



## Mount Greylock Regional School District

Request for Proposals  
for  
Diversity, Equity, Inclusion and Belonging  
Professional Development

November 25, 2024

Mount Greylock Regional School District  
1781 Cold Spring Rd  
Williamstown, MA 01267

Lanesborough Elementary School  
188 Summer St  
Lanesborough, MA 01237

Mount Greylock Regional School  
1781 Cold Spring Rd  
Williamstown, MA 01267

Williamstown Elementary School  
115 Church St  
Williamstown, MA 01267

## District Background

Mount Greylock Regional School District is a regional public school district in Massachusetts serving roughly 1,200 students across the towns of Lanesborough and Williamstown, with tuition agreements for students from the towns of Hancock and New Ashford. The school district is predominantly white, though it is becoming more diverse at an increased pace and desires to adapt to a changing demography and the challenges that become more prevalent with that change.

The district operates three schools:

- Lanesborough Elementary School, a PreK-6 elementary school in the town of Lanesborough that serves students primarily from Lanesborough and New Ashford.
- Mount Greylock Regional School, a 7-12 middle and high school in the town of Williamstown that serves students from Lanesborough, Williamstown, Hancock, and New Ashford.
- Williamstown Elementary School, a PreK-6 elementary school in the town of Williamstown that serves students primarily from Williamstown.

Student enrollment data across schools and grade levels from the 2023-2024 school year:

| Enrollment by Grade, Grades PreK-6 (2023-24) |    |    |    |    |    |    |     |     |
|--|----|----|----|----|----|----|-----|-----|
|  | PK | K  | 1  | 2  | 3  | 4  | 5   | 6   |
| <a href="#">Lanesborough Elementary</a>      | 22 | 28 | 25 | 28 | 25 | 36 | 36  | 29  |
| <a href="#">Williamstown Elementary</a>      | 33 | 45 | 54 | 65 | 43 | 55 | 64  | 72  |
| <b>District</b>                              | 55 | 73 | 79 | 93 | 68 | 91 | 100 | 101 |

| Enrollment by Grade, Grades 7-12 (2023-24) |   |   |   |    |    |    |
|--|---|---|---|----|----|----|
|  | 7 | 8 | 9 | 10 | 11 | 12 |
|  |   |   |   |    |    |    |

|   |     |    |    |    |    |     |
|---|-----|----|----|----|----|-----|
| <a href="#">Mt Greylock Regional High</a> | 112 | 99 | 94 | 72 | 71 | 104 |
| <b>District</b>                           | 112 | 99 | 94 | 72 | 71 | 104 |

Student demographics from the 2023-2024 school year:

| Enrollment by Race/Ethnicity (2023-24) |               |
|--|---------------|
| Race                                   | % of District |
| African American                       | 3.3           |
| Asian                                  | 2.5           |
| Hispanic                               | 6.9           |
| Native American                        | 0.0           |
| White                                  | 82.7          |
| Native Hawaiian, Pacific Islander      | 0.1           |
| Multi-Race, Non-Hispanic               | 4.5           |

| Title                      | % of District |
|----------------------------|---------------|
| First Language not English | 3.8           |
| English Language Learner   | 3.1           |
| Low-income                 | 25.4          |

|                            |      |
|----------------------------|------|
| Students With Disabilities | 16.3 |
| High Needs                 | 35.9 |

## Introduction

Mount Greylock Regional School District (MGRSD) is seeking proposals from qualified consultants or organizations to provide Diversity, Equity, Inclusion, and Belonging (DEIB) professional development and strategic guidance for our specific K-12 environment.

This initiative aligns with two critical goals:

1. Ensuring fair and effective responses to bias, sex-based harassment or discrimination, and bullying incidents.
2. Cultivating a sense of belonging and inclusivity for students, staff, and families.

The selected contractor will help the district in implementing best practices, ensuring consistency, and improving two-way communication to build trust and enhance the school community's overall climate.

## Project Goals and Objectives

The contractor will collaborate with key stakeholders—including district and school leadership, as well as an established advisory group of families and staff—to develop and refine policies, procedures, educational and communication materials, response protocols, evaluation metrics, and accountability measures within the outlined areas. The goal is to improve the district's practices in:

- Ensuring fair and effective responses to bias, sex-based harassment or discrimination, and bullying incidents
- Cultivating a sense of belonging and inclusivity for all students, staff, and families.

The detailed objectives are delineated below.

### 1. Bias-Based, Sexual Harassment, and Bullying Incident Responses

#### 1. Education and Communication

- 1.1. Aim: Empower the community with the knowledge and tools to effectively report incidents and understand the subsequent investigation process.
- 1.2. Objectives:
  - 1.1.1. Develop accessible and user-friendly educational materials detailing how to report incidents, including online and offline methods.

- 1.1.2. Clearly outline, for each party involved as well as the public, what to expect during an investigation, including timelines and communication protocols.
- 1.1.3. Provide examples of potential outcomes for various types of incidents to set realistic expectations and build trust in the process.

## **2. Incident Classification**

- 2.1. Aim: Establish a clear framework for identifying and categorizing incidents to ensure consistent and appropriate responses.
- 2.2. Objectives
  - 2.2.1. Define what constitutes an incident, specifying boundaries for reporting purposes.
  - 2.2.2. Create a tiered classification system for incidents (e.g., minor, moderate, severe), linking each level to specific handling procedures.
  - 2.2.3. Provide detailed guidance on determining whether incidents should be managed at the classroom level, departmental level, or escalated to administration.

## **3. Initial Response**

- 3.1. Aim: Ensure efficient, accurate, and fair incident reporting through standardized mechanisms.
- 3.2. Objectives:
  - 3.2.1. Design standardized reporting forms and digital tools that balance simplicity with the ability to capture comprehensive information.
  - 3.2.2. Develop easy-to-understand communication templates for use by staff, ensuring consistent and transparent messaging when addressing reports.
  - 3.2.3. Train staff and stakeholders on how to use reporting mechanisms to foster confidence in the reporting process.

## **4. Investigation Practices**

- 4.1. Aim: Conduct fair and effective investigations that prioritize trauma-informed approaches and restorative practices.
- 4.2. Objectives:
  - 4.2.1. Train investigation teams in trauma-informed practices to minimize harm to involved parties during investigations.
  - 4.2.2. Incorporate restorative practices into the investigation process, focusing on conflict resolution and relationship rebuilding.
  - 4.2.3. Establish clear guidelines for maintaining impartiality and confidentiality throughout the investigation process

## **5. Staff-Involved Incidents**

- 5.1. Aim: Promote accountability and professional growth in addressing staff-related incidents while minimizing punitive approaches.
- 5.2. Objectives:

- 5.2.1. Develop a framework for addressing staff-related incidents that emphasizes learning and growth.
- 5.2.2. Integrate coaching and professional development opportunities as part of incident resolution strategies.
- 5.2.3. Foster a culture of accountability through clear communication and consistent application of guidelines, avoiding overly punitive measures.

## **2. Cultivating Sense of Belonging, Equity, and Inclusivity**

### **1. Community Assessment**

- 1.1. Aim: Gain a comprehensive understanding of the community's perceptions of belonging, equity, and inclusivity to inform targeted improvements.
- 1.2. Objectives:
  - 1.2.1. Evaluate the district's use of data collection tools such as Panorama Education's survey platform and recommend changes and/or addition to the district's tools and use of tools to improve its ability to assess community sentiments around belonging, equity, and inclusivity.

### **2. Data-Driven Decision-Making**

- 2.1. Aim: Leverage community feedback to develop policies and practices that promote a welcoming and equitable environment.
- 2.2. Objectives:
  - 2.2.1. Analyze already available data to identify actionable insights that address key community concerns.
  - 2.2.2. Create a report summarizing findings and offering data-informed recommendations for policies and practices.
  - 2.2.3. Work with leadership teams to prioritize and implement recommended changes.

## **Project Process and Deliverables**

The selected contractor will work closely with district leadership and advisory groups to:

- 1. Lead presentations, workshops, and discussions to educate stakeholders in best practices related to incident responses. Provide detailed materials, including policies, protocols, training guides, communication templates (communications sent over the course of an incident response), and accountability frameworks for incident responses.
- 2. Lead presentations, workshops, and discussions to educate stakeholders in options and best practices for communicating with the broader public around incidents and their responses. Provide guidelines for communication and samples of communication.
- 3. Lead presentations, workshops, and discussions for the stakeholders on how to measure progress within the school district in improving equity, inclusivity, and

belonging. Provide recommended vendors and practices for measuring progress in improving equity, inclusivity, and belonging.

4. Provide an implementation plan for the district to follow, with milestones and resources for continued progress.

## Proposal Requirements

The proposal should include a well-crafted executive summary that provides a concise overview of the contractor's approach and qualifications, understanding of the district's goals, the significance and context of addressing diversity, equity, inclusion, and belonging (DEIB) in a majority white PreK-12 public school environment, and their overall strategy for achieving meaningful outcomes. The summary should also highlight the proposer's unique qualifications, including relevant experience, innovative methods, and a commitment to aligning with the district's needs and values.

The full proposal should include:

1. An executive summary of the proposer's approach and qualifications.
2. Detailed description of experience in DEIB work, particularly for predominantly white communities and public PreK-12 school districts (preferably in Massachusetts). This description should include samples of similar successful projects in the form of case studies or project summaries, along with contact information for districts where successful implementations of the proposer's recommendations have occurred.
3. Proposed comprehensive approach for achieving project goals, including a clear timeline of key activities, deliverables, and milestones.
4. A comprehensive budget with itemized costs, including hourly rates and additional service levels based on funding availability. The district currently has \$86,000 in definite funds available for this contract, though it might be able to allocate additional funds for the work. The district also understands that the scope of the project could naturally lead to costs well above that threshold. To that end, the district would like to see a Plan of Services that provides different levels of service based on available funding, with concrete milestones/deliverables for each.
5. Proposers must submit a staffing plan showing the name, title and/or position, and role of each individual who will substantially contribute to this project. For each individual, attach a current resume or brief biography to your response.
6. A complete set of customers, including phone and email contact information, served within the same topic area over the last five years. References must demonstrate a track record of working with public schools/districts. Experience in Massachusetts is preferred. A detailed understanding of the Massachusetts laws and guidelines, including Massachusetts Attorney General's guidelines, within the topic area is required.
7. A commitment to meet the timeline indicated below.
8. A signed Certificate of Non-Collusion and Tax Compliance (see below).

## Proposal Evaluation Criteria

Proposals should comprehensively address the following weighted criteria to ensure a thorough and competitive evaluation.

1. Demonstration of leadership in the implementation of successful incident response plans within public school districts, preferably within Massachusetts. (35%)
2. Demonstration of experience working on DEIB issues within a majority white community. (25%)
3. Clear understanding of the project's objectives and presentation of actionable and effective strategies to achieve them. (15%)
4. Positive references from relevant clients that align with the scope of this project. (15%)
5. Reasonable and transparent budget with defined deliverables. (10%)

## RFP and Project Timeline

| <b><u>Task</u></b>  | <b><u>Date</u></b>       |
|---------------------|--------------------------|
| RFP Issued          | November 25, 2024        |
| Response Deadline   | December 16, 2024        |
| Contractor Selected | December 19, 2024        |
| Project Start Date  | January or February 2025 |
| Project Completion  | June 2025                |

## Requests for Clarification and Distribution of Changes to the RFP

Please send an email to Joe Bergeron, Interim Superintendent, at [jbergeron@mgrsd.org](mailto:jbergeron@mgrsd.org) upon receipt of this RFP if you have an interest in the engagement. Your email should provide contact information for the district's use in the event of a change or clarification related to the RFP.

Please email to the same contact and email if you have any questions or needs related to the RFP.

## Response Submission Instructions

Complete responses including all proposal requirements must be submitted via email to Joe Bergeron, Interim Superintendent, at [jbergeron@mgrsd.org](mailto:jbergeron@mgrsd.org) no later than 5pm on Monday, December 16th, 2024.



## A. Certificate of Non-Collusion and Tax Compliance

### Non-Collusion

The undersigned certifies under penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person.

As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

Name of business

### Tax Compliance

Pursuant to M.G.L. c. 62C, §49A, I certify under the penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

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Signature of person submitting bid or proposal

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Name of business