

## Mount Greylock Regional School District School Committee

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

**Date:** November 14, 2019  
**Time:** 6 pm

### Open Session Agenda

- I. Call to order
- II. Reorganization of School Committee
  - A. Appoint District Secretary
- III. Superintendent's Academic Excellence Award
- IV. Public Comment
- V. Approval of minutes
  - A. September 26, 2019
  - B. October 8, 2019
  - C. November 5, 2019
- VI. Student Representative- Charlie McWeeny
  - A. MGRS start time
  - B. Programming/Project Based Inquiry Learning
  - C. WES/LES updates
- VII. 8 Polycyclic Aromatic Hydrocarbons(PAH) discussion
- VIII. Superintendent Update
  - A. Sub Group Updates
    1. Community Engagement
    2. Hiring/Recruiting Practices
    3. District Office Website
  - B. FY 20 Enrollment Update
  - C. MASC/MASS conference update
  - D. Tech Nights:
    1. WES on 12/3
    2. MGRS on 12/10
    3. LES on 12/17
- IX. Assistant Superintendent of Business and Finance Update
  - A. FY21 Budget Time-line
  - B. Technology Revolving Fund **VOTE**
- X. Principals' MCAS and Accountability Presentation
- XI. Policy subcommittee facility usage discussion. **VOTE**
- XII. Subcommittee re-appointments

- XIII. Other business not anticipated by the Chair within 48 hours of meeting
- XIV. Motion to enter into Executive Session with no intent to return to open session pursuant to M.G.L. Chapter 30A, Section 21(a)(3) to discuss strategy with respect to collective bargaining as an open meeting may have a detrimental effect on the bargaining of the committee and the chair so declares.



# Mt. Greylock Regional School District

## School Committee Open Session Minutes

**Date:** September 26, 2019

**Start:** 6:00 PM

**Adjourn:** 9:20 PM

**Location:**

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

**In Attendance:**

<b>Committee Members:</b>	<b>Also Present:</b>
R. DiLego, Chair D. Caplinger, Vice-Chair S. Miller, Secretary A. Terranova J. Art C. Conry A. Carter  <b>Absent:</b> None	K. Grady Superintendent A. Wadsworth, Assistant Superintendent for Business & Finance Phase II Subcommittee Members (as noted below).

20

<b>Item</b>	<b>Comments</b>	<b>Motion</b>	<b>Second</b>	<b>Vote</b>
<b>Call to Order</b>	The September 26, 2019 meeting of the MGRSD School Committee was called to order by R. DiLego at 6:00 PM.			
<b>Public Comment</b>	<p>The committee discussed the time limit for public comment for the 11 people signed up to speak.</p> <p>Speaker 1: Martha Marvin spoke to the committee regarding the proposed Artificial Turf fields and specifically Ms. Marvin spoke in opposition to the proposed artificial turf and outlined health related concerns associated with the materials used in artificial turf.</p> <p>Speaker 2: Stephanie Boyd, parent of a former MGRS student, spoke to the committee regarding the Phase II Capital Project specifically regarding cost, environmental impact and community opposition to the artificial turf field including long-term issues in terms of maintaining and replacing the turf in the future.</p> <p>Speaker 3: Gretchen Long spoke to the committee as a parent of former students and one current soccer player at MGRS. Ms. Long spoke in favor of an organic grass field as opposed to the proposed artificial turf field.</p> <p>Speaker 4: Chris Malone spoke regarding health related concerns with the proposed artificial turf fields.</p> <p>Speaker 5: Bridgette Spann expressed concern about the proposed artificial turf field, the price tag, ongoing costs to maintain the proposed field, as well as the cost associated in maintaining the remaining fields and costs associated with maintaining the surface in the next 10 years.</p>			



# Mt. Greylock Regional School District

	<p>Speaker 6: Wendy Penner asked the committee to press pause on the proposed artificial turf fields in order to engage and educate all community stakeholders in order to contribute to the long-term fiscal health of the district since an initial vote will not be required to proceed with this capital project but the community will need to support any regional budgets going forward which will support the maintenance disposal and replacement costs associated with the artificial turf in the future.</p> <p>Speaker 7: Dave Armet asked the committee and community to consider that student athletes are already playing on artificial turf fields and asked the community to keep that in mind as they make statements opposed to artificial turf fields.</p> <p>Speaker 8: Rob Abel spoke about the pros and cons of grass fields vs. artificial turf fields in terms of the needs of student athletes, playability, and time on the fields.</p> <p>Speaker 9: Kira Bingemann spoke to the committee to voice her concern over the financial, environmental, and health-related concerns of the the proposed artificial turf fields.</p> <p>Speaker 10: James Catella, Dir of Design and Construction for the Clark Companies, spoke to the committee as the recent low-bidder to an Invitation for Bids put out by the District. Mr. Catella gave background regarding the number and types of fields that have been built by Clark and spoke to the possibility of value-engineering the project in order to keep costs down.</p> <p>Speaker 11: Thomas Bartels spoke to the committee to voice concerns over the health concerns associated with crumb rubber which would be included in the construction of the proposed artificial turf field.</p>			
<p><b>Phase I project update and bid documents</b></p>	<p><b>MOTION:</b> to approve the \$28,500 revision fee and to move forward with the bid process to build and complete the multipurpose district office building as specified.</p> <p>Discussion:</p> <p>Relating to questions from J. Art regarding where the admin building would be located on the MGRS campus and reviewing the costs associated with both the phase I and phase II projects as it relates to the available funds from the Capital Gift and fitting both projects into their associated timelines.</p> <p>Discussion regarding if there were any updated estimates regarding where the new Phase I bids might come in. D. Caplinger stated that representatives from Perkins Eastman did a ‘back of the napkin’ assessment and estimate that bids would potentially come in at approximately \$2.1 million or \$2.4 million with the add/alternate of the public bathrooms. Discussion: J. Art asked if this design met the needs of District Office. K.</p>	<p>D. Caplinger</p>	<p>S. Miller</p>	<p>7-0-0</p>





## Mt. Greylock Regional School District

	<p>to irrigation and the need that would arise for putting in a new well on campus to support the irrigation of a natural grass field. Testing would be needed to determine if irrigation would be possible with the one well that is currently operational on campus.  VOTE: 5-2, Terranova and Miller against.</p> <p><b>MOTION</b> to send a letter to the Lanesborough Select Board and ask them to pay for the additional costs that they asked for so we do not have to pay for the additional costs out of the endowment by A. Terranova. No Second to the motion and therefore no vote.</p>			
<p><b>Other Business not anticipated by the Chair within 48 hours of meeting</b></p>	<p>None</p>			
<p><b>Motion to adjourn</b></p>	<p><b>MOTION</b> to adjourn by S. Miller SECONDED by J. Art</p>	<p>S. Miller</p>	<p>J. Art</p>	<p>7-0-0</p>

Respectfully Submitted,  
Jonathan Nopper  
Mount Greylock Minutes Recorder



# Mt. Greylock Regional School District

## School Committee Open Session Minutes

**Date:** October 8, 2019

**Start:** 6:02 PM

**Adjourn:** 10:11 PM

**Location:**

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

**In Attendance:**

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

10

<b>Item</b>	<b>Comments</b>	<b>Motion</b>	<b>Second</b>	<b>Vote</b>
<b>Call to Order</b>	This meeting of the Mount Greylock Regional School Committee was called to order by R. DiLego at 6:02 PM			
<b>Public Comment</b>	<p>First person called to Public Comment was Dan Clews, parent of an 8<sup>th</sup> grader at MGRS. Mr. Clews spoke to the fields and in particular suggested that a new subcommittee be created in order to further evaluate the proposals for the athletic fields with community input.</p> <p>Second Person to deliver Public Comment was: Molly Polk, parent of three students within the District. Ms. Polk spoke regarding the Phase II subcommittee's work and built on the words of Chair Skavlem's call to build community in terms of making a determination for the proposed capital improvements to the athletic fields.</p> <p>Third: Elayne Murphy of Williamstown and MGRS parent. Ms. Murphy spoke to Phase I plans as it relates to the Nordic Ski team and spoke to the need of the Nordic Ski Team to have a space to do their waxing.</p> <p>Fourth: Thomas Bartels of Williamstown spoke against the artificial turf fields and articulated the health related concerns associated with these materials. Mr. Bartels submitted a copy of his full statement for consideration of the committee. This statement was filed with the meeting documents as part of the public record associated with this meeting.</p>			



## Mt. Greylock Regional School District

	<p>The fifth person to give public comment was Lisa Conathin, Williamstown Resident and parent to two students at WES. Ms. Conathin echoed those who spoke before her and asked for the committee to slow down this process and build community by continue to listen to the community feedback of those who are concerned with the health, and environmental impact of the artificial turf fields. Ms. C. asked for comparable play times to be published in terms of playability on an artificial turf field vs. a new and well maintained organic grass field.</p>			
<p><b>Approval of Minutes</b></p>	<p>September 12, 2019: <b>MOTION</b> to approve. Discussion: None. MOTION passes. September 26, 2019: Postponed.</p>	<p>J. Art</p>	<p>C. Conry</p>	<p>5-0-0</p>
<p><b>Circulate Warrants</b></p>	<p>Warrants were circulated for approval.</p>			
<p><b>Declassification of Executive Session Minutes</b></p>	<p><b>SC Exec sessions</b> 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. <b>Negotiation Exec sessions</b> 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 <b>Motion</b> to declassify Executive Session minutes from the dates listed on the Agenda by J. Art / A. Carter. VOTE: 5-0-0. Motion Passes.</p>			
<p><b>MGRS Student Council Representative Update</b></p>	<p>Charlie McWeeny spoke regarding the recent ribbon-cutting event held at MGRS. The student council continues to plan fundraising events for the year. They are looking at purchasing some yard games that can be used outside at lunch during good weather. Recently there was a review of cell phone use by students. They are considering some initiatives such as phone free Fridays in the future. Also, the student council is looking at making some suggestions for revising student schedules. The student council would also like to begin giving more feedback on the issues facing the school committee like the athletic field capital improvements that are being proposed. Currently, the student body's sentiments on the issue are split.</p>			
<p><b>Director of Academic Technology Update</b></p>	<p>Eileen Belastock gave a presentation on a recent google form survey that was sent out to gather feedback on the school calendar and school vacations from staff and parents. R. DiLego commented that this survey was conducted to raise awareness and start to gather feedback that will factor into the discussion the committee has in the future when the calendar is discussed and voted for the 2020-2021 academic year. D. Caplinger stated that a larger conversation would be needed and the committee would need to provide reasons and justifications in order to educate all stakeholders should the traditional calendar be kept or if changes were made. E. Belastock stated that she did receive a large amount of feedback that those who were interested in changing the calendar were hoping the District would align the calendar to the Williams College</p>			



## Mt. Greylock Regional School District

	<p>schedule. The committee discussed that the driving factor for assessing the school calendar and related vacations are directly related to the number of snow days. K. Grady stated the “blizzard bag” initiative that was previously an option for some districts across the state is no longer an option. Further discussion about the school calendars across the rest of Berkshire County. D. Caplinger asked that all issues that might factor into this discussion be considered while we continue to assess the calendar for next year (i.e. using February break for a deep clean during flu season, etc).</p>			
<p><b>LNADS Request</b></p>	<p>R. DiLego reviewed a facility use request for LES. The organization has asked that the committee approve a waiver of the custodial fees associated with the facility use request. The group has used LES previously for many years and has not required a custodian previously and the Administration is comfortable with the request based on past experience. <b>MOTION</b> to grant the request for a waiver of a custodian.</p>	<p>J. Art</p>	<p>A. Carter</p>	<p>5-0-0</p>
<p><b>Principal Updates</b></p>	<p><b>LES:</b> N. Pratt gave an update on the LES open house. The community gave positive feedback on the new paint in the school gymnasium. The SIP for LES includes goals to continue to expand technology in the curriculum. Goal 2: Increase focus on social-emotional learning. Goal 3: Design curriculum maps for each content area  <b>Homeschool:</b> K. Grady reviewed homeschool numbers at LES, currently there are four students that are being homeschooled. N. Pratt also spoke to his desire to roll out a school pride initiative at LES in the form of “Wyvern” week.  <b>WES:</b> J. Brookner provided an update on the open house that took place at WES. Principal Brookner spoke to the school improvement plan. The first goal is around student support. J. Brookner discussed the “Choose to Be Nice” initiative at WES. The month of October’s theme is Respect. J. Brookner spoke to the school social worker that is new this year and has been working with students and parents. The second goal at WES is curriculum. J. Brookner reviewed the associated initiatives under this goal. The third goal at WES is technology and J. Brookner spoke to infrastructure upgrades recently completed by the Dir of Operations and tech nights being planned with the Dir of Academic Technology. There are seven</p>			



## Mt. Greylock Regional School District

	<p>students from WES that are being homeschooled this year.</p> <p>Four teachers from WES presented the proposed field trip to Cape Cod, outlined the educational activities that focus on team building and empathy and focusing on the natural resources and habitats located on the Cape.</p> <p><b>MOTION</b> to approve the WES Cape Cod 6<sup>th</sup> grade trip as proposed. D. Caplinger/ C. Conry</p> <p><b>MOTION:</b> Move to approve the fundraisers specified in the letter J. Art/D. Caplinger. VOTE: 5-0-0.</p> <p><b>MGRS:</b></p> <p>The get acquainted concert is next week at MGRS. MGRS Open House: Saturday, November 23<sup>rd</sup>. The first Unified basketball game is Thursday, 10/10. MGRS has four goals within its school improvement plan and Principal MacDonald reviewed those goals and the related initiatives. Principal MacDonald spoke to MGRS' search for a new school social worker. We are hoping to have a new social worker in place by the end of October. Principal MacDonald announced that MGRS' National Merit Scholars have been announced as commended students. Congratulations to Maddie Art and Owen Tucker-Smith. The number of home school students dropped from 9 students in 18-19 to 6 students during this academic year.</p>	<p>D. Caplinger</p> <p>J. Art</p>	<p>C. Conry</p> <p>D. Caplinger</p>	<p>5-0-0</p> <p>5-0-0</p>
<p><b>Pupil Services Update: Special Education Team Leader</b></p>	<p>K. Grady introduced Patrick Priester, the District's new Special Education Team Leader who joins MGRSD from Lee Public Schools. P. Priester gave an update on Special Education, Title I and English Language Learners to the committee. Discussion: J. Art asked a question regarding the data pertaining to Title I numbers. The difference in the data is that there is Title I funding for reading at one school and math at the other. Work is taking place to ensure that assessments are being completed in the same way so that there are no disparities between the two elementary schools. Question regarding putting the Dir of Pupil Services position on the agenda next month as a discussion to determine if we should re-post that position.</p>			
<p><b>Assistant Superintendent of Business &amp; Finance Update</b></p>	<p>D. Caplinger gave an update on behalf of the Finance Subcommittee in the absence of the Assist. Superintendent of Business and Finance. At this time, the year has successfully been closed for FY19. D. Caplinger stated there are many line item transfers that will need to be authorized by the school committee effective June 30<sup>th</sup>, 2019. <b>MOTION:</b> Move to accept the fiscal year 2019 budget transfer entry dated June</p>			



## Mt. Greylock Regional School District

	<p>30, 2019 as presented in the packet whose purpose is to reconcile and balance account code lines for year-end closure by D. Caplinger / J. Art. Discussion: D. Caplinger noted that the Finance Subcommittee has gone over these line items in detail and are comfortable with the proposal as it is being made. R. DiLego noted that some of these line items were made as a result of the new business manager coding differently than the previous one. <b>VOTE: 5-0-0.</b></p> <p>FY20 First Quarter Budget Update: Two spreadsheets were provided to the committee. One reflects expenses and one reflects to revenue received to date. At this time, we are comfortable that we are in pace to be on target for what we budgeted for FY20.</p>			
<p><b>Director of Buildings &amp; Grounds Update</b></p>	<p>K. Grady reviewed invoices that were included for needed maintenance updates at WES and LES. T. Sears explained that one invoice is to replace the Glycol in the heating system at WES; K. Grady and T. Sears stressed that this is preventative maintenance this is needed at WES.</p> <p>R. Wnuk reviewed additional expenses related to rooftop units at WES that were repaired and are related to the air conditioning system and an energy recovery wheel. Motion to authorize the expenditure of up to \$125,000 from the WES endowment for the three projects as enumerated in the packet. D. Caplinger / J. Art. VOTE: 5-0-0.</p> <p>LES maintenance update: T. Sears updated the committee on recent Glycol testing that took place at LES and necessary maintenance that is needed to be proactive with the heating system at LES. T. Sears stated that the typical maintenance would be to put an additive in after 3 years which will extend the life of your glycol by another five years and you can add an additive again after those five years to further extend the life of the glycol. To remove and dispose of the glycol is a very expensive process. Going forward, the long term maintenance plan will include regular and routine maintenance on the school's glycol systems. Discussion regarding the process and split of expenses between the District and the Town in order to take care of this issue before the heat must be turned on in the school before October 15<sup>th</sup>. Thank you to the Town of Lanesborough for assisting in this process to</p>	<p>D. Caplinger</p>	<p>J. Art</p>	<p>5-0-0</p>



## Mt. Greylock Regional School District

	ensure that this was quickly and efficiently taken care of.			
<b>Superintendent Update</b>	<p>K. Grady gave an update on the ribbon cutting event for MGRS that recently took place. K. Grady stated that the closeout process continues to be finalized for the building project. K. Grady gave an update on the process for the communication of snow days and emergency school closings and delays.</p> <p>Dr. Adolph Brown will be coming to MGRS on 10/10 and 10/11. K. Grady reviewed a presentation she already saw of his during the MASS conference on the Cape earlier in the year. On October 10<sup>th</sup> at 7 PM he will be at MGRS for a parent night. On October 11<sup>th</sup> he will be working with faculty and staff as part of the professional development day scheduled on that day. Dana Asby will be coming to WES to do mindfulness workshops.</p> <p>Process for Principals and Admin Goal Setting has been included in the packet. K. Grady noted that the process is very similar to the process the committee goes through with her as Superintendent but with slightly different rubrics.</p> <p>K. Grady reviewed proposal #6 from the MASC and is asking the committee to be proactive to that proposal in terms of eliminating the fees and providing universal pre-k in the District. K. Grady clarified that she would like to eliminate fees, and offer pre-k within the District that would run identical to the school day. Discussion about free and reduced lunch numbers and how it relates to Title I allocations and regional transportation aide once the District hits a particular threshold. Further discussion on this topic will take place as part of the budget discussions for FY21.</p> <p>Goals: K. Grady presented her goals to the committee. Goal I: Student Learning – Through the work of the Strategic Planning Steering Committee, School Committee and district administration; will work collaboratively to promote learning experiences that enhance academic achievement at all levels. Goal II:</p>	D. Caplinger	C. Conry	5-0-0



## Mt. Greylock Regional School District

	<p>Professional Practice: Through feedback from Strategic Planning Steering Committee and School Committee, in the FY20 academic year the Superintendent will improve/increase community engagement events and activities as well as efficiency with correspondences and communications by completing key actions and meeting benchmarks (as provided in full outline).</p> <p>Goal III: District Improvement: Through the feedback of the Strategic Planning Steering Committee and the School Committee goals, the Superintendent will work with building admin to host family and community engagement activities to support the new visions and mission of the Region. Goal IV: District Improvement: Through the feedback of the Strategic Planning Steering Committee and the School Committee goals, I will work with building admin, HR Specialist, and Assistant Superintendent of Business &amp; Finance to promote a safe, efficient and effective learning environment for the MGRSD faculty and staff.</p> <p>The Superintendent reviewed each goal as well as the key actions and benchmarks associated with each goal. Discussion: D. Caplinger reflected that in approving the goals as outlined, the committee is also approving the process for documenting the evidence that will be associated with the key actions and benchmarks. He noted that some items seemed subjective and was looking for clarification on how to get feedback from the groups in order to ensure the committee effectively evaluates the Superintendent's performance. K. Grady provided feedback on the types of data and surveys that will be provided and presented as evidence to aide in the evaluation process. Discussion regarding the process of fairly evaluating the Superintendent based on both quantitative and qualitative work while acknowledging the limitations of the established rubric for the evaluation as they align to the School Committee Goals. C. Conry stated that she felt the goals were strong and the</p>			
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## Mt. Greylock Regional School District

	would be provided by the District. <b>MOTION</b> to waive the first read and approve the Classroom safety policy with letters to be determined by the policy liaison consistent with the policy manual. By D. Caplinger, Seconded by J. Art. VOTE: 4-0-0.	D. Caplinger	J. Art	4-0-0
<b>Remote Participation Guidelines</b>	R. DiLego stated that there are some updates needed to the remote participation guidelines as the reasons associated with the remote participation are no longer in the law. It should also be discussed and determined if there should be any guidelines or restrictions to the number of times remote participation can be used, including language for extenuating circumstances or reasonable accommodations. Discussion: The committee discussed the value associated with placing limitations on remote participation and discussed the reasons that used to be within the state law guidelines and still currently exist within the present policy. D. Caplinger asked that the subcommittee keep in mind that each committee member is a volunteer when making any considerations regarding updating the remote participation guidelines as well as keeping in mind what would be considered overuse of the remote participation policy including perhaps differentiating the language between the regular meetings of the school committee vs. special sessions of the full committee and all meetings of any subcommittee. Discussion regarding setting a particular number of remote participation occurrences with any additional requests under special circumstances being put before the committee for a vote. The policy subcommittee will work to address this and bring a recommendation back to the full committee to review.			
<b>Subcommittee Reports</b>	D. Caplinger gave an update in regards to the Finance Subcommittee: In particular, R. Wnuk has initiated District participation in the E-rate program. There will be a motion to create a revolver account forthcoming soon at a future meeting. There was also discussion of beginning a District stabilization fund which will be further			



## Mt. Greylock Regional School District

	<p>discussed. There will be some work involved including determining if we can garner support from the Towns to determine if we can move forward in creating such a fund.</p> <p>Phase I has not met, however, D. Caplinger stated that work is moving forward in the bidding process as approved at a previous school committee meeting. Bids are due back by October 30, 2019. There is a pre-bid meeting on October 15<sup>th</sup> and final bids are due by 2 PM on the 30<sup>th</sup>. This bid is being completed through Bid doc so all bids submitted will be in electronic format.</p> <p>Discussion regarding how to move forward and set meetings once bids are received for Phase I. Phase I subcommittee will meet on 11/1 and the full committee will meet on 11/5. Discussion regarding if the subcommittee needed to meet to “open” the electronic bids on 10/30 and also the check with Dan Colli to determine his availability for any follow-up meetings.</p> <p>Phase II met on 10/1, Phase II reviewed the directions given on next steps by the full committee and looked at ways to incorporate the committees direction to incorporate grass field alternatives. Art at Traverse is working on design work associated with a grass field alternative or comparable quality. There was discussion on whether the grass field alternative should be conventional or organically managed. The subcommittee determined that most of the community feedback was for an organically managed grass field alternative. The subcommittee is not currently ready to take a vote. Discussion: R. DiLego asked for clarification to make sure the subcommittee is working to complete the re-bid in the way that the motion was worded during the September 26<sup>th</sup> meeting. R. DiLego also asked if the subcommittee was looking for any feedback from the full committee to determine if a conventional vs. organically managed natural field should be looked at.</p> <p>Discussion regarding involving the student body in this discussion as well as discussion regarding run-</p>			
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## Mt. Greylock Regional School District

	<p>off water data. K. Grady mentioned that some data exists on water run off as part of the work that's been completed within the building project. J. Art asked if the design changes vs. the maintenance practices had been discussed regarding artificial vs. natural turf fields. Discussion of any site specific issues being worked into the design documents for issues as it relates to organic vs. artificial turf fields (i.e. water and irrigation issues associated with natural turf).</p>			
<b>Future Meetings/events</b>	<p>Dr. Adolph Brown on October 10<sup>th</sup> at 7 PM at MGRS          School Committee Special Session on October 23 or 24          MASC Conference on November 6-9 on Cape Cod.          Tours of Mount Greylock, Saturday, November 23<sup>rd</sup> from 9-12</p>			
<b>Other Business not reasonably anticipated by the Chair within 48 hours of meeting</b>	<p>Field Trip Request: Cross County Twilight Invitational Request will be addressed on 10/10 at 2 PM</p>			
<b>MOAs for one year LES Interim Principal and Title I grant funded Math Interventionist</b>	<p>K. Grady reviewed the MOA being proposed for Nolan Pratt as he covers as Interim Principal should he choose to return to his teaching position in 2020-2021. The other MOA is in regards to Sheila Guercio who has been in the ESP unit for several years; during this academic year Ms. Guercio is working as a Title I Math Interventionist. The MOA protects her rights to enter back in to the bargaining unit as of the 2020-2021 school year should she so choose. <b>MOTION</b> to approve the two MOAs by J. Art, Seconded by C. Conry. Discussion: D. Caplinger asked about how seniority and salary schedule placement would work and asked that the language be clarified. VOTE: 4-0-0</p>	Art	Conry	4-0-0
<b>Adjourn to Executive Session</b>	<p><b>Motion</b> to move into Executive Session per MGL Chapter 30A Section 21(a)(3) to discuss strategy with respect to litigation related to the MGRS School Building Project as an open meeting would have a detrimental effect on the litigating position of the Committee and the Chair so declares.</p> <p>Caplinger - AYE, Art - AYE, DiLego - AYE, Conry - AYE.</p>	Caplinger	Art	4-0-0



# Mt. Greylock Regional School District

	The committee entered Executive Session at 10:11 PM			
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Respectfully Submitted,  
Jonathan Nopper  
Mount Greylock Minutes Recorder

Mount Greylock Regional School District School Committee Location: MGRS Meeting Room A109

Date: Tuesday, November 5, 2019 1781 Cold Spring Road Williamstown, MA 01267

Present: Regina, Steve, Christina, Jamie, Dan, Al

Also present: Kim, Lindsey

Absent: Ali

Called to order at 12 pm Special Session

#### Agenda

- I. Call to order
- II. Superintendent Updates
  - A. Superintendent Goal Revision VOTE
  - B. Overnight Field Trip VOTE
- III. Acceptance of Gift from General Dynamics VOTE
- IV. Finance Subcommittee update
- V. Phase 1 bid documents : discussion and VOTE
- VI. Discussion of Williamstown Finance Committee comments
- VII. Other business not anticipated by the Chair within 48 hours of meeting
- VIII. Motion to Adjourn

Did IIB first, request from cross country team (girls team and some individual boys) to go to Gardner. Want to stay overnight evening prior to the race, felt would sleep better. Not asking for district funds. Proactive approach.

Al mentioned issues about students paying bills, and in the past school covered expenses.

Lindsey: Difference here is it is possible to go down the day of, and it is a choice to go down a day early. We have covered the cost in past years but not requesting this year as there is no need; will get one for the wrestling team.

Motion to accept by Steve, seconded by Christina, passes unanimously.

IIA: Kim: Superintendent goal revision: cleaned up some language, removed some benchmarks, added some items in. Looking for blue stuff to be accepted, stricken stuff to be removed.

Some minor grammatical errors and typos pointed out.

Jamie: Look fine, goal two on benchmark: missing a number (should be 2 to 3). On next page in key actions for goal three word missing after families.

Dan: Standard 3: First benchmark: are we crossing out as already have?

Kim: No, no sign in sheets for families, no ways to give these. Wasn't going to yield the results want, wouldn't say more than there. Change in how we did things, worked, but not going to give the data you want.

Dan: I think it was measurable, we had the tables.

Kim: I can leave as we did, know there was a lot of discussion on these.

Dan: Happened, was a win.

Kim: Felt there was reservation as to what it was demonstrating.

Dan: For some benchmarks some members will have more experience than others, expect we will also share with each other our experiences.

Steve: Making sure we will talk about all cohorts not just lowest.

Kim: Goal of department of ed is lowest 25<sup>th</sup> percentile.

Steve moves to accept, Christina seconds, passes unanimously.

III: Acceptance of gift of \$2000 from General Dynamics: they are generous each year, supports activities such as robotics program. Steve moves to approve and send a letter of thanks, Jamie seconds, passes unanimously.

IV: Finance committee update: Regina: had a meeting on Friday on how the capital gift would be used.

Dan: handed out before meeting reports. Lacks a huge amount of detail as not sure if I can go into detail in a report what individual committee members say in a meeting, as if that is distributed prior to a monthly meeting it might be construed as deliberation. Today is not the day to have this discussion, just raising the issue to get guidance.

Kim: will ask at the joint conference later this week on what others are doing.

Dan: Will get update in detail at monthly meeting on the 14<sup>th</sup>. Discussion on the capital gift on the different priorities (Phase I, II, endowment, improvements to school).

(Andrea on phone now, 12:19pm)

Dan: Did not come to any grand solutions. More just a discussion.

Jamie: Talked about trying to start conversations with representatives of Finance Committees from the two towns about how we are approaching capital costs and capital expenses in the future, both at the elementary schools and MtG. Talked about need for transparency.

Dan: I'll have an update when we get to the finance committee update section that we have made progress in transparency and channels of communication.

Regina: Did have a robust conversation about keeping some of the gift and try to honor the intent of the gift, looking at how the elementary school gift was used. Things come up. Want to be aware of concerns.

Steve: Good to bring up to be explicit, I thought it was good when the finance committee members wanted to see the big picture, all the expenses coming up in the near future, not breaking into pieces, so can make decisions. Important to recognize that a lot of these expenses should be paid by the taxpayers, fortunate that we have a capital gift and can do a lot of these items and have an endowment, but should be budgeted by towns.

Al: who is following the endowment? How much do we have?

Regina: Talked about that, Dan is aware of the process to get numbers.

Kim: Update from Amy on what have spent to date.

FY17: \$22,308

FY18: \$48,714

FY19: \$127,607

FY20: \$165,000 (approximately) (to date)

Paying for trailer, Perkins-Eastman, architects, ....

Trailer to date \$65,000 (utilities tapped in to MtG). This is from last year to present.

Al: How much is left in the capital gift?

After discussion: Number is, we believe, \$6.3 or \$6.8 million.

Discussion on how much we have spent on bidding. Al said several hundred thousand dollars, Kim corrected that is much less.

Regina reported requests for public comments. Steve said worth hearing from people who are here, Dan agrees.

Matt Sheehy: Thanks committee for work, says should be consistent for Phase I and Phase II, should have a public forum for Phase I to report on what have done. Should think about all long term expenses.

Dave Armet: Thanks committee for work, also asks for consistency for Phase I and Phase II, remarks that there is a negative view by some if supporting fields, have had people say not going to his business as he wrote a letter to the editor in support.

Tim Cromby: President Berkshire Trade Council: Congratulates on how far we have gotten, mentions costs are likely to go up if wait. Not going to get cheaper if wait. Could be 30-45% more expensive to do later, could be hard to get people to come back and rebid as costs them to bid.

Discussion on Phase I.

Dan: Summary page in packet.

Steve: Uncomfortable supporting Phase I until I know what is happening with the fields, things must be done there (ADA), unlike past we now have an idea of how much Phase II will cost, ask that any motion on Phase I include funds for other items. Also worth considering rent, can generate rent from return on endowment, Matt Sheehy has details on some property (decision from chair not to have him provide information).

Regina: have already researched all this. As a Lanesborough person want something closer to Lanesborough.

Steve: Understand, must balance that with cost to taxpayers.

Kim: Not just a district office, need only about 2800 square feet, also need storage, also bathrooms if having fields. Rental space for free for last year coming to an end. Need \$3500/month come January. Have stalled for a year. Issues with our space now violating code. Too many of us in trailer, violating town code. Looked at 13 places, we looked out, minutes do not reflect that. Far more costs come January. Sickens me as both fields and building need to be done.

Dan: Interpret Steve's comments as an attempt to look at all the expenses of the capital gift fund, asking same questions that town officials are asking. Difficult conversations. Need to balance all these issues.

Steve: Concerned about partial plans. Have had public discussions on fields. I think there is a value to a public discussion on building.

Dan: Broaden to concern about having an endowment.

Kim: Groups keep spending the \$1.5 million dollars. We need to go somewhere.

Dan: Question on progress of advisory group in identifying needs. Trying to anticipate objections public bodies may bring. Do we have a sense of how much of a draw might get on the endowment, so have an idea of what level of reserve.

Kim: Do not have those numbers yet. Boilers need to be replaced. 10 years old, normally 15-20 years, will hit in a few years.

Dan: Towns understood this when approved building project. Expenses like this are foreseeable. Need to balance. Information is incomplete. Seems dangerous to spend money on bathrooms before know if will have fields.

Jamie: Process: what is the deadline? (From last week). What was the Phase I recommendation?

Andrea: Cannot change scope of bid.

Dan: No recommendation. Comfortable with both bidders and prices, strongest opinion if at some point going to do bathrooms makes sense to do now.

Jamie: District office could not be funded as part of the building project, fortunate to have a gift. See the \$2.2 million worth doing, wish we could have found rental space elsewhere, would have been a good win for the district. Have visited many places.

Christina: Been on Phase I, comfortable with both bids. Need to move forward, great location. Sort of in the middle.

Al: Learned when served on Lanesborough Finance Committee how much things cost, a lot more than expect, sticker shock. House of \$200,000 house, every \$25,000 in operating cost increases is about a nickle.

Dan: \$2.3 million for Phase I, \$2.5 million for Phase II, \$2 million for endowment. Accept low bid for base plus induction but not bathroom.

Kim: If build big field need bathroom, if don't have .... Cannot go back, need to think about \$315,000. A necessity, cannot start a process and then go back and add. Either build or have port-a-potties.

Steve seconds.

Friendly amendment that the endowment is what remains, in case we don't have the numbers in our account we think, Dan accepts with the caveat of remembering these numbers were the basis of the proposal. Discussion on what to do about bathrooms, decide to take E&D and not use the capital gift for the approximately \$300,000. Add to the motion.

Jamie: are these motions for up to? If up to have more flexibility.

Dan: Will accept up to for amount left for endowment, not for amount for Phase II as otherwise could significantly cut.

Jamie: Came here with thoughts on Phase I as that was on agenda, Phase II catching me off-guard, understand reason behind it, giving me pause. Concerned not going to be responsive to political concerns about field project.

Steve: Finance committee said school needs to consider all expenses, I have concerns about Phase I but if part of a compromise dealing with all an support. Can we postpone vote till 14<sup>th</sup>?

Regina: For me, problematic if only approve one project if approve another.

Steve: Difference is now we have understanding of both costs.

Regina: But this is committing.

Steve: Suggest we postpone to the 14<sup>th</sup>.

Dan: Not making that assumption. Three parts to motion, don't have to agree to all parts to support, if cannot move forward on anything until have all information, matter of timing.

Jamie: This allocates \$2.5 million to fields, wasn't prepared based on agenda.

Al: Correcting some misperceptions on fields. People from Lanesborough in favor of fields, people against fields were against this building. Disregarded recreation committee.

Regina: question is tying ourselves to committing funds.

Al: Have to do something, support Dan and Steve's motion, let's vote and move forward. Would accept a 9 day cool off period.

Steve: Would love to wave magic wand and get all info, this fixes three needs. Happy to support something like this, if not let's wait.

Kim: If wait too long have issues with weather; will start accruing costs if wait another 9 days if really want to do, can we agree on this now and then discuss fields later?

Jamie: I get the points, willing to vote in favor so we can move forward.

Steve: Recall what Dan said before, skeptical about Phase I, but trust sub-committee.

Regina: Saying that as want support for Phase II, will support this as we need to move forward.

Motion: Accept second bidder, alternate two from E&D, \$2.5 million for Phase II, rest for endowment.

Dan: Based on the \$6.8 million.

Roll call vote: all in favor.

Dan: We have discussed the Finance Committee's concerns, feel no need to say more, have talked to the finance committee chair.

Motion to adjourn by Christina, seconded by Steve, passes unanimously at 1:46pm.

October 8, 2019

To the Members of the Mt. Greylock Regional School District Committee:

I am asking you tonight to take a stand on the eight polycyclic aromatic hydrocarbons (PAH) with carcinogenic properties present in rubber crumbs used as fill in artificial turf fields. (A list of these PAHs was provided at the last SC meeting.) Please vote and instruct your consultant to state in the bid documents that these substances cannot be used in rubber crumb fill for an artificial field at Mt. Greylock.

I informed you at the last meeting about a recent proposal to restrict the use of these eight PAHs in NEW artificial turf fields. This proposal was prepared by the Netherlands, specifically the Dutch National Institute for Public Health and the Environment, in response to a multi-year investigation by the European Chemicals Agency, a EU government agency working on behalf of 28 EU member states and 513 million people. After a lengthy review, scientific committees endorsed the restriction proposal on September 18, "to ensure that the cancer risk from PAH exposure remains at a low level for those coming into contact (inhalation and skin contact) with the granules and mulches."

If some of you feel that your vote on this subject is not necessary because there is one study for, another against, then I ask you to make a study available which documents that these eight PAHs are harmless – a document of the same scientific caliber as the 75 page one I sent you on September 26: thorough and well-researched, up-to-date, independent from industry interests, and reviewed by independent scientific committees.

Considering the health hazard for our students, I believe it is important that each School Committee member is on public record on the question: Is it okay to use these eight polycyclic aromatic hydrocarbons with carcinogenic properties in our athletic field, or is it not? I hope that you do not ignore my appeal to vote; inaction will speak for itself. This is not a problem your consultant can solve for you.

Thomas Bartels, Williamstown

## The eight PAHs are:

- benzo[a]pyrene (BaP);
- benzo[e]pyrene (BeP);
- benzo[a]anthracene (BaA);
- chrysen (CHR);
- benzo[b]fluoranthene (BbFA);
- benzo[j]fluoranthene (BjFA);
- benzo[k]fluoranthene (BkFA); and
- dibenzo[a,h]anthracene (DBAhA).



## Reimagining Family Engagement!

Thomas Anderson

Sonia Walmsley   Julie Mador   Erin Duarte   Orlanda Jackson

1

## District Goals



- 1 High Quality Instruction
- 2 Effective Student Support Systems
- 3 Strong Family/Community Relationship
- 4 Organizational Team Excellence
- 5 Public Confidence and Pride

2

## Historical & Social Context



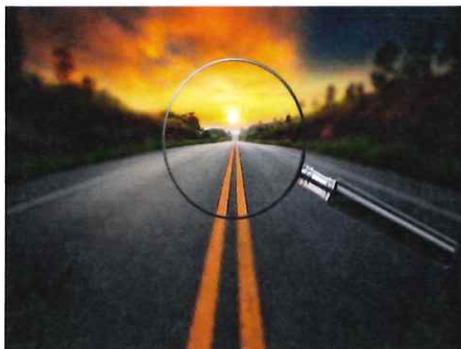
In order to authentically engage in meaningful school and community change, it is essential to understand the historical and social context of a community to identify entry points.

- ✓ Whaling City / Textile manufacturing
- ✓ Frederick Douglas
- ✓ 54th Mass. Infantry
- ✓ Black Panthers
- ✓ Highest earning US port

[www.destinationnewbedford.org/history](http://www.destinationnewbedford.org/history)

3

## Your Vision...



- ✓ Communication
- ✓ Inform the Central Office Administrators
- ✓ Authentic relationships
- ✓ Family Engagement & Parent Involvement

4

## The Magic!

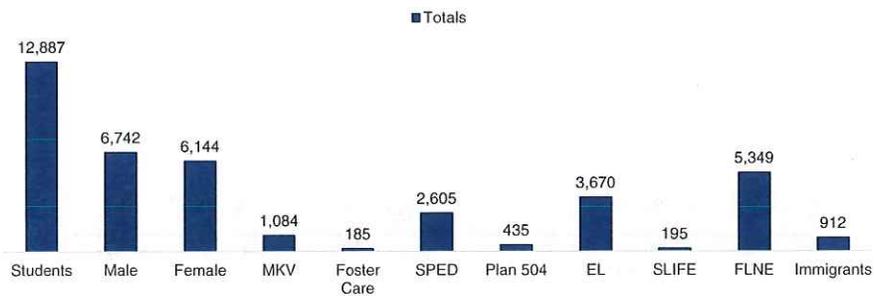
How do we get started?



- ✓ Human Capital
- ✓ Interdepartmental Collaboration
- ✓ KEY staff to do the work
- ✓ Alignment of Resources

5

## NBPS Population



6

## District Languages

- Albanian
- Arabic
- American Sign Language
- Bengali
- Bulgarian
- Cape Verdean Creole
- Chinese
- Creole (Haitian)
- Crioulo
- Dutch
- English
- French
- German
- Greek
- Gujarati
- Ibo
- Indian
- Khmer
- Mandarin Chinese
- Niger-Congo Count
- Other  
(K'iche/Quiche, Mam, Kaqchikel, Hawaiian)
- Pilipino
- Polish
- Portuguese
- Pushtu (Afganistan)
- Russian
- Somali
- Spanish
- Sranan Tongo
- Swahili
- Tagalog
- Thai
- Ukrainian
- Urdu
- Vietnamese
- Yoruba

7

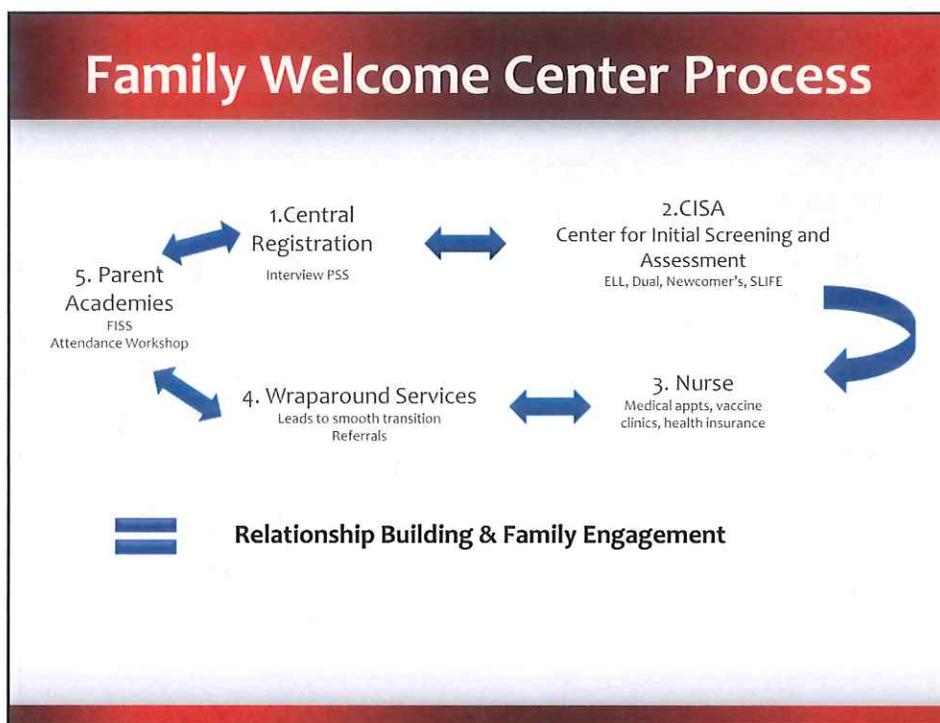
## 2014 - 2015

### Family Welcome Center

```

graph TD
    Registrar[Registrar] --- Nurse[Nurse]
    Registrar --- P1[Parent Support Specialist]
    Registrar --- P2[Parent Support Specialist]
    Registrar --- P3[Parent Support Specialist]
    Registrar --- AOSC[Additional Outside Contracted Support Staff]
  
```

8



9



10

## Role of the Parent Support Specialist




**How Do Parent Support Specialists Assist New Bedford Residents, in the Family Welcome Center?**

- Registration (PK to 12th grade)
- Provide services in 5 languages
- Change of address
- Language Assessments/PK & K Screenings
- Change of School Assignment Requests (COSA)
- Transportation assistance
- Public Notary Services
- School Choice Requests
- Caregiver Affidavits
- General information (Resources in the community)
- Continuing Adult Education information
- Wraparound Assessment
- MKV closet
- Referrals to Agencies  
(Gifts to Give, Candara Center, United Way, Northstar, etc)

- Work permits information
- Job search assistance
- Summer programs information
- Translation/Interpretation Services
- Report Cards
- Provide letters for DTA and other agencies
- Parent concerns
- Nurse assessment of medical needs/history
- Medical referrals to community agencies

- ✓ Language Capacity
- ✓ Data Collection
- ✓ Resources
- ✓ Best Interest Meetings: MKV- Foster Care
- ✓ Building Relationships
- ✓ School-Based Parent Support

11

## School + Family+ Community = Student Success



**Whaler's Attic**

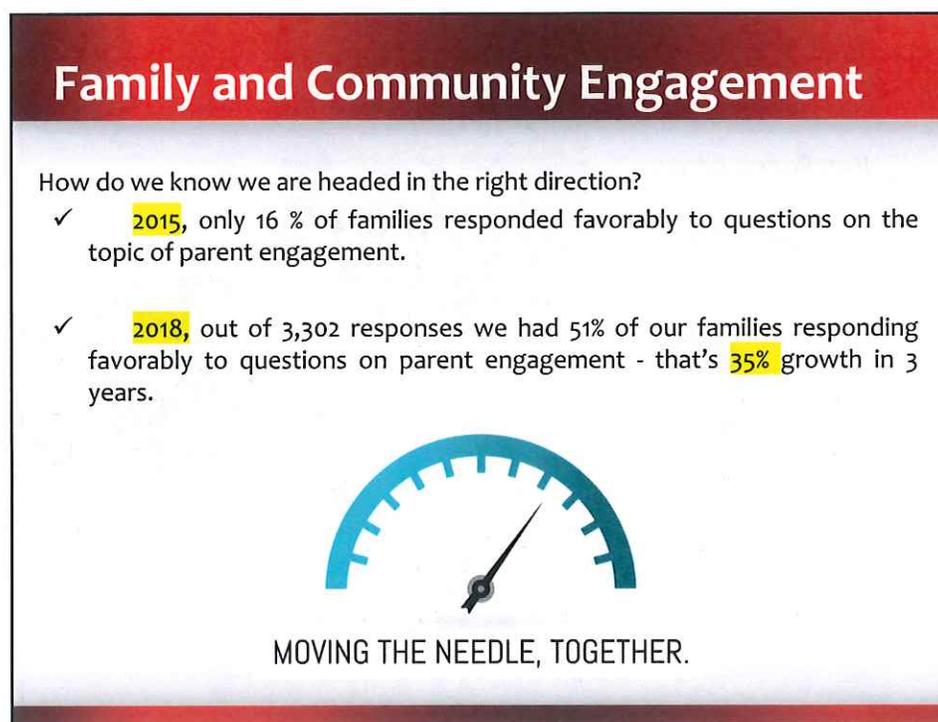
- ✓ Family Centers Scaled-up
- ✓ Training
- ✓ Navigating the school system
- ✓ Donations
  - ✓ Hygiene products
  - ✓ Backpacks with school supplies
  - ✓ Books
  - ✓ Clothing
- ✓ Community Partners
- ✓ Immunization Clinics



12



13



14

## Mission & Goals – Family Engagement Centers

New Bedford Public School’s Family Engagement Center’s **mission** is to empower families as we strengthen home, school, and community relationships to ensure student success.

Our **goal** is to empower families as partners in their children’s education and to provide a place where families can access resources to support their children’s success.

MISSION

A mission defines your purpose

VISION

A vision extends your mission to an ideal future state

15

## Family Engagement Team

**Key Focus Areas**

16

## Referral Form to Community Services & Needs



**Family Engagement Center - Referral Form**

**Of Referral:** Child/Youth Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

**Gender:** \_\_\_\_\_ Primary language of the family: \_\_\_\_\_

**Legal Guardian/Parent/Caregiver's Name:** \_\_\_\_\_ Relationship to Child/Youth: \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Cell Phone:** \_\_\_\_\_

**Parent Email:** \_\_\_\_\_ **Referral Name:** \_\_\_\_\_

**The Reason for Referral:** \_\_\_\_\_

Services Requested for Family	Family Assistance	Family Support Services
<input type="checkbox"/> Family Assistance	<input type="checkbox"/> Family Assistance	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Food Bank	<input type="checkbox"/> Department of Transitional Assistance	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Food Pantry	<input type="checkbox"/> Child Care	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Clothing	<input type="checkbox"/> Financial	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Furniture	<input type="checkbox"/> Transportation	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> CAC	<input type="checkbox"/> Family Assistance	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> CVA Assessment	<input type="checkbox"/> Health Insurance	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Special Education	<input type="checkbox"/> EDC	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Child Abuse	<input type="checkbox"/> Youth Related Issues Conference	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Substance Abuse Services	<input type="checkbox"/> Home #1-87
<input type="checkbox"/> Changing School System	<input type="checkbox"/> Family Support Ministry	<input type="checkbox"/> Home #1-87

**Availability of Services past of child past youth (optional):**

Planning, Education, Information, resources and/or groups

Early Intervention

Parent Support Groups

Community Resources

**Other Comments:** \_\_\_\_\_

**Other Services:** \_\_\_\_\_

**Referrals and Additional:** \_\_\_\_\_

**Family Engagement Center Use:** \_\_\_\_\_

The referring party has indicated to use the services for the referral. Referral to be completed by the staff and have a copy of the referral form on file. A copy of the referral form is provided to the Family Engagement Center. Referral to be completed by the staff and have a copy of the referral form on file. A copy of the referral form is provided to the Family Engagement Center. Referral to be completed by the staff and have a copy of the referral form on file. A copy of the referral form is provided to the Family Engagement Center.

Information

Educational Support

Family Fun

Referrals and Resources

Relationship Building

Computer Access

Home/Community Visits

Public Notary Services

17

## Family Engagement Centers

Welcome!

to New Bedford Public Schools

### Family Engagement Centers





Student Ambassadors

**Now Open at 9 locations:**

- Alfred P. Gomes Elementary School
- Hayden-McFadden Elementary School
- Irvin M. Jacobs Elementary School
- John A. Parker Elementary School
- Renaissance Community School
- Keith Middle School
- Normandin Middle School
- Roosevelt Middle School
- New Bedford High School

**Family Engagement Centers provide:**

- Referral Services
- Computer Access
- Parent Workshops
- Promote cooperative partnerships among parents, school and community



School + Family + Community = Student Success

18

## Family Institute for Student Success






**ELEMENTARY SCHOOL - LEVEL I**

LESSON TITLES

*"ELEMENTARY SCHOOL: THE ACADEMIC FOUNDATION"*

Lesson No. 1:	Establishing the Collaboration between Home, School, and Community
Lesson No. 2:	Fostering Self-Esteem and Academic Achievement
Lesson No. 3:	Relating Positive Discipline with Academic Achievement
Lesson No. 4:	Reviewing Common Core State Standards and Preparing for the Teacher Conference
Lesson No. 5:	Acquiring a Better Understanding of the School System
Lesson No. 6:	Becoming Familiar with College Requirements

©2019  
 Program Based on the National PIQE Model - www.piqe.org

- ✓ PIQE from CA
- ✓ School Staff training
- ✓ Facilitators & Recruiters training
- ✓ Families Recruitment: Personalized phone calls
- ✓ Curriculum
- ✓ 9-Week Program
- ✓ Behind the Scenes...

19

## FISS Launch : Gomes Elementary School



- ✓ 126 Parents attended
- ✓ Lesley University Trip
- ✓ Principal's Dialogue



20

## GRADUATION: Gomes Elementary School



On Thursday evening 55 parents graduated from the Family Institute for Student Success at Gomes Elementary. It was the first FISS graduation class in New Bedford and the state. (DANIELA/ THE FORWARD TRAIL / 2019)



### 'For the sake of your child'

Gomes School parents first in state to graduate from student success program

By Anne Edwards

NEW BEDFORD — More than 50 Gomes Elementary School parents graduated Thursday from the Family Institute for Student Success where over nine weeks they learned how to be an advocate for their child's education.

Through weekly one-on-one classes offered morning and night and in English, Spanish and Portuguese, parents learned about SAT's, grade point averages, financial aid and college decisions as well as children's self-esteem, discipline, motivation and communicating with schools.

Parents admitted they didn't quite know what they were getting into. In some ways, that was the point.

success that all of you would have would help us in thinking more strategically across the state, how do we better work and engage families as partners in their children's education," Berkick said. "And you certainly have shown us that that's possible and how to do it, and will serve as a model for other schools and other school districts across the state to be able to replicate what you accomplished here."

Gomes Principal Rilyn Gallant said parents focused on the goal of bettering themselves for the sake of their children and their education. "But in the end, the program has allowed us to come together, to learn together, to grow together and work together so we may become a model for the sake of your child," she said.

Although Superintendent Thomas Anderson couldn't attend the event, through a short video he addressed the

- ✓ Family Celebration
- ✓ 55 Parents Graduated
- ✓ Homeless, Foster, English Learners, etc.

21

## Testimonies: Gomes Families



"I never imagined that in this program I was going to learn many things which I did not know. Then I said to my daughter that's okay I'll go."

Oscar

"Now that I've taken this FISS course my mind set is wanting to plant that seed, so they have something to work towards."

Brittuhn



"Before I didn't think this way because I thought you were still too young, but now I think differently"

Marla

"I have the full knowledge and tools for your future successes. Together we will achieve your dream of being a good policeman for the care of the citizens!"

Wendy



fppt.com

22

## FISS 2019-2020 Hayden McFadden Elementary School



- ✓ 558 Phone calls
- ✓ Reminders: Flyers, phone calls, text messages, Class Dojo
- ✓ K'iche (Guatemalan dialect) interpreter

23

## 2019-2020 Hayden McFadden Elementary School

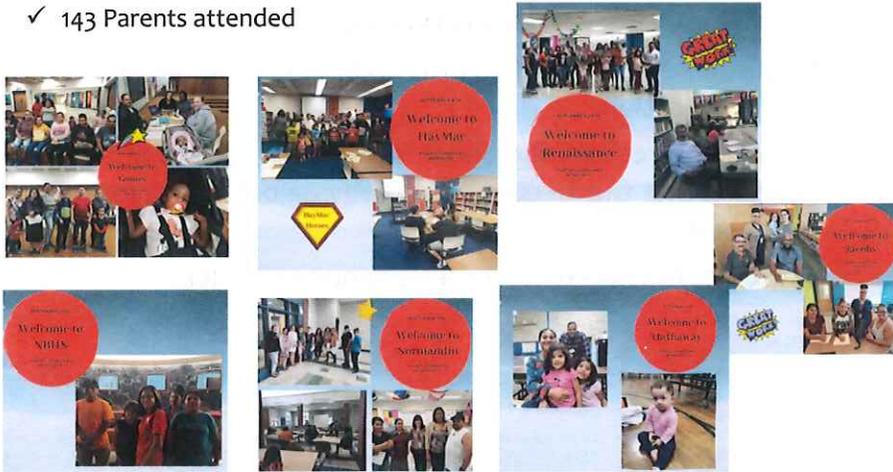


- ✓ Entertainment
- ✓ Sponsors
- ✓ Volunteers
- ✓ #FISS Heroes: Recruiters & Facilitators

24

## Family Engagement Supports District Accountability

- ✓ 10 Schools
- ✓ 143 Parents attended



25

## A Message from Jose...



26

## Now What?

### Equity & Diversity:

- ✓ Explore historical construct of racism and its impact on public education
- ✓ Partner with community leaders to begin the conversation of addressing the inequities and provide better outcomes for our families
- ✓ Empower families to become community leaders

27



**nbps** New Bedford  
Public Schools

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Website: [www.newbedfordschools.org](http://www.newbedfordschools.org)

28



# Mashpee Public Schools

Home of the Falcons

*Achieving Excellence*

Select a School 

District Home

Translate 



*Sign In*

- [Home](#)
- [District](#)
- [Departments](#)
- [School Committee](#)
- [Parents & Students](#)
- [Staff](#)
- [Community](#)
- [Contact Us](#)
- [Calendar](#)

## MFCE Program Objectives

- o Increase the affordability and accessibility of programs for children ages birth to 8 of all families with diverse cultural, linguistic and economic backgrounds through the use of a sliding fee scale. Preschool programs are free of charge for all four-year-olds entering Kindergarten the following year.
- o Enhance collaboration among community programs and services for children ages 3 to 8.
- o Provide early childhood programs and services that are high quality.
- o Conduct community outreach to ensure that families who may be hard to reach by traditional methods are offered opportunities to be enrolled in a program that meets their needs.
- o To foster the use of libraries and museums.



Tri-District  
October 1, 2015 Enrollment

Town Code	004	058	063	070	121	132	148	200	209	236	249	341	345	888	
LES	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	1	0	0	0	0	16	2	0	1	0	0	0	0	20
Grade KF	0	0	0	0	0	0	23	1	0	0	0	0	0	0	24
Grade 1	0	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Grade 2	0	1	0	0	0	0	30	2	0	0	0	0	0	0	33
Grade 3	1	0	0	0	0	0	23	1	0	3	0	1	0	0	29
Grade 4	0	1	0	0	1	0	25	3	0	5	0	0	0	0	35
Grade 5	0	0	0	0	0	0	20	1	0	0	0	0	0	0	21
Grade 6	1	1	0	0	0	0	22	2	0	4	0	0	0	0	30
<b>Total</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>176</b>	<b>12</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>209</b>

WES	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	0	0	0	0	28	0	0	28
Grade KF	0	0	0	0	0	0	0	0	3	1	0	60	0	0	64
Grade 1	0	0	0	0	0	0	0	0	5	0	0	56	0	0	61
Grade 2	0	0	1	0	0	0	0	0	1	0	0	52	0	0	54
Grade 3	0	0	0	0	0	0	0	0	6	0	0	48	0	1	55
Grade 4	1	0	0	0	0	0	0	0	3	0	0	70	0	0	74
Grade 5	0	1	0	0	0	0	0	0	3	0	0	56	1	0	61
Grade 6	0	0	0	0	0	0	1	1	4	0	0	50	0	0	56
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>25</b>	<b>1</b>	<b>0</b>	<b>420</b>	<b>1</b>	<b>1</b>	<b>453</b>

MGRSD	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade 7	1	1	1	0	8	0	33	2	6	1	0	54	1	0	108
Grade 8	1	0	0	0	3	0	25	4	0	4	0	56	0	0	93
Grade 9	0	1	2	0	5	0	24	4	2	2	0	48	1	1	90
Grade 10	0	1	2	0	2	0	26	2	6	6	0	41	0	1	87
Grade 11	0	1	1	1	2	1	30	3	4	2	1	44	1	2	93
Grade 12	0	0	0	0	2	0	15	1	7	5	0	47	1	0	78
Grade SP	0	0	0	0	0	0	1	0	0	0	0	4	0	0	5
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>154</b>	<b>16</b>	<b>25</b>	<b>20</b>	<b>1</b>	<b>294</b>	<b>4</b>	<b>4</b>	<b>554</b>

Tri-District	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
<b>Totals</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>331</b>	<b>29</b>	<b>50</b>	<b>34</b>	<b>1</b>	<b>715</b>	<b>5</b>	<b>5</b>	<b>1216</b>

Green = School Choice  
Blue = Tuition Student

Tri-District  
October 1, 2016 Enrollment

Town Code	004	058	063	070	121	132	148	200	209	236	249	341	345	888	
LES	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	15	0	0	1	0	0	0	0	16
Grade KF	0	0	0	0	0	0	26	3	0	0	0	0	0	0	29
Grade 1	0	0	0	0	0	0	19	1	0	0	0	0	0	0	20
Grade 2	0	0	0	0	0	0	20	1	0	0	0	0	0	0	21
Grade 3	1	1	0	0	0	0	29	2	0	0	0	0	0	0	33
Grade 4	0	2	0	0	0	0	27	1	0	3	0	1	0	0	34
Grade 5	0	1	0	0	0	0	24	2	0	5	0	0	0	0	32
Grade 6	0	0	0	0	0	0	21	1	0	0	0	0	0	0	22
<b>Total</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>181</b>	<b>11</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>207</b>

WES	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	0	0	0	0	29	0	0	29
Grade KF	1	0	0	0	0	0	0	1	2	0	0	43	0	0	47
Grade 1	0	0	0	0	0	0	0	0	3	1	0	70	0	0	74
Grade 2	0	0	0	0	0	0	0	0	4	0	0	56	0	0	60
Grade 3	0	0	2	0	0	0	1	0	1	0	0	50	0	0	54
Grade 4	1	0	0	0	0	0	0	0	8	0	0	46	0	1	56
Grade 5	2	0	0	0	0	0	0	0	4	0	0	66	0	0	72
Grade 6	0	1	2	0	0	0	0	0	2	0	0	53	1	0	59
<b>Total</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>1</b>	<b>0</b>	<b>413</b>	<b>1</b>	<b>1</b>	<b>451</b>

MGRSD	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade 7	2	1	0	0	5	0	22	4	4	3	0	49	0	0	90
Grade 8	1	1	0	0	9	0	33	2	2	1	0	54	1	0	104
Grade 9	1	0	1	0	5	0	20	4	1	4	0	52	0	2	90
Grade 10	0	1	2	0	6	0	27	4	3	5	0	51	1	1	101
Grade 11	0	1	2	0	1	0	25	3	4	6	0	42	0	1	85
Grade 12	0	1	1	1	2	1	28	3	4	4	1	46	1	2	95
Grade SP	0	0	0	0	0	0	1	0	0	0	0	3	0	0	4
<b>Total</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>28</b>	<b>1</b>	<b>156</b>	<b>20</b>	<b>18</b>	<b>23</b>	<b>1</b>	<b>297</b>	<b>3</b>	<b>6</b>	<b>569</b>

Tri-District	Adams	Cheshire	Clarksburg	Dalton	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
<b>Totals</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>28</b>	<b>1</b>	<b>338</b>	<b>32</b>	<b>42</b>	<b>33</b>	<b>1</b>	<b>711</b>	<b>4</b>	<b>7</b>	<b>1227</b>

Tri-District  
October 1, 2017 Enrollment

Town Code	004	058	063	070	098	121	132	148	200	209	236	249	341	345	888	
LES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	17	0	0	1	0	0	0	0	18
Grade KF	0	0	0	0	0	0	0	24	1	0	0	0	0	0	0	25
Grade 1	1	2	0	0	0	0	0	26	3	0	0	0	0	0	0	32
Grade 2	0	0	0	0	0	0	0	18	1	0	0	0	0	0	0	19
Grade 3	0	0	0	0	0	0	0	24	1	0	0	0	0	0	0	25
Grade 4	1	1	0	0	0	0	0	25	1	0	0	0	0	0	0	28
Grade 5	1	2	0	0	0	0	0	24	1	0	3	0	0	0	0	31
Grade 6	0	1	0	0	0	0	0	25	2	0	4	0	0	0	0	32
<b>Total</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>183</b>	<b>10</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>210</b>

WES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	0	0	0	0	0	32	0	0	32
Grade KF	0	0	0	0	0	0	0	0	0	4	0	0	52	0	0	56
Grade 1	1	2	0	0	0	0	0	0	1	3	0	0	51	0	0	58
Grade 2	0	0	0	0	0	0	0	1	0	3	0	0	68	0	0	72
Grade 3	0	0	0	0	0	0	0	0	0	3	0	0	55	0	0	58
Grade 4	0	0	1	0	0	0	0	1	0	3	0	0	51	0	0	56
Grade 5	0	0	0	0	0	0	0	0	0	6	0	0	45	0	1	52
Grade 6	2	0	0	0	0	0	0	0	0	4	0	0	68	0	0	74
<b>Total</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>422</b>	<b>0</b>	<b>1</b>	<b>458</b>

MGRSD	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade 7	1	2	2	0	1	6	0	23	1	1	2	0	54	1	0	94
Grade 8	2	1	0	0	0	5	0	23	4	3	3	0	49	0	0	90
Grade 9	1	1	2	0	0	3	0	31	1	2	3	0	48	1	1	94
Grade 10	2	0	1	0	0	4	0	20	4	2	2	0	46	0	1	82
Grade 11	0	1	2	0	0	5	0	22	4	2	4	0	51	1	1	93
Grade 12	0	1	2	0	0	1	1	23	2	5	8	0	38	0	1	82
Grade SP	0	0	0	0	0	0	0	1	0	0	0	0	4	0	0	5
<b>Total</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>24</b>	<b>1</b>	<b>143</b>	<b>16</b>	<b>15</b>	<b>22</b>	<b>0</b>	<b>290</b>	<b>3</b>	<b>4</b>	<b>540</b>

Tri-District	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
<b>Totals</b>	<b>12</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>24</b>	<b>1</b>	<b>328</b>	<b>27</b>	<b>41</b>	<b>30</b>	<b>0</b>	<b>712</b>	<b>3</b>	<b>5</b>	<b>1208</b>

District  
October 1, 2018 Enrollment

Town Code	004	058	063	070	098	121	132	148	200	209	236	249	341	345	888	
LES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	14	0	0	1	0	0	0	0	15
Grade KF	0	0	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Grade 1	0	0	0	0	0	0	0	23	1	0	0	0	0	0	0	24
Grade 2	1	3	0	0	0	0	0	27	3	0	0	0	0	0	0	34
Grade 3	0	0	0	0	0	0	0	17	2	0	1	0	0	0	0	20
Grade 4	0	0	0	0	0	0	0	24	1	0	0	0	0	0	0	25
Grade 5	0	2	0	0	0	0	0	27	1	1	0	0	0	0	0	31
Grade 6	1	2	0	0	0	0	0	25	1	0	2	0	0	0	0	31
<b>Total</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>186</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>209</b>

WES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	12
Grade KF	0	0	2	0	0	0	0	0	0	2	0	0	55	0	0	59
Grade 1	1	0	0	0	0	0	0	0	0	6	0	0	55	0	0	62
Grade 2	1	2	0	0	0	0	0	0	1	3	0	0	50	0	0	57
Grade 3	0	0	0	0	0	0	0	1	0	3	0	0	68	0	0	72
Grade 4	0	0	0	0	0	0	0	0	0	5	0	0	57	0	0	62
Grade 5	0	0	1	0	0	0	0	1	0	3	0	0	50	0	0	55
Grade 6	0	0	0	0	0	1	0	0	0	6	0	0	49	0	1	57
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>396</b>	<b>0</b>	<b>1</b>	<b>436</b>

MGRS	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade 7	2	1	0	0	0	6	0	31	4	4	3	0	72	0	0	123
Grade 8	0	2	2	0	1	7	0	24	1	0	2	0	50	1	0	90
Grade 9	1	1	0	0	0	4	0	21	3	3	2	0	44	0	0	79
Grade 10	1	1	2	0	0	3	0	28	1	3	1	0	46	1	1	88
Grade 11	2	0	1	0	0	4	0	20	4	2	2	0	48	0	1	84
Grade 12	0	1	2	0	0	5	0	20	4	1	3	0	49	1	1	87
Grade SP	0	0	0	0	0	0	0	1	0	0	0	0	4	0	0	5
<b>Total</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>145</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>0</b>	<b>313</b>	<b>3</b>	<b>3</b>	<b>556</b>

District	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
<b>Totals</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>30</b>	<b>0</b>	<b>333</b>	<b>27</b>	<b>42</b>	<b>17</b>	<b>0</b>	<b>709</b>	<b>3</b>	<b>4</b>	<b>1201</b>

Mount Greylock Regional School District

October 1, 2019 Enrollment

Town Code	004	058	063	070	098	121	132	148	200	209	236	249	341	345	888	
LES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Grade KF	0	1	0	0	0	0	0	25	0	0	2	0	0	0	0	28
Grade 1	0	0	0	0	0	0	0	27	0	0	0	0	0	0	0	27
Grade 2	0	0	0	0	0	0	0	23	1	0	0	0	0	0	0	24
Grade 3	1	2	0	0	0	0	0	27	4	0	0	0	0	0	0	34
Grade 4	0	0	0	0	0	0	0	19	2	0	1	0	0	0	0	22
Grade 5	0	0	0	0	0	0	0	25	1	0	0	0	0	0	0	26
Grade 6	0	1	0	0	0	0	0	22	1	0	0	0	0	0	0	24
<b>Total</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>182</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>199</b>

WES	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade PK	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	16
Grade KF	1	1	0	0	0	0	0	0	0	2	0	0	34	0	0	38
Grade 1	0	0	2	0	0	0	0	0	0	1	0	0	53	0	0	56
Grade 2	1	0	0	0	0	0	0	0	0	6	0	0	54	0	0	61
Grade 3	1	1	0	0	0	0	0	0	1	3	0	0	52	0	0	58
Grade 4	0	0	0	0	0	0	0	0	0	3	1	0	64	0	0	68
Grade 5	0	0	0	0	0	0	0	0	0	5	0	0	55	0	0	60
Grade 6	0	1	1	0	0	0	0	1	0	2	0	0	47	0	0	52
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>375</b>	<b>0</b>	<b>0</b>	<b>409</b>

MGRS	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
Grade 7	1	1	0	0	0	5	0	26	2	6	2	0	48	0	1	92
Grade 8	2	1	0	0	0	7	0	35	4	4	3	0	75	0	0	131
Grade 9	0	2	1	0	1	7	0	22	1	0	2	0	48	1	0	85
Grade 10	1	1	0	0	0	4	0	21	3	3	2	0	42	0	0	77
Grade 11	1	1	2	0	0	3	0	27	3	1	1	0	43	1	1	84
Grade 12	0	0	1	0	0	3	0	21	4	3	2	0	49	0	1	84
Grade SP	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	4
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>153</b>	<b>17</b>	<b>17</b>	<b>12</b>	<b>0</b>	<b>308</b>	<b>2</b>	<b>3</b>	<b>557</b>

District	Adams	Cheshire	Clarksburg	Dalton	Florida	Hancock	Hinsdale	Lanesborough	New Ashford	North Adams	Pittsfield	Richmond	Williamstown	Windsor	Vermont	Total
<b>Totals</b>	<b>9</b>	<b>13</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>336</b>	<b>27</b>	<b>39</b>	<b>16</b>	<b>0</b>	<b>683</b>	<b>2</b>	<b>3</b>	<b>1165</b>

Note: One 11th grade Clarksburg student is tuitioned in, not school choice

# Massachusetts College and Career Advising PROFESSIONAL DEVELOPMENT SERIES

## ABOUT THE SERIES

Three-day workshop series to be offered regionally during the 2019-2020 school year. Designed for small teams of high school staff led by counselors and including teachers and administrators. Teams will design and implement high quality college and career advising (CCA) in combination with a process for individual, student-driven academic and career planning called MyCAP (My Career and Academic Plan). Training is closely aligned with the MA Model 2.0.

**INTEGRATE THE THREE DOMAINS OF COLLEGE AND CAREER READINESS - PERSONAL/SOCIAL, ACADEMIC, AND CAREER DEVELOPMENT (Awareness, Exploration and Immersion) - TO ENSURE STUDENT SUCCESS IN HIGH SCHOOL, IN A POST-SECONDARY PATHWAY, AND IN LIFE.**



### WORKSHOP 1 – SEEING THE BIG PICTURE – FALL, 2019

- Explore the nature and promise of CCA and MyCAP
- Learn the design characteristics of effective college and career advising and MyCAP programs
- Review data tools to help with student analysis
- Map current college and career advising program and identify assets and gaps



### WORKSHOP 2 – GOING DEEP - ALL THE ELEMENTS – EARLY WINTER, 2020

- Review your mapping exercise and connect your activities with the College and Career Advising Framework
- Focus on a specific grade level and create a scope and sequence of lessons and activities for CCA and MyCAP
- Explore the capacity of your district/school's online college and career advising system
- Incorporate the three domains of college and career readiness with attention to career development, work-based learning experience and early college access



### WORKSHOP 3 – MAKING IT WORK – SPRING, 2020

- Create a plan for successful implementation of your CCA program
- Develop a range of communication materials to explain your new program's value to multiple stakeholders
- Learn how to evaluate the quality and impact of your program, and sustain it over time

## ORGANIZE YOUR TEAM

The workshops, as well as related webinars on key topics, are designed for a small team of 4 key staff members (ideally, a counselor or two, a teacher or two, and a school leader). Your team will learn about new ways of preparing students for their futures and will develop a program that fits the needs of your school and students.

## YOUR TEAM OF FOUR SHOULD CONSIST OF:

- ✓ At least one School Counselor
- ✓ A Principal or Assistant Principal
- ✓ At least one Educator\*

## INTERESTED?

Sign your school team up to receive more information!

Once signed-up, the school contact will receive program updates, including instructions for registering for the regional workshops.

Educators will be able to earn PDP's.

<http://sgiz.mobi/s3/2019-2020-MA-CCA-PD-Team-Sign-Up>



WORKSHOPS OFFERED BY DESE IN PARTNERSHIP WITH MASCA

## Program Overview

Minding Your Mind is a 501c3 not-for-profit organization with a mission of using education to reduce stigma and destructive behaviors associated with mental health issues while promoting help-seeking behavior among our youth.

Minding Your Mind offers an evidence-based, contact strategy through in-school and community-wide mental health education programs aimed at middle school, high school, and college-age students. Through our professionally-crafted presentations, students hear stories of hope and recovery from young adult speakers who successfully and productively cope with their mental health issues. Our educational programs move away from crisis-based response to prevention through education. Programs create a safe space for communication and aim to normalize the conversation around mental health.

### Our Goal

Our goal is to help reduce the incidence of substance abuse, self-harm, isolation, bullying, and suicide in teens and young adults. Suicide is now the second leading cause of death for teens and young adults aged 14 to 23. Suicide almost always is the result of an untreated or under-treated mental health condition. Stigma and shame are the greatest barriers to treatment. Our goal is to create a culture of openness and advocacy.

Since 2007, through our young adult speaker program, Minding Your Mind has reached hundreds of thousands of high school, middle school, and college-aged students, their teachers, families, and caregivers. The programs occur during school assemblies, health classes, and workshops. Issues addressed in these presentations range from mood disorders, suicide ideation, and eating disorders, to addictive behavior and bullying.

### Our Speakers

Our speakers all have received training to ensure that their presentations are delivered in a professional and knowledgeable fashion. These inspiring presentations provide students with a better understanding of the signs and symptoms of mental health disorders, emphasizing that they are common, treatable, and that help is available. In 2016-2017, Minding Your Mind completed over 1,285 presentations to schools and community organizations. Additionally, Minding Your Mind offers Suicide Prevention Education Programs for school faculty and staff, which qualify for state-mandated training. These presentations often take place during teacher in-service days, at conferences, or during parent nights. All programs are age appropriate and can be tailored to meet the needs of an individual school or community demographic.

All speaker bios, teacher testimonials, and school presentation lists can be viewed on our website [www.mindingyourmind.org](http://www.mindingyourmind.org). [To schedule a presentation, please click here](#) to complete the "Book a Speaker Form" or access it at [www.mindingyourmind.org](http://www.mindingyourmind.org) on the upper right hand corner of our Home page. Please contact our executive director, Trish Larsen, at [trish@mindingyourmind.org](mailto:trish@mindingyourmind.org) with any questions or comments.

## Breaking the Silence through Education

## Speaker Program

Minding Your Mind's primary objective is to provide mental health education to adolescents, teens, and young adults, as well as parents, teachers, and school administrators. Our goal is to break the silence, to reduce the stigma and destructive behaviors often associated with mental health issues, and to move away from crisis-based response to prevention through education.

### Learning Objectives

- Develop an understanding of the stigma associated with mental health issues among adolescents
- Identify risk and protective factors associated with mental health issues identified by our young adult speaker who experienced a mental health crisis
- Identify action steps to reduce the stigma associated with mental health issues in your school to better support your students

### Why it Matters

Our educational programs provide information regarding signs and symptoms of mental health issues and illnesses, in addition to stressing that they are treatable and help is available. It is essential that the proper information be brought to the attention of school educators, counselors, students, and their parents.

- One in four teens will experience a mental health issue, yet less than 20% will seek treatment.
- The age of onset of most mental health issues is typically during adolescence.
- Suicide is now the second leading cause of death of individuals between the ages of 14 to 23.
- Research has shown that over 90% of people that die from suicide have one or more psychiatric disorders at the time of their death.
- Mood disorders have been identified by the World Health Organization as the third leading cause of disability worldwide.

### How it is Effective

Our speakers - dynamic young adults who have struggled with mental health issues - visit schools and community organizations to share their stories and recovery. The presentations, which are free of charge to the school, occur during school assemblies, health classes, and workshops. Issues addressed in these presentations include: mood disorders, suicide ideation, eating disorders, addictive behavior, self-harm, and bullying.

Through our Speaker Program, Minding Your Mind has reached hundreds of thousands of college, high school, and middle school students. Our speakers all have received training to ensure that their presentations are delivered in a professional and knowledgeable fashion. Inspiring sessions with our speakers provide students with a better understanding of the signs and symptoms of mental disorders, emphasizing that they are treatable and that help is available.

In addition to our student presentations, our program includes an evening platform that provides an opportunity for parents, teachers, and other school personnel to meet and listen to the same speaker that the students heard earlier in the day. To assist with questions of a more clinical nature, mental health professionals are present at the evening sessions.

### Community Response

Minding Your Mind's Speaker Program has received laudatory responses from area schools and organizations, and our speakers are routinely invited back to speak at the same school on multiple occasions. During the 2016-2017 school year, we completed 1,285 presentations.

[Click here to visit our website and view biographies for each of our speakers, program descriptions, and testimonials.](#)

## “Just Talk About It”

This interactive presentation is an introduction to mental health, which is designed to train both adults and youth on how to recognize the warning signs of stress, anxiety, depression, and crisis. **Just Talk About It** will educate adolescents and the adults who support them to look beyond stigma and notice warning signs in themselves and their peers. Participants will discuss ways to assist others to cultivate positive coping skills and the ability to ask for help. The primary goal of the awareness process is to increase the knowledge about anxiety, depression, and suicide while increasing the number of times a student self-reports and engages in help-seeking behavior.

### Learning Objectives

- Develop an understanding of adolescent brain development and the impact of prolonged elevated stress levels on brain chemistry
- Identify signs and symptoms of common mental health disorders among adolescents including depression and anxiety
- Identify signs and symptoms of social thoughts and behaviors

### Why it Matters

The age of onset of most psychiatric disorders is typically during adolescence. Research studies have demonstrated that one in four teens will experience a mental health issue this year, but fewer than 20% of those will seek help. The number one reasons cited for not seeking help are shame and stigma. Untreated mental health issues often lead to destructive behaviors, including self-harm, eating disorders, substance misuse, and suicide ideation. Suicide is the second leading cause of death of individuals between the ages of 14 to 23, and the sixth leading cause of death for children 5 to 14 years old. It is thought that at least 25 attempts are made for every completed teen suicide. Suicide ideation is treatable when the warning signs and symptoms are recognized and addressed.

### How it is Effective

The primary goal of the awareness process is to increase the knowledge about anxiety, depression, and suicide while increasing the number of times a student self-reports and engages in help-seeking behavior. **At the completion of the program, individuals are able to identify the following:**

- stigma regarding mental health
- the most common causes and effects of stress and anxiety
- negative and positive coping skills
- the symptoms of depression
- what is considered a crisis
- the warning signs most often associated with self-harm and suicide
- how to help a student and/or friend who is experiencing a mental health issue or crisis

In addition to being an inclusive introduction to a variety of mental health issues, this presentation can be customized to address a specific need or topic. While every **Just Talk About It** includes information on these subjects, additional time can be dedicated for an in-depth focus on a particular area:

- Negative Coping
- Self-injury
- Eating Disorders
- Substance Use
- Bullying
- Social Media
- Effects of Childhood Trauma
- Positive Coping/Resilience

All Minding Your Mind speakers and select facilitators are certified to present this program.

### Suggested Donation: \$500

[To book a "Just Talk About It" Presentation, click here.](#)

## QPR Training

QPR stands for Question, Persuade, and Refer - the three simple steps that anyone can learn to help save a life from suicide. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. QPR Training reinforces that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.

### Learning Objectives

- Identify the warning signs of suicide
- Identify risk and protective factors for suicide
- Identify how to help someone in a mental health crisis

### Why it Matters

**QPR is sometimes referred to as CPR for a Mental Health Crisis.** QPR is an emergency mental health intervention for suicidal persons. The intent is to identify and interrupt the crisis and direct that person to the proper care. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Participating in QPR Training is saying "Yes" to saving the life of a student, friend, colleague, sibling, or neighbor.

With QPR, the following **Chain of Survival** elements must be in place:

**Early Recognition of Suicide:** The sooner warning signs are detected and help sought, the better the outcome of a suicidal crisis will be.

**Early QPR:** Asking someone about the presence of suicidal thoughts and feelings opens up a conversation that may lead to a referral for help.

**Early intervention and referral:** Referral to local resources or calling 1-800-SUICIDE for evaluation and possible referral is critical.

**Early Advanced Life Support:** As with any illness, early detection and treatment results in better outcomes.

### How it is Effective

After completion of QPR Training, participants will gain the following knowledge:

- How to get help for yourself or learn more about preventing suicide
- The common causes of suicidal behavior
- The warning signs of suicide
- How to Question, Persuade, and Refer someone who may be suicidal
- How to get help for someone in crisis

QPR meets the requirements for listing in the National Registry of Evidence-based Practices and Policies (NREPP), and has been approved by the Best Practices National Registry, Section III: Adherence to Standards, which is required training by many states.

**Suggested Donation: \$500**

[To book a QPR Presentation, click here.](#)

# Mental Health Education & Suicide Prevention Training



# MINDING YOUR MiND

Minding Your Mind is a prevention-focused mental health education foundation with programs designed to end the stigma and destructive behaviors associated with mental health challenges, encourage youth to get help, and ensure that those around them are equipped to provide support.

Minding Your Mind programs can be presented at school assemblies, health classes, at parent nights, in the work place and in the community.



Come See  
Our Table!

Booking  
Now!

## Contact

Michelle Drolsbaugh, LMFT  
New England Regional Director  
michelle@mindingyourmind.org  
www.mindingyourmind.org



## Core Programs

### Young Adult Speaker Program

Students hear stories of hope and recovery from young adult speakers who successfully and productively cope with their own mental health challenges. Participants learn about stigma and how to ask for help for themselves or a friend.

### Just Talk About It

For adult audiences, a clinician and young adult speaker provide an engaging and educational presentation about mental health with guidance about how to identify a mental health concern and how parents/caregivers can respond. This workshop is available in Spanish.

### QPR: Gatekeeper Training for Suicide Prevention

A NREPP-listed suicide prevention training that teaches adults to specifically identify and take action when encountering someone in crisis. QPR stands for Question, Persuade, and Refer, and the objective is to reduce suicidal behaviors and save lives by providing innovative, practical, and proven suicide prevention training.

### Social Emotional Learning and Mindfulness

Participants learn how to support the development of social emotional and/or mindfulness skills to decrease stress and anxiety and improve behavior, attention, and well-being while creating a calmer and more compassionate school, home, and community environment.

## Additional Programs

### The Secret Lives of Teens and Tweens

A high-energy presentation for adults that actively focuses on what teens are really thinking, what they fear, why they do not share more, and how adults can effectively support the teens in their lives.



## KYLECARES

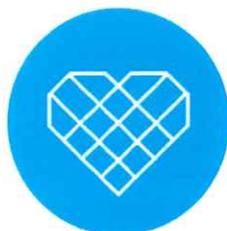
The Kyle Johnson Foundation

KyleCares is a 501(c)3 non-profit organization dedicated to promoting open and honest communication about the mental health challenges teens and young adults face in today's society. Our goal is to financially assist high schools and colleges with the implementation of mental health awareness and suicide prevention programs to better support their students. We will assist schools directly or indirectly by establishing strategic partnerships with leading experts in this field. KyleCares financially supports schools to bring in Minding Your Mind programming.

To learn more about KyleCares visit [www.kylecaresinc.org](http://www.kylecaresinc.org)  
Contact [info@kylecaresinc.org](mailto:info@kylecaresinc.org)



Improve Social/Emotional learning in your schools. Here are three useful tools to empower students to recognize and participate in healthy relationships, to recognize signs of teen dating/break up violence, and to prevent it.



**1. First, in collaboration with One Love Foundation, we are promoting their Escalation and That's Not Love Workshops**

Contact [claire.giampetroni@joinonelove.org](mailto:claire.giampetroni@joinonelove.org)



**2. The second and new tool is the Loved to Death Workshop focused on the CBS documentary about break up violence and Lauren Dunne Astley.**

Contact <https://laurendunneastleymemorialfund.org>

See Resources tab.



**3. The third tool is Neela and Chris: Broken Love Comic and discussion guide.**

Contact <https://teenhealthcomics.org>

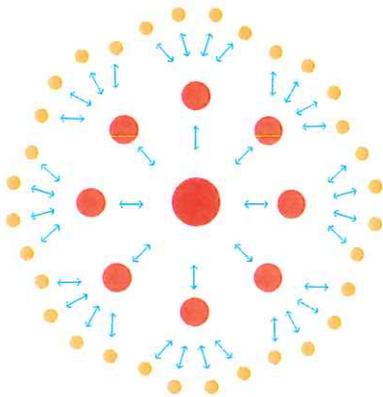
Please stop by our table

Wed.- 4:00-6:30 pm, Th.- 7:30-11:30 am, Fri. - 7:30-noon



SEL4MA is a grassroots organization founded in 2012 that empowers local organizers to influence their communities to implement high quality social and emotional learning (SEL). SEL4MA works to maximize the impact of its members in raising public awareness of the benefits of SEL, promoting effective SEL implementation, and advancing policies and funding to sustain and spread the use of high-quality SEL.

## ***Building the Grassroots Groundswell for SEL***



Awareness of SEL and its positive impact has grown dramatically in recent years, in Massachusetts and across the nation. Yet education policy and programming are largely decided at the local level. To enable systematic, high-quality SEL implementation across the Commonwealth, we must build a network to influence and support education policymakers and leaders in communities statewide.



### **Promote**

**Building community and statewide awareness for SEL and its impact**



### **Connect**

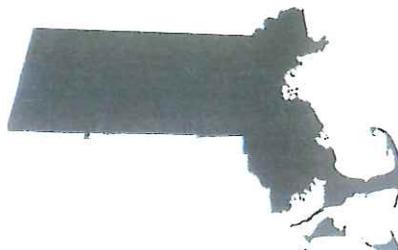
**Connecting local SEL stakeholders to learn and share best practices**



### **Advocate**

**Advocating for state and local policies and funding to support SEL**

*Engaging communities across the Commonwealth*



**Learn More & Join Us!**

[sel4ma.org](http://sel4ma.org)

[info@sel4ma.org](mailto:info@sel4ma.org)

# SAFE ROUTES TO SCHOOL TOOLKIT

 MASSACHUSETTS  
**Safe Routes to School**  
[MASS.GOV/SAFE-ROUTES-TO-SCHOOL](http://MASS.GOV/SAFE-ROUTES-TO-SCHOOL)

**massDOT**  
Massachusetts Department of Transportation

# Table of Contents

- INTRODUCTION ..... 3
- EQUITY ..... 4
- EDUCATION ..... 5
- ENCOURAGEMENT..... 7
- EVALUATION..... 9
- ENFORCEMENT ..... 11
- ENGINEERING..... 12
- APPENDIX ..... 14



# What is Massachusetts Safe Routes to School?

*The Massachusetts Safe Routes to School (SRTS) Program is a federally funded initiative of the Massachusetts Department of Transportation (MassDOT) that encourages elementary and middle school students to safely walk and bike to/from school. The Program provides a variety of free services to all interested public and charter schools via designated outreach coordinators who work with the school administration, key stakeholders, and organizations within each partner community. SRTS outreach coordinators provide technical assistance with events including but not limited to pedestrian and bike safety trainings, bike rodeos, arrival/dismissal observations, and walk assessments. Furthermore, the SRTS Program offers marketing and promotional materials to school partners.*

## Partner Levels

Partner schools can measure the growth and sustainability of their local SRTS programs through Basic, Bronze, Silver, and Gold level achievements.\*

- Partner schools earn points by completing various tasks in a school year
- Each task is assigned a point value
- The cumulative score at the end of the school year determines partner level

## Alliance Partnership

Community organizations that wish to support local and/or statewide SRTS efforts may formally collaborate with the SRTS Program through an Alliance Partnership.\*

- No cost to join the Alliance Partnership
- Unique opportunity to provide resources or services that help schools and communities to encourage and enable more students to walk, bike, and roll to school safely
- Eligible for recognition at the annual SRTS Awards Ceremony

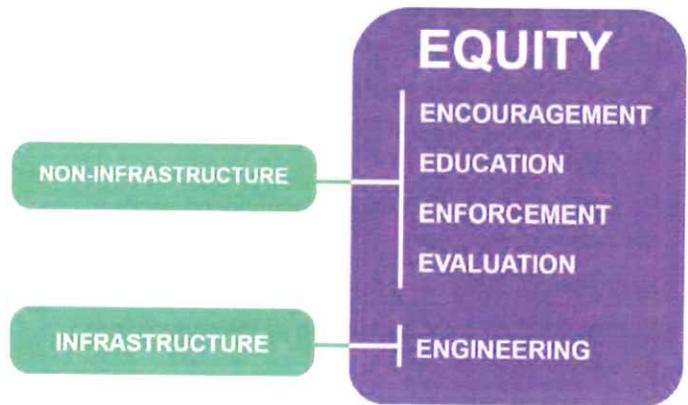
\*The School Partner Enrollment Form, Partner Profile Levels Form, and the Alliance Partnership Form are included in the Appendix.





## EQUITY

Equity is built into every aspect of the SRTS Program and fosters inclusion of all members of the school community by distributing SRTS resources fairly. All E's work together and with some overlap for a comprehensive and systemic approach to creating a sustainable cultural shift.



## The Six E's

Because the Commonwealth is comprised of a variety of regions, SRTS services are thoughtfully customized to fit the needs of each partner school, its student population, and the local neighborhood. In an ongoing quest for greater inclusivity, the SRTS Program strives to implement a collaborative, community-focused approach that bridges the gap between health and transportation. The six E's of the SRTS Program serve to guide these statewide efforts.





## EDUCATION

*Education offers the tools students need to be smart, safe pedestrians and bicyclists through a combination of training sessions, school assemblies, and workshops.*

### Bike Safety Education

#### Bike Rodeo

#### Recommended age group(s): 3rd-7th grades

A fun way to teach the rules of the road via a “simulated neighborhood environment” course that features information stations for skills practice.

#### Bike Safety Training

#### Recommended age group(s): 4th- 8th grades

SRTS outreach coordinators teach bike safety at partner schools through classroom sessions and school assemblies. These trainings explain:

- The rules of the road
- Why and how to properly wear a helmet
- Best clothing (“bright & tight”)
- Simple bicycle maintenance
- Benefits of biking

#### Train the Trainer Workshops

#### Recommended age group(s): Adult

A sample performance run-through is used to show interested faculty members how to lead bike safety education lessons.

### Pedestrian Safety Education

Pedestrian Safety Training is an interactive way to practice safe walking in half hour sessions led by trained instructors/ volunteers— usually parents and school staff— who demonstrate sidewalk safety, crosswalk safety, and parking lot safety. SRTS offers two models:

#### Student Mentor Model

#### Recommended age group(s): At least 4th grade

Older, mature, and responsible students are trained to lead a pedestrian safety session at an adult-supervised location on the school campus. In order to become mentors, students must demonstrate solid understanding of:

- Entire safety training session process
- All discussed pedestrian safety skills

#### Adult Mentor Model

#### Recommended age group(s): Adults, particularly parents, guardians, and school staff

Adults are trained via sample performance run-through to lead pedestrian safety sessions at their schools and in their communities.

Hosting pedestrian safety training at school benefits everyone!

- All students learn how to act when they encounter similar scenarios in the real world
- Younger students develop participation skills
- Older students build leadership skills
- Parents/guardians are inspired to become involved



#### EQUITY

- Involve special education professionals to help your school plan fun, inclusive events for all students, including those with mobility impairments and developmental disabilities.
- Include students of all ability levels in SRTS trainings. This may mean modifying events or establishing park and walk locations for various walk and bike days/events.



## Instructional Resources

### Middle School Lesson Plans

**Recommended age group(s): 6th grade**

A total of six lesson plans— two English, two Math, and two Social Studies— that meet the Massachusetts Curriculum Framework and highlight active transportation as a safe, viable, and fun way for students to travel to school.

- **English Lessons:** Look at persuasive and expository writing styles and explore the difference between plot and theme
- **Math Lessons:** Focus on gear ratios and the formulations of mathematical expressions
- **Social Studies Lessons:** Compare the U.S. and European school transportation scenarios along with corresponding health outcomes

### Pedestrian Safety Curriculum

**Recommended age group(s): 2nd grade**

Three consecutive lessons designed for use by health and physical education teachers to develop students' pedestrian safety skills.

- Lessons one and two focus on safe walking and street-crossing strategies
- Lesson three features an outdoor practice session

### Stepping Out to Summer Workshops

**Recommended age group(s): Kindergarten-8th grades**

These summer activities maintain SRTS momentum during summer vacation months. Age-appropriate trivia, pedestrian safety training, and bike safety training events engage and educate students on the health and environmental benefits of active transportation.

### Middle School Resource Guide

**Recommended age group(s): 6th-8th grades**

Provides resources and opportunities for middle school students to get excited about safe walking and biking activities through increasing their individual knowledge and practice of safe transportation behaviors.

*More information is available on the MA SRTS website. Contact your outreach coordinator to request trainings, workshops, toolkits, or lesson plans.*





## ENCOURAGEMENT

*Encouragement builds student excitement about active transportation through safe walk, bike, and roll days as well as in-school activities. Planning school and community events is essential to involving both students and adults in the SRTS Program.*

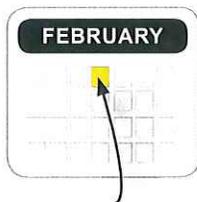
## Annual Flagship Events

The Massachusetts SRTS Program hosts three flagships events each school year:

- International Walk to School Day on the first Wednesday of October
- Winter Walk to School Day on the first Wednesday of February
- Massachusetts Walk, Bike, and Roll to School Day on the first Wednesday of May



**International Walk to School Day**



**Winter Walk to School Day**



**Massachusetts Walk, Bike, and Roll to School Day**

Participating in these events is a great way to get students excited about active transportation.

## Ongoing Events

In addition to flagship days, schools can create their own events or activities to get students moving:

**Bicycle Train:** Adult-supervised bike ride on a predetermined route to and/or from school.

- Hands-on way for students to hone bike safety skills
- Schools can designate formal drop-off/pick-up sites to involve students who live farther away
- Customizable schedule (daily, weekly, monthly)



**Clever marketing can inspire event sustainability (e.g. Walking Wednesdays, Footloose Fridays)**

**Park and Walk:** Students and adult volunteers park at an off-campus location and walk, bike, or roll the remaining distance to school. Meeting location should include a spacious parking lot to allow participants to park their vehicles while safely forming walking group(s), bike train(s), etc.

- Inclusive option for students with mobility impairments
- May reduce traffic congestion near the school
- Customizable schedule (daily, weekly, monthly)

**Walking School Bus:** Adult-supervised walk on a predetermined route to and/or from school. Routes can originate in a specific neighborhood, park, parking lot, etc.

- Fun way to practice safe pedestrian skills
- Customizable schedule (daily, weekly, monthly)

## Additional In-School Activities: Merging Physical Fitness with Academics

**Walk Across America/Walk Across Massachusetts:** Maps of the USA or Massachusetts, provided by SRTS to partner schools upon request, allow students to chart out their daily walked miles to see how far they travel over time.

**Walk at School:** Teacher-led classes around the school campus (indoor or outdoor) to promote active transportation.

**Yard Sign Design Contest:** Held every March, this contest empowers students to tap into their creativity in an effort to actively promote safe roads for cyclists and pedestrians throughout the Commonwealth. Winning designs are made into sandwich board signs for outdoor display around schools, delivered by SRTS upon request while supplies last.



### EQUITY

- Promote your events and encouragement programs schoolwide. Include information in multiple languages, as applicable to your school community.
- Not all families can access the Internet regularly. Communicate online, via paper, and in-person.



## Adult Activities: Lifelong Learning

**Forums:** SRTS hosts free half-day learning sessions twice each year for members of the SRTS community to discuss relevant topics, receive resource updates, and connect with other SRTS communities. Participants leave with new information and tools for starting, maintaining, and improving local SRTS programs.

**National Course:** Annual introductory workshop hosted by SRTS at a specific school that aims to educate about building community ownership in local SRTS programs. Each workshop provides an interactive experience for attendees to assess conditions around the school, identify barriers to walking and biking, and brainstorm potential solutions.

**Webinars:** At least once per year, SRTS hosts webinars on various SRTS topics. Each webinar is geared toward adults who are who are involved in their local SRTS efforts.

**SRTS Task Force Formation:** SRTS offers assistance with the formation of a community SRTS task forces, specifically in terms of bringing together representatives from schools, parent teacher organizations, law enforcement, public works, health department, local planning, and others to strategize and implement sustainable, community-based SRTS programs.





*Evaluation helps guide SRTS strategy and allocation of resources.*

## EVALUATION

### Surveys

**Parent Travel Survey:** Helps to gauge how and where students travel to/from school via three minute online or paper format (available in nine languages) completed by parents/guardians. Results show:

- Average distance students travel to/from school
- Number of students living within walking or biking distance of the school
- Estimated annual Greenhouse Gas Emissions released by single occupancy vehicles used to drive students to/from school

**Schools that achieve a parent travel survey response rate of 50 percent or higher will receive an incentive.**

**Student Travel Tally:** Gathers information directly from students about how they travel to/from school over the course of three days. Results help to measure success of the local SRTS efforts.

### Assessments/Observations

**Walkability and Bikeability Assessment:** Examine the outdoor surroundings of a school to identify or study the route(s) that students walk to/from school. During an SRTS-led assessment, participants:

- Observe and document safety and accessibility issues
- Note how drivers, pedestrians, and bicyclists interact with one another and the built environment
- Experience pedestrian and biking conditions firsthand
- Share perspectives on current situation
- Build consensus about next steps

**Arrival/Dismissal Observation:** Look at a school's immediate environment and surroundings during arrival and dismissal. This is a critical data collection step toward gaining a clear overview of student, parent/guardian, and staff behavior during an often hazardous time. During an SRTS-led observation, the following is reviewed:

- Overview of current school conditions
- Travel mode split
- Crossing guard utilization
- Rule violation and adherence to arrival/dismissal policies
- Identification of high conflict areas

*All final results are presented via a formal SRTS assessment or observation report.*





## Walkshed Maps

SRTS creates two versions of walkshed maps for schools:

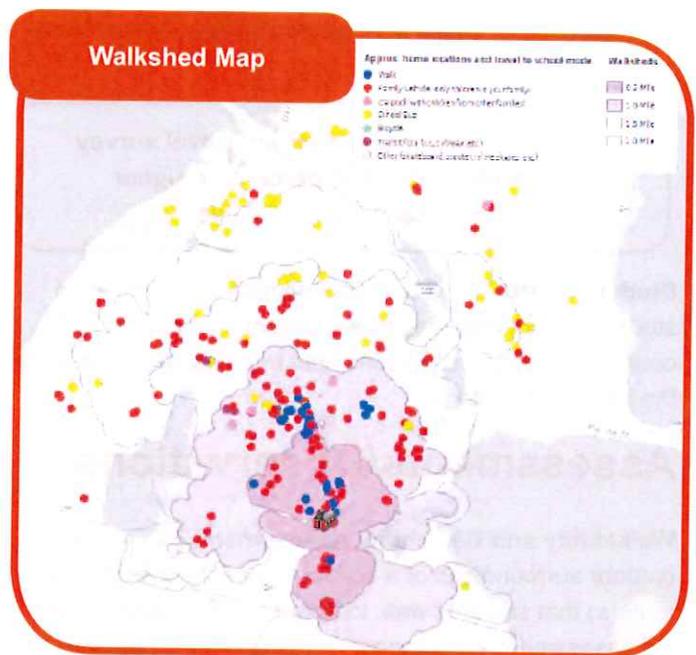
- Based on the Parent Travel Survey results, a walkshed map is featured in the last page of the corresponding survey report
- A walkshed map can be requested without a survey if an anonymous (no names) student address and zip code spreadsheet is submitted to SRTS. This is often a quick, useful first step in selecting potential walking or biking route(s) prior to a walkability or bikeability assessment.

**Data from these maps can help focus local SRTS efforts.**



### EQUITY

- Reach out to key stakeholders to help spark change in the school community.
- Utilize SRTS evaluations methods regularly to help focus your SRTS efforts.





## ENFORCEMENT

*Enforcement strengthens collaborations with local police departments, safety officers, and school crossing guards who, in turn, elevate the focus on student safety and develop walking and biking solutions.*

### Law Enforcement Agencies

Local law enforcement agencies can help maintain SRTS programs in many ways, including:

- Enforcing speed limits and yielding to pedestrians
- Encouraging use of crosswalks
- Limiting vehicle idling
- Providing daily or periodic police presence during school hours
- Educating the community about rules of the road, traffic violations, pedestrian rights, and school zones

**Traffic Officers** are assigned to a specific part of a city/ town, have knowledge of traffic patterns, traffic problem areas, and neighborhood crime. They are authorized to direct traffic.

**Community Policing Officers** are familiar with the local neighborhood and the needs and issues of its residents. They do not specialize in law enforcement, but can help with morning arrival and afternoon dismissal processes.

**School Resource Officers** are assigned to schools to help with specialized concerns such as bullying, safety, and security. They can offer solutions to traffic problems on or near the campus.

**Crossing Guards** are trained to control traffic so students can walk or bike to school safely.

**Bicycle Patrol Officers** provide high visibility and proactive community policing presence.

### School Transportation Policy

Schools can implement a transportation policy to decrease student drop-off by single occupancy vehicle. Such a policy helps to reduce emissions around the school while also creating a safer walking and biking environment. SRTS outreach coordinators can assist your school or school district in developing a transportation policy.

### Resources

**SRTS Crossing Guard Training Guide and Video** provide recommendations and trainings for crossing guard safety. Materials can be adopted in full as a stand-alone training model or as a supplement to existing trainings. Both the guide and video are available on the MA SRTS website.

**Policy** guidance is available directly from the MA SRTS Program..



#### EQUITY

- Consult the Massachusetts Complete Streets website for strategies to improve accessibility for all modes.
- Review Americans with Disabilities Act (ADA) for strategies to improve accessibility for all modes.



*Engineering facilitates bicycle and pedestrian infrastructure improvements to allow more students to walk, bike, or roll to school.*

## ENGINEERING

Assessments of existing infrastructure and barriers to safe walking and biking may increase support for new or improved infrastructure.

### Infrastructure Improvements

The following infrastructure improvements are listed in the Federal Highway Administration (FHWA)'s SRTS Program Legislation and Program Guidance documents as eligible for SRTS funding. There may be other eligible infrastructure projects that are not listed here.

**Sidewalk improvements:** New sidewalks, sidewalk widening, sidewalk gap closures, sidewalk repairs, sidewalk buffer zones, curbs, gutters, curb ramps, and American with Disabilities (ADA) improvements.

**Traffic calming and speed reduction improvements:** Roundabouts, bulb-outs, speed humps, raised crossings, raised intersections, median refuges, narrowed traffic lanes, lane reductions, full- or half-street closures, automated speed enforcement, variable speed limits, and signal timing.

**Pedestrian and bicycle crossing improvements:** Crossings, median refuges, raised crossings, raised intersections, traffic control devices, new or upgraded traffic signals, pavement markings, traffic stripes, crossing lights, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian countdown signals, feedback signs, dynamic speed signs, pedestrian activated signal upgrades, and sight distance improvements.

**On-street bicycle facilities:** New or upgraded bicycle lanes, widened outside lanes or roadway shoulders or advisory bike lanes, bike boulevards, geometric improvements, turning lanes, channelization and roadway realignment, traffic signs, and pavement markings.

**Off-street bicycle and pedestrian facilities:**

Separated/protected multi-use bicycle and pedestrian trails and pathways.

**Secure bicycle parking facilities:** Bicycle parking racks, bicycle lockers, designated areas with safety, lighting, and covered bicycle shelters.

**Traffic diversion improvements:** Separation of pedestrians and bicycles from vehicular traffic adjacent to school zones or designated routes to a school.

**SRTS Infrastructure Application Program:** The Massachusetts SRTS Program provides a competitive funding program for eligible infrastructure projects. Projects must be within two miles of a school in the public right-of-way or along publicly-accessible bikeways and pedestrian pathways and trails. Schools and communities that participate in the SRTS Program may pursue funding when available. As of 2019, a total of 28 projects have been completed and more are scheduled. Resources and information about applying for SRTS Infrastructure funding are available in the Engineering section of the SRTS website.

**SRTS Signs and Lines Program:** The Signs and Lines Program was piloted during the 2018-2019 school year in one community and we anticipate launching it formally during the 2019-2020 school year. This Program provides up to \$6,000 to selected municipalities for low-cost



infrastructure projects around public elementary or middle schools, with projects to be completed within the specified year. Eligible costs may include:

- Engineering design
- Purchase and installation of new M.U.T.C.D. signage
- Installation of new pavement markings
- Eradication of existing signage and pavement markings
- Other low-cost improvements as approved by MassDOT

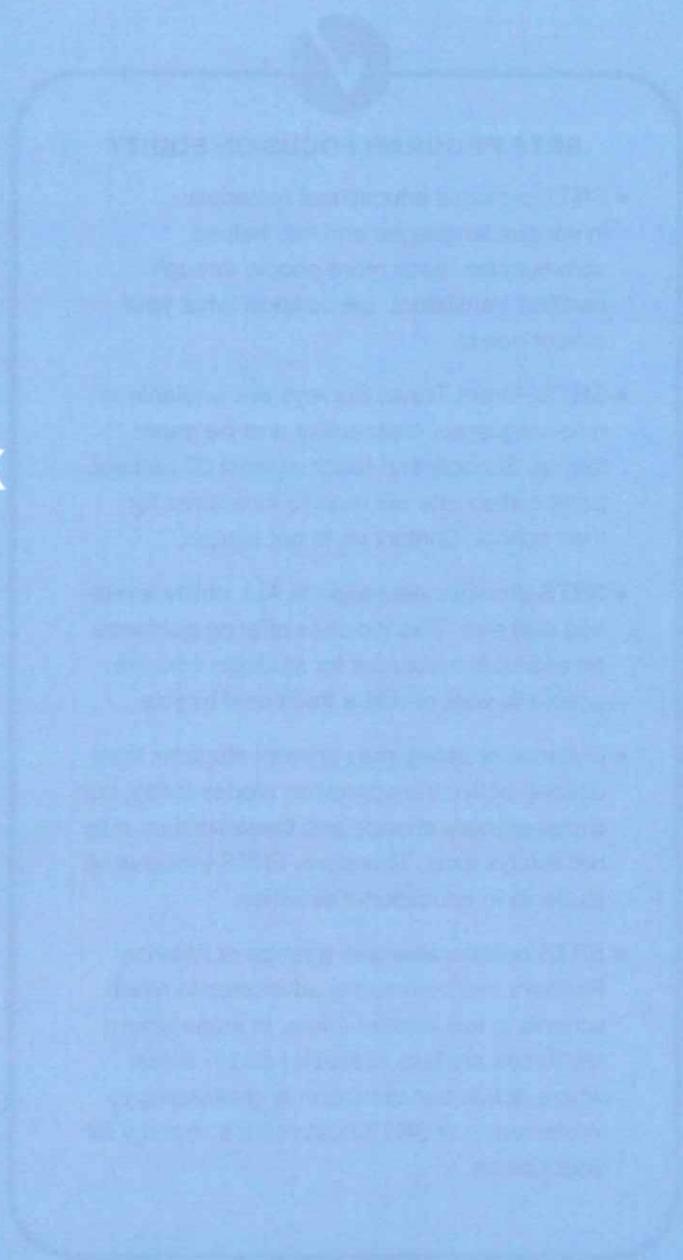
When fully launched, this Program may involve an additional competitive application process. Any municipality that is granted a project will be required to execute a Memorandum of Understanding with MassDOT detailing the terms of the project and funding. The Program components will include a walk audit, project recommendations, a design sheet, a bid package (if applicable), and reimbursement to the municipality for associated costs of implementing the planned improvements.



### **SRTS PROGRAM FOCUS ON EQUITY**

- SRTS provides educational materials in various languages and has helped communities reach more people through certified translators. Let us know what your school needs.
- SRTS Parent Travel Surveys are available in nine languages, both online and via paper format. Schools that reach at least 50 percent participation rate will receive incentives for their school. Contact us to get started.
- SRTS provides education to ALL ability levels and skill sets. This includes offering guidance on available resources for students who are unable to walk or ride a traditional bicycle.
- Distance or safety may prevent students from utilizing active transportation modes today, but circumstances change and these barriers may not always exist. Therefore, SRTS includes all students in educational activities.
- SRTS collaborates with a range of Alliance Partners and community advocates to reach schools in low income areas, in areas where resources are less available, and in areas where active transportation is challenging to implement. Let SRTS customize a strategy for your school.

# Appendix



## What is SRTS?

# School Partner Enrollment Form

Partnering with Massachusetts Safe Routes to School signifies your commitment to help your students walk and bike safely to and from school.

The benefits of a partnership include technical assistance in designing, implementing, marketing, and evaluating initiatives tailored to each school's needs and priorities. School Partners also receive free educational and promotional materials.

Yes! We want to be a part of the Massachusetts SRTS program, and be recognized for the strides our school and community are taking toward reducing congestion, air pollution, and traffic near our school, to increase safety, health and physical activity of students.

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of Students Enrolled \_\_\_\_\_

Primary Contact \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_

Secondary Contact \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_



The SRTS team, partner schools, stakeholders, and MassDOT officials celebrate at the Massachusetts SRTS Award Ceremony, held at the Massachusetts State House in Boston.

Please indicate the stakeholders that will participate in the Safe Routes program.

- Principal
- Parents
- School staff
- Safety/Police officer
- Local health department
- Other \_\_\_\_\_

**Questions?** Your SRTS Outreach Coordinator is here to help.

**Massachusetts SRTS**

1.857.383.3810

[www.mass.gov/safe-routes-to-school](http://www.mass.gov/safe-routes-to-school)

**massDOT**  
Massachusetts Department of Transportation



## RESOURCES

# What Does it Mean to Join the Massachusetts Safe Routes to School Alliance?

The Massachusetts Safe Routes to School (SRTS) program creates sustainable and comprehensive walking and biking programs with our School Partners and their communities. The creation of strong partnerships with community, governmental and non-profit organizations with similar missions and causes are vital to fulfilling this goal.

The SRTS Alliance is a consortium of local, state and national organizations with a focus on safety, health and wellness, physical activity or the environment as it pertains to children, families and/or the surrounding school district(s).

Alliance members reinforce and supplement the work of the SRTS program by providing additional resources to elementary and middle school students through volunteering at events, promoting the program's successes and activities in publications, and through the donation of promotional items.

### ✓ Examples of Alliance Members Include:

- YMCA employees act as volunteers during walk/bike to school days or through walking clubs at School Partner locations.
- A national organization, such as *NFL Fuel Up to Play 60*, promotes SRTS as a healthy physical activity.
- Town pedestrian and bicycle committees feature SRTS in their monthly newsletter.
- Local law enforcement departments have a presence at busy intersections when children are walking or bicycling to school.
- Local health departments share resources and expertise on children's health to their local Safe Routes program.

If you would like to join the SRTS Alliance, please submit the application. Upon receipt and review, a member of the SRTS staff will contact you. Once your application has been accepted, we will highlight the partnership on the SRTS website, allowing School Partners and current Alliance members to connect and support one another in our shared missions.



Massachusetts SRTS Outreach Coordinators collaborate with Mass in Motion programs across the state, including Mass in Motion New Bedford.



The Massachusetts Safety Officers League (MSOL) is one of several organizations in the SRTS Alliance.

**Questions?** Your SRTS Outreach Coordinator is here to help.

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Massachusetts Department of Transportation



# RESOURCES



## ✓ MA Safe Routes to School Alliance Application

Are you interested in becoming more involved in the Safe Routes to School (SRTS) program in your community? Submit this application to be a part of the Massachusetts SRTS Alliance. Alliance Members can be local or statewide community, government or non-profit organizations with a focus on safety, health & wellness or the environment as it pertains to children, families and the surrounding school districts. Your organization will collaborate with the SRTS Team to encourage walking and bicycling, serving as a resource for elementary and middle School Partners. Alliance Members will be featured on our website and promoted through our School Partnerships and SRTS marketing efforts.

Tell us about yourself and your organization:

Contact \_\_\_\_\_  
 Title \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Address \_\_\_\_\_  
 Website \_\_\_\_\_

How are you currently and/or how would you like to participate in the Massachusetts SRTS Alliance? Please check all that apply:

Currently	Would like to	
_____	_____	Share and publicize SRTS program news and events
_____	_____	Join or support the SRTS Task Force in your community
_____	_____	Volunteer at SRTS event(s)
_____	_____	Provide donations or underwrite materials for students
_____	_____	Provide information/expertise to School Partners or SRTS staff
_____	_____	Other? (please provide details)



Alliance members participate in a *Train the Trainer* event in Bedford, MA.

### Become an Alliance Member!

By signing below, we agree to become a member of the Massachusetts SRTS Alliance.

\_\_\_\_\_  
 Organization Representative

\_\_\_\_\_  
 Date

Submit application via email to [SRTS@dot.state.ma.us](mailto:SRTS@dot.state.ma.us) or fax to 857.368.0656

**Questions?** Your SRTS Outreach Coordinator is here to help.

**Massachusetts SRTS**

1.857.383.3810

[www.mass.gov/safe-routes-to-school](http://www.mass.gov/safe-routes-to-school)

**massDOT**  
 Massachusetts Department of Transportation



# Safe Routes to School (SRTS) Partner Profile Levels



- Basic — 3 points (3 point minimum – 9 points)
- Bronze — 10 points (10 – 19 points)
- Silver — 20 points (20 – 29 points)
- Gold — 30 points (30+ points)

## 1 Point each

- Complete partnership profile
- Assign a contact to serve as a SRTS school liaison
- Hold a pedestrian safety assembly
- Hold a bicycle safety assembly

## 2 Points each

- Market SRTS programs and resources in school and/or parent newsletters, mailings, at PTO meetings, in press releases, etc.
- Attend at least one SRTS workshop, forum or webinar
- Complete an annual SRTS partnership plan (with OC)
- Mapping\*
- Walking/Biking Assessments
- Arrival/Dismissal Observation
- Walking School Bus Toolkit/Training\*
- Participate in Stepping Out to Summer
- Hold a pedestrian safety training led by SRTS
- Hold a bicycle safety training led by SRTS (or MassBike)
- Participate in yard Sign Contest

## 3 Points each

- International Walk and Roll to School Day (iWalk)
- Massachusetts Walk, Bike, and Roll to School Day
- National Bike to School Day
- Winter Walk and Roll Day
- Participate in a pedestrian mentor training (5th grade model)
- Host a monthly walk to school day throughout the school year (if combined walk/bike day, only count once)
- Host a monthly bike to school day throughout the school year (if combined walk/bike day, only count once)
- Participate in Walk Across America
- Organize at least one Park n Walk or remote drop-off\*
- Host a walking club
- Other walk/bike events

## 4 Points each

- Participate in Photovoice
- Attend at least two SRTS workshops, forums or webinars (or combination)
- Host a bike rodeo
- Participate in a school task force

## 5 Points each

- Include SRTS pedestrian safety into your school curriculum
- Include SRTS bicycle safety into your school curriculum
- Host a weekly walk to school day throughout the school year (if combined walk/bike day, only count once)
- Host a weekly bike to school day throughout the school year (if combined walk/bike day, only count once)
- Organize at least one Walking School Bus
- Participate in a community task force
- Organize at least one Bike Train/Bike Bus
- Involve your school resource officer or local police department in safety trainings and/or walk or bike to school events
- Complete travel tally (Five points per tally – not to exceed more than two tallies per academic year)
- Disseminate an online or paper travel survey (only one per year)
- Add SRTS initiatives into your school or municipality policies



\*Indicates that the task has been completed at least once in the past three years

## Glossary of Terms

**Bike Rodeo** – A clinic to teach children how to ride a bicycle safely.

**Bike Train/Bike Bus** – Adult supervised bicycle rides on a predetermined route to and from school.

**Mapping** – GIS residency mapping and/or GIS mapping of walk/bike routes provided by your SRTS coordinator.

**Online/Parent Survey** – A tool provided by SRTS for gathering data on how children travel to and from school. Surveys are available in nine languages and are completed by parents or guardians.

**Park n Walk** – Off campus spots like libraries, parks, or churches where students and adults meet to walk or bike to school.

**Pedestrian Mentor Training** – Pedestrian safety education for 2nd graders using students (grades 5-8) to serve as trainers for younger students.

**Photovoice** – A student-based approach to documentary photography that puts cameras into the hands of students so they can document walking/biking barriers.

**Stepping Out to Summer** – Reinforcing pedestrian and bicycle safety skills through trivia, games, and interactive activities during summer vacation months.

**Travel Tally** – A form to record specific information about how children arrive to/ depart from school on two days in a given week.

**Walk/Bike Assessment** – SRTS leads a team of stakeholders to assess walking and biking conditions surrounding your school and provide recommendations.

**Walking School Bus Toolkit/Training** – From route planning and mapping to logistics and volunteer training, SRTS helps school partners form successful Walking School Bus programs.



### Why Profile Levels?

Partner profile levels are a way for partner schools to continue to grow the Safe Routes to School Program within their communities. They're also a way to recognize schools that frequently participate in the Massachusetts Safe Routes to School Program, at the end-of-year Safe Routes to School Awards.

### How They Work

Levels are broken up into four categories: Basic, Bronze, Silver, and Gold. Partners earn points by completing various tasks in a school year. Each task is assigned a point value. The cumulative score at the end of the year determines partner level.



**Questions?** Your SRTS Outreach Coordinator is here to help.

**Massachusetts SRTS**

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 MASSACHUSETTS  
**Safe Routes to School**  
[MASS.GOV/SAFE-ROUTES-TO-SCHOOL](http://MASS.GOV/SAFE-ROUTES-TO-SCHOOL)

**massDOT**  
Massachusetts Department of Transportation

### MOUNT GREYLOCK FY21 BUDGET TIMELINE

DATE	TOPIC – ITEM	PERSON RESPONSIBLE
<b>Beginning of November</b>	Asst. Sup of Business and Finance issues budget packets to Principals for input	Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
<b>November 19, 2019 4pm</b>	School Council to meet with Asst. Superintendent of Business and Finance to discuss budgeting plans, process, and priorities for each school.	Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
<b>December 6, 2019</b>	Principals get input from School Councils on Budget Priorities	Kimberley Grady Nolan Pratt Joelle Brookner Mary MacDonald
<b>December Weekly meetings:</b>  Suggested date: December 13, 2019	Asst. Sup of Business and Finance meets with Principals and Superintendent to review FY20 budget, FY21 priorities, and preliminary FY21 initiatives and changes.  <b>FIRST PRELIMINARY BUDGET</b>	Kimberley Grady Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
Suggested date: December 20, 2019	Asst. Sup of Business and Finance meets with Principals and Superintendent to review budget planning documents and input to-date. 3:30 pm admin meeting  <b>ADJUSTED PRELIMINARY BUDGET</b>	Kimberley Grady Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
Suggested date: January 02, 2020	Superintendent and Asst. Sup of Business and Finance meet with Principals to review educational goals, plans, initiatives, any potential staffing changes, and impact of anticipated obligations.	Kimberley Grady Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
<b>January Weekly Meetings</b>  Suggested date: January 02, 2020	Superintendent and Asst. Sup of Business and Finance conduct weekly budget planning meetings with Administrators, HR, and financial/business assistants. Make-up of weekly meetings varies as needed/appropriate. Ongoing consideration of school goals, plans, student need, enrollment, school choice, funding opportunities, preliminary revenue and expenses, benchmarks, etc.	Kimberley Grady Andrea Wadsworth
<b>January 09, 2020</b> School Committee Meeting	Initial Budget Priority Review presented to School Committee	School Committee Kimberley Grady
<b>January 30, 2020 or sooner</b>	Director of Pupil Services gathers input from the PAC	Kimberley Grady Patrick Priester

## MOUNT GREYLOCK FY21 BUDGET TIMELINE

<b>January 13-17, 2020 or by end of month</b>	Superintendent and Asst. Sup of Business and Finance meet with Town Managers and Finance Committee Chair for discussion of the budget.	Kimberley Grady Andrea Wadsworth
<b>February 6, 2020</b>	School Committee hosts budget workshop (confirm date/time).	School Committee
<b>February 13, 2020</b> School Committee Meeting	Superintendent, Asst. Sup of Business and Finance and Principal present preliminary FY21 Draft Budget to School Committee. Preliminary budget to include school choice recommendations, enrollment projections and PreK tuition recommendation. Revise accordingly.	Kimberley Grady Andrea Wadsworth Nolan Pratt Joelle Brookner Mary MacDonald
<b>Feb 24, 2020</b>	<b>Legal Notice</b> published announcing upcoming MGRSD FY21 Budget/Public Hearing on March 10, 2019.	Andrea Wadsworth
<b>March 2, 2020</b>	Present Lanesborough budget to Lanesborough Finance Committee	Kimberley Grady Andrea Wadsworth
<b>March 4, 2020</b>	Present Williamstown budget to Williamstown Finance Committee	Kimberley Grady Andrea Wadsworth
<b>March 05, 2020</b>	Proposed FY21 budget posted on district/school websites.	Stacie Vigiard
<b>March 05, 2020 - Thursday</b> <b>March 10, 2020 - Tuesday</b> Backup date	Public Hearing and School Committee Vote. Superintendent presents proposed budget: <ul style="list-style-type: none"> <li>• Public Hearing FY21 Budget 6:00 p.m.</li> <li>• School Committee Vote 7:00 p.m.</li> </ul>	Superintendent- Kimberley Grady School Committee
<b>March 12, 2020</b> Final date to present with any changes	<b>Deadline for budget vote</b>	School Committee
<b>March 18, 2020 – second meeting</b>	Present Williamstown budget to Williamstown Finance Committee	Kimberley Grady Andrea Wadsworth
<b>March 20, 2020</b>	Superintendent's Office/SC Clerk submits Articles for the Annual Town Meeting.	Stacie Vigiard Andrea Wadsworth
<b>Last year was 4/3/19</b>	Lanesborough and Williamstown Board of Selectmen Sign Annual Town Meeting Articles (pending confirmation of procedure).	Selectman
<b>To be determined</b>	Town Hall sends Annual Town Meeting articles to printer.	Selectman
<b>May 19, 2020</b>	Vote at Williamstown Annual Town Meeting.	Kimberley Grady Andrea Wadsworth
<b>June 9, 2020</b>	Vote at Lanesborough Annual Town Meeting	Kimberley Grady Andrea Wadsworth

# MCAS SNAPSHOT 2019

**Williamstown Elementary School**

# Overall

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	0	4	-
	Mathematics achievement	3	4	-	0	4	-
	Science achievement	4	4	-	-	-	-
	<b>Achievement total</b>	<b>10</b>	<b>12</b>	<b>67.5</b>	<b>0</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	1	4	-
	Mathematics growth	1	4	-	0	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>22.5</b>	<b>1</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>1</b>	<b>4</b>	<b>10.0</b>
Weighted total		8.1	10.3	-	0.3	7.6	-
Percentage of possible points		79%		-	4%		-
<b>Criterion-referenced target percentage</b>		<b>41%</b>					

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

# Scaled Scores

English language arts achievement - MCAS average composite scaled score - Non-high school							
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	About the Data	
						Points	Reason
All Students	512.4	512.6	0.2	513.4	237	3	Met Target
Lowest Performing	490.1	486.6	-3.5	494.2	35	0	Declined
High needs	498.6	496.1	-2.5	499.8	70	0	Declined
Econ. Disadvantaged	501.9	498.0	-3.9	502.9	44	0	Declined
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	490.1	488.6	-1.5	491.6	41	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	512.5	512.4	-0.1	513.5	213	3	Met Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	About the Data	
						Points	Reason
All Students	513.1	508.9	-4.2	514.4	237	3	Met Target
Lowest Performing	488.5	478.9	-9.6	492.2	35	0	Declined
High needs	498.4	491.3	-7.1	499.7	70	0	Declined
Econ. Disadvantaged	500.4	493.2	-7.2	501.9	44	0	Declined
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	490.5	484.2	-6.3	492.6	41	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	513.1	508.8	-4.3	514.6	213	3	Met Target

# Growth

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	54.9	159	3	Typical Growth - High
Lowest Performing	33.6	35	1	Low Growth
High needs	43.8	43	2	Typical Growth - Low
Econ. Disadvantaged	45.3	29	2	Typical Growth - Low
EL and Former EL	-	2	-	-
Students w/ disabilities	37.0	22	1	Low Growth
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	-	-	-
Hispanic/Latino	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	54.3	140	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	37.3	159	1	Low Growth
Lowest Performing	21.1	35	0	Very Low Growth
High needs	26.7	43	0	Very Low Growth
Econ. Disadvantaged	31.1	29	1	Low Growth
EL and Former EL	-	2	-	-
Students w/ disabilities	21.9	22	0	Very Low Growth
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	-	-	-
Hispanic/Latino	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	36.6	140	1	Low Growth

# MCAS SNAPSHOT 2019

**Lanesborough Elementary School**

# Overall

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	0	4	-	-	-	-
	<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>67.5</b>	<b>8</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	4	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	<b>Growth total</b>	<b>8</b>	<b>8</b>	<b>22.5</b>	<b>6</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>
Weighted total		6.5	10.3	-	6.8	7.6	-
Percentage of possible points		63%		-	90%		-
<b>Criterion-referenced target percentage</b>					<b>76%</b>		

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

# Scaled Scores

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	506.3	506.8	0.5	507.3	100	3	Met Target
Lowest Performing	483.2	488.2	5.0	487.3	20	4	Exceeded Target
High needs	497.9	497.4	-0.5	499.1	36	1	No Change
Econ. Disadvantaged	500.6	500.4	-0.2	501.6	27	1	No Change
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	17	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	506.2	506.1	-0.1	507.2	94	1	No Change

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	500.9	503.4	2.5	502.2	100	4	Exceeded Target
Lowest Performing	477.8	483.6	5.8	481.5	20	4	Exceeded Target
High needs	490.5	489.3	-1.2	491.8	36	0	Declined
Econ. Disadvantaged	491.0	491.0	0.0	492.5	27	1	No Change
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	17	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	500.8	503.1	2.3	502.3	94	4	Exceeded Target

# Scaled Scores

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school						About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	83.3	78.7	-4.6	85.5	27	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	11	-	-
Econ. Disadvantaged	-	-	-	-	8	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	6	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	1	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	82.8	77.9	-4.9	85.1	26	0	Declined

# Growth

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	60.5	79	4	Exceeded Typical Growth
Lowest Performing	57.8	20	3	Typical Growth - High
High needs	57.0	31	3	Typical Growth - High
Econ. Disadvantaged	60.3	23	4	Exceeded Typical Growth
EL and Former EL	-	1	-	-
Students w/ disabilities	-	14	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	2	-	-
Hispanic/Latino	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	60.1	74	4	Exceeded Typical Growth

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	67.0	79	4	Exceeded Typical Growth
Lowest Performing	54.3	20	3	Typical Growth - High
High needs	59.6	31	3	Typical Growth - High
Econ. Disadvantaged	58.9	23	3	Typical Growth - High
EL and Former EL	-	1	-	-
Students w/ disabilities	-	14	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	2	-	-
Hispanic/Latino	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	67.8	74	4	Exceeded Typical Growth

# MCAS SNAPSHOT 2019

**Mount Greylock Regional School**

# Overall

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

2019 Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	0	4	-	0	4	-	2	4	-	2	4	-
	Science achievement	1	4	-	-	-	-	3	4	-	4	4	-
	<b>Achievement total</b>	<b>5</b>	<b>12</b>	<b>67.5</b>	<b>2</b>	<b>8</b>	<b>67.5</b>	<b>9</b>	<b>12</b>	<b>47.5</b>	<b>10</b>	<b>12</b>	<b>90.0</b>
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	-	-	-
	Mathematics growth	0	4	-	1	4	-	2	4	-	-	-	-
	<b>Growth total</b>	<b>3</b>	<b>8</b>	<b>22.5</b>	<b>4</b>	<b>8</b>	<b>22.5</b>	<b>5</b>	<b>8</b>	<b>22.5</b>	<b>-</b>	<b>-</b>	<b>-</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	0	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>8</b>	<b>8</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		4.5	10.3	-	2.3	7.6	-	8.0	10.7	-	9.4	11.2	-
Percentage of possible points		44%			37%			75%			84%		
Percentage of possible points by gradespan		37%					79%						
		Weight of non-high school results:39%					Weight of high school results:61%						
<b>2019 Annual criterion-referenced target percentage</b>		<b>63%</b>											

# Scaled Scores ELA

English language arts achievement - MCAS average composite scaled score - Non-high school								About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	518.9	514.4	-4.5	519.9	207	4	Exceeded Target	
Lowest Performing	488.6	491.7	3.1	492.7	22	2	Improved Below Target	
High needs	-	-	-	-	55	-	-	
Econ. Disadvantaged	-	-	-	-	35	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	30	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	7	-	-	
Afr. Amer./Black	-	-	-	-	5	-	-	
Hispanic/Latino	-	-	-	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	518.3	514.5	-3.8	519.3	190	4	Exceeded Target	

English language arts achievement - MCAS Composite Performance Index (CPI) - High school								About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	98.5	99.4	0.9	99.9	83	4	Exceeded Target	
Lowest Performing	93.8	100.0	6.2	95.8	20	4	Exceeded Target	
High needs	-	-	-	-	25	-	-	
Econ. Disadvantaged	-	-	-	-	14	-	-	
EL and Former EL	-	-	-	-	1	-	-	
Students w/ disabilities	-	-	-	-	18	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	1	-	-	
Afr. Amer./Black	-	-	-	-	2	-	-	
Hispanic/Latino	-	-	-	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	98.6	100.0	1.4	100.0	68	4	Exceeded Target	

# Scaled Scores Math

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	505.8	501.9	-3.9	507.1	206	0	Declined	
Lowest Performing	487.2	485.5	-1.7	490.9	22	0	Declined	
High needs	-	-	-	-	54	-	-	
Econ. Disadvantaged	-	-	-	-	35	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	29	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	7	-	-	
Afr. Amer./Black	-	-	-	-	5	-	-	
Hispanic/Latino	-	-	-	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	505.0	502.2	-2.8	506.5	189	0	Declined	

Mathematics achievement - MCAS Composite Performance Index (CPI) - High school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	95.6	96.0	0.4	97.3	82	2	Improved Below Target	
Lowest Performing	82.5	83.8	1.3	85.2	20	2	Improved Below Target	
High needs	-	-	-	-	25	-	-	
Econ. Disadvantaged	-	-	-	-	14	-	-	
EL and Former EL	-	-	-	-	1	-	-	
Students w/ disabilities	-	-	-	-	18	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	1	-	-	
Afr. Amer./Black	-	-	-	-	2	-	-	
Hispanic/Latino	-	-	-	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	96.5	96.6	0.1	98.2	67	2	Improved Below Target	

# Scaled Scores Science Technology Engineering

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	81.5	79.7	-1.8	83.7	90	1	No Change	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	17	-	-	
Econ. Disadvantaged	-	-	-	-	12	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	10	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	6	-	-	
Afr. Amer./Black	-	-	-	-	3	-	-	
Hispanic/Latino	-	-	-	-	2	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	80.4	80.1	-0.3	82.7	78	1	No Change	

Science achievement - MCAS Composite Performance Index (CPI) - High school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	91.3	92.8	1.5	93.0	83	3	Met Target	
Lowest Performing	67.5	76.3	8.8	71.0	20	4	Exceeded Target	
High needs	-	-	-	-	25	-	-	
Econ. Disadvantaged	-	-	-	-	14	-	-	
EL and Former EL	-	-	-	-	1	-	-	
Students w/ disabilities	-	-	-	-	18	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	1	-	-	
Afr. Amer./Black	-	-	-	-	2	-	-	
Hispanic/Latino	-	-	-	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	91.9	93.8	1.9	93.8	69	3	Met Target	

# Growth ELA

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	55.2	197	3	Typical Growth - High	
Lowest Performing	51.0	22	3	Typical Growth - High	
High needs	-	52	-	-	
Econ. Disadvantaged	-	34	-	-	
EL and Former EL	-	-	-	-	
Students w/ disabilities	-	27	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	6	-	-	
Afr. Amer./Black	-	5	-	-	
Hispanic/Latino	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	55.1	181	3	Typical Growth - High	

English language arts growth - High school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	51.2	74	3	Typical Growth - High	
Lowest Performing	-	19	-	-	
High needs	-	22	-	-	
Econ. Disadvantaged	-	12	-	-	
EL and Former EL	-	-	-	-	
Students w/ disabilities	-	15	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	1	-	-	
Afr. Amer./Black	-	1	-	-	
Hispanic/Latino	-	4	-	-	
Multi-race, Non-Hisp./Lat.	-	6	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	52.0	62	3	Typical Growth - High	

# Growth Math

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	27.8	197	0	Very Low Growth
Lowest Performing	31.3	22	1	Low Growth
High needs	-	52	-	-
Econ. Disadvantaged	-	35	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	27	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	6	-	-
Afr. Amer./Black	-	5	-	-
Hispanic/Latino	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	27.6	181	0	Very Low Growth

Mathematics growth - High school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.0	73	2	Typical Growth - Low
Lowest Performing	-	19	-	-
High needs	-	22	-	-
Econ. Disadvantaged	-	12	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	15	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	1	-	-
Afr. Amer./Black	-	1	-	-
Hispanic/Latino	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	50.8	61	3	Typical Growth - High

# Growth Math

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	27.8	197	0	Very Low Growth
Lowest Performing	31.3	22	1	Low Growth
High needs	-	52	-	-
Econ. Disadvantaged	-	35	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	27	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	6	-	-
Afr. Amer./Black	-	5	-	-
Hispanic/Latino	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	27.6	181	0	Very Low Growth

Mathematics growth - High school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.0	73	2	Typical Growth - Low
Lowest Performing	-	19	-	-
High needs	-	22	-	-
Econ. Disadvantaged	-	12	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	15	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	1	-	-
Afr. Amer./Black	-	1	-	-
Hispanic/Latino	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	50.8	61	3	Typical Growth - High

\*Highlighted Areas are the updated items per November 5, 2019 Policy Subcommittee

# Mount Greylock Regional School District

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Procedures and Guidelines  
Governing Use of School Facilities

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Dear Community Member:

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

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

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

Sincerely,

Kimberley Grady  
Superintendent of Schools

# Mount Greylock Regional School District

## Use of School Facilities

### Philosophy

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

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

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

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

### General Guidelines for Use

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

## Rental Group Categories

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

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

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

## School Facilities Rental Fee Schedule

*(Rates subject to change per approval of School Committee)*

Facility	Group A Rate	Group B Rate	Group C Rate						
Auditorium – MGRS Auditorium – WES	N/A	\$100/day \$75/day	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Performance Rate:</b></td> <td style="width: 50%;"><b>Daily Rental Rate:</b></td> </tr> <tr> <td>\$500/day</td> <td>\$ ? /day</td> </tr> <tr> <td>\$250/day</td> <td>\$ ? /day</td> </tr> </table>	<b>Performance Rate:</b>	<b>Daily Rental Rate:</b>	\$500/day	\$ ? /day	\$250/day	\$ ? /day
<b>Performance Rate:</b>	<b>Daily Rental Rate:</b>								
\$500/day	\$ ? /day								
\$250/day	\$ ? /day								
Gymnasium	N/A	Contact Us	\$250/day \$40/hour (weekdays) Weekend/Holiday/School Not in Session – gym is only rented out in half day intervals at \$125/half day (4 hours max)						
Cafeteria w/o Kitchen Cafeteria w/ Kitchen	Contact Us Contact Us	Contact Us Contact Us	\$250/day Contact Us						
Regular Classrooms	N/A	N/A	\$75/day						
	<i>(max. of \$225/day if multiple classrooms are requested.)</i>								
Lab Classrooms	N/A	N/A	\$150/day						
Library	N/A	N/A	\$250/day						
Athletic Fields	N/A	Contact Us	\$200/day \$40/hour (min. 2 hours)						

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## Personnel Fees

**Custodial Staff:** A custodian must be on the premises at all times. Custodial fees will be added to above rates for any use beyond 10:00 p.m. Monday through Friday, anytime on Saturday or Sunday, and any day that school is not in session. If the Director of Building and Grounds and building Principal determine that more than the regularly scheduled staff is needed, these costs will also be added to the facility rates. At the

discretion of the School Committee, these fees may be waived or adjusted for Groups A and B.

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

**MGRS Audio/Visual Equipment:** Access to the audio/visual system in **Mt Greylock Regional School** is only permitted by the Director of Operations or his designee. This person will have full authority over the a/v system and may restrict access to certain equipment.

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

**Outside Restrooms:** Organizations requesting Athletic Field **or Trail** use are required to **provide an adequate number of portable restroom facilities.**

### **Guidelines for Scheduling/Approvals**

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

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

2. **Event Requests must be made at least two weeks prior to the event.**

### **Regulations Governing Use of School Facilities**

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

the School Committee is not prohibited from allowing the use of school premises by independent groups with restrictive membership.

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

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

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

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

---

\*Applicant's Signature

---

Date

\*This constitutes your digital/electronic signature.

## APPLICATION FOR THE USE OF SCHOOL FACILITIES

**INSTRUCTIONS:**

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

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

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

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

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\*Date(s) of Event: \_\_\_\_\_

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

Time of Event: \_\_\_\_\_ to \_\_\_\_\_ (Specify AM or PM)

Requested Custodial Start Time: \_\_\_\_\_ to \_\_\_\_\_

Description of Event: \_\_\_\_\_

Estimated Number of Participants: \_\_\_\_\_ Spectators: \_\_\_\_\_

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

FACILITY REQUESTED:									
Lanesborough Elementary School:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Cafeteria</td> <td style="width: 50%;"><input type="checkbox"/> Gymnasium</td> </tr> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Library</td> </tr> <tr> <td><input type="checkbox"/> Conference Room</td> <td><input type="checkbox"/> Other (Please Specify In Special Instructions Section)</td> </tr> </table>	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gymnasium	<input type="checkbox"/> Classroom	<input type="checkbox"/> Library	<input type="checkbox"/> Conference Room	<input type="checkbox"/> Other (Please Specify In Special Instructions Section)		
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gymnasium								
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library								
<input type="checkbox"/> Conference Room	<input type="checkbox"/> Other (Please Specify In Special Instructions Section)								
Williamstown Elementary School:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Auditorium</td> <td style="width: 50%;"><input type="checkbox"/> Gymnasium</td> </tr> <tr> <td><input type="checkbox"/> Cafeteria</td> <td><input type="checkbox"/> Library</td> </tr> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Other (Please Specify In Special Instructions Section)</td> </tr> <tr> <td><input type="checkbox"/> Conference Room</td> <td></td> </tr> </table>	<input type="checkbox"/> Auditorium	<input type="checkbox"/> Gymnasium	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library	<input type="checkbox"/> Classroom	<input type="checkbox"/> Other (Please Specify In Special Instructions Section)	<input type="checkbox"/> Conference Room	
<input type="checkbox"/> Auditorium	<input type="checkbox"/> Gymnasium								
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library								
<input type="checkbox"/> Classroom	<input type="checkbox"/> Other (Please Specify In Special Instructions Section)								
<input type="checkbox"/> Conference Room									

Mount Greylock Regional School:

- |  |  |
|--|--|
| <input type="checkbox"/> Auditorium          | <input type="checkbox"/> Gymnasium   |
| <input type="checkbox"/> Cafeteria           | <input type="checkbox"/> Library   |
| <input type="checkbox"/> Classroom           | <input type="checkbox"/> Outdoor (Please specify under Special Instructions Section) |
| <input type="checkbox"/> Meeting Room (A109) | <input type="checkbox"/> Other (Please Specify In Special Instructions Section)      |

**Special Instructions/ List of Special Equipment Needed per Room/Area (please be specific)**

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**District/School Requests/Comments to Applicant:**

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Other approvals (as needed):

Director of Building and Grounds \_\_\_\_\_  
Date: \_\_\_\_\_

Director of Operations \_\_\_\_\_  
Date: \_\_\_\_\_

Assistant Principal \_\_\_\_\_  
Date: \_\_\_\_\_

Athletic Director \_\_\_\_\_  
Date: \_\_\_\_\_

\*Superintendent \_\_\_\_\_  
Date: \_\_\_\_\_

Please route to the following individuals as needed:

Nurse: \_\_\_\_\_ Librarian: \_\_\_\_\_ P.E. teacher: \_\_\_\_\_ Instrumental music: \_\_\_\_\_  
Music teacher: \_\_\_\_\_ Food service: \_\_\_\_\_ Applicant: \_\_\_\_\_ Other: \_\_\_\_\_

**MGRSD School Committee**  
**School Committee Officers & Subcommittee Compositions 2019-2020**

*Reorganized as of Thursday, November 14, 2019*

**School Committee Officers:**

, Chair  
, Vice-Chair  
, Secretary

**Appointed Positions:**

Kimberley Grady, Superintendent / District Secretary  
Donna Narey, District Treasurer  
Brenda Rondeau, Assistant Treasurer  
Jonathan Nopper, Minutes Recorder  
Stacie Vigiard, Records Access Officer

<b>School Committee Member Information (Term Expiration Date)</b>	<b>Subcommittee Compositions:</b>
<p style="text-align: center;"><b>Lanesborough:</b></p> <p><b>Christina Conry (2022)</b>  (508) 243-6612  <a href="mailto:cconry@mgrhs.org">cconry@mgrhs.org</a></p> <p><b>Regina DiLego (2022)</b>  (413) 443-0455  <a href="mailto:rdilego@mgrhs.org">rdilego@mgrhs.org</a></p> <p><b>Al Terranova (2020)</b>  (413) 464-2809  <a href="mailto:aterranova@mgrhs.org">aterranova@mgrhs.org</a></p> <p style="text-align: center;"><b>Williamstown:</b></p> <p><b>James Art (2020)</b>  (413)-884-5237  <a href="mailto:jart@mgrhs.org">jart@mgrhs.org</a></p> <p><b>Alison Carter (2020)</b>  (650) 862-9637  <a href="mailto:acarter@mgrhs.org">acarter@mgrhs.org</a></p> <p><b>Dan Caplinger (2022)</b>  (413) 458-5662  <a href="mailto:dcaplinger@mgrhs.org">dcaplinger@mgrhs.org</a></p> <p><b>Steve Miller (2022)</b>  (617) 835-3982  <a href="mailto:smiller@mgrhs.org">smiller@mgrhs.org</a></p>	<ol style="list-style-type: none"> <li>1. Teacher/Para Negotiations <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ol> </li> <li>2. Cafeteria Negotiations Liaison</li> <li>3. Finance Subcommittee <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ol> </li> <li>4. Building &amp; Grounds / Building Renewal Liaisons <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> </ol> </li> <li>5. Phase I MGRS Capital Gift <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d. Perri Petricca (Community Member)</li> <li>e. Rita Coppola-Wallace</li> </ol> </li> <li>6. Phase II MGRS Capital Gift <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d. John Skavlem (Community Member)</li> <li>e. Bill Auger (Community Member)</li> <li>f. Lindsey Von Holtz (MGRS Staff)</li> <li>g. Talia Cappadona (Student Representative)</li> <li>h. Julius Munemo (Student Representative)</li> </ol> </li> <li>7. Policy Subcommittee <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ol> </li> <li>8. Wellness Liaisons <ol style="list-style-type: none"> <li>a. (Elementary)</li> <li>b. (Middle/High School)</li> </ol> </li> <li>9. Endowment Liaisons (1 per school) <ol style="list-style-type: none"> <li>a. LES (LIFE) –</li> <li>b. WES (WESE) –</li> <li>c. MGRS (SEE) –</li> </ol> </li> <li>10. Strategic Planning (2) <ol style="list-style-type: none"> <li>a.</li> <li>b.</li> </ol> </li> </ol>