachusetts Comprehensive Assessment System (MCAS) is the state's student testing program. Tests are given at different grade levels and are based on the Massachusetts Curriculum Frameworks in English Language Arts, Mathematics, Science & Technology/Engineering and History and Social Science. **All students in Massachusetts receiving an education at public expense must participate in state assessment.**

Both IDEA and the Massachusetts Education Reform Act require that all students participate in MCAS. In the past, participation in statewide assessments was not always considered important for students with disabilities. It was assumed that special education evaluations provided enough information on how well students were doing in school. Special education evaluations, however, do not typically provide information on what students know and can do relative to local and state academic learning standards. Information about the general performance of students with disabilities means that schools will now be held accountable in the same way they are for the performance of non-disabled students. It is important to ensure that all students have access to the resources and supports needed to pass the MCAS, including students with disabilities. 

By including all students in MCAS, schools are more likely to raise standards and have higher expectations for students with disabilities. Including students with disabilities in the MCAS encourages schools to develop new programs and methods of teaching students with diverse learning styles. It also encourages the inclusion of students with disabilities in activities with their non-disabled peers.

As part of the IEP process, the Team must determine **how** your child will participate in MCAS. The Team first will consider whether your child can take standard MCAS tests either with or without accommodations. If your child requires accommodations, then the Team will identify the accommodations that will be used and must document this information in the student's IEP. Generally, they will be similar to those accommodations that the student uses during regular classroom instruction.

What about the IEP and state and district wide testing—for instance, the MCAS test?

All students receiving an education at public expense must participate in the state assessment program known as "MCAS."

Students will participate in MCAS in one of three ways:

- On-demand MCAS Test under Routine Conditions
- On-demand MCAS Test with Accommodations
- MCAS Alternate Assessment

The Team will determine how a student will participate in MCAS.

Why is it important to participate in MCAS testing?




A small number of students may be unable to take standard MCAS tests, even with accommodations, due to the nature and severity of their disability. These students will be designated by the Team to participate in the MCAS Alternate Assessment. The MCAS Alternate Assessment is a portfolio, or collection of information about the student's accomplishments throughout the school year, that is assembled by the child's teacher. The portfolio will document how well the child has demonstrated his or her knowledge and skills related to the learning standards in the Massachusetts Curriculum Frameworks in the four subjects assessed by standard MCAS tests. The alternate assessment will not depend on your child's ability to take a paper/pencil test, because it uses other methods to determine the child's level of performance. The alternate assessment portfolio is submitted to the Massachusetts Department of Education (DOE) and is scored by panels of Massachusetts educators. Scores are reported to parents, schools, and districts along with other MCAS test results. Secondary school students obtaining a passing score on the alternate assessment will be eligible for a standard diploma.

How will my child participate in MCAS?

For further details on participation in MCAS, available test accommodations, and alternate assessments, please refer to the DOE publication entitled "Requirements for the Participation of Students with Disabilities: A Guide for Educators and Parents," available on the DOE web page at www.doe.mass.edu/mcas/parents.html.

When do I receive a copy of the IEP?

Either at the Team meeting, or immediately after, but no later than 45 school days after the parents written consent to evaluation, the school district will provide you with a copy of the IEP. The IEP tells you how the school proposes to help your child. Within 30 days of receiving the IEP from the school, you must sign and return it to the school. **The signature of the parent or adult student must appear on the IEP before services can begin.** If you have questions about the IEP, you can talk with the school contact person, generally the Team Chairperson. 

Once we've developed the IEP, do services begin immediately?

If the IEP is satisfactory you should accept the IEP by checking the box on IEP page 8 which states "I accept the IEP as developed" and signing on the line below. When the district receives your consent, services will begin immediately. If the IEP is unsatisfactory you must choose between the two remaining options. You may check the box stating "I reject the IEP as

developed," in which case the last agreed upon IEP will generally remain in effect until an agreement has been made regarding the appropriate services for your child (sometimes called "stay put"). If your child was not previously receiving special education services, no special education services will be provided until an IEP is agreed upon and signed by the parent. For this reason, it is sometimes best to accept an IEP in part, in order that some services can begin. To do this, check the box stating "I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately." You should then list your concerns and sign below. The accepted portions of the IEP must begin immediately upon your consent. The IEP form also allows you to request a meeting with the school to discuss the rejected IEP or rejected portions.

Once you accept the IEP, the school district must share the IEP with all of the school staff who have responsibility for working with your child.

Remember that your signature is required to accept the IEP as well as to reject the IEP. The parent's signature on a rejected IEP sets into motion a referral to the Bureau of Special Education Appeals (BSEA). The BSEA offers mediation services to parents and schools and has authority to conduct hearings to resolve special education disputes. For more information on the BSEA turn to the section on "Procedural Safeguards" (see pg. 29).



Measuring Progress: It is good practice for schools to provide grades for students with disabilities, in addition to progress reports. Grades provide parents with information on how their child is progressing in the general curriculum; progress reports indicate a student's progress only in achieving IEP goals. The Team should discuss the grading system while looking at specially designed instruction options during the Team meeting.

Progress reports allow you to check on your child's progress toward the IEP goals at set times throughout the year. **You must receive a progress report as often as all children in your school district receive report cards or other school-wide progress reports.** Special education progress reports will help you decide whether or not your

← **What if I don't agree with part or all of the proposed IEP?** ←


← **How will I know how my child is doing?** ←

child is making progress toward the annual goals that were developed. If your child is not making the expected progress you should speak with your child's special education teacher or ask the Team to meet again to discuss whether changes in the IEP are needed. If changes are needed they must be agreed to by the parent. **The district cannot make any change to the current IEP without notifying you and getting your written consent.**

How often will the IEP be reviewed?

The Team must meet at least once a year to review your child's IEP, to determine if changes need to be made, and to develop new annual goals. Whenever there are questions, concerns, or changes in your child's academic, social, or emotional well-being, you and your child's teacher or school contact person should talk. If you or the school decide the IEP is not working for your child, or expected progress is not occurring, the Team should meet to review and possibly change the IEP.

What is transition planning for older students?

Effective transition planning is based upon the student's goals or vision. IDEA requires that, beginning at age 14, planning for the transition to adult living must be part of the IEP. Your child should be invited to attend Team meetings. For students who may be receiving services from adult service agencies, representatives of these agencies should also be invited to the Team meeting when transition is being discussed. When your child is age 16, the Team discussion of **Vision** should include a post-school vision statement designed to reflect the individual interests, preferences, and needs of your child in adult life. Transition planning and services should be reflected in the **Other Educational Needs** section of the IEP and can include preparation for post-secondary education, vocational training, employment, and independent living. 


People tell me that special education is an entitlement but adult services are not. What does that mean?


During transition planning it is important to remember that when students with disabilities graduate from school or turn 22 years of age, they are no longer entitled to special education services under IDEA. Massachusetts has a planning process to identify possible needed services from adult human service agencies for students with significant disabilities; this is known as Chapter 688 planning. A Chapter 688 Referral should be made by the school two years before your child graduates from high school or turns twenty-two, if services from an adult agency will be needed. Planning for adult

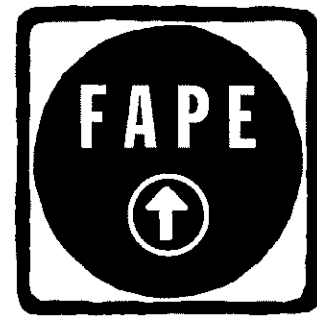
services, however, and completing the referral process does not necessarily guarantee that services will be available. Unlike special education, human services for adults are not provided as an entitlement and may have waiting lists, even for people eligible for services. Therefore, it is important for families to begin exploring the adult service system before adult services will be needed.

Free and Appropriate Public Education (FAPE)

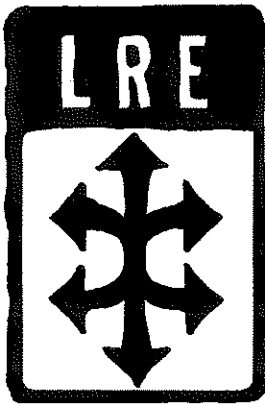
A child who is eligible for special education services is entitled by federal law to receive a Free Appropriate Public Education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no expense to the family. FAPE differs for each student because each student has unique needs. FAPE specifies that needed services must be provided without cost to the family.

FAPE guarantees that for students who are found eligible for special education, school districts must be prepared to provide services according to an IEP beginning no later than their third birthday. If a student continues to be eligible, services may continue until the student graduates from high school with a standard diploma or turns 22, whichever comes first. 

FAPE also means that students receiving special education services have access to and make meaningful progress in the general curriculum (i.e. the same curriculum as students without disabilities) and the right to be full participants in the life of the school. Your child is not only entitled to access the academic portion of school but also to participate in extracurricular and other activities sponsored by the school. Full participation means that students with disabilities are entitled to the aids and services needed to assist them in participating in all areas of school life. FAPE is closely tied to a principle known as the "Least Restrictive Environment" which is described in detail in the next section of this Guide. 



**What does FAPE
guarantee my child?**




Who determines what is the least restrictive environment for my child?

How is that determination made?

Least Restrictive Environment

The federal law, IDEA, mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the Least Restrictive Environment (LRE). The Team (including the parent) determines the placement that the student needs to provide the services on the student's IEP and the Team must choose the least restrictive environment able to provide those services. This means that the student should attend the school he or she would attend if non-disabled, unless the Team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

FAPE and LRE are closely tied together. Both federal and Massachusetts special education laws require that a Team consider appropriate education in the least restrictive environment. In order to help your child be successful, the Team must carefully consider whether supplemental aids and services and specialized instruction could make it possible for your child to be educated with non-disabled peers. If services can be appropriately provided in a less restrictive setting, the Team must choose that type of program and setting. If the student's program requires a more restrictive setting to be successful, then the Team may consider other settings. The Team should look class by class, activity by activity, and only remove your child from the general education classrooms if, and only if, supplemental aids and services would not make it possible for the student to remain in that classroom and make effective progress. 

Determination of the LRE is based on your child's IEP, not on a diagnosis or specific disability label. This determination must be made individually and carefully. Students cannot be placed in separate or more restrictive environments only because they require modification of the curriculum. It is important to remember that Teams do not have to choose between specialized help for a student and inclusion of that student in the general education classroom; students are entitled to both. After the Team has developed the IEP and understands the needs and goals for your child, then the Team will determine the most appropriate setting for your child's services. LRE is an integral part of the placement determination.

Procedural Safeguards

Specific procedures that protect the rights of students and parents with disabilities are meant to help make the complicated special education process more predictable and dependable. They are designed to ensure that appropriate procedures are followed and that special education and related services are individualized for each student.

Some of the procedural safeguards that have already been mentioned in this Guide include:

Timelines - examples include:

- Credentialed, trained specialists complete evaluations within 30 school days from written consent for evaluation;
- Teams meet to determine eligibility and if eligible, to develop the proposed IEP for the students, and provide copies of that IEP to the parents within 45 school days from written consent for evaluation;
- School sends IEP to parent immediately following it's development at the Team meeting
- Parent accepts or rejects IEP within 30 days of receipt.

Consent - The parent has the right to consent or refuse consent at key points such as:

- Evaluation
- IEP services
- Placement decisions

Evaluation requirements - The specific required evaluations and the requirements relating to doing appropriate evaluations are also safeguards (see "Appropriate Evaluation," pg. 11).

IEP Development - Many of the elements of the IEP function as safeguards for the student to ensure that services are comprehensive and individualized.

Procedural safeguards relate to many aspects of the special education process, including eligibility, evaluation, IEP, placement or the provision of special education. For example, one of the key safeguards for parents is the right to receive written notice whenever a school district proposes or refuses to initiate



←
What are some of the procedural safeguards?
←

A Parent's Guide to Special Education

When do I get a copy of the Parent's Rights Brochure?

or change key aspects of a student's services. Parents are encouraged to carefully review the "Parent's Rights Brochure" which has been prepared as one means of informing parents of their rights in the special education process. The "Parent's Rights Brochure" is made available to parents at any time upon request to the school district and is always provided by the school when an initial request for an evaluation is received and at other times during the IEP process.

Do my child's rights change with age?

Students, as we discussed in the section on parent and student participation, are central to the process, and any rights that parents have flow from the right of the student to receive a Free Appropriate Public Education. As students grow older, their participation in the planning for the special education services that they receive becomes more active, including participating on the Team by age 14 (or younger if appropriate) and the transfer of rights from the parent to the student at the age of majority.

What is the "age of majority"?

In Massachusetts, 18 years of age is the "age of majority." Unless there has been court action giving guardianship to another adult, at 18 years of age students are considered adults and competent to make their own decisions, regardless of the severity of their disability, including decisions in all special education matters. The Massachusetts IEP form offers students age 18 and older the opportunity to delegate responsibility, if they wish. Parents and students must be notified about this transfer of rights to the student and the impact on the student and the parents at least one year before the student turns 18. When the student turns 18, he or she has full authority to consent to, or refuse, services. The school district cannot assume that the services will be acceptable to the adult student; therefore, the district will need to seek consent of the student for all IEP services when the student turns 18 years of age. Neither the parent nor the school district can reverse the decision of the adult student unless there is a court-appointed guardian. The student is responsible for signing the IEP, and, as with any adult, the student can withdraw his or her willingness to share or delegate these decisions at any time. When students reach the age of majority, parents continue to have the right to receive all written notices and to have access to the student's school records. Guardianship is complex and, therefore, we recommend that anyone questioning the need for a guardian for their child should consult an attorney (see Resources on pg. 35 for free and low cost services).

Procedural safeguards also protect the rights of non-English speaking students and families. If English is not your primary language, the school must provide an interpreter to you at no charge. Written documents such as the IEP and evaluation reports must also be translated into your native language. If you are unable to read in any language or have a visual or hearing impairment, the school is required to make every effort to be responsive to those needs. Efforts may include the use of Braille, sign language, orally translating written language, or providing other means of communication that is effective and allows you to understand the information and communicate with the school.

Some students with disabilities are able to succeed in school without special education but require some kind of supportive service or accommodation. A law known as Section 504 of the Rehabilitation Act of 1973 offers students with disabilities both services and accommodations that are necessary for the student to participate fully in the life of the school. To receive services under Section 504 a student must have a mental or physical impairment, that substantially impairs a major life activity, and requires special accommodations. Major life activities include functions such as breathing, walking, learning, caring for one's self, seeing, speaking, performing manual tasks, hearing, and working. Like IDEA, a Section 504 Plan guarantees students with disabilities the right to FAPE.

Section 504 offers a Team approach, a written plan, appropriate accommodations, services, and programs, and periodic review of services. A "504 Plan" can assure students with disabilities the opportunity to join in all aspects of school life. Accommodations in non-academic and extracurricular activities, adaptive equipment or assistive technology devices, an aide, assistance with health needs, school transportation or other related services are possible 504 accommodations.

It is important to discuss your concerns and areas of disagreement with the school before entering into more formal due process procedures. This can often be the quickest and easiest way to solve a disagreement. If you cannot come to agreement with the school, you have the right to disagree with the school's decisions concerning your child. This includes decisions about:

← **Are there special safeguards for students or families whose primary language is not English?** ←

← **What if my child is not found eligible for Special Education?** ←

← **What is a 504 Plan?** ←

← **What if I disagree with the school about what is right for my child?** ←

- Your child's eligibility for special education;
- Your child's special education evaluation;
- The special education and related services that the school provides to your child; or
- Your child's educational placement.

What will the State Department of Education do if I disagree with the school district?

If you are unhappy with any of these areas, you have several options. The first option is to meet with the special education administrator at your school and try to reach an agreement about your child's needs and services. Local school districts often have specific local procedures to resolve the complaints of parents. Ask if your district has those procedures.

The law provides for a Problem Resolution System at the state level. In Massachusetts, the Problem Resolution System is administered by the office of Program Quality Assurance (PQA) at the Department of Education. Parents can call PQA to ask a question regarding the laws and regulations pertaining to a specific concern. In order to have a complaint formally reviewed by PQA staff, a complaint must be filed in writing. (See page 35 for contact information).

The PQA education specialist will review your complaint to determine if education laws and regulations are being followed. Parents and school officials will have an opportunity to provide written information and to speak with the PQA specialist about the issue(s) presented. At the completion of the review, a letter explaining the results of the review and the actions taken to resolve the issue(s) is sent to the parents. If the school is not meeting the requirements of the law, DOE will make a finding of non-compliance with the law and will work with the school to correct the problem.

Parents of children with disabilities have different choices available to them for resolving disputes with schools concerning the education of their children. Parents may contact PQA (as described above) or the Bureau of Special Education Appeals (BSEA) about any matter concerning the identification, evaluation services, or placement of their child.

The BSEA is an independent organization located with the Massachusetts Department of Education. It is notified by the school system of all signed rejected IEPs. Within five school

days of receiving written notice of a rejected IEP, the school district must send notification of the rejection to the BSEA. The BSEA offers several dispute resolution options. Any parent can use one or all of these options. More than one option may be used when needed. These options include:

Mediation: a voluntary and informal process where you and the school meet with an impartial mediator to talk openly about the areas where you disagree and to try to reach an agreement.

Advisory Opinion: a process where you and the school agree to each present information in a limited amount of time to an impartial Hearing Officer, who will give an opinion as to how the law would apply to the situation as presented. An advisory opinion is not written, nor is it binding, and allows either the parent or the district to proceed to a hearing if either party is dissatisfied.

Hearing: a process where you and the district each present your case to an impartial Hearing Officer for a written binding decision on the best outcome for the student. A hearing is a fairly complex legal proceeding and averages three to five days in length.

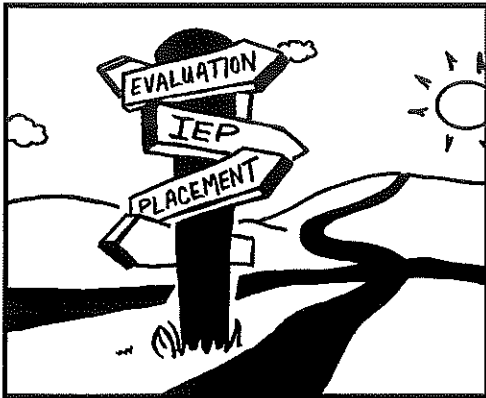
Generally, parents who proceed with the due process system consult an attorney or seek representation. For information on free or low cost legal services see the Resources section on page 35 of the Guide. At any point that you contact the BSEA, it will provide you with written information on your rights and responsibilities.

When there is a dispute between the parent and the school district related to an eligible student, if the parent or the district seeks to resolve the dispute through an appeal to the BSEA, the student is entitled to "stay put." "Stay put" means that the eligible student is entitled to continue to receive the IEP services and placement that were previously agreed to by the parent until either the dispute is resolved through the BSEA, or the parent agrees to other services or placement.

We hope that the need for filing complaints, or participating in hearings, will be rare. The best defense against misunderstanding is good information and communication. We hope this Guide will continue to serve as a resource to you in understanding special education.

**What does the Bureau
of Special Education
Appeals do?**

**What happens to my
child's educational
services while the
school and I resolve
our differences?**



Conclusion

As a collaborative effort by the Massachusetts Department of Education and the Federation for Children with Special Needs, this Guide has been developed as an introduction and overview to receiving special education services under federal and state law. There have been many recent changes to the laws guiding special education in Massachusetts and across the country. It is important to provide information and training for families and school systems alike regarding those changes. Twenty-five years of special education services in Massachusetts have developed tremendous resources available for the education of children with disabilities. We hope that this Guide helps you understand some of the complexities of the special education law and process and helps you to assist your child in reaching his or her individual educational potential.

The state and federal Departments of Education are among the agencies that provide funding to the Federation for Children with Special Needs, so that it may provide training and technical assistance to families of children with special needs. The Federation's statewide training workshops provide more detailed information pertaining to topics mentioned in this Guide. For further information, contact the Federation at 1-800-331-0688 or at www.fcsn.org. The resources listed in the Appendix that follows may provide additional assistance.

Resources

Federation for Children with Special Needs

(800) 331-0688
TTY (617) 236-7210
1135 Tremont Street, Ste. 420
Boston, MA 02120
www.fcsn.org
Federation Satellite Offices:
Hyannis: 508-778-0442
Worcester: 508-798-0531
Northampton: 413-585-8140

Disability Law Center*

(800) 872-9992
VOICE/TTY (617) 723-8455
11 Beacon Street, Suite 925(800) 872-9992
Boston, MA 02108

Disability Law Center – Western Mass.*

(800) 222-5619
(413) 584-6337
TTY (413) 586-6024
22 Green Street
Northampton, MA 01060

Family Ties

(508) 947-1231
Mass. Department of Public Health
109 Island Road
Lakeville, MA 02347
www.massfamilyties.org

Massachusetts ARC

(781) 891-6270
217 South Street
Waltham, MA 02453

Massachusetts Advocacy Center

(617) 357-8431
TTY (617) 357-8434
100 Boylston Street, Suite 200
Boston, MA 02116

Mass. Association of Special Education Parent Advisory Councils (MASSPAC)

781-784-8316
P.O. Box 167
Sharon, MA 02067
www.masspac.org

Parent Professional Advocacy League (PAL)

(617) 227-2925
15 Court Street, Suite 1060
Boston, MA 02108
www.ppal.net

Parents for Residential Reform

(800) 672-7084
TTY (617) 236-7210
1135 Tremont Street, Ste. 420
Boston, MA 02120
www.pfrr.org

Volunteer Lawyers Project*

(617) 423-0648
TTY (617) 338-6790
(VLP of the Boston Bar Association)
29 Temple Place, 3rd Floor
Boston, MA 02111

GOVERNMENT AGENCIES

Massachusetts Department of Education (DOE)

(781) 338-3000
Bureau of Special Education Appeals
(781) 338-6400
Program Quality Assurance
(781) 338-3700
350 Main Street
Malden, MA 02148
www.doe.mass.edu/sped

*These agencies offer free and low cost legal services for income eligible individuals.

Resources, continued

Bureau of Transitional Planning

(617) 727-7600

*Executive Office of Health and
Human Services*

1 Ashburton Place, Room 1109

Boston, MA 02108

Massachusetts Commission for the Blind

(800) 392-6450

TTY (800) 392-6556

88 Kingston Street

Boston MA 02111

Massachusetts Commission for Deaf and Hard of Hearing

(800) 882-1155

TTY (800) 530-7570

210 South Street 5th Floor

Boston MA 02111

Massachusetts Department of Mental Health

(800) 221-0053

25 Staniford Street

Boston, MA 02114

Massachusetts Department of Mental Retardation

(617) 727-5608

TTY (617) 727-9866

160 North Washington Street

Boston, MA 02114

Massachusetts Department of Public Health

(617) 624-6000

TTY (617) 624-6001

250 Washington Street

Boston, MA 02108

Massachusetts Department of Social Services

(617) 748-2000

TTY (617) 348-5599

24 Farnsworth Street

Boston, MA 02108

Massachusetts Department of Transition Assistance

(617) 348-8500

TTY (617) 348-5599

600 Washington Street

Boston, MA 02111

Recipient Services: (800) 445-6604

Massachusetts Rehabilitation Commission

(617) 204-3730

Fort Point Place

27-43 Wormwood Street

Boston, MA 02210

U.S. Office for Civil Rights

(617) 223- 9662

FAX (617) 223-9669

U.S. Department of Education

J.W. McCormack P.O.C.H., Room 707

Boston, MA 02109

(for section 504 and ADA complaints)

What are people saying about MassPAC?

*"Being a member of MassPAC
has given us a way to develop the focus
and impact of our SEPAC. Thank you!"*

*"Anyone who is feeling that their SEPAC
is stagnant must attend a leadership
workshop to experience the camaraderie
that we all feel."*

*"MassPAC has been a great
resource for us!"*

How Can I Join MassPAC?

MassPAC at the Federation offers two membership levels to SEPACs, each with a valuable package of trainings, listserve and website access, and Federation discounts. Individuals are also welcome to join MassPAC and take part in the statewide listserve conversation.

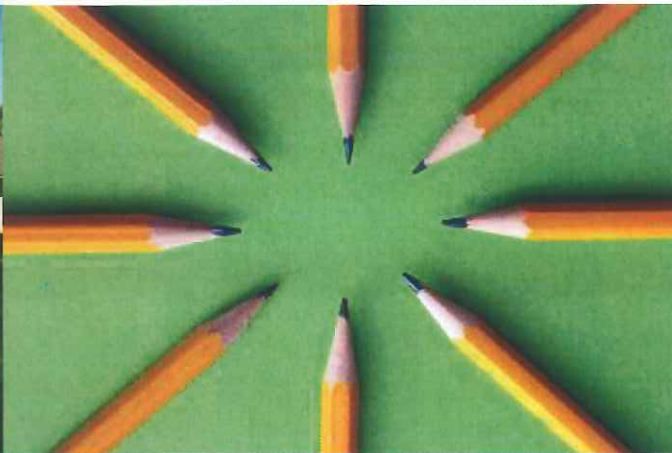
For more information, see the MassPAC website, www.fcsn.org/masspac, or contact MassPAC Coordinator Leslie M. Leslie, 617-236-7210, x307 or leslie@fcsn.org.



MassPAC

FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Massachusetts Association of
Special Education Parent Advisory Councils



Check out Massachusetts
Department of Elementary
& Secondary Education
Guidance for SEPACs:
www.doe.mass.edu/sped/pac

MassPAC @ the
Federation for Children with Special Needs

The Schrafft Center
529 Main Street, Suite. 1102
Boston, MA 02129
Phone: 617-236-7210, X307
Fax: 617-241-0330
E-mail: lleslie@fcsn.org
Website: www.fcsn.org/masspac

*Encouraging parent
leadership and
parent-school district
partnerships through
special education parent
advisory councils.*

*MassPAC at the Federation
is the statewide organization
providing information, training,
and networking opportunities to
Massachusetts special education
parent advisory councils (SEPACs)
and the professionals who
collaborate with them.*



How do we do that?

- Through the statewide MassPAC listserv and website, we offer SEPAC leaders, school professionals, and other interested individuals the opportunity to network, share resources, and exchange ideas.
- Through statewide in-person leadership trainings, phone support, and webinars, we offer guidance on effective practices for parents and professionals.

Why be part of MassPAC?

- Because research shows that student success is directly linked to parental involvement in schools.
- Because by building relationships based on trust, parent leaders and school professionals can collaborate to make positive change happen.
- Because Massachusetts special education law requires SEPACs and districts to work together.
- Because SEPACs increase knowledge and skills for families to become more engaged.

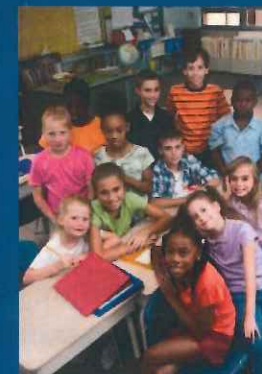


www.fcsn.org/masspac

MASSACHUSETTS REGULATIONS:

603 CMR 28:07(4)

Each school district shall create a districtwide parent advisory council offering membership to all parents of eligible students and other interested parties. The parent advisory council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures, and, in the course of its duties, the parent advisory council shall receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.



603 CMR 28:03 (1)(a)(iv)

The district shall conduct, in cooperation with the parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

FY19 CLOSING ENTRY- ACCOUNT TRANSFERS TO BALANCE ACCOUNT LINES

account	AccountDescription	DEBIT	CREDIT
100000954500651042200540	WES BUILDING MAINT SUPPLIES		945.52
100000954500631042200440	WES BLDG MAINT CONT SERV	16,247.51	
100000954400651042100554	WES GROUNDS SUPPLIES		317.41
100000954400636542100440	WES GROUNDS MAINT CONT SERV		1,627.09
100000954200635041200554	WES BUILDING HEAT		3,270.57
100000954200634641300440	WES RUBBISH/RECYCLING SERVICE	65.13	
100000954200634241300440	WES ELECTRICITY		7,229.85
100000954200634141300440	WES TELEPHONE		3,195.65
100000954200634341300440	WES SEWER FEES		1,739.71
100000954200634441300440	WES WATER		371.31
100000954100651041100554	WES CUSTODIAL SUPPLIES		711.22
100000954100533041100330	WES CUSTODIAL OVERTIME		2,050.99
100000954100531041100330	WES CUSTODIAL WAGES		6,712.77
100000954100531141100330	WES CUSTODIAL SUBS		834.50
100000914500655024200553	LES BLDG MAINT EQUIPMENT	723.95	
100000914500651042200540	LES BUILDING MAINT SUPPLIES		180.88
100000914500631042200440	LES BLDG MAINT CONT SERV	78.77	
100000914500631043000440	LES EXTRAORDINARY MAINTENANCE	1,786.47	
100000914400636542100440	LES GROUNDS MAINT CONT SERV	9,847.00	
100000914200634141300440	LES TELEPHONE	7.70	
100000914200634641300440	LES RUBBISH/RECYCLING SERVICE	43.11	
100000914200634441300440	LES WATER	661.68	
100000914200634241300440	LES ELECTRICITY		1,999.54
100000914200634341300440	LES SEWER FEES		1,400.00
100000914100651041100554	LES CUSTODIAL SUPPLIES		773.66
100000914100631041100440	LES CUSTODIAL CONT SERV	778.99	
100000914100533041100330	LES CUSTODIAL OVERTIME	139.97	
100000914100531041100330	LES CUSTODIAL WAGES	3,579.07	
100000914100531041100110	LES CUSTODIAL SUPERVISOR		2,715.15
100000904500651042200540	MG BUILDING MAINT SUPPLIES		2,874.10
100000904500631042200440	MG BLDG MAINT CONT SERV		808.80
100000904500631542300440	MG GROUNDS EQUIPMENT MAINT		340.84
100000904500631042250440	MG BUILDING SECURITY SERVICES		19.08
100000904400651042100554	MG GROUNDS SUPPLIES		511.92
100000904400531042100330	MG GROUNDS MAINT WAGES		1,057.38
100000904200634141300440	MG TELEPHONE	24,721.25	
100000904200634541300554	MG PROPANE/NATURAL GAS		4,731.47
100000904200634641300440	MG RUBBISH/RECYCLING SERVICE		2,873.91
100000904200634341300440	MG SEWER FEES		1,049.15
100000904200634441300440	MG WATER		490.00
100000904100651041100554	MG CUSTODIAL SUPPLIES	481.30	
100000904100651041100553	MG CUSTODIAL EQUIPMENT	3,070.78	
100000904100631041100440	MG CUSTODIAL CONT SERV	2,237.70	
100000904100612541100360	MG CUSTODIAL TRAVEL	17.86	

100000904100612541100660	MG CUSTODIAL PD		500.00
100000804200634141300440	DISTRICT OFFICE TELEPHONE	429.96	
100000803070653512100554	DISTRICT OFFICE SUPPLIES		722.80
100000803070653912100553	DISTRICT MAINTENANCE EQUIPMENT		482.94
100000803070636323200440	SUPERINTENDENT OFFICE CONT SERV		1,640.13
100000803070613012100660	SUPERINTENDENT OFFICE TRAVEL	1,777.57	
100000803070612512100660	SUPERINTENDENT PD	132.92	
100000803070521112100230	DISTRICT OFFICE MANAGER SALARY		5,507.39
100000803070511012100110	SUPERINTENDENT SALARY		4,093.00
100000755200682352000665	WES DENTAL INSURANCE		1,668.10
100000755200682252000665	WES LIFE INSURANCE		966.38
100000753300653532000554	WES MEDICAL/MISC SUPPLIES		41.32
100000753160631544000440	WES NETWORK/TELECOMMUNICATIONS	5,989.79	
100000753060636014300440	WES LEGAL SERVICES		3,980.00
100000751055613023570660	WES CONTRACTUAL PD		2,000.00
100000715200682452000665	LES UNEMPLOYMENT COMP		4,715.93
100000715200682352000665	LES DENTAL INSURANCE		5,311.60
100000715200682552000665	LES WORKERS COMP INSURANCE		2,160.12
100000715200682252000665	LES LIFE INSURANCE		1,454.89
100000715100680451000665	LES LONGEVITY	100.00	
100000713600637133000440	LES REG ED TRANSPORTATION	313.70	
100000713160631544000440	LES NETWORK/TELECOMMUNICATIONS	2,615.17	
100000713060636014300440	LES LEGAL SERVICES	3,000.00	
100000705200682352000665	MG DENTAL INSURANCE		259.50
100000705200682252000665	MG LIFE INSURANCE		18.14
100000705200680152000665	MG FICA/MEDICARE	803.44	
100000703300653532000554	MG MEDICAL/MISC SUPPLIES		18.96
100000703300531032000130	MG NURSE SALARY		858.00
100000703160631544000440	MG NETWORK/TELECOMMUNICATIONS	6,220.72	
100000703100685352600665	MG BOND - TREASURER/ASST		1,121.00
100000703100653114500462	BUSINESS OFFICE SOFTWARE MAINT		6,500.00
100000703100612614100660	BUSINESS OFFICE TRAVEL		72.74
100000703100531014100330	TREASURERS SALARY		445.52
100000703100521014100230	FINANCIAL ASSTS SALARY	417.44	
100000703070653512100554	SUPERINTENDENT OFFICE SUPPLIES		64.00
100000703060653812100553	DISTRICT EQUIPMENT		1,775.31
100000703060653214500552	DISTRICT HARDWARE under \$5000		714.00
100000703060636014300440	MG LEGAL SERVICES		4,665.20
100000703060611512100554	DISTRICT OFFICE POSTAGE		555.11
100000703050612511100660	SCHOOL COMMITTEE PD	190.24	
100000703050521011100230	SCHOOL COMMITTEE RECORDER SALARY		2,000.00
100000701050657024100440	MG CONSUMABLE TEXTBOOK REPLACEMENT		400.00
100000701050655024200553	MG INSTRUCTIONAL EQUIPMENT		501.16
100000603200653527100554	MG GUIDANCE SUPPLIES/MATERIALS		71.54
100000603200653827100553	MG GUIDANCE OFFICE EQUIPMENT		19.03
100000603200511027100111	MG SOCIAL WORKER SALARY		5,410.71
100000553600659055500330	WES CROSSING GUARDS	4,671.30	
100000553600637133000440	WES SPED TRANSPORTATION		4,800.80
100000552301636323200440	WES SPED SUMMER CONT SERV		270.00

100000552300511023200111	WES SPED SPEECH PATHOLOGIST SALARY		485.35
100000552200654524300554	WES SPED GENERAL SUPPLIES		749.02
100000552200636323300340	WES SPED TUTOR SERVICES	118.01	
100000552200531023300330	WES SPED PARA WAGES		1,508.50
100000552200512023250335	WES SPED SUBSTITUTE WAGES	1,237.50	
100000552200511023100111	WES SPED TEACHER SALARIES		3,076.58
100000552100636021100440	WES SPED LEGAL SERVICES		2,406.00
100000512400675390000440	LES PROG/NON PUBLIC SCHOOLS		8,955.96
100000512300636323200440	LES SPED CONT SERV	607.08	
100000512200531023300330	LES SPED PARA WAGES	3,842.12	
100000512200512023250335	LES SPED SUBSTITUTE WAGES	1,612.50	
100000512100654055000554	LES MEDICAID BILLING	1,198.76	
100000512100653521100554	LES SPED OFFICE SUPPLIES	164.88	
100000512100636021100440	LES SPED LEGAL SERVICES		606.00
100000503600637133000440	MG SPED TRANSPORTATION		443.95
100000503600637133020440	MG SPED TRANSPORTATION OOD		283.71
100000503120616523200007	DISTRICT SPED TRAVEL		933.00
100000502400675190000440	MG PROG/OTHER MA SCHOOLS	264.74	
100000502400675390000440	MG PROG/NON PUBLIC SCHOOLS		4,660.34
100000502300636323200440	MG SPED CONT SERV	390.00	
100000502300636327200440	MG SPED OTHER EVALUATIONS		1,125.00
100000502300531023200111	MG SPED BEHAVIORIAL SPECIALIST SALARY		3,617.45
100000502300511023200111	MG SPEECH PATHOLOGIST SALARY		1,968.62
100000502200654524300554	MG SPED GENERAL SUPPLIES		1,143.99
100000502200531023300330	MG PARA WAGES	18,746.52	
100000502200512023250335	MG SPED SUBSTITUTE WAGES	450.00	
100000502200511023100111	MG SPED TEACHER SALARIES		4,492.04
100000502100653521100554	MG SPED OFFICE SUPPLIES		4,776.15
100000502100653821100553	MG SPED OFFICE EQUIPMENT		506.76
100000502100636021100440	MG SPED LEGAL SERVICES	1,112.00	
100000502100612021100660	SPED OFFICE DUES		850.00
100000403400654735200554	MG GRADUATION SUPPLIES		357.89
100000403400636535200440	MG CO-CURRICULAR CONT SERV	689.00	
100000403400531035200312	MG CO-CURRICULAR STIPENDS		310.00
100000403350636335100554	MG ATHLETICS CONTRACTED SERVICE	40.00	
100000403350636535100440	MG ATHLETIC OFFICIALS	107.00	
100000403350612535100660	MG ATHLETIC STAFF DEVELOPMENT		734.06
100000403350531035100312	MG ATHLETIC STIPENDS		59.00
100000403160654224510552	MG TECH Instructional HRDWR	25,426.00	
100000403160654124550552	MG TECH INST SOFTWARE		4,698.81
100000403160654324300554	MG TECH INST SUPPLIES		732.51
100000403150657524150554	MG BOOKS/PERIODICALS		50.00
100000403150655024200553	MG LIBRARY EQUIPMENT		44.46
100000403150653524300554	MG LIBRARY SUPPLIES		39.06
100000403150531023400230	MG LIBRARY SUPPORT WAGES		542.00
100000402400576190000440	MG SCHOOL CHOICE SENDING	18,822.00	
100000402200653524300554	MG ELL SUPPLIES		171.47
100000401900521123300330	MG REG ED TUTORS		3.35
100000401800631542300440	MG DIGITAL TECHNOLOGY EQUIP MAINT		2,045.00

100000401700654524300554	MG WELLNESS SUPPLIES		150.00
100000401615637324400440	MG PERFORMING ARTS/MUSIC INST ACTIVITIES		50.00
100000401615631542300440	MG PERFORMING ARTS/MUSIC EQUIP MAINT		75.00
100000401600654524300554	MG ART SUPPLIES		61.86
100000401500657024100551	MG WORLD LANGUAGES TEXTBOOKS		435.90
100000401500654524300554	MG WORLD LANG SUPPLIES		237.84
100000401400657024100551	MG SOCIAL STUDIES TEXTBOOKS	2,077.56	
100000401400654524300554	MG SOC STUDIES SUPPLIES		15.08
100000401300657024100551	MG SCIENCE TEXTBOOKS		2,664.49
100000401300654524300554	MG SCIENCE SUPPLIES		2,991.03
100000401300631524200440	MG SCIENCE EQUIPMENT		935.86
100000401300511023050111	MG SCIENCE FACULTY	50.00	
100000401200657024100551	MG MATH TEXTBOOKS		4,018.94
100000401200655024200553	MG MATH EQUIPMENT		6.26
100000401100654524300504	MG ENGLISH SUPPLIES		6.13
100000401050654524300554	MG GENERAL CLASS SUPPLIES		16.98
100000401050512032000335	MG SUBSTITUTE NURSE WAGES	324.00	
100000401050512023250335	MG SUBSTITUE WAGES	2,600.84	
100000401045654524300554	MG GENERAL CLASS MATERIALS		2,183.68
100000401010654822100553	MG PUBLICATION PRINTING		287.50
100000401010653522100554	MG PRINCIPAL OFFICE SUPPLIES	2,389.88	
100000401010653822100553	MG PRIN OFFICE EQUIPMENT		368.45
100000401010612022100660	MG PRIN OFFICE DUES		1,700.00
100000401010611522100563	MG POSTAGE	64.02	
100000401010531122100330	MG PARA NON TEACHING DUTIES	145.46	
100000401010521122100230	MG OFFICE SUPPORT PARA		548.54
100000401010511422100112	MG TEAM MEETINGS	450.00	
100000401010511023530111	MG PRINCIPAL PD		2,500.00
100000401010511122100210	MG SCHOOL RESOURCE OFFICER		1,519.46
100000401010511122100110	MG ASST PRINCIPALS SALARY		479.61
100000153160654224510552	WES TECH INST HARDWARE	44,616.80	
100000153160531044500330	WES BLDG TECH SPECIALIST		9,149.03
100000153150653523400554	WES LIBRARY SUPPLIES		938.68
100000153150653524300554	WES LIBRARY SUPPLIES		296.82
100000151800653524300554	WES DIGITAL TECHNOLOGY SUPPLIES		183.46
100000151615655024200553	WES PERFORMING ARTS/MUSIC EQUIPMENT		6,500.00
100000151100657024100551	WES TEXTBOOKS		1,964.08
100000151100511023050111	WES REG ED TEACHERS SALARY	1,812.34	
100000151050654524300554	WES GENERAL CLASS SUPPLIES		222.33
100000151050512023250335	WES SUBSTITUTE WAGES	1,742.50	
100000151045654524300554	WES GENERAL CLASS MATERIALS		578.04
100000151010653822100553	WES PRIN OFFICE EQUIPMENT	1,711.34	
100000151010653122500552	WES PRIN OFFICE SOFTWARE		4,000.00
100000151010653522100554	WES PRIN OFFICE SUPPLIES		783.21
100000151010612522100660	WES PRIN OFFICE TRAVEL		2,800.00
100000151010612022100660	WES PRIN OFFICE DUES		600.00
100000151010611522100563	WES POSTAGE		1,474.30
100000151010531122100330	WES PARA NON-TEACHING DUTIES		3,134.33
100000151010511422100112	WES TEAM MEETINGS		2,688.84

100000151010511122100110	WES ASST PRINCIPAL SALARY		1,598.00
100000103400531035200312	LES STAFF CO-CURRICULAR STIPENDS	2,300.00	
100000101615655024200553	LES PERFORMING ARTS/MUSIC EQUIPMENT		92.50
100000101055612023570660	LES CONTRACTUAL TUITION REIMB	1,978.07	
100000101050654524300554	LES GENERAL CLASS SUPPLIES		1,541.65
100000101050631424200440	LES INSTRUCTIONAL EQUIP MAINT		308.19
100000101050512032000335	LES SUBSTITUTE NURSE WAGES	534.00	
100000101050512023250335	LES SUBSTITUTE WAGES	1,977.00	
100000101010653822100553	LES PRIN OFFICE EQUIPMENT	1,192.53	
100000101010653522100554	LES PRIN OFFICE SUPPLIES	1,370.13	
100000101010612522100660	LES PRINCIPAL OFFICE TRAVEL		1,500.00
100000101010611522100563	LES POSTAGE		1,441.00
100000101010531122100330	LES PARA NON TEACHING DUTIES	1,602.06	
100000101010521022100230	LES PRINCIPAL SECRETARY SALARY		1,964.35
100000101010511023530111	LES PRINCIPAL PROF DEV		200.00
100000101010511122100110	LES PRINCIPAL SUB WAGES		711.89

234,917.13

234,917.13

FY20 REVENUE - BUDGET VS RECEIVED

AccountDescription	Septemeber	FY20	FY20 YTD	Encumbrance	Balance
	Current	Budget			
STATE AID-CHAPTER 70	591,520.00	3,543,225.00	591,520.00		2,951,705.00
STATE AID-TRANSPORTATION	-	288,828.00	-		288,828.00
STATE AID-CHARTER REIMB	2,113.00	14,406.00	2,113.00		12,293.00
STATE AID-MEDICAID	-	119,000.00	-		119,000.00
ASSESSMENT-OPER-LANESBOROUGH	964,585.00	4,822,925.00	964,585.00		3,858,340.00
ASSESSMENT-OPER-WILLIAMSTOWN	-	10,259,079.00	-		10,259,079.00
ASSESSMENT-TRAN-WILLIAMSTOWN	-	491,031.00	-		491,031.00
ASSESSMENT-TRAN-LANESBOROUGH	66,010.60	330,053.00	66,010.60		264,042.40
ASSESSMENT-CAP-WILLIAMSTOWN	-	1,363,654.00	-		1,363,654.00
ASSESSMENT-CAP-LANESBOROUGH	123,254.20	616,271.00	123,254.20		493,016.80
LOCAL-TUITION	-	863,386.00	-		863,386.00
LOCAL-INTEREST INCOME	10,438.10	-	10,438.10		(10,438.10)
LOCAL-MISCELLANEOUS	27.84	-	27.84		(27.84)
TRANSFER-SCHOOL CHOICE	-	548,381.00	-		548,381.00
TRANSFER - E&D APPLIED TO BUDGET	-	240,000.00	-		240,000.00
SUBTOTAL	1,757,948.74	23,500,239.00	1,757,948.74	-	21,742,290.26
GRANTS		420,475.00			420,475.00
CIRCUIT BREAKER		275,000.00			275,000.00
OTHER FUNDS AND REG.AID		23,600.00			23,600.00
WILLIAMS FUND FOR MG		200,000.00			200,000.00
TOTAL REVENUE TO BE COLLECTED		24,419,314.00			22,661,365.26
BUDGET FOR FY20		24,419,314.17			24,419,317.17

FY20 Budget Recap Sheet

Expenses

	District	LES	WES	MG	Total
1000 Administrative costs	684,625.00	-	-	57,600.00	742,225.00
2000 Instructional costs	286,500.00	2,236,413.57	4,373,934.26	5,517,998.35	12,414,846.18
3000 Pupil Services	-	312,369.10	285,769.72	1,117,863.32	1,716,002.14
4000 Operations and Maintenance	65,805.00	344,661.24	384,049.63	1,076,007.21	1,870,523.08
5000 Benefits and Fixed Charges	-	683,621.21	1,265,491.82	2,439,664.89	4,388,777.92
6000 Community Services	-	-	-	-	-
7000 Accuquisitions, Improvements, Fixed Assets	-	58,000.00	-	-	58,000.00
8000 Debt Retirement and Services	-	-	-	1,979,925.00	1,979,925.00
9000 Programs with other School Districts	-	153,856.73	10,685.67	1,084,472.45	1,249,014.85
Subtotal	1,036,930.00	3,788,921.85	6,319,931.10	13,273,531.22	24,419,314.17
check to subtotal on page 1	1,036,930.00	3,788,921.85	6,319,931.10	13,273,531.22	24,419,314.17
	-	-	-	-	-

PROPOSAL

To: Williamstown Elementary School

This is a **Budgetary Proposal** with current Prevailing Wage factored in. We propose to furnish all material, labor, equipment, tools, transportation and insurances required to Drain, Clean, Flush, and Fill the **Mechanical Heating System Piping**. Budget based on system containing 3500 gallons.

THE TOTAL LUMP SUM PRICE including Mass Sales Tax is...\$ 104,810.00

Included:

- Heating system shut down.
- Full Heat piping system drain down.
- Clean system strainers.
- Disposal of system glycol.
- Refill Heat piping system with Cleaning chemicals.
- Drain and Flush Heat piping system of Cleaning chemicals.
- Refill Heat piping system with glycol mixture of 30%.
- Purge & Re-start Heating system.
- Testing to verify cleaning and glycol mixture.

Exclusions & Clarifications: The following items and work are **NOT INCLUDED** in above pricing.

- Aluminum safe glycol mixture Excluded (regular Glycol is carried, Aluminum safe glycol would be an extra charge)
- Filters Excluded (assumed to be in good working order)
- Cleaning exterior of Units, Fin tubes, & Coils Excluded (would be an extra charge)
- Electrical Excluded (assumed that existing electrical is in good working order)
- Controls Excluded (assumed that existing controls are in good working order)
- Repairs to Control valves Excluded (assumed all are in good working order)
- Ductwork Dampers, Alterations, & Repairs Excluded (assumed all duct work is in good working order)
- Ductwork Cleaning Excluded (if needed would be an extra charge)
- Isolation valves: Assumed all coils, equipment, radiation etc.. has working isolation valves.
- Air purging valves or vents: Assumed all coils, equipment, radiation etc.. has working air purging devises.
- Drain valves: Assumed system and all coils, equipment, radiation etc.. has working drain down valves.
- System Repairs Excluded (all equipment, valves, pumps, air vents, strainers, drain downs, coils, backflow preventers, water feeders, etc... are assumed to be in good working order)
- System Piping Repairs Excluded (assumed piping is all online and in good working order)
- Repairs to plugged coils & piping Excluded (would be an extra charge)
- Relocation, Re-piping, & Additional New Installs Excluded (would be an extra charge)
- Chemical Feeders & Magnetic Removers Excluded (assumed are in good working order, if needed can be installed at an extra charge)

- Exterior site utilities Excluded
- Gas Company Charges Excluded
- Water & Sewer Charges Excluded (assumed that water for filling will be provided by the school and that the drainage can be used for disposal of system cleaner)
- Hole cutting & Patching Excluded (assumed that there is access to all equipment, vents, valves, etc.. that is needed to be accessed)
- Access Panels & Repair of Access Excluded (assumed that all access is in good working order to all isolation valves, air vents, and drains that are needed to be accessed)
- Lift work & Staging Excluded (assumed that all work needed to be performed can be reached with a 10-foot ladder, needing a lift or staging would incur an extra charge)
- Man hour rate for added work is \$115 per hour for normal working hours.
- All man hours and materials done on Time & Material or Change Order will include a 15% mark up for overhead and profit.
- Overtime Labor & Premium Labor Excluded (work to be performed between 7am-3:30pm not to exceed 40 hours per week, not including holidays. Work needed to be performed outside of these hours or on holidays will be an extra charge at time and a half per hour)
- Painting Excluded
- Roofing & Flashings Excluded
- Temporary Heat & Ventilation Excluded
- Balancing Excluded (assumed existing water and air balancing is still good)
- Additional Testing Excluded (any additional testing would be an extra charge)
- Concrete & Masonry work Excluded
- Carpentry work Excluded
- Valve tagging or Pipe labeling Excluded
- Insulation Excluded (assumed that all insulation is in good condition)
- Abatement Excluded (assumed that no abatement of hazardous materials is needed)

By: James Miller

Date: September 26, 2019

**We thank you for this opportunity to provide you with this quotation.
Should you have any questions, please do not hesitate to call us.**

Acceptance of Proposal: This proposal is subject to change if not accepted within 30 days. The signature below is full acceptance of the above prices, exclusions and conditions and have authorized Four Seasons Heating and Cooling, Inc. to do the work as noted above. Payment will be within 30 calendar days of billing, total cost to perform work will increase by 1.5% for each payment 15 days overdue in addition to a full stoppage of all work and added cost of re-mobilization.

Authorized Signature: _____

Printed name: _____

Title and Business: _____



September 24, 2019

Mt Greylock Regional School District
Attn: Rob Wnuk, Director of Operations
1781 Cold Spring Rd.
Williamstown, MA 01267

RE: Williamstown Elementary School – Glycol

We appreciate the opportunity of providing you with a proposal to flush the heating system at the above referenced location. We propose to furnish all the labor and material needed to install the equipment listed below.

Equipment: n/a

Scope: Drain & dispose of existing glycol from heating system
Add cleaner to heating system & fill with water
Let pump circulate cleaner for 48hrs
Drain & dispose of cleaner in system
Flush system with water
Flush strainers in boiler rm
Fill system with new Glycol
Vent air system
**based on 3,500gallon heating system

Cost: \$49,900.00

Electrical: n/a

Calibration: We will adjust the unit(s) as needed to bring to correct operating specification.

Jamrog HVAC Inc
194 Millers Falls Rd. Ste 2; Turners Falls, MA 01376
ph. 413-548-9024
www.jamroghvac.com



Notes: Price includes prevailing wage labor rate(s).

Either a 50% deposit or signed purchase order with PO# is required to commence work. Balance will be paid upon completion of work.

Due to material price changes beyond our control, the above price is valid for thirty (30) days.

Terms & Conditions:

All labor and materials are guaranteed for a period of one year with all applicable manufacturer's warranties in force from the date of installation. All work to be completed in a workman like manner according to standard practices. Any alteration, deviation or unforeseen circumstances from the above specifications involving extra costs will be executed only upon written orders and will become extra charge over and above the estimate as we may agree. All agreements are contingent upon strikes, accidents, or delays beyond our control. Our workers are fully covered by workman's compensation and liability insurance.

Acceptance of Proposal: The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be outlined above.

Date of Acceptance: _____

Customer Signature: _____

Jamrog HVAC Signature: _____



October 4, 2019

Mt Greylock Regional School District
Attn: Rob Wnuk, Director of Operations
1781 Cold Spring Rd.
Williamstown, MA 01267

RE: Williamstown Elementary School – ERU #2 - Fan Wheel Repair

We appreciate the opportunity of providing you with a proposal for repair of the fan wheel in ERU #2 at Williamstown Elementary School. We propose to furnish all the labor and material needed to install the equipment listed below.

Equipment: Innergy Tech I3MS3A Energy Recovery Wheel
Associated materials

Scope: Remove defective enthalpy wheel in ERU #2
Assemble & Install a new hybrid enthalpy wheel
Start & check unit operation
(see notes for additional information)

Cost: **\$49,500.00**

Electrical: Included, use of existing

Calibration: We will adjust the unit(s) as needed to bring to correct operating specification.

Notes: Cost is based on having techs on site for 2-days; if more time is needed it will be billed as time & material

Cost does not include Freight – TBD at time of shipping

Jamrog HVAC Inc
194 Millers Falls Rd. Ste 2; Turners Falls, MA 01376
ph. 413-548-9024
www.jamroghvac.com



Cost includes manufacturer's service tech to supervise the installation; this is a requirement of the manufacturer in order to purchase & install the equipment.

Price includes prevailing wage labor rate(s).

A signed purchase order is required.

Due to material price changes beyond our control, the above price is valid for thirty (30) days.

Terms & Conditions:

All labor and materials are guaranteed for a period of one year with all applicable manufacturer's warranties in force from the date of installation. All work to be completed in a workman like manner according to standard practices. Any alteration, deviation or unforeseen circumstances from the above specifications involving extra costs will be executed only upon written orders and will become extra charge over and above the estimate as we may agree. All agreements are contingent upon strikes, accidents, or delays beyond our control. Our workers are fully covered by workman's compensation and liability insurance.

Acceptance of Proposal: The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be outlined above.

Date of Acceptance: _____

Customer Signature: _____

Jamrog HVAC Signature: _____



Lic. #9052

Adams Plumbing & Heating, Inc.

43 Printworks Drive - P.O. Box 126
Adams, MA 01220
(413) 743-2308

August 21, 2019

Williamstown Elementary School
115 Church Street
Williamstown, MA 01267

Attn: Tim Sears

RE: Glycol Flush

Adams Plumbing & Heating, Inc. proposes to supply labor and materials to complete the scope of work on the proposal request dated 7/19/19.

- Strainers under the scope are assumed pump strainers in the mechanical room
- Flushing of the system also includes disposal costs of the water/cleaner mixture

Total: \$50,350

Thank you for the opportunity to present this proposal. Please call me should you have any questions.

Sincerely,

Wesley Daignault
Estimator

WD/am

Williamstown Elementary School

7/19/19

115 Church St

Williamstown MA 01267

This is a Request For Proposal for the following scope of work.

SCOPE OF WORK :

- Supply Labor and Materials to remove current glycol (assume 3,500 gallons) from heating system and dispose.
- Service (Clean) Strainers
- Flush/ Chemical Clean system piping.
- Refill with 30% Glycol mixture (verify)
- Purge Air and Re-start Heating System

NOTE: This scope does not include the changing or servicing of parts, gaskets or seals which may become necessary as work reveals. These, along with other unforeseen items, would be charged as extra and agreed upon by servicer and owner's representative in situ.

Thank you for your consideration. Please send proposals to: tsears@mgrhs.org

Sincerely,

Timothy X Sears

(Director of Buildings and Grounds MGRSD)

(413)-652-5544



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020026

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO: MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
07/23/19

QUANTITY	MATERIAL				UNIT PRICE	AMOUNT
1.00	TRUCK CHARGE				40.00	40.00
12.00	FREON 22				38.50	462.00
1.00	MISC				8.00	8.00
TOTAL MATERIALS ►						510.00
OTHER CHARGES		AMOUNT	LABOR	HOURS	RATE	AMOUNT
			07/23/19 JZ	5.50	105.00	577.50
TOTAL OTHER ►			TOTAL LABOR ►			577.50
DESCRIPTION OF WORK						
REVIEWED HVAC ISSUES. ADDED FREON TO AHU-3 (NOTE THAT UNIT HAS LOUD START-UP). ADDED FREON TO SERVER RM, FOUND DEFECTIVE PCU BOARD.ERV-1 NO FREON, WILL RETURN TO FIND LEAK. ERV-2, FOUND DEFECTIVE COMPRESSOR, NEW COMPRESSOR TO BE ORDERED.AHU-2, FOUND DEFECTIVE ZONE VALVE.						
TERMS			DATE COMPLETED		TOTAL MATERIALS	
			07/23/19		510.00	
WORK ORDERED BY					TOTAL OTHER	
					577.50	
AUTHORIZED SIGNATURE					TOTAL TAX	
					TOTAL ►	
					1,087.50	



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020027

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO: MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
07/29/19

QUANTITY	MATERIAL	UNIT PRICE	AMOUNT		
2.00	TRUCK CHARGE	40.00	80.00		
85.00	FREON 22	38.50	3272.50		
1.00	NITROGEN	88.42	88.42		
1.00	COPELAND COMPRESSOR & ASSOC PARTS	4472.60	4472.60		
1.00	VAC PUMP	20.00	20.00		
1.00	TORCH/SOLDER/FLUX	20.00	20.00		
1.00	RECOVERY CHARGE	55.00	55.00		
1.00	SAWZALL BLADE	9.76	9.76		
1.00	LEAKFINDER	13.95	13.95		
1.00	FREIGHT	200.00	200.00		
1.00	MISC	8.00	8.00		
TOTAL MATERIALS ►			8,240.23		
OTHER CHARGES	AMOUNT	LABOR	HOURS	RATE	AMOUNT
		07/29/19 JZ	8.00	105.00	840.00
		07/29/19 AK	8.00	105.00	840.00
		07/29/19 MM	8.00	105.00	840.00
TOTAL OTHER ►		TOTAL LABOR ►			2,520.00
DESCRIPTION OF WORK					
REPLACED DEFECTIVE COMPRESSOR IN ERV-2,CHECKED OPERATION.LOCATED LEAK IN ERV-1 STAGE 3 & EVAP COIL,REPAIRED LEAK & CHARGED SYSTEM. TROUBLE-SHOT SERVER RM MINI-SPLIT,ADVISED UNIT IS NOT WORTH REPAIRING & SHOULD BE REPLACED.					
TERMS		DATE COMPLETED		TOTAL MATERIALS	
		07/29/19		8,240.23	
WORK ORDERED BY				TOTAL OTHER	
				TOTAL LABOR	
AUTHORIZED SIGNATURE				TAX	
				TOTAL ►	
				10,760.23	



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020028

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO: MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
07/31/19

QUANTITY	MATERIAL	UNIT PRICE	AMOUNT		
1.00	TRUCK CHARGE	40.00	40.00		
1.00	TORCH/SOLDER/FLUX	20.00	20.00		
79.00	FREON 22	38.50	3041.50		
1.00	RECOVERY CHARGE	55.00	55.00		
1.00	VAC PUMP	20.00	20.00		
1.00	NITROGEN	88.42	88.42		
1.00	MISC	8.00	8.00		
TOTAL MATERIALS ▶			3,272.92		
OTHER CHARGES	AMOUNT	LABOR	HOURS	RATE	AMOUNT
		07/31/19 JZ	6.50	105.00	682.50
TOTAL OTHER ▶		TOTAL LABOR ▶			682.50
DESCRIPTION OF WORK					
REPAIRED LEAK IN CONDENSER COIL FOR ERV-2. TROUBLESHOT ERV-1 AND FOUND STAGES 1&2 TO HAVE NO CONDENSABLES IN FREON;RECOVERED BAD FREON & DISPOSED;EVACUTATED SYSTEM,CHARGED TO SPEC & CHECKED OPERATION. ADJUSTED TXV TO ACHIEVE PROPER PRESSURES.ADDED FREON TO REPAIRED AHU-2					
TERMS		DATE COMPLETED		TOTAL MATERIALS 3,272.92 TOTAL OTHER TOTAL LABOR TAX	
		07/31/19			
WORK ORDERED BY					
AUTHORIZED SIGNATURE				TOTAL ▶ 3,955.42	
I hereby acknowledge the satisfactory completion of the above described work.					



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020029

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO: MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
08/15/19

QUANTITY	MATERIAL	UNIT PRICE	AMOUNT		
1.00	TRUCK CHARGE	40.00	40.00		
30.00	FREON 22	38.50	1155.00		
1.00	P/P 1-1/2 PRSXM ADPT	51.34	51.34		
1.00	P/P 1-1/2 SLP COUPLING	39.28	39.28		
1.00	P/P 1-1/2 ELBOW	58.72	58.72		
1.00	TUBE COPPER L HARD 1-1/2XFT	12.55	12.55		
1.00	NITROGEN	88.42	88.42		
1.00	LEAKFINDER	13.95	13.95		
1.00	TORCH/SOLDER/FLUX	20.00	20.00		
1.00	VAC PUMP	20.00	20.00		
1.00	MISC	8.00	8.00		
TOTAL MATERIALS ►			1,507.26		
OTHER CHARGES	AMOUNT	LABOR	HOURS	RATE	AMOUNT
		08/15/19 JZ	8.00	105.00	840.00
		08/15/19 BL	8.00	105.00	840.00
TOTAL OTHER ►		TOTAL LABOR ►			1,680.00
DESCRIPTION OF WORK					
REPLACED DEFECTIVE VALVE ON AHU-2 (NOTE:VALVE SUPPLIED BY CTC) . REPAIRED LEAKS ON ERV-1.					
TERMS		DATE COMPLETED		TOTAL MATERIALS	
		08/15/19		1,507.26	
WORK ORDERED BY				TOTAL OTHER	
				TOTAL LABOR	
AUTHORIZED SIGNATURE				TAX	
				TOTAL ►	
				3,187.26	



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020030

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO: MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
08/16/19

QUANTITY	MATERIAL	UNIT PRICE	AMOUNT		
1.00	TRUCK CHARGE	40.00	40.00		
60.00	FREON 22	38.50	2310.00		
1.00	NITROGEN	88.42	88.42		
3.00	SCHRADER VALVE STEM & CAP	15.50	46.50		
1.00	CONDENSER COIL CLEANER	53.88	53.88		
1.00	MISC	8.00	8.00		
TOTAL MATERIALS ►			2,546.80		
OTHER CHARGES	AMOUNT	LABOR	HOURS	RATE	AMOUNT
		08/16/19 AK	8.00	105.00	840.00
		08/16/19 EO	8.00	105.00	840.00
TOTAL OTHER ►		TOTAL LABOR ►			1,680.00
DESCRIPTION OF WORK					
CHECKED FOR LEAK IN ERV-2;FOUND LEAKY SCHRADER VALVE STEMS (3); RE- PLACED VALVES & CHARGED SYSTEM; CHECKED OPERATION. CHANGED FILTERS IN AHU-2 (NOTE FILTERS PROVIDED BY SCHOOL);CLEANED CONDENSER COILS ON ERV-1, COMPUTER LAB & AHU-3					
TERMS		DATE COMPLETED		TOTAL MATERIALS	
		08/16/19		2,546.80	
WORK ORDERED BY				TOTAL OTHER	
				TOTAL LABOR	
AUTHORIZED SIGNATURE				TAX	
				TOTAL ►	
				4,226.80	



194 Millers Falls Road, Ste. 2
Turner Falls, MA 01376
(413) 548-9024

020032

JOB INVOICE

DATE OF INVOICE
09/17/19

INVOICE PROCESSED BY
OFC

CUSTOMER ORDER NUMBER

TO:

MT GREYLOCK REGIONAL SCH DIST.
1781 COLD SPRING RD
WILLIAMSTOWN, MA 01267

JOB NAME / NUMBER

JOB LOCATION
WILLIAMSTOWN ELEMENTARY

JOB PHONE

STARTING DATE
08/22/19

QUANTITY	MATERIAL	UNIT PRICE	AMOUNT		
1.00	TRUCK CHARGE	40.00	40.00		
35.00	FREON 22	38.50	1347.50		
1.00	MISC	8.00	8.00		
TOTAL MATERIALS ▶			1,395.50		
OTHER CHARGES	AMOUNT	LABOR	HOURS	RATE	AMOUNT
		08/22/19 JZ	6.00	105.00	630.00
TOTAL OTHER ▶		TOTAL LABOR ▶			630.00
DESCRIPTION OF WORK					
WORKED ON ISSUE WITH ERV-2 NOT KEEPING TEMP. FOUND ISSUE WITH COMPUTER NOT KEEPING SOLENOID ENERGIZED. JUMPED OUT TO ADJUST ALL PRESSURES. FOUND STILL LOW ON FREON ONCE ALL SOLENOIDS CALLED; ADDED MORE FREON & CHECKED UNIT OPERATION.					
TERMS		DATE COMPLETED 08/22/19		TOTAL MATERIALS 1,395.50	
WORK ORDERED BY				TOTAL OTHER 630.00	
AUTHORIZED SIGNATURE				TOTAL LABOR TAX	
I hereby acknowledge the satisfactory completion of the above described work.				TOTAL ▶ 2,025.50	

PROPOSAL

To: Lanesborough Elementary School

This is a **Budgetary Proposal** with current Prevailing Wage factored in. We propose to furnish all material, labor, equipment, tools, transportation and insurances required to Drain, Clean, Flush, and Fill the **Mechanical Heating System Piping**. Budget based on system containing 2500 gallons.

THE TOTAL LUMP SUM PRICE including Mass Sales Tax is...\$ 83,175.00

Included:

- Heating system shut down.
- Full Heat piping system drain down.
- Clean system strainers.
- Disposal of existing system glycol.
- Refill Heat piping system with Cleaning chemicals.
- Drain and Flush Heat piping system of Cleaning chemicals.
- Refill Heat piping system with glycol mixture of 30%.
- Purge & Re-start Heating system.
- Testing to verify cleaning and glycol mixture.

Exclusions & Clarifications: The following items and work are **NOT INCLUDED** in above pricing.

- Aluminum safe glycol mixture Excluded (regular Glycol is carried, Aluminum safe glycol would be an extra charge)
- Filters Excluded (assumed to be in good working order)
- Cleaning exterior of Units, Fin tubes, & Coils Excluded (would be an extra charge)
- Electrical Excluded (assumed that existing electrical is in good working order)
- Controls Excluded (assumed that existing controls are in good working order)
- Repairs to Control valves Excluded (assumed all are in good working order)
- Ductwork Dampers, Alterations, & Repairs Excluded (assumed all duct work is in good working order)
- Ductwork Cleaning Excluded (if needed would be an extra charge)
- Isolation valves: Assumed all coils, equipment, radiation etc.. has working isolation valves.
- Air purging valves or vents: Assumed all coils, equipment, radiation etc.. has working air purging devices.
- Drain valves: Assumed system and all coils, equipment, radiation etc.. has working drain down valves.
- System Repairs Excluded (all equipment, valves, pumps, air vents, strainers, drain downs, coils, backflow preventers, water feeders, etc... are assumed to be in good working order)
- System Piping Repairs Excluded (assumed piping is all online and in good working order)
- Repairs to plugged coils & piping Excluded (would be an extra charge)
- Relocation, Re-piping, & Additional New Installs Excluded (would be an extra charge)
- Chemical Feeders & Magnetic Removers Excluded (assumed are in good working order, if needed can be installed at an extra charge)

- Exterior site utilities Excluded
- Gas Company Charges Excluded
- Water & Sewer Charges Excluded (assumed that water for filling will be provided by the school and that the drainage can be used for disposal of system cleaner)
- Hole cutting & Patching Excluded (assumed that there is access to all equipment, vents, valves, etc.. that is needed to be accessed)
- Access Panels & Repair of Access Excluded (assumed that all access is in good working order to all isolation valves, air vents, and drains that are needed to be accessed)
- Lift work & Staging Excluded (assumed that all work needed to be performed can be reached with a 10-foot ladder, needing a lift or staging would incur an extra charge)
- Man hour rate for added work is \$115 per hour for normal working hours.
- All man hours and materials done on Time & Material or Change Order will include a 15% mark up for overhead and profit.
- Overtime Labor & Premium Labor Excluded (work to be performed between 7am-3:30pm not to exceed 40 hours per week, not including holidays. Work needed to be performed outside of these hours or on holidays will be an extra charge at time and a half per hour)
- Painting Excluded
- Roofing & Flashings Excluded
- Temporary Heat & Ventilation Excluded
- Balancing Excluded (assumed existing water and air balancing is still good)
- Additional Testing Excluded (any additional testing would be an extra charge)
- Concrete & Masonry work Excluded
- Carpentry work Excluded
- Valve tagging or Pipe labeling Excluded
- Insulation Excluded (assumed that all insulation is in good condition)
- Abatement Excluded (assumed that no abatement of hazardous materials is needed)

By: James Miller

Date: September 26, 2019

**We thank you for this opportunity to provide you with this quotation.
Should you have any questions, please do not hesitate to call us.**

Acceptance of Proposal: This proposal is subject to change if not accepted within 30 days. The signature below is full acceptance of the above prices, exclusions and conditions and have authorized Four Seasons Heating and Cooling, Inc. to do the work as noted above. Payment will be within 30 calendar days of billing, total cost to perform work will increase by 1.5% for each payment 15 days overdue in addition to a full stoppage of all work and added cost of re-mobilization.

Authorized Signature: _____

Printed name: _____

Title and Business: _____



September 24, 2019

Mt Greylock Regional School District
Attn: Rob Wnuk, Director of Operations
1781 Cold Spring Rd.
Williamstown, MA 01267

RE: Lanesborough Elementary School – Glycol

We appreciate the opportunity of providing you with a proposal to flush the heating system at the above referenced location. We propose to furnish all the labor and material needed to install the equipment listed below.

Equipment: n/a

Scope: Drain & dispose of existing glycol from heating system
Add cleaner to heating system & fill with water
Let pump circulate cleaner for 48hrs
Drain & dispose of cleaner in system
Flush system with water
Flush strainers in boiler rm
Fill system with new Glycol
Vent air from system
**based on 2,500gallon heating system

Cost: \$42,240.00

Electrical: n/a

Calibration: We will adjust the unit(s) as needed to bring to correct operating specification.

Jamrog HVAC Inc
194 Millers Falls Rd. Ste 2; Turners Falls, MA 01376
ph. 413-548-9024
www.jamroghvac.com



Notes: Price includes prevailing wage labor rate(s).

Either a 50% deposit or signed purchase order with PO# is required to commence work. Balance will be paid upon completion of work.

Due to material price changes beyond our control, the above price is valid for thirty (30) days.

Terms & Conditions:

All labor and materials are guaranteed for a period of one year with all applicable manufacturer's warranties in force from the date of installation. All work to be completed in a workman like manner according to standard practices. Any alteration, deviation or unforeseen circumstances from the above specifications involving extra costs will be executed only upon written orders and will become extra charge over and above the estimate as we may agree. All agreements are contingent upon strikes, accidents, or delays beyond our control. Our workers are fully covered by workman's compensation and liability insurance.

Acceptance of Proposal: The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be outlined above.

Date of Acceptance: _____

Customer Signature: _____

Jamrog HVAC Signature: _____



Lic. #9052

Adams Plumbing & Heating, Inc.

43 Printworks Drive - P.O. Box 126
Adams, MA 01220
(413) 743-2308

August 21, 2019

Lanesborough Elementary School
188 Summer Street
Lanesborough, MA 01237

Attn: Tim Sears

RE: Glycol Flush

Adams Plumbing & Heating, Inc. proposes to supply labor and materials to complete the scope of work on the proposal request dated 7/19/19.

- Strainers under the scope are assumed pump strainers in the mechanical room
- Flushing of the system also includes disposal costs of the water/cleaner mixture

Total: \$42,240

Thank you for the opportunity to present this proposal. Please call me should you have any questions.

Sincerely,

Wesley Daignault
Estimator

WD/am

Lanesborough Elementary School
188 Summer St
Lanesborough MA. 01237

7/19/19

This is a Request For Proposal for the following scope of work.

SCOPE OF WORK :

- Supply Labor and Materials to remove current glycol (assume 2,500 gallons) from heating system and dispose.
- Service (Clean) Strainers
- Flush/ Chemical Clean system piping.
- Refill with 30% Glycol mixture (verify)
- Purge Air and Re-start Heating System

NOTE: This scope does not include the changing or servicing of parts, gaskets or seals which may become necessary as work reveals. These, along with other unforeseen items, would be charged as extra and agreed upon by servicer and owner's representative in situ.

Thank you for your consideration. Please send proposals to: tsears@mgrhs.org

Sincerely,

Timothy X Sears

(Director of Buildings and Grounds MGRSD)

(413)-652-5544



Mount Greylock Regional School Superintendent Kimberley Grady holds the plaque that will recognize the effort that went into the new building.

Mount Greylock Celebrates Building that 'Reflects Its Greatness'

By Stephen Dravis

iBerkshires Staff

01:20PM / Wednesday, October 02, 2019

WILLIAMSTOWN, Mass. — Wednesday was homecoming day for state Rep. John Barrett III.

Barrett was one of the dignitaries asked to speak at a ribbon-cutting ceremony for the recently expanded and renovated Mount Greylock Regional School.

Noting that the ceremony — forced indoors because of the threat of rain — was being held in one of the renovated portions of the middle/high school, Barrett said he was glad to be back to help the school celebrate its new era.

"I sat out there on our first day of school in 1961," Barrett said, indicating the seats of the auditorium. "I was part of the freshman class that was beginning this journey at Mount Greylock Regional High School. To see what has happened in that time and what has led up to this ... everybody came together and put together this magnificent district as well as this school."

Barrett was joined on the stage Wednesday by the current vice chair of the Mount Greylock Regional School Committee, the former chair of the district's School Building Committee, the chief executive officer of the Massachusetts School Building Authority, Mount Greylock Superintendent Kimberley Grady and Principal Mary MacDonald and the parliamentarian of the school's Student Council.

Everyone who spoke recognized that the new Mount Greylock was the result of countless hours of volunteer effort and the support of voters in Lanesborough and Williamstown. And all acknowledged that while a new building is important, it is just part of the school's story.

"I first got to see the interior of the school on a tour with Principal [Mary] MacDonald," student Charlie McWeeny said. "The dark old cafeteria gave way to one with clear and efficient windows providing an abundance of light. The dismal entry way was replaced with a beautiful backdrop in the foyer. And the flexible learning spaces have replaced the random spots where students would attempt to study.

"Perhaps the most inspiring thing about the school, though, is what it has less of: less pollution and a reduced carbon footprint. We now have electric car chargers and a low-impact meadow that will help us achieve LEED certification and a building that is 50 percent more efficient than its predecessor — the minimum this community should be doing to address the climate crisis, but an important start that we hope will inspire other schools and building projects."



State Rep. John Barrett III, a Mount Greylock alumnus, and student Charlie McWeeny listen to another speaker during Wednesday's ribbon-cutting celebration.

Wednesday's ceremony — held more than a year after the district began classes in the new school in September 2018 — was a time to celebrate the efforts of those who made it possible.

Former SBC Chairman Mark Schiek, who spent hundreds of hours in committee meetings and untold more out of public view over the last six years, noted that the building project did not begin when, in late 2013, Mount Greylock was invited by the MSBA to enter its building process. Schiek mentioned that the district's first statement of interest was submitted to the MSBA in 2006, the first of several unsuccessful efforts before Mount Greylock was able to secure partial state funding for what turned out to be a \$64 million project.

"I don't think people realize how long this project took to come to fruition and develop," Schiek said. "This started multiple years ago, 10-plus years ago, with a group of individuals who had the vision to see the impending need here at Mount Greylock for a safer, more efficient and educationally supportive building."

MacDonald, who helped craft the educational plan that was part of the successful submission to MSBA, touched on how the new building helps serve the district's needs now and into the future.

"After extensive review of educational needs and in consideration of what teaching looks like today and is likely to look like in the future, faculty, staff, students and professionals with their specific expertise and community members shared ideas and prioritized design elements," MacDonald said. "They worked very closely with the designers of this building."

"The new Mount Greylock is exceedingly functional and flexible, so that it can accommodate traditional direct instruction, seminars, labs, individualized learning and workshops ... The building's design allows students to learn in different ways as suited to the courses they're taking, as well as in their own styles. We're still discovering new ways to use the building, and we're looking forward to adapting as teaching and learning evolve."

McWeeny pointed out that it is Mount Greylock's faculty and staff who will fuel that evolution.

"A new school comes with smart boards, wireless printers and personal laptops, but it cannot inspire a love of learning," he said. "Mount Greylock Regional School has been and will continue to be an exemplary school — not for its building but for the people inside the building: our custodial staff, who keep the school in pristine condition; our cafeteria staff, who keep us fed; or our administration, who set and maintain standards."

"And above all, its teachers. I know my peers are glad to have shinier floors and clearer windows, but today we celebrate the fact that finally we have a building that reflects this greatness."

Posted by [iBerkshires.com](#)

1,149 Views

Mount Greylock Regional School District cordially invites you to an evening with Dr. Adolph Brown III to reflect on how we all work with students and how refining those approaches can lead to greater success for our students. Dr. Brown wants to join our commitment to ensure that the students of today are ready for the careers of tomorrow; and his presentation focuses on how families, schools and community groups can and must work together to promote engagement that is systemic, sustained and integrated into school improvement efforts. In his dynamic, interactive presentation, he incorporates elements of neuroscience research, humanistic psychology, educational theory and cultural anthropology to help us all overcome faulty perceptions, stereotype threat, ego-centrism and blind spots. You are sure to leave this session a better human-being

October 10, 2019 at 7pm

Mount Greylock Regional School Auditorium

About Dr. Adolph Brown III:

Dr. Adolph Brown, III without a doubt, offers the most uniquely inspiring, relevant and entertaining presentations around. He is an American urban and rural school educator, author, research-scientist, businessman, and keynote speaker. He is a servant-leader at heart, and is admired around the world for his simple and direct "Real Talk," and powerful, universal and timeless teachings. Dr. Brown is best known for inspiring all who hear him to learn, laugh and lead, while simultaneously reducing implicit bias at every turn. He is the leading provider of anti-bias training in business and education. Dr. Brown knows that understanding structural inequities is only the start, however dismantling the foundations from which these

structures are built leads to solutions. He is highly regarded as the "balcony" leadership speaker who gets you from where you are to where you want to be. Also as a credentialed Master Teacher, he helps teachers reach every student. As a much sought-after and highly effective Unconscious Bias, Equity, Diversity and Inclusion keynote speaker, Dr. Brown skillfully addresses the impact of stereotypes. He credits much of his success to the luxury of humble beginnings of being reared by a single parent mother in abject poverty of the inner city housing projects infested with gangs, drugs and violence. His oldest sibling and only brother Oscar was murdered when Adolph was only eleven years old. Young Adolph often received a respite when he was sent to spend summers with his grandfather in rural farming country, and when he was sent to the library for time-outs in elementary school. Adolph became the first in his family of five to participate in Head Start, graduate high school, and attend college.

Nowadays as a Master Teacher, Dr. Adolph Brown shines in the classroom, in research and on the big stage. He is in the top 1% of world-class scholar teachers based on peer-reviews, nominations, teaching performance, teaching awards, published evaluations and ratings from American's best schools, colleges and universities. He is recognized as one of the top 10 most influential thought leaders in America. Although he does not consider himself a motivational speaker, he was selected as one of the top motivational and inspirational speakers in America as well. Dr. Adolph Brown is one of the world's foremost attitude experts, personal development coaches and humorists. His reputation as "The World's Greatest Edu-tainer!™" is always memorable and has won him fans around the world.

Dr. Brown is the author of acclaimed books, including the international mental wellness best seller, *Two Backpacks*. Other best sellers authored by Dr. Brown include a business soft skills classic - *Championship Habits*; and the education classic - *Real Talk*. He is also the co-author with his third grade teacher of a children's book, *It's Gonna Be A Great Day!* for youth.

His trainings have withstood the test of time with audiences all over the world and he is still extremely passionate and committed to helping others "Learn, Laugh & Lead" in all walks of life while spreading "Love, Light and Insight" wherever he goes. These tour de force performances helped establish him as a sterling international stage presence.

His accessible, affable personality and his broad and infectious smile endears him to fans the world over. From Brazil to Toronto, from Cancun to Singapore, from the Virgin Islands to Africa, millions of people and countless business, corporate, early childhood, K-12 primary and secondary education, higher education campus, and family and community engagement clients throughout the world have personally experienced the "Wow" of Dr. Brown's quiet charisma, profound insight & knowledge base and energetic introverted personality. He dynamically engages, educates and inspires his audiences from all walks of life. His bridge-building approach is brilliant with a massive power to embrace and bring great hope to the world. His keynotes, lectures and seminars transcend all differences – political, religious, socio-economic, philosophical, gender, lifestyle, generational, etc.

His client list reads like a Who's Who of Corporate America and the Educational Arena. Numerous clients exclaim that they wish there was a way that everyone in the world could hear Dr. Adolph Brown, III. Many also say he's the best they have ever seen. "I don't think we will see a second to him in our lifetime," said meeting planner and promoter Michael Collins describing Dr. Brown as "The lightworker of our day," who is thoughtful, funny, bold, smart, charismatic, astute and charming, a crowd-pleaser wherever he goes. Dr. Brown remains humble and grateful for his journey. He is most proud to be the husband of Marla and father of eight uniquely beautiful human beings including a special needs daughter.

Dr. Brown has earned undergraduate degrees in anthropology and psychology with a minor in education, master's degree work in special education and experimental psychology, and a doctorate degree in clinical psychology. Whilst having a strong economic presence in his community with several established businesses, Dr. Adolph Brown, III worked as an anthropology undergraduate assistant for the late Dr. Mario Zamora, worked as a special education graduate assistant for Dr. Dennis Wade and as a statistics research graduate assistant for the late Dr. Ellen F. Rosen at the College of William and Mary. Before joining the psychology/education faculty at Hampton University, Dr. Brown became one of the initial major investigators of "The School To Prison Pipeline" paradigm and received the First Annual Francine Kee Peterson Memorial Scholarship for Social Justice advocacy from his role model, social activist Geoffrey Canada. While at Hampton University, Dr. Brown was selected to be a "Scholar in Residence" at NYU, nationally awarded "Service-Learning Fellow," and earned the highest distinction given by the President, Provost and Board of Trustees of the prestigious "E.L. Hamm Master Teacher Award for Distinguished Teaching" as a result of having a sustained record of recognized teaching excellence. Based on his record of teaching and research excellence in education, implicit bias training and servant leadership, Dr. Adolph Brown was appointed chairperson of his department, promoted as a tenured full professor and was also the dean of the graduate college. Dr. Adolph Brown continues to be a business, community and educational leader whilst being a generous philanthropist and a continuous learner. Bringing People Together to Learn, Laugh & Lead has become his life's work.

Mindfulness for Families - Save the Date - October 23

We are excited to offer a workshop for parents and their children on October 23 at 4:00pm

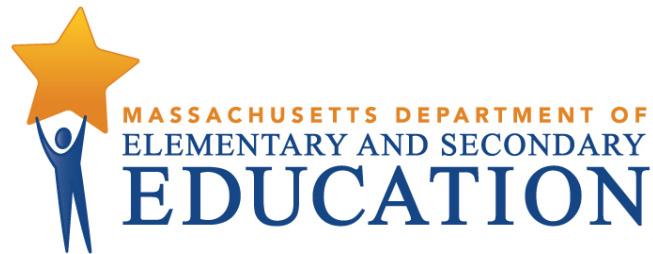
- **Mindfulness for Families: Reduce Stress and Increase Happiness and the Bond of Love.** Families are invited to this one-hour workshop to help them cultivate mindful habits to become more present with each other. We will learn about stress' effects on our brains and bodies using kid-friendly language. Families will be led through fun yoga, breath work, body scan, and other mindfulness practices. Adults and children will be taught about the value of active listening, expressing emotions in safe ways, spending quality time with each other, and more.

The workshop will be led by Dana Asby, M.A., M.Ed., CEI Director of Innovation and Research Support. After seven years as a classroom teacher, from preschool to junior high school in Georgia, New York City, and Japan, Dana transitioned to a career in education reform and development. She is the co-founder of Parent in the Moment, a mindfulness-based parent education service that helps parents understand how their stress affects their family relationships and how mindfulness can help support happiness, peace, and the bond of love. In addition to her work bringing mindfulness to schools in New England and around the nation with CEI, she also writes growth mindset-based curriculum for Mindset Works, Inc., a company founded by Drs. Carol Dweck and Lisa Blackwell to transform the mindsets of students and teachers. Dana is passionate about transforming education and family life to be more intentional, compassionate, and community focused.

Massachusetts Model System for Educator Evaluation

SCHOOL LEVEL ADMINISTRATOR RUBRIC

August 2018



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[Massachusetts Department of Elementary and Secondary Education \(DESE\)](http://www.mass.gov/deese)

School Level Administrator Rubric

Rubrics—defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#))—are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the School-Level Administrator Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are six Indicators in Standard I of the School Administrator rubric, including *Curriculum, Instruction, and Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary*.

Use of the School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to support the entire 5-step cycle for the evaluation of principals by the superintendent (or the superintendent’s designee). The rubric can also be used in the evaluation of other school-based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

The responsibilities of administrators to whom this rubric will be applied may vary. DESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

School Level Administrator Rubric

<u>STANDARD I:</u> Instructional Leadership	<u>STANDARD II:</u> Management and Operations	<u>STANDARD III:</u> Family and Community Engagement	<u>STANDARD IV:</u> Professional Culture
<p>A. <u>Curriculum Indicator</u></p> <ol style="list-style-type: none"> Standards-Based Unit and Lesson Support <p>B. <u>Instruction Indicator</u></p> <ol style="list-style-type: none"> Student Engagement Quality of Effort & Work Meeting Diverse Needs <p>C. <u>Assessment Indicator</u></p> <ol style="list-style-type: none"> Variety of Assessment Methods Adjustments to Practice <p>D. <u>Evaluation Indicator</u></p> <ol style="list-style-type: none"> Educator Goals Student Learning Measures Observations and Feedback Ratings and Alignment <p>E. <u>Data-Informed Decision-Making Indicator</u></p> <ol style="list-style-type: none"> Data-Informed Decision Making School Goals <p>F. <u>Student Learning Indicator</u></p>	<p>A. <u>Environment</u></p> <ol style="list-style-type: none"> Operational Systems and Routines Social Emotional Well-Being Student Health and Safety <p>B. <u>Human Resources Management and Development Indicator</u></p> <ol style="list-style-type: none"> Recruitment and Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. <u>Scheduling and Management Information Systems Indicator</u></p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. <u>Law, Ethics, and Policies Indicator</u></p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. <u>Fiscal Systems Indicator</u></p> <ol style="list-style-type: none"> Fiscal Systems 	<p>A. <u>Engagement Indicator</u></p> <ol style="list-style-type: none"> Family Engagement Community and Stakeholder Engagement <p>B. <u>Sharing Responsibility Indicator</u></p> <ol style="list-style-type: none"> Student Support Family Support <p>C. <u>Communication Indicator</u></p> <ol style="list-style-type: none"> Culturally Proficient Communication <p>D. <u>Family Concerns Indicator</u></p> <ol style="list-style-type: none"> Family Concerns 	<p>A. <u>Commitment to High Standards Indicator</u></p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. <u>Cultural Proficiency Indicator</u></p> <ol style="list-style-type: none"> Policies and Practices <p>C. <u>Communications Indicator</u></p> <ol style="list-style-type: none"> Communication Skills <p>D. <u>Continuous Learning Indicator</u></p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator <p>E. <u>Shared Vision Indicator</u></p> <ol style="list-style-type: none"> Shared Vision Development <p>F. <u>Managing Conflict Indicator</u></p> <ol style="list-style-type: none"> Response to Disagreement and Conflict Resolution Consensus Building

School Level Administrator Rubric

STANDARD I: Instructional Leadership

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.

Indicator I-A. Curriculum

Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary ¹
I-A-1. Standards-Based Unit and Lesson Support	Does not adequately support educators in implementing standards-based units of instruction, and/or fails to provide adequate resources/instructional materials aligned to state standards/local curricula; and/or does not provide planning support or feedback.	Supports most educators to implement standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning, and/or does not consistently provide planning support or feedback.	Provides supports to all educators and teams to adapt as needed and implement standards-based units comprised of well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Frequently provides feedback as necessary.	Empowers and provides opportunities for all educators to collaboratively plan, adapt as needed, and implement standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Continually provides feedback, and identifies and shares exemplars. Models this practice for others.

¹Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by “Models this practice for others.”

School Level Administrator Rubric

Indicator I-B. Instruction

Ensures 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of and/or cannot accurately identify or provide feedback on more than a few effective instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback on the use of effective, high-leverage instructional practices that are likely to motivate and engage most students in the content of the lesson.	Through observing practice, reviewing unit and/or lesson plans, and providing quality feedback, ensures that all teachers know and employ effective instructional practices that motivate and engage all students during both the lesson and independent work. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of instruction and student work and the effort required to produce it, or expectations are inappropriate.	Sets high expectations for the quality of instruction and student work, and the perseverance and effort required to produce it, but allows expectations to be inconsistently applied across the school; may establish inappropriately low expectations for quality of instruction and/or student work.	Defines high expectations for the quality of instruction, student work, and the perseverance and effort required to produce it; supports all educators to uphold these expectations for all students.	Defines and models high expectations for the quality of instruction and student work, and the perseverance required to meet these expectations. Empowers educators and students to uphold these expectations throughout the school, and provides quality feedback to all staff, especially those who are not meeting expectations.
I-B-3. Meeting Diverse Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices that meet the diverse learning needs of all students, including those of academically advanced students, students with disabilities, and English learners.	Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, thereby creating structured opportunities for all students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.

School Level Administrator Rubric

Indicator I-C. Assessment

Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments, but does not monitor this practice.	Supports educator teams to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school.	Empowers educator teams to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.	Provides regular planning time and effectively supports educator teams to (a) analyze results from a variety of assessments to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.	Empowers teams of educators—both within and across grade levels—to (a) analyze results from a variety of assessments throughout the year in order to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Discusses efforts and successes in this area with staff, provides feedback when appropriate, and shares effective practices.

School Level Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals. Regularly monitors and supports progress.	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals that align to district and school improvement goals and priorities. Facilitates their progress through a variety of methods and shares best practices and success with the school community. Models this process through the leader's own evaluation process.
I-D-2. Student Learning Measures	Supports fewer than half of educators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	Supports all educators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews them for quality.	Supports all educators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.

School Level Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling educators without providing support to improve their performance.	Typically, makes unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators; feedback reinforces effective practice and provides clear next steps and support for improvement from one performance level to the next.	Makes multiple unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators. Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement from one performance level to the next, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

School Level Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Ratings and Alignment	Assigns performance ratings without sufficient or appropriate evidence related to the Standards of Effective Teaching; fails to appropriately review the alignment between judgments of practice and student performance data, and/or does not assign ratings for some educators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Teaching, and occasionally reviews alignment between judgments about practice and student performance data; but evidence is incomplete or insufficient for some educators, and/or the process is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators; consistently reviews alignment between judgments of practice and student performance data; ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators. Ensures that educators understand in detail why they received their ratings, provides clear next steps for all educators to further develop their instructional practice, and monitors the implementation of those strategies over time. Regularly calibrates judgments of practice with peers to ensure consistency of ratings across a school or district. Models this element for others.

School Level Administrator Rubric

Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data is inaccurate.	Identifies multiple sources of evidence related to student learning to assess the school's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, and/or student learning.	Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions related to organizational performance, educator effectiveness, and student learning.	Leads educators in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models effective data-informed decision making for others.
I-E-2. School Goals	Creates school goals based on limited or inaccurate information on the school's strengths and weaknesses, and/or does not create school goals.	Creates and monitors school goals using some evidence-based assessments of organizational performance, educator effectiveness, and student learning, but data are not carefully analyzed and/or insufficient.	Involves stakeholders in creating focused, measurable school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Regularly monitors and shares progress.	Facilitates stakeholders in the creation of measurable, results-oriented school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Empowers teacher leaders to contribute their voice, ownership, and leadership in implementation and monitoring of annual goals. Models this practice for others.

School Level Administrator Rubric

Indicator I-F. Student Learning

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.

The model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

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 when determining a performance rating for Standard I. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. **There are no associated elements or performance descriptors for the Student Learning Indicator.**

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.

School Level Administrator Rubric

STANDARD II: Management and Operations

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.

Indicator II-A. Environment

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Operational Systems and Routines	Does not organize the school effectively for orderly and efficient movement of students. Inadequately coordinates or supports auxiliary services so that the campus is not generally clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. Provides inconsistent coordination of or support to auxiliary services, such that the campus is not consistently clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Coordinates and supports custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively. Ensures the campus is clean, attractive, welcoming, and safe.	Establishes operational systems, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; and cultivates a school environment in which all staff and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Regularly assesses the effectiveness of these systems, procedures, and routines, and makes adjustments when appropriate. Models this practice for others.

School Level Administrator Rubric

Indicator II-A. Environment

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-2. Social Emotional Well-Being	Does not provide training or support to staff in developing age-appropriate social emotional competencies in students. Does not utilize partnerships to address student needs in a proactive or systemic way.	Provides training and/or support to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but training is inconsistent and/or insufficient. Sometimes uses partnerships with outside agencies to address student needs.	Provides training and supports to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.	Cultivates a schoolwide commitment to developing age-appropriate social emotional competencies in all students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) by providing appropriate training, supports, and resources. Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way. Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary.

School Level Administrator Rubric

Indicator II-A. Environment

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Student Health and Safety	Leaves student discipline largely up to teachers to address on their own or delegates to an assistant. Often tolerates discipline violations, bullying, and other unsafe behaviors, and/or enforces the rules inconsistently.	Sets some expectations for student behavior and encourages staff to reinforce these expectations, but allows varying standards to exist and/or expectations are inconsistently enforced. Addresses student discipline and bullying matters on a case-by-case basis.	Defines high expectations for student behavior and provides training for staff to uphold these expectations. Establishes schoolwide routines, policies, and systems that (a) foster a safe and supportive school environment for all students, and (b) prevent and address bullying and other unsafe behaviors in a developmentally appropriate way that allows students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures.	Defines and celebrates high expectations for student behavior and empowers staff and students in upholding these expectations. Successfully implements schoolwide routines, policies, and systems that (a) support a safe and supportive school environment for all students, (b) prevent and address bullying and other unsafe behaviors in developmentally appropriate ways, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning, allowing all students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures. Models this practice for others.

School Level Administrator Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not lead the recruitment and hiring process, or leads a recruitment and hiring process that does not result in effective educators.	Leads the recruitment and hiring process but does not consistently identify effective educators that meet the learning needs of the school's students.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission and will meet the learning needs of the school's students. Involves faculty members in the interview process.	Leads a system for recruiting and hiring effective educators who share the school's mission and core values, and meet the learning needs of the school's students. Uses data to identify priority areas of need, works with educator preparation providers to identify and prepare effective candidates for potential employment in the school or district, and empowers faculty members to participate in and, when appropriate, lead the interview process. Models this practice for others.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes professional development that is not consistently high quality, job-embedded, or aligned with goals; and/or does not consistently support effective educators' career growth.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality professional development that includes job-embedded and teacher-led learning opportunities and is aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership opportunities and monitoring progress and development.	Supports the growth of all educators throughout the career continuum by ensuring effective implementation of comprehensive induction supports for new teachers; provides regular, high-quality professional development to all teachers that elevates practice in support of both school and educator goals; and strategically distributes leadership opportunities to staff. Differentiated career growth opportunities are consistently viewed by educators as effective and valuable. Models this practice for others.

School Level Administrator Rubric

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that prioritize instructional time but do not effectively eliminate unnecessary interruptions to instruction.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time across all content areas and eliminate unnecessary interruptions to instruction. Makes adjustments to the schedule based on student data to meet the needs of all students.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction, such that all students have a well-rounded academic experience. Makes adjustments to the schedule based on student data to meet the needs of all students. Empowers staff to maximize time on learning and minimize disruptions in their classrooms. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for collaboration if at all and/or does not create a schedule that provides adequate meeting time for educators to collaborate. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for collaboration and/or creates a schedule that only provides adequate meeting time for educators to collaborate around instructional practice. Prevents some but not all distractions and/or time wasting activities.	Sets expectations for collaboration and creates a schedule that provides sufficient time for all educators to collaborate around instructional practice and student learning. Prevents or deflects most activities that prevent staff from meaningful collaboration during team time.	Is transparent and forthcoming about expectations for collaboration. Creates a schedule that maximizes time for all educators to collaborate around instructional practices and student learning. Prevents or deflects all barriers to meaningful collaboration. Models this practice for others.

School Level Administrator Rubric

Indicator II-D. Law, Ethics, and Policies

Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws 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.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Both individually and with staff, invests time and support in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or does not adequately protect student, family, and/or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics; and/or does not always protect student, family, and/or staff confidentiality appropriately.	Demonstrates sound, professional judgment; adheres to school and/or district's existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.	Models sound, professional judgment; adheres to school and/or district's existing code of ethics; and protects student, family, and staff confidentiality. Effectively supports all staff to do the same.

School Level Administrator Rubric

Indicator II-E. Fiscal Systems

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals, or inconsistently manages expenditures and available resources.	Uses data to develop a schoolwide budget that aligns with the district's vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources.	Consistently leads a team to evaluate multiple years of available data and develop a comprehensive and schoolwide budget that aligns with the district/school's vision, mission, and goals with supporting rationale. Allocates, manages, and justifies expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Models this practice for others.

School Level Administrator Rubric

STANDARD III: Family and Community Engagement

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.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally responsive practices and/or work to identify and remove barriers to family involvement.	Engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including but not limited to families with limited access to technology, and families whose home language is not English.	Successfully engages with families in a way that is culturally responsive and collaborative to ensure meaningful contributions to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers, and to create opportunities for all families to get involved, including but not limited to families with limited access to technology, and families whose home language is not English. Models this practice for others.
III-A-2. Community and Stakeholder Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages them to maximize community contributions for school effectiveness.	Establishes strategic partnerships--either individually or through district initiatives and partnerships--with community organizations, community members, and businesses. Continually works to strengthen and/or expand partnerships in order to maximize contributions for school effectiveness. Models this practice for others.

School Level Administrator Rubric

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Supports educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs; utilizes some but not all available resources within and outside of the school.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and communicates those needs to families with an asset-based approach. Collaborates with families to effectively address student needs and improve academic and social emotional well-being by connecting students with a network of resources within and outside the school. Follows up with staff to ensure students' needs are being addressed.
III-B-2. Family Support	Does not work to ensure that families understand and/or can engage in school-based policies, resources, and routines that ensure student learning and achievement, and/or does not set expectations regarding how specialized support staff should partner with families in accessing relevant support services, either within or outside of school.	Communicates to families about some but not all school-based policies, resources, and routines that ensure student learning and achievement. Sets general expectations regarding how specialized support staff should partner with families in accessing support services, but does not consistently monitor these activities.	Supports families in understanding district and school-based policies and resources that ensure student learning and achievement. This includes but is not limited to parent teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Sets clear expectations regarding how specialized support staff should partner with families in accessing support services within and outside of school, and monitors adherence to these policies.	Ensures that families understand and feel supported to engage in district and school-based policies, resources, and routines that ensure student learning and achievement, including but not limited to parent/teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Empowers specialized support staff to develop and implement a comprehensive strategy to partner with families in accessing support services within and outside of school, and follows up with families to ensure all needs are being met.

School Level Administrator Rubric

Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Does not set expectations for or provide support to educators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communication with families to occur. School and classroom communication regarding student learning and performance occurs primarily through report cards.	May set expectations for educators regarding regular and culturally proficient communication with families, but does not provide appropriate supports to educators, and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides appropriate supports to educators regarding regular, two-way, culturally proficient communication with families. Ensures that all communication with families demonstrates understanding of and respect for different home languages, culture, and values.	Sets clear expectations for, models, and provides differentiated supports to educators regarding regular, culturally proficient communication with families. Encourages educators to engage in proactive and personalized two-way communication with families about student learning and performance, and ensures that all communication with families demonstrates understanding of and respect for different families' home language, culture, and values. Solicits feedback from families that informs improvements to communications.

School Level Administrator Rubric

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school. Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	Ensures that most concerns with families are addressed as they arise, but responses may be delayed or ineffective; works to reach solutions to family concerns but may not always ensure equitable or transparent resolutions that are in the best interest of students.	Responds to families as concerns arise in a timely and effective manner, and supports educators to do the same; works to reach equitable solutions in the best interest of students. Is able to articulate rationale for decisions made.	Responds and proactively reaches out to families when either academic or non-academic concerns arise in a timely and effective manner, and supports all educators to do the same. Promotes collaborative problem solving to arrive at solutions that reflect relevant information from all parties including families, faculty, and staff, and are in the best interest of students. Effectively articulates rationale for decisions made. Models this practice for others.

School Level Administrator Rubric

STANDARD IV: Professional Culture

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

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but fails to secure staff commitment and/or rarely uses the mission or core values to guide decision-making.	Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision-making.
IV-A-3. Meetings	Leads meetings, the majority of which lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence.	Regularly 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.	Consistently plans and facilitates staff-led meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive conversations and deliberations about important school matters. Provides regular opportunities to build staff capacity in facilitating whole school and small group meetings. Models this practice for others.

School Level Administrator Rubric

Indicator IV-B. Cultural Proficiency

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally responsive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written, and verbal communication skills.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Utilizes strong interpersonal, written, and verbal skills to consistently and effectively communicate with stakeholders.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to school and district goals when communicating with others.

School Level Administrator Rubric

Indicator IV-D. Continuous Learning

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. Models these behaviors in the administrator's own practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection about practice among staff.	May encourage educators and teams to reflect on the effectiveness of instructional practice and student learning and to use data and best practices to adapt instruction, but does not adequately support educators in these practices.	Sets expectations for educators and teams to reflect on and collaborate around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Supports educators to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results.	Models for educators how to be continually reflective about their practice, and supports educators as often as is feasible and appropriate to collaborate in teams around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Empowers educators to use data, research, and best practices to adapt instruction to achieve improved results.
IV-D-2. Continuous Learning of Administrator	Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practices to set meaningful goals and develop new approaches in order to improve overall school effectiveness.

School Level Administrator Rubric

Indicator IV-E. Shared Vision

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is so limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages staff, students, families, and community members in developing a shared educational vision focused on aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	Continuously engages staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	Leads staff, students of all ages, families, and community members to develop, internalize, and celebrate a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Models this practice for others.

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but relies upon a limited range of strategies to resolve conflicts that do not always result in constructive resolutions.	Regularly employs a respectful, non-confrontational approach when responding to disagreement and dissent, and utilizes a variety of strategies to resolve conflicts in a constructive manner.	Consistently employs and models a respectful, non-confrontational approach when responding to disagreement and dissent, and effectively utilizes a variety of strategies to resolve conflicts in a constructive manner. Empowers staff to do the same when appropriate.

School Level Administrator Rubric

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-2. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Employs a variety of strategies to build consensus within the school community around critical school decisions.	Employs a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Models this practice for others.

2019 Report of the Resolutions Committee

The members of the Resolutions Committee met on June 27, 2019 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2019 Annual Meeting of the Association. Members present were: Margaret Hughes, Narragansett Regional; Denise Hurst, Springfield/MASC Secretary-Treasurer; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; Mildred Lefebvre, Holyoke/MASC Minority Caucus Chair; Barbara Davis, Holbrook; Kim Hunt, Plymouth; Wendy Rua, Agawam; Bill Fonseca, East Longmeadow/MASC Division V Chair; Denise Schultz, Franklin; Jake Oliveira, Ludlow/ MASC President-Emeritus; Beverly Hugo, Framingham/MASC Past President; Paul Schlichtman, Arlington/ MASC Past President; Devin Sheehan, Holyoke/MASC President; Deborah Davis, Northeast Metro Voc. Tech./MASC President-Elect and Chair of the Resolutions Committee

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

...

RESOLUTION 6: Universal Quality Pre-Kindergarten Access in Massachusetts

(NOTE: This Resolution is a reaffirmation of a 2014 Resolution, submitted by the Framingham School Committee)

WHEREAS: In Massachusetts as many as four out of ten students lack access to a formal, early education and care program; and

WHEREAS: Advocates have cited as many as 25,000 low income children are in need of financial assistance for early education and care; and

WHEREAS: Low income students who participate in quality early education and care programs are 40% less likely to be held back a grade or need Special Education, and 30% more likely to graduate high school twice as likely to attend college; and

WHEREAS: Better language, social and behavioral skills are obtained by attending a quality pre-school; and

WHEREAS: Children that attend pre-schools are shown to demonstrate tangible lifelong results for future success;

THEREFORE BE IT RESOLVED THAT: MASC file or support legislation that will provide a sufficient appropriation for universal pre-K in Massachusetts and will achieve the actions necessary to provide access to good, quality universal pre-K for all children in Massachusetts.

RATIONALE: This resolution would help ensure that our underserved population of 3 and 4-year-olds will be provided with the supports and services necessary for school readiness and lasting success in the classroom and for future success. Knowing that these strategies are documented in increasing student success, our resolution will level the playing field by helping to ensure equity and beginning the process of closing the achievement gap for this vulnerable cohort of children.

JBB - EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

EEAEC - STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, buses are equipped with video cameras. The Principal or designee may use the video as evidence of a student's misconduct. It may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

POLICY (INSERT LETTERS): CLASSROOM SAFETY

Mt. Greylock Regional School District is committed to providing safe and properly maintained corridors and classrooms for all staff, students, and visitors. To achieve this end, the District implements certain restrictions on the placement of items within the classroom, as well as prohibiting from the classroom items which may pose an increased safety risk.

Safe entrance and exit points are crucial to safety. Any items that may serve as an obstacle to entrance and/or exit points pose a substantial risk of harm, particularly in the case of an emergency. Accordingly, at a minimum there shall be three (3) feet of clearance from items at all egress and ingress points.

Items that pose increased risk of accidental injury are prohibited, as well as those which increase the risk of fire. Accordingly, the following items are prohibited from the classroom: candles/tart warmers, curtains, furniture (personal), carpets, household electrical appliances (including coffee makers, microwaves, popcorn makers, space heaters, air purifiers, and mini refrigerators), and lamps/string lighting (including holiday lights).

Excess material on walls, doors and windows creates a fire hazard. Any artwork and/or teaching materials on the walls of the corridors, doors and windows are restricted to no more than twenty percent (20%) of the total wall area.

Educators may make a request for an exception to this Policy for the limited use an electrical appliance as part of their curriculum. Any appliance requested to be used as part of curriculum must meet an appropriate national safety standard (such as Underwriter Laboratories), and must be preapproved for use in the classroom by the Maintenance Director.

Massachusetts Open Meeting Law

Remote Participation

940 CMR 29.10



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Norwood, MA 02062
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Introduction

Recently, the Attorney General added 940 CMR 29.10, which allows for remote participation in certain circumstances under the Massachusetts Open Meeting Law Regulations. It is hoped that these changes will increase participation in government. Despite this change, the Attorney General still encourages all members of public bodies to be physically present at meetings whenever possible. Furthermore, the Attorney General's Office cautions that these regulations are not to be used as a way to defeat the transparency goals of the Open Meeting Law.

Adopting Remote Participation

To adopt remote participation, public bodies must follow the requirements laid out in 940 CMR 29.10(2). For local governments, the Chief Executive Officer ("CEO") makes the decision: in cities, the mayor authorizes remote participation; in towns, the Board of Selectmen authorizes by simple majority vote. Once the CEO gives authorization, remote participation applies to all public bodies in that municipality. The Regulations also provide authorization procedures for Regional or District Public Bodies, Regional School Districts, County Public Bodies, State Public Bodies, and Retirement Boards—these bodies adopt by a simple majority vote.

Once a public body adopts remote participation, it then applies to all subsequent meetings for that public body. The regulations, however, do not require the CEO to fund remote participation for all public bodies; thus the CEO retains control over which bodies may use remote participation in its meetings. Furthermore, a public body may revoke remote participation by following the same procedure used for adopting remote participation.

Permissible Reasons for Remote Participation

Because the Attorney General's Office encourages members of public bodies to physically attend all meetings, there are only five permitted reasons for remote participation:

- (1) Personal Illness;
- (2) Personal Disability;
- (3) Emergency;
- (4) Military Service;
- (5) Geographic Distance.

After the member notifies the public body's chair of his or her desire to participate remotely, the chair determines whether the member meets any of the above criteria, thereby making physical attendance unreasonably difficult for him or her.

Requirements, Procedures and Technology

The new regulations promulgate several requirements that must be met before a member may participate remotely. First, before any remote participation, the public body must have a quorum of members physically present at the meeting location. After the quorum is established, the chair must announce the names of any members participating remotely and the reason for his or her absence—but chairs are not required to provide details beyond the above enumerated reasons. That is, if a remotely participating member is on a West Coast business trip, the chair need only announce “geographic distance” as the reason for allowing that member to participate remotely. This information must be recorded in the meeting minutes.

Second, the technology used must allow for all remote members and persons present at the meeting to be clearly audible to each other, and accommodations must be made for any member who requires TTY service, video relay service, or other adaptive telecommunications. Moreover, if video conferencing is used, the remote member must be both clearly audible and clearly visible to all persons present at the meeting. Though the regulations suggest telephone, internet, or satellite-enabled audio or video conferencing, the public body may adopt any

technology that meets the “clearly audible to all participants” requirement. Text messaging, email, instant messaging, web chat, and the like are not permissible means of remote participation. If technical difficulties arise once the meeting is underway, the chair decides how to address such difficulties, but the preferred practice is to suspend discussion while reasonable efforts are made to correct the problem. The meeting minutes must note the technical difficulties if the disconnection becomes permanent.

Third, despite not being physically present, the remote participant retains his or her vote, but all votes taken at a meeting where remote participation is used must be by roll-call vote. Moreover, the remote participant is not deemed absent from the meeting for purposes of M.G.L. c. 39, § 23D.

Once the above requirements are met, the meeting proceeds as it normally would. The chair should make all efforts to distribute copies of documents or exhibits expected to be used at the meeting to the remote participant ahead of time—and such distribution should be noted in the minutes. The remote member may also participate in executive sessions, provided he or she ensures that no other person at the remote location is able to hear the discussion.

Lastly, these regulations do not prohibit towns from passing bylaws or policies that restrict or eliminate the use of remote participation by public bodies. And violations of the regulations may result in the Attorney General ordering the temporary or permanent suspension of remote participation.

Questions

If you have any questions or concerns about how these new regulations may affect you or your municipality, please contact one of our attorneys at Collins, Loughran & Peloquin, P.C.

Mount Greylock Regional School District School Committee Protocols

For the purpose of enhancing teamwork among members of the School Committee and between our School Committee and administration, we, the members of the Mount Greylock Regional School Committee, do hereby publicly commit ourselves collectively and individually to the following operating protocols:

1. The School Committee will represent the needs and interests of all the students in our district.
2. The School Committee will lead by example and work to build trust. We agree to avoid words and actions that create a negative impression of an individual, the School Committee, or the district. While we encourage debate and differing points of view, we will speak with care and respect to each other, staff, students, and members of the community.
3. Surprises to the School Committee or the Superintendent will be the exception, not the rule. We agree to ask the School Committee Chair to place an item on the agenda instead of bringing it up unexpectedly at a meeting. We will consider agenda requests from members of the community, and they should be directed to the chair.
4. Maintaining focus on Student Achievement, the School Committee will help to establish the vision and goals for the district, create policies, and ensure accountability. The Committee will work to advise and approve a budget with careful consideration of educational goals and priorities in a timely manner. The Superintendent will manage the schools and staff.
5. The School Committee will speak to the issues on the agenda following Robert's Rules of Order. Members will fully participate in the discussion and have their opinion known and factored into decisions. The Chair may make a motion, although it is preferred that motions originate with the other members as often as possible. Facts and information needed from the administration will be referred to the Superintendent.
6. Direct communication between staff and members of the School Committee are discouraged. School Committee requests of staff are to be directed through the Superintendent.
7. All personnel complaints and criticisms received by the School Committee or its individual members will be directed to the Superintendent or School Committee Chair. The School Committee Chair will inform the Superintendent of complaints raised in a timely manner. School Committee members will not attempt to handle personnel issues individually or outside the scope of the School Committee's responsibility.
8. The School Committee will encourage others to follow the district Chain of Communication policy.

9. The School Committee will consider research, best practice, public input and financial impacts in their decision making, and as much as possible explain the reasoning behind decisions. School Committee members will act in a transparent matter, recognizing that all email correspondence between committee members and members of other municipal boards is a matter of public record and should be copied or forwarded to the district office manager.
10. When executive sessions are held, all participants will honor the confidentiality of the discussions.
11. Individual School Committee members do not have authority. Only the School Committee as a whole has authority. Individual School Committee members will not take unilateral action, or take action that impedes the work of the Committee. Individuals will support the majority position of the Committee once an official vote has been taken and a Committee position is set by the majority.
12. The Chair shall be the official spokesperson for the committee in dealing with the media and with the public. The chair may delegate other committee members to speak on behalf of the committee. The Chair or delegate will represent decisions, votes, and official positions of the committee, and not his/her own views. When School Committee members attend meetings of other committees or boards, they will clearly state when they are speaking as individuals and when they are speaking on behalf of the committee.
13. The School Committee will set S.M.A.R.T. goals for itself and evaluate progress on these goals annually.
14. While remote participation in School Committee meetings is permitted as voted by the School Committee and allowed by the Open Meeting Law, use of remote participation options is discouraged when avoidable and should not be a regular occurrence.