

Mount Greylock Regional School District School Committee

Location: MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

Date: January 9, 2020

Time: 6 pm

Open Session Agenda

- I. Call to order
- II. Circulate warrants
- III. Approval of minutes
 - A. December 12, 2019
 - B. January 2, 2020
- IV. Williamstown Elementary School Presentation
 - A. Renzi Awards
 - B. All School Social Emotional Learning Assemblies
- V. Student Spotlight - Introduction of new student representative
- VI. School Council Budget Priorities presentations
- VII. Public Comment
- VIII. Assistant Superintendent of Business and Finance Update
- IX. Superintendent Updates
 - A. Student Opportunity Act
 - B. Overview of Human Resources web page
 - C. Overview of SchoolSpring
 - D. Updated Technology and Audio Video Specialist Job Description **VOTE**
 - E. Child Find Process
 - F. Annual Tuition Rate **VOTE**
 - G. Education
 - 1. MassCore
 - 2. Program of Study
 - 3. Technology
 - 4. Director of Curriculum, Instruction, and Technology job description
- X. Subcommittee/Liaison/Chair Reports
 - A. Subcommittee Reorganization discussion
 - B. Finance
 - 1. Recommendation Pre-K Tuition Rate **VOTE**
 - C. Policy
 - 1. Policy JF School Admissions revision **VOTE**
 - 2. Policy BEA Remote Participation first read
 - 3. Policy BEDH Revision **VOTE**
 - 4. DEP Snow Removal discussion
 - D. Phase I update
 - 1. Storage building/waxing room RFP discussion **VOTE**
 - E. Phase II update

1. Subcommittee report
2. Analysis from community member
3. Determine date for what is being bid for Phase II

VOTE

- XI. Other business not anticipated by the Chair within 48 hours of meeting
- XII. Motion to Adjourn



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School Committee Open Session Minutes

Date: December 12, 2019

Start: 601: PM

Adjourn: 8:59 PM

Location:

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

In Attendance:

Committee Members:	Also Present:
D. Caplinger, Chair C. Conry S. Miller J. Art A. Carter R. DiLego A. Terranova <u>Absent:</u>	Kimberley Grady, Superintendent Andrea Wadsworth, Asst. Superintendent of Business & Finance Charlie McWeeny, Student Representative M. MacDonald, Principal MGRS J. Brookner, Principal WES N. Pratt, Principal LES

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Item	Comments	Motion	Second	Vote
Call to Order	This meeting of the Mount Greylock Regional School Committee was called to order by D. Caplinger at 6:01 PM			
Approval of Minutes	October 10, 2019 November 12, 2019 November 14, 2019 MOTION to approve. Discussion: Amending a vote to 6-0-0 for the Vice Chair as Ali Carter was out of the room at that time.	S. Miller	C. Conry	7-0-0
Circulate Warrants				
Student Spotlight	Student council has recently been piloting a program in the foyer during lunch time where students can sign out to work in the foyer during lunch. Student council will be reaching out to other area student councils to do further research on school start times. C. McWeeny discussed additional items regarding student council outreach, and reviewed recent and upcoming events at MGRS, LES and WES. The committee asked questions regarding outreach to other student councils regarding school start times, commented on the importance of recognizing the stress level of AP courses. Charlie concluded by reporting on a recent corn hole tournament that the student council put on and informed the committee that another student council rep would be stepping in			



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	while he spends a semester away. S. Miller asked if we are investigating how a change of start time would impact families with children at different age and grade levels.			
Lanesborough Elementary School Presentation	N. Pratt introduced students from LES who gave a presentation about Wyvern Week at LES; a week that focused on the Wyvern, the school's mascot and centered on school pride. Thank you LES students for sharing your school pride and your Wyvern knowledge!			
Public Comment	None			
Overnight School Activity Trip Request	K. Grady reviewed an overnight trip request that would be taking place in April if approved by the committee. M. MacDonald stated that the request is being made by the Model UN. This trip would be to Dartmouth for twelve students to participate. Discussion regarding chaperoning the students and the vehicle that is being used to transport the students. MOTION to approve the overnight trip request for the Model UN.	R. DiLego	S. Miller	7-0-0
Superintendent Updates	<p>ELL Teacher/Coordinator Job Description (VOTE): K. Grady discussed rationale behind changing the job description of our ELL Teacher to an ELL Teacher/Coordinator. The committee requested to spell out any acronyms that are used within a job description. K. Grady commented that she would like to replace some of the acronyms completely so that the job description reads as state standards. Discussion regarding if the FTE should be listed on the job description. The supervising component for the teaching element of the position would be the responsibility of the principal. The Coordinator component would be supervised by the Director of Pupil Services. MOTION to approve the ELL Teacher/Coordinator job description with the understanding that there will be final clarifying amendments to define more clearly specialized terms.</p> <p>Tier Focused Monitoring Discussion: K. Grady reviewed Tier Focused Monitoring with the school committee (formerly referred to as Coordinated Program Review) including the timeline for completing the upload of data and the anticipated schedule of site visits. K. Grady encouraged the committee to review the information provided in the packet so that they</p>	A. Terranova	R. DiLego	7-0-0



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	<p>are prepared if questions are asked of one to two committee members beyond the Chair and if anyone has any questions, they should reach out to K. Grady and the Pupil Services department for further information.</p> <p>Strategic Plan – Core Beliefs, Mission, Vision K. Grady discussed the Strategic Plan with the committee. The decision was made for all three schools to maintain their individual vision statements so there was no feeling of loss to individual school identities. K. Grady further discussed the Mission and Vision statement that was formulated through the Strategic Planning Process. The Core Beliefs and Vision statements will be incorporated at the school levels. The Mission statement will need to be adopted by the School Committee. The committee reached a unanimous consensus regarding the adoption of the mission statement.</p>			
Review/Vote Substitute Daily and Long Term Rates	<p>K. Grady reviewed current sub rates at MGRSD along with the rates of our neighboring Districts. K. Grady reviewed data and some outliers that need to be addressed and outlined her recommendations that's he would like the committee to consider to address the District's need for substitutes across the board for Teachers, Nurses, Paraprofessionals, Custodians, and Cafeteria Workers. Further discussion regarding how to proceed with the rates. Consensus was reached to change the sub nurse rate to \$160 per day. K. Grady suggested continuing the process and discussion regarding the other sub rates within the Finance Subcommittee and bringing forward a more formal recommendation at a future meeting.</p> <p>K. Grady and A. Wadsworth exit meeting.</p>			
Mid-Year School Committee Review	<p>D. Caplinger led discussion regarding the Mid-Year School Committee Review. D. Caplinger reviewed the school committee's goals and gave his opinion on the progress the committee has made on each of those goals at this point in the year. The committee further discussed their goals, current progress toward goals and strategized on how best to move forward. Much discussion centered on strategies for community engagement.</p> <p>A. Wadsworth returns to meeting.</p>			
Assistant Superintendent of Business & Finance Update	<p>Preliminary FY21 Budget Discussion: A. Wadsworth led budget discussion by first reviewing the current budget. A. Wadsworth reviewed the budget building process for FY21</p>	<p>S. Miller J. Art</p>	<p>J. Art C. Conry</p>	<p>7-0-0 7-0-0</p>



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	<p>including a recent meeting with all of the school councils.</p> <p>Review of School Priorities: Budget priorities are being worked on by the school councils and the principals and will be further reviewed in January after the holidays.</p> <p>Warrant Approval Process (VOTE): A. Wadsworth reviewed the current warrant process approved by the committee. D. Caplinger commented on the current process and the need to revise the process based on conversations with the state and recent changes in law. D. Caplinger reviewed deliberations that recently took place within the Finance subcommittee in terms of updating the warrant process and protocols. Discussion regarding the timing of signing warrants and who could be given the responsibility of signing the warrants. Discussion regarding the possibility of moving to an electronic signing process or a signing schedule where warrants would be made available to particular members in each town on a particular day. MOTION to establish a warrant approval process by which three members of the committee not on the same established subcommittee be authorized to sign warrants; such warrants will come back to the finance subcommittee for review by S. Miller. Seconded by J. Art. VOTE: 7-0-0. MOTION to approve Steve Miller, Al Terranova and Regina DiLego as the three committee members authorized to sign warrants. By J. Art, Seconded by C. Conry</p>			
Subcommittee Realignment	<p>The committee discussed subcommittee updates, organization and re-alignment which resulted in the following subcommittee structure:</p> <p>Negotiations: Christina Conry (Chair), Regina DiLego, Jamie Art</p> <p>Finance Subcommittee: Jamie Art (Chair), Regina DiLego, Dan Caplinger</p> <p>Buildings & Grounds Liaison: Al Terranova</p> <p>Phase I MGRS Capital Gift: Regina DiLego (Chair), Jamie Art, Perri Petricca (Community Member)</p> <p>Phase II MGRS Capital Gift: Dan Caplinger (Chair), John Skavlem (Community Member), Bill Auger (Community Member), Lindsey Von Holtz (MGRS Staff), Talia Cappadona (Student Representative) and Julius Nunemo (Student Representative)</p> <p>Policy Liaison: Christina Conry</p> <p>Wellness Liaison: Al Terranova</p>			



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	Education (formerly Strategic Planning): Steve Miller (Chair), Christina Conry, Alison Carter Berkshire Taconic Liaisons: Dan Caplinger, Christina Conry, Alison Carter			
Other Business Not Reasonably Anticipated by Chair within 48 Hours of Meeting	None			
Adjourn to Executive Session with Intent to Return to Open Session	Motion to move into Executive Session with intent to return to Open Session for vote pursuant to MGL Chapter 30A, Section 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel (Director of Pupil Services) Roll Call Vote: Carter- AYE, Art – AYE, Miller – AYE, Conry – AYE, Caplinger – AYE, Terranova – AYE, DiLego – AYE. The committee entered executive session at 8:38 PM	S. Miller	A. Carter	7-0-0
Acting Director of Pupil Services	The committee returned to open session at 8:54 PM. MOTION to appoint Patrick Priester as Acting Director of Pupil Services. D. Caplinger discussed setting up future meetings and the meeting types that may be needed to address committee business. Brief discussion regarding having a meeting to set parameters for future meetings including a community forum regarding Phase II.	S. Miller	R. DiLego	7-0-0
Motion to adjourn	Motion to adjourn at 8:59 PM	J. Art	S. Miller	7-0-0

Respectfully Submitted,
 Jonathan Nopper
 Mount Greylock Minutes Recorder

Mount Greylock Regional School District School Committee

Location: MGRS Meeting Room A109

Date: Thursday, January 2, 2020

Time: 4:04pm

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

Also Present: Andrea

Open Special Session Agenda

- I. Call to order
- II. Circulate Warrants
- III. Public comment on process
- IV. Discussion of process for determining next steps for phase 2 athletic fields project
 - A. Overview of information desired by school committee for making decision 1. Issues to be considered - educational, safety, financial, environmental 2. Sources for information gathering 3. Methods for sharing information gathered - public forum, special meeting
 - B. SC member and public requests for public forum / special meeting regarding PAH/PFAS
 - C. Timeline for evaluation of design bid and eventual project bid
 - D. Need for contract with owner's project manager
- V. Other business not anticipated by the Chair within 48 hours of meeting
- VI. Motion to move into Executive Session with no intent to return to Open Session pursuant to M.G.L. Chapter 30A, Section 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel (Acting Director of Pupil Services)

II. Warrants circulated.

III. Public Comment.

Question by Regina on public comment. Dan clarifies that he put on public comment to heighten and stress the fact that should be on the process.

Regina: For the future check with legal counsel as to whether or not we can have a specific public comment agenda item.

Dan: Intent is not to limit public comment beyond how the agenda already limits public comment.

Regina: My intent is just to make sure we are following school committee policy.

David Armet: Few months ago seemed like we were going to be divided and unable to come to a unanimous support. Pause hit, more studies on finance and environmental / health. Now the process on voting on the unanimous recommendation of the Phase II committee to go forward with a modified

proposal. Applaud all who worked to find an improved proposal. Time to compromise, move forward, create the necessary environment.

Stephanie Boyd: Want to talk about the process. Think great that want to engage the public. A few thoughts to consider. Agenda seemed to apply public forum might be limited to certain items, recommend when have the public forum include a broad range of issues to explain things to the community. Believe two goals for public forum: informing on issues, who might speak, do we need to bring in outside expertise. Other issue is how to gather community input. Might be hard to do both at one meeting. Gather and assess where the community is at this time. I look forward to the public forum happening, if I can be useful let me know.

Anne O'Connor: Was heartened when things slowed down and the committee was going to take time to deliberate and learn about all the aspects of the question. My input on process is to continue not to rush, to allow time for yourselves and the community. I think a public forum is a good idea. See from agenda looking for what type of information need, methods for sharing information gathered. Would view the public forum in another way, as gathering information, a listening session where school committee and public would learn and no decisions taken at that session. Another concern is that there is a lot on your plate, this meeting is focused on this, sometimes meetings are 3-4 hours long, in the midst of several things, so for me another reason to slow down and be deliberate is not to overload selves. Previous committee seemed expertise was in the form of the landscape company, would look for a partner not already contracted to the school.

IV. Discussion on determining the process.

Christina: Trying to wrap head around all of this, lot of people on sub-committee working on this for a long time, think an imperative that we set a really clear and concise plan on how we will handle moving forward, time-line, when we need to get things done, compliance..... Wondering if we should look at the bigger picture, compliance issues of things that need to be done by a certain time, fields that need to be maintained, need water to take care of existing fields, lot of pieces that might have been lost when focusing on this.

Kim arrives at 4:16pm

Regina: Agree with Christina that we need to have a goal and timeline. Important to talk about aspects of fields (drainage, ...). Should be an outside party providing us with the information and not the person we are working with.

Dan: What in your view would an outside party look like.

Regina: I don't know. But should be from someone other than the person we are trying to work with, as that person might be giving us the information we want to hear not need to hear. Encumbant on us

Steve: Doesn't the architect have experience on both sides, artificial and natural?

Dan: Yes. Part of where we are in the process, Traverse has started work on setting up a bid on design work on natural grass if that is the way we want to go. We were able to use the same architect for that as the first way. For me personally I haven't been as troubled by the idea that we would rely on an architectural firm that we've hired with a wide range of expertise as I didn't see them as being partial, the work we have done on the sub-committee has shown they can do natural or artificial field, it's up to the school committee to choose which way we want them to go. I hear the public has unease with them and their impartiality is being questioned, maybe we can show they are impartial, maybe we need to bring in someone else with other views, that's an option.

Christina: Can we define the missing pieces that we perceive exists in the current process? So we can get the resources in that we need?

Dan: might be worthwhile for people to share what is needed.

Christina: look at existing fields, how are they being drained and managed, I know we need water, how do we bring water to the school: new well, run-off system. Concern on crumb rubber, grass, what chemicals are on these, what happens when toss these into the environment.

Dan: One of the challenges I've had is that with respect to management of existing fields: what is eligible to come from the capital gift, what should come from operating budget. Anything that comes into operating budget comes into town funding. At the same time there is some confusion as to what areas of improvement are capital improvement and appropriate for the capital gift and what are things about educational services for students and needs to come from operating budget. What can the capital gift supplement / offer a one-time assistance. In my mind water, existing field go beyond what we are talking about with respect to the compliance required improvements.

Jamie: One of my biggest concerns is the cost implications of the Phase II project. We have had some feedback from the town boards, finance committees, I think it would be really helpful to have continuing conversations with them on the project. Engage with them on concerns. Discuss future tax consequences. Discuss with folks from the college on where are the boundary lines on what we can use it for. Related point: we need to probably engage with finance sub-committee on a question we've already raised: does it make sense to have stabilization funds for capital projects so we can have money setting aside for capital expenses, foreseeable ones, possibly field related or possibly not, in a way where we are starting to build up capital reserves for these so not just talking about this gift. The gift isn't limitless, if we spend a lot it will not generate any additional income on an annual basis. Maybe towns would prefer us not to have such a fund so they can control expenses.

Kim: We have liaisons to each town for school related matters, can easily have the finance sub-committee and have the two liaisons from the two towns come. Would have to be a warrant article for town meetings.

Dan: I want to make sure we firmly establish what role the committee will have in managing the information flow. What if any responsibility does the committee want to delegate. In some cases the people who are concerned at the town level will be more mollified if the response comes from the full

committee and not the sub-committee. Having a well-defined process will put some people who are not at ease at ease, will know what to expect, when they will have chances to voice concerns.

Christina: One more item: cost of maintenance / replacement, who pays to throw it out, does that fall back on the school to pay, we don't want to dump a bunch of garbage on people 10 years from now.

Dan (to Kim): Feel this came up to the Superintendent Advisory Group. One thing you tried to take on was parsing out these long term financial implications. Might help us to have a better sense of how that process is going, what kind of output we can expect to get.

Kim: Haven't received yet, waiting for the people we pay to give us some real numbers and to identify the location on where such a removal would be. Site in Pittsfield that everyone talks about. This was a direct result of both town boards wanting to know about the cost of the school committee maintaining the fields. Long term costs have to be built into budget or a stabilization fund to maintain them. Getting accurate numbers, need a cost for grass, for synthetic. Financial data so towns can plan. Our group is not to make these decisions, that is the school committee's job.

Dan: Data you are collecting will assist us in fulfilling our fiduciary responsibilities to the town, it's our responsibility. Trying to get a sense of timelines.

Kim: I was looking at mid-Feb / mid-Mar.

Steve: Want to know when is the optimal time to go out to bid, want to know about ADA compliance.

Ali: Agree on comments on timeline. Clearer understanding of when, working backwards, if we need to start by a certain date for compliance when do we need to start making decision. Also knowing if we do or do not have some issues, so have flexibility. Player needs. Helpful if lay things out clearly so know when need to know in order to have fields. A thirty year outlook would be valuable to look at this comprehensively so we can do the outreach necessary to get the buy-in. For a forum: would be very valuable, but I would like to have a moderator keep us focuses and know beforehand what we want to know. I want the information to be as impartial as possible, don't want it to be speculative. Having a good moderator would be very helpful for the forum.

Kim: Agree with Ali, when bring Traverse and Perkins-Eastman we have their A team here, a disservice was done in the past with the representative who came last time not being prepared for some of the questions.

Regina: What do we want to accomplish? Need to use a forum to come to a decision as to whether or not we have a strong feeling one way or the other on artificial turf or natural. We have both sides sending us information. We need to get to a point where we are comfortable do we even want chrome rubber? Are we opposed to artificial turf altogether? What about a different infill? What are the true costs? Disposal? Water? Can we get water to maintain natural grass. If we need artificial what do we need / what are our concerns? Are we willing to pay more? What is the run-off? How much will we spend out of the gift? Will we go back to fund-raising? Do we want to use money from budget and save some of the endowment?

To get all of these answers will it put us so far out that we need to do Title IX and ADA compliance that we need to work on those now? Forum needs to answer these for us, committee needs to be able to make a decision.

Dan: So what does that forum look like so you will have the comfort at coming to an informed decision? What elements does it add from what we did last summer?

Regina: I already have my answers in my own self, not sure the committee has taken a position and maybe we don't need to have a forum, but I think there are some people on the committee who need more clarification. I could write it down now and give it to you.

Dan: Could you make a decision today? Think about this for a few minutes. I felt the public forum was a bit more balanced than some of the comments I've heard, if only because the members of the public who came forward to present gave well thought out presentations, backed by evidence. Almost came off as Traverse did an opening presentation, then a group of the public came and did a similar length and type presentation from a different viewpoint. Remainder of the evening was compare, contrast, synthesize similarities and differences for people to come to a final opinion. Could there be more information? Sure. Would I rather have had Art there rather than Justin? Yes – if only b/c have worked with Art for awhile and have comfort with him. What I struggle with is if we choose another entity to give an opinion how do we convince public they are impartial in a way that Traverse is not.

Dan: Would you be able to make a decision today?

Ali: I would feel more comfortable if I had more information on cost and water availability.

Steve: I have been fortunate in going to a lot of Phase II committee meetings so I do feel comfortable.

Jamie: I have concerns on costs. I am not sure what the best venue is or the best forum. Opportunities for the public to learn more / engage. I don't know. We've talked a lot about the turf field. People have spent a lot of time on field proposals. While I understand the dynamic that people don't pay attention until something becomes crystalized, I am also sympathetic to people's time and demands on their time, a lot of people spent a lot of time preparing good presentations for the public forum. If we are having more public meetings shouldn't be just revisiting the road already covered. Our meetings are long, really long, exhausting, and a lot on our plate. Building project not closed out. Multi-purpose building. Want to make sure doing it in a way that is sensitive to not breaking the backs of administration / school committee members. We need to do this in a way that is thoughtful to all the other issues on people's plates.

Dan: Issues that are, don't want to say ancillary as suggests a prioritization I don't want to suggest, but recognizing that there are core operations of the school that the committee needs to review at regular meetings, serving our kids in that way is the top priority of our committee. I will say that one of the reasons for my trying to restructure the committee / sub-committee the way we did is to allow the Finance sub-committee to weigh in on the financial aspects of the phase projects. If the committee wants to delegate some work to the finance committee that is an option. If it wants to ask the finance sub-committee to work with / incorporate the findings of the Advisory group, we can work that out.

Kim: If the school committee wants to take over the work of the advisory committee I won't be sad, I have a lot on my plate, was in response to public concern, would gladly let the elected officials deal with it.

Dan: I don't want to devalue the work people have done.

Kim: It would just be me stepping away to deal with the other issues, I think decisions could be made faster if the finance committee is involved.

Dan: Want to let people know what are reasonable expectations of that group, if a sub-group / sub-committee there are policies for that. What I care about is that those who have done the work are recognized for the work they've done, that we get the information out, that if people don't agree they can at least live with it. If it has the benefit of allowing you to return to other tasks.

Kim: I normally don't hand things over, but today with the issues I have to deal with that have to deal with (closing out building project), have to focus on that. Andrea, Tim, Rob lived "a day in the life of Kim Grady" today, dealing with making sure people did what they were supposed to, frightening. I know the goal of the advisory committee was to produce numbers before budget season. Maybe better to bring some people on site, shouldn't be this hard to get numbers.

Dan: The committee: all the same working with the advisory committee if with superintendent or not? Any objection?

Regina: My concern is that none of us have the knowledge to be able to look at what we are getting, if Kim is removed from that group who has the knowledge.

Dan: I guess the sense I had was not that the knowledge would go away, but the responsibility for running the group would go away, with the understanding that yes some things only administrators would be able to answer. Non-educational professionals can carry on? Whatever comes out of that group would be reviewed.

Kim: I will continue to participate, schedule in afternoons.

Dan: I feel there has to be a middle ground.

Regina: I don't care who takes it over, could be finance sub-committee, I don't have time in my life, how many times we are meeting already.

Dan: Ali any last thoughts before you go?

Dan: Ali any last thoughts before you go?

Ali: Would love to have a plan to make a good decision quickly without asking for more from people than is necessary so we can be efficient and do the other things that need to be done. Bring all the folks

together. I feel we are close to laying out what we need to make a decision amongst ourselves, then have the community engagement aspect, which is very important. What do we need to send out to the community so they can understand the decision made. Do we want a forum where we present the status of what we are thinking? I don't have any clear suggestions. I think almost two separate things.

Ali leaves at 5:06pm

Dan: None of us have any concrete ideas of timeline on exactly what we would set up, when we would set up, what it would entail. I would love to be proven wrong.

Jamie: deadline for accessibility compliance, May of 2021 or 2022? In terms of compliance deadline, if 2022 which I think it is we have even more time. If there has been one thing in consensus is that the current conditions of the fields do not meet the community standards. Some work we can do as a normal part of our budget process to investigate what we can do in the immediate term to investigate current conditions. Build in our normal budgeting process. One thing for timeline and going forward is that it might fall to the Phase II sub-committee on what are the steps if we go out to bid, what are the steps in developing the design. Maybe falls to them to be the organizing force for organizing the community, the loose ends, tying things down.

Dan: If the committee is going to give any responsibility back to Phase II it needs to be very clear what it expects from that process. Has been some misunderstanding on how much authority the committee gave that sub-committee. The committee has resisted efforts to give the sub-committee a budget. How much money do we have to spend on improvements? That would have been a nice bit of information to give and would help with scope of project. Always a chicken or egg issue, didn't have a reasonable sense of cost till went out to bid. Hear what you are saying, agree roles for sub-committees to play, hope we could define the roles perfectly today, don't think that is going to happen. What can happen is what the next steps are. Send all or some of us home with homework so we can move this forward outside of public meetings, so when return have a clear sense of what to do. I have a clearer sense of what committee members need. Is there a preference for a public forum: is there a preference for one on chemical issues and one on separate, or wrap issues into a single public forum? The more you put in one meeting the longer, but then only have to gather once.

Steve: If have a public forum have all the issues, could be related.

Regina: One

Christina: One

Dan: OK, so seems one.

Dan: Feel that some committee members want to make sure that even if they have the info they need, want to make sure the public has the info it needs. Is it ok for me to reach out to people who have expressed thoughts on a public forum to see what they want / need, so whatever forum we have fills the needs.

All agree

Dan: OK, I will reach out to various members of the public and report back to the group. Probably won't be next week.

Kim: Who are you reaching out to.

Dan: I haven't figured that out myself, but it certainly includes the people who have assisted us in the process.

Kim: There is an email only you and I have received that was looking at the financials, gave a breakdown of a lot of things going on, will forward (from John Dupras).

Kim: at the last phase II committee it was decided to go with a new infill. Crumb rubber is on the backfill, going with brockfill.

Dan: That is something Jamie that goes to your point, takes crumb rubber off the table. Phase II consensus was to move forward with the brockfill, figures were that the additional costs were not as onerous as thought.

Dan: One question with Phase II is we have a design bid for a grass field. I personally have been of several minds of that. Part of me is that the capital gift is finite, spending money on a design bid is useful only if spend money on the design. Question I have for the committee is do we nevertheless want to approve money to prepare the design or do we want to hold off and wait for other process and make a decision in another direction?

Kim: one piece that has to be discussed. If we hold and decide that we want to go with the grass field, then need to deal with water. Over holiday break water left on, well ran dry, don't have an infinite amount of water, not on the city water, if get all excited and go to do fields need water. Can we separate all these out, can we do a water analysis to see where we have water, no matter what the fields need to be brought into compliance. I don't know what it means to dig for a well, tap, can we look at doing that separate? We have money in our appropriated budget hopefully to look at drilling areas to get water regardless for the fields that we know we need to do. Separate issue, has to be dealt with, has implications for this.

Dan: If spend money on a grass field that turns out to have been foreseeably non-feasible on water issues we will then feel silly. Looking at Tim as to what it takes. To look on the property to find usable water. To get water to fields, pressure-wise, won't happen with what we have. Digging, putting in a change order to Phase I, are you comfortable calling around and finding out?

Tim: Absolutely. Had a study recently to bring the existing grounds up to a decent level organically.

Jamie: Finance committee can start on these. Regardless of Phase II need to improve overall quality of our playing fields, can start doing that. Can feed in to discussions on how the Phase II stuff is designed / bid

out. If talking about having another public forum, I think a consensus to have that, I think makes sense to have that before spending more money.

Kim: Regardless of fields, must get done.

Dan: Seeing how things fit in the process. From Jamie spending money before we see where we land is not ideal.

Kim: Cost within Art's bid is for an irrigation study, we should take that out and do that. Will allow us to fix a water issue sooner rather than later.

Regina: I support what Jamie said.

Steve: I agree, we've spent a lot of money on Phase I and II on studies, it's been another year with kids not on the fields.

Dan: Might not be premature to get an owner's project manager at this stage. Do we want an OPM to help us with the project? In my opinion the sub-committee has done a good job, worth thinking about though having an OPM come on.

Regina: learned thru Phase I that having the OPM on board before sending project out is the legally preferred way to do things. We WILL have a project, even if just compliance, still have administration trying to close out a very large building project. I think in our best interest.

Dan: Anything else? This is hard, I appreciate your efforts.

Jamie: Not sure we are quite there yet in terms of an OPM. My instinct would be to have an information gathering / disseminating forum, see how that goes, see how that plays out before engaging any new professionals.

Dan: Would be hard to get someone at this stage. Let me confer with our administrative team and come back with a recommendation.

V. Other business.

Kim: Stepped outside with Gary about soil.

VI. Motion to move to Executive Session.

Moved by Regina, seconded by Christina at 5:30pm.

Called to order at 5:33pm.



Williamstown Elementary School
115 Church Street
Williamstown, MA 01267
413.458.5707

December 17, 2019

Dear ,

On behalf of Williamstown Elementary School, it is my pleasure to inform you that you have been chosen to receive the annual Renzi Citizenship Award for the 2019-2020 school year. A committee consisting of administration, fifth and sixth grade teachers, and specialists in art, music, library, physical education, and technology, determine the sixth graders who best exemplify the qualities of a good citizen that we value at WES: kindness, enthusiasm and helping others. This award was originally established by a citizens committee to honor the career of longtime Williamstown Elementary teacher and administrator, Helen Renzi, and we are happy to celebrate it every year.

You and your family are invited to receive a special recognition at the Mount Greylock Regional School Committee meeting at 6:00pm on Thursday, January 9. In addition, our Renzi Award students will be recognized at an all-school assembly in February, with a small reception to follow in the library. More information will be sent to you and your family about the February celebration after we return from the December break. As part of the honor of being named a Renzi Award recipient, you will also assist the school librarian, Mrs. Lynch, in selecting several books for the Helen Renzi Book Collection. A book of your choice will be given to you as well.

Congratulations! You are a fine role model for all WES students, and we are proud to recognize you as a recipient of this award.

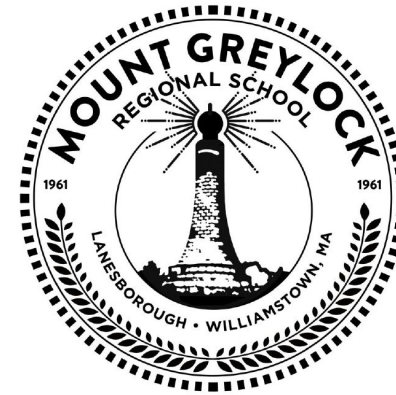
Sincerely,

Joelle Brookner, Principal

C.c. Superintendent, Kimberley Grady

FY 2021 School Council Budget Considerations & Priorities





Our Visions

Lanesborough -- We are a community of life-long learners who are ready to problem solve all challenges. Through persistence and resilience, we cultivate social- emotional readiness and academic excellence in the 21st century classroom.

Williamstown -- We are a compassionate community of curious and diverse learners with a commitment to social- emotional development and academic engagement. Competent, kind, and resilient, our students are prepared to contribute to their ever-changing world.

Mount Greylock -- We are a community of engaged, diverse learners and mentors who seek to challenge ourselves academically and socially to contribute to a rapidly shifting world. Individually and collaboratively, we create an environment where the characteristics of responsibility, integrity and perseverance are fostered and practiced by all.

Lanesborough

Staffing:

Maintains staffing to support student success, differentiate instruction for all students, and provide intervention services.

Social Worker to provide support to students and families to best meet their social emotional needs.

Technology:

Teacher devices to keep up with new platforms and ease the access to implement new curriculum.

Smart boards to create more engaging interactive lessons to continue to increase the students access to the curriculum.

Williamstown

Staffing:

- Maintain current staff to support student success, differentiate instruction for all students, and provide intervention services
- Add a full-time math intervention position to support growth and achievement in mathematics
- Increase art position to 1.0 fte (currently .8) due to the transition to full-day Wednesdays
- Decisions regarding programming due to addition of Wednesday afternoons could impact staffing further

Curriculum Changes:

- New Massachusetts “Social Studies Curriculum Framework” requires purchase of new materials & texts
- In response to MCAS math performance data, intervention materials need to be purchased for high needs and at risk students

Mount Greylock

Maintain Staffing to support student success, differentiate instruction for all students, and provide intervention services; decisions regarding the adoption of MassCore will alter graduation requirements and could impact staffing

Curriculum Changes will require new texts

- New Massachusetts “Social Studies Curriculum Framework” will impact selections
- English and Social Studies departments are seeking to present a more diverse range of experiences and authorial voices

Performing Arts staff retirements present opportunity to restructure department; increasing staff from 1.8FTE to 2.0FTE will enable meaningful enrichment of course offerings

Social-Emotional Health of both students and faculty remains a priority. New programming will aim to support student resiliency and engagement, as well as growing demands on faculty

Student Opportunity Act updates and improves upon 1993 Education Reform provisions

Almost 200 years after its founding as the first public high school in America, Boston English was again the site of a landmark event as Massachusetts Governor Baker signed the long-awaited (and even longer-debated) Student Opportunity Act on November 26. Surrounded by a broad coalition of students, legislators, and state, education, and business leaders, the Governor commended the joint legislative efforts that worked through difficult and contentious issues to arrive at the final bill which will boost investment in public schools by \$1.5 billion when fully phased in over the next seven years.

The Act, which provides significant new funding resources to schools, particularly school districts with high percentages of low-income and English Language Learners, was the legislative answer to the Foundation Budget Review Commission's 2015 report that found MA schools underfunded by almost 2

billion dollars. This deficit was attributed to the education funding formula's failure to keep up with inflationary costs relative to employee and retiree health insurance, special education, and the additional amounts provided to serve the needs of English learners and low-income students.

In addition to the revised Chapter 70 funding formula that will generate unprecedented increases in annual state investment, school districts will also see increased reimbursements for transporting students to out-of-district special education placements. It also raises the cap on state funding for school building projects by \$150 million; fully funds charter school reimbursements; and creates a grant fund for innovative educational approaches.

To ensure that the bill achieves its goal of improving educational opportunities for all students, regardless of zip code, or country of origin, school districts will be required to submit three-year plans

designed to close local achievement gaps. These plans, which will be developed with input from school leaders, administrators, faculty and community representatives prior to final approval by the school committee, would incorporate evidence-based programs and support such as expanded learning time, increased counseling and psychological services, professional development, expanded early learning and pre-kindergarten, early college and career-readiness pathways and a more diverse teacher workforce. The plans will be submitted to the Commissioner of Education (see related article on page 2) who will review the plans to ensure they set measurable goals for student improvement with credible strategies for achieving them. Plans deemed as failing to meet these standards would need to be amended.

The bill also requires the Secretary

continued on page 3

Report on Resolutions 2019

The following is a report on actions taken on the resolutions that were considered by the Delegate Assembly at the annual meeting in Hyannis on Friday, November 8. There were 107 districts represented at the Assembly.

RESOLUTION 1: Banning Polystyrene from Schools

(Submitted by the Silver Lake Regional School District, including the School Committees of Kingston, Plympton, and Halifax)

BE IT RESOLVED THAT: MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

RATIONALE Proponents cite the presence of toxins, including carcinogens in polystyrene and note that containers manufactured with this substance can be found in food and beverage containers that might pose a risk to students and others.

The resolution passed, as presented, on a voice vote.

continued on page 3

MASC President Devin Sheehan, and incoming President Deborah Davis at the 2019 Joint Conference



Student Opportunity Act continued from page 1

of Education to collect data and report annually on student preparedness for college and career success by school district and high school, including student participation rates in college and career readiness programs, college acceptance and graduation rates as well as the percentage of students in internships earning industry-recognized credentials.

Following passage of the bill the Department of Education released a statement giving further detail on how the numbers will be calculated. In a memo from the Commissioner, Riley explained the Department is in the process of developing guidance, procedures, and regulations needed to implement the provisions of the legislation. In particular, this pertains to:

- **Chapter 70.** While the Student Opportunity Act updates the formula, DESE is still collecting and processing the enrollment, municipal revenue, wage adjustment, and inflation data needed to calculate the state aid allotments and local contribution requirements for FY21. This information will be provided to districts in January, in conjunction with the release of the Governor's House 2 budget proposal. (In his Legislative Bulletin analysis of the bill, MASC General Counsel Stephen Finnegan noted that DESE is required to calculate minimum aid adjustment using the base and incremental rates in the FY2020 budget, adjusted for inflation, plus the district's enrollment multiplied by \$30. Minimum aid is therefore the greater of either the district's foundation enrollment multiplied by not less than \$30, or the minimum aid adjustment minus the previous year's Chapter 70 aid. **This ensures that no district is harmed by any changes in this bill.**)

- **Low-income census.** The updated Chapter 70 formula applies the low-income increment to students in families at or below 185% of the federal poverty level, replacing the 133% threshold used for the "economically disadvantaged" count in the past two years. For FY21, the Department will use the greater of (a) the current economically disadvantaged count obtained through our direct certification process or (b) the district's FY16 low-income percentage applied to its current foundation enrollment. Riley

says the Department is studying options for collecting updated low-income data for FY22 and beyond, and recently met with MASC Executive Director Glenn Koocher, among others, to discuss alternative strategies.

- **Special education circuit breaker.**

The act phases in the reimbursement of out-of-district transportation costs required by individualized education programs for students with disabilities. In FY21, DESE will reimburse 25% of the eligible costs incurred during the 2019-20 school year (subject, of course, to appropriation). School business managers will receive detailed instructions from the DESE School Finance office on accounting for and reporting these costs.

- **Charter school tuition costs and reimbursements.** The act does not affect charter tuition costs and reimbursements in FY20. For FY21, (a) tuition rates will begin to reflect the changes to the foundation budget rates, and (b) the act commits to funding at least 75% of the tuition reimbursement formula. The preliminary cherry sheets issued in January 2020 for FY21 will include tuition and reimbursement estimates, but remember that the final amounts can differ significantly from the initial estimates.

- **District evidence-based three-year plans.** Each superintendent, in consultation with the local school committee, must develop a three-year, evidence-based plan to address persistent disparities in achievement among student subgroups. In developing its plan, each district must consider input and recommendations from parents and other community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators.

The law requires that DESE prescribe the form and manner of these plans, and the Department is working to finalize plan templates and guidance documents for release to districts as soon as possible. At a minimum, the plans will require each district to address four areas outlined in the new law:

- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups;
- Identify specific evidence-based programs the district intends to implement

to effectively reduce these disparities;

- Outline how Chapter 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including information about school level spending and resources for selected student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts, including targeted plans for families of low-income students, English learners and students with disabilities.

Each district's initial three-year plan must be submitted to DESE by April 1, 2020. In addition, each district must report data annually to DESE reflecting progress made in addressing disparities in achievement among student subgroups as a result of this plan. In addition to addressing any amendments required by the Commissioner, districts may also voluntarily amend their plans to reflect changes necessary to meet district targets.

For charter schools, DESE will update the annual report and accountability plan requirements to incorporate all of the information required in the district evidence-based plans.

- **School district reserve funds.** School districts that have established reserve funds under G.L. c. 40, s. 13E (for unanticipated or unbudgeted costs of special education, out-of-district tuition, or transportation) may now also use these funds for payment of tuition to recovery high schools.

- **Twenty-First Century Education grant program.** The act establishes a new competitive grant program to address persistent disparities in achievement among student subgroups, improve educational opportunities for all students, share best practices for improving classroom learning, and support efficiencies within and across school districts. We need to await further legislative action in an appropriations bill to fund this program.

DESE will continue to update you on implementing the Student Opportunity Act. For general questions or questions specific to your district, please email: commissioner@doe.mass.edu. For additional analysis of the Student Opportunity Act and its impact on school districts, refer to the November *Legislative Bulletin* prepared by MASC Counsel Stephen Finnegan which is posted on the MASC website.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - November 27, 2019

The Student Opportunity Act

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

On November 26, Governor Baker signed into law the Student Opportunity Act (Chapter 123 of the Acts of 2019). The bill implements the recommendations of the 2015 Foundation Budget Review Commission and includes a number of other provisions to benefit our public schools. My sincere thanks to all of you who helped to frame these proposals and pushed for their enactment, and to the Legislature and the Governor for getting the job done. We have once again reaffirmed public education is cherished in the Commonwealth. It is now up to all of us to ensure we spend these substantial new funds in the way the Act intends, making certain that all of our students have access to an excellent education.

I know you all have many questions about the new law. We are working hard to fully develop the guidance, procedures, and regulations needed to implement its provisions. This message provides some initial information and guidance, with much more to follow.

- *Chapter 70.* While the Student Opportunity Act updates the formula, we are still collecting and processing the enrollment, municipal revenue, wage adjustment, and inflation data needed to calculate the state aid allotments and local contribution requirements for FY21. As always, we will provide this information to you in January, in conjunction with the release of the Governor's House 2 budget proposal.
- *Low-income census.* The updated Chapter 70 formula applies the low-income increment to students in families at or below 185 percent of the federal poverty level, replacing the 133 percent threshold used for the "economically disadvantaged" count in recent years. For FY21, we will use the greater of (a) the current economically disadvantaged count obtained through our direct certification process or (b) the district's FY16 low-income percentage applied to its current foundation enrollment. We are studying options for collecting updated low-income data for FY22 and beyond.
- *Special education circuit breaker.* The act phases in the reimbursement of out-of-district transportation costs required by individualized education programs for students with disabilities. In FY21, we will reimburse 25 percent of the eligible costs incurred during the

2019-20 school year (subject, of course, to appropriation). School business managers will receive detailed instructions from our School Finance office on accounting for and reporting these costs.

- *Charter school tuition costs and reimbursements.* The act does not affect charter tuition costs and reimbursements in FY20. For FY21, (a) tuition rates will begin to reflect the changes to the foundation budget rates, and (b) the act commits to funding at least 75 percent of the tuition reimbursement formula. The preliminary cherry sheets issued in January 2020 for FY21 will include tuition and reimbursement estimates, but please remember that the final amounts can differ significantly from the initial estimates.
- *District evidence-based three-year plans.* Each superintendent, in consultation with the local school committee, must develop a three-year, evidence-based plan to address persistent disparities in achievement among student subgroups. In developing its plan, each district must consider input and recommendations from parents and other community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators.

The law requires that DESE prescribe the form and manner of these plans, and we are working to finalize plan templates and guidance documents for release to districts as soon as possible.

The commissioner could add more requirements at his discretion, but at a minimum, the plans will require each district to address four areas outlined in the new law:

- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups;
- Identify specific evidence-based programs the district intends to implement to effectively reduce these disparities;
- Outline how Chapter 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including information about school level spending and resources for selected student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts, including targeted plans for families of low-income students, English learners and students with disabilities.

Each district's initial three-year plan must be submitted to DESE by April 1, 2020. Upon receiving a plan, the commissioner has the authority to require amendments from districts to ensure the plan meets the requirements of the law. Annually, each district must report data to DESE reflecting progress made in addressing disparities in achievement among student subgroups as a result of this plan. In addition to addressing any amendments required by the commissioner, districts may also voluntarily amend their plans to reflect changes necessary to meet district targets.

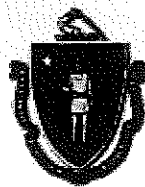
For charter schools, DESE will update the annual report and accountability plan requirements to incorporate all of the information required in the district evidence-based plans.

- *School district reserve funds.* School districts that have established reserve funds under G.L. c. 40, s. 13E (for unanticipated or unbudgeted costs of special education, out-of-district tuition, or transportation) may now also use these funds for payment of tuition to recovery high schools.
- *Twenty-First Century Education grant program.* The act establishes a new competitive grant program to address persistent disparities in achievement among student subgroups, improve educational opportunities for all students, share best practices for improving classroom learning, and support efficiencies within and across school districts. We need to await further legislative action in an appropriations bill to fund this program.

We will continue to update you on implementing the Student Opportunity Act. If you have general questions or questions specific to your district, please email commissioner@doe.mass.edu, and we will follow up.

Sincerely,

Jeffrey C. Riley
Commissioner



THE GENERAL COURT OF MASSACHUSETTS
JOINT COMMITTEE ON EDUCATION

Student Opportunity Act

Fact Sheet

September 19, 2019

The Student Opportunity Act makes an unprecedented \$1.5 billion new investment in Massachusetts public education, ensuring public schools have adequate resources to provide a high-quality education to students across the state, regardless of zip code or income level. Assuming inflation, over time the bill could provide an estimated \$2.2 billion.

The Student Opportunity Act significantly helps school districts that serve high percentages of low-income students. At the same time, school districts across the Commonwealth will benefit from updates to the existing funding formula, along with increased state investment in other vital education aid programs such as transportation, school buildings and special education.

These new investments, coupled with policy updates, are designed to monitor and measure progress, support effective approaches to closing opportunity gaps, and deliver results for all students.

This bill modernizes the K-12 education funding and policy landscape in four areas:

1. **Fully implements the recommendations of the Foundation Budget Review Commission (FBRC) to ensure that the school funding formula provides adequate and equitable funding to all districts across the state.** Provides an estimated \$1.4 billion in new Chapter 70 aid over and above inflation when fully implemented over the next seven years. The foundation budget is updated as follows:
 - Estimates school districts' employee and retiree **health care** costs using up to date health insurance trend data collected by the state's Group Insurance Commission (GIC).

- **Increases special education** enrollment and cost assumptions to more accurately reflect district enrollment.
- **Increases funding for English learners (EL)** that is differentiated by grade level to reflect the greater resources required to educate our older EL students.
- Addresses the needs of districts educating high concentrations of **students from low-income households** by:
 - Providing additional funding based on the share of low-income students in each district; districts educating the largest percentage of low-income students will receive an additional increment equal to 100% of the base foundation;
 - Returning the definition of low-income to 185% of the Federal Poverty Level, as opposed to the 133% level that has been used in recent years.

2. **Provides additional state financial support to help public schools and communities deliver a high-quality education to every student by:**

- Increasing foundation rates for **guidance and psychological services** that will support expanded social-emotional supports and mental health services.
- Fully funding **charter tuition reimbursements**, which provide transitional aid to help districts when students leave to attend charter schools, within a three year timetable.
- Expanding the **special education circuit breaker**, which reimburses districts for extraordinary special education costs, to include transportation costs in addition to instructional costs, phased in over four years.
- Lifting the annual cap on **Massachusetts School Building Authority (MSBA)** spending for school building construction/renovation by \$150 million (from \$600 million to \$750 million), enabling more projects across the state to be accepted into the MSBA funding pipeline.

3. **Implements policy updates designed to maximize the impact of new funding in improving student outcomes and closing opportunity gaps.**

- Establishes the **21st Century Education Trust Fund** to provide flexible funding to districts and schools pursuing creative approaches to student learning and district improvement.

- School districts must develop and make publicly available **plans for closing opportunity gaps**. These plans will include specific goals and metrics to track success.
- The Secretary of Education will collect and publish data on **student preparedness in each district and high school for post-graduate success** in college and the workforce.
- Establishes a **Data Advisory Commission** to help improve the use of data at the state, district, and school levels to inform strategies that strengthen teaching, learning and resource allocation.

4. **Identifies education policy areas requiring further analysis.**

- The Department of Revenue (DOR) and DESE are directed to analyze the method of **determining required local contributions** in the Chapter 70 formula for the purpose of improving equity, predictability and accuracy.
- Establishes a **Rural Schools Commission** to investigate the unique challenges facing rural and regional school districts with low and declining enrollment. The Commission will make recommendations for further updates to help impacted districts and communities.

Screenshot of our HR page from January 7, 2018 courtesy of the "Way Back Machine" Internet Archive Website: <https://archive.org/web/>

Williamstown - Lanesborough PUBLIC SCHOOLS

[Our Schools](#) [School Committees](#) [Administration](#) [Resources](#) [Regionalization](#)

PROJECTS & INITIATIVES

[SCHOOL CHOICE](#)

[HOME SCHOOLING](#)

[SCHOOL CLOSINGS/LAST DAY](#)

[DISTRICT DOCUMENTS / ESSA](#)

[EMPLOYMENT](#)

[CONTACT US](#)

Tri-District Job Postings (EOE)

For additional information on employment listings and to submit resumes, please visit <https://www.schoolspring.com/>

LANESBOROUGH
ELEMENTARY

MOUNT GREYLOCK

WILLIAMSTOWN
ELEMENTARY

[Part Time District Treasurer
Job Posting](#)

[Part Time District Treasurer
Job Description](#)

[Spring Coaching
Opportunities](#)

TRI-DISTRICT/SHARED SERVICES EMPLOYMENT OPPORTUNITIES

[Human Resource Specialist Long Term Substitute](#)

[Part Time Special Education Office Clerk](#)

RESOURCES & APPLICATIONS

[Employment Resources](#)

District Contact Information

1781 Cold Spring Road Williamstown, MA 01267 T: 413-458-9582 ext. 161

[Contact Us](#) [Directions](#) [Site Map](#) [Privacy Policy](#)

Mount Greylock Regional School District


[Our Schools](#)
[School Committee](#)
[Administration](#)
[Resources](#)
[District Events Calendar](#)
[MISSION - VISION - CORE BELIEFS](#)
[SCHOOL CHOICE](#)
[HOME SCHOOLING](#)
[SCHOOL CLOSINGS/LAST DAY](#)
[BUDGET / DISTRICT DOCUMENTS / ESSA](#)
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Human Resources

JOIN US:

[Click here to view our Current Openings](#)

About Us:

Mount Greylock Regional School District includes Lanesborough and Williamstown representing a combined population of 11,000 residents. Our District is comprised of three schools: Lanesborough Elementary (PreK-6), Williamstown Elementary (PreK-6) and Mount Greylock Regional School (7-12). Total enrollment is approximately 1200 students. At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity and responsibility through high expectations and cooperation resulting in life-long learning and personal growth. Our District's faculty and staff are dedicated and passionate professionals that endeavor every day to uphold this mission by holding true the District's core beliefs:

Core Beliefs:

- **Courtesy:** We are committed to fostering and maintaining an environment free of all types of fear and intimidation. Based on our core belief that individuals are entitled to be treated with dignity and respect, it is our policy to prohibit any conduct that constitutes a climate in which individuals feel fear and/or intimidation. **Inclusive Diversity:** We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction.
- **Integrity:** We believe in the integrity of all members of the school community and the commitment to academic honesty and support of our quest for authentic learning. By adhering to ethical principles, acting honorably and assuring that there is consistency between beliefs, words, and actions, we individually demonstrate integrity and high moral character.
- **Respect:** We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students and parents lead to higher levels of student achievement.
- **Responsibility:** We recognize the responsibility of the entire school community to ensure the success of all students. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.
- **Restorative Based Processes:** We are best when students are first. All decisions are centered on the needs of the whole child.

Contact:

*Jonathan Nopper,
Human Resources Specialist*

1781 Cold Spring Road Williamstown, MA 01267

Email: jnopper@mgrhs.org

Phone: (413) 458-9582 x. 4001

For MGRSD Faculty & Staff (District Forms) -[MGRS Staff](#), [LES Staff](#), [WES Staff](#)

[Berkshire Health Group - Wellness Benefits Guide](#)

[Collective Bargaining Agreements](#)

[General Job Application](#)

[SAFIS \(Commonwealth of Massachusetts Statewide Applicant Fingerprint Identification Services\)](#)

District Contact Information

1781 Cold Spring Road | Williamstown, MA 01267 |

T: 413-458-9582 ext. 4000

[Contact Us](#) | [Directions](#) | [Site Map](#) | [Privacy Policy](#)

MISSION: At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity and responsibility through high expectations and cooperation resulting in life-long learning and personal growth.

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SUBSTITUTE TEACHERS

Mount Greylock Regional School District

Williamstown, Massachusetts (map (<http://www.schoolspring.com/jobmap.cfm?lid=140924&jid=3172946>))

Apply for this job!

Tell a friend (<http://addthis.com/bookmark.php?v=250&pub=schoolspring>)

Print job (<http://www.schoolspring.com/job.cfm?jid=3172946&print=>)

Job Details

Job ID: 3172946

Application Deadline: Posted until Filled

Re-posted : November 18, 2019

Starting Date: Immediately

Job Description

Mount Greylock Regional School District is seeking substitute teachers for the 2019-2020 academic year. Substitutes are responsible for the continuity of instruction in the absence of the teacher of record. All per diem substitute teachers are called on an as needed basis. Teaching assignments and duration of assignments will vary.

The District is looking to expand the sub lists for all grade levels and schools within the District. Please indicate any preference for a grade level or a particular school within your application:

- Lanesborough Elementary School (Grades PreK-6)
- Williamstown Elementary School (Grades PreK-6)
- Mount Greylock Regional School (Grades 7-12)

All offers of employment with Mount Greylock Regional School District are contingent upon satisfactory completion of the employment screening process to include SAFIS (CHRI) Federal and CORI State background check reports.

Position Type: Part-time

Positions Available: 1

- Job Category : Instructional Support > Substitute: Teachers

Welcome to Mount Greylock Regional School District!

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- Inclusive Diversity:** We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction.
- Integrity:** We believe in the integrity of all members of the school community and the commitment to academic honesty and support of our quest for authentic learning. By adhering to ethical principles, acting honorably and assuring that there is consistency between beliefs, words, and actions, we individually demonstrate integrity and high moral character.
- Respect:** We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students and parents lead to higher levels of student achievement.
- Responsibility:** We recognize the responsibility of the entire school community to ensure the success of all students. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.
- Restorative Based Processes:** We are best when students are first. All decisions are centered on the needs of the whole child. Learn more about us... (<http://www.schoolspring.com/joblocation.cfm?jid=3172946&lid=140924>)



(<http://www.schoolspring.com/joblocation.cfm?jid=3172946&lid=140924>)

Equal Opportunity Employer

Mount Greylock Regional School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Job Requirements

- Associate degree preferred
- Citizenship, residency or work visa required

Contact Information

Jonathan Nopper , HR Specialist
1781 Cold Spring Rd
Williamstown, Massachusetts 01267

Phone: 413-458-9582 x4001

Email: [click here \(http://www.schoolspring.com/jobcontact.cfm?jid=3172946&uid=334306\)](http://www.schoolspring.com/jobcontact.cfm?jid=3172946&uid=334306)

Apply for this job!

Tell a friend (<http://addthis.com/bookmark.php?v=250&pub=schoolspring>)

Print job (<http://www.schoolspring.com/job.cfm?jid=3172946&print=>)

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LONG-TERM SUB BIOLOGY AND HEALTH 10

Mount Greylock Regional School

Mount Greylock Regional School District

Williamstown, Massachusetts (map (<http://www.schoolspring.com/jobmap.cfm?lid=7091&jid=3207445>))

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Print job (<http://www.schoolspring.com/job.cfm?jid=3207445&print=>)

Job Details

Job ID: 3207445

Application Deadline: February 15, 2020

Posted : December 11, 2019

Starting Date: April 1, 2020

Job Description

Mount Greylock Regional School, a highly ranked school for grades 7 through 12 located in Williamstown, Massachusetts, seeks to fill a long-term sub position for a 1.0 FTE health education/biology position. The department seeks to appoint a teacher in support of a dynamic health and wellness curriculum (grade 10) and college prep biology curriculum (grade 11). The successful candidate will possess strong content knowledge in health-related issues and biology and be an innovative educator with excellent interpersonal skills, demonstrated organizational ability, engaging instructional approaches, and a passion and enthusiasm for working with adolescents.

Position Type: Full-time

Positions Available: 1

- Job Categories : Classroom Teacher > Health
Classroom Teacher > Science: Biology
Instructional Support > Substitute: Teachers

Welcome to Mount Greylock Regional School!

Mount Greylock Regional School Vision:

We are a community of engaged, diverse learners and mentors who seek to challenge ourselves academically and socially to contribute to a rapidly shifting world. Individually and collaboratively, we create an environment where the characteristics of responsibility, integrity and perseverance are

fostered and practiced by all.

Mount Greylock Regional School District includes Lanesborough and Williamstown representing a combined population of 11,000 residents. Our District is comprised of three schools: Lanesborough Elementary (PreK-6), Williamstown Elementary (PreK-6) and Mount Greylock Regional School (7-12). Total enrollment is approximately 1200 students. At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity and responsibility through high expectations and cooperation resulting in life-long learning and personal growth. Our District's faculty and staff are dedicated and passionate professionals that endeavor every day to uphold this mission by holding true the District's core beliefs:

Core Beliefs:

- Courtesy:** We are committed to fostering and maintaining an environment free of all types of fear and intimidation. Based on our core belief that individuals are entitled to be treated with dignity and respect, it is our policy to prohibit any conduct that constitutes a climate in which individuals feel fear and/or intimidation.
- Inclusive Diversity:** We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction.
- Integrity:** We believe in the integrity of all members of the school community and the commitment to academic honesty and support of our quest for authentic learning. By adhering to ethical principles, acting honorably and assuring that there is consistency between beliefs, words, and actions, we individually demonstrate integrity and high moral character.
- Respect:** We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students and parents lead to higher levels of student achievement.
- Responsibility:** We recognize the responsibility of the entire school community to ensure the success of all students. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.
- Restorative Based Processes:** We are best when students are first. All decisions are centered on the needs of the whole child. Learn more about us... (<http://www.schoolspring.com/joblocation.cfm?jid=3207445&lid=7091>)



(<http://www.schoolspring.com/joblocation.cfm?jid=3207445&lid=7091>)

Equal Opportunity Employer

Mount Greylock Regional School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Job Requirements

- MA DESE Teaching Certification in Health/Family Consumer Science & Biology 8-12 strongly preferred.

All offers of employment with Mount Greylock Regional School District are contingent upon satisfactory completion of the employment screening process to include SAFIS CHRI Federal and CORI (State) background check reports.

- At least 3 years of relevant experience preferred
- Master degree preferred
- Citizenship, residency or work visa required

Contact Information

Mary MacDonald , Principal
1781 Coldspring Road
Williamstown, Massachusetts 01267

Phone: 413-458-9582

Email: [click here \(http://www.schoolspring.com/jobcontact.cfm?jid=3207445&uid=64492\)](http://www.schoolspring.com/jobcontact.cfm?jid=3207445&uid=64492)

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ANTICIPATED/TEMPORARY 1:1 PARAPROFESSIONAL

Lanesborough Elementary School

Mount Greylock Regional School District

Lanesborough, Massachusetts (map (<http://www.schoolspring.com/jobmap.cfm?lid=7090&jid=3207452>))

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Print job (<http://www.schoolspring.com/job.cfm?jid=3207452&print=>)

Job Details

Job ID: 3207452

Application Deadline: Posted until Filled

Re-posted : December 26, 2019

Starting Date: Immediately

Job Description

Lanesborough Elementary School seeks applicants for an anticipated temporary paraprofessional position.

Associates Degree Preferred

Prior experience working with students with intensive special needs preferred

First Aid/CPR and AED training preferred.

Prior experience or training using CPI preferred.

Position Type: Full-time

Positions Available: 1

- Job Category: Instructional Support > Paraprofessional / IA

Welcome to Lanesborough Elementary School!

Lanesborough Elementary Vision:

We are a community of life-long learners who are ready to problem solve all challenges. Through persistence and resilience, we cultivate social-emotional readiness and academic excellence in the 21st century classroom.

Mount Greylock Regional School District includes Lanesborough and Williamstown representing a combined population of 11,000 residents. Our

District is comprised of three schools: Lanesborough Elementary (PreK-6), Williamstown Elementary (PreK-6) and Mount Greylock Regional School (7-12). Total enrollment is approximately 1200 students. At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity and responsibility through high expectations and cooperation resulting in life-long learning and personal growth. Our District's faculty and staff are dedicated and passionate professionals that endeavor every day to uphold this mission by holding true the District's core beliefs:

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- Responsibility:** We recognize the responsibility of the entire school community to ensure the success of all students. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.
- Restorative Based Processes:** We are best when students are first. All decisions are centered on the needs of the whole child. Learn more about us... (<http://www.schoolspring.com/joblocation.cfm?jid=3207452&lid=7090>)



(<http://www.schoolspring.com/joblocation.cfm?jid=3207452&lid=7090>)

Equal Opportunity Employer

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Job Requirements

- All offers of employment with Mount Greylock Regional School District are contingent upon satisfactory completion of the employment screening process to include SAFIS CHRI federal and CORI state background check reports.
- At least 3 years of relevant experience preferred
- Associate degree preferred
- Citizenship, residency or work visa required

Contact Information

Nolan Pratt, Interim Principal
188 Summer Street
Lanesborough, Massachusetts 01267

Phone: 413-443-0027

Email: [click here \(http://www.schoolspring.com/jobcontact.cfm?jid=3207452&uid=345794\)](http://www.schoolspring.com/jobcontact.cfm?jid=3207452&uid=345794)

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Richard Sherman's five missteps in
negotiating his 49ers contract

ELEMENTARY PARAPROFESSIONALS

Williamstown Elementary School

Mount Greylock Regional School District

Williamstown, Massachusetts (map (<http://www.schoolspring.com/jobmap.cfm?lid=7089&jid=3195527>))

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Print job (<http://www.schoolspring.com/job.cfm?jid=3195527&print=>)

Job Details

Job ID: 3195527

Application Deadline: Posted until Filled

Re-posted : December 30, 2019

Starting Date: Immediately

Job Description

Williamstown Elementary School seeks to fill two paraprofessional positions for the remainder of the 2019-2020 school year to work with students in grades K-6. Experience working with children with identified special needs strongly preferred.

Position Type: Full-time

Positions Available: 2

- Job Category: Instructional Support > Paraprofessional / IA

Welcome to Williamstown Elementary School!

Williamstown Elementary Vision:

We are a compassionate community of curious and diverse learners with a commitment to social-emotional development and academic engagement. Competent, kind, and resilient, our students are prepared to contribute to their ever-changing world.

Mount Greylock Regional School District includes Lanesborough and Williamstown representing a combined population of 11,000 residents. Our District is comprised of three schools: Lanesborough Elementary (PreK-6), Williamstown Elementary (PreK-6) and Mount Greylock Regional School (7-12). Total enrollment is approximately 1200 students. At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy,

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(<http://www.schoolspring.com/joblocation.cfm?jid=3195527&lid=7089>)

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Job Requirements

- All offers of employment with Mount Greylock Regional School District are contingent upon satisfactory results of the employment screening process, including SAFIS/CHRI Federal and CORI State background check reports.
- At least 1 year of relevant experience preferred
- Associate degree preferred
- Citizenship, residency or work visa required

Contact Information

Joelle Brookner , Principal
115 Church Street
Williamstown, Massachusetts 01267

Phone: 413-458-5707

Fax: 413-458-3287

Email: [click here \(http://www.schoolspring.com/jobcontact.cfm?jid=3195527&uid=85072\)](http://www.schoolspring.com/jobcontact.cfm?jid=3195527&uid=85072)

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find

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

Job Description

JOB TITLE: *Technology and Audio Visual Specialist*

REPORTS TO: Director of Operations

POSITION: Full-time (12-month employee) Annual Appointment

GENERAL DUTIES: Install, maintain, repair, and support district and school computer systems, audio-visual systems and related equipment and software.

QUALIFICATIONS:

1. Strong ability to troubleshoot hardware and software issues;
2. Broad experience with networking technologies in Windows environment required and Macintosh platform desired;
3. Advanced technology certificates and/or associates degree or higher in information technology, computer science or engineering desired but not required; and
4. Demonstrated ability to perform the responsibilities below as evidenced by training, experience, and the interview process.

RESPONSIBILITIES: *TECHNOLOGY*

1. Assist in maintaining all systems, applications, security, network configurations, hardware, and software
2. Perform the setup and installation of all new or updated client hardware and software
3. Diagnose and repair problems on district-owned computers, devices and peripherals
4. Respond to all user requests in a timely manner
5. Conduct preventative maintenance tasks as directed
6. Troubleshoot and resolve network wiring and equipment problems
7. Maintain a system for network security, including confidentiality of user names and passwords
8. Maintain a virus protection program that is updated as new viruses emerge
9. Provide support for networked administrative and instructional databases
10. Maintain an accurate inventory of computer equipment throughout the district
11. Install, configure, and troubleshoot updates of software licensing, and comply with software licensing agreements
12. Identify needs and provide advice for future technologies and network upgrades and expansion
13. Maintain other district technologies as directed including but not limited to video and telecommunications equipment, and interactive projectors/whiteboards
14. Remain current with existing and emerging technologies
15. Serve as a resource to all faculty and staff
16. Performs other duties as assigned

17. Maintains records of equipment repairs and inventory of parts
Collaborates as needed with the Library Media Specialist and performs related work as required
- 18.

WEBMASTER

1. Develops and maintains District's websites. Works closely with website services providers, hosting company, or others who provide the platforms upon which the District's websites are managed.
2. Manage the day-to-day operations of the District's websites, ensuring the functionality, navigation, and overall performance meet the needs of our schools/district. This includes ongoing maintenance and updates including content, adding functionality, optimizing images, and includes links, database, and other website add-ons.
3. Ensure that the District's website design is attractive, professional, informative, error-free, and intuitive.
4. Regulate and manage the access rights of users.
5. Manage URLs (domain names) and DNS requirements.
6. Ability to handle basic web programming, including knowledge of HTML.
7. Implementation of ADA website compliance. Create and implement training for other staff members regarding ADA compliance.
8. Proficiency in writing and proofing content. Some editing of images and graphics is also necessary.
9. Implement and maintain a style guide for all website content that maintains consistency for all print and content published.
10. Serve as the liaison between the Operations department and the various administrators in each school and within the District office.

AUDIO-VISUAL

1. Diagnoses audio and visual equipment problems using reference manuals
2. Tests equipment and replaces defective audio and visual equipment components
3. Diagnoses and repairs equipment including: VCRs; Interactive white boards, TVs; LCD projectors; CD players; digital cameras; projector screens; headphones; and listening stations
4. Diagnoses school building public address and intercom system problems; repairs or replaces defective components
5. Sets up audio systems for programs and events
6. Designs, installs, diagnosis, and repairs MATV systems, classroom audio/visual systems and audio systems for auditoriums, gyms and athletic fields

Performance Evaluation: The Director of Operations will evaluate the performance of the Technology / AV Specialist.

Compensation & Benefits: Compensation and benefits shall be subject to negotiations between the Superintendent (as an agent of the School Committee) and the Technology / Audio Visual Specialist.

Propose Draft – Last Updated by HR 12/27/19

Mt. Greylock Regional School District
Office of Pupil Services
1781 Cold Spring Road
Williamstown, MA 01267-2770
(413)458-9582 Ext. 2050

October 23, 2019

To Whom It May Concern:

The Mount Greylock Regional School District, according to the requirements of the State of Education Law, 603 CMR 28.00, is legally bound to contact you regarding our responsibility to “locate, identify and evaluate children with disabilities who may be eligible for special education and related services.” I am seeking your assistance in identifying children at your school /medical office who may be in need of services and are residents of either Williamstown or Lanesborough in grades PreK-12.

As in the past, we continue to work with local schools and area medical offices to discuss concerns and if appropriate, referrals of students who may be in need of special education services.

Please feel free to contact me at 413-458-9582 Ext. 2050 with any questions you or your staff may have regarding this process.

I look forward to continuing to work together in the best interests of our students.

Sincerely,

*Kimberley Grady
Superintendent*

KG:slg

Lanesborough Elementary School, Mt. Greylock Regional School District, and Williamstown Elementary school in accordance with its non-discrimination policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

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

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

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

Child Find Letters to:

Private Schools:

Pine Cobble 163 Gale Road, Williamstown, MA
Buxton School, South Street, Williamstown, MA
Miss Hall's School, 492 Holmes Road, Pittsfield, MA

Medical Offices:

Siracusa & Associates, 681 Simonds Road, Williamstown, MA
Brien Center 124 American Legion Drive, North Adams, MA 01247
Northern Berkshire Pediatrics, 77 Hospital Avenue, Suite 302, North Adams, MA
01247

Dr. Brian Dempsey Pittsfield
Dr. Vicki Smith Pittsfield
Dr. John Dallanback, Pittsfield
Dr. Michael Fabrizio Pittsfield
Child Care of the Berkshires North Adams
Child Care of the Berkshires Pittsfield
Berkshire Children and Families
Pediatric Development Center Pittsfield
Berkshire Pediatrics Association Pittsfield
Boys & Girls Club Pittsfield

The Massachusetts Board of Elementary and Secondary Education

Expanding Access to Computer Science and Recommended Amendment to MassCore

To: Members of the Board of Elementary and Secondary Education

From: Jeffrey C. Riley, Commissioner

Date: June 15, 2018

This memo follows the January 23, 2018 joint resolution of the Board of Elementary and Secondary Education and the Board of Higher Education to form a working group to develop a specific proposal intended to accomplish two goals:

1. To develop a long-term strategy to enable many more students graduating from Massachusetts public high schools to study computer science/computational thinking as part of MassCore, the recommended program of studies in high school.
2. To increase the number of students interested in pursuing computer science as a field of study in postsecondary education and, by extension, those students interested in pursuing careers in technology following graduation from a postsecondary institution.

The Boards charged the working group to consider:

1. Moving computer science from use as an "additional core course" in MassCore to allow for a computer science course to substitute for other MassCore courses.
2. Exploring how a computer science component in MassCore might be met through a multi-year, integrated course of study or pathway.
3. Ensuring that any computer science course or pathway that is incorporated into MassCore is aligned with the [2016 Digital Literacy and Computer Science \(DLCS\) standards](#).
4. Developing an assessment strategy that provides the opportunity to demonstrate competency in computer science as a means of meeting the high school Competency Determination (CD) for purposes of high school graduation.
5. Exploring the incorporation of computer science into higher education admissions criteria as an incentive for expanded computer science offerings.
6. Identifying and addressing barriers to ensuring equitable access to all students to pursue courses in computer science and/or digital literacy.
7. Exploring alignment of computer science with existing math pathways.

The attached report, [Access to PK-12 Computer Science Courses in Massachusetts, 2016-2017](#), highlights barriers to equitable access to computer science and proposes strategies for addressing them. The final recommendations proposed herein account for but do not necessarily represent the views of all members of the working group.¹

About MassCore

Adopted by the Board of Elementary and Secondary Education in 2007, MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations. (See Table 1: Current MassCore Framework.) MassCore was developed to increase the likelihood that high school graduates would meet admission requirements for the Commonwealth's four-year public colleges and the University of Massachusetts, as well as improve students' chances of admission to private colleges. All Massachusetts public high school students, including students with disabilities and English learners, should have the opportunity to complete MassCore. The 22 units, or courses, included in MassCore are expected to be rigorous, engaging, and based on appropriate grade level standards in the Massachusetts Curriculum Frameworks and beyond.

MassCore outlines a recommended minimum program of study in high school. School committees may recommend or require additional learning experiences, such as service learning or a senior project. Further, students may take more rigorous coursework including Honors, Advanced Placement (AP), early college or dual enrollment classes, or participate in an International Baccalaureate (IB) program. School districts also have the flexibility to decide whether students will be awarded high school credit for courses taken in middle school, provided they are equivalent to high

school courses and address the same high school academic standards.

While students enrolled in Chapter 74 state-approved vocational technical programs should have the opportunity to complete MassCore, it includes a provision to enable students to not take a course in the arts and foreign language and still fulfill MassCore. Specifically, within the 22 MassCore units, students have the flexibility to take five or more additional units in a Career/Vocational Technical Education Pathway and/or pursue additional interests in other elective courses.

Figure 1 shows the percentage of students completing MassCore in suburban, rural, and urban schools between the 2012-2013 and 2016-2017 school years. Across all regions of the Commonwealth, more students completed MassCore in 2016-2017 than they did in 2012-2013. Historically, more suburban students (86.4 percent average) complete MassCore than rural (76.8 percent average) or urban students (57.8 percent average). Although the gap between suburban and urban completion rates closed slightly over this period (28 percent in 2012-2013; 23 percent in 2016-2017), the gap between suburban and rural completion rates widened (7 percent in 2012-2013; 9 percent in 2016-2017).

Findings

The working group agreed that computer science knowledge and skills are foundational for a well-rounded education in the twenty-first century; whether students decide to become full-fledged computer scientists or pursue other careers, the demand for workers who can engage in logical and abstract thinking, data analysis, creative problem solving, troubleshooting, and collaboration is continuing to increase dramatically. The group agreed that all students should have access to computer science courses, particularly in high school.

Based on an analysis of PK-12 course-taking patterns from the 2016-2017 school year, the report cites disparities in access to standards-aligned computer science education. These disparities disproportionately affect students of color, female students, low-income students, students with disabilities, and English learners.

Key findings include:

- Urban high schools were half as likely to offer computer science as suburban and rural high schools.
- In schools where computer science is available, regardless of the student demographics of the school, more white and male students participate.
- Student pass rates in computer science are stratified by race, ethnicity, and special population (e.g., disability or income status).
- The vast majority of K-12 computer science courses offered in the Commonwealth in 2016-2017 were aligned with less than one-third of the state's DLCS standards.

The report found that Massachusetts made strides in some areas:

- Adopting DLCS standards and a DLCS teacher license;
- Inviting educator preparation programs to apply to offer the DLCS teacher license;
- Designating within the Department a DLCS Content Support Lead;
- Providing training and resources to support schools and districts implementing the DLCS Curriculum Framework; and
- Exploring grants and other funding opportunities to provide resources and training to districts.

Recommendations

Acting on these findings requires continued collaboration between the Boards and our respective Departments, as well as school districts and other partners, to promote and expand access to computer science across K–16.



I am recommending that you vote to:

- affirm our commitment to expanding access to computer science coursework;
- amend MassCore to allow a computer science course that includes rigorous mathematical or scientific concepts and aligns with the Board's Digital Literacy and Computer Science curriculum standards, to substitute for either a laboratory science course or a mathematics course;
- initiate a collaborative process with the Department of Higher Education to identify the criteria necessary for computer science courses to be included as substitutions for MassCore mathematics and laboratory science courses; and
- request that we identify strategic opportunities for increasing the capacity of all educators to teach computer science concepts, as well as increasing as the supply of licensed computer science teachers.

A motion for your consideration is attached. Commissioner Santiago will be asking the Board of Higher Education to vote on a similar resolution at their June 19 meeting, affirming their support for this initiative.

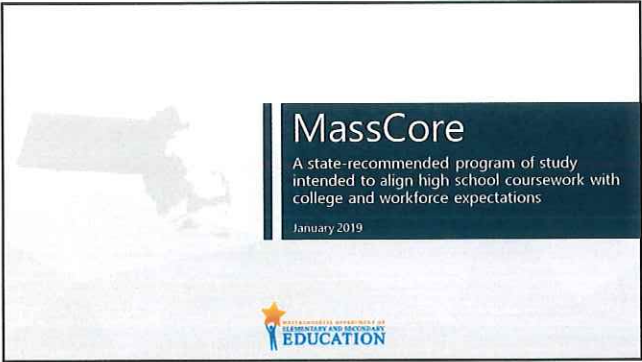
Senior Associate Commissioner Heather Peske and Ken Klau, Director of Instructional Policy, will be available at the June 26 Board meeting to answer your questions.

Attachments:

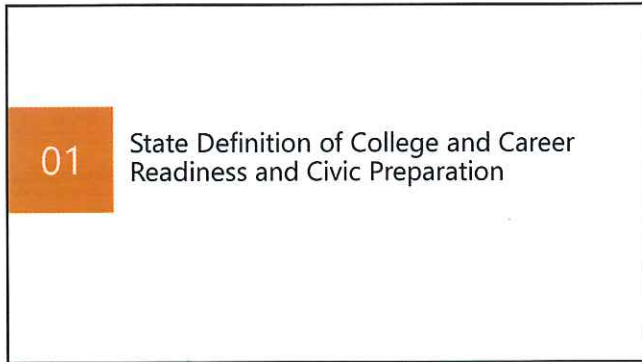
-  Report and Recommendations on Increasing Access to Computer Science Presentation
-  *Access to PK-12 Computer Science Courses in Massachusetts, 2016-2017*
- Motion on Expanding Access to Computer Science

Note:

¹ Individuals representing elementary and secondary education, higher education, nonprofits, and the private sector provided input between April 10 and June 11, 2018. The list of working group members follows this memorandum.



CONTENTS	01	State Definition of College and Career Readiness and Civic Preparation
	02	MassCore Framework
	03	Additional Core Courses and Learning Opportunities
	04	What the Data Say
	05	Critical Statewide Issues
	06	Guiding Questions for Further Discussion



College and Career Readiness and Civic Preparation

Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy.

Massachusetts Department of Elementary and Secondary Education



College and Career Readiness and Civic Preparation



The Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century.

[Massachusetts Definition of College & Career Readiness & Civic Preparation](#)

Massachusetts Department of Elementary and Secondary Education



College and Career Readiness and Civic Preparation

Beyond achieving college and career ready levels of competence in English Language Arts / Literacy and Mathematics, all high school students should:

- Develop a foundation in the academic disciplines identified in the MassCore course of study;
- Build competencies for workplace readiness as articulated in the [Integrating College and Career Task Force Report](#); and
- focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals.

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02

MassCore Framework

MassCore

Adopted by the Board of Elementary and Secondary Education in 2007 and amended in 2018, MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

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Program of Studies

The program of studies includes successful completion of four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional "core" courses.

- Certain computer science courses can substitute for either a laboratory science course or a mathematics course.

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MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	3 Units	Other additional coursework (including Career and Technical Education) or any of the above.

* A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.
 ** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Arts and still fulfill MassCore.
 MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

03

Additional Core Courses and Learning Opportunities

Additional Core Courses

Additional core courses provide flexibility to students seeking to take multiple electives and/or additional coursework to fill specific interests or follow specific career pathways:

- Students can take 5 or more elective courses in science, technology/engineering or mathematics (STEM); arts and humanities; career and technical education; or other areas of interest.
- Students can take more rigorous coursework including honors and Advanced Placement® classes, advanced classes that exceed the grade level standards in the Massachusetts Curriculum Frameworks, early college or dual enrollment classes, or participate in an International Baccalaureate (IB) program.

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Additional Learning Opportunities

Additional learning opportunities help students to learn about careers and contribute to the community they live in.

Examples of additional learning opportunities include:

- **Advanced Placement®**, which lets students take college-level courses while still in high school; 37 AP courses exist in 22 subject areas.
- **Capstones or senior projects** are student-directed learning experiences that help them develop, design or create a product, service, system or event to better them for further studies or employment after high school. Strong projects demonstrate skills such as critical thinking, reading comprehension, and effective communication.
- **Dual enrollment courses** let high school students simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.

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Additional Learning Opportunities (Continued)

- **Online courses** for high school or college credit help prepare students for success in 21st century work and life. In addition to building important digital literacy skills, online courses provide greater flexibility in what, where, and how students learn, and at what pace.
- **Service learning** integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Work-based learning**, work experience that connects classroom learning to work. At the highest level, academic and vocational/occupational curriculum are fully integrated with work site experience.

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Additional Learning Opportunities (Continued)

- **Clubs and other student organizations** that line up with students' interests and provide opportunities to develop leadership and communication skills.
- **Varsity and intramural athletics** build fitness, teamwork, perseverance, responsibility, commitment, time management, and social and emotional health.
- **Part-time employment**, in which students form good work habits and acquire new skills, including communication, interpersonal, and job application and interview skills.

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04 What the Data Say

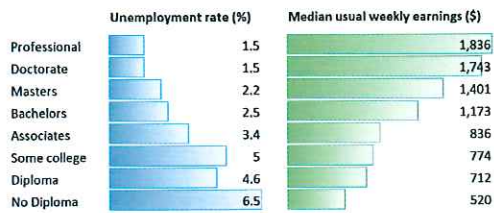
What are the benefits of MassCore?

- "The more you learn, the more you earn. Median weekly earnings in 2017 for those with the highest levels of educational attainment—doctoral and professional degrees—were more than triple those with the lowest level, less than a high school diploma. And workers with at least a bachelor's degree earned more than the \$907 median weekly earnings for all workers." ([U.S. Bureau of Labor Statistics, 2017](#))
- "A major obstacle to the timely completion of an academic degree program is lack of preparedness of students, particularly in the area of math education." ([Massachusetts Department of Higher Education, 2018](#))
- "The admissions standards for the state universities and University of Massachusetts emphasize strong academic preparation while in high school." ([Massachusetts Department of Higher Education, 2018](#))

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Earning and Employment



Massachusetts Department of Elementary and Secondary Education



Where do we stand with MassCore completion?

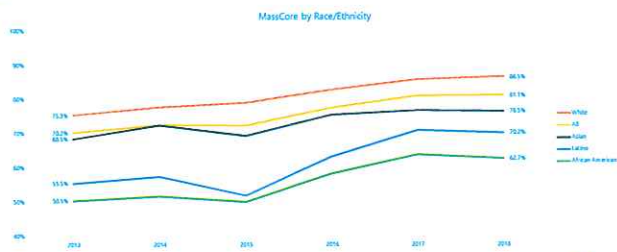
- Across the Commonwealth, more students completed MassCore in 2017-18 than they did in 2012-13.



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Opportunity Gaps Continue to exist



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05

Critical Statewide Issues

Critical Statewide Issue #1: Access

- Students should be able to access to appropriately rigorous, standards aligned coursework and other learning experiences that accommodate the full range of academic, advanced, elective, early college, and career and technical courses they need to excel in college, career, and civic life.
- A wide range of quality courses (face-to-face, blended, and fully online) expands curricular options for students, includes a range of instructional approaches, and offers students flexibility in meeting their diverse learning needs.
- Districts should identify opportunities beyond traditional coursework like jobs, internships, and volunteer opportunities that build workplace and interpersonal skills.

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Critical Statewide Issue #2: Participation

- Districts should set ambitious goals for increasing student participation in rigorous coursework, especially for historically underserved groups: students who are English language learners, those receiving special education services, economically disadvantaged students, and/or members of racial and ethnic minority groups.
- Guidance counselors can help students and teachers understand that all students can benefit from challenging coursework, and address implicit bias, stereotypes, or misconceptions about who takes advanced coursework.

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Critical Statewide Issue #3: Performance

- Success in ninth grade is highly predictive of later outcomes in high school and beyond: districts should be proactive with students and families in keeping them on track to earn credit in core subjects like English Language Arts, Mathematics, Science, and History and Social Science.
- Tutoring, counseling, and advising – among other supports – helps ensure all students get the academic help they need, and be known well by the adults in their school.

Massachusetts Department of Elementary and Secondary Education



06

Guiding Questions for Further Discussion

Guiding Questions for Further Discussion

- Do all students have access to appropriately rigorous, standards aligned coursework and other learning experiences that accommodate the full range of academic, advanced, elective, early college, and career and technical courses they need to excel in college, career, and civic life?
- Does the district offer a wide range of quality courses (face-to-face, blended, and fully online) that expand curricular options for students, include a range of instructional approaches, and offer students flexibility in meeting their diverse learning needs?
- Does the districts identify opportunities for students beyond traditional coursework like jobs, internships, and volunteer opportunities that build workplace and interpersonal skills?
- Does the district set ambitious goals for increasing student participation in rigorous coursework, especially for historically underserved groups (students who are English language learners, those receiving special education services, economically disadvantaged students, and/or members of racial and ethnic minority groups)?

Massachusetts Department of Elementary and Secondary Education



Guiding Questions for Further Discussion (Continued)

- Do guidance counselors help students and teachers understand that all students can benefit from challenging coursework, and address implicit bias, stereotypes, or misconceptions about who takes advanced coursework?
- Is the district proactive with students and families in keeping them on track to earn credit in core subjects like English Language Arts, Mathematics, Science, and History and Social Science in students' freshman year of high school?
- Does the district offer tutoring, counseling, and advising – among other supports – to help ensure all students get the academic help they need, and are known well by the adults in their school?

Massachusetts Department of Elementary and Secondary Education



Potential risks for not completing MassCore

Generally....

Students failing coursework early in their high school careers
 Resources for staff to teach and to develop appropriate coursework to meet MassCore requirements
 Students who are unprepared for a rigorous course of study (pipeline and new arrivals)
 Lack of incentives for students to complete MassCore
 Collection of accurate data for decision making

Course Specific...

Appropriate math pathways for students (esp. year 4)
 Foreign/Modern Language
 The Arts
 Access to appropriate Science, Technology and Engineering courses
 Maintenance of a course balance for all students, i.e. "my students have too many/not enough
 <insert course here>"
 Meeting state law around the physical education requirement

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Developing an Individual Plan for Success

My Career and Academic Plan (MyCAP)

A student-directed, multiyear process for the development of academic plans, personal/social skills, and career development activities that take into account the student's unique, self-defined interests, needs, and goals for the attainment of post-secondary success.

- Engages students in individual college and career planning
- Uses an online platform (Naviance, MEFA Pathways, MassCIS, etc.) to capture the learning and document the achievement of learning objectives at each grade level
- Provides opportunity for students to connect current learning with future goals
- Leads students to choose a more rigorous course of study

Massachusetts Department of Elementary and Secondary Education



MassCore Framework

Massachusetts High School Program of Studies

SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
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History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

*** districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for foreign language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

MassCore Framework, State Admissions Standard and MGRS Graduation Requirements

Comparison of 2019

	MassCore	Mass State Admission Standards	Mount Greylock Regional School
English Language Arts	4 Years	4 Years	4 Years
Mathematics	4 Years: including completion of Algebra II or Integrated Math Equivalent. Senior year Math or CS course recommended.	4 Years: including Algebra I and II and Geometry or Trig including math in the senior year. CS may be considered	3 Years: including Algebra I, Algebra II and Geometry (Students must pass a course in Algebra and Geometry or its equivalent)
Science	3 Years of lab-based science. CS may be substituted if it included rigorous scientific concepts and aligns with DLCS	3 Years of lab-based science (drawn from natural science, physical science, and tech/engineering. CS may be considered based on the inclusion of rigorous science concepts and topics.	3 Years of lab-based science
History and Social Studies	3 Years including U.S. History and World History	2 Years including U.S. History	3 Years including 1 year U.S. History. All electives semester courses except Honors and AP courses
Foreign (World) Language	2 Years of the same language	2 Years of the same language	
Physical Education	As required by law	-	Health- One semester Wellness - One-year 9th grade. One semester per year 10-12
Art	1 Year	-	
Additional Core Courses	5 Years	2 Years (from the above subjects or from the arts and humanities or computer science)	

Mount Greylock Program of Study AY2021 Anticipated Changes

MCAS Competency Determination

Scores required for the class of 2021 are adjusted based on the Next Generation MCAS's scoring bands.

Graduation Requirements

With adherence to MassCore, the noted graduation requirements would need to be changed; a sample is noted.

Math

Introduction to College Math has been changed to Introduction to Model Mathematics. This integrated math class would be well-suited for students who completed Algebra II but need to strengthen their math skills before entering college.

Honors Calculus will replace Honors Statistics as a semester elective balancing Honors Math Methods for Business. That said, we may look to offer these classes as differentiated courses with both college prep and honors assignments OR move to college prep exclusively.

Returning to formally offering AP Calculus AB with the option for independent study with the teacher if a student wishes to take the BC section of the AP exam.

Science

DESE's elimination of the chemistry MCAS test prompts us to shift biology to 10th grade and chemistry to 11th grade, which will necessitate one year of biology be offered to both the 10th and 11th graders. Could have budget implications re: texts - Shawn is determining.

Addition of a semester-long Robotics elective, ideally paired with the semester-long Engineering elective. Limited budget implications, which could be absorbed by the WCF

Social Studies

Returning to the original intent of opening the semester-long, thematic world history electives to two grades: Movement and Migration/Industrialization (10th and 11th) and Subject to Citizen/Global Citizenship (11th and 12th).

The Vietnam elective will focus more broadly on all the political, civil and social events in the 1960's. The Vietnam Conflict will no longer anchor the course.

We might get a replacement semester elective -- World Religions -- TBD

Arts, Technology and Business Administration

Arts, Technology and Business Administration classes have been bundled and then divided into sub-categories for easy reading. Photography and video production-based classes have been

put into their own Media Arts sub-category to coordinate better with the 2019 Arts Curriculum Frameworks. It should be noted that recognized as an arts discipline, Media Arts meets MassCore.

Looking to develop a new, year-long computer science class to follow Exploring Computer Science but not be an AP course. Could be minimal budget implications, but the chromebooks or the computer lab (on the first floor) should meet most of the needs.

Personal Finance: Do we consider rethinking this as a quarter class all 9th graders take during the Wellness block? (2 PE, 1 Health and 1 Personal Finance). Continue as a semester elective for students in grades 10-12?

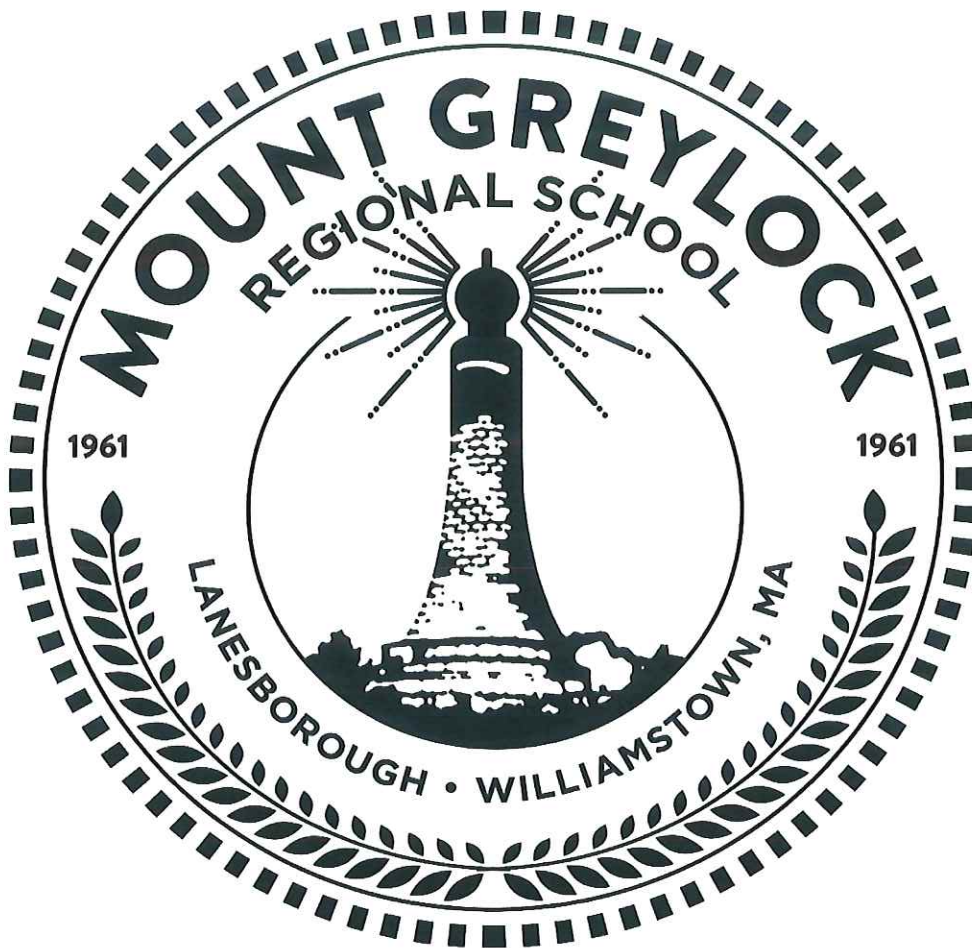
World Language

We are offering Latin I in the HS again this year, mostly because of the huge numbers in Spanish who may wish to try a different language. We have not had the numbers to support students beginning Latin in HS, but that means we only have one language if students looking to start a language in HS. While not obvious, Latin can be a very accessible language (more so than a spoken language) to students with language processing challenges.

Spanish IB will continue for students not quite ready for Spanish II after middle school. This is also an option for HS students who take Spanish I but may not be quite ready for Spanish II.

ANTICIPATED PROGRAM OF STUDY 2020 - 2021

DRAFT AS OF 1/6/2020



MOUNT GREYLOCK REGIONAL SCHOOL

1781 COLD SPRING ROAD
WILLIAMSTOWN, MA 01267
413-458-9582

www.mgrhs.org

THE GREYLOCK WAY ~ INTEGRITY, RESPONSIBILITY, PERSEVERANCE

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MOUNT GREYLOCK REGIONAL SCHOOL

Vision

We are a community of engaged, diverse learners and mentors who seek to challenge ourselves academically and socially to contribute to a rapidly shifting world. Individually and collaboratively, we create an environment where the characteristics of responsibility, integrity and perseverance are fostered and practiced by all.

The Greylock Way ~ Integrity, Responsibility, Perseverance

Academic Expectations

All members of the Mount Greylock Community will:

- Read, write, speak and listen effectively and thoughtfully
- Solve problems creatively
- Demonstrate global awareness
- Pursue knowledge with initiative and curiosity

Social and Civic Expectations

All members of the Mount Greylock Community will:

- Engage as responsible local and global citizens
- Make informed healthful decisions
- Appreciate diverse perspectives

STUDENTS' PROTECTION AGAINST DISCRIMINATION

In 1971 a statute known as "Chapter 622" was enacted, protecting the rights of Massachusetts students against discrimination based on their membership in certain identified groups. The current Massachusetts student civil rights law, M.G.L. c.76 § 5, states that "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or in consideration of homelessness."

These rights of students are enforced through regulations adopted by the Massachusetts Board of Education (603 C.M.R. 26.00 *passim*). The regulations cover the areas of school admissions (26.02), admission to courses of study (26.03), career and educational guidance (26.04), school curricula (26.05), and co-curricular activities, including athletics (26.06). Copies of the law and these regulations are available from a number of sources, including the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, and the Department's website, www.doe.mass.edu.

In accordance with M.G.L. c. 76 § 5, the Board of Education's regulations, and the established policies of the Mount Greylock School Committee, Mount Greylock endeavors to ensure that all aspects of public education in the district are open and available to students of both sexes, to members of every minority group, and to all others protected by M.G.L. c. 76 § 5 and other civil rights legislation. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination should report that discrimination to a building Principal or

to Mount Greylock's designated civil rights coordinator. The civil rights and Title IX coordinator is the Assistant Principal, 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x 102.

THE RIGHTS OF STUDENTS WITH A DISABILITY

Mount Greylock students who have a legally recognized disability have protection against discrimination under § 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 705(20), 794). Specifically, § 504 as now written states that "No otherwise qualified individual with a disability . . . , as defined in § 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .," such as the Mount Greylock Regional School District.

In accordance with § 504, the Federal regulations that implement it (34 C.F.R. Part 104), and the established policies of the Mount Greylock School Committee, the district endeavors to ensure that all aspects of public education at Mount Greylock are open and available to students with disabilities. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination because of a disability should report that discrimination to the Principal, as the § 504 coordinator. The 504 coordinator is Mary MacDonald, Principal, located at 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x102.

THE RIGHTS OF STUDENTS WITH SPECIAL NEEDS

The Individuals with Disabilities Education Act (I.D.E.A.) is a Federal law requiring that students with one of the disabilities enumerated in that law, and "who, by reason thereof, needs special education," be provided with an "individualized education program" (IEP) that provides them with "a free appropriate public education" that occurs in "the least restrictive environment" (20 U.S.C. c. 33 §§ 1400 *et seq.*). The rights afforded by the I.D.E.A. and its Massachusetts counterpart (M.G.L. c. 71B) are provided to all persons aged three to 22. Under these laws, students who are identified as having a special education disability are entitled to receive a broad range of services. The exact services that are warranted are determined through a process of individual evaluation, meetings, and agreement on an IEP that is designed to meet each student's specific needs.

Detailed information on the rights of students and their parents or guardians under the I.D.E.A. and Massachusetts law are available from Mount Greylock's Director of Pupil Personnel Services, 1781 Cold Spring Road, Williamstown, MA 01267; phone (413) 458-9582 x164.

GRADUATION REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA

To graduate, students must be in attendance for at least all of semester II of the 12th grade year unless prior approval of the Principal is given. Attainment of two hundred and thirty four (234) credits with a grade of "D-" or higher is required. In addition to meeting the required credit total and course distribution requirements, students are required to pass the MCAS tests or apply for an appeal with DESE. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state's Competency Determination (CD) standard in order to earn a high school diploma.

To earn a CD, students in the classes of 2021 and 2022 must achieve a scaled score of at least 472 on the grade 10 Next Generation MCAS English Language Arts (ELA) or a score between 455 and 471 plus fulfill the requirements of an Educational Proficiency Plan (EPP). Further, they must earn a scaled score of at least 486 on the grade 10 Next Generation Mathematics tests or a score between 469 and 485 plus fulfill the requirements of an EPP. Finally, students must earn a scaled score of at least 220 on a high school MCAS Science and Technology/Engineering test in one of three subjects (biology, chemistry, introductory physics). Please refer to www.doe.mass.edu/mcas/graduation.html for more information about graduation requirements and the Department's EPP website for more information about EPPs. Students graduating in years subsequent to 2022 will be subject to slightly different expectations still to be determined by the Department.

COURSE DISTRIBUTION REQUIREMENTS (CURRENT REQUIREMENTS)

English	Forty (40) credits
Social Studies	Thirty (30) credits {ten (10) credits must be in United States history}
Mathematics	Thirty (30) credits {Students must pass a course in algebra and geometry or their equivalents}
Science	Thirty (30) credits
Wellness	Eighteen (18) credits {15 credits in wellness and 3 credits in health}

COURSE DISTRIBUTION REQUIREMENTS (BASED ON MASSCORE)

English	Forty (40) credits
Social Studies	Thirty (30) credits {ten (10) credits must be in United States with ten (10) in world history}
Mathematics	Forty (40) credits {Students must pass courses in algebra, geometry, as well as algebra II or integrated math or thier equivalents}
Science	Thirty (30) credits in lab science courses
Wellness	Eighteen (18) credits {15 credits in wellness and 3 credits in health}
Arts	Ten (10) credits in visual or performing arts
Language	Twenty (20) credits in two years of the same language

COURSE SELECTION PROCESS

The Principal and school counselors schedule class meetings to review the Program of Study and hand out Course Selection Forms. Students then have the opportunity to ask questions about electives and other matters pertaining to the course selection process. Further, an evening session is scheduled for parents and guardians of new and current students to provide information so that students can make better scheduling decisions.

Teachers are asked to verify students' selections via the course selection form and make recommendations. Students are encouraged to meet with their teacher and/or school counselor if they wish to discuss these recommendations. Upon return, the Guidance Department reviews student requests to ensure selections are in the student's best interest and consistent with graduation requirements. School counselors then meet individually with students to review course selections and create a class schedule.

OPEN ENROLLMENT POLICY

Within the parameters of the requirements for each individual course, students have the opportunity to select which level of coursework (college preparatory, honors, or Advanced Placement) they enroll in for the year. Students make an informed decision with input from teachers, parents, and school counselors as to which courses are in his or her best interest to take.

Students interested in pursuing AP and other college-level courses will be required to complete a time management worksheet to submit with their course requests. Students should be aware that it may be difficult to make schedule changes if they are unable to perform at the expected level in which they are enrolled and may need to take measures to ensure that they have the proper support to continue in the more rigorous schedule or endure a schedule change mid-year. Students should also understand that where classes have enrollment caps, the most senior students will be given preference for enrollment.

REQUIREMENTS FOR COLLEGE ADMISSION

College and university requirements vary widely. Students and parents are urged to examine individual college catalogues and determine specific admission requirements. It should be noted that all Massachusetts State Colleges and Universities require the following courses for admission: four (4) years of English, four (4) years of college preparatory mathematics (algebra I and II, geometry, pre-calculus, calculus), three (3) years of lab science, two (2) years of social science (one of which must focus on US history), at least two (2) years of a single world language, and two (2) years of college preparatory electives (16 units). Credit earned carrying a grade of "P" does not meet Massachusetts State College admissions requirements.

GRADE POINT AVERAGE

A yearly weighted grade point average is calculated on a 4.8 scale according to the values listed below, however, students are not ranked on an individual basis. All letter grade subjects are included, except wellness courses. Failing marks are included. Marks in honors and Advanced Placement courses are weighted accordingly. Cumulative G.P.A.'s are determined at the end of grade 11, mid-semester in grade 12, and at the end of grade 12.

THE MARKING SYSTEM

Students receive "P" for satisfactory work or "F" for unsatisfactory work in the following standard courses: *Work-Based Learning, select Independent Studies, Stained Glass, Advanced Stained Glass, Homework Support, Teacher Assistant, Work Study, Adaptive Art, Adaptive Physical Education, Adaptive Music, Community Skills, Life Skills, Pre-Vocational and Community-Based Education, Peer Team, and Peer Tutoring.*

Grade Equivalency/ Grade Weight System				
Grade		A.P	Honors	College Prep
A+	97-100	4.8	4.6	4.3
A	93-96	4.5	4.3	4.0
A-	90-92	4.2	4.0	3.7
B+	87-89	3.8	3.6	3.3
B	83-86	3.5	3.3	3.0

B-	80-82	3.2	3.0	2.7
C+	77-79	2.8	2.6	2.3
C	73-76	2.5	2.3	2.0
C-	70-72	2.2	2.0	1.7
D+	67-69	1.8	1.6	1.3
D	63-66	1.5	1.3	1.0
D-	60-62	1.2	1.0	0.7
F	59 and below	0	0	0

P	Pass	For courses with a P/F designation, students receive a passing grade for satisfactory work.
F	Fail	For courses with a P/F designation, students receive a failing grade for unsatisfactory work.
I	Incomplete -- No Grade	An Incomplete is issued when a student has not completed work in a given class by the end of the marking period. A student has ten school days from the end of the marking period to make-up missed work. A final grade is awarded at the end of the ten-day period. Incomplete grades affect honor roll determination and athletic eligibility.
ME	Medical Excuse -- No Grade	ME is issued when a student is medically excused from class. Documentation is required.
WP	Withdrawal Pass	Student is passing at the time of course withdrawal, however, no credit is received.
WF	Withdrawal Fail	Student is not passing at the time of course withdrawal, and no credit is received.

QUARTERLY LETTER GRADES

Teachers are required to make their grading system clear to students at the beginning of each course. Each teacher determines the proportionate weight of class work, assessment results, and homework to be counted in the quarterly grade.

YEAR GRADE

The year grade in a full-year core course equals the first semester grade at three-sevenths plus the second semester grade at three-sevenths plus the final examination grade at one-seventh. If a mid-term examination is administered, it is factored into the final exam one-seventh figure. All parents and students are urged to schedule meetings with teachers whenever they have questions about grades. Counselors may be asked to assist students or teachers when there are problems related to grades.

ELIGIBILITY LIST

A student who fails two (2) courses is ineligible for interscholastic athletic participation and co-curricular programs for the following quarter. (Note: Any "incomplete" in a course is treated as a failing grade until the work is made up and a grade is posted.) The student must also meet all

other MIAA requirements for eligibility. Students wishing to participate in co-curricular activities need to pass the equivalent of four core courses in the previous quarter to be eligible for activities in the 2nd, 3rd, and 4th quarter. Students need to pass the equivalent of four year-long courses during the previous academic year to participate in 1st quarter activities.

CREDITS

Credits are allocated on the basis of ten (10) credits for a regular course meeting daily for the full year. A one-semester course meeting daily earns five (5) credits. Health and wellness accrue at three (3) credits per semester. These guidelines are applied to courses for which students might be cross-registered at a college or university. *A student may experience a loss of credit as per the Mount Greylock Attendance Policy. Please refer to the student handbook for more information.* Students who transfer out of the district during the school year will receive withdraw passing (WP) or withdraw failing (WF) as a final grade on their transcript for all incomplete courses. Students will only receive a final grade and earn credits for semester courses that were completed prior to disenrollment. A student's receiving district will be responsible for issuing final grades and credit earned at year-end.

CREDIT GUIDELINES FOR DETERMINING CLASS STATUS

Sophomore Status	45 academic credits	*You must pass 9 th grade English
Junior Status	100 academic credits	*You must pass 10 th grade English
Senior Status	150 academic credits	*You must pass 11 th grade English

COURSE SCHEDULING

All courses offered in a specific year are subject to minimum enrollment. All students are required to be fully scheduled. In courses open to more than one grade level, preference is given to seniors, juniors, sophomores, and ninth grade, in that order.

ADD/DROP RULE

Students are offered a **three-day add/drop period** at the beginning of each semester in which they can add and/or drop a course. Yearlong courses must be changed in the September add/drop period while second semester courses may be changed any time before the end of the second semester add/drop period. During the add/drop period, students may request level changes* or adjust their schedule to reflect summer school credits earned, courses already passed, or courses assigned but not originally requested. No requests for changes due to teacher preference are accepted. After the add/drop period, students are expected to complete the courses they have chosen. Students are reminded that they must be fully enrolled at all times.

If special circumstances warrant consideration of a course change after the three-day add/drop period, with administrative approval, the school counselor consults with the student; parent, when necessary; and the student's teachers affected by the change before determining a course of action.

After the three-day add/drop period, if a course is dropped:

- No credit is given.
- A final grade of WP/WF (Withdraw Pass/Withdraw Fail) appears on the transcript only after the quarter grade has been posted.

The **three-day add/drop period does not apply to level changes recommended by a student's teacher in consultation with the students counselor. These changes may occur throughout the year. In most cases, grades earned in the first course are averaged with the new course's grade.*

COURSE MAKE-UP (Summer School)

Students who have received a mark of "F" in a course, which they wish credited toward their diploma may receive credit if they:

Repeat the course successfully in the next academic year;

Or

Obtain prior approval from the appropriate teacher and Principal, document tutoring in the subject for a total of thirty (30) hours, and pass an examination of the subject at Mount Greylock;

Or

Obtain prior approval from the appropriate teacher and Principal and pass an authorized course.

Or

Repeat the course successfully in a recognized summer school. It is the student's responsibility to select a summer school course appropriate for the course failed.

Given the sequential nature of mathematics, it is important that students failing a math course make up the specific course they failed. Many summer school programs offer remedial math courses and not specific courses such as Algebra I or Geometry, for example.

Course make-up does not guarantee automatic admission to the next-level course in sequential subjects. Admission to the next-level course requires the permission of the Principal.

Students failing English or mathematics for the year must make up the work at the summer session immediately following the year of failure or arrange specific make-up plans with the guidance office at the close of the school year. Failure to do so results in the repetition of the English or math course the following year. Please note that Mount Greylock does not guarantee that it will offer a summer school session.

Students may make up a full year of English course credit under summer school procedures a maximum of two times.

Students should keep all work and assessments done during a summer school course in order to verify that it is an appropriate alternative for the course failed.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses may have prerequisites and admission guidelines established by the respective departments. Interested students may request these guidelines from their teacher or school counselor. Students considering Advanced Placement courses need the ability and commitment to excel in courses with a heavy and demanding workload. If students are considering AP courses, they are strongly encouraged to seek recommendations from teachers in addition to discussing options with their school counselor. Students wishing to enroll in AP courses are required to complete a time management worksheet to submit with their course request form.

AP courses may require summer assignments to be done prior to the start of the course, and students enrolled in AP courses are required to pay for and complete the associated AP exam. Fee waivers are available to those with demonstrated need. Questions regarding the AP selection process should be directed to the student's teacher or school counselor.

DUAL ENROLLMENT WITH LOCAL COLLEGES

Mount Greylock has developed a number of relationships with local institutions, including Berkshire Community College, Massachusetts College of Liberal Arts, and Williams College. Students who meet each institution's specific requirements may seek enrollment in designated courses at the college, where they will receive dual enrollment status, earning credit at both the college and at Mount Greylock. Grades achieved for college courses are weighted in the same manner as AP courses. Periodically, Mount Greylock also offers college classes on the Mount Greylock campus that are eligible for dual enrollment. Students interested in these opportunities should confer with their school counselors and complete the required time management worksheet when submitting their course request form.

PROTOCOL FOR COURSE ADVANCEMENT

In order to accommodate the rare instance in which a student is best served by doing an independent study during the summer and passing a related final exam with a target grade of 88% or better, the district has established this Protocol for Course Advancement. There are no graduation credits or grade given for the course completed independently. It is not counted in the student's GPA, nor does it appear on the student's transcript. If successfully completed, it provides an opportunity for the student to advance to the next course. *Each department determines which courses can or cannot be done independently.* The final decision to approve course advancement is the Principal's in consultation with the appropriate curriculum leader and school counselor.

Procedure:

- Step 1: No later than June 1, students along with parents or guardians submit to the school counselor a written proposal requesting course advancement. A form is available from school counselors. The proposal includes a plan for learning the skill set of the course.
- Step 2: The appropriate curriculum leader and school counselor meet with the parents/guardians and student to establish parameters for the independent course.
- Step 3: A contract is drawn up delineating the requirements that the student must meet and timelines for these requirements. The particulars of the contract vary from department to department depending on the course, its skill set, and its foundation for subsequent courses. *The principal **must** sign the contract.*
- Step 4: Upon completion of the contract, the student takes a final assessment prior to the beginning of school on a date established by administration. Students must score 88% or better on the final assessment. Administration will schedule exam days, communicate via the school website, and make arrangements with teachers to grade the assessments.

Step 5: The principal and counselors are notified by the teacher of the outcome of the assessment. Students who fail to achieve 88% are scheduled into the course that he/she attempted to bypass with the independent study. The teacher notifies the school counselor who makes the appropriate schedule changes.

There will be no independent course advancement approved for Algebra I or Honors Pre-Calculus, both of which are foundational courses.

MOUNT GREYLOCK COURSE SELECTION SEQUENCE

It is recommended that all students take as demanding a program as they are able to handle successfully each year, and all students are urged to examine their individual goals carefully and select their courses accordingly. The suggested course sequence below is intended to serve as a guideline to assist college-bound students with the course selection process.

	9	10	11	12
English	English 9	English 10	English 11 Elements of English I/II	English 12 H JRR Tolkien Elements of English I/II
Science	Physics	Biology	Biology (AY20/21) Chemistry (AY21/22 and onward) Science Electives	Science Electives
Social Studies	America in the World (US History)	*Migration & Movement *Industrialization & Urbanization	*Subject to Citizen *Global Citizenship	Social Studies Electives
Mathematics	Algebra I	Geometry	Algebra II H. Math Methods for Business/H. Statistics	Pre-Calculus Honors Pre-Calculus Intro to Model Mathematics III H. Math Methods for Business/H. Statistics
Wellness	Wellness	Wellness/Health	Wellness	Wellness
Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives

ENGLISH DEPARTMENT

Students need four years of English (40 credits) to graduate from Mount Greylock. College Prep and Honors level English classes are offered in grades 9 - 12, and Advanced Placement English classes

are also offered in grades 11 and 12. Students in grades 11 and 12 who are struggling to succeed in the College Prep curriculum may discuss with their guidance counselors the option of enrolling in the 11/12 Elements of English class, which is an individualized class in which students work closely with an instructor on general literacy skills. Teachers of all classes strive to help students progress as self-directed learners who can communicate clearly and articulately, who can work well with their classmates and the school community, and who can reflect on, and assess, the effectiveness of their and other's work.

The English department makes recommendations for course levels. With regard to rising ninth graders, who will, for the first time, have the opportunity to enroll in an honors level English class, a 90% average or higher in English 8 is recommended for placement in the Honors English 9 class. For Honors English 10 students, who will, for the first time, have the choice of signing up for an Advanced Placement level English class, a 93% average or higher is recommended for placement in the AP Language and Composition class.

All students of English are expected to complete reading assignments during the summer months. Students are notified of the assigned book titles in the spring. This list is also on the school's website, in area bookstores, in the school's guidance office, and in area libraries. The required reading becomes the basis for the first weeks of class work in September. Advanced Placement students have a greater number of required readings specific to the courses; they must be completed by the time school begins.

Required: English 9/Honors English 9 English 10/Honors English 10 English 11/Honors English 11 OR Elements of English I/II OR AP English Language & Composition English 12/Honors English 12 OR Elements of English I/II OR AP English Literature & Composition OR Honors J.R.R. Tolkien and the Pursuit of the Modern Myth	40 Credits
Electives (Not all of the elective courses are offered every year): *Creative Writing *The Graphic Novel *Baseball's Life Lessons	

*indicates a semester course

ENGLISH 9 (01051-110)

10 Credits

In this course, students will focus on carefully reading various texts and writing about their insights in the literary analysis essay format. They will complete short and long research assignments, practicing their ability to find and cite reliable sources using MLA guidelines. Students will also be expected to hone their oral presentation skills during various units of study. Texts include *Far From the Tree*, *Of Mice and Men*, *Romeo and Juliet*, *Lord of the Flies*, *Positive*, *To Kill a Mockingbird*, and *Bully* (a documentary). Students will also read a variety of short stories, poems, and non-fiction articles that will vary from year to year. Students will write analytical essays, both out of class and in class, as formative and summative assessments for literary units. They will write narrative essays and a research paper as well as informal journal responses to texts. In general, students can expect to write two to three formal essays per quarter. They will be graded for structure, ideas, and grammar. They will also complete several shorter responses to texts and articles discussed in class. Students will have weekly vocabulary and grammar quizzes and will have tests and quizzes based on

texts being read throughout the year. Students should expect homework three or four nights per week.

HONORS ENGLISH 9 (01051-110H)

10 Credits

The ninth grade honors course covers all of the content included in the previous description but moves at a brisker pace with some additional texts and assignments, and students are expected to work more independently. In addition, students will participate in seminar discussion, will be expected to write longer papers with more sources, and should expect homework five nights per week.

ENGLISH 10 (01051-120)

10 Credits

In this course, students will focus on mastering the standard 5-paragraph thesis-driven essay, with special emphasis on supporting arguments with higher-order thinking and with well-selected and well-cited evidence from primary sources. Students engage with depictions of other cultures and with abstract concepts such as alienation, otherness, and cultural identification. Texts include *Persepolis*, *Macbeth*, *Things Fall Apart*, as well as short fiction and poetry including "The Bet," "A Piece of String," "Metonymy or the Husband's Revenge," "Emma Zunz," "Like the Sun," "The Second Coming," and a number of British Romantic poems. Students will complete a four-part International Exploration project that includes an essay based on an independently-read book, a creative travel journal and scrapbook, a large research paper, and a movie review. Additionally, they will work in a literature circle near the end of the school year, as well as a "song/poem" presentation. In general, students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks.

HONORS ENGLISH 10 (01051-120H)

10 Credits

In this course, students will focus on mastering the analytical essay about literature, particularly by supporting arguments with higher-order thinking and with well-selected and well-cited evidence from primary sources. Students engage particularly with depictions of other cultures and with abstract concepts such as alienation, otherness, cultural identification, and globalization. Texts include *The White Tiger* by Avarind Adiga, *Persepolis* by Marjane Satrapi, *Othello* by William Shakespeare, *Things Fall Apart* by Chinua Achebe, *Their Eyes Were Watching God* by Zora Neale Hurston, selected stories from *Interpreter of Maladies* by Jhumpa Lahiri, and poems focusing the themes listed above. Students will write analytical essays on the texts, a major research essay, as well as short stories, creative nonfiction, and poetry. Students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. Students will also have regular reading assignments to complete at home.

ENGLISH 11 (01052 – 130)

10 Credits

In this course, students will focus on refining the thesis driven analytical essay while paying special attention to the relationships between structural choices and meaning. Students will be encouraged to take more risks with idea development and to craft essays that are organized around those ideas. Texts include *Between The World And Me*, *A Visit from the Goon Squad*, *The Things They Carried*, *Restrepo* (film), *The Great Gatsby*, persuasive essays, op-ed pieces, contemporary long nonfiction works (long reads). Students will write rhetorical analyses of essays and fiction; literary analyses; a research paper involving synthesis of different types of primary and secondary sources; personal creative nonfiction (including the college essay). In general, students can expect to

complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks.

HONORS ENGLISH 11 (01052 – 130H)

10 Credits

The eleventh grade honors course covers all of the content included in the previous description. In addition, students will read some additional texts, write and develop ideas more independently, and use fewer prescribed frameworks.

AP ENGLISH LANGUAGE and COMPOSITION - Grade 11 (01005-190)

10 Credits

Students in the Advanced Placement English Language and Composition course study and practice a variety of writing styles with special emphasis on rhetorical analysis and persuasive writing. Students will read similar texts and work toward similar goals as do students in the honors class, but this course focuses specifically on developing the skills necessary to master the three essay tasks that make up the writing portion of the AP Language and Composition exam: rhetorical analysis, argument, and synthesis. To this end, this course focuses primarily on analytic and argumentative texts, as opposed to previous English classes, which focused primarily on literary texts. Students will read and write texts designed to inquire, to explain, to criticize, and to persuade in a variety of rhetorical situations. The first half of the year is geared toward introducing and practicing the skills necessary for rhetorical analysis and learning various frameworks for constructing and analyzing arguments. In the second half of the year, students will write weekly timed essays as they hone their analytical and persuasive writing skills. In this approach to the study and practice of written language, the primary focus of inquiry is on the writer's rhetorical function.

Students are required to take the AP English Literature and Composition examination in May.

ELEMENTS OF ENGLISH - Grades 11 and 12 - I (10019 - 130E) II (10019 - 140E)

10 Credits

In this highly individualized class, students who have struggled to succeed in English classes will work closely with the teacher on skills that they most need to work on using materials that they find engaging and interesting. Students will read and respond to weekly current event articles as well as self-selected works of fiction and nonfiction. Students will complete regular analytic, persuasive, narrative, creative, and informative writing assignments. The major emphasis in this class is on developing general literacy skills. Students do all of their work in class for this course and are expected to be focused and productive during class time. Students will complete reading and writing tasks in class every day. Assignment requirements are based on students' individual skill levels, so all students who come to this class ready to work and learn will be successful. Students will only be enrolled in this course after careful conversation with their current English teachers and guidance counselors. Because of the individualized structure for the class, students could theoretically take this course for two consecutive years.

ENGLISH 12 (01052 – 140)

10 Credits

In this course, students will reflect on their lives as students, readers, and citizens, and use this perspective to imagine their futures. Additionally, the course aims to put literary skills to use in a practical way by examining real-world applications of textual and media analysis. Texts include *Feed*, by M.T. Anderson; *Slaughterhouse Five* and "Harrison Bergeron" by Kurt Vonnegut Jr., *Fences* by August Wilson, *Death of a Salesman* by Arthur Miller, "Shakespeare's Memory" and "The Library of Babel," by Jorge Luis Borges, "The Hunger Artist" and "The Metamorphosis," by Franz Kafka, and other essays on a variety of subjects. Students will write papers reflecting on a book they previously

read and an independent reading choice that have not yet read. They will also write a research paper, and a few short stories. Additionally, they will work on a media analysis project, and a final summative project of their own choosing. In addition, students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. There will also be regular reading assignments, each coming with a “study guide” made of open-ended questions about the reading. The vast majority of this work will need to be completed from home. Feedback will be given both verbally and in writing, and will come consistently, especially after long writing assignments.

HONORS ENGLISH 12 (01052 – 140H)

10 Credits

A major focus in senior English is to develop and deepen the skills necessary for the independent work that will be required of students in college, the workforce, and as citizens. Students will be encouraged to be more creative, inventive, and purposeful as they organize and structure their essays. Texts include *Circe*, by Madeline Miller; *Sing, Unburied, Sing* by Jesmyn Ward; *Feed*, by M.T. Anderson; *The Road*, by Cormac McCarthy; *Gattaca*; *Krik? Krak!*, by Edwidge Danticat; and *Hamlet* by William Shakespeare. Students will write papers reflecting on their summer reading, analytical essays, persuasive essay, narrative nonfiction, and a final summative project of their own chosen topic. They will read and discuss weekly nonfiction texts. Students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. Students will generally be reading something at home as well as working on writing assignments. Students will receive regular feedback on written work and classroom performance through grades, comments, rubrics, and conferencing.

AP ENGLISH LITERATURE and COMPOSITION - Grade 12 (01006-192)

10 Credits

Mount Greylock's intent is to offer a course equivalent to first-year work at college. To that end, faculty teach more demanding works of literature at a more intense level and at a faster pace than done in college prep or honors sections. Students are expected to skillfully engage in self-directed learning. After reviewing the students' summer reading and fine tuning their comprehension and writing skills, students study literary texts in three major categories: tragedy, comedy, and symbol. While knowledge of these genres is important, the course emphasizes the close critical analysis of individual texts and the writing of clear and forceful expository prose. Students pay close attention to the way writers use context, imagery, connotation, syntax, and tone to achieve their purposes. Students learn the elements of style in addition to strategies for organizing their ideas. Students work to improve their writing skills by learning to respond in writing clearly and objectively while using concise language. The course nurtures and develops critical thinking skills.

Students are required to take the AP English Literature and Composition examination in May.

HONORS J.R.R. TOLKIEN & THE PURSUIT OF A MODERN MYTH (01060 – 135HD) 10 Credits

This full-year class, offered to seniors for honors credit, examines the works of J.R.R. Tolkien, including *The Hobbit* and the *Lord of the Rings Trilogy* and considers how they can be viewed as modern mythology. Sections from Tolkien's *The Silmarillion* and Joseph Campbell's *The Power of Myth* are among the required readings, along with *The Odyssey*, *Beowulf* and other myths and legends from around the globe. The class explores Tolkien's views on power, the role of women in myth, and the importance of creation myths in most human cultures. Additionally, the course

examines how Peter Jackson adapted these books into Academy-Award-winning films. Throughout the class, students will work to improve their writing skills through creative and analytical essays. As well, students will build on their knowledge of how to write a research paper and complete weekly SAT prep/vocabulary and grammar lessons.

ENGLISH ELECTIVES

These courses do not count for English graduation credit but are taken in addition to a grade 10, 11 or 12 English class. Not all of the elective courses are offered every year.

***CREATIVE WRITING – Grades 9, 10, 11, 12 (01104-187)**

5 Credits

This elective, virtual course offers students a digital forum for writing and revising their original creative work. Students will read and discuss excerpts from texts by their favorite authors as well as an assortment of contemporary and classic authors across a wide range of genres with special focus on craft and structure. Students will work on weekly exercises and prompts to develop new writing with opportunities for self-directed, longer projects. Students will write across a variety of genres and platforms and will share their work online via Canvas, the school's learning management system.

***BASEBALL AND AMERICA - Grades 11, 12 (01065-136A)**

5 Credits

This elective class will examine literary works and films that feature the American game of baseball. Rather than a study of the game and its rules, the class focuses on understanding the importance of baseball and its impact on the lives of Americans and America itself. Works that the class will examine include excerpts from *Ball Four* by Jim Bouton and *The Soul of Baseball* by Joe Posnanski; *Fences* by August Wilson, and the movies *Field of Dreams*, *Eight Men Out*, *Bull Durham*, and *42*. Topics discussed include gambling, cheating, labor issues, and racial integration.

***THE GRAPHIC NOVEL - Grades 11, 12 (01061-135B)**

5 Credits

In this elective course, graphic novels are used to hone a series of essential literacy skills. The class spends the semester discussing and writing about the use of characterization, themes, symbols, and other elements of writing found in the selected graphic novels: *A Contract with God* by Will Eisner, *American Born Chinese* by Gene Luen Yang, *Maus: A Survivor's Tale* by Art Spiegelman, and *Watchmen* by Alan Moore. Students also study basic techniques unique to this exciting medium by reading *Understanding Comics: The Invisible Art* by Scott McCloud. Students also have the opportunity to create their own graphic narratives utilizing these techniques.

MATHEMATICS DEPARTMENT

Colleges and technical schools have differing expectations of their applicants regarding high school mathematics courses. Consequently, the mathematics department offers a variety of paths to meet the diverse expectations of highly selective universities and colleges, community colleges, technical schools and the needs of students who plan to enter the workforce upon graduating from high school. Students are urged to check with their prospective colleges, especially before scheduling their senior year classes. Courses focus on strengthening students' ability to problem solve and to communicate effectively using the language of mathematics.

Graduation Requirements: Students enroll in a mathematics course each of the four years of high school. A total of thirty (30) credits in mathematics is required to graduate. A total of forty (40) credits up through and including Algebra 2 is required to have successfully completed the college and career readiness standards for Massachusetts.

HONORS MATHEMATICS COURSE CRITERIA

At the end of the year, students may be recommended by their teachers to participate in the honors level for the following year based on their attitude, aptitude, and achievement. Students choosing to advance from Algebra II to Honors Pre-Calculus should be aware that there is material that was not covered in Algebra II, which is required for Honors Pre-Calculus. Student's success depends on their knowledge of these topics, and they should see their current math teacher for guidance to fill this gap and/or should consider tutoring.

Students must earn an 80% in an honors level math course to enter an honors level course in the next school year. Students who do not earn an 80% in an honors level math course may enter an honors level course in the next school year with their math teacher's recommendation.

If a student is looking to advance over a course level, the student needs to have a strong average (A or A+) in the course currently enrolled in and a teacher recommendation. An interested student will independently complete the course of study during the summer and take the final exam for that course. Students achieving an 88% or higher will be considered for course advancement. There will be no course advancement approved for Honors Pre-Calculus or Algebra I, both of which are foundational courses.

All honors level mathematics courses integrate the use of graphing calculators and other researched based appropriate technology. Instructions are based on the Ti-84 graphing calculator. Students are responsible for having a working Ti-84 calculator as part of their daily class preparedness. The district has calculators for loan to students with financial need. The principal approves the loans.

Required: Algebra I Geometry or Honors Geometry Algebra II or Honors Algebra II
Electives: Pre-Calculus Honors Pre-Calculus Introduction to Model Mathematics III *Honors Math Methods for Business - semester I *Honors Calculus - semester II AP Calculus - AB AP Statistics * **Math Lab (semester I; semester II)

* indicates a semester course

***an intervention class; does not meet credit requirements for graduation

ALGEBRA I - Grade 9, 10, (02052-210)**10 Credits**

The Algebra I course formalizes and extends the mathematics that students learned in the middle grades. The Algebra I course focuses instructional time on four critical areas: (1) deepening and extending understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

GEOMETRY - Grade 9, 10, 11, 12 (02072-220)**10 Credits****Prerequisite:** *Algebra I*

Students study the properties of two- and three-dimensional figures and their applications to the world in which we live. Students discover, explore, and confirm these properties through multiple approaches including measurements, geometric constructions, coordinate geometry, and Geometer Sketchpad or Cabri software. Justification for all conclusions is emphasized, as is inductive and deductive reasoning. The course includes an introduction to right triangle trigonometry.

HONORS GEOMETRY - Grades 9, 10 (02072-220H)**10 Credits****Prerequisite:** *Algebra I*

Honors Geometry is a challenging course that continues the study of logic and reasoning with problem solving. Students explore complex geometric situations in both coordinate and Euclidean geometry. Initial units introduce students to the structure of reasoning in geometry, including definitions, postulates, theorems, and the use of inductive and deductive reasoning. Students then learn to articulate and apply mathematical arguments as they study the building blocks of classical geometry, including properties of parallel lines, triangles (including trigonometry), polygons, circles, and solids.

ALGEBRA II - Grades 10, 11, 12 (02056-230)**10 Credits****Prerequisite:** *Algebra I and Geometry*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra II course. Students work closely with the expressions that define the functions, are facile with algebraic manipulations of expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Topics Covered: Complex Numbers, Vectors, Arithmetic with Polynomial and Rational Expressions, Binomial Distribution and Linear, Quadratic, Trigonometric Functions.

HONORS ALGEBRA II – Grades 9, 10, 11, 12 (02056-230H)**10 Credits****Prerequisite:** *Algebra I and Geometry***Recommended:** *A grade of 90% or better in Geometry; a grade of 80% or better in Honors Geometry.*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions to a great understanding in the Honors Algebra II course. Students work at an increased pace with the expressions that define the functions, and are capable with algebraic manipulations of expressions, and continue to expand their abilities to model situations and to solve equations, including solving

quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Topics Covered: Complex Numbers, Vectors, Arithmetic with Polynomial and Rational Expressions, Binomial Distribution and Linear, Quadratic, Trigonometric Functions.

PRE-CALCULUS – Grades 11, 12 (02110-240)

10 Credits

Prerequisites: *Algebra 2*

Description: Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

HONORS PRE-CALCULUS – Grades 10, 11, 12 (02110-240H)

10 Credits

Prerequisite: *Honors Algebra 2*

Description: Honors Precalculus is a highly rigorous course that combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Honors Precalculus additionally prepares students for advanced mathematics curricula commonly found in a college course. Additional topics include limits, sequences, series, conic sections, polar coordinates, and parametric equations.

INTRODUCTION TO MODEL MATHEMATICS III - Grade 12 (02108-253)

10 Credits

Prerequisites: *Algebra II*

Description: This course is designed to meet the needs of students who intend to go to college and need to strengthen their overall math skills. In this course students will integrate and apply the mathematics they have learned from their earlier courses. For the high school Model Mathematics III course, instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The course covers topics that provide students with the mathematics foundation needed for both college placement exams and first year college-required math classes. Topics include an overview and synthesis of the key concepts of algebra and geometry, as well as an introduction to probability and statistics, and basic trigonometry. Relevant projects are a significant part of the assessment process.

***HONORS Calculus – Grades 11, 12 (02201-254H)**

5 Credits

Prerequisite: *Pre-Calculus or H.Algebra II (teacher approval)*

This course is a rigorous alternative for students who want to take Calculus in high school but don't want the Advanced Placement experience. This course examines limits, continuity, the derivative, differentiation of elementary functions, applications of the derivative and an introduction to the antiderivative. After completing this semester course students will be well prepared for a 1st year

Calculus course in college. Students will study examples from many diverse fields as they apply each concept. One semester of Honors Calculus coupled with Honors Math Methods for Business can be used towards the Mount Greylock mathematics graduation requirement, typically not until 11th or 12th grade.

***HONORS MATH METHODS FOR BUSINESS – Grades 11, 12 (02154-291) 5 Credits**

Prerequisite: *Algebra II or higher*

Through the use of hands-on activities, simulations, and accounting software, this weighted, college course studies the complete accounting cycle. This introduction to the financial language of business is designed to accommodate students preparing for a career in accounting as well as students who plan to pursue coursework in any aspect of business and/or marketing at the college level, and for those seeking exposure to business practices. Students learn basic principles and procedures used in accounting. One semester of Honors Math Methods for Business coupled with Honors Statistics can be used towards the Mount Greylock mathematics graduation requirement, typically not until Grade 11 or 12.

AP CALCULUS AB - Grades 11, 12 (02124-290) 10 Credits

Prerequisite: *Honors Pre-Calculus*

This course uses the syllabus of the Advanced Placement Calculus AB course. AP Calculus is an in-depth study of limits, derivatives and integration. Students will feel confident using the graphing calculator (TI-84) and will be exposed to many practice exams and free response questions.

Students are required to take the AP Calculus examination in May. Students interested in taking the BC section of the exam may speak to the teacher to determine best approaches.

AP STATISTICS – Grades 11, 12 (02203-217) 10 Credits

Prerequisite: *Honors Algebra 2*

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, probability theory, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Students are required to take the AP Statistics examination in May.

MATH LAB Sem I – Grades 9, 10, 11, 12 (02994-294A); Sem II (02994-294B) 5 Credits

This course is designed to support students' work in a credit-bearing math course, particularly Algebra I and Geometry, both courses evaluated by the annual MCAS exam.. Teachers and/or counselors consider students' grades and MCAS exam scores as they make recommendations for this class. Participants focus on daily math practice assignments, current course assignments, prerequisite skills and math fluency.

SCIENCE DEPARTMENT

As society is facing ever-more complex scientific and technological issues, every Mount Greylock graduate should have a firm foundation in all three core sciences: physics, biology and chemistry. Students begin their science studies in the high school by taking physics in the ninth grade and

proceed to biology in the tenth grade and chemistry in the eleventh grade. Students often revisit key areas of physics, biology and chemistry by undertaking Advanced Placement studies in grades 11 and 12. The elective science offerings may be taken *in addition* to the three core lab science courses. Not every elective course is offered each year.

Because of changes to the Massachusetts science MCAS offerings, MGRS is switching the recommended science course sequence for chemistry and biology. This change means that for the 2020/2021 academic year, all sophmores and juniors should take biology, and for the 2021/2022 academic year and onward, sophmores should take biology, and juniors take chemistry.

Recommended Core Science Sequence:	30 Credits
9 th grade: (L) Physics or (L) Honors Physics	
10 th grade: (L) Biology or (L) Honors Biology	
11 th grade: (L) Biology or (L) Honors Biology & Elective (AY 2020/2021 only)	
11 th grade: (L) Chemistry or (L) Honors Chemistry & Elective	
12 th grade: Science Elective(s)	
Electives:	
(L) Anatomy & Physiology or Honors Anatomy & Physiology	
*Astronomy or Honors Astronomy	
*Climate Science or Honors Climate Science	
*Forensics or Honors Forensics	
Environmental Science or Honors Environmental Science	
*Introduction to Engineering	
*Robotics	
(L) AP Biology	
(L) AP Chemistry (offered in 2020, 2022, 2024)	
(L) AP Physics C. E. & M. (offered in 2021, 2023, 2025)	
(L) = Lab course	

* indicates a semester course

PHYSICS (03151-311) & HONORS PHYSICS - Grade 9 (03151-340H) 10 Credits

Honors Option Prerequisite: B+ or better in 8th grade Science and Algebra I

This differentiated, laboratory-based course is the starting point for all high school science studies at Mount Greylock. Topics include the scientific method, measurement and units, motion, forces, momentum, energy, vibrations, sound and light, fluids, pressure, properties of matter, electricity and magnetism, and selected topics in modern Physics. All 9th grade physics students take the MCAS physics exam in the spring. The Honors option is a strongly mathematical, algebra-based course. Students enrolled in this course can expect additional assignments and more challenging assessments.

BIOLOGY (03051-320) & HONORS BIOLOGY-- Grade 10 (03051-320 - 03051-320H) 10 Credits

(Also grade 11 for AY 2020/2021)

Prerequisite: Physics

Biology is a course designed to prepare students for the Biology MCAS, and future work in biology-related fields. We cover major topics including ecology, cell biology, genetics, and evolution

with cross-cutting concepts such as cause and effect, stability and change, energy and matter, and structure and function. Laboratory skills, modeling, and case studies analyzing real world examples are utilized throughout the year. Students selecting the honors option are also prepared for the SAT II biology exam and future college level studies in Biology. Honors students complete extra reading assignments and quarterly projects. In addition, honors work is graded to a higher standard on exams, quizzes, labs, and homework.

CHEMISTRY & HONORS CHEMISTRY- Grade 11 (03101-330/03101-330H)

10 Credits

***Prerequisite:** Physics, Chemistry. Honors Option: A or better in physics and biology or B or better in Honors physics and biology*

Chemistry is a laboratory-based course that encourages group learning. Traditional chemical concepts and laboratory skills are emphasized. Topics include: The Nature & Language of Chemistry; The Structure of Matter; Interactions of Matter; Stoichiometry; States of Matter & Gas Laws; Solutions, Solubility and Precipitation; Acids & Bases; Redox Chemistry, Chemical Reactions, Carbon and its Compounds, and Nuclear Chemistry. Honors Chemistry is a more rigorous course for students with special interest in and strong aptitude for science and mathematics. The course is designed to help students prepare to take the SAT II Chemistry Exam and for college-level chemistry. Success in Honors Chemistry requires strong skills in mathematics, English, and science. Students enrolled in this course can expect additional assignments and more challenging assessments.

AP BIOLOGY - Grades 11, 12 (03056-390)

10 Credits

***Prerequisite:** Honors Chemistry and Honors Biology (or at least 80% on Honors Biology exam)*

AP Biology follows a rigorous curriculum prepared by College Board; it is intended for students who have a strong background in chemistry and biology. An extensive amount of material is presented and/or discussed; heavy reading expectations exist. The twelve required AP laboratory exercises supplement lectures and seminars. The major themes of diversity, unity, genetic continuity, and molecular biology are approached from an evolutionary perspective.

Students are required to take the AP examination in May. AP Biology students must complete summer assignments in advance of the course.

AP CHEMISTRY - Grades 11, 12 (03106-392)

10 Credits

This yearlong course will be offered in 2020, 2022, 2024

***Prerequisite:** Honors Physics and Honors Chemistry*

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college year. The course follows the Advanced Placement syllabus prepared by College Board, with the following topics being covered extensively and in great depth: the structure of matter, states of matter, reactions, and descriptive chemistry. In the laboratory, students are expected to make observations of chemical reactions and substances, record data, calculate and interpret results based on quantitative data obtained, and communicate effectively the results of experimental work.

AP Chemistry is designed to be taken only after the successful completion of a first course in high school chemistry. It is recommended that the student have successfully completed a second-year algebra course, and it is assumed that the student will spend at least five hours a week in unsupervised individual study.

Students are required to take the AP examination in May.

AP PHYSICS C: Electricity & Magnetism Grades 11, 12- (03155-395)

10 Credits

This yearlong course will be offered in 2021, 2023, 2025

Prerequisite: Honors Physics with at least concurrent enrollment in Calculus.

Recommended: Honors Chemistry

AP Physics C: Electricity & Magnetism is a mathematically rigorous course. It is equivalent to a second-semester college course in calculus-based physics. The course covers electrostatics, conductors, capacitors, dielectrics, circuits, magnetic fields, and electromagnetism. Instruction consists of textbook readings, lectures, labs, demonstrations, and hands-on activities. Weekly problem sets give students physical problem-solving experience. The course uses advanced algebra, geometry, trigonometry and calculus throughout the year. The pace is faster, and the problems are significantly harder, than at the Honors Physics level. This course provides a strong foundation for future study in a wide variety of technical disciplines, including physical science, engineering, computers, and medicine.

Students are required to take the AP Physics C E&M examination in May.

ANATOMY & PHYSIOLOGY & HONORS ANATOMY & PHYSIOLOGY - Grades 11, 12

(03053-360/03053-360H)

10 Credits

Prerequisite: Biology or Honors Biology

Knowledge of the human body and its functions is useful to anyone interested in physical education, pre-med, art, and/or other allied health fields, as well as those interested in learning about themselves. This course relates structure to function, considering disease and dysfunction in each system studied. Dissection for comparative purposes is a significant part of the classroom experience. Topics include: muscular, nervous, skeletal, integumentary, endocrine, cardiovascular, respiratory, digestive, and immune systems. Honors work is graded to a higher standard on exams, quizzes, labs, and homework.

ENVIRONMENTAL SCIENCE & HONORS ENVIRONMENTAL SCIENCE Grades 11, 12

(03003-350/ 03003-350H)

10 Credits

Recommended: Physics, Chemistry and Biology

The first half of the course focuses on how the different systems on the Earth, both physical and organic, operate. The second half of the course investigates how humans are altering the functions of these systems, and how the disruptions can be remedied or minimized. Topics covered include: earth science, ecology, population, land use, and climate change.

Students electing the "honors option" have more rigorous assignments and are graded to a higher standard.

***ASTRONOMY & HONORS ASTRONOMY - Grades 11, 12**

(03004-365/03004-365)

5 Credits

Recommended: Physics

Students learn the basics of astronomy, the relation between astronomical and geographical coordinate systems, and the origins of our systems of time measurement in observable astronomical cycles in our solar system. We follow the historical impact of astronomy on human thought and activity and introduce important topics in modern astrophysics. Students study the structure, evolution and dynamics of stars, black holes, our solar system, galaxies, extraterrestrial life, and the entire universe from the "big bang" to the far distant future. Students learn what is currently known about the nature of time and space and speculate on the place of our universe in a possible "multiverse". Students electing the "honors option" use more mathematics, have more rigorous assignments and are graded to a higher standard.

***CLIMATE SCIENCE & HONORS CLIMATE SCIENCE - Grades 11,12
(03009-351/03009-351H)**

5 Credits

Recommended: *Physics, Biology and Chemistry*

Students study the Earth's atmosphere, oceans, geography, weather, and climate as a set of interrelated physical systems. We learn how energy from the sun is transported locally and globally across the planet, and how human activity has been changing the earth's energy balance. Students learn how biological systems respond to change in their physical environments. Although the focus is on science, we also investigate the political and economic impact of climate change on human civilization. Students electing the "honors option" have more rigorous assignments and are graded to a higher standard.

***FORENSICS & HONORS FORENSICS (03009-356) - Grades 11, 12
(03009-356/03009-356H)**

5 Credits

Recommended: *Physics, Biology and Chemistry*

Forensic science is the application of various scientific disciplines to the law and legal investigation. This course will introduce methodologies and applications used in forensics. Topics include the nature of witness observation, and the nature, collection, and preservation of evidence. We will study the biological, chemical and physical analyses of many types of evidence, including the changes to a body after death, DNA, ballistics, fingerprints, toxins, documents, blood, fibers, glass, soil, and bones. Students electing the "honors option" have more rigorous assignments and are graded to a higher standard.

***INTRODUCTION TO ENGINEERING - Grades 11, 12 (21004-352)**

5 Credits

Recommended: *Physics*

The objective of this course is to introduce students to the field of Engineering; including the disciplines of chemical, civil, computer, electrical, environmental, and mechanical engineering. The major focus of this course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, modeling, drafting and technical documentation. Students will research solutions to problems, draft solutions using CAD, build prototypes and test their designs.

ROBOTICS - Grades 11, 12 (**)**

5 Credits

Recommended: *Physics*

In this semester long elective, students will be given challenges which they solve by working in groups to build robots. The robots will then compete to see which group has the most effective solution to the problem. This class has an emphasis on the engineering design process as well as the following skills; programming, math, electronics, mechanics, drafting, and analyzing data.

SOCIAL STUDIES DEPARTMENT

The mission of the Social Studies Department at Mount Greylock is to study the past, so that students may understand the present and participate in the future. To that end we offer a variety of courses, each of which is designed to foster shared inquiry, curiosity, and reflection. The sequence of social studies courses at Mount Greylock Regional High School is as follows: The Origins of Civilization- 1215 AD in grade 7; The Origins of the United States (1609- 1865) in grade 8; America in

the World (1865- Present) in grade 9; Migration and Movement & Industrialization and Urbanization in grade 10; then From Subject to Citizen & Global Citizenship in grade 11. For serious and dedicated 10th and 11th grade students, Advanced Placement Modern European History is offered as an elective. 11th and 12th grade students have the option of taking the Advanced Placement United States History and the Advanced Placement Psychology course. The department also offers a host of focused history and social science electives. In all course selections, student consultation with members of the department is strongly encouraged. AP United States History carries a summer course work requirement, and in all cases (AP US, AP Modern European History and AP Psychology), students must take the AP exam in May. All courses in the Social Studies Department utilize a variety of instructional techniques designed to foster creative and practical problem solving, effective communication through a variety of media, collaboration, and self-directed learning.

Required: 30 credits required for graduation, which includes 10 credits in each a US history and world history course

9TH Grade: America in the World (1865 - Present) – meets U.S. History requirement

Electives:

10th or 11th Grade: *Migration and Movement & *Industrialization and Urbanization

11th or 12th Grade: *From Subject to Citizen & *Global Citizenship

AP Modern European History

AP United States History

Honors and AP Psychology

*Practical Civics: Government & the Economy in the 21st Century America

+* America, Vietnam and the 1960s

+*Contemporary Issues

+*20th Century Genocide Studies

*Indicates a semester course

+Electives are not offered every year.

AMERICA IN THE WORLD - Grade 9 (04101-613)

10 Credits

America in the World will begin with a quick review of the major topics covered in *The Origins of the United States (1609- 1865)* (grade 8). This will include the historical and intellectual origins of the United States; the basic framework of American democracy; westward expansion; and political, economic, and social change. The review will conclude with the Civil War and Reconstruction. In *America in the World*, students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America and the world.

***MIGRATION AND MOVEMENT - Grade 10 or 11 (04052-614)**

5 Credits

In this semester long course, students will examine the effect that migration and movement have had on the development of culture and civilization throughout the past and contemporary history of the world. Utilizing a variety of primary and secondary sources including historical travel narratives, the class will identify the push factors that prompt people to move as well as the pull

factors that encourage settlement in place, will explore the components of cultural identity and the effects of cultural assimilation and diffusion, and the economic considerations associated with migration and settlement.

***INDUSTRIALIZATION AND URBANIZATION - Grade 10 or 11 (04052-615)**

5 Credits

This semester long course explores the evolution of technology, job specialization, and the growth of cities from the ancient world to the present day. Students will examine the phenomena of civilization and urbanization from the ancient to the modern world by studying a variety of civilizations throughout history, examining how and why cities grow, how this is the result of and how it can lead to technological, political, and economic innovation, and how industrial, economic, and demographic growth can lead to changing relationships and expectations as well as internal, regional, and international conflict and cooperation.

***FROM SUBJECT TO CITIZEN - Grade 11 or 12 (004154-616)**

5 Credits

This course is designed to introduce students to the various forms of government, which have been influential in defining the term "citizen" in the modern world. Through the examination of various governmental structures throughout history, paying particular attention to the emergence of limited or constitutional monarchy and its transformation to republican democracy in Europe and the United States, students will reach a deeper understanding of the concepts of a constitution as a social contract, the rule of law, separation of powers, and the rights and responsibilities of both the government and citizen.

***GLOBAL CITIZENSHIP - Grade 11 or 12 (04154-617)**

5 Credits

This semester, students will examine the historical roots of as well as the contemporary manifestation of globalization as it defines the world today. The course will begin with a definition of globalization, as well as articulation of the opportunities as well as challenges thereof. Utilizing a wide variety of historical and contemporary media, students will explore the role of geography and technology in the global age, the concepts of human rights and justice, poverty and prosperity, economics and the changing marketplace, international relations and the use of terror as a means to achieve political and ideological goals.

AP MODERN EUROPEAN HISTORY - Grade 10, 11 (04056-692)

10 Credits

Advanced Placement Modern European History traces the development of European civilization from the mid-fifteenth century to the present. Political, social, economic, intellectual, and cultural trends are followed and several historical methods and theories of history are examined. This is done through discussion, debate, primary and secondary source research, lecture, and cooperative project completion. At the end of the course, students should have a working knowledge of modern European history, be acquainted with the skills of the historian's craft, be able to write essays and papers on a college first year level, and be prepared for the Advanced Placement examination in European History.

Students are required to take the AP examination in May.

AP UNITED STATES HISTORY - Grade 11, 12 (04104-690)

10 Credits

The aim of the course is to provide students with a learning experience equivalent to a college introductory course in American History. The first three terms will provide chronological and thematic coverage of the following topics: the Colonial period, the American Revolution, the Jackson period, the Civil War and Reconstruction, Populism and Progressivism, the World Wars, the

New Deal, domestic and foreign affairs in the Cold War period, and concerns of the post- Cold War era. The final term is designed to examine a series of problems in special political, economic, cultural, intellectual, and social areas of American history.

Students are required to take the AP examination in May.

**AP PSYCHOLOGY & HONORS PSYCHOLOGY- Grades 11, 12
(04256-691/04254-652H)**

10 Credits

Advanced Placement and Honors Psychology are full-year courses; each provides a rigorous learning experience equivalent to an introduction to psychology class in college. The classes will prepare all students for the required Advanced Placement exam in May. Students will examine the complicated role of psychologists as both counselors and researchers, and be encouraged to “think like a psychologist” as they explore topics such as, but not limited to: biopsychology, consciousness, human development and learning, social/cultural psychology, cognition and intelligence, personality, motivation and emotion, and abnormal psychology. A midterm exam and final research paper on a chosen psychological disorder will be assigned. The requirements of Honors students will be fewer and assessments will be scaled differently from those enrolled in the AP section. All AP students are required to take the Advanced Placement examination in May.

***PRACTICAL CIVICS: GOVERNMENT & THE ECONOMY IN 21ST CENTURY AMERICA - Grades 11, 12
(04207-618)**

5 Credits

This course will review and expand upon knowledge gained in the US History curriculum regarding the basic framework of American democracy and the US economy, and the rights and responsibilities of the US government and the American people. Lessons will focus on the skills necessary to participate as effective and responsible citizens and consider the role economic factors play in responsible citizenship. Activities will center on the factors and procedures involved in making economic decisions in a free market economy, the ability to reason logically about key economic issues such as the changing nature of consumerism in the digital marketplace, and the knowledge and skills needed to manage personal financial resources such as savings, investment, and debt effectively.

+*20th CENTURY GENOCIDE STUDIES - Grades 11, 12 (04064-659)

5 Credits

This semester-long course will examine in-depth some of the most important, yet disturbing events of the twentieth century. Beginning with the Armenian Genocide in 1915, we will examine the conditions and factors that allow genocide to take root. As well, we will analyze the anatomy of genocide and what we as citizens, both on an individual and societal level, can do to prevent such inhumanity. Our primary focus in this class will be on the Holocaust, yet we will investigate the more recent twentieth century genocides that took place in Cambodia, Bosnia, and Rwanda. We will also explore the resurgence of Neo-Nazi organizations and Anti-Semitism in the United States, Europe, and the Middle East.

+*CONTEMPORARY ISSUES - Grades 11, 12 (04064-664)

5 Credits

This semester-long course in social studies will provide students with the skills and knowledge needed to effectively analyze the major issues and events that impact the United States today. Students will explore the various media outlets (newspapers, magazines, electronic media, television, radio, film) in order to better understand how news is both disseminated and digested by the public. An in-depth analysis of the media’s presentation of contemporary issues and events will help students develop the habits of mind necessary for responsible citizenship. Students will be

actively engaged in this class through discussion, inquiry, debate, interviews, role-playing, and presentations.

+*AMERICA, VIETNAM AND THE 1960s - Grades 11, 12 (04064-662)

5 Credits

This semester-long course will examine, both at home and abroad, the turbulent and significant period of American History during the 1960s. Our analysis will begin after World War II with the Cold War and its impact on American society and foreign policy prior to our direct involvement in Vietnam. Our examination of such topics as the civil rights movement, the counterculture, and Vietnam will deepen our understanding of this time period and how it has influenced who we are as a people today. The current culture wars, the debate about the role of government at home, and the haunting legacy of Vietnam and its impact on foreign policy decisions today, will be a major focus of this class.

ARTS, TECHNOLOGY & BUSINESS ADMINISTRATION DEPARTMENT

The courses presented through this diverse department include electives that relate to careers in business, computer science, the visual, media and performing arts. The skills garnered in these courses can provide a foundation for furthering one's education at the college level. Students who take these electives gain the skills necessary to develop portfolios or secure entry-level positions in various fields for either full- or part-time employment. Students are encouraged to fortify their experiences in these classes by developing a solid background in mathematics, reading, writing and oral presentation. Some courses require a lab fee.

The visual, media and performing arts at Mount Greylock offer students the opportunity to engage in creative pursuits as well as develop knowledge and skills during the course of their high school careers. All courses offered in the visual and performing arts engage students in inquiry, creative and practical problem solving, and higher-order thinking in a lively fashion. Students have multiple opportunities for authentic assessment with performances as well as gallery shows. Both sub-disciplines are bolstered by various field trips and opportunities to work with visiting teacher artists. The Williams Center at Mount Greylock looks to provide free or deeply discounted tickets for students to professional performances at local venues.

Visual and Performing Arts Electives:

Visual Arts

- *Studio Art
- *3D Design
- *Painting
- *Printmaking - with mixed media
- * Ceramics
- Advanced Studio Art
- College Portfolio Development
- *Stained Glass
- *Advanced Stained Glass
- *Mosaics
- *Glass Fusing

Performing Arts

Band/Honors Band
Chorus/Honors Chorus
Orchestra/Honors Orchestra
*Introduction to Theater Arts
*Music Lab I
*Music Lab II

*Indicates a semester course

*Visual and performing arts electives are not offered every year.

VISUAL ARTS***STUDIO ART - Grades 9, 10, 11, 12 (05155-710)****5 Credits**

This course is designed for beginning students who wish to learn the basic fundamentals of art. Studio Art features the exploration of traditional media and techniques (pencil, charcoal, ink, watercolor, pastel, paint and block printing) as well as work with mixed media. Subject matter includes basic figure and portrait drawing, landscape, still life and creative painting.

3D DESIGN - Grades 9, 10, 11, 12 (05158-725)*5 Credits**

Prerequisite: *Studio Art*

Students apply the principles of design in a three-dimensional context using a variety of materials and construction techniques. The focus is on creating abstract and thematic sculpture, both functional and decorative.

PRINTMAKING - with Mixed Media- Grades 9, 10, 11, 12 (05161-727)*5 Credits**

Prerequisite: *Studio Art*

In this course, student's work, in series, will utilize each plate they create in several different ways. Mixed media is an important part of this process. Students create the surfaces they will print on, using a variety of paper and media. Students are also encouraged to go back into a print with some kind of medium, wet or dry, after they use their printing plates. Most printing is off press including Ba-relief and block printing. We will use a printing press to create monoprints with Plexiglas. Students will create a small body of work with each technique.

PAINTING - Grades 9, 10, 11, 12 (05157-726)*5 Credits**

Prerequisite: *Studio Art*

Students in this course paint from life and their minds. The concepts of realism and abstraction are explored with acrylic and watercolor paint. Students learn a variety of painting techniques including blending and glazing.

CERAMICS- Grades 9, 10, 11, 12 (05159-743)*5 Credits**

Prerequisite: *Studio Art*

This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Well-thought-out forms, designs and functional uses along with good craftsmanship are emphasized.

ADVANCED STUDIO ART – Grades 10, 11, 12 (05157-721)**10 Credits****Prerequisite:** *Studio Art*

This course is open to students who have completed Studio Art successfully. The course follows approximately the same sequence as outlined for Studio Art. The major thrust is to further refine an individual's style, technique, and competence in the Fine Arts. Assignments are of a more challenging nature.

COLLEGE PORTFOLIO DEVELOPMENT - Grade 11, 12 (05170-713)**10 Credits****Prerequisite:** *Advanced Studio Art*

This is a yearlong course designed for the student that is considering pursuing art at the college level. Students explore different college options, looking at everything from programs to geography and culture. Students are guided to create specific portfolios for their target schools as well as continue to grow in terms of their critical thinking and rendering skills. It is the expectation that each student create a portfolio with at least 15 strong works of art. Instructor and students offer support and helpful feedback. Students may take this class more than once.

STAINED GLASS - Grades 11, 12 (05199-741)*5 Credits**

The copper-foil method of stained glass construction (sometimes called the Tiffany method) is taught. No prior artistic ability or experience is necessary. Students learn to design and execute varied projects from a simple sun catcher to a more complicated flat panel or window. Once students are proficient in all aspects of stained glass construction including cutting glass, foiling, soldering, a major class window project aimed at beautifying the school is completed. Working on this large project enables students to experience a challenge not usually available to a beginning craftsman. Upon successful completion of the course, the student can demonstrate the skills to execute flat panels (windows), mirrors, three-dimensional objects (boxes, terrariums), and simple stained glass lamps.

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

ADVANCED STAINED GLASS - Grades 11, 12 (05199-742)*5 Credits****Prerequisite:** *Stained Glass*

This course is a continuation of the stained glass course. Advanced methods and techniques are taught during this semester course. Students construct a stained glass lamp or panel.

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

GLASS FUSING - Grades 11, 12 (05199-715)**5 Credits**

Students will learn the basics of fusing in this course, including kiln types and uses based on project sizes, degrees of slumping, glass compatibility and design. Students will work on various projects starting with a glass tile. They will utilize patterns and develop their own designs. They will work on larger projects that will incorporate slumping glass, drop rings, ceramic and stainless steel molds. Students will have access to a variety of different slumping molds for use in class. Students will also learn finishing techniques for fused work and jewelry pieces. When possible students will recycle remnants from stained glass courses so that this course can act as a "green course." No prior stained glass experience necessary.

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

MOSAICS - Grades 9, 10 (05199-716)**5 Credits**

Using a variety of materials such as glass, tiles, china and ceramic shards, and natural stone, students will design and create a variety of projects suitable for display indoors or outdoors. Students will develop and pursue different design ideas and learn to use appropriate tools based on the materials and utility of the end product. This course also works as a "green course" in that much of the material used will be remnants from the Stained Glass courses. Found objects will also be incorporated into designs, following the tradition of South African township art. No prior stained glass experience necessary.

A lab fee of \$25 per student is required. Fee waivers are available to those with demonstrated need.

PERFORMING ARTS

Performing Arts classes at Mount Greylock include Concert Band, Chorus and Orchestra. Woodwind, brass and percussion players in band may rehearse and perform with the orchestra with teacher permission.

Beginning with their fifth semester of participation, performing arts students can be enrolled at the honors level for their respective ensembles. Honor students are expected to demonstrate their proficiency in music literacy, peer leadership and performance leadership as part of their grade. All students are graded on a rubric which assesses performance, preparation behavior and rehearsal skills.

Performing arts students are expected to demonstrate their learning through participation in three public concerts. An excused absence from a concert requires an additional make-up assignment. Students also have the opportunity to showcase talents during the in-school concerts series, GreylockPlays, or by joining the pit orchestra or cast of the annual musical theater production. Students are encouraged to audition for the regional/district music festival and to participate in various community music organizations.

BAND - Grades 9, 10, 11, 12 (05101-810)**10 Credits****HONORS BAND – Grades 11, 12 (05101-810H)****10 Credits**

This ensemble is open to all wind and brass players and percussionists. Music of considerable variety and difficulty is performed. Written musical assignments may be required each marking period. Preparation of all music is expected. The Band participates in Memorial Day parades, at least three public concerts, and other community activities. Attendance is required at all performances.

CHORUS - Grades 9, 10, 11, 12 (05111-820)**10 Credits****HONORS CHORUS – Grades 11, 12 (05111-820H)****10 Credits**

Chorus is open to all students interested in singing and performing daily in an ensemble. Course content includes instruction on many different aspects and styles of world music, past and present. Repertoire consists of music that is inclusive of all eras and styles, and mostly in four-part format. Building skills in sight singing, music literacy, composition, vocal technique and daily performance are key components. Attendance is required at all performances.

ORCHESTRA - Grades 9, 10, 11, 12 (05105-830)**10 Credits****HONORS ORCHESTRA – Grades 11, 12 (05105-830H)****10 Credits**

The orchestra is open to and welcomes all string players, violin, viola, cello, bass, harp, guitar, and piano. Additionally, wind, brass, and percussionists interested in learning and performing symphonic orchestra pieces are encouraged to participate. The ensemble performs music of all style periods from Vivaldi to Coldplay. Skill building through study of scales utilizing advanced rhythmic patterns is a daily component of classroom activity, and ear training and sight-reading are worked on during class and for homework. Attendance is required at all performances.

INTRODUCTION TO THEATER ARTS – Grades 9,10 (05052-841)*5 Credits**

This course will be an introduction to the various elements of theater, including character development. Performance skills connected to the use of voice, movement, and space will be targeted, both for the individual performer and the member of the ensemble. Students will develop an understanding of the various elements of play production such as basic set and costume design, and they will be introduced to the history of theater and a variety of theatrical genres. Throughout the course, students will develop the skills of critical analysis regarding their own performances as well as those of fellow students and professionals.

MUSIC LAB I and II — Grades 11, 12 (05110-803A)*5 Credits**

This course is an option for music study independent of or in conjunction with the performance ensembles. Music lab may be scheduled to allow students to further develop their skill on a musical instrument or to explore another realm of music study such as music theory or composition. A member of the performing arts faculty administers this course. Requirements include working toward weekly and semester-long goals, demonstrated through weekly journaling and biweekly in-class performances. Students are encouraged to prepare performances suitable for Greylock Plays.

*Media Arts***ELECTIVES:**

- *Digital Photography
- *Advanced Digital Photography
- *High Dynamic Range & Black and White Photography
- *Portfolio Photography
- *Video Editing
- *Advanced Video Editing

*Indicates a semester course

- Every elective is not offered each year

DIGITAL PHOTOGRAPHY - Grades 9, 10 (11054-533)*5 Credits**

This introductory course focuses on digital photography, electronic image manipulation, and related hardware. Students explore software commonly used in multimedia presentations. A software package such as Adobe Photoshop and Lightroom are used for digital image manipulation. Students are required to complete a variety of projects to demonstrate proficiency in basic digital image manipulation. The purchase of a flash drive is required for transporting documents/images back

and forth to the classroom. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

***ADVANCED DIGITAL PHOTOGRAPHY – Grades 9, 10 (10251-534)**

5 Credits

Prerequisite: *Digital Photography*

This course focuses on selected techniques to enhance the basic concepts of the previous introductory photography course. Students are introduced to a more creative aspect of photography that the digital world has to offer such as creative zoom and panning, multiple imaging and creative shutter speed control. An understanding of one's camera and the shutter speed, aperture and ISO relationship is required. Students are required to complete a variety of projects to demonstrate proficiency in these creative areas of digital photography along with completing a digital portfolio of their work. Much of this work is independent in nature as students work at their own pace in the studio or at home capturing their images and then working through the digital process in the classroom. Students meet with the teacher to check on their progress. The purchase of a flash drive is required for transporting documents/images back and forth to the classroom. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

***HIGH DYNAMIC RANGE & BLACK AND WHITE PHOTOGRAPHY
– Grades 11, 12 (11054 –536)**

5 Credits

Prerequisite: *Introduction to Digital Photography*

HDR stands for High Dynamic Range. Simply explained, dynamic range is the difference between the lightest light and darkest dark you can capture in a photo. Once your subject exceeds the camera's dynamic range, the highlights tend to wash out to white, or the darks simply become big black blobs. It is very difficult to snap a photo that captures both ends of this spectrum, but with modern shooting techniques and advanced post-processing software, photographers have devised ways to make it happen. HDR is understood as a specific style of photo with an unusually high dynamic range that couldn't otherwise be achieved in a single photograph. You can use two to nine different levels of exposures of the same subject to combine to show the tonal range in one photograph.

While black and white photography sounds unexciting, the fact is that there are so many shades in between; the challenge is bringing them all out in an image. Often, color photography can hide the detail of an image while the subtlety of tones that black and white images can have can be quite dramatic. Both of these forms of photography will be explored using state-of-the-art software programs that will allow the student to bring out the full range of tonalities of an image that stretches their creative vision. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

***PORTFOLIO PHOTOGRAPHY - Grades 11, 12 (11054-537)**

5 Credits

Prerequisite: *Introduction to Digital Photography and Advanced Photography OR HDR/Black and White Photography*

Portfolio Photography is a digital photography course for the serious photography student who is highly self-motivated and committed to building a superior portfolio. This course requires that the vast majority of assignment photographs be taken out of school at various locations. While the photographic techniques will be discussed and practiced during class, the bulk of the portfolio quality photographs will be shot on an independent, individual basis outside of school. There will be five "themes" or areas of concentration that will be described in more detail in the syllabus. Students will be responsible for creating an electronic portfolio demonstrating mastery in the

"Themes." In addition, you will be responsible for a bi-weekly journal entry from 2-4 pages. The Portfolio Photography Student will also be responsible for putting on an "Artist Show" at Mount Greylock with their work on display with an Artist Statement and must attend the Opening Night of the show. In addition, the Portfolio Photography Student will be responsible for attending an Artist Show at a local gallery and write a review of the show (3-5 pages.)

A lab fee of \$15 per student is required. Fee waivers are available to those with demonstrated need.

***VIDEO EDITING - Grades 9, 10 (11055-535)**

5 Credits

Students learn to create and assemble text, graphics, photos, audio, music, and video into various types of video projects. Students use advanced features in Pinnacle's Studio video editing software and editing techniques such as Green Screen and Picture-in-Picture effects to enhance their video projects. Students demonstrate proficiency in advanced computer graphics and multimedia/digital video editing techniques by producing public service announcements (PSAs), commercials, news reports, interviews, and documentaries of varied length. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

***ADVANCED VIDEO EDITING - Grades 9, 10 (11055-589)**

5 Credits

Prerequisite: *Video Editing*

Students learn about the filmmaking process and create various types of digital videos as they master the advanced features of Pinnacle Studio Video Editing Software Package. Students use advanced screenwriting and storyboard techniques to develop various types of authentic short videos such as: commercials, public service announcements (PSAs), news reports, documentaries, educational videos, drama or parody. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

Computer Science and Business

ELECTIVES:

AP Principles of Computer Science
Exploring Computer Science
Exploring Computer Science - Level II
*HTML Web Design (not currently offered)
*Personal Finance
*Introduction to Business (not currently offered)
*Marketing

*Indicates a semester course

- Every elective is not offered each year

EXPLORING COMPUTER SCIENCE - Grades 9, 10 (10012-513)

10 Credits

Exploring Computer Science uses the Massachusetts Exploring Computer Science Program's (MECSP) curriculum to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in

students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. There is no pre-requisite for this course.

EXPLORING COMPUTER SCIENCE - LEVEL II - Grades 10, 11 (10012-XXX)

10 Credits

Title and description TBD

AP COMPUTER SCIENCE PRINCIPLES - Grades 11, 12 (10019 - 514)

10 Credits

This course will be taught with using the CS50 curriculum, Harvard University's introduction to the intellectual enterprises of computer science and the art of programming for students with a diversity of technological background and experience. CS50 for AP Computer Science Principles is an adaptation of CS50 specifically tailored to align with the AP Computer Science Principles curriculum framework. The course's assignments, materials, and resources are all identical to the version of the course taught at the college-level, albeit adapted to suit a secondary school audience. Among this course's objectives is to supply students with a comprehensive introduction to the fundamentals of the discipline of computer science. We will do so using programming in several different languages as a vehicle to introduce these fundamentals, including such topics as algorithms, abstraction, data, global impact, and internet technologies. Though the course is programming-heavy, it should be stressed that this is not a "programming course"; rather, this course should be considered one of problem-solving, creativity, and exploration. By year's end, students will have a richer understanding of the key principles of the discipline of computer science. Students are required to complete the AP portfolio requirements, including sitting for the AP exam.

***HTML WEB DESIGN - Grades 10, 11, 12 (10201-596)**

5 Credits

Web Design using HTML is a project-based course that guides the student through the elements required to create Web pages using HTML. Topics include text formatting, tables, forms, lists, images, audio, video, animation, and more. Students are introduced to Java Applets, JavaScript, and design considerations. Students are required to complete a variety of projects to demonstrate understanding.

***INTRODUCTION TO BUSINESS - Grades 9, 10, 11, 12 (12051-532)**

5 Credits

Introduction to Business is designed for students who want to explore the possibilities of a career in business or to own and operate their own business. Topics such as business environment, forms of business ownership, consumer buying, use of credit, budgets, insurance, management, global competition and banking are covered.

***MARKETING - Grades 9, 10, 11, 12 (12152-590)**

5 Credits

This real-world elective offers a comprehensive overview of marketing and allows students to work independently and in teams on a variety of project-based activities. This class considers areas including advertising, new product development, consumer behavior, and market research. In addition, students gain skills in the areas of human relations, management, business operations, sales, and marketing principles. Students who successfully complete this course develop communication and analytical skills as well as a foundation from which to further their education in the areas of business and marketing.

***PERSONAL FINANCE - Grades 9, 10, 11, 12 (22210-542)**

5 Credits

This course is designed to prepare a student to meet those future activities in his/her personal life which are related to finance such as: saving and investing, finding a job, finding an apartment, managing a checking account, paying bills, saving and investing, paying insurance, buying a car, getting a loan, getting a credit card, paying taxes, and more! Investment topics covered include the stock market, mutual funds, and bonds; each student maintains his/her own stock portfolio with an initial investment of \$100,000.

WORLD LANGUAGE DEPARTMENT

Most students begin learning a second language in Grade 7. Although language acquisition is a lifelong process, students should become proficient in at least one language in addition to English by the time they graduate from high school. Colleges expect a minimum of two years of study at the high school level; more selective colleges expect four years. When possible, students may opt to study more than one language. Mount Greylock's language programs create natural links to all other disciplines by integrating the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science.

Language acquisition is progressive. To ensure students will be successful in their language experience, a grade of C is required to advance to levels II and III. A grade of B is recommended to advance to Honors IV, and Advanced Placement.

Spanish Electives:

Spanish I
Spanish IB
Spanish II
Spanish III
Honors Spanish IV
AP Spanish Language and Culture

Latin Electives:

Latin I
Latin II
Latin III
Honors Latin IV Prose & Poetry (readings vary by year)
AP Latin

SPANISH I - Grades 9,10,11,12 (06101 - 431)

10 Credits

In this course, students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. The curriculum has a fully integrated program through which students will be exposed to the Hispanic cultures so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of language proficiency so that students can communicate effectively and express themselves with confidence. Although prerequisite skills are not necessary, a willingness to participate is essential to developing basic language skills.

SPANISH IB - Grades 9,10,11,12 (06101 - 431B)

10 Credits

This course is a continuation of Spanish 1A and continues to focus on the four basic skills of listening, speaking, reading, and writing. The curriculum has a fully integrated program through which students will be exposed to the Hispanic cultures so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of

language proficiency so that students can communicate effectively and express themselves with confidence. Although prerequisite skills are necessary, a willingness to participate is essential to developing basic language skills.

SPANISH II - Grades 9,10,11,12 (06102–432)

10 Credits

A grade of C or above in Spanish I is required for this course to ensure a successful year.

The second level of Spanish reviews, continues, and builds upon the material covered in the first year, with emphasis on the use of the language for communication: interpersonal speaking, presentational speaking, interpersonal writing, and presentational writing. New vocabulary and structural concepts are introduced. Cultural materials, history, and literature are integrated with reading selections. Oral proficiency continues to be a major focus.

SPANISH III - Grades 10,11,12 (06103–433)

10 Credits

A grade of C or above in Spanish II is required for this course to ensure a successful year.

In continuing the Spanish curriculum, students will increase their proficiency in all four areas of communication: interpersonal speaking, presentational speaking, interpersonal writing, and presentational writing. They will increase their reading skills by reading selections from various Hispanic authors. The students will also strengthen their writing and speaking skills by acquiring more structures and vocabulary. Cultural aspects of the language and speaking will play an important role in the class. The class is conducted in Spanish 90% of the time.

HONORS SPANISH IV - Grades 11,12 (06104 –434H)

10 Credits

A grade of B or above in Spanish III is recommended to enroll to ensure a successful year.

In this course students review and study in greater depth the structure, vocabulary and cultures of the language. Through the studies of history, literature, art and films, students improve their skills while gaining a greater proficiency in all four areas of communication: interpersonal speaking, presentational speaking, interpersonal writing, and presentational writing. Students are expected to have a strong desire to learn and be willing to communicate in the target language. The class is conducted in Spanish 90% of the time.

AP SPANISH LANGUAGE and CULTURE - Grades 11, 12 (06112 –498)

10 Credits

Successful completion of the summer assignment and a B or above in Spanish IV.

This course is conducted entirely in Spanish. It is the equivalent of a third semester college course and is offered to highly motivated students. Using authentic materials, students will develop skill in listening comprehension, increase reading competency, improve writing ability, and attain a greater speaking proficiency using the four modes of communication: interpersonal speaking, presentational speaking, Interpersonal writing, and presentational writing. Teacher approval for entrance in this course is highly recommended.

Students enrolled in AP Spanish are required to take the AP exam in May.

Teachers of Latin seek to engage all learners in the study of Latin, the language of the Romans, medieval European literature, and the Renaissance humanists. Beginning in the middle school, Latin students will master the most frequent vocabulary of Latin literature through exposure to these words in communicative contexts and develop a basic understanding of the history, culture, and mythology of the Greco-Roman world. This builds a foundation for deeper cultural and grammatical

study at the high school level. As students progress in their study of Latin, they will gradually interact with increasingly complex adapted and authentic resources. Though much of our focus remains on the culture, mythology, and history of the Roman World, we also believe that students should experience the full breadth of Latin literature, from ancient to medieval, Renaissance, and modern.

Latin I Grades 9, 10 (06301 - 411)

10 Credits

In this course, students begin to read, understand, and interpret Latin through oral and written exercises based on the Cambridge Latin Course which follows a Roman family living in Pompeii. The goals of this course are for students to prepare to read and understand Latin texts both adapted and authentic, to expand their knowledge of Ancient Roman culture, and better understand how Latin and its culture relate to the world today.

LATIN II - Grades 9, 10 (06302 - 412)

10 Credits

In this course, students continue to read, understand and interpret Latin using the Cambridge Latin Course. Students will continue to acquire high frequency vocabulary through oral, listening and written activities. They will delve deeper into the history, culture, and stories of the Romans and their cultural descendants.

LATIN III - Grades 10, 11, 12- (06303- 413)

10 Credits

Students will delve even deeper into the history, culture, and stories of the Romans and their cultural descendants. Students will be expected to interact with linguistic information at a higher level and can expect to read more authentic texts, adapted or unadapted. In this course, students will continue to read, understand and interpret Latin as well as use high frequency Latin vocabulary through oral, listening and written activities.

HONORS LATIN IV PROSE & POETRY - Grades 11, 12 (06305 –417H/418H)

10 Credits

In this course, students continue their study of adapted and unadapted Latin from the pre-classical through Renaissance. Students study the impact these works had on the Romans' society as well as on today's social, literary, and political traditions. Readings may change on a yearly basis based on student interest, allowing students to take this course twice. Students may take this course after the successful completion of Latin III.

AP LATIN - Grades 11, 12 (06313 –494)

10 Credits

The Advanced Placement Latin course includes in-depth study of selections of Vergil's Aeneid and Caesar's Gallic Wars. The course requires students to prepare and translate the reading and place these texts in a meaningful context, which helps develop critical, historical and literary perspectives. Throughout the course, students consider themes such as leadership, war, Roman values, and mythology in the context of ancient literature and bring those works to life through class discussions, debates and presentations.

Students enrolled in AP Latin are required to take the AP exam in May.

Courses in this department are intended to encourage and strengthen the physical, social, and mental development of students. Students are challenged and stretched through rigorous physical education classes and thought-provoking health classes. Students in grade 9 attend wellness every day, while students in grades 10, 11, and 12 are required to take one semester of wellness each year (a second semester may be selected as an elective as enrollments allow). The 9th grade Wellness classtime allows for programming for health and community development. All students are required to take one semester of Health during the 10th or 11th grade year.

<p>Credits required for graduation: Wellness – Grade 9 (full-year course that also requires 10 hours of community service learning) *Wellness – Grades 10, 11,12 (one semester required each year) *Health – Grades 10 (one semester required in 10th grade) Adaptive Physical Education – Grades 9, 10, 11, 12 (arranged through the Special Education Department)</p>
<p>Electives: Peer Team – Grades 11, 12 *Social Emotional Wellness: Lessons in Alternative Health – Grades 11, 12 *Sport and Society – Grades 11, 12 *Wellness – Grades 10, 11, 12 (as enrollments allow)</p>

*indicates a semester course

WELLNESS - Grade 9 (08001 - 909)

6 Credits

The Wellness 9 curriculum is designed to provide a strong fitness and movement foundation for students as they transition to high school Wellness. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, individual sports and activities, team building and challenge activities, and outdoor education experiences. The Wellness 9 curriculum is also designed with the intention of creating and developing a sense of community and class identity through advisory groups and 9th grade only activities. Local trips, in-school activities, guest speakers and a 10 hour required Service Learning experience will further enhance the learning of Wellness 9 students. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

Along with Physical Education, 9th graders are required to take one quarter of Health Education. The Health curriculum will include, but is not limited to, the Life Skills program and the Get Real Program. We will cover topics such as healthy decision making, substances, healthy relationships, social media, STI's, pregnancy prevention, coping with anxiety and peer pressure.

***WELLNESS - Grades 10, 11, 12 (08001-912)**

3 Credits

Wellness classes are comprised of physical education electives for high school students in grades 10-12. Students select and participate in elective activities over the course of the semester (number

and type of activities are dependent on the wellness staff assigned to a given section). Elective groupings are intended to ensure that each student is exposed to a variety of team sport, individual sport, fitness, and adventure activities. In addition to the elective activities, specific fitness days are spread throughout the electives and continue to be one third of the students overall experience and grade. Students will receive a letter grade that is based on rubrics set up for each unit of study.

***HEALTH - Grades 10 (08051-921)**

3 Credits

The health education program is a semester long course which builds upon the health skills learned in our 7-9th grade programs. It is designed to equip students with the ability to process, synthesize and respond appropriately to the myriad of social pressures and influences applied to them during their formative years. Among the topics discussed are personal health and safety, emotional and mental health, peer-pressure, cyber-safety, substance abuse, social and relational health, with a unified theme of healthy decision-making.

This course contains units on human sexuality. Parents wishing to exempt a child from any part of this curriculum should contact the principal. Students will not be penalized as a result of such exemption. While students may enroll in this course during 10th or 11th grade; 3 credits in Health are required for graduation.

***SOCIAL EMOTIONAL WELLNESS I/II- Grades 11,12 (08057 - 916/08057 - 916)**

5 Credits

Research has proven that the reduction of stress and the development of social/emotional skills have corresponding health and academic benefits. We also know that the brain can grow and develop through neuroplasticity. Just as we exercise our muscles to change them, we can also change how our brain's function. In this course, subtitled "Lessons in Alternative Health," we will cover the benefits of Mindfulness and learn how to be mindful. We will research the different types of meditation, and each student will begin their own meditation practice. We will also study the benefits of yoga, healthy eating and sleeping and learn how to incorporate these healthy practices into our daily lives. Other topics of interest to students may be studied as well. This course relies heavily on participation, but it will also include readings and written assignments.

***SPORT and SOCIETY – Grades 11,12 (08017-931)**

5 Credits

Due to its central place in society, the visibility and stature of athletes, and the extent to which its worldwide audience cuts across gender, race, and socioeconomic lines, sport can bridge cultural gaps, resolve conflict, and educate people in a way that few other activities can. Sport in Society is a semester long class that attempts to encourage the paradigm shift of sports being more than just a scoreboard, but a true place of learning about oneself and others. The course will cover topics related to sport philosophy (games, play, and movement), sport psychology (participation, theories of motivation), nationalism in sport, sporting culture, current trends/topics, and careers in sport.

PEER TEAM - Grades 11, 12 (22209-915)

10 Credits

The Peer Resource Team is a dynamic representative group of juniors and seniors, who are trained during a yearlong course to advise their peers in navigating issues regarding health, stress, relationships, depression, sexuality, alcohol and other drugs. Committed to developing leadership skills, the Peer Team also assists in the Middle and High School as peer mentors, student teachers, and peer mediators who guide peers through conflict to mutual resolution. Each academic quarter, the Peer Team also works on several initiatives that serve the needs of the wider school community.

Selection Process

Collaboratively selected by Peer Team members, Faculty, Staff, Guidance and Administration, candidates must have proven proficiency with health and wellness material and the ability to be a positive role model living by Mount Greylock's code of conduct. Striving to expand the active team dynamic and to represent as much of the diversity on our campus as possible, the Peer Team Selection Committee looks for emergent leadership qualities across various groups of the student body at our school. Students who wish to be considered for the team should apply at the beginning of April of their sophomore or junior year. Juniors who wish to serve a second year on the team must submit their Portfolio for consideration at the end of March and again in June.

Individual Assessment

Student Assessment each term is based upon an Individual Portfolio, documenting participation, special projects, school community service and progress made toward expanding subject knowledge and leadership skills. The Peer Resource Team engages in routine peer advising, peer mediation and community service that involves out-of-class time and out-of-school time. As such, interested applicants should discuss this program carefully with their parents and guidance counselor before applying to determine whether it is a good fit with their schedule and the requirements of the program.

SPECIAL EDUCATION/STUDENT SUPPORT SERVICES

The Pupil Personnel Services Department provides a wide range of programs and services for students who have an Individualized Educational Plan (IEP). Services include assessment, academic support, paraprofessional assistance, assistive technology, transition planning, consultation, and related services with expertise in the area of the student's disability. Programs range from full inclusion to community-based programs focusing on post-secondary experience, life skills, and pre-vocational training.

COMMUNITY-BASED EDUCATION PROGRAM – Grades 11, 12, 12+ (22206-1096) 10 Credits
Special education students in their final years of high school (typically 18-22 year olds) may choose to participate in the Community-Based Program instead of a full day of coursework on campus. The Community-Based Program includes daily living, skill development, and pre-vocational training. This is a full-day program, and high school students who enter into this program participate in both components to help prepare them for adult living upon graduation.

ACADEMIC SUPPORT - Grades 9, 10, 11, 12, 12+ (22005-1008/1003) 10 Credits
Academic Support provides intensive support in a small group setting. This course is designed to meet the needs of students with varying levels of need through access to modifications and accommodations, identified through the TEAM process, in an environment that is nurturing and supportive. Students are provided with the opportunity to develop independent skills, through instructor guidance and modeling.

ADAPTIVE PHYSICAL EDUCATION - Grades 9, 10, 11, 12, 12+ (08007-1015) 6 Credits
While some of the methodology of the Adapted PE class is different, the purpose remains to strengthen the physical, social, and mental development of students. Students will work at improving their fitness, motor coordination, motor programs, and social and team interactions. A.P.E. students will learn in a Least Restrictive Environment (LRE). LRE refers to adapting or modifying the curriculum and/or instruction to address the individualized abilities of each child.

Adaptations are made to ensure that each student will experience success in a safe environment. Placement may include one or more of the following options:

- The general physical education setting
- The general physical education setting with a teaching assistant or peers
- A separate class setting with peers
- A separate class setting with assistants
- A one-to-one setting between students and the instructor

A.P.E. involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. The emphasis of adapted physical education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

ADAPTIVE MUSIC - Grades 9, 10, 11, 12, 12+ (05149-1019)

10 Credits

This class provides opportunities for regular and special education students to engage active musical skills such as listening, composing, playing, and conducting. Teamwork, auditory memory, problem-solving, and social skill development are emphasized daily. Students learn instruments of the band and orchestra, group drumming skills, GarageBand, and appreciation of recorded music of many types.

LIFE SKILLS CLASS – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092A)

10 Credits

The Life Skills program is designed for students with Individual Education Plans, who need to develop a variety of skills in their everyday lives. This program blends skills related to community living, and social skills, providing opportunities to practice many of these skills as part of the school day. The program incorporates community outings to various cultural organizations, as well as community service experiences in order to assist students in becoming contributing members of their community.

LIFE SKILLS MATH – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092M)

10 Credits

Life Skills Math is designed to make math relevant for students learning functional skills to prepare for independent living. This course provides comprehensive instruction that students need for being self-sufficient. The yearlong course focuses on using math skills in real-life situations for those who may have basic computational skills but need practice in applying these skills.

LIFE SKILLS ELA/READING – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092W)

10 Credits

The Life Skills Language Arts class focuses on reading and writing skills needed for independent living, completing functional tasks, and accessing news and schedule documents. Life Skills Reading teaches students long-term reading skills. From pre-reading skills through reading fluency, the course provides exercises, word study skills, and reading strategies, along with high-interest fiction and non-fiction stories. Lesson-extending reinforcement follows each story to support critical skills and encourage new readers. Students learn phonics and word attack strategies in this focused, comprehensive approach to reading instruction.

PRE-VOCATIONAL (INTEGRATED) (22153-1090)

10 Credits

Grades 9, 10, 11, 12, 12+

The Pre-Vocational program is designed to offer the opportunity to develop occupational and daily living skills, with an emphasis on transferable work skills and behaviors. Students are provided the opportunity to work in an inclusive setting with peers of varying ability. Tasks often focus on

following instructions, interpersonal skills, and task completion. This program offers the opportunity to participate in community events as well as to organize and host events.

ADAPTIVE ART – Grades 9, 10, 11, 12, 12+ (05199-1107)

10 Credits

Adaptive Art is designed to offer a creative outlet for students with disabilities, reinforce inclusiveness and positive self-image, and highlight the importance of arts education in the development of our young people. While in class, the students explore various artistic media such as collage-making and acrylic painting.

ADDITIONAL ELECTIVES

These electives are not offered every year.

***FILM STUDIES - Grades 11, 12 (05168-699)**

5 Credits

This semester-long course will explore the fundamental elements of formal film analysis in terms of *mise-en-scène*, cinematography, sound, and editing. Lessons on image, camera movement, lighting, editing, sound, performance, and spectacle will be supported with the use of feature-length narrative films. Students will demonstrate proficiency through a series of group discussions, research projects, and analytical writing assignments. Additional focus will be placed on the technologies employed throughout the history of cinema as well as on the social impact these narratives have had on society. The last unit—largely student driven—will contrast what we have learned about narrative film with documentary, an ever-changing subset of film defined by critic Pare Lorentz as "factual film, which is dramatic."

***CLASSICAL MYTHOLOGY - Grades 10, 11, 12 (XXXX-XXX)**

5 Credits

This semester-long elective course explores the stories of the gods and heroes of ancient Greece and Rome and investigates their expression in literature, art, drama, and music from antiquity to the present. We will examine mythology within its ancient cultural context, focusing particularly on the relationship of myth and ancient Greek religion, and we will study how the development of philosophy, science, and history affected the Greeks' reception of myth. We will also become familiar with modern theories that attempt to explain the nature and meaning of these stories, which have had such enduring influence. Texts will include selections from Homer's *Iliad* and *Odyssey*, tragedies by Sophocles and Euripides, and Ovid's *Metamorphoses*.

***NEWSPAPER PRODUCTION I - Grades 9, 10, 11, 12 (11101-1011A)**

5

Credits

The Newspaper Production class is designed to give students a basic understanding of journalism and newspaper writing techniques. The class members serve as the staff for the student newspaper as well as writers for digital news; the class may provide opportunities to guest write for local news outlets. Students learn and practice advanced journalism writing and production skills as they produce the newspaper on a regularly scheduled basis. Students develop their writing abilities and editing skills by creating several articles for the school paper while serving as peer editors for others' work. This cooperative classroom environment presents opportunities for hands-on learning, practical skill development, and possibilities in leadership growth. It also functions to serve the larger Mount Greylock community with its news products.

***HOMEWORK SUPPORT - GRADES 9,10,11,12 (22005-1085HS)**

5 Credits

This course is designed to meet the needs of students with varying levels of academic need through daily access to additional support. Students are provided with a structured learning environment with teacher input relative to content, study skills, time management and school resources.

***MCAS REMEDIATION - Grades 11, 12 (1112-22002)**

5 Credits

This course is required for all students who have not passed any of the MCAS tests, which are required for graduation. The class is individualized and students are provided with a curriculum that suits their needs. Generally, the course is self-paced, but with ongoing guidance from the instructor. The teacher works in consultation with the Curriculum Leaders to ensure that the students are provided with materials that will best support their success with this graduation requirement.

***MCAS REMEDIATION II – Grades 11, 12 (1112B-22002)**

5 Credits

This course is required for all students who have not passed any of the MCAS tests that are required for graduation. The class is individualized, and students are provided with a curriculum that suits their needs. Generally, the course is self-paced, but with ongoing guidance from the instructor. The teacher works in consultation with the Curriculum Leaders to ensure that the students are provided with materials that will best support their success with this graduation requirement.

INDEPENDENT AND EXPERIENTIAL LEARNING (IEL)

Designed for students in 11th and 12th grade, Independent and Experiential Learning allows students to earn elective credits for experiences that further their individual academic and intellectual development outside of the traditional classroom. IEL helps students build 21st century skills and prepare for their post-high school academic and professional lives. In order to be approved for an IEL, students must demonstrate readiness for independent work and develop a plan of study that goes beyond what is offered in the regular school curriculum. School Counselors are available to gauge the appropriateness of plans, to help focus and refine ideas, and to identify potential teachers.

There are eight courses in which students can participate:

Independent & Experiential Learning	Type of Grade Earned	Elective Credits per Semester	Included in GPA	Included on Transcript
IEL : Teacher Assistant	Pass/Fail	5	No	Yes
IEL : Independent Study	Pass/Fail	5	No	Yes
IEL : VHS Online Course	Letter Grade	5	Yes	Yes
IEL : College Course at BCC, MCLA, and/or Williams College	Letter Grade	5	Yes	Yes
IEL: Work-Based Learning	Pass/Fail	5	No	Yes
IEL : Work Experience	Pass/Fail	5	No	Yes
IEL: Senior Internship (approximately five weeks)	Pass/Fail	No	No	No

Students interested in participating in an Independent Study or as a Teaching Assistant work with their school counselor and the appropriate teacher to design their IEL course and must submit a thorough and thoughtful proposal before the semester begins. Students partaking in these programs are required to complete various writing assignments determined prior to the start of the IEL. Teaching Assistants complete a reflective essay about their experience at the conclusion of each semester.

No IEL application is approved unless the entire application has been completed and signed.

INDEPENDENT AND EXPERIENTIAL LEARNING ELECTIVES

***IEL TEACHER ASSISTANT – Grades 11, 12**

5 Credits

Being a teacher assistant provides first-hand experience with and exposure to many facets of the teaching profession. Assisting in middle school and resource classrooms as well as Wellness for grades 7, 8 and 9, students learn how to plan and implement a variety of learning experiences, help individual students, and carry out guided observations. A student interested in becoming a teacher assistant must create a contract with the teacher with whom he/she will work; candidates must also have proven proficiency with the class material and the ability and desire to be a role model. Teacher Assistants are required to maintain a journal of observations to use when they craft a reflective essay at the end of each semester. Students typically take this course one semester but may apply for a second semester.

***IEL INDEPENDENT STUDY – Grades 11, 12**

5 Credits

Independent studies provide students, or groups of students, the opportunity to do work in an area of their own choosing outside of the regular school curriculum. The Independent Study is a rigorous, self-directed course of study that includes clear objectives, activities, outcomes, and criteria for evaluation. Students work with a faculty member of the appropriate department to plan, monitor, and evaluate performance. Grading is pass/fail.

***IEL VIRTUAL HIGH SCHOOL® ONLINE COURSE – Grades 10, 11, 12**

5 Credits

VHS, Inc. is a national nonprofit organization, which provides online NetCourses to participating schools across the country and around the world. Mount Greylock students can choose to take a course that is not offered in our Program of Study. Space is limited and interested students should speak to their school counselor about options as well as how a VHS course would fit into a daily schedule.

***IEL COLLEGE CLASS AT BCC, MCLA, AND WILLIAMS – Grades 11, 12**

5 Credits

Mount Greylock seniors seeking further academic challenge have the opportunity to take classes at three local colleges – Berkshire Community College, Massachusetts College of Liberal Arts, and Williams College – under each college's dual-enrollment program. For registration details and appropriateness, see your school counselor. Taking a college course can still be a logistical challenge as college courses do not fit into the same time frames as course periods at Mount Greylock and transportation is not provided.

* BCC: A Bridge to College offers free college credit to Berkshire County high school seniors who are Massachusetts residents. Students must take the Accuplacer test to determine placement. Upon completion, a college transcript and credit are provided.

* MCLA: Mount Greylock students with a 3.0 GPA or better may apply to take an MCLA class if all prerequisites have been fulfilled, and there is space available in the class. Upon completion, a college transcript and credit is provided.

* Williams: Mount Greylock students in good standing and with GPAs over 3.8 may request entry to a Williams College class. Students must provide a copy of their transcript and receive instructor approval. Depending upon the department, additional requirements may exist. Generally, entry-level classes only are considered.

***IEL WORK-BASED LEARNING - Grades 10, 11, 12 (22998-9910)
Per 400 Hours**

10 Credits

IEL Work-Based Learning ensures both student and employer have a meaningful working relationship that benefits both area businesses and local schools looking to meet and exceed educational and life goals for students through and beyond high school. Work-based learning credits are awarded to students who have a part-time job (at least 10 hours per week during the school week). A student must register with a school counselor and submit weekly time sheets from his or her employer as well as completing all necessary paperwork.

IEL SENIOR INTERNSHIP – Grade 12

5 or 10 Credits

IEL Senior Internship is a work-based learning experience that gives students an opportunity to gain greater knowledge and skills in a career field of their choice. During the latter part of the fourth quarter of their senior year, in place of attending academic classes, interns report to their workplace. Interns keep journals, submit weekly time sheets, and develop work-based learning plans. Workplace mentors work closely with interns and evaluate their performance.

IEL ALTERNATIVE SENIOR YEAR – Grade 12

Credits determined by program

A provision has been made by the school district for students to earn a diploma with three years in attendance at Mount Greylock Regional High School instead of the usual four and the approval of one of the options listed below. Participation in the Alternative Senior Year requires passing the MCAS and meeting all course distribution requirements, except their fourth year of English and mathematics, prior to grade 12. Thus, a student must have a total of one hundred eighty (180) credits plus 15 credits in wellness/health by the end of grade 11. The one hundred eighty (180) credits must include thirty (30) credits in English, thirty (30) credits in social studies, which must include ten (10) credits in United States history, thirty (30) credits in mathematics, and thirty (30) credits in science. Students acknowledge that semester-long college courses are assigned the same credit as semester-long high school classes – 5 credits. Interested students should discuss this program carefully with their parents/guardians and school counselor before requesting an alternative senior year. A letter of request is written to the principal and signed by the student and parent/guardian. A committee of counselors and administrators reviews the requests and grants or denies alternative senior year status.

To be eligible for an alternative senior year:

- The student and parent/guardian submit written permission for the waiver no later than May 1.
- The student agrees to take two semesters of English and mathematics at the high school or college level to fulfill their 40-credit English requirement towards graduation.
- Choose one of the following options:
 - 1) The student has been accepted for full-time admission to an accredited college.
 - 2) The student presents a proposal for employment in a job-training situation.

3) The student wishes to participate in some other accredited and approved educational experience

***WORK EXPERIENCE I - Grades 11, 12 (22998-1099)**

5 Credits

Offered in semester I

Students are awarded credits toward graduation based upon successful completion of a work experience within the school building. Possible work sites might include: Principal's Office, District Office, Guidance Office, Cafeteria, Special Education Office, Maintenance, Wellness Department, and Receiving Office. Students are encouraged to take Work Experience I, Work Experience II, or both Work Experience I and II.

***WORK EXPERIENCE II - Grades 11, 12 (22998-1099B)**

5 Credits

Offered in semester II

Students are awarded credits toward graduation based upon successful completion of a work experience within the school building. Possible work sites might include: Principal's Office, District Office, Guidance Office, Cafeteria, Special Education Office, Maintenance, Wellness Department, and Receiving Office. Students are encouraged to take Work Experience I, Work Experience II, or both Work Experience I and II.

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

1781 COLD SPRING ROAD

WILLIAMSTOWN, MA 01267

(413) 458-9582

www.mgrhs.org @MGMouties

District Administration:

Kimberley Grady, Superintendent
Eileen Belastock, Director of Academic Technology
Patrick Priester, Acting Director of Pupil Services
Rob Wnuk, Director of Operations and Technology
Stacie Vigiard, District Office Manager
Susan Gigliotti, Office of Pupil Personnel Assistant

Building Administration:

Mary MacDonald, Principal
Jacob Schutz, Assistant Principal
Lindsey von Holtz, Director of Athletics and Co-Curricular Activities
Nancy McMullen, Office of the Principal Secretary

Guidance Team:

Jessica Casalinova, High School Counselor
Beverly Maselli, High School Counselor
P.J. Pannesco, Middle School Counselor
Sarah Tierney, Guidance Secretary

APPENDIX A

Mount Greylock Regional High School

Advanced Placement & College Classes Contract

(Attach signed document to course selection form and make a copy for your records.)

Mount Greylock High School supports any student who wishes to accept the challenge of Advanced Placement (AP) and/or college-level classes with one of our institutional partners. With that challenge comes certain expectations regarding the maturity and capabilities of the enrolled students. Please remember that **Advanced Placement courses are college level courses**. Students should be motivated to take an AP or college-level class by an appreciation for the subject. Students who are overextended with academics and/or extracurricular activities should seriously consider if they have time to devote to an AP class and the number of AP classes they can successfully complete. Similarly dual-enrollment at a local college, while desirable, comes with academic scheduling and logistical challenges. Whether students wish to enroll in an AP class or have met the eligibility requirements for taking a college class and plan on enrolling, they are required to complete this worksheet and submit it with their Mount. Greylock course enrollment forms.

Students are expected to:

1. Be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. Meet any prerequisites prior to enrolling in an AP or college course.
3. Prepare for and take tests on time.
4. Accept that enrollment in an AP course does not guarantee an A or B grade.
5. Spend more than the average amount of time on work outside of class.

Students who enroll in an AP course and their parent/guardian must sign the following written contract:

1. I recognize that I have to demonstrate independence and responsibility. AP and other college courses typically require more homework compared to college prep courses.
2. I commit to remain enrolled in the AP courses I have chosen for the entire year. If special circumstances arise and I must drop an AP course, I understand there may not be space available in another class. I understand I may have to delay taking a required class because of my drop.
3. I understand there may be a prerequisite for an AP course as outlined in the program of study. By enrolling in an AP course, I certify that I meet these prerequisites.
4. I agree to demonstrate integrity as I pursue my course of study.
5. I will speak with my parent/guardian, teacher, school counselor if I start feeling overwhelmed with my academic workload.
6. I realize that by enrolling in an Advanced Placement course I am expected to take the corresponding Advanced Placement Examination in May. Funding support for this examination may be available for students with demonstrated financial need.
7. I will complete the Time Management Worksheet to the best of my ability and use this in selecting my courses to maintain a balanced life.

3/7/17 Adapted from materials developed by Palo Alto High School

Time Management Worksheet

Name _____ Grade _____ Counselor _____

This worksheet is a time management tool. It is designed to help you make informed decisions about the way you want to spend our time next year.

Academic Activities (e.g. 5 days x 7 hours)	Activity Course Title	Avg. hours per week outside of class (including projects studying for tests, homework, etc.)
English		
Social Studies		
Math		
Science		
Language		
Electives:		
a.		
b.		
c.		
Outside Activities (as applicable)		Subtotal
Hobbies/Interests		
Work/Job/Chores/Community Service		
Religious Activities		
Sports		
Music/Theatre		
Other		
Daily Living Activities		Subtotal
Family		
Sleep (recommended – 7 days x 9 hours = 63		
Miscellaneous necessities (eating, showering, etc.)		
		Subtotal
Total Hours in a Week (THW)		
Total Activity Hours (TAH): sum of school, outside, and daily living activities		Minus
Spare time for friends, phone, social media, etc. (THW-TAH)		Equals

AP or college courses I plan on taking:

Student Signature

Date

Parent Signature

Date

Counselor Signature

Date

3/7/17 Adapted from materials developed by Palo Alto High School

The Seventh Grade at Mount Greylock 2020-2021

The Core Philosophy

The 7th grade core curriculum at Mt. Greylock addresses the academic and social skills necessary for adolescents transitioning into middle school. As a team, the seventh grade teachers are dedicated to preparing each individual student to enter secondary school by teaching them how to develop the skills necessary to analyze problems, research and synthesize information, write thoughtfully, and think critically about the world that surrounds them. To accomplish these goals, teachers meet regularly to prepare integrated lessons and discuss individual student progress. Our team approach helps to ensure that students are provided with a socially appropriate, rigorous and relevant academic program that strives to meet each student's individual needs.

The Core Curriculum

English 7 (51035 – 170)

7th Grade English is a fun, busy year designed to help students improve their reading, writing, critical thinking and public speaking skills. During the first quarter students begin to learn and grow as writers through autobiographical poems, stories and essays. Throughout the seventh grade year, students will write nearly every day for English class, and will learn the value of careful editing and revision through highly specific and individual feedback from their teacher. Students are required to write in a variety of forms (analytical, narrative, expository, creative, and persuasive) and are taught to always consider AUDIENCE and PURPOSE. Every seventh grader will read a minimum of eight books, including at least four whole-class reads and several student-selected "outside reading" titles. In addition, a primary goal of 7th grade English is to hear *every voice, every day*.

Math 7 (52037 – 270)

In 7th grade, mathematical study focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. To support all students two 7th grade classes are offered. Regular 7, which completes only the 7th grade curriculum in 7th grade and prepares students for advancement to 8th grade mathematics, and Accelerated 7, which completes both the 7th and 8th grade curriculum in the 7th grade and prepares students for advancement to Algebra I.

Math 7 - Developmental Math

The overarching goal of this course is for students to master the mathematics standards for the Seventh Grade as outlined in the Massachusetts Curriculum Frameworks. While working towards this goal there is a focus on building basic calculation skills, problem solving skills and building confidence and ability to apply mathematical concepts to real world situations. This class offers a small group approach aimed at providing customized instruction as may be needed.

Science 7 (53237 – 370)

The 7th grade science program provides a general introduction into life and physical sciences. Investigation through experimentation and research are emphasized throughout the year, and students use inquiry to investigate a variety of questions and write lab reports. Students begin by studying the evidence that is used to support our understanding of Evolution and how organisms are related. They investigate cellular processes and learn about the role genetics plays in the relationships among all living organisms. In the spring of the year, students investigate electromagnetism during a study of kinetic and potential energy and investigate Newton's Laws through a variety of experiments. Students can also expect to complete projects in which they investigate the evolution of an organism, research a genetic disease and create a catapult.

Social Studies 7 (54437 – 670)

The 7th grade social studies curriculum will study the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?"

The Electives

Wellness

The Physical Education curriculum is designed to provide a strong fitness and movement foundation for students as they transition from elementary school. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities and healthy decision-making
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, team building and challenge activities. The Wellness 7 curriculum is also designed with the intention of creating and developing a sense of community and class

identity. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

World Language

Students have the option to take Latin or Spanish. Latin 7 and Spanish 7 offer middle school students the opportunity to begin language studies in a formal but slow-paced manner. Successful completion of two years of language at the middle school level will qualify students for level II beginning in 9th grade and enable them to continue their studies through to the Advanced Placement level. Students will learn to speak, read, write, and understand in their chosen language. The curriculum is investigated through books, stories, culture exploration, videos, and a myriad of projects.

Enrichment, Band, Orchestra, and Chorus

One period of the middle school day provides an option for students to participate in performing music or take some enrichment classes. Students interested in performing arts can take band, chorus and orchestra. There are options for learning a new instrument as well as continuing an instrument from elementary school. Students can participate in one of the classes and possibly alternate between two.

Students who do not participate in a performing music class will be assigned to the Enrichment Program. Here students will spend each quarter investigating a different discipline. Courses in this program vary each year and have included Technology, Mythology, Visual Arts and Music Appreciation.

Directed Study

As part of the daily schedule, each student is assigned to a teacher for an opportunity to work on organizational and academic skills. Throughout the year, the teacher and student build a relationship that enables the teacher to understand strengths and weaknesses, and help the student set and accomplish academic goals. Students learn to prioritize their work, use an agenda book, organize binders, look at academic progress using our PowerSchool grading program, and set goals for academic accomplishments. Directed Study is an important part of the students' day as it helps them to develop the skills necessary to be successful throughout their academic careers. Further, it provides time for students to pursue one-on-one instruction from their academic teachers.

The Eighth Grade at Mount Greylock 2019 - 2020

The Core Philosophy

The 8th grade core curriculum at Mt. Greylock addresses the academic and social skills necessary for adolescents transitioning into the high school. As a team, the eighth grade teachers are dedicated to preparing each individual student to enter high school by teaching them how to develop the skills necessary to analyze problems, research and synthesize information, write thoughtfully and think critically about the world that surrounds them. To accomplish these goals, teachers meet regularly to prepare integrated lessons and discuss individual student progress. This team approach helps to ensure that our students are provided with a socially appropriate, rigorous and relevant academic program that meets each student's individual needs.

The Core Curriculum

English 8 (51036 – 180)

Building on the skills and concepts taught in Grade 7, Grade 8 students further develop their skills as they continue to write complex paragraphs and essays. They conduct research, write informative, argumentative and narrative essays, and deliver speeches as part of an integrated approach to content with social studies. To that end, students read historical fiction and non-fiction, as well as a variety of other genres. In addition to studying novels, students gain exposure to varied and complex texts as they read and examine poetry, short stories, nonfiction essays, and primary documents. Vocabulary and grammar lessons grow from the content and are part of regular instruction. Project-based learning is widely utilized, providing students an opportunity to explore a wide array of media and to be creative in demonstrating their understanding.

Math 8 (52038 – 280)

In Grade 8, mathematical study focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, as well as understanding and applying the Pythagorean Theorem. Successful completion of 8th grade mathematics prepares students for advancement to Algebra 1.

Math 8 - Developmental Math

The overarching goal of this course is for students to master the mathematics standards for the Eighth Grade as outlined in the Massachusetts Curriculum Frameworks(see above). While working towards this goal there is a focus on building basic calculation skills, problem solving skills and building confidence and

ability to apply mathematical concepts to real world situations. This class offers a small group approach aimed at providing customized instruction as may be needed.

Science 8 (53238 – 380)

The 8th grade science program provides a general introduction into physical and earth science. Throughout the year, students investigate the world around them through the application of inquiry based activities. Students investigate states of matter and learn how energy affects phase changes through observations and experimentation. They also study elements and their atomic structure, and they learn how to read the periodic table. Students further their investigation of the world around them through a study of the Earth. Students investigate changes to the Earth's surface and atmosphere. They investigate change in climate and weather patterns and how changes affect plant and animal life. Students explore ecosystems on the school campus. In addition they investigate the health of Earth and research renewable sources of energy. 8th grade science students can also expect to complete projects in which they create a media presentation on an element from the periodic table, create a children's book or field guide on astronomy, journey through a biome, and investigate the pros and cons of various energy sources.

Social Studies 8 (54438 – 680)

This course explores early American history along with the foundations and development of local, state, and federal government. Detailed units include the American colonies and government, the formation and influences of the Constitution, the Bill of Rights, citizenship, the three branches of government (Executive, Legislative, and Judicial), local and state governments, voting, elections, westward expansion and the American Civil War. Political, social and economic themes are highlighted throughout the course and an introduction to current events supplements the study of civic life. The course includes a constitutional debate unit where skills of writing, literacy, and public speaking are heavily emphasized.

The Electives

Wellness

The Physical Education curriculum is designed to provide a strong fitness and movement foundation for students as they transition from elementary school. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities and healthy decision-making
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, team building and challenge activities. The Wellness 8 curriculum is also designed to expand the school's commitment to creating and developing a sense of community and class identity. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

World Language

Students have the option to take Latin or Spanish. Latin 8 and Spanish 8 offer middle school students the opportunity to extend language studies in a formal but slow-paced manner. Successful completion of two years of language at the middle school level will qualify students for level II beginning in 9th grade and enable them to continue their studies through to the Advanced Placement level. Students will learn to speak, read, write, and understand in their chosen language. The curriculum is investigated through the books, stories, culture exploration, video, CD, and a myriad of projects.

Enrichment, Band, Orchestra, and Chorus

One period of the middle school day provides an option for students to participate in performing music or take some enrichment classes. Students interested in performing arts can take band, chorus and orchestra. There are options for learning a new instrument as well as continuing an instrument from elementary school. Students can participate in one of the classes and possibly alternate between two.

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As part of the daily schedule, each student is assigned to a teacher for an opportunity to work on organizational and academic skills. Throughout the year, the teacher and student build a relationship that enables the teacher to understand strengths and weaknesses, and help the student set and accomplish academic goals. Students learn to prioritize their work, use an agenda book, organize binders, look at academic progress using our PowerSchool grading program, and set goals for academic accomplishments. Directed Study is an important part of the students' day as it helps them to develop the skills necessary to be successful throughout their academic careers. Further, it provides time for students to pursue one-on-one instruction from their academic teachers.

Revised on 1/6/2020

MGRSD Educational Technology Update

January 2020

At Williamstown Elementary and Lanesborough Elementary, we have been working very hard to ensure that students and teachers in both buildings have the same online learning experiences. By merging school software into district licenses, we reduce costs while expanding some of the programmings to schools and teachers who previously did not have access. One of the exciting software initiatives has been adding a Discovery Ed Experience license to Lanesborough. This learning platform combines dynamic curated curriculum resources and real-world educational content personalized for teachers and students.

At Mount Greylock, we recently purchased Edulastic, an online testing program that provides standards-based testing bank, MCAS practice question bank, immediate feedback, and analysis. It can be used in all content areas and will provide both technical and educational support for our students for online testing environments. It integrates with Canvas, which allows teachers to incorporate question banks into their online courses.

At the district level, we have held three Google tech nights: one at each of the schools. Technology teachers, principals, and high school social studies teacher demonstrated the use of Google Apps for Education in the classroom. At the end of the event, attendees had the opportunity to ask specific questions regarding technology in the classroom.

The three library media specialists have met multiple times to collaborate on both building and district-wide initiatives. They are excited about the opportunity to meet and learn from and with each other. They are planning on attending both local and national conferences and seminars to further the incredible work they are doing for students.

The 16 member tech committee has met multiple times, and we have begun the work of developing goals that are in line with the district's strategic plan. We will be sending out surveys to parents, teachers, and students over the upcoming weeks as part of the development of the district's three-year technology plan.

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

Job Description

JOB TITLE: *Director of Curriculum, Instruction, and Technology*

REPORTS TO: Superintendent

POSITION: Administrative, Full-time, 12 Months

QUALIFICATIONS:

- a. MA Degree or advanced coursework in curriculum development, instruction and data analysis with a valid teaching certificate.
- b. Minimum of three years of successful professional practice or administrative experience in curriculum, instruction and assessment.
- c. Demonstrated knowledge in program evaluation and aligning CCSS to MA Curriculum Frameworks.
- d. Cutting edge skills in the application of data to inform classroom instruction and using differentiated learning techniques across grades PK-12.
- e. Demonstrated Leadership and instructional ability in delivering high quality staff development that fosters collaboration and continuity across grades and disciplines.
- f. Experience in collaborative group work and professional learning communities focused on curriculum development and improvement and capable of forming a rapport with school staff and administrators.
- g. Excellent interpersonal and communication skills when presenting reports and speaking to members of the school community.

JOB DESCRIPTION:

The Director of Curriculum, Instruction and Technology is responsible for providing leadership and guidance in the development and coordination of the Region's PK-12 curriculum standards, instruction and assessment through the use of data both formative/summative, qualitative/quantitative that yields the highest standards of student achievement and instructional excellence.

Essential Job Functions:

Planning and Facilitating Curriculum Review, Alignment and Coordination

- Coordinates the development, implementation and evaluation of curriculum, instruction and assessment at MGRS, WES, LES to insure alignment with CCSS (Common Core State Standards).
- Works with principals and teachers to organize and coordinate grade level and departmental continuity with the CCSS standards.
- Researches the application of web-based curriculum lesson plans and materials for teachers.
- Annually reviews and updates published curriculum documents on district websites.

- Curriculum review and data analysis will begin with a focus on ELA and Mathematics; then expand to include other curriculum areas including science, social studies and the arts.
- Designs opportunities for faculty/staff to create integrated, interdisciplinary curriculum lessons/units.

Planning and Facilitating Professional Development

- Plans and conducts Professional Development for faculty and staff by working with elementary school and middle school/high school principals to set annual PD goals.
- Observes teachers in their classrooms upon request of teachers or administrators and offers recommendations to enhance teaching and learning.
- Models classroom demonstration of best practices and “next practices” in instruction and curriculum review/alignment.
- Studies and evaluates, and as appropriate, recommends adoption of new curriculum and instructional materials and web-based programs to the superintendent for budgetary consideration.
- Will pursue and oversee grant opportunities to supplement the financial resources supplied by the annual school department budgets.
- Actively participates in state and regional workshops/trainings and maintains a professional network with educational leaders in curriculum, instruction and assessment.
- Annually evaluates student performance on MCAS and presents it to staff/faculty.

Review and Evaluate Assessment Practices/Tools

- Assumes responsibility for reviewing and evaluating results of school-based summative and formative assessments, and other evaluative measures used across the schools.
- Recommends and demonstrates the use of cutting edge assessment tools and techniques.
- Reviews and analyzes state and school-based student/district performance data and assist teachers and administration in designing effective interventions and differentiated instruction to improve student achievement.
- Monitors MA Data Warehouse on-line information and reviews it with faculty/staff at each school.
- Participates in State training to assist in greater understanding and use of student/district performance data and trends.
- Performs such other tasks and assumes such other responsibilities as may from time to time be assigned by the superintendent.

Technology Related Duties to Support Curriculum, Instruction, and Assessment

- Provide technical assistance and resources required to support curriculum, instruction, assessment and professional development.
- Participates regularly in District administrative team meetings, K-12 subject area curriculum committee meetings, and other committees designated by the Superintendent.
- Development and implementation of all policies regarding technology and digital learning.

- Attends workshops, meetings, and conventions to remain updated on trends and developments in technology and digital learning.
- Support the efforts of educators in their review of the existing curriculum.
- Keeps abreast of new developments in curriculum, instruction, and management through readings, conferences and other means of gathering training and knowledge and disseminate information to members of the administrative, instructional, and support staff including conducting staff development seminars and lessons for the benefit of the District.
- Collaborates with principals in developing technology budgets including instructional materials and provisions for teaching and learning programs.
- Collaborate in the development and implementation of a professional development plan in conjunction with principals and administrators to ensure effective PD program are implemented and aligned with the school and district improvement plans.

Specific Duties

- Support classroom teachers and students by promoting appropriate instructional technology practices.
- Collaborate with and support teachers in delivering effective technology-rich instruction.
- Oversee the implementation and operation of the 1:1 Chromebook and Digital Learning Programs.
- Provide leadership in the development, implementation, and maintenance of technology, district, and school improvement plans.

Superintendent's Office February 2019

Finance Committee Report to the School Committee
January 6, 2020

The Finance Committee has met twice since our last regularly scheduled school committee meeting.

1. On December 20, we met with Michelle Butler and David Tierney to discuss the requisition and payment process for the multipurpose building construction project and approved of the following: meetings every two weeks to meet for Tierney Construction, Kim, and the owner's project manager (OPM) to review bills (every other Tuesday at 2:30), followed by the finance committee reviewing to approve them at its monthly meeting, and the approved bills going to the college to be paid from the gift funds it holds for the benefit of the district.

We then approved unanimously of the payment of a deposit for the building materials package and the premium for the payment and performance bond.

We also agreed to meet December 30 to review, discuss, and rank the submittals of qualifications for potential OPMs, which is required for this project under state law. December 30th meeting was rescheduled for January 2nd due to weather.

Finally, we reviewed transitioning to removing the fees for pre-k for the next academic year. The fees are a disincentive for some families, and if adopt free pre-k, then head counts of pre-k census will count toward enrollment, which opens up transportation reimbursement. This will likely mean the district will make more money than it would receive in tuition and improve educational outcomes. We unanimously agreed to recommend the School Committee vote remove the fee for pre-k for the 2020-2021 school year.

2. On January 2, we met to review OPM qualifications and select our preferred OPM for reference checks and negotiation. After extensive discussion the three members of the committee ranked their preferred candidates, guided in the process by an evaluation criteria matrix provided by Andrea. D.A. Sullivan & Sons, Inc. emerged as the leading candidate followed very closely behind by Skanska and Schoolhouse Construction Services, LLC tied in second place, with Architectural Consulting Group, Inc. in fourth position. Andrea will begin checking references for DA Sullivan and share the results with the members of the committee.

Respectfully submitted,

Jamie Art, Chair

JF - SCHOOL ADMISSIONS

All children of school age who reside in the towns will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee.

Proof of residency of legal guardianship is required by the school administration.

To establish residency within District, the school administration will ask for one item to be presented from each of the columns below:

Column A	Column B	Column C
Copy of deed & record of most recent mortgage payment.	A utility bill or utility work order dated within the past 60 days, including: gas bill or utility bill.	Valid MA driver's license
Copy of lease & record of most recent rental agreement.		Current MA vehicle registration
		Valid MA photo identification

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services

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Proof of residency of the individual holding legal guardianship may be required by school administration.

Administration may require sufficient documentation be submitted to establish proof of residency. This will generally require multiple forms of verifying documents. Parent(s)/guardian(s) are free to submit any information they choose to establish proof of residency.

The following is list of examples of documentation that may be submitted for consideration:

- Valid MA driver's license
- Current MA vehicle registration
- Valid MA photo identification
- A Utility Bill (not including cell phone bill) within the past 60 days
- A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
- A current Lease, or Section 8 Agreement
- A W2 form dated within the year or a Payroll Stub dated within the past 60 days
- A Bank or Credit Card Statement dated within the past 60 days
- A Letter from an Approved Government Agency* dated within the past 60 days

*Approved government agencies: Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students

JLCB, Inoculations of Students

JFBB, School Choice

JFABD, Homeless Students: Enrollment Rights and Services

File: Policy BEA REMOTE PARTICIPATION

The Mount Greylock Regional School Committee (the "Committee") strongly recommends that members physically attend all posted meetings whenever possible. The Committee acknowledges their responsibility to ensure that remote participation is not used in any way that defeats the purposes of the Open Meeting Law, namely promoting transparency with regard to deliberations and decisions on which District policy is based.

The Committee recognizes that extenuating circumstances such as personal illness, personal disability, emergency, military service or geographical distance may prevent a member from physical attendance at an open meeting. Remote participation for **executive session and sub-committee meetings are not allowed under this policy**. Members of the Committee may utilize remote participation in open meetings (or special session meetings when recorded) subject to the following procedures and restrictions:

1. A **quorum** of the Committee must be physically present at the meeting location. Members who participate remotely shall not be deemed to be absent.
2. A Committee member who wishes to participate remotely must, as soon as reasonably possible prior to a meeting, notify the Chair or, in the absence of the Chair, the person chairing the meeting, his/her intention to do so and the reason and facts supporting the request.
3. The Chair must announce at the beginning of the meeting the name of the member(s) participating remotely, the reason for the remote participation and the means of remote participation.
4. The acceptable means of remote participation is conference telephone or any other technology that is available that enables the remote participant and all Committee members and visitors present to be clearly audible to one another.
 - a. If video technology is used, the remote participant must be clearly visible to all persons present at the meeting location.
 - b. The Chair or, in the Chair's absence, the person authorized to chair the meeting shall make the determination on the means of participation.
5. All votes taken in open meeting must be roll call votes and recorded in the minutes.
6. The maximum number of school committee meetings a member may remotely participate in a calendar year is 5. In the event that a School Committee member has a disability, which inhibits physical attendance, the District will take measures to reasonably accommodate the disability, which may include waiving the maximum number of days the individual may remotely participate.

Commented [N1]: Should this be a # or should it be up to the Chair to determine use/abuse of Remote Participation?

The Committee minutes where a member participated remotely shall reflect the following:

1. Means by which remote participation was delivered,
2. Beginning time for remote participation,
3. Technical difficulties noted,
4. Interruption in the remote participation, if applicable, and
5. Time of interruption or disconnection of remote participation, if applicable.

At the Chair's discretion discussion may be suspended in the event of any technical difficulties or disconnection by the remote participation of member(s).

LEGAL REFS.: 940 CMR 29.10

M.G.L. [30A:18-25](#)

BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At ~~the start of~~ each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chair shall determine the length of the public participation segment.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.
3. Topics for discussion must be limited to those items listed on the School Committee meeting agenda for that evening.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.
5. All remarks will be addressed through the Chair of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.



Commonwealth of Massachusetts
Executive Office of Energy & Environmental Affairs

Department of Environmental Protection

One Winter Street Boston, MA 02108 • 617-292-5500

Charles D. Baker
Governor

Kathleen A. Theoharides
Secretary

Karyn E. Polito
Lieutenant Governor

Martin Suuberg
Commissioner

December 23, 2019

RE: Routine and Emergency Snow Disposal

Dear Municipal Official:

MassDEP wants to work with Cities and Towns as you manage the winter season. We are offering the following information related to snow disposal in case you encounter a winter with significant snowfall. As we did last year, MassDEP is providing our Snow Disposal Guidance in order to assist municipalities with snow management. A copy of the Guidance can be found at: <https://www.mass.gov/guides/snow-disposal-guidance>.

MassDEP encourages that care be taken in order to ensure that collected snow is disposed of in a manner that will minimize environmental impacts. In addition, the Guidance outlines specific steps a municipal official should follow in extreme circumstances in order to receive approval for emergency snow disposal to a waterbody.

Advanced identification and mapping of sites for the routine disposal of snow can help facilitate a municipality's routine snow management efforts. MassDEP has a web-based point-and-click mapping application to assist municipalities in selecting routine snow disposal or "snow farm" sites. The mapping tool highlights sensitive environmental resources to be avoided and helps to isolate preferable upland locations for snow farming. We encourage you to use this tool to identify the location of the site(s) your municipality intends to use for routine snow disposal. No action is needed if your municipality has used this tool in the past and the location of your routine snow disposal site(s) has not changed.

To use the MassDEP mapping application, navigate to the following website and follow the online instructions: <https://maps.env.state.ma.us/dep/arcgis/js/templates/PSF/>. Identifying proposed routine snow disposal locations can facilitate emergency snow disposal approval from your Conservation Commission or MassDEP, if the emergency snow disposal location is located in or near wetland resource areas. It can also help you avoid locations that may negatively impact public drinking water supplies.

This information is available in alternate format. Contact Michelle Waters-Ekanem, Director of Diversity/Civil Rights at 617-292-5751.

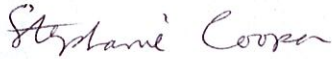
TTY# MassRelay Service 1-800-439-2370

MassDEP Website: www.mass.gov/dep

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Thank you for all the work that you do and for your attention to this important matter. If you have any questions, please don't hesitate to contact Nicholas Child, MassDEP's Chief Emergency Planning & Preparedness Officer at nick.child@mass.gov or (617) 574-6847, for further assistance as you manage snow this winter.

Sincerely



Stephanie Cooper
Deputy Commissioner, Policy & Planning

Cc: Local DPW Superintendents
Local Emergency Management Directors
Local Conservation Commissions
Massachusetts Emergency Management Agency
Massachusetts Association of Conservation Commisiso0ns
BayState Roads
Massachusetts Municipal Association
Association of Massachusetts Wetlands Scientists



Commonwealth of Massachusetts
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Commissioner

Massachusetts Department of Environmental Protection Bureau of Water Resources Snow Disposal Guidance

Effective Date: December 23, 2019

Applicability: Applies to all federal, state, regional and local agencies, as well as to private businesses.

Supersedes: Bureau of Resource Protection (BRP) Snow Disposal Guideline No. BRPG97-1 issued December 12, 1997 and BRPG01-01 issued March 8, 2001; Bureau of Water Resources (BWR) snow disposal guidance issued December 21, 2015 and December 12, 2018.

Approved by: Kathleen Baskin, Assistant Commissioner, Bureau of Water Resources

PURPOSE: To provide guidelines to all government agencies and private businesses regarding snow disposal site selection, site preparation and maintenance, and emergency snow disposal options that are protective of wetlands, drinking water, and water bodies, and are acceptable to the Massachusetts Department of Environmental Protection (MassDEP), Bureau of Water Resources.

APPLICABILITY: These Guidelines are issued by MassDEP's Bureau of Water Resources on behalf of all Bureau Programs (including Drinking Water Supply, Wetlands and Waterways, Wastewater Management, and Watershed Planning and Permitting). They apply to all federal agencies, state agencies, state authorities, municipal agencies and private businesses disposing of snow in the Commonwealth of Massachusetts.

INTRODUCTION

Finding a place to dispose of collected snow poses a challenge to municipalities and businesses as they clear roads, parking lots, bridges, and sidewalks. While MassDEP is aware of the threats to public safety caused by snow, collected snow that is contaminated with road salt, sand, litter, and automotive pollutants such as oil also threatens public health and the environment.

As snow melts, road salt, sand, litter, and other pollutants are transported into surface water or through the soil where they may eventually reach the groundwater. Road salt and other pollutants can contaminate water supplies and are toxic to aquatic life at certain levels. Sand washed into

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waterbodies can create sand bars or fill in wetlands and ponds, impacting aquatic life, causing flooding, and affecting our use of these resources.

There are several steps that communities can take to minimize the impacts of snow disposal on public health and the environment. These steps will help communities avoid the costs of a contaminated water supply, degraded waterbodies, and flooding. Everything that occurs on the land has the potential to impact the Commonwealth's water resources. Given the authority of local government over the use of the land, municipal officials and staff have a critically important role to play in protecting our water resources.

The purpose of these guidelines is to help federal agencies, state agencies, state authorities, municipalities and businesses select, prepare, and maintain appropriate snow disposal sites before the snow begins to accumulate through the winter. Following these guidelines and obtaining the necessary approvals may also help municipalities in cases when seeking reimbursement for snow disposal costs from the Federal Emergency Management Agency is possible.

RECOMMENDED GUIDELINES

These snow disposal guidelines address: (1) site selection; (2) site preparation and maintenance; and (3) emergency snow disposal.

1. SITE SELECTION

The key to selecting effective snow disposal sites is to locate them adjacent to or on pervious surfaces in upland areas or upland locations on impervious surfaces away from water resources and drinking water wells. At these locations, the snow meltwater can filter into the soil, leaving behind sand and debris which can be removed in the spring. The following conditions should be followed:

- Within water supply Zone A and Zone II, avoid storage or disposal of snow and ice containing deicing chemicals that has been collected from streets located outside these zones. Municipalities may have a water supply protection land use control that prohibits the disposal of snow and ice containing deicing chemicals from outside the Zone A and Zone II, subject to the Massachusetts Drinking Water Regulations at 310 CMR 22.20C and 310 CMR 22.21(2).
- Avoid storage or disposal of snow or ice in Interim Wellhead Protection Areas (IWPA) of public water supply wells, and within 75 feet of a private well, where road salt may contaminate water supplies.
- Avoid dumping snow into any waterbody, including rivers, the ocean, reservoirs, ponds, or wetlands. In addition to water quality impacts and flooding, snow disposed of in open water can cause navigational hazards when it freezes into ice blocks.
- Avoid dumping snow on MassDEP-designated high and medium-yield aquifers where it may contaminate groundwater.
- Avoid dumping snow in sanitary landfills and gravel pits. Snow meltwater will create more contaminated leachate in landfills posing a greater risk to groundwater, and in gravel pits, there is little opportunity for pollutants to be filtered out of the meltwater because groundwater is close to the land surface.

- Avoid disposing of snow on top of storm drain catch basins or in stormwater drainage systems including detention basins, swales or ditches. Snow combined with sand and debris may block a stormwater drainage system, causing localized flooding. A high volume of sand, sediment, and litter released from melting snow also may be quickly transported through the system into surface water.

Recommended Site Selection Procedures

It is important that the municipal Department of Public Works or Highway Department, Conservation Commission, and Board of Health work together to select appropriate snow disposal sites. The following steps should be taken:

- Estimate how much snow disposal capacity may be needed for the season so that an adequate number of disposal sites can be selected and prepared.
- Identify sites that could potentially be used for snow disposal, such as municipal open space (e.g., parking lots or parks).
- Select sites located in upland locations that are not likely to impact sensitive environmental resources first.
- If more storage space is still needed, prioritize the sites with the least environmental impact (using the site selection criteria, and local or MassGIS maps as a guide).

Snow Disposal Mapping Assistance

MassDEP has an online mapping tool to assist in identifying possible locations to potentially dispose of snow. MassDEP encourages municipalities to use this tool to identify possible snow disposal options. The tool identifies wetland resource areas, public drinking water supplies and other sensitive locations where snow should not be disposed. The tool may be accessed through the Internet at the following web address:

<https://maps.env.state.ma.us/dep/arcgis/js/templates/PSF/>.

2. SITE PREPARATION AND MAINTENANCE

In addition to carefully selecting disposal sites before the winter begins, it is important to prepare and maintain these sites to maximize their effectiveness. The following maintenance measures should be undertaken for all snow disposal sites:

- A silt fence or equivalent barrier should be placed securely on the downgradient side of the snow disposal site.
- Wherever possible maintain a 50-foot vegetated buffer between the disposal site and adjacent waterbodies to filter pollutants from the meltwater.
- Clear debris from the site prior to using the site for snow disposal.
- Clear debris from the site and properly dispose of it at the end of the snow season, and no later than May 15.

3. SNOW DISPOSAL APPROVALS

Proper snow disposal may be undertaken through one of the following approval procedures:

- Routine snow disposal – Minimal, if any, administrative review is required in these cases when upland and pervious snow disposal locations or upland locations on impervious surfaces that have functioning and maintained stormwater management systems have been identified, mapped, and used for snow disposal following ordinary snowfalls. Use of upland and pervious snow disposal sites avoids wetland resource areas and allows snow meltwater to recharge groundwater and will help filter pollutants, sand, and other debris. This process will address the majority of snow removal efforts until an entity exhausts all available upland snow disposal sites. The location and mapping of snow disposal sites will help facilitate each entity's routine snow management efforts.
- Emergency Certifications – If an entity demonstrates that there is no remaining capacity at upland snow disposal locations, local conservation commissions may issue an Emergency Certification under the Massachusetts Wetlands Protection regulations to authorize snow disposal in buffer zones to wetlands, certain open water areas, and certain wetland resource areas (i.e. within flood plains). Emergency Certifications can only be issued at the request of a public agency or by order of a public agency for the protection of the health or safety of citizens, and are limited to those activities necessary to abate the emergency. See 310 CMR 10.06(1)-(4). Use the following guidelines in these emergency situations:
 - Dispose of snow in open water with adequate flow and mixing to prevent ice dams from forming.
 - Do not dispose of snow in salt marshes, vegetated wetlands, certified vernal pools, shellfish beds, mudflats, drinking water reservoirs and their tributaries, Zone IIs or IWPA's of public water supply wells, Outstanding Resource Waters, or Areas of Critical Environmental Concern.
 - Do not dispose of snow where trucks may cause shoreline damage or erosion.
 - Consult with the municipal Conservation Commission to ensure that snow disposal in open water complies with local ordinances and bylaws.
- Severe Weather Emergency Declarations – In the event of a large-scale severe weather event, MassDEP may issue a broader Emergency Declaration under the Wetlands Protection Act which allows federal agencies, state agencies, state authorities, municipalities, and businesses greater flexibility in snow disposal practices. Emergency Declarations typically authorize greater snow disposal options while protecting especially sensitive resources such as public drinking water supplies, vernal pools, land containing shellfish, FEMA designated floodways, coastal dunes, and salt marsh. In the event of severe winter storm emergencies, the snow disposal site maps created by municipalities will enable MassDEP and the Massachusetts Emergency Management Agency (MEMA) in helping communities identify appropriate snow disposal locations.

If upland disposal sites have been exhausted, the Emergency Declaration issued by MassDEP allows for snow disposal near water bodies. In these situations, a buffer of at

least 50 feet, preferably vegetated, should still be maintained between the site and the waterbody. Furthermore, it is essential that the other guidelines for preparing and maintaining snow disposal sites be followed to minimize the threat to adjacent waterbodies.

Under extraordinary conditions, when all land-based snow disposal options are exhausted, the Emergency Declaration issued by MassDEP may allow disposal of snow in certain waterbodies under certain conditions. *A federal agency, state agency, state authority, municipality or business seeking to dispose of snow in a waterbody should take the following steps:*

- Call the emergency contact phone number [(888) 304-1133)] and notify the MEMA of the municipality's intent.
- MEMA will ask for some information about where the requested disposal will take place.
- MEMA will confirm that the disposal is consistent with MassDEP's Severe Weather Emergency Declaration and these guidelines and is therefore approved.

During declared statewide snow emergency events, MassDEP's website will also highlight the emergency contact phone number [(888) 304-1133)] for authorizations and inquiries. For further non-emergency information about this Guidance you may contact your MassDEP Regional Office Service Center:

Northeast Regional Office, Wilmington, 978-694-3246

Southeast Regional Office, Lakeville, 508-946-2714

Central Regional Office, Worcester, 508-792-7650

Western Regional Office, Springfield, 413-755-2114

34 HAYDEN ROWE STREET, SUITE 182
751 MAIN ROAD

HOPKINTON, MA 01748
STAMFORD, VT 05352

T (508) 589-7086
T (802) 694-1919

December 31, 2019

Mr. Dan Caplinger
Chair, School Committee
Mt. Greylock Regional School District
1781 Cold Spring Road
Williamstown, MA 01267

Mr. Caplinger:

As you are aware, I was asked to serve on the Advisory Group to provide input and guidance on several concerns related to the evaluation of two alternatives for the proposed field at Mt. Greylock Regional High School. I have been pleased to try to offer my service in this matter. In the following letter and attached summary of my findings I provide my thoughts and perspective on the issues raised. To be clear, these findings are solely my opinion and not that of the Advisory Group.

On the environmental front, I have read and fully reviewed all of the studies on Artificial Turf that were referenced in the Frequently Asked Questions from August 2019, as well as, the latest study on Polycyclic Aromatic Hydrocarbons (PAHs) from the Netherlands referenced by a concerned individual. I have also attempted to better understand the PFAS issue raised at the last subcommittee meeting, as well as, the issues related to recycling of the artificial turf components.

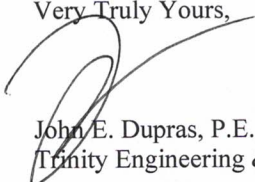
In terms of maintenance and refurbishment costs, I have worked to understand as best I can in the time available, the two alternatives proposed, including a full review of the plans and follow up calls and emails with Traverse to better understand the designs, the maintenance required, and the associated costs.

I noted in my review that it is very difficult to make a comparison of the two alternatives since the seasonal availability and therefore the use provided by the two options is so very different. Furthermore, when one tries to relate the availability of an alternative to the number of hours of use by the Physical Education students or team sports members, it became even harder to understand given the various sport schedules, number of individuals and seasonal limitations of each option. Therefore, in order to try to quantify the use of the two alternatives, I put together a Use Diagram in a weekly calendar format that spells out the availability of each alternative; a properly maintained grass field and a properly maintained artificial turf field. With information from the Athletic Director I have projected hours of use for team sports and PE students for each alternative, as well as, projected hours of play, in units of 'playhours' for each alternative.

Lastly, using cost data from the Traverse Landscaping and vetted, at least in part, by the Advisory Group, I have provided annual maintenance and refurbishment estimates, as well as, a cost per playhour for each option, which is useful for comparing the value (ie: playhours) delivered by each alternative.

It is my hope that committee may find this useful. I have done my best to present the information in an objective way. Please feel free to call should you have any questions or concerns.

Very Truly Yours,



John E. Dupras, P.E.
Trinity Engineering & Technical Services, LLC

Environmental Issues:

PAHs:

This issue of Polycyclic Aromatic Hydrocarbons (PAH) chemicals in the crumb rubber in fill was raised. The issue of PAH compounds is largely a moot point now that the Brockfill material has been proposed in lieu of crumb rubber. The Brockfill material is made from natural materials consisting of a wood and sand mixture. However, if crumb rubber is again proposed, the following information below may be helpful.

I read and reviewed all of the studies identified in the FAQs from August 2019. None of the studies identified in the FAQ document identified definitive connections between the crumb rubber and the health impacts raised at the meetings, in fact the studies disprove the concerns. Another more recent study from the Netherlands was referenced by a concerned individual (REACH, RIVM, 2018, Annex XV Restriction Report, Proposal for Restriction). I also reviewed this study. In summary, this study recommends a maximum allowable limit of the REACH-8 PAHs (a group of 8 PAH compounds regulated in the EU) be lowered from its current limit of 387 mg/kg to 17 mg/kg. The study points out that 95% of the crumb rubber fields sampled in the study already meet this standard.

To put the PAH issue in perspective, the REACH-8 PAH limit is very similar to that of the PAH level of background soil as documented by the MADEP. PAHs exist in our environment at levels similar to the crumb rubber. MADEP has background soil concentrations listed for 6 of the 8, REACH-8 PAHs. These 6 PAHs total to 9.5 mg/kg background soil. See page 5 of 5, of the attached MADEP background soil data document.

The Brockfill is REACH compliant and California Prop-65 compliant.

PFAS:

The issue of PFAS chemicals in the turf grass mat was raised. I had subsequent follow up discussions with Traverse to better understand why they thought the PFAS data presented at one of the meetings was inconclusive. First, there is no USEPA approved method to determine PFAS in solids. The only approved methods that exist are for liquids. Second, the PFAS was inferred based on Flourine levels, but no data was submitted to back up the assertion of PFAS.

Traverse indicated that manufacturers currently provide documentation that the turf grass produced is PFAS, PFOS and Flourine free. See examples of the documentation attached.

Ability to Recycle Materials:

The shock pad, which underlays the artificial turf grass is able to be recycled. The Brockfill material, when removed, can be used on site on grass fields since it is wood and sand and can be recycled on site. The only component of the artificial turf field that is not fully recyclable at the moment is the backing for the artificial turf grass. There is one facility in the Netherlands that can recycle turf grass and the same company has plans to build a facility in the USA. According to Art, the industry is aware of the problem and is working to address the recycling issue. With the Artificial Turf change out being 10 to 15 years away, it is very likely a recycling facility will be available when the artificial turf is due to be changed out.

There is a recyclable turf grass product available now, but according to Traverse it would cost an additional \$40,000 over the cost of what was specified in the last design and in the cost estimate attached.

Availability of the Field for Use:

The issue of the Artificial Turf field being able to provide more hours of use was raised at the meeting. In order to try to quantify how much more use and since the two alternatives, a grass field and an artificial turf field, do not offer the same level of availability (due to cold weather seasonal constraints and maintenance requirements) it is necessary to more fully evaluate the alternatives to arrive at a uniform basis of comparison.

To do so, I obtained the number of individuals on each sports team that would use the new field, the number of individuals on the physical education program and the number of hours per week that these individuals could utilize the new field. All data for sport teams and physical education came from the Athletic Director. I applied seasonal and maintenance limitations to the grass field and the artificial turf field according to my conversations with Traverse.

I then did a calculation of each alternative to determine the total number of hours of use projected for each field alternative and the total playhours available for each alternative. In both alternatives, I split the hours between the existing John Allen field (when available), and the proposed field alternative, in order to avoid over counting the hours of availability of the new field, which would run in favor of Artificial Turf since it is available more often than a grass field.

Refer to the attached, Use Diagram and notes for supporting calculations.

In summary,

- The Artificial Turf/John Allen Field alternative provides 850 hours and 58,508 playhours of projected use versus 524 hours and 34,053 playhours of projected use for the Grass/John Allen Field alternative. The Artificial Turf/John Allen Field results in 62% more hours of use and 72% more playhours than the Grass/John Allen Field alternative.
- Perhaps more important, is the Artificial Turf field can provide 4 additional weeks of play in the early Spring and 8 additional weeks off play in the late Fall. Certainly, this will be debated, but please note, this comparison is based on conversation with Traverse and is based on comparison of an Artificial Turf field to a properly maintained grass field which must not be used when dormant and should be over seeded in the Spring and Fall. Using the grass field during the dormant season and skipping the over seeding will result in a less than optimal performance and is not a fair comparison between the two alternatives. Both options assume optimal maintenance.

Cost Comparison Evaluations:

Lastly, since both the availability for use, as well as, the cost differs between the two alternatives, making a direct comparison between the two alternatives is difficult without 'normalizing' them in some way. To do this I calculated the cost per playhour for each alternative. I took the total projected capital cost from Traverse and divided it by the total hours and playhours calculated above. I did the cost

comparison for the hours & playhours of the proposed fields only, as well as, cost per hour when used in conjunction with the John Allen Field.

Refer to the attached, Use Diagram and notes for supporting calculations. Also refer to the Cost Comparison spreadsheet.

- In terms of cost per playhour, the Artificial Turf field alone is \$58/playhour, versus \$102/playhour for the new Grass Field alone. When considered in conjunction with the use of the existing John Allen Field, the cost per playhour for the Artificial Turf/John Allen combination is \$41/playhour, versus \$51/playhour for the new Grass Field/John Allen combination. In either case, the Artificial Turf field results in a more cost effective option per playhour.
- In terms of use of the Artificial Turf field, the projected hours of use of the Artificial Turf field alone is 588 hours/year versus 262 hours/year for the Grass field alternative. This estimate is on the low side of what an Artificial Turf field can sustain (2500 hours per year is possible), which means the expected life of the field should be extended beyond the warranty life. A 12 year life expectancy of the Artificial Turf was assumed in the cost calculations described below. The Artificial Turf may well last longer than 12 years which further improves the economics of the Artificial Turf option.
- The Artificial Turf option requires a larger capital investment than the Grass Field option, approximately \$2.4 million for the Artificial Turf versus \$1.75 million for the Grass Field option.
- The Artificial Turf alternative results in a lower annual expense rate when considering the annual maintenance cost and the replacement cost, based on a comparison of a properly maintained grass field. Annual cost for Artificial Turf is estimated at \$55,600 vs. \$65,000 for the Grass Field alternative. Comparison of a non-properly maintained grass field would require that a similar comparison be made of an Artificial Turf, ie: not properly maintained, and such a comparison would not be useful for decision making purposes.

Conclusions:

The Artificial Turf alternative requires 38% more capital investment than the Grass Field option, yet it stands out as a better option for the following reasons:

1. The Artificial Turf alternative provides more than double the projected hours of use than the Grass Field Option (588 hours vs. 262 hours).
2. When not considering the contribution of hours of use from the John Allen Field, the Artificial Turf field alternative provides more than double the projected playhours of use than the Grass Field alternative (41,481 playhours vs. 17,027 playhours).
3. When considering the contribution of hours from the John Allen Field, the Artificial Turf field alternative provides 1.7 times the projected playhours of use than the Grass Field alternative (58,508 playhours vs. 34,053 playhours).
4. When alternatives are compared on a \$ per playhour basis, the Artificial Turf cost per playhour is 56%-80% of the cost Grass Field alternative (\$58/\$102 and \$41/\$51).
5. The Artificial Turf alternative provides a lower annual maintenance and refurbishment cost (\$55,600 vs. \$65,000).
6. The Artificial Turf alternative has up to 12 weeks more project availability over a properly maintained Grass Field alternative which benefits the sports programs as it relates to scheduling, busing and post season play.
7. Moving the early and late season events off of the John Allen Field will allow for proper maintenance of the John Allen Field allowing for its condition to be improved.
8. Environmental concerns regarding the infill material have been address by substituting the Brockfill material, which is a natural fill and can be recycled on site.
9. Environmental concerns regarding PFAS chemicals in the turf mat can be address by utilizing materials certified to be PFAS, PFOS and Flourine free.
10. Concerns regarding recycling have been addressed with the exception of the Artificial Turf mat, which is expected to be addressed in the near future based on industry trends, or alternatively a more expensive option for a fully recyclable turf mat exists.

Use Diagram
Alternative 2: Artificial Turf Field

Use Limitations Alt. 2										January				February				March				April				May				June				July				August				September				October				November				December																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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Cost of Alternative 2 \$ 2,396,000
Cost/Manhour Grass Field Only \$ 58 (Cost of New Field/Manhours of New Field Only)
Cost/Manhour Combined \$ 41 (Cost of New Field/Manhours of New Field + John Allen Field)

Use Diagram Notes

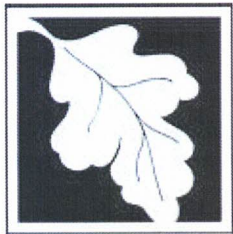
From Mt. Greylock Athletic Director

	No. of Players/Yr (5 yr Average)	Avg or Typ. Wks.	Avg. or Typ. Hrs/week	Avg. or Typ. Playhours/Yr	Notes
Physical Education	370	39	2.92	42088	Assumed 39 weeks of PE in school year
Football	26.6	16	12	5107	
Boys Soccer	40.8	12	12	5875	
Girls Soccer	43.6	12	12	6278	
Boys Lacrosse	36.2	12	12	5213	
Girls Lacrosse	38.6	12	12	5558	
Baseball	40.2	3	12	1447	These weeks are possibly available if Art. Turf is used
Softball	27.8	3	12	1001	These weeks are possibly available if Art. Turf is used
Tennis (Boys & Girls)	23.2	2	12	557	These weeks are possibly available if Art. Turf is used
Track (Boys & Girls)	96.6	2	6	1159	These weeks are possibly available if Art. Turf is used
Cross Country (Boys & Girls)	93.6	6	1	562	These weeks are possibly available if Art. Turf is used
				74845	Total Hours of Sports & PE per year

	Manhours Alternative Only	Manhours Both Fields	Cost of Field	Cost/Manhour Alternative Only	Cost/Manhour Both Fields
Artificial Turf	41481	58508	2,396,000	\$ 57.76	\$ 40.95
Grass	17027	34053	1,740,000	\$ 102.19	\$ 51.10

COST ALTERNATIVE 1 vs. ALTERNATIVE 2

COST ALTERNATIVE 1 vs. ALTERNATIVE 2		PROJECTED COSTS		
	Data Provided by	Annual	Source	
Alternative 1: Proposed New Sustainable Grass Field				
Capital Cost	Traverse Landscape \$ 460,000			
ADA / Title IX Upgrades	\$ 540,000			Includes vehicular pavement to baseball and new softball field
Infrastructure (e.g. fencing)	\$ 15,000			
Maintenance	\$ 35,000	\$ 35,000	Annual Amount	
Utilities and Lighting	\$ 525,000			
Irrigation	\$ 165,000			Includes new well needed for operation
Rehab of Field (\$300,000 in 10 years)		\$ 30,000	Annual amount	
TOTAL COST	\$ 1,740,000			
TOTAL ANNUAL COST		\$ 65,000		
Alternative 2: Proposed New Synthetic Turf Field				
Capital Cost	Traverse Landscape \$ 1,300,000			
ADA / Title IX Upgrades	\$ 540,000			Includes vehicular pavements and new softball field
Infrastructure (e.g. fencing)	\$ 15,000			
Maintenance (brushing, grooming, etc.)	\$ 16,000	\$ 16,000	Annually	
Utilities and Lighting	\$ 525,000			
Drainage System Maintenance	\$ -			
Rehab of Field (\$475,000 in 12 years)		\$ 39,600	Annual amount	
TOTAL COST	\$ 2,396,000			
TOTAL ANNUAL COST		\$ 55,600		



Massachusetts
Department
of
ENVIRONMENTAL
PROTECTION

technical update

Background Levels of Polycyclic Aromatic Hydrocarbons and Metals in Soil

Updates: Section 2.3 *Guidance for Disposal Site Risk Characterization – In Support of the Massachusetts Contingency Plan (1992)*

Discussion

Polycyclic Aromatic Hydrocarbons ("PAHs") are ubiquitous and consistently present in the environment and are typically formed during the incomplete burning of organic material including wood, coal, oil, gasoline and garbage. PAHs are also found in crude oil, coal tar, creosote and asphalt. Historically, PAHs have been associated with human activities such as cooking, heating homes and industries and fuel for operating automobiles, although low levels of PAHs are also present in the environment from natural sources, such as forest fires. Their presence in the environment at higher concentrations is an artifact of habitation and is due to the widespread practice of emptying fireplaces, stoves, boilers, garbage, etc. in rural and urban areas over the past several hundred years. As a result, it is very common to detect "background" levels of PAHs in soils. Metals are both naturally occurring and found in man-made materials (such as paint, fuel, fertilizers and pesticides) widely distributed in the environment. Naturally occurring metals present in wood and coal are often found concentrated in ash residue.

DEP has obtained background data from various sources documenting the concentrations of PAHs and metals in soil affected by human activities, particularly soil associated with wood ash and coal ash. These levels are representative of typical concentrations found in areas with fill material, *not* pristine conditions. DEP has also compiled background soil data for metals that are representative of undisturbed, natural conditions.

The identification of generic values for PAHs and metals in soil is intended to streamline the risk characterization process (310 CMR 40.0900) and determination of applicable Response Action Outcome Category (310 CMR 40.1000). Nothing in this Technical Update obviates the need to establish location-specific background conditions for other purposes, such as compliance with the anti-degradation provisions of the Massachusetts Contingency Plan ("MCP") described at 310 CMR 40.0032(3).

Definition of Background (310 CMR 40.0006)

Background means those levels of oil and hazardous material that would exist in the absence of the disposal site of concern which are either:

- (a) ubiquitous and consistently present in the environment at and in the vicinity of the disposal site of concern; and attributable to geologic or ecological conditions, or atmospheric deposition of industrial process or engine emissions;
- (b) attributable to coal ash or wood ash associated with fill material;
- (c) releases to groundwater from a public water supply system; or
- (d) petroleum residues that are incidental to the normal operation of motor vehicles.

Table 1.
MADEP Identified Background Levels in Soil

Revised - 8

	Concentration in "Natural" Soil	Concentration in Soil Containing Coal Ash or Wood Ash Associated With Fill Material
OIL OR HAZARDOUS MATERIAL	mg/kg	mg/kg
ACENAPHTHENE ²	0.5	2
ACENAPHTHYLENE ²	0.5	1
ANTHRACENE ²	1	4
ALUMINUM ¹	10,000	10,000
ANTIMONY	1	7
ARSENIC	20	20
BARIUM ¹	50	50
✓ BENZO(a)ANTHRACENE ²	2✓	9
✓ BENZO(a)PYRENE ²	2✓	7
✓ BENZO(b)FLUORANTHENE ²	2✓	8
BENZO(g,h,i)PERYLENE ²	1	3
✓ BENZO(k)FLUORANTHENE ²	1✓	4
BERYLLIUM	0.4	0.9
CADMIUM	2	3
CHROMIUM (TOTAL)	30	40
CHROMIUM(III)	30	40
CHROMIUM(VI)	30	40
✓ CHRYSENE ²	2✓	7
COBALT ¹	4	4
COPPER	40	200
✓ DIBENZO(a,h)ANTHRACENE ²	0.5✓	1
FLUORANTHENE ²	4	10
FLUORENE ²	1	2
INDENO(1,2,3-cd)PYRENE ²	1	3
IRON ¹	20,000	20,000
LEAD	100	600
MAGNESIUM ¹	5,000	5,000
MANGANESE ¹	300	300
MERCURY	0.3	1
METHYLNAPHTHALENE, 2- ²	0.5	1
NAPHTHALENE ²	0.5	1
NICKEL	20	30
PHENANTHRENE ²	3	20
PYRENE ²	4	20
SELENIUM	0.5	1
SILVER	0.6	5
THALLIUM	0.6	5
VANADIUM ¹	30	30
ZINC	100	300

(Values rounded to one significant figure.)

¹ In the absence of fill-specific data, the "natural" soil value has been adopted.

² In the absence of data specific to "natural" soil, a lower percentile value from the fill data set has been adopted.

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Commonwealth of
Massachusetts
Jane Swift, Governor

Executive Office of
Environmental Affairs
Bob Durand, Secretary

Department of
Environmental Protection
Lauren A. Liss, Commissioner

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alternate format by calling our
ADA Coordinator at
(617) 574-6872.





FAQs: TenCate Grass on PFAS

10/23/19

Does synthetic turf contain substances that cause cancer?

TenCate Grass does not manufacture any products using materials that are known to cause cancer. We take customers' safety extremely seriously. The wellbeing of the communities we serve is our number one priority.

What are PFAS?

Poly and perfluorinated alkyl substances, or PFAS substances, are a family of chemical compounds used in many products, like rain jackets, tennis shoes and fast food wrappers. Some manufacturers rely on them to apply durable waterproof coatings to their products.

Scientists have recently begun to express some concerns about the safety of some forms of PFAS: PFOS or PFOA materials. The scientific community's understanding of PFAS is still evolving, but early research suggests that some particular types could be dangerous to humans. TenCate Grass customers shouldn't be concerned about this. TenCate's turf fibers are not manufactured with any PFOS or PFOA materials.

What about recent reporting in The Intercept and the Boston Globe alleging that artificial turf contains PFAS?

That reporting was highly speculative. As several environmentalists and environmental organizations have pointed out, there are a number of problems with the science those articles have cited, including dubious testing methods and conditions and an extremely small sample size. We'd be happy to refer you to those experts if you'd like to learn more.

Do TenCate products contain PFAS?

Again, we want to assure our customers that the fibers that TenCate Grass grass uses to manufacture synthetic turf do not contain any PFOS (the type of PFAS resported in the Boston Globe).

What about the backing (or other components of carpet)?

Out of an abundance of caution, and to provide an extra layer of reassurance to our customers, we are currently in the process of confirming that none of our suppliers' products contain PFOS or PFOA materials.

What standards does TenCate adhere to for consumer safety?

TenCate Grass products fully comply with the most stringent environmental standards in the world, California's Prop 65 and Europe's REACH. We are happy to do so.

What's more, TenCate designs turf products that have minimal impact on the environment. In fact, our newest woven IRONTURF fields are 100-percent recyclable.

Morton
Extrusionstechnik GmbH

Abtsteinach
Germany

**DECLARATION FOR FIELDTURF/ TARKETT SPORTS REGARDING THE
MANUFACTURING OF ARTIFICIAL TURF FILAMENTS**

We, Morton Extrusionstechnik GmbH, as supplier of artificial turf filaments to FieldTurf/ Tarkett Sports ,
declare the following for the year **2019**:

- X Our Company is Quality Management System certified (ISO 13485, ISO 9001...).
- X The products that we have supplied have been manufactured under the same conditions and parameters and there have not been changes neither in the manufacturing process nor in the components involved to.
- X There have not been changes in the raw material components for manufacturing final product supplied to above mentioned company.
- X Suppliers Argus and Zschimmer & Schwarz of the raw materials "processing aids" and "spin finish" remain the same.
- X Products supplied are in accordance with above mentioned company raw material specifications.
- X Products supplied are Fluorine free.
- X Products supplied do not contain PFAS (Polyfluoroalkyl Substances).
- X Products supplied do not contain PFOS (Perfluorooctane Sulfonates).
- X Products supplied do not contain any substance listed in the last version of the candidate list of Substances of Very High Concern (SVHC), according to REACH regulations (N° 1907/2006).
For updated list, please refer to website <http://echa.europa.eu>.

To whom it may concern, this declaration is issued on October 22nd, 2019

Signature:



Title: Managing Director

Responsible: Dr. Ulrich Berghaus

Stamp:

Morton Extrusionstechnik GmbH
Im Pfarrgrund 5
69518 Abtsteinach
Germany

The management system of

Morton Extrusionstechnik GmbH

Im Pfarrgrund 5
D-69518 Abtsteinach



has been assessed and certified as meeting the requirements of

ISO 9001:2015

For the following activities

Development and manufacture of man-made fibres

This certificate is valid from 22.10.2019 until 21.10.2022 and remains valid subject to satisfactory surveillance audits. Recertification audit due a minimum of 60 days before the expiration date.

Issue 4

The audit leading to this certificate commenced on 16.09.2019.
Previous issue certificate validity date was until 21.10.2019.

Authorised by

ppa Jan Meemken
Director CBE Germany

Hagen Sanne
Head of Certification Body



SGS-TÜV Saar GmbH

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