

## **Mount Greylock Regional School District School Committee**

**Location:** MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

**Date:** December 12, 2019

**Time:** 6 pm

### **Open Session Agenda**

- I. Call to order
- II. Approval of minutes VOTE
  - A. October 10, 2019
  - B. November 12, 2019
  - C. November 14, 2019
- III. Circulate Warrants
- IV. Student Spotlight
  - A. Discussion of lunch in foyer MGRS
  - B. AP courses
  - C. Outreach to other student councils re: start times
  - D. Student council webpage
  - E. WES and LES updates
- V. Lanesborough Elementary School presentation
- VI. Public Comment
- VII. Overnight school activity trip request VOTE
- VIII. Superintendent Updates
  - A. ELL teacher/coordinator job description VOTE
  - B. Tier Focused Monitoring discussion
  - C. Strategic Plan
    - 1. Core Beliefs, Mission, and Vision
- IX. Review/Vote Substitute daily and long term rates VOTE
  - A. Teachers
  - B. Nurse
  - C. Paraprofessional
  - D. Custodian
  - E. Cafeteria worker
- X. Mid Year School Committee Review
- XI. Assistant Superintendent of Business and Finance Update
  - A. Preliminary FY21 Budget discussion
  - B. Review of school priorities
  - C. Warrant approval process VOTE

- |       |  |      |
|-------|--|------|
| XII.  | Subcommittee Realignment   | VOTE |
| XIII. | Subcommittee / Liaison / Chair Reports   |      |
| XIV.  | Other business not anticipated by the Chair within 48 hours of meeting   |      |
| XV.   | Motion to move into Executive Session with intent to return to Open Session for vote pursuant to M.G.L. Chapter 30A, Section 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel (Superintendent and Director of Pupil Services) |      |
| XVI.  | Acting Director of Pupil Services  | VOTE |
| XVII. | Motion to adjourn  |      |

Mt Greylock Regional School Committee

October 10, 2019

Present: Dan (acting as chair), Christina, Steve, Ali

Also present: Kim, Andrea, Lindsey

Call to order at 2:01pm.

Motion by Steve to approve the Twilight Invitational MG Girls' Cross Country overnight field trip.  
Seconded by Ali.

Lindsey: have gone in previous years but under different procedures, this is just for varsity.

Steve: Why was this not communicated promptly?

Lindsey: Initially told could not go, then just go individually. When learned could not do that started to do emails to get forms.

Steve: In the future when learn that could be an issue should let the school.

Motion passes unanimously.

Dan: Issue from the superintendent that arose within 48 hours, will be brought forward by Andrea.

Andrea: In process of closing books looking at certifying E&D. Noted that need to find the balance, put us over 5%. Reclassified some expenses back to operating to get us to under 5% so we can certify to state, need a budget transfer. Need to certify within two weeks. Entry made by TMS putting about \$360,000 in choice funds. Because they did that, over-realized expenses in choice. Should have been in operating. Expenses should not to be sitting in a revolving account?

Steve: Do we need to alert the towns to this?

Andrea: No, these are true expenses, booked in the wrong account. Choice account is set up to offset budget, but that is up to amount. Instead of using the appropriated funds they had expenses there. What I have tried to do, inside choice line, assigned to different buildings, is to align to excess budget items so clean washes.

Andrea was asked to explain what E&D was, or excess and deficiency: For example a budget is set at \$10,000 (total) and took in \$12,000 in revenue. We have an excess of \$2,000, we would certify that, budget with expenses tied to it and too much money. We didn't spend enough money last year.

Dan: Is the revenue for the budget including choice or just appropriated?

Andrea: Choice. Money goes into a revolving account to back-fill expenses.

Dan: Net effect: We have so much money left over that if we add all to E&D we're over the limit. One of the reasons we have money left over is that we allocated certain expenses to come out of various school choice funds rather than taking them from appropriated funds. The suggested fix on page 3 is to put money revenue back into choice to reduce the surplus in the appropriated budget, so we replenish savings in one place, taking it from savings in another place but were limited in putting more there by the 5% rule. This is a way to take the money we have saved and save it in a manner that complies with all the requirements. Will still have the money, makes it easier to keep these reserves of money.

Andrea: Right, and later will have that choice money to offset assessments to the town in a future budget cycle.

Kim: Haven't done that for years, would be nice to do.

Dan: Walk me through.

Andrea: Went into accounts, saw expenses should have been in operating, found budget lines that had excess budget amounts. In LES school spending expense have \$18000+ too much. If we transfer that to school choice line then they wash each other. Moving budget dollars so can move expenses to the right places.



Dan: As chair of the finance committee, everything here makes sense to me. I would suggest we have the Finance sub-committee to review in greater detail at the next meeting. I see no objection to doing this. Moving money from one hand to another that complies with requirements.

Dan: With our peculiar system, the school choice matters for the towns and must keep records. Need to make sure things are visible. What **is** motion do you need?

Andrea: Approve the transfers with an addendum to add the codes, and then I will do them and file with the state.

Motion to approve \$217,578.23 by Ali, seconded by Steve, to transfer as specified. Approved unanimously.

Motion to adjourn by Christina at 2:18, seconded by Steve, passes unanimously.

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

Date: Tuesday, November 12, 2019 1781 Cold Spring Rd Williamstown, MA 01267

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

Also present: Kim, MS Rouche from Dupere law firm

## Agenda

- I. Call to order
- II. Mount Greylock Regional School Administration Building Rebid (BDO #4204)
  - A. Discussion of previous vote
  - B. Revote of BDO #4204 VOTE
- III. Owner Project Manager/Clerk of the works for BDO#4204
  - A. Discussion
  - B. VOTE
- IV. Motion to adjourn

Called to order at 6pm.

Rouche: Problems with original motion and vote. Cannot make a vote for a project that has not been bid yet. If allocate funds towards that project, will receive bids that are higher. Typically due bid first then vote on bid amounts. Otherwise bidders know your number.

Second is how to get money out of E&D. School committee can vote to bring to town but cannot vote to just have the money come from the fund.

Third: Actual motion didn't break down how much would come from gift versus E&D, unclear.

Whichever option you go with, have drafts that will address concerns.

Want up to \$2.2 million to come from the gift fund, around \$320,000 from E&D. Easiest option is to have that come from the gift fund as well, total amount for up to \$2.5 million for Phase I from Williams College gift.

Second option: Still have up to \$320,000 from E&D by using Mass Law, have up to seven days to provide that vote to the towns that make up the district, cannot do anything for 60 days, towns can choose to do nothing or hold a town meeting and allow people to vote on whether or not to incur debt. If one town has a meeting and a majority express disapproval, then need to come back and vote again as vote failed. If do nothing for 60 days can pull from account.

Third option: By Mass Law could ask to go to annual town meeting. Doesn't have to be annual town meeting, but would have to go to town meeting in each town.

Dan: Quick reading of legal opinion is that vote of Nov 5<sup>th</sup> is not legal. Is that vote now null and void, and looking at this from a new lens, or is any part of that vote present?

Rouche: Nothing valid in that vote.

Dan: If committee comes to the conclusion that it no longer wants to allocate the \$2.5 million is that allowed? (Answer: Yes) The fact that the vote was invalid means we can consider new options, including reject the bid. Like the 5<sup>th</sup> didn't happen. Also notice the written opinion talks about the E&D aspect but not about the project that hasn't been bid yet. Should I read anything into that, or was opinion just asked about E&D?

Rouche: Wrote trying to just understand the E&D, took awhile to read thru all the laws. Talked to attorney Duprere that it is not legal to vote on things that are not out to bid.

Regina: Now to rebid. Can reject, can accept base bid and not do the bathrooms, or do the bathrooms and accept the second bid.

Kim: Before history repeat itself, if off the table now would have to go back to bidders in the future, cannot be a change order.

Al: can do the bathrooms now.

Regina: Input we have received is bathrooms won't be cheaper.

Steve: If do, should have bathrooms. Concerned about cost, concerned that no opportunity for public comment. Rich Cohen sent information on modular construction.

Regina: Building project has been explored longer than fields. Should have requested this earlier. How often are we going out to bid. Isn't going to come back with different results. Did get an email about the college about what they did.

Kim: College modular site, 11,000 square feet, this building is more than district office. Have been asked to explore options. Just a modular for district office= add ons, looking at 3/4ths of a million, doesn't include slab. I don't see how this is something Phase I hasn't done. When it came in high, asked to shrink. Shrunk building to make sure have a wax space for the students. No one considered stock. Now right back to wax people under a separate research group for outside equipment. Making it seem public doesn't have an opportunity to weigh in. All meetings are public. Not a new thing. We need for this building storage. Need a place to cover equipment. Need a place for soccer, for ski. Need a place to safely house district office. Said give me a ranch. The building isn't administrative. Don't know how much smaller want it. Will run into a situation that the bodies that run the district cannot fit. Cannot shrink more. Cannot shrink storage. If go out to the third bid to shrink then spending the money and in a year will have to build an annex. We have done all that. Sorry feel the Phase I committee hasn't done their work, how many more people have to look.

Regina: Modular: with change orders cost almost what we are doing.

Steve reads the Phase I meeting.

Dan: Rental cost is \$100,000 a year to lease. Didn't go into a lot of process on that. I do recall there was a long packet of 100 pages of photographs of vacation village and other places. Not sure if that was presented to the entire committee. Not sure when all of this happened as I was a late arrival to Phase I after Joe left. Information is available.

Al: Concerned that can talk about Phase II and fields, another issue, seems to me every day without making a decision is money, to rehash again and again. We want transparency, at some point need to make a decision. Waiting 60 days is not an option, in favor of simplest, stop the bleeding.

Steve: Agree with Al that not worth waiting 60 days.

Al: motion to accept the first bid, take all the money from Williams gift, to build new multi-purpose gift.

Steve: Second

Dan: What is the justification for separating accepting the bid and the source of funding?

Rouche: Clarity. Make it easier if someone is looking back on the minutes, clear when someone is reading minutes.

Dan: Takes away flexibility if funding comes from one source or another. Might want to support a bid only if funding comes from a certain source.

Rouche: I see your concern, might be more beneficial to make it one motion. If that is a concern one motion is better.

Al withdraws motion.

Motion: Accept bid from Dave J Tierney, Jr, from Pittsfield to build a new multipurpose building knowns as the Administrative building, to include alternates 1 and 2, to transfer up to \$2.5 million out of the capital gift from Williams College to fund the new multi-purpose building known as the Administrative building and to include the construction of the bathroom facilities as bid in BDO #4202. Al moves, Steve seconds.

Dan: Jamie: What do people think of spending \$2.5 million from the gift fund. I know it is now more complicated to do that, or we realize that. Does this influence people's opinion? Do we want to pair it back? Would have to solve the issue of bathroom later?

Ali: Feel like we should consider that this \$300,000 for the bathrooms is being offset by rental cost of trailers, time of teams working on Phase I. Buildings are expensive. Modular option is coming really close

to base bid price. What is the life span of that? School, district staff need a good building that will serve the purposes they need. Have spent a lot of time.

Regina: how do you feel about including the bathrooms?

Ali: just seeing money go down the drain if put it off, if know need and if high risk of being more expensive in the future just do.

Christina: agree.

Dan: In an awkward position, been on Phase I for awhile, been on Phase II. I support both projects, all of my work in coming up with ways to move these projects forward has hinged on seeking a coordinated effort would be in the best interest of the district and give the public the most certainty. I am disappointed that I could not find a legal way to do that. I have been clear about my concerns about how spending money here takes money away from other purposes. Not sure all committee members would prioritize the same way I do, have same concerns about spending money on one thing takes away from others. The Phase I chose not to make a firm recommendation on the bathrooms. I would take the latitude to oppose the bathrooms in order to preserve money for potential use for Phase II project, no matter how it turns out.

Regina: do them now, going to pay for them now or tag them on with fields. Encouraged looking at minutes that Phase II in its charge was directed to do some kind of fundraising.

Al: Phase II did talk about bathrooms, glad came up in Phase I.

Dan: Concerned that bathrooms hinge on the fields, if we don't do the fields did we build bathrooms we don't need. Phase I discussion: should we recommend bathrooms or no bathrooms. Sense was wasn't a requirement. Then got a different sense on the 5<sup>th</sup>.

Kim: Need accessible bathrooms if have permanent bleachers.

Dan: Phase II has tried to explore options with the idea of saving costs, the idea of portable bleachers is not ideal but to save costs and with limited funding is something we would consider in order to increase the probability that the field will go forward at all. We would all like to have full bathrooms.... If the difference means not having the field it means unsatisfactory.

Kim: No matter how we slice it, fields will be here and are in use. No one saying we don't want playing fields, no place to add on to Phase II, that's why Phase I inherited it.

Dan: If ask people working on Phase II if would rather have the bathrooms and a lower chance of fields or fields without bathrooms, would choose without bathrooms. To Jamie's point would be more comfortable without bathrooms.

Steve: I view a vote on the bathrooms as support for the fields or recognizing as Kim said the need for use now. I see the advantages of district office near MtG. Still concerned about the cost and about not having

a detailed comparison of options. The Williams building has a brick exterior, 11,000 square feet, and with the add-ons is \$2 million. I am worried about doing things piecemeal. Worried about voting on this amount without having a detailed enumeration of the upcoming big costs in the district. I do feel many of these expenses are expenses that should be born by the town, and the town should be budgeting for it. The town should be budgeting for the boilers.

Al: Whatever type of field we have, bottom line is we will have a field with lots of people, will need bathrooms. Most logical.

Roll call vote: Ali yes, Steve no, Christina yes, Jamie yes, Dan no, Al yes, Regina yes. Motion passes 5-2.

Next item: wanted to recommend something at the last meeting, having an owners project manager or clerk of the works for what we just accepted.

Dan: Written report had that, had discussion and strongly recommended. Estimated cost at \$50,000 to \$100,000.

Kim: We bid this before, having the district office deal with this new project is a major ask as still closing out the current MtG building project.

Dan: Subcommittee thought the committee would be more comfortable if had outside OPM or clerk of the works, rather than relying on district.

Al: Will support having one.

Dan: Processwise: what do we need to do to implement suggestion?

Kim: No money is authorized. Could come in high or low, can reject?

Dan: Vote to authorize Assistant Superintendent to issue a revise RFQ for owner's project manager or clerk of the work on the BDO #4204.

Steve seconds, asks where funds will come from.

Al moves to adjourn, Dan seconds, passes unanimously at 7:04pm.



# Mt. Greylock Regional School District

## School Committee Open Session Minutes

**Date:** November 14, 2019

**Start:** 6:01 PM

**Adjourn:** 8:40 PM

**Location:**

MGRS Meeting Room A109

1781 Cold Spring Road Williamstown, MA 01267

### In Attendance:

Committee Members:	Also Present:
R. DiLego, Chair D. Caplinger C. Conry J. Art A. Carter S. Miller 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
<b>Call to Order</b>	This meeting of the Mount Greylock Regional School Committee was called to order by Superintendent Kimberley Grady at 6:01 PM			
<b>Reorganization of School Committee</b>	<p>K. Grady noted when calling the meeting to Order that this meeting includes the annual re-organization of the committee. K. Grady asked the committee for nominations for Chair.</p> <p>A. Terranova nominates Dan Caplinger, SECONDED by J. Art</p> <p>C. Conry nominates Regina DiLego, SECONDED by J. Artt.</p> <p>Discussion: A. Wadsworth gave guidance as Chair of MASC Division VI on how to proceed with two chair nominations in order to decide who will serve. Committee members discussed the nominees. Discussion regarding the past practice of switching between Lanesborough and Williamstown members for the role of Chair and the timing of the exit of the former Chair from Williamstown prior to R. DiLego taking over and beginning to serve as a member from Lanesborough.</p> <p>Roll Call Vote: Carter – Caplinger, Terranova – Caplinger, Miller – Caplinger, Caplinger – ABSTAIN, Art – DiLego, DiLego – ABSTAINS, Conry – DiLego. Caplinger is named Chair of the School Committee.</p>			



## Mt. Greylock Regional School District

	R. DiLego nominated A. Terranova for Vice-Chair. Terranova declined. K. Grady asked if the Chair would entertain pausing on the committee reorganization in order to present the Superintendent's Award before the reorganization continues.			
<b>Superintendent's Award for Academic Excellence</b>	<p>K. Grady presented the Superintendent's Award for Academic Excellence to Amelia Murphy. Congratulations, Amelia!</p> <p>Amelia spoke to her many positive experiences at MGRS and gave thanks for the recognition of this award.</p> <p>K. Grady took a moment to ask the committee to recognize the tragic and sudden loss of Kevin Harrington, a Special Education Teacher who passed away while working at Taconic High School earlier this week.</p>			
	<p>A. Terranova nominates C. Conry as Vice-Chair, Seconded by S. Miller. C. Conry rejects the nomination.</p> <p>R. DiLego nominates J. Art. J. Art also expressed concern in accepting the nomination and stated that he would accept if there were no other members willing to be nominated.</p> <p>Discussion: S. Miller asked if C. Conry would be willing to serve as Vice-Chair if he would run meetings if the Chair was absent. Discussion: None. VOTE: 7-0-0.</p> <p>R. DiLego nominates S. Miller, Seconded by C. Conry. No other nominations and no discussion. VOTE: 5-0-1. Miller ABSTAINS.</p> <p>Conversation regarding the role of District Secretary. This item was tabled and will be addressed at a future meeting.</p>			
<b>Public Comment</b>	Thomas Bartels of Williamstown spoke to the committee regarding the Polycyclic Aromatic Hydrocarbons agenda item to, again, express concern over health risks related to these materials.			
<b>Approval of Minutes</b>	<p>September 26, 2019</p> <p>October 8, 2019</p> <p>November 5, 2019</p> <p><b>MOTION</b> to approve. Discussion: S. Miller noted that some split votes show the nays but not the ayes, i.e. page 3 of September 26. Discussion on whether or not to change. Consensus was to leave the minutes as presented in the packet. A. Carter exits prior to vote.</p>	S. Miller	J. Art	6-0-0
<b>Student Representative – Charlie McWeeny</b>	<p>WES/LES Updates: Charlie spoke to recent events and updates from each of the elementary schools including the recent celebration of Wyvern week celebrating school pride at LES and a recent field trip to Hopkins Forest. WES recently completed their 'Words are Wonderful' week. WES students also attended a production of Pirates Past Noon at the '62 Performing Arts Center and received a copy of that book. MGRS students recently completed a production of Greylock Plays and are looking forward to upcoming performances of 'The Tempest.' The Student Council has recently met to organize a corn hole tournament. They have been discussing programming for the next year including the exploration of classes that would offer life skills or real world training.</p>			





## Mt. Greylock Regional School District

	<p>The student council is also looking into the possibility of changing the school start time and are encouraging a feasibility study to look into this as an option.</p>
<p><b>8 Polycyclic Aromatic Hydrocarbons (PAH) Discussion</b></p>	<p>The committee discussed this topic and how to proceed with establishing a process for having an informed discussion on this topic to address community concerns brought forward at public comment. S. Miller proposed having the Phase II subcommittee deliberate on this at their next meeting. A. Terranova was concerned about the time constraints further discussions would put on the District's ability to move forward. R. DiLego suggested that it would be important for the entire committee to make a decision as it would have an impact on the type of infill that would be bid out as part of the Phase II Capital projects if the District pursued artificial turf fields. R. DiLego proposed a special meeting, and not having this as an agenda item during a regular meeting, for a deeper discussion on this topic. Further discussion regarding having the Phase II subcommittee potentially take the lead and report back to the full committee. No official motion or vote was taken regarding this agenda item. D. Caplinger stated that he would like to assure the community that further action would be taken on this at a future meeting.</p>
<p><b>Superintendent Update</b></p>	<p>K. Grady spoke regarding recent presentations during the Cape Conference on Community Engagement (included in packet). The themes of both presentations centered on community engagement and "the three E's." which are engage, educate and empower. K. Grady spoke to the current level of community engagement and the strategies that are being used to garner more support for increasing community engagement and increase the effectiveness of the workshops we have been putting on in an effort to educate and empower stakeholders within the District.</p> <p>D. Caplinger asked for more information about the presentations during the MASS/MASC conference and if there were any takeaway strategies for community engagement. K. Grady spoke to this and provided information on what other Districts are doing including developing a Family Engagement Leadership Team, having students present at things like Town Meetings, providing babysitting and transportation to certain events as needed etc.</p> <p>K. Grady spoke to work that is being done to update and make our hiring and recruiting practices more effective, including updating the school and district profiles that are published online with each job posting as well as getting feedback on interview questions and having community members participate on particular interview committees. The District office website is being revised and updated with Finals site. The District will be working with a student intern to assist in migrating data to a new content management system and updating the structure of the District and School Committee sites.</p> <p>K. Grady provided an update on District Enrollment for the past five years. Total Enrollment this year is down from last year to 1165. The committee discussed these numbers as it relates to employment cycles in Williamstown, Census data, and potential impact on school choice decisions.</p> <p>K. Grady and R. DiLego further reviewed and discussed updates and takeaways from the MASC/MASS conference that recently took place on Cape Cod.</p> <p>The District will hold Tech Nights for WES on 12/3, MGRS on 12/10 and LES on 12/7.</p>



## Mt. Greylock Regional School District

<b>Assistant Superintendent of Business &amp; Finance Update</b>	<p>A. Wadsworth discussed the tentative dates of the budget timeline included in the packet.</p> <p>The committee discussed the creation of an E-Rate Technology Fund. MOTION: I authorize the Assistant Superintendent to create a revolving account for the purpose of holding and monitoring e-rate funds.</p> <p>Discussion regarding revolving accounts that will be brought forward for consideration at a future meeting. Discussion regarding warrant process as it relates to discussion that took place at the MASS/MASC conference.</p>	R. DiLego	S. Miller	6-0-0
<b>Principal's MCAS &amp; Accountability Presentation</b>	<p>J. Brookner presented on MCAS Accountability for WES. J. Brookner stated that WES students have made significant progress toward the goals as set by the State and the school has also made progress in terms of the rate of chronic absenteeism. J. Brookner further discussed the MCAS results and progress WES students made as denoted in the Accountability report.</p> <p>N. Pratt presented on the MCAS Accountability for LES. N. Pratt spoke to the need to address chronic absenteeism. LES declined in one area on the report which was Math with High Needs students.</p> <p>M. MacDonald presented on the MCAS Accountability for MGRS and spoke to the process for the newest version of the test as well as strategies and interventions that are being put in place going forward.</p>			
<b>Policy Subcommittee Facility Usage Discussion</b>	<p>K. Grady reviewed the proposed changes outlined in the packet including rates on the new facility use form. K. Grady is recommending that the auditorium usage rates be different for practices vs. performances. K. Grady also voiced concern for adding custodial fees to the cafeteria usage to ensure student safety due to students with severe food allergies. K. Grady further advised fees associated with custodial clean up and supply costs based on facility usage. K. Grady also outlined the process and the need for two weeks in order to complete the approval process. Move to approve the policy amendments with the daily rental rates for group c for the auditorium to be determined by the Superintendent. Discussion: The committee discussed ongoing costs associated with facility usage and if those costs should be included in facility usage fees to help offset costs or if those costs should be included within the annual budget process. R. DiLego suggested</p>	J. Art	R. DiLego	6-0-0



## Mt. Greylock Regional School District

	meeting with town leadership to determine if they have a preference on the way the committee moves forward on this issue. K. Grady will reach out to the Town Managers.			
<b>Subcommittee Reappointments</b>	K. Grady stated that many of the current subcommittees due to having a financial impact in terms of their decisions should be under the Finance Subcommittee and reviewed the subcommittees that are needed based on feedback received at the MASC/MASS conference from the District's field representative. Discussion regarding restructuring and reorganizing the subcommittees. D. Caplinger stated he would like to postpone the subcommittee reappointments in order to be more prepared given the recommendation to restructure and increase the efficiency of our subcommittee process.			
<b>Other Business Not Reasonably Anticipated by Chair within 48 Hours of Meeting</b>	R. DiLego called the committee's attention to a respectfulness resolution that came out of the Governor's office and asked that the committee consider adopting this resolution at a future meeting. K. Grady read a message received from the Massachusetts Interscholastic Athletics Association (MIAA) announcing that the MGRS Unified Basketball team would be receiving a Sportsmanship award. Congrats to the MGRS Unified Basketball Team! Thank you to our coaches: Liza Barrett, Karen DuCharme and Dakota Sunskiss and Athletic Director Ms. Von Holtz.			
<b>Adjourn to Executive Session</b>	Motion to enter into Executive Session with no intent to return to open session pursuant to M.G.L. Chapter 30A, Section 21(a)(3) to discuss strategy with respect to collective bargaining as an open meeting may have a detrimental effect on the bargaining position of the committee and the chair so declares.  Roll Call Vote: Terranova – AYE, Miller – AYE, Caplinger – AYE, Art – AYE, DiLego – AYE, Conry – AYE  The committee entered Executive Session with no intent to return to Open Session at 8:40 PM	S. Miller	R. DiLego	6-0-0

Respectfully Submitted,  
Jonathan Nopper  
Mount Greylock Minutes Recorder

# WYVERN WEEK

*At Lanesborough Elementary School*



**November 4-8, 2019**



11/5/08 John  
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 A wyvern is a mythical creature that is half dragon and half eagle. It is often depicted as a creature that is half dragon and half eagle. It is often depicted as a creature that is half dragon and half eagle. It is often depicted as a creature that is half dragon and half eagle.



11/5/08 John  
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THE  
WYVERN



Finlex



Wyvern

WWW.coloringcrew.com

Finley

The Wyvern

A mascot is a person animal or object adopted by a group as a symbol of good luck.

Lansborough Schools mascot is the Wyvern. The Wyvern is a made up dragon like creature. While a dragon has four legs a Wyvern has two.





### Qualities of a Wyvern:

- Respectful and kind
- Helpful and courteous
- Always tries his/her best even when it is hard
- Works together as a team
- Loves Lanesborough School!

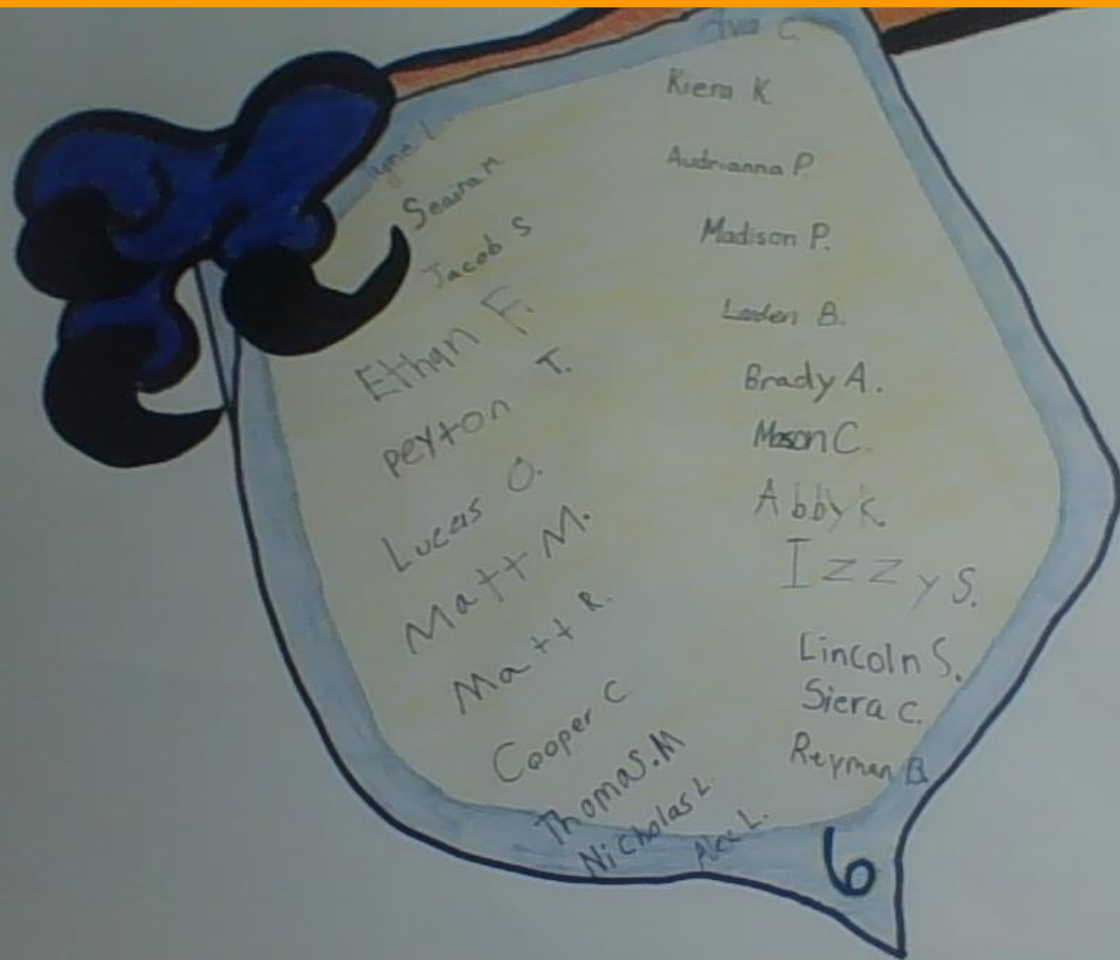












Mic. Kiek



Why I'm proud to be a...

W

V

E

R

N

I'm proud to be  
a wyvern because  
they are independent.

Why I'm proud to be a...

W

V

E

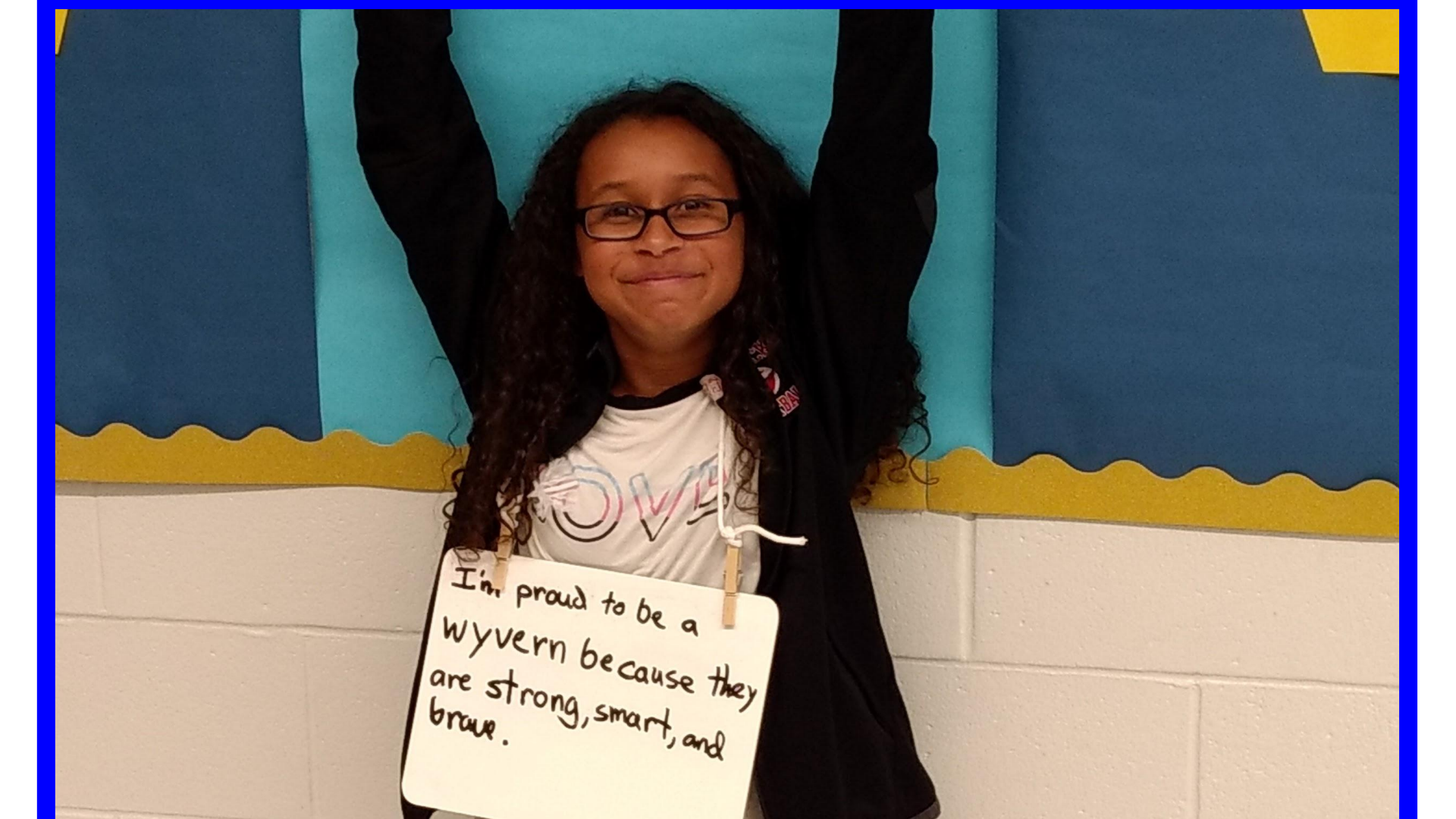
R

N

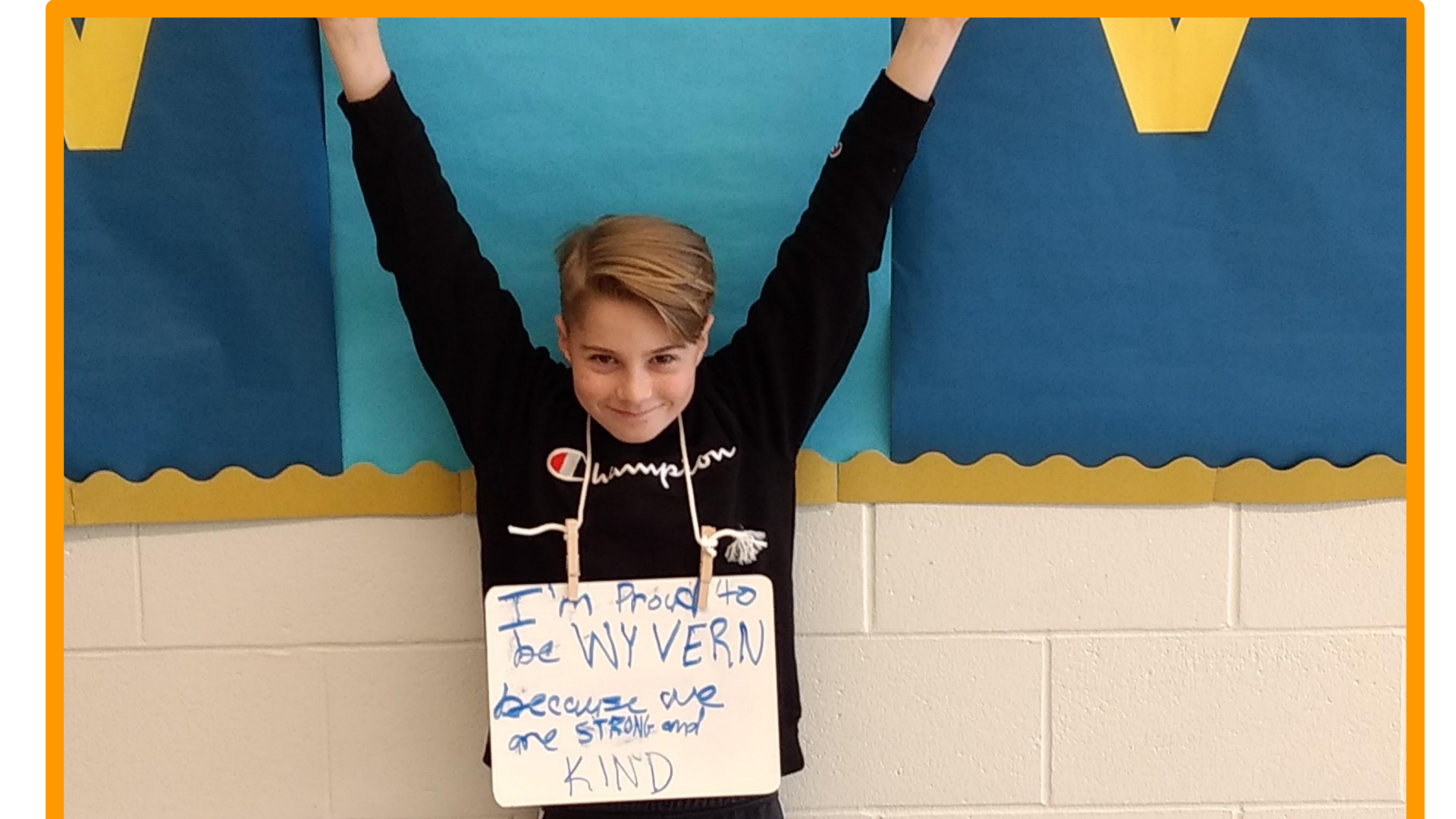
I'm Proud to  
be a Wyvern because  
Wyverns show Courage



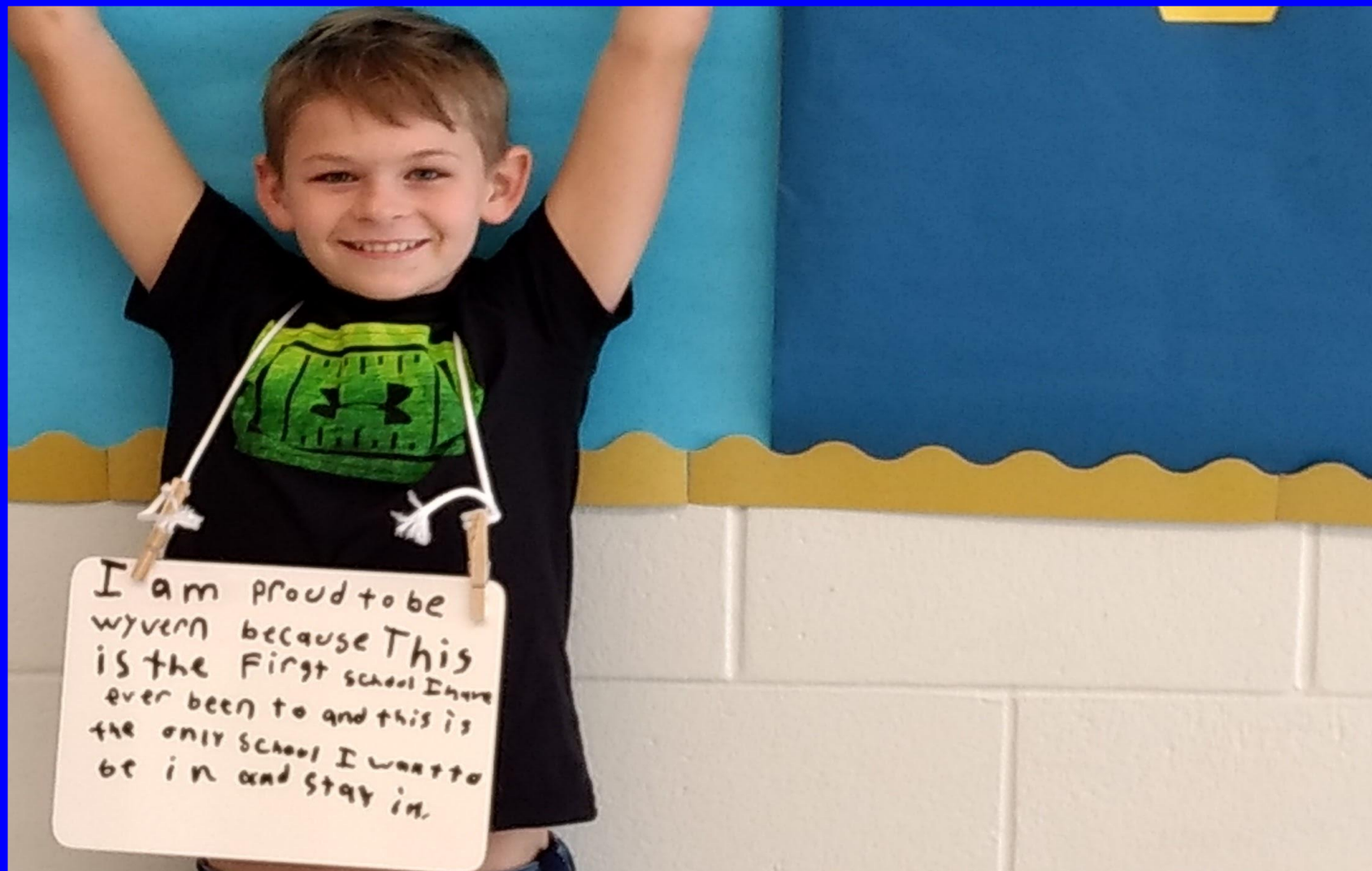




I'm proud to be a  
wyvern because they  
are strong, smart, and  
brave.

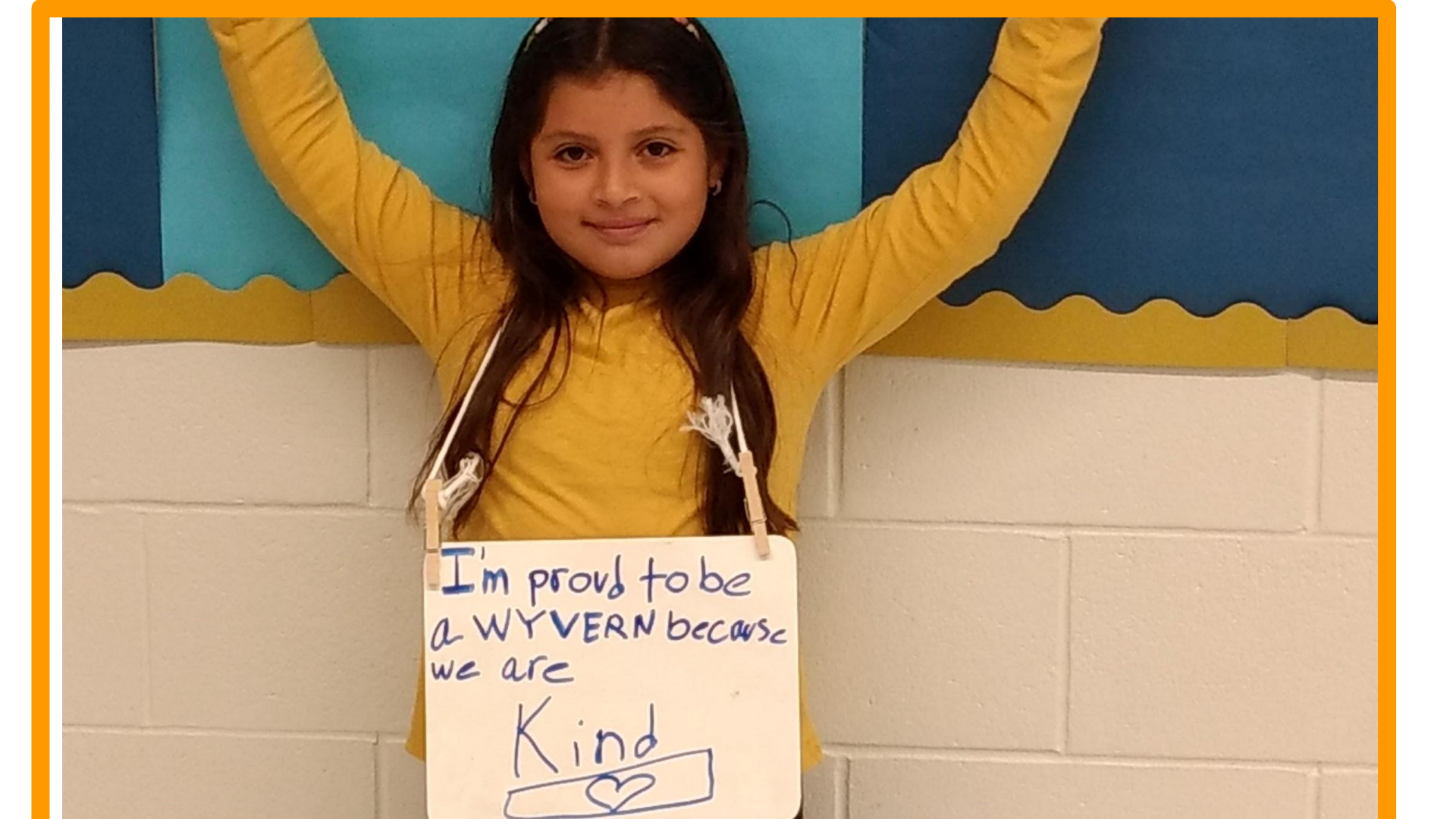


I'm Proud to  
be WYVERN  
because we  
are STRONG and  
KIND




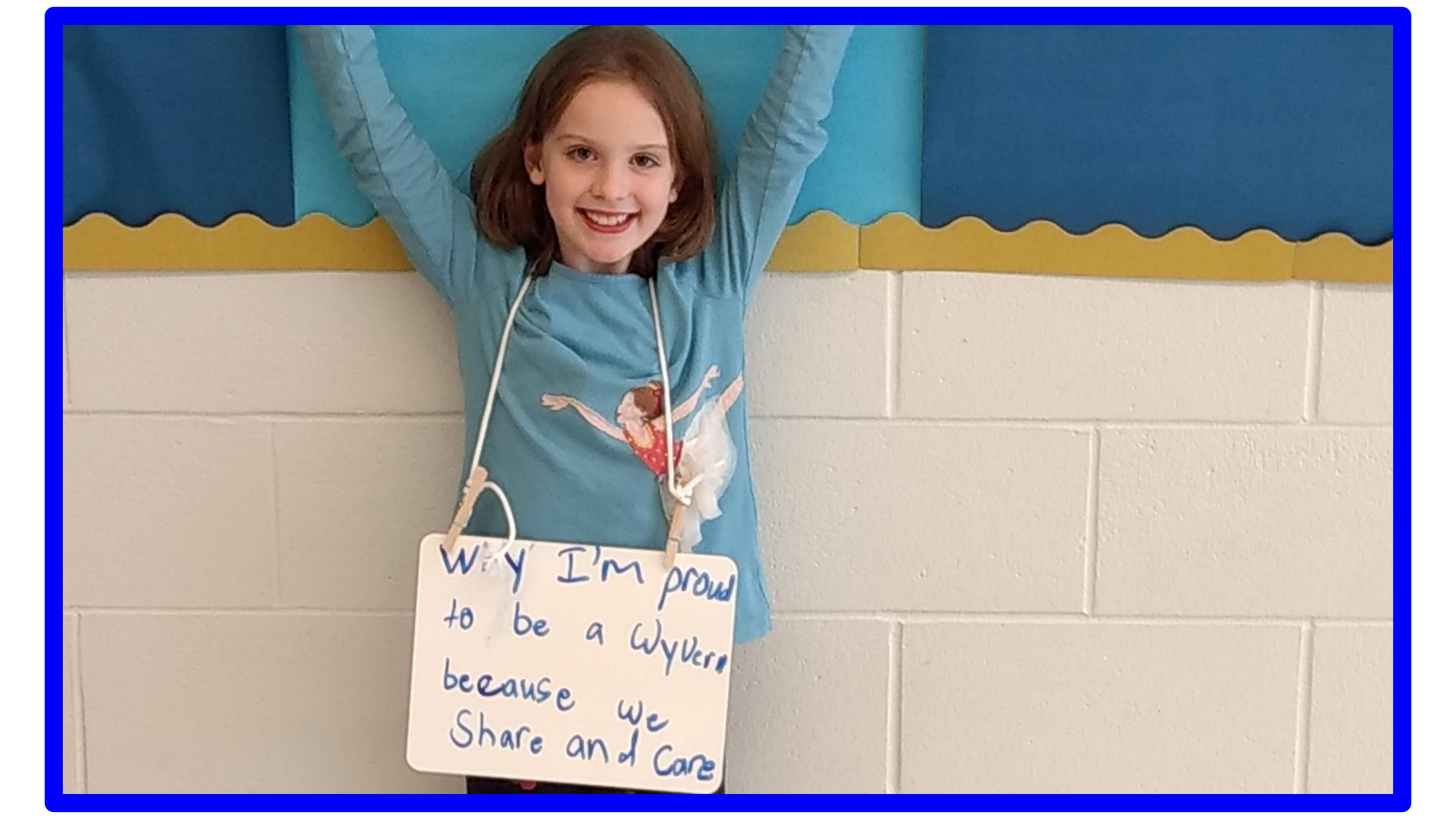
I am proud to be  
wyvern because This  
is the First school I have  
ever been to and this is  
the only school I want to  
be in and stay in.



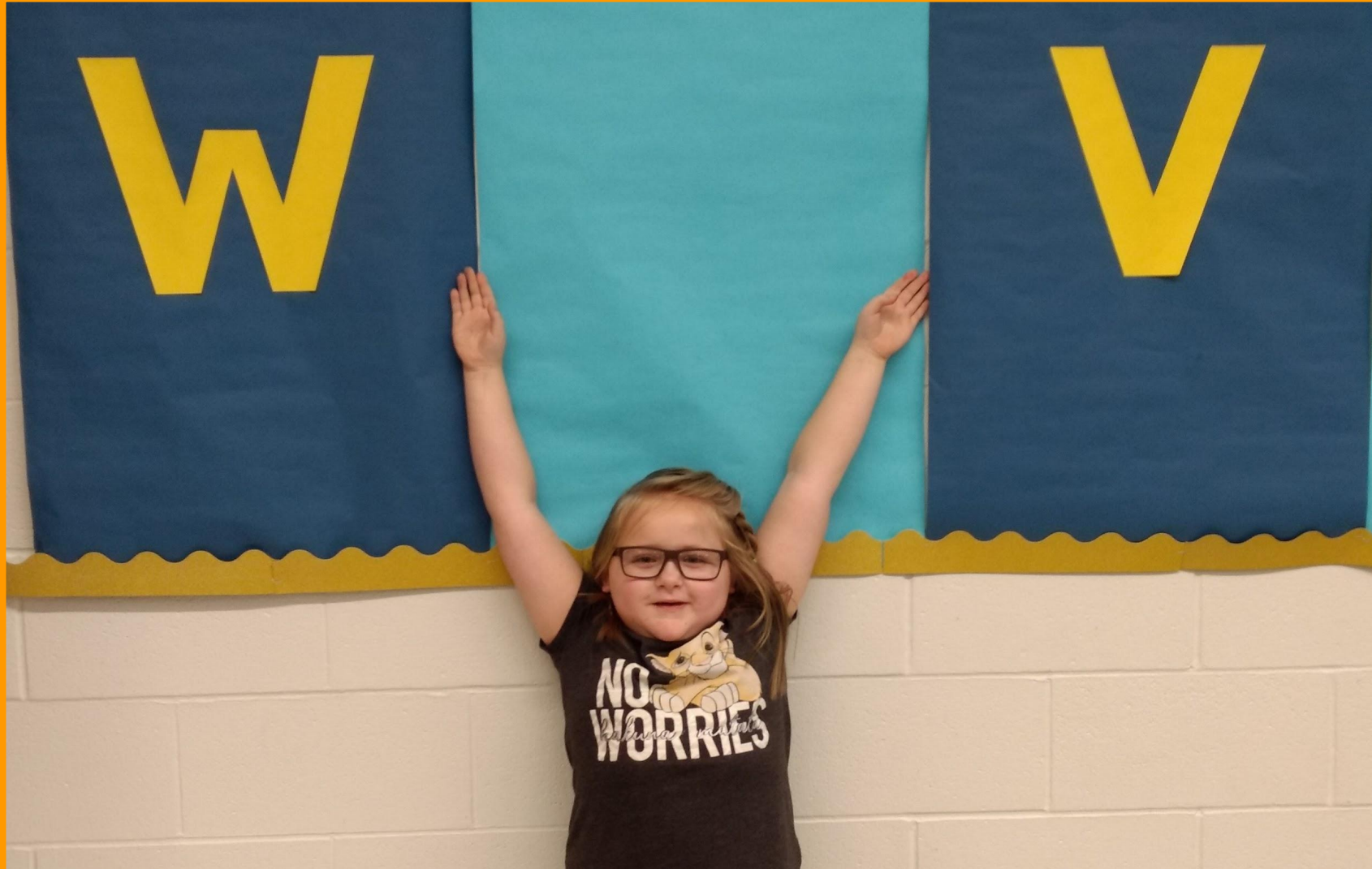


I'm proud to be  
a WYVERN because  
we are

Kind  




Why I'm proud  
to be a Wyvern  
because we  
Share and Care























A word cloud featuring various positive traits and qualities arranged in a diamond shape. The words are in different shades of blue and black, with varying font sizes. The traits include: Intelligent, Proud, Mythical, Strong, Persistent, Friendly, Creative, Trustworthy, Brave, Ready, Responsible, Honest, Loyal, Kind, Powerful, Leaders, Hardworking, Independent, Respectful, and Teamwork.

Intelligent Proud Mythical Strong Persistent Friendly Creative Trustworthy Brave Ready Responsible Honest Loyal Kind Powerful Leaders Hardworking Independent Respectful Teamwork







1949



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

### OVERNIGHT SCHOOL ACTIVITY TRIP REQUEST

Group(s): Mount Greylock Model UN  
Advisor: Hilary Greene  
Date(s): April 3-5, 2020  
Event: DARTMUN Model UN Conference  
Event Location: Dartmouth College, NH  
Purpose: Participate in a large Model UN Conference

#### Requirements:

- ☐ Attach list of Students (Include Grade)
- ☐ Include list of Adults/Supervisors (Include Position)
- ☐ Provide Advisor with Medical/Emergency Information for each student.

\* Must be  
# 14 in family ID.  
# 1 to attend  
C. McCreary with  
be uninvolved;  
he can't go.

#### Additional Information:

- School days/periods missed: 1 day
- Distance from MG: 114 miles
- Cost per student: \$250 (approx.)
- Method of Funding: Self-funded by students

Coach: Hilary Greene/Rebecca Tucker-Smith Date: 12/2/2019

Co-Curricular Director: [Signature] Date: 12/3/2019

#### School Nurse Supervision Review

School Nurse Signature: [Signature] DMS, RN  
Nearest Medical Facility to Destination: Dartmouth Hitchcock, 10a Norwich Meadows, Norwich, VT 05055

#### Signatures below denote approval

Principal: [Signature] Date: 12/5/19.

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

School Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

## Conference Schedule and Information:

<https://sites.dartmouth.edu/modelun/conferenceinfo/schedule/>

### Participant List for DARTMUN Conference, April 3-5, 2020

- ✓ Cailean Fippinger
- ✓ Elliot Louis -
- ✓ Krishan Rai ~
- ✓ Miriam Bakija
- ✓ Owen Tucker-Smith
- ✓ Rona Wang
- ✓ Victoria Melkonyan
- ✓ Will Marsh
- ✓ Finn Ellingwood
- ✓ Noah Greenfield
- ✓ Molly Howard
- ✓ Tashi Rai
- ✓ \*Olivia Winters
- ✓ \*Charlie McWeeny - *unenvolled*

\*Maybe

Chaperone/driver: Hilary Greene

# CONFERENCE SCHEDULE

## TENTATIVE SCHEDULE – DARTMUN XIV

### FRIDAY, APRIL 3, 2020

3:00 p.m. – 6:00 p.m. Arrival and Conference Registration- Hopkins Center

5:30 p.m. – 6:00 p.m. Seating for Opening Ceremonies- Spaulding Auditorium

6:00 p.m. – 7:00 p.m. Opening Ceremonies

7:00 p.m. – 10:00 p.m. Committee Session I

9:15 p.m. – 9:45 p.m. Faculty Advisor Meeting I

### SATURDAY, APRIL 4, 2020

9:00 a.m. – 11:30 a.m. Committee Session II

11:30 a.m. – 12:30 p.m. Lunch Break

12:30 p.m. – 3:00 p.m. Committee Session III

3:00 p.m. – 4:00 p.m. Snack Break

4:00 p.m. – 6:30 p.m. Committee Session IV

5:45 p.m. – 6:15 p.m. Faculty Advisor Meeting II

6:30 p.m. – 8:00 p.m. Dinner Break

8:00 p.m. – 10:00 p.m. Delegate Social

# SUNDAY, APRIL 5, 2020

9:00 a.m. – 11:45 a.m. Committee Session V

11:00 a.m. – 11:30 a.m. Faculty Advisor Meeting

11:45 a.m. – 12:45 p.m. Lunch Break

12:45 p.m. – 1:15 p.m. Seating for Closing Ceremonies

1:15 p.m. – 2:00 p.m. Closing Ceremonies



## MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

### Job Description

**JOB TITLE:** *Teacher of English Language Learners / ELL Coordinator*

**REPORTS TO:** Principal(s) and Director of Pupil Services

**QUALIFICATIONS:**

1. Certified or certifiable as an English as a Second Language Teacher (PreK-6; 5-12);
2. A master's degree or higher preferred, with emphasis in English as a Second Language;
3. A minimum of five years of experience in teaching ESL;
4. Ability to communicate effectively with community and parent groups;
5. Demonstrated success in the formulation and carrying out of policies, objectives, and programs in prescribed areas;
6. Familiarity with Federal and State Laws regarding assessing, development of programs and reporting;

**JOB GOALS:**

To assist and monitor students whose first language is other than English in the development of listening, speaking, reading and writing skills in English.

**PERFORMANCE  
RESPONSIBILITIES:**

1. Provides English language instruction in alignment with DESE English Language Proficiency Benchmarks and Outcomes for English Language Learners (PK-12);
2. Manage and oversee roll out of WIDA standards.
3. Administers WIDA Screeners, ACCESS testing and other assessments, as required;
4. Responsible for Monitoring Opt Outs as well as Former English Learner (FEL) students; completing progress reports and attending consultation meetings regarding FEL classification status;
5. Assists in the coordination of home language surveys, initial calls, student placement, parent notification, and student benchmark plans for new enrollments to the District.
6. Evaluates each student's understanding and use of the English language using non-discriminatory, culturally sensitive, and developmentally appropriate language assessment procedures and instruments;
7. Designs and implements appropriate educational programs for each student including instruction in language variations, phonology, morphology, syntax, semantics and pragmatics;

8. Employs instructional methods and develops materials that are appropriate for the maturity and skill level of individual students;
9. Provides input and assists classroom teachers as needed to develop individual student accommodation and a process for differentiating instruction in classrooms for all students
10. Provide regular updates for teachers about student progress and the content of their ESL course.
11. Teach substantially separate-ESL class in accordance with state hour requirements.
12. Provide inclusion support in content classes for ELL students as needed.
13. Manage ELL program – paperwork, trainings for teachers, parent/guardian & student communication, student testing/screening, compliance, ELL folders
14. Communicate frequently with parents/guardians
15. Build strong relationships with students, staff, and families
16. Assist in the translation of district and school documents designed to inform parents such as letters, bulletins, announcements, calendars, notices, website information, etc.
17. Make provisions for being available to students and parents for education related purposes outside the instructional day when required.
18. Maintain accurate records of all activities for the purpose of district and state auditors.
19. Other duties as assigned.

**TERMS OF  
EMPLOYMENT:**

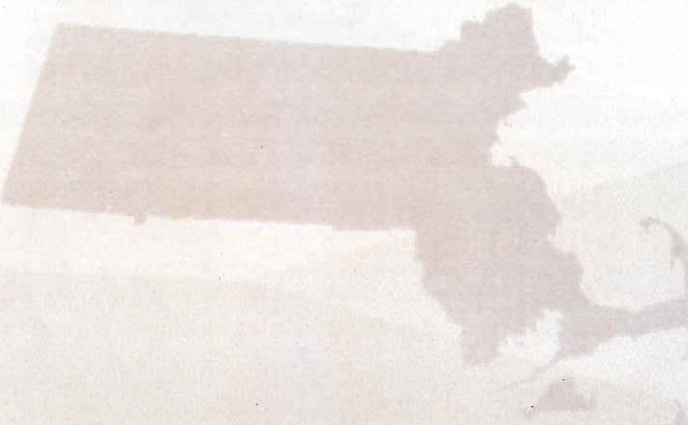
Salary, benefits, and work year established by Agreement between the Mount Greylock Regional School District Committee and the Mount Greylock Education Association.

**EVALUATION:**

Performance will be evaluated in accordance with the provisions of the Mount Greylock Education Association contract and Massachusetts Educator Evaluation protocols.

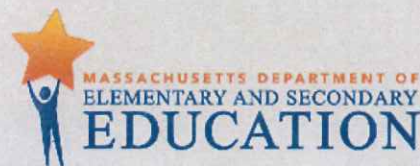
## Tiered Focused Monitoring: Outcomes Oriented

Priority	Approach
Move towards an outcomes-driven process	CIMP/CAPs and corresponding technical assistance are designed to support LEAs in directing time and resources to activities that will improve student outcomes.
Move away from a "one size fits all" approach to monitoring	PSM targets monitoring and technical assistance to demonstrated areas of need.
Develop a stronger orientation towards technical assistance and district support	LEAs in every tier will receive support from PSM. This includes general guidance, regional meetings and district-specific support.



# Tiered Focused Monitoring Self-Assessment Training 2020-2021 – Group A

Office of Public School Monitoring  
November 2019





## Agenda

- Overview of Tiered Focused Monitoring
- Compliance updates for 2020-2021
- Indicator Collection
- Getting started on your Self-Assessment
- Navigation of the updated WBMS software



# Overview of Tiered Focused Monitoring Process

# Tiered Focused Monitoring Cycle





# Group A

- If you were originally scheduled for a Coordinated Program Review (CPR) in 2020-2021, your district/school is Group A of the 2020-2021 Cohort.

- The review will include:

- Data collection and submission for Indicators 11, 12 and 13
- Student Record Review
- Document Review primarily in the area of Special Education with some Civil Rights criteria - 3 criteria
- Parent Survey

Initial  
Eval  
early childhood  
Transition  
- Every six years



## Group B

- If you were originally scheduled for a Mid-cycle Review (MCR) in 2020-2021, your district/school is Group B of the 2020-2021 Cohort.
  - The review will include:
    - Document Review primarily in Civil Rights with some Special Education criteria
    - Facility observations
    - PAC Interview
    - Parent Survey
    - In instances where district/school data shows Student Discipline as an issue, there will be a small student record review included as part of the self-assessment

# Group A – Universal Standards

## Identification Process:

- SE 1: Assessments appropriately selected and interpreted
- SE 2: Required and optional assessments
- SE 3: Specific Learning Disabilities (SLD)
- SE 3A: Special requirements for students on autism spectrum
- SE 9: Timeline for determination of eligibility **(Indicator 11)**
- SE 9A: Elements of eligibility
- SE 10: End of school year evaluation
- SE 11: Independent Educational Evaluation (IEE)
- SE 12: Re-evaluation
- SE 19: Extended evaluation

## IEP Development:

- SE 6: Determination of transition services **(Indicator 13)**
- SE 7: Transfer of parental rights
- SE 8: IEP Team composition and attendance
- SE 13: Progress Reports
- SE 14: Review/revision IEPs
- SE 18A: IEP development & content
- SE 20: Least Restrictive Environment (LRE)
- SE 25: Parent consent
- SE 26: Parent participation
- SE 29: Communications with parent in English and primary language of the home

## Programming & Support Services:

- SE 17: Initiation of services at age 3 and EI transition **(Indicator 12)**
- SE 22: IEP Implementation and availability
- SE 34: Continuum
- SE 37: Procedures Out of District placements
- SE 38: Special Education in Institutional Settings
- SE 39: Proportionate Share
- SE 40: Instructional groupings
- SE 41: Age span
- SE 42: Programs young children 3-4 years of age
- SE 43: Behavioral interventions
- SE 48: Free Appropriate Public Education (FAPE)
- SE 49: Related Services
  
- CR 13: Availability of information/academic counseling & general curricular
- CR 14: Counseling & counseling materials
- CR 18: Responsibilities of the school principal



# Group B – Universal Standards

## **Licensure/PD:**

SE 50: Administrator of special education  
SE 51: Special Ed teacher licensure  
SE 52: Related service providers  
SE 52A: Registration of educational interpreters  
SE 54: Professional Development (PD)  
CR 20: PD Confidentiality  
CR 21: PD Civil rights responsibilities

## **Parent/Student/Community Engagement:**

SE 15: Outreach  
SE 32: PAC  
SE 56: Special Ed Program Evaluation  
  
CR 7: Information to be translated  
CR 8: Accessibility of extracurricular activities  
CR 10A: Handbooks/COC  
CR 10B: Bullying intervention/prevention  
CR 10C: Student discipline  
CR 12A: Annual & continuous notification  
CR 16: Notice to students 16+  
CR 17A: Physical restraint

## **Observations:**

SE 55: Special education facilities and classrooms  
CR 22: Accessibility of district programs and services  
CR 23: Comparability of facilities

## **Oversight:**

SE 36: IEP implementation, accountability & financial responsibility

## **Time and Learning:**

CR 7A: School year schedules  
CR 7B: Structured learning time  
CR 7C: Early release HS seniors

## **Equal Access:**

CR 3: Access to a full range of education programs  
CR 24: Curriculum review  
CR 25: Institutional self-evaluation

# Targeted Standards

## Special Education

SE 4: Reports of assessment results  
SE 5: State/district assessments after each administration of tests  
SE 16: Screening  
SE 18B: Determination placement/provision IEP  
SE 21: Extended Day/Year  
SE 24: Notice (N1 content)  
SE 25A & 25B: BSEA  
SE 27: Content of Team meeting notice  
SE 33: Involvement in general curriculum  
SE 35: Assistive tech  
SE 44: Proc. recording suspensions  
SE 45: Proc. suspension up to and after 10 days  
SE 46: Procedures for suspension  
SE 47: Proc. not yet determined eligibility  
SE 53: Use of paraprofessionals  
SE 59: Transfer of records

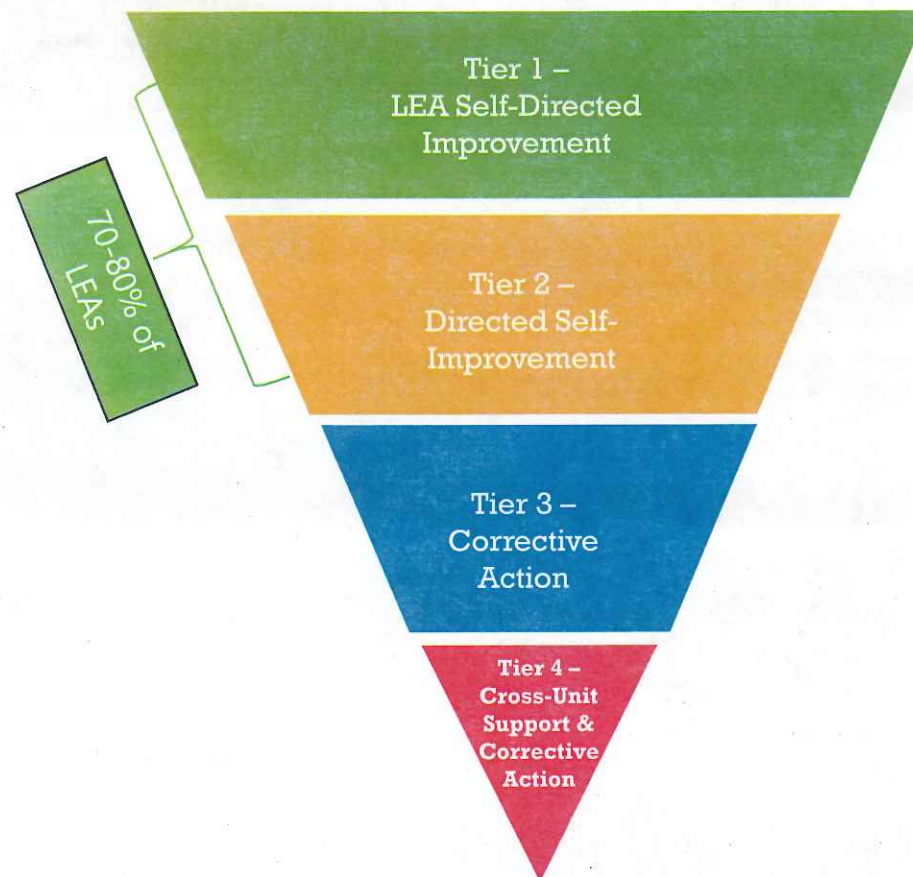
## Civil Rights

CR 6: Policy for pregnant students  
CR 9: Hiring/employment practices prospective employers  
CR 10: Anti-hazing  
CR 11A: Designation of coordinators; grievance procedures  
CR 15: Nondiscriminatory administration of scholarships/prizes/awards  
CR18A: Employment practices  
CR 26A: Confidentiality and student records

*If district/school data shows there is a potential issue, the related criteria can be added to the review. Data sources include, but aren't limited to Problem Resolution System (PRS) complaints and School Safety and Discipline Reports (SSDR).*



# Tiered Focused Monitoring – Monitoring Tiers



## Monitoring Tiers

- Once all Self-Assessments have been completed, a risk assessment leads to tier assignment for each LEA just prior to the onsite year
- LEA review process and technical assistance vary by tier
- See handout “Tiered Focused Monitoring Outcomes”

## Report Follow up by Tier

Tier 1 –  
LEA Self-Directed  
Improvement

LEAs will use the results of their self-assessment and onsite verification review to develop an improvement plan. The process to develop these improvement plans varies by monitoring tier.

Tier 2 –  
Directed Self-  
Improvement

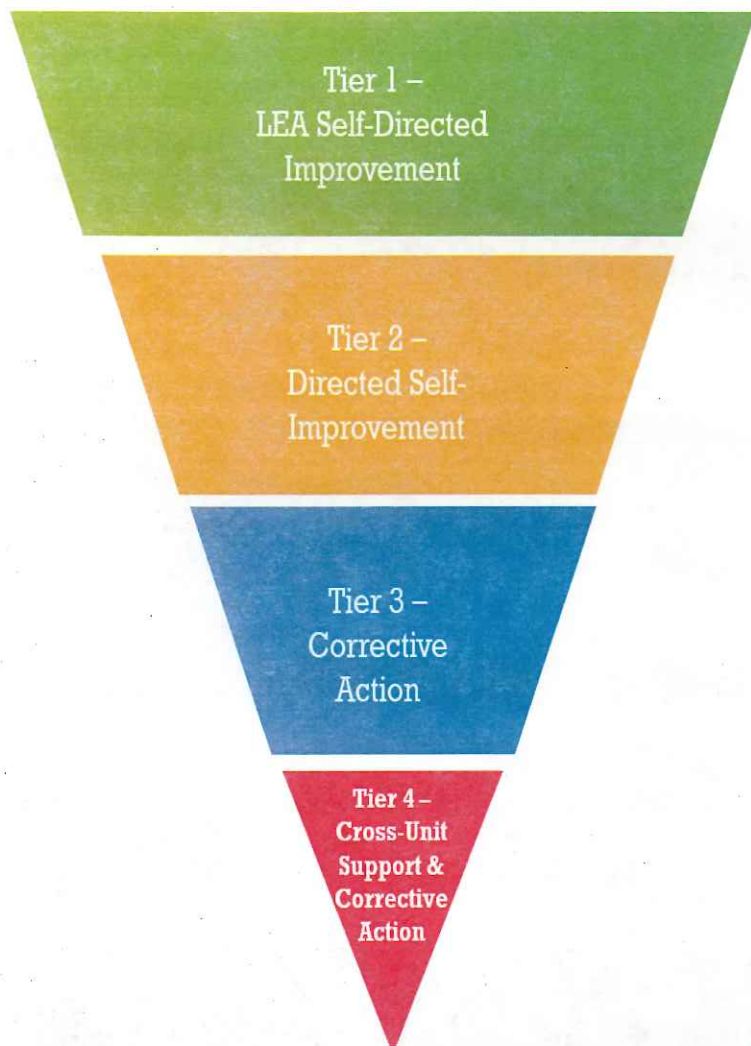
LEAs in Self-Directed Improvement and Directed Self-Improvement develop a Continuous Improvement Monitoring Plan (CIMP).

Tier 3 –  
Corrective  
Action

LEAs in Corrective Action and Cross-Unit Support and Corrective Action develop a Corrective Action Plan (CAP) for any noncompliance found.

Tier 4 –  
Cross-Unit  
Support &  
Corrective  
Action





- **CIMP - DESE indicates areas of concern; the LEA develops a Continuous Improvement Monitoring Plan (CIMP) that includes an Action Plan, Success Metric, Measurement Mechanism and Completion Timeframe.**
- **CIMP - DESE indicates areas of concern; with PSM support, the LEA develops a Continuous Improvement Monitoring Plan (CIMP) that includes an Action Plan, Success Metric, Measurement Mechanism and Completion Timeframe.**
- **CAP - The LEA will receive guidance and support from PSM on how to focus and structure a corrective action plan to address the DESE identified areas of concern. In the Corrective Action Plan (CAP), the LEA will identify an appropriate Success Metric, Measurement Mechanism and Completion Timeframe.**
- **CAP - DESE will identify areas of concern; PSM will direct the improvement planning process and work in close partnership with other units to provide support to LEAs throughout the improvement planning and implementation process.**

**NEW:** Please note that districts that are part of a superintendent union or regional grouping with a single administrative team will be now completing a single self-assessment and should include students from all member districts.

For charter schools that are part of a network with a single administrative team, there will also only be one self-assessment completed and should include all schools.





# Compliance updates for 2020-2021

## SE 35 - Assistive Technology

- Technical Assistance Advisory SPED 2018-3: Addressing the Communication Needs of Students with Disabilities through Augmentative and Alternative Communication (AAC) – April 2018
  - Please see handouts

## TFM Monitoring of SE 35

- As a result of the change, both Group A and Group B TFM Reviews will have SE 35 as a Targeted Standard
  - Both Group A & B will have SE 35 as part of their Document Review
  - Group A – will include a student with assistive technology identified in their IEP as part of the self-assessment record review
  - Group B – will include an on-site observation of assistive technology in use, if applicable

## Targeted Discipline Criteria

In instances when a district or charter school has a reported discipline rate for Students with Disabilities that is two times above the state average, they will be assigned the four Targeted Discipline Criteria and will need to:

- ❖ Review a minimum of six student records that have discipline issues as part of their record.
- ❖ Complete SE 46 and SE 47 as part of the document review process.



## Discipline Criteria

- SE 44 – Procedures for Recording Suspensions
- SE 45 – Procedures for suspension up to 10 days and after 10 days
- SE 46 – Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district
- SE 47 – Procedural requirements applied to students not yet determined to be eligible for special education

# Working in Partnership with Center for Instructional Support



- *Expanding access to high-quality, standards-aligned curricular materials can significantly improve student outcomes, especially when teachers have the professional learning opportunities they need to make the most of those materials. The Center for Instructional Support at DESE is committed to ensuring that all students in Massachusetts enjoy the many benefits of a strong curriculum. One strategy DESE is pursuing to support districts with their curricular decision-making is to make it easier for district leaders to know what materials their peers are using. The information you provide will help populate DESE's [curriculum heat maps](#), tools to support cross-district collaboration on curriculum and related professional learning in Massachusetts.*



## Primary Curricular Resources Worksheet

- Both TFM Groups A and B will be submitting these to PSM via the WBMS system.
- PSM developed an easy to use Excel workbook to capture primary curricular resources at each school level (elementary/middle grades/high school).
- The Primary Curricular Resources Worksheet is available in the WBMS Document Library.
- The worksheet can be simply uploaded in the WBMS system under Additional Document as part of the Self-Assessment.

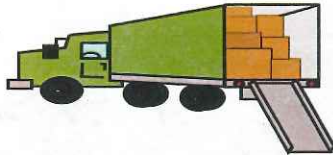


# Indicator Collection



## Indicator Collection for 11, 12 and 13

**Collection of these three Indicators has moved to PSM for Group A only**



As in the past, districts/schools will enter the data on Smart Forms

Smart Forms will be submitted via the WBMS system along with the TFM Self-Assessment

**Indicator 11 - Measures timelines for determining initial special education eligibility**

**Indicator 12 - Measures transition from Part C (Early Intervention) to Part B (Special Education) under IDEA**

**Indicator 13 - Percent of youth with IEPs aged 14 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs**

## *Who do I Include in the Indicator 11 Data Collection?*

- **Include students age 3+** for whom consent for initial evaluation was received between

**October 1- December 31, 2019**

- *Referrals from EI (Early Intervention) do not fit the data collection parameters and are not to be included in the data entry.*

## *Who is included in the Data Collection for Indicator 12?*

**Districts submit data for all students referred by Early Intervention to the district who will turn 3 years old between January 1 – March 31, 2020.**

***Districts do not report...***

- children who **turned three** before January 1st or after March 31<sup>st</sup>
- children **referred by a parent or agency other** than Early Intervention



## *Who is included in the Data Collection for Indicator 13?*


***District/schools will review a sample of 35 transition records for students age 14-22 and have had a Team meeting between October 1, 2019 and March 31, 2020.***

The Indicator 13 review seeks to ensure that your students enjoy **compliant** transition planning and services -- **those that conform to the requirements of state and federal law.**

Districts utilizing best practices in secondary transition will easily demonstrate 100% compliance with the reporting requirements of Indicator 13.



# Document Library

 **Mass.gov**  
Massachusetts Department of  
Elementary & Secondary Education

username:

[Document Library](#) [View PRS/SIMS Report](#) [To Do List](#) [CPR/Program Review](#) [Collaborative Review](#) [MCR](#) [Collaborative MCR](#) [Rep](#)  
[District/School Review](#) [PQA Document Library](#) [PQA Util](#) [Utilities](#) [Action Forms](#) [Indicator Data](#) [About](#)

Home



***In order to begin the data collection process, your district/school will want to download the three Smart Forms for Indicators 11, 12 and 13.***

***This is also where you will find guidance documents for completing each of the individual Smart Forms.***

# Indicator Data Form Submission

username:

Security Portal Log

[Document Library](#) [Open Action Forms](#) [Action Form Select](#) [Indicator Data Forms](#) [CPR/Program Review](#) [Collaborative Review](#) [MCR](#) [Collaborative MCR](#)  
[Select District/School Review](#) [Title III](#) [About](#)

[Home](#)



## Indicator Data Collection Forms

\*Data Collection School Year: 2019-2020 Select

Due Date: 05/01/2020

Contact Information					
*District Contact				*District Email	
ESE Contact	<span>Alvarez, Samantha</span>			*Date Due	<span>05/01/2020</span>
Form	Upload	# Students	Status	Status Date	Comment
Indicator 11	<span>Upload/Replace</span>	<span>999</span>	<span></span>		
Indicator 12	<span>Upload/Replace</span>	<span>999</span>	<span></span>		
Indicator 13	<span>Upload/Replace</span>	<span>35</span>	<span></span>		

Save Cancel Submit History

When you click on the Indicator Data Forms menu option, the submission page will populate with the district/school contact information, due date and ESE contact pre-populated.



# Uploading the Smart Forms

## Indicator Data Collection Forms

\*Data Collection School Year: 2019-2020 Select

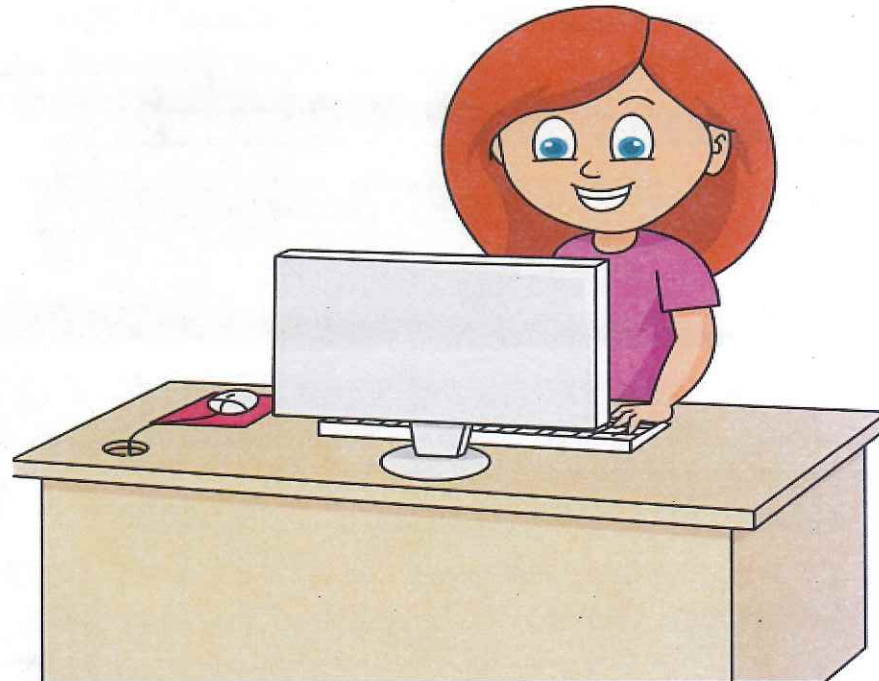
Due Date: 05/01/2020

Contact Information					
*District Contact				*District Email	
ESE Contact		Alva Samantha		*Date Due	
				05/01/2020	
Form	Upload	# Students	Status	Status Date	Comment
Indicator 11	<span>Upload/Replace</span>	999			
Indicator 12	<span>Upload/Replace</span>	999			We are a vocational HS and do not have preschool programming.
Indicator 13	<span>Upload/Replace</span>	35			

Save Cancel Submit History



***Let's look at the forms!***



## *Indicator Webinars*

- There will be a webinar offered on two dates - Wednesday November 20, 2019 at 10 a.m. or Wednesday December 11, 2019 at 1 p.m. on how to complete Smart Forms for Indicators 11, 12 and 13 via the WBMS system.
  - You can register at:  
<http://www.doe.mass.edu/conference/?ConferenceID=10117>

Or look for Indicator Collection for 2019-2020 – Tiered Focused Monitoring Group A Webinar on the DESE website - Events page

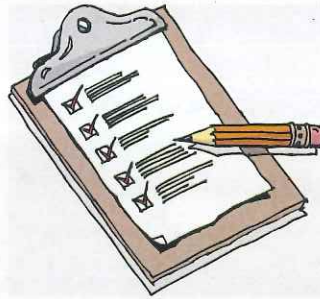
***NOTE: If you are anxious to get started, the Indicator PowerPoint Presentations are currently in the Document Library under "Indicator Smart Forms and Guidance."***



# Getting started on your Self-Assessment

## Student Record Review

- Districts/schools in Group A will select 15 records to self-assess



- Records selected should include a cross-section of all age groups, grade levels, types of disability, location and include a variety of demographic characteristics.
- Records should equally represent initial reviews, annual reviews and re-evaluations.



## Student Record Review

- Please include a representative sample of extended evaluations and independent evaluations.
- Be sure to include a student with assistive technology needs.
- Also, include a sample of students covered under proportionate share, either private school at private expense or in-district home schooled students.
- Please remember a copy of the Student Record Review Rubric is in the WBMS Document Library



username:

Security Portal Log Out

Student Record Selection Student Record Review Summary SE Document Review CR Document Review SE Submit Self-Assessment CR Submit Self-Assessment Additional Documents Select District/School Review

Home &gt; PSM Tier Review &gt; Self-Assessment (PSM)



## Student Record Selection

### TFM Review Onsite Year 2020-2021

Student Name	Team Process	IEP, Placement, and Progress Reporting	Assessments	Student Discipline	Out of District and Other Placements	Primary Language of the Home other than English
# Records	0	0	0	0	0	0
Add Student						

***Entering student data is similar to the past; however, our system has been updated to only pull and populate focus area questions that relate to the individual student profiles you enter.***



## Document Review

- Document review has been streamlined as well. We have modified the software to reduce redundancy and duplication.
- Each criteria still has a link to the standards.
- Each criteria populated in the document review will indicate whether there is an upload, what the upload is, and have a series of guiding questions.

## SE Document Review

### TFM Review Onsite Year 2020-2021

Criterion #	Criterion Title	Status
<a href="#">18A</a>	<a href="#">IEP development and content</a>	Incomplete
<a href="#">26</a>	<a href="#">Parent participation in meetings</a>	Incomplete
<a href="#">34</a>	<a href="#">Continuum of alternative services and placements</a>	Incomplete
<a href="#">35</a>	<a href="#">Assistive technology: specialized materials and equipment</a>	Incomplete
<a href="#">37</a>	<a href="#">Procedures for approved and unapproved out-of-district placements</a>	Incomplete
<a href="#">39</a>	<a href="#">Procedures used to provide services to eligible students enrolled in private schools at private expense</a>	Incomplete
<a href="#">40</a>	<a href="#">Instructional grouping requirements for students aged five and older</a>	Incomplete
<a href="#">41</a>	<a href="#">Age span requirements</a>	Incomplete
<a href="#">42</a>	<a href="#">Programs for young children three and four years of age</a>	Incomplete
<a href="#">46</a>	<a href="#">Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</a>	Incomplete
<a href="#">47</a>	<a href="#">Procedural requirements applied to students not yet determined to be eligible for special education</a>	Incomplete
<a href="#">48</a>	<a href="#">Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</a>	Incomplete
<a href="#">49</a>	<a href="#">Related services</a>	Incomplete

*Typically users will see eleven document review criteria/items, for those that have been identified with Discipline as a targeted review area there are thirteen document review criteria/items.*



## CR Document Review

### TFM Review Onsite Year 2020-2021

Criterion #	Criterion Title	Status
<u>13</u>	<u>Availability of information and academic counseling on general curricular and occupational/vocational opportunities</u>	Incomplete
<u>14</u>	<u>Counseling and counseling materials free from bias and stereotypes</u>	Incomplete
<u>18</u>	<u>Responsibilities of the school principal</u>	Incomplete

*Because Group A is focused on Identification, IEP Development, Programming & Support Services, there are only three document review criteria/items related to Civil Rights.*

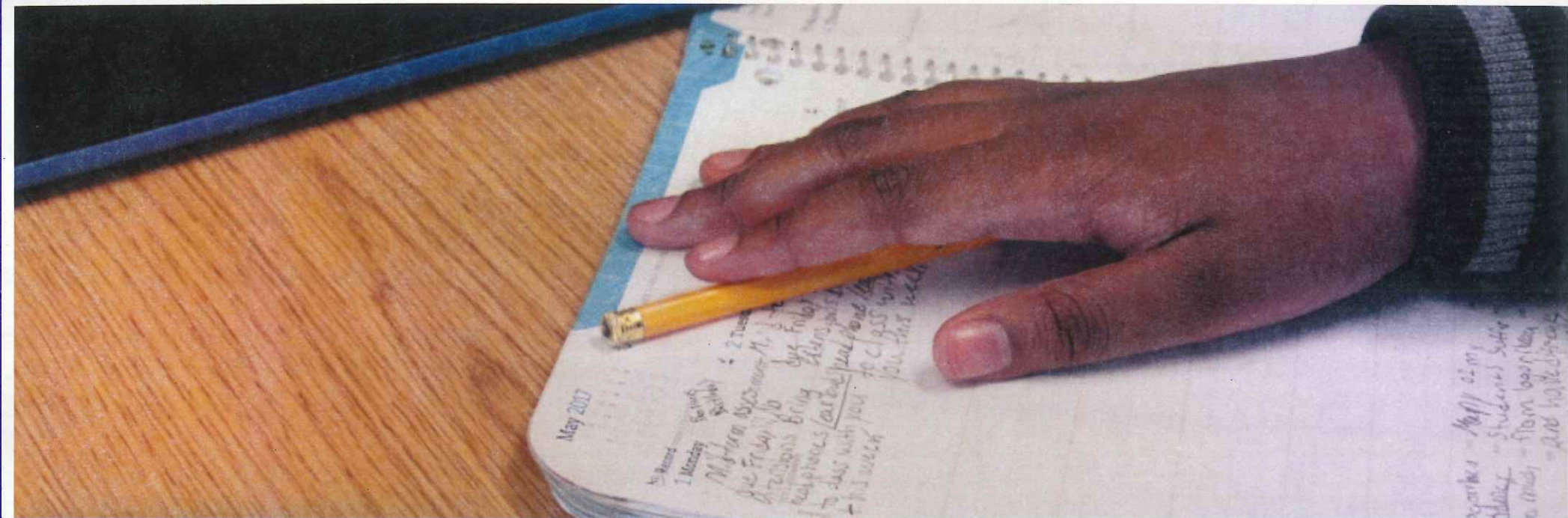


# Navigation of the updated WBMS software

## Submission

- The Self-Assessments will be available to start **December 2, 2019**. There will be an email reminder to all participants
- The Self-Assessments and the Indicator Smart Forms are due **May 1, 2020**.
- Submitting the self-assessment is still a two step process, one submission page for the Special Education portion and one submission page for the Civil Rights portion.
- Don't forget that the Indicators have their own submission page, which can be accessed from the main menu bar.
- Please remember that in order to submit your self-assessments, all elements in each of the content areas need to be complete; and the person submitting needs to have "Authorizer" rights/permissions.





## Questions, Wrap Up and Evaluation



# THANK YOU

**Liza Ahern, Ed.D, Training Coordinator, Office of Public School Monitoring**



781.338.3729



eahern@doe.mass.edu



[www.doe.mass.edu](http://www.doe.mass.edu)



75 Pleasant Street, Malden, MA 02148



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

## **MGRSD**

### **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**

### **WES - 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.

### **LES - 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.

### **MGRS - 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.

**Restorative-Based Processes** - We are best when students are first. All decisions are centered on the needs of the whole child.

**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.

**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.

**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.

**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 and collectively demonstrate integrity and high moral character.

**Responsibilities-** 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.

School/District	Substitute teacher base pay	Substitute teacher pay for certified teachers	In-house "permanent" subs?	Sub Nurse	Sub Para	long term (such as for parental leave)	Custodian	Cafeteria
Adams Cheshire Regional School District	\$80/day			\$25/hour	\$12.24/hour	\$80/ day first 10 Days then B1 rate per day for remainder FY19 = \$217.41	\$12.24/hr	\$12.00/hr
Berkshire Arts and Technology Charter Public School	\$12/hour	no difference currently	1.5 FTE in house subs FY20	\$27/hour	n/a	Based on experience/degree. We have an experienced former teacher doing it now for \$25/hour.		
Berkshire Hills Regional School District	\$85/day	\$110		\$150/day	\$12.25/hr	Starts at BA Step 1 up to MA Step 5 depending on experience	\$14.50/hr	\$12.25/hr
Central Berkshire Regional School District	\$75/ day	\$100				A1 salary scale - 224.28 daily		
Farmington River Regional School District	\$75/ day	\$85			\$75/ day	Teacher salary scale @ daily rate - step negotiated with Principal		
Lee Public Schools	\$72/day	degree: \$82/day, certified \$95/day		\$150/day		\$210.33 for certified teacher \$189.29 non certified teacher	14.50/hr	12.86/hr
Southern Berkshire Regional School District	\$87.50/day							
North Berkshire School Union	\$90/day							
Lenox Public Schools	\$85/day	\$90/day		\$125/day	\$12.00/hr			
North Adams Public School District	\$80 /day	no difference	\$90/ day	\$20/ hour	\$13.40/ hour	\$196.20/day The long term sub and TA sub follow the current contract.	\$13.24/hr	\$12.75/hr
Pittsfield Public Schools	\$90/day			\$150/day	\$70/day (\$75 w/lunch	Days 1-29 consecutive \$90/day 30+ days \$175/day	\$16.05-18.46/hr based on shift	\$11.00/hr
Mount Greylock Regional School District	\$85/day	no difference		\$24/hour	\$75/day	\$220/day	Contract Step 1 rate \$16.30/hr MGRS; \$16.38 /hr WES and LES	\$13/hr MGRS \$12/hr WES and LES





# **Mt. Greylock Regional School Committee Protocols**

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

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

9. The School Committee will consider research, best practice, public input and financial impacts in their decision making, and as much as possible explain the reasoning behind decisions. School Committee members will act in a transparent matter, recognizing that all email correspondence between committee members and members of other municipal boards is a matter of public record and should be copied or forwarded to the district office manager.

10. When executive sessions are held, all participants will honor the confidentiality of the discussions.

11. Individual School Committee members do not have authority. Only the School Committee as a whole has authority. Individual School Committee members will not take unilateral action, or take action that impedes the work of the Committee. Individuals will support the majority position of the Committee once an official vote has been taken and a Committee position is set by the majority.

12. The Chair shall be the official spokesperson for the committee in dealing with the media and with the public. The chair may delegate other committee members to speak on behalf of the committee. The Chair or delegate will represent decisions, votes, and official positions of the committee, and not his/her own views. When School Committee members attend meetings of other committees or boards, they will clearly state when they are speaking as individuals and when they are speaking on behalf of the committee.

13. The School Committee will set S.M.A.R.T. goals for itself and evaluate progress on these goals annually.

14. While remote participation in School Committee meetings is permitted as voted by the School Committee and allowed by the Open Meeting Law, use of remote participation options is discouraged when avoidable and should not be a regular occurrence.

## **School Committee Goals**

### **2019-2020**

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

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

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

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

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

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

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

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

## Mount Greylock Regional School District

To: MGRSD School Committee  
\*Finance Sub Committee

From: Andrea Wadsworth

CC: Superintendent Grady

Date: 12/3/2019

Re: Asst. Superintendent Business and Finance update

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Comments: **FY20 Revenue and Expense Report:**  
Report is attached.

**FY21 Budget Planning Process update:**

Budget planning is in full swing. ASBF met with all three school councils to provide information and act as a resource for the groups. We will reconvene early January to check in with councils.

**Warrant process update:**

After the school committee meeting and discussion regarding posting meetings for subcommittees I received further clarification from the Attorney General's office of Open Meeting Laws.

Three members can separately review and sign the warrants outside of a posted meeting. However they cannot be a recognized subcommittee.

If a subcommittee is formed by the full board and then assigned the task of approving the warrants, they must meet in public and in a posted meeting.

So the Finance Subcommittee, a recognized subcommittee would need to meet in a posted meeting every two weeks to review and approve warrants. That does not seem efficient or effective.

Possible solutions:

- \*assign three members who are not a recognized subcommittee to review and approve warrants.
- \*assign one person, per the Modern Municipalization Act, to review and approve
- \*both scenarios will require a report back to the full board.

Entire goal of this process is to ensure warrants are reviewed prior to release of payment.

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**MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT**  
**REVENUE AND EXPENSE REPORT**  
**November 2019**

**FY20 REVENUE - BUDGET VS RECEIVED**

AccountDescription	NOVEMBER	FY20	FY20 YTD	Encumbrance	Balance
	Current	Budget			
STATE AID-CHAPTER 70	296,252.00	3,543,225.00	1,480,276.00		2,062,949.00
STATE AID-TRANSPORTATION	-	288,828.00	-		288,828.00
STATE AID-CHARTER REIMB	913.00	14,406.00	4,852.00		9,554.00
STATE AID-MEDICAID	-	119,000.00	11,962.83		107,037.17
ASSESSMENT-OPER-LANESBOROUGH	482,292.50	4,822,925.00	2,411,462.50		2,411,462.50
ASSESSMENT-OPER-WILLIAMSTOWN	-	10,259,079.00	2,564,769.75		7,694,309.25
ASSESSMENT-TRAN-WILLIAMSTOWN	-	491,031.00	122,757.75		368,273.25
ASSESSMENT-TRAN-LANESBOROUGH	33,005.30	330,053.00	165,026.50		165,026.50
ASSESSMENT-CAP-WILLIAMSTOWN	-	1,363,654.00	340,913.50		1,022,740.50
ASSESSMENT-CAP-LANESBOROUGH	61,627.10	616,271.00	308,135.50		308,135.50
LOCAL-TUITION	-	863,386.00	-		863,386.00
LOCAL-INTEREST INCOME	-	-	39,570.42		(39,570.42)
LOCAL-MISCELLANEOUS	-	-	69,169.44		(69,169.44)
TRANSFER-SCHOOL CHOICE	-	548,381.00	-		548,381.00
TRANSFER - E&D APPLIED TO BUDGET	-	240,000.00	-		240,000.00
<b>SUBTOTAL (appropriated)</b>	<b>874,089.90</b>	<b>23,500,239.00</b>	<b>7,518,896.19</b>	<b>-</b>	<b>15,981,342.81</b>
GRANTS		420,475.00			420,475.00
CIRCUIT BREAKER		275,000.00			275,000.00
OTHER FUNDS AND REG.AID		23,600.00			23,600.00
WILLIAMS FUND FOR MG		200,000.00			200,000.00
<b>TOTAL REVENUE TO BE COLLECTED</b>		<b>24,419,314.00</b>			<b>16,900,417.81</b>
<b>BUDGET FOR FY20</b>		<b>24,419,314.17</b>			<b>24,419,317.17</b>
Check		0.17			7,518,899.36

**FY20 EXPENSES - BUDGET VS ACTUAL**

AccountDescription	NOVEMBER	FY20	FY20 YTD	Encumbrance	Balance
	Current	Budget			
Administration	44,506.80	742,225.00	287,055.33	348,432.82	106,736.85
Instructional Leadership	13,678.54	351,800.00	62,984.61	102,538.68	186,276.71
Instructional Cost	875,848.79	11,158,312.83	2,859,912.82	7,554,329.39	744,070.62
Technology	7,705.25	202,900.00	158,949.92	23,611.25	20,338.83
Guidance, Counseling and Testing	51,092.50	701,833.35	175,016.47	461,816.72	65,000.16
Student Services	105,615.30	1,167,658.91	317,259.68	761,840.29	88,558.94
Technology, Operations, and Maintenance	120,517.68	1,870,523.08	881,913.88	942,798.90	45,810.30
Benefits and Fixed Charges	276,270.99	4,388,777.92	2,143,475.05	1,656,588.16	588,714.71
Community Services	42,149.41	548,343.23	126,929.37	268,293.98	153,119.88
Acquisition, Improvement and Replacement of Fixed Assets	-	58,000.00	-		58,000.00
Debt Retirement and Service	-	1,979,925.00	-	1,979,925.00	-
Programs with other districts	20,160.24	1,249,014.85	267,792.37	753,100.65	228,121.83
	<b>1,557,545.50</b>	<b>24,419,314.17</b>	<b>7,281,289.50</b>	<b>14,853,275.84</b>	<b>2,284,748.83</b>

## Information from MASC Field Representative Liz Lafond on prospective subcommittee reorganization:

Dan and Kim,

I talked briefly with Kim and Regina at the MASC conference about how the Holyoke School Committee identified the need to more effectively align its work with the District Turnaround Plan so that subcommittee work had a consistent focus on goals alignment and district improvement. Not only did the Committee's work benefit from the realignment in 2013, but it was noted positively in the District Review conducted by DESE in 2015.

I shared this method of realignment of subcommittee work to district goals with the Mahar Regional Superintendent a couple years back as part of some policy work we were doing, and she can't stop telling me how much it helped her not only to get her members focused on the real work of the schools, but also allowed her the luxury of fewer meetings because the work could be more efficiently and effectively managed.

These committees were considered after looking at how the Berlin, CT aligned its subcommittee work to its district goals, as noted in Nancy Walser's book, *The Essential School Board Book – Better Governance in the Age of Accountability*, and considering the need to better group like work for efficiency and practicality. The smaller number of subcommittees allowed members to work with deeper understanding of how their roles and work were connected to the improvement plan, rather than breaking work out into multiple committees that did not always maintain the connection with student achievement and district improvement.

Aligning the work to district improvement goals also sent a message to the community and school staff that student achievement was its core mission.

### **Leadership, Accountability and Measurement Committee**

This committee would be responsible for reviewing and overseeing appropriate data relative to student, staff (where appropriate) and district performance. Responsibilities include (a) work with administration concerning the development of appropriate measures and metrics for all areas of the district, school and student performance; (b) work with the administration concerning the development, establishment and maintenance of a program for curriculum review; (c) actively participate in the review, evaluation, and development of the district's curriculum; and (d) primary responsibility for the development and review of the Board and Superintendent evaluation process.

### **Communications and Policies Committee**

This committee would primarily be responsible for the alignment of all constituencies with regard to the District Accelerated Improvement Plan/Goals. Responsibilities include, (a) developing and maintaining a system-wide engagement and communication plan, (b) monitoring of the effectiveness of communications, citizen involvement and community awareness of the HPS and their goals, (c) keeping abreast of current educational information and best practices relating to continuous improvement and student achievement, (d) maintaining and reviewing the current policies for the Holyoke Public Schools while paying attention to student achievement and engagement.

### **Resources and Capacity Building Committee**

Focus is to manage the resources needed to increase the district's capacity to lead, teach and learn. Responsibilities include (a) monitoring of metrics to ensure that district resources are utilized effectively, efficiently and equitably to improve student achievement; (b) work with the superintendent, business and operations directors regarding development of district's annual budget; and (c) monitor community demographic information and facility usage to ensure a safe and optimal learning environment.

Looking at MGRSD District Improvement Plan goals, some possibilities to consider for aligning the work of subcommittees to district goals, and grouping like work for efficiency, could look like this (names of subcommittees could be changed to reflect MGRSD's *personality*, as desired):

Leadership, Accountability and Measurement Committee: the lion's share of the work would land with this subcommittee, including looking at the work accomplished, relevant data, and student outcomes under goals 1 and 2.

Communications and Policies Committee could be a model for like work in MGRSD, including policy, wellness, and strategic planning.

Resources and Capacity Building or similarly named committee could be the home for the work around regional alignment, budget, buildings/grounds, capital gifts, etc.

Special or Ad Hoc Committees the committee could decide to keep special topics, such as the Capital Gifts work, Endowment work, and Strategic Planning, Mission and Vision work, to these types of special committees.

If you have any questions, or would like to talk further about how to tailor the concept to MGRSD, please let me know.

Liz

## FY20 PROPOSED SUBCOMMITTEE/LIAISON APPOINTMENTS - MGRSD SC

proposed 12/1/19

Negotiations:	Finance	Capital Gift Phase 1 (sub of finance)	Capital Gift Phase 2 (sub of finance)	Education (formerly strategic planning)	Policy	Wellness liaison	Building/ Grounds liaison	Berkshire Taconic liaisons
	X		X					X
X					X			X
X	X	X		X				
						X	X	
				X				
				X				X
X	X	X						
3	3	2	1	3	1	1	1	3

### Chair of subcommittee

Jamie      Regina      Regina      Dan      Ali      N/A      N/A      N/A      N/A

Phase 1 subcommittee also includes Perri Petricca.

Phase 2 subcommittee also includes John Skavlem, Lindsey Von Holtz, Bill Auger, Talia Cappadona, and Julius Munemo.

### FUNCTIONS AND DUTIES

<b>Negotiations:</b>	Negotiate with MGEA bargaining units and non-union personnel
<b>Finance:</b>	Review and monitor budget and financial matters
<b>Capital Gift Phase 1:</b>	Explore options for building structures for district office, attic stock and maintenance equipment storage, and ski team wax room
<b>Capital Gift Phase 2:</b>	Explore options for improvements of athletic facilities
<b>Education:</b>	Complete strategic planning process; work on implementation of educational priorities
<b>Policy:</b>	Review and monitor policies for revision and updating
<b>Wellness:</b>	Liaison to Wellness Committee
<b>Building/Grounds:</b>	Liaison to Director of Buildings & Grounds for maintenance issues
<b>Berkshire Taconic:</b>	Liaisons to school-specific funds established under Berkshire Taconic Community Foundation

### MEETING FREQUENCY

cycle for FY22-24 negotiations to start early FY21  
 monthly, plus meetings for underlying phase 1/2 subcommittees  
 as needed but expect some ramping up  
 every 2 months or as needed  
 as needed  
 as needed  
 several meetings in a row one time each year, then infrequent



## **Subcommittee/liaison reports**

### **Finance subcommittee:**

The finance subcommittee met Tuesday, December 10. Attending were Superintendent Kim Grady, Assistant Superintendent Andrea Wadsworth, and subcommittee members Jamie Art and Dan Caplinger.

The subcommittee reviewed the current budget and financials and found them to be in order. It then got an update on the FY 2021 budget process, with Andrea having met jointly with the three school councils and planning to help them develop budget priorities in December and the first half of January.

The subcommittee then turned to the warrant process. We discussed various alternatives to the current system, with Kim sharing Regina's views that she had communicated before the meeting. Our consensus was to align the subcommittee schedule to the warrant schedule and plan to have formal meetings to review and approve warrants, hoping to use regularly scheduled full school committee meetings for the other required approval each month. Andrea was asked to confirm whether the committee could authorize any two attending subcommittee members to approve warrants at a public meeting, as two would be a quorum. After the meeting, Kim and Andrea considered the issue further as requested and came to a different view, which will be shared at the school committee meeting.

Last, the subcommittee looked at recent maintenance work at WES and LES. Extensive work has been done or is in process, but no bills were presented to the subcommittee, and so there's no recommendation for the full committee.

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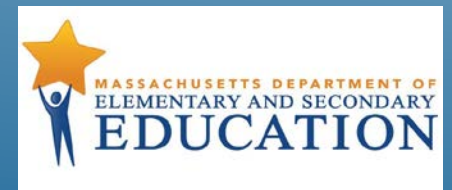
### **SEE Fund liaison:**

The SEE Fund met Thursday, December 12. The meeting's focus was on end-of-year fundraising efforts as well as planning for Trivia Night on Thursday, March 12, 2020. Members plan sending letters to prior donors for financial support. There was extensive discussion of the logistics behind getting Trivia Night up and running, with the hope that the event will be even more successful than it was this past year.

# SUPERINTENDENT EVALUATION

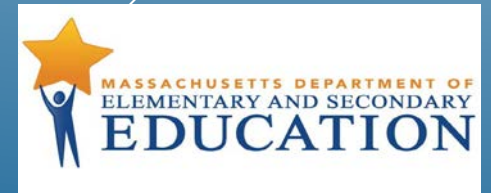
Drive-In

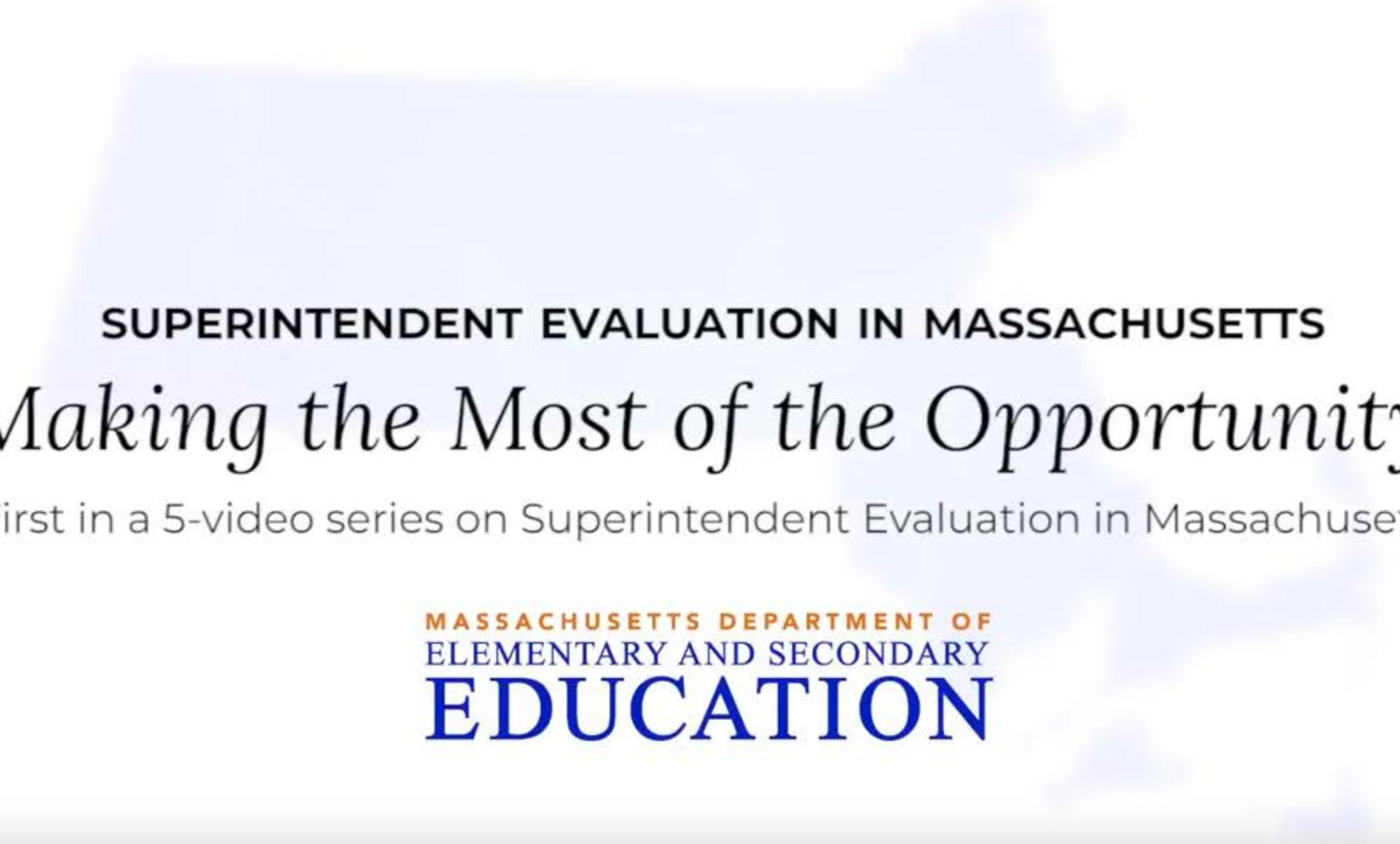
November 25, 2019



- ▶ Welcome
- ▶ DESE: Updated Guidance & Best Practices
- ▶ MASC: Guide to the Evaluation Process & Training Resources
- ▶ Q&A

# SUPERINTENDENT EVALUATION DRIVE-IN





**SUPERINTENDENT EVALUATION IN MASSACHUSETTS**

# *Making the Most of the Opportunity*

First in a 5-video series on Superintendent Evaluation in Massachusetts

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

▶ ▶| 🔊 0:01 / 6:28



<https://youtu.be/h4OARGBphko>





# 01

## Updated Guidance & Best Practices

- ❖ Goal-Driven Evaluations & Focus Indicators
- ❖ Evaluation Plans
- ❖ 1- and 2-year cycles
- ❖ Organizing the Process

<http://www.doe.mass.edu/edeval/resources/evaluation/>



# Updated Guidance: Best Practices

## Goal-Driven Process Aligned to Focus Indicators

- ✓ Articulated “goal-driven” approach
  - 1 professional practice goal and 1 student learning goal
  - 2-4 district improvement goals
- ✓ Focus Indicators
  - 6-8 Focus Indicators (at least one per Standard) aligned to goals
  - tie goal progress to performance evaluation



# Updated Guidance: Best Practices

## 6-8 Focus Indicators (at least 1 per Standard)

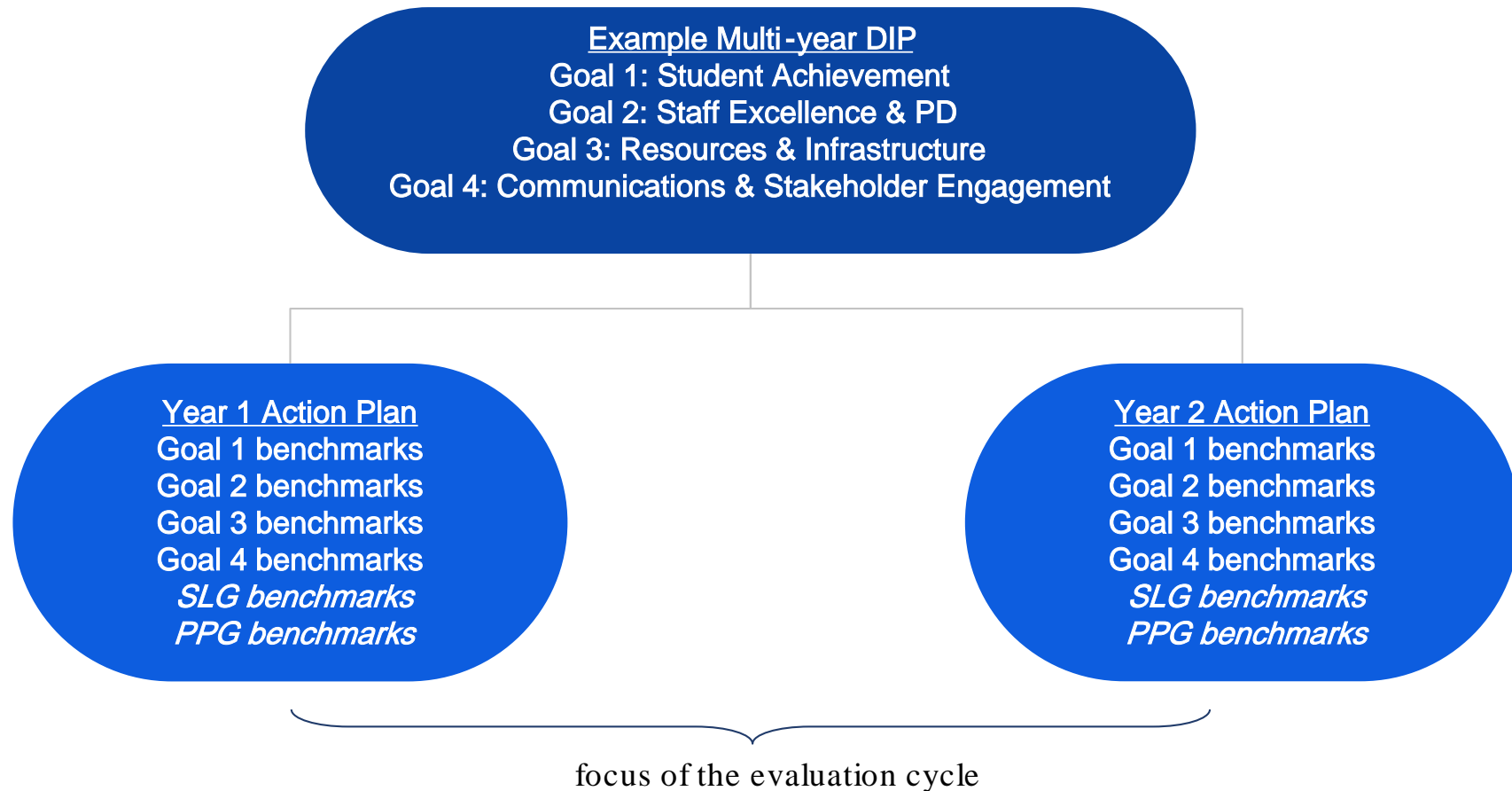
- Aligned to goals
- Focus of the evaluation

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
A. Curriculum	A. Environment	A. Engagement	A. Commitment to High Standards
B. Instruction	B. Human Resources Management & Development	B. Sharing Responsibility	B. Cultural Proficiency
C. Assessment	C. Scheduling & Management Information Systems	C. Communication	C. Communication
D. Evaluation	D. Law, Ethics, and Policies	D. Family Concerns	D. Continuous Learning
E. Data-Informed Decision-Making	E. Fiscal Systems		E. Shared Vision
F. Student Learning			F. Managing Conflict



# Updated Guidance: Best Practices


## Evaluation Plans: Aligning your annual/action plan to the District Improvement Plan



# Updated Guidance: Best Practices

## 2-year Cycles for Experienced Superintendents

- 3+ yrs in the role or district
- At the discretion of the School Committee
- Annual goals/benchmarks still recommended

Appendices	
Appendix B: 2-Year Evaluation Cycle for a Superintendent	
<p>The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:</p>	
	
Late Spring/Summer	<b>Step 1: Self-Assessment.</b> The superintendent conducts a <a href="#">self-assessment</a> using the performance Standards and <a href="#">rubric</a> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies committee's assessment of performance on the Standards—at least one from each Standard—to focus the school 2-year goals depending on the nature of the goals.
Summer/Early Fall	<b>Step 2: Analysis, Goal Setting, and Plan Development.</b> During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. <sup>9</sup> In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. <sup>10</sup> The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	<b>Step 3: Plan Implementation and Collection of Evidence.</b> The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	<b>Step 4: Formative Evaluation.</b> At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	<b>Step 5: Summative Evaluation.</b> The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <a href="#">End-of-Cycle Summative Evaluation Report</a> assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

# Updated Guidance: Best Practices

## Organizing the Process

### □ Timeline

- *1 or 2-year cycle?*

- *Alignment to school year or election cycle?*

### □ Goals & Focus Indicators

- *How many?* “3- 6 goals with aligned to 6- 8 focus Indicators generally permits the level of focus needed yield necessary district improvement.”

### □ Forms

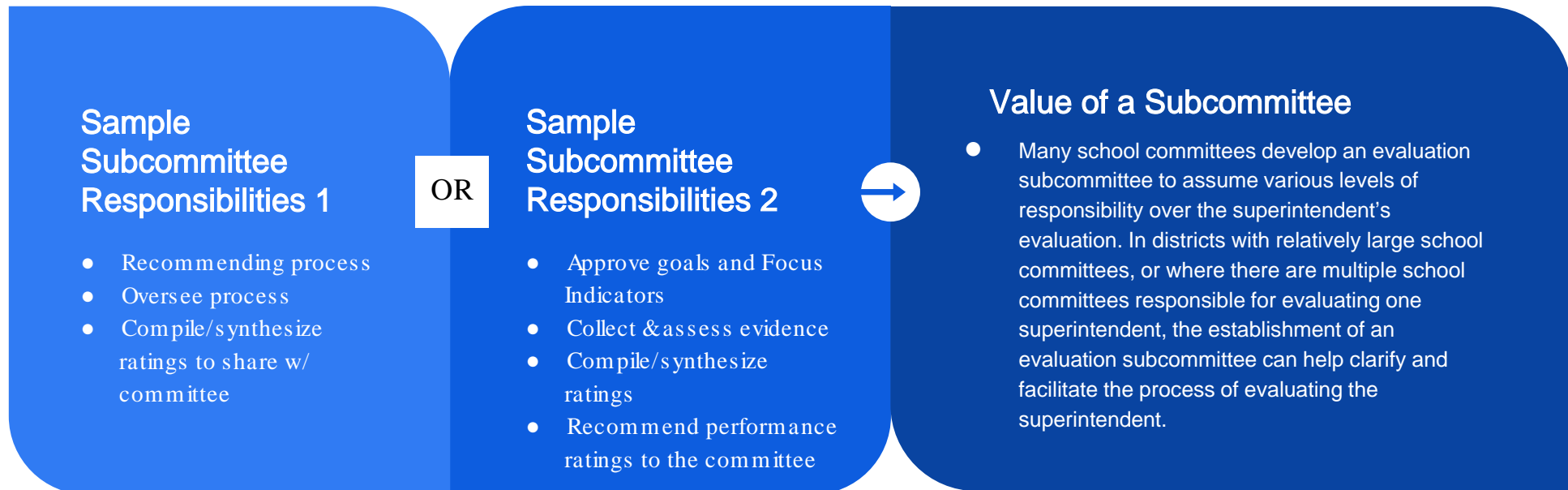
### □ Evidence for Assessing Performance

### □ Process for Compiling & Determining Ratings



# Updated Guidance: Best Practices

## The Role of Subcommittees





# 02

## New Resources

- Rubrics (Updated Model Rubric & Draft Indicator Rubric)
- Evidence Resource
- 5-Part Video Series

<http://www.doe.mass.edu/edeval/resources/evaluation/>

## Updated Model Rubric for Superintendents & District Administrators

- ✓ Articulated principles of effective district leadership
  - *LEADING WITH A COMMITMENT TO EQUITY*
  - *EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS*
  - *ENSURING SYSTEMS ALIGNMENT AND COHERENCE*
- ✓ Tighter alignment to Teacher and Principal rubrics
- ✓ Fewer elements and clarified descriptors
- ✓ Adopt/ Adapt *OR* continue with existing rubric

# Rubrics

## DRAFT Indicator Rubric

- Indicator-level descriptions of practice (the 30+ elements are removed)
- Reinforces focus Indicator approach to evaluation
- Identifies practices to which School Committees can reasonably be expected to have insight or access

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-B-1. Student Engagement</b>	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks for or provides feedback to ensure principals are identifying effective instructional practices that motivate and engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
<b>I-B-2. Quality of Effort and Work</b>	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but allows expectations to be inconsistent across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
<b>I-B-3. Meeting Diverse Needs</b>	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks for or provides feedback to ensure principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.
<b>Indicator I-B: Instruction in the NEW Indicator Level Rubric</b>				
<b>I-B. Instruction</b>	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district	<b>Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness</b>	Sets and models high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students

Rubric: <http://www.doe.mass.edu/edeval/resources/rubrics/>

Register Interest to Pilot Here: <https://www.surveymizmo.com/s3/5162398/Rubric-for-Superintendent-Evaluation-Pilot-Interest-Form>

# Evidence Resource

## Examples of Common Types of Evidence

- Indicator-specific types of evidence
- Meant to guide - - not prescribe - - a thoughtful selection of evidence types
- Identifies evidence appropriate for review in a public process

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR			
<p>In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes <i>examples</i> of common types of evidence<sup>1</sup> associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.</p>			
STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<b>A. Curriculum Indicator</b> <ul style="list-style-type: none"><li>✓ Curriculum maps</li><li>✓ Example unit plans</li></ul> <b>B. Instruction Indicator</b> <ul style="list-style-type: none"><li>✓ Aggregated classroom walkthrough/observation data</li><li>✓ Aggregated student feedback</li></ul> <b>C. Assessment Indicator</b> <ul style="list-style-type: none"><li>✓ Report on district assessments</li><li>✓ Aggregated classroom walkthrough/observation data</li><li>✓ Report of data team meetings and/or protocols</li></ul> <b>D. Evaluation Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of educator goals</li><li>✓ Analysis of school and classroom observation data</li><li>✓ Analysis of student and staff feedback data</li></ul>	<b>A. Environment Indicator</b> <ul style="list-style-type: none"><li>✓ Analysis of safety and crisis plan elements and/or incidence reports</li><li>✓ Analysis of student support systems, structures, or programs</li></ul> <b>B. Human Resources Management and Development Indicator</b> <ul style="list-style-type: none"><li>✓ Staff hiring and retention data</li><li>✓ School and district PD plans</li><li>✓ Annual Induction and Mentoring report</li></ul> <b>C. Scheduling and Management Information Systems Indicator</b> <ul style="list-style-type: none"><li>✓ Analysis of master schedules and time on learning</li><li>✓ Report on common planning time and professional development opportunities</li></ul> <b>D. Law, Ethics, and Policies Indicator</b> <ul style="list-style-type: none"><li>✓ Relevant leadership team meeting agenda items</li><li>✓ Policies and protocols governing confidentiality and district code of ethics</li></ul>	<b>A. Engagement Indicator</b> <ul style="list-style-type: none"><li>✓ Family and community engagement/participation rates and trends</li><li>✓ Examples of outreach to community stakeholders and organizations</li><li>✓ Example communications to representative cultural groups</li></ul> <b>B. Sharing Responsibility Indicator</b> <ul style="list-style-type: none"><li>✓ Reports of family participation in district/school services</li><li>✓ Compilation of family referrals to and use of outside services</li><li>✓ Compilation of parent feedback</li></ul> <b>C. Communication Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of survey results from parents/community stakeholders</li><li>✓ District website and newsletters</li><li>✓ Example agendas for Back-to-School Night and similar events</li></ul> <b>D. Family Concerns Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of parent feedback</li><li>✓ Observations of superintendent at school committee meetings and other public settings</li></ul>	<b>A. Commitment to High Standards Indicator</b> <ul style="list-style-type: none"><li>✓ Example leadership team meeting agenda items and analysis</li><li>✓ School-site walkthrough data and follow-up reports</li></ul> <b>B. Cultural Proficiency Indicator</b> <ul style="list-style-type: none"><li>✓ Implementation updates for relevant policies/practices</li><li>✓ Compilation of student/staff feedback on learning environments</li><li>✓ Related PD descriptions and/or feedback analysis</li></ul> <b>C. Communications Indicator</b> <ul style="list-style-type: none"><li>✓ Memos/newsletters to staff and public</li><li>✓ Compilation of procedures and protocols to communicate effectively with the School Committee</li></ul> <b>D. Continuous Learning Indicator</b> <ul style="list-style-type: none"><li>✓ Professional development for principals/administrators</li><li>✓ Report on professional development/continuous learning for superintendent</li></ul>
<p><sup>1</sup> Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.</p>			
<p>1</p>			

<http://www.doe.mass.edu/edeval/resources/evaluation/example-evidence.docx>



# 5-Part Video Series: Superintendent Evaluation in Massachusetts

## **SUPERINTENDENT EVALUATION IN MASSACHUSETTS**

*VIDEO ONE: Superintendent Evaluation in MA: Making the Most of the Opportunity*

*VIDEO TWO: Superintendent Evaluation In MA: Organizing the Process*

*VIDEO THREE: Superintendent Evaluation in MA: Putting Goals at the Center*

*VIDEO FOUR: Superintendent Evaluation in MA: Assessing Progress and Performance*

*VIDEO FIVE: Superintendent Evaluation in MA: Deciding and Reporting Ratings*

# Evaluating the Superintendent

Guide to the Evaluation Process

# MASC Training

## **Overview:**

How Superintendent Evaluation supports district work

## **Review of Model Process:**

5-step cycle

2-part tool

Multi-part rating system

## **How it works:**

What happens in each step of the cycle

Decisions to be made at each point

Tips for a smooth process

Additional considerations

# Overview:



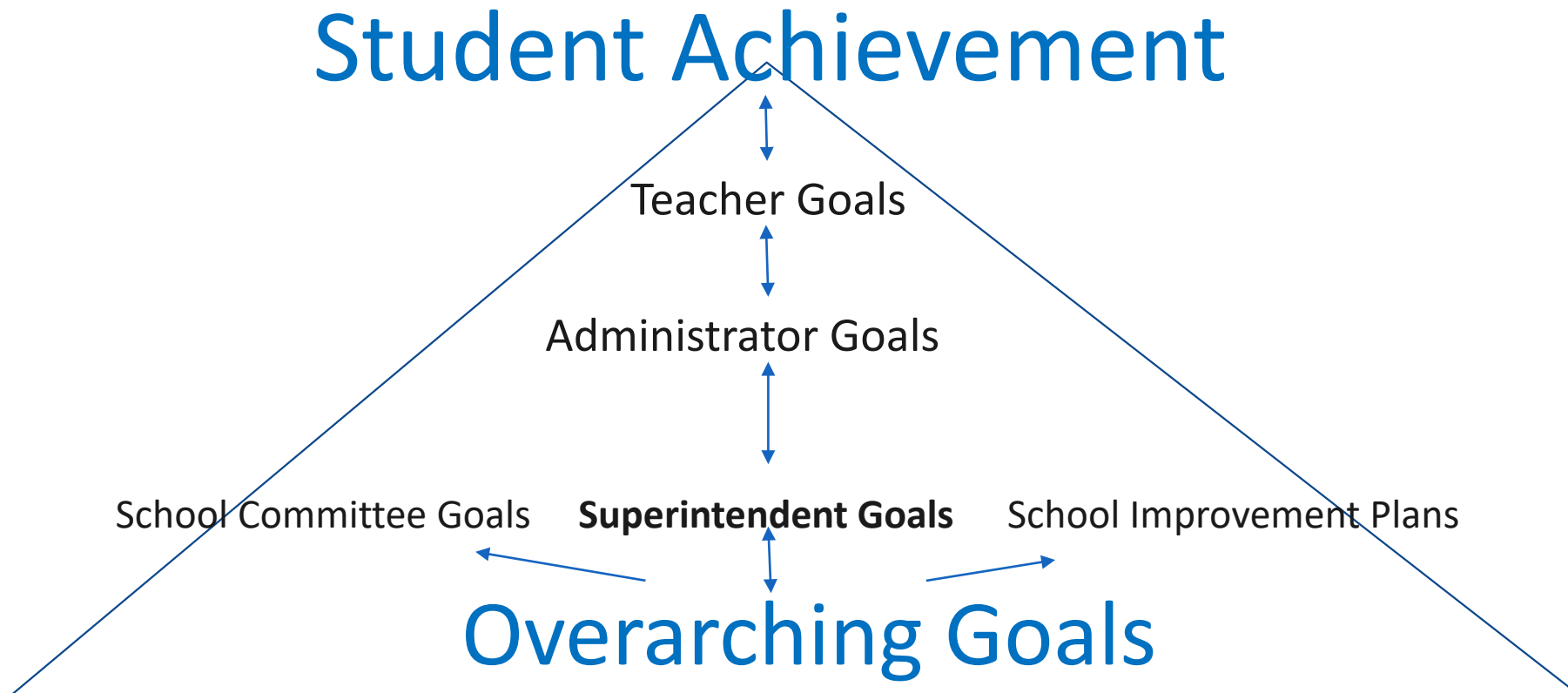
## **Educator Evaluation in Massachusetts**

Objectives

Background information

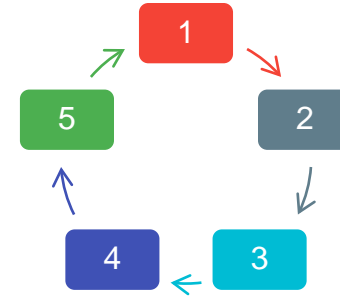


# Overview: Goal Alignment

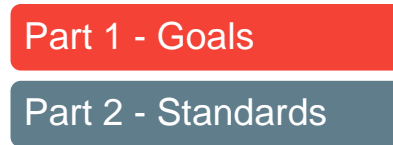


# The Model Process: Three Key Components

1. Five step cycle



2. Two-part tool



3. Multi-part Rating System



# The Model Process Evaluation Tool: Part 1

## SMART Goals

- ✓ **S**pecific \* Strategic
- ✓ **M**easurable
- ✓ **A**ction-oriented
- ✓ **R**igorous, Realistic & Result-focused
- ✓ **T**imed & Tracked

SMART Goals have:

- ✓ Key Actions
- ✓ Benchmarks

## Goal Areas

- Professional Practice
- Student Learning
- District Improvement

# The Model Process Evaluation Tool: Part 2

## **STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE**

- Instructional Leadership
- Management and Operations
- Family & Community Engagement
- Professional Culture

Source: DESE Educator Evaluation Regulations



# The Model Process: Multi-part Rating System

## SUMMATIVE PERFORMANCE RATING ON:

### GOALS:

- ✓ *Exceeded*
- ✓ *Met*
- ✓ *Significant Progress*
- ✓ *Some Progress*
- ✓ *Did Not Meet*

### STANDARDS:

- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

OVERALL SUMMATIVE RATING: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

# How Does it Work?



# Goal Setting and Plan Development

Work with Superintendent to draft goals

- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards & Indicators from Rubric

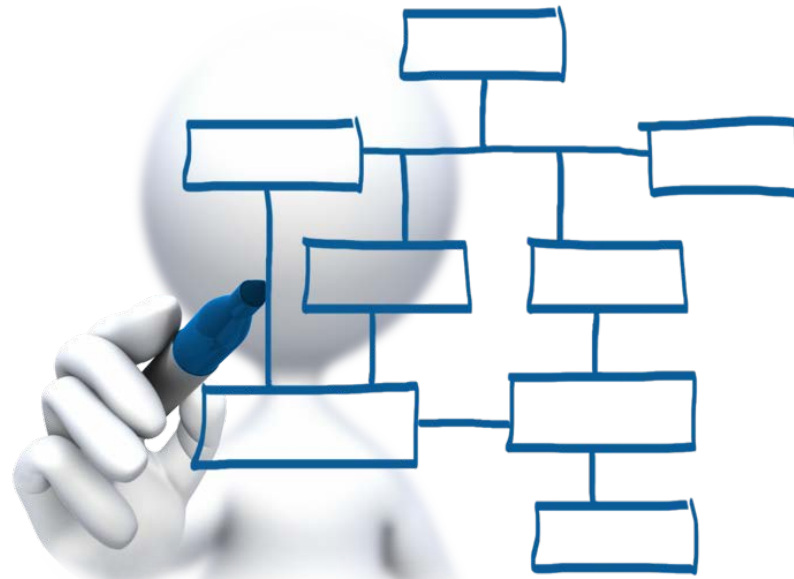
- ✓ All Standards must be evaluated

Decide on Weighting of Standards

**Discuss Evidence to demonstrate  
Proficiency/Progress**



# Implement the Plan





# Formative Assessment

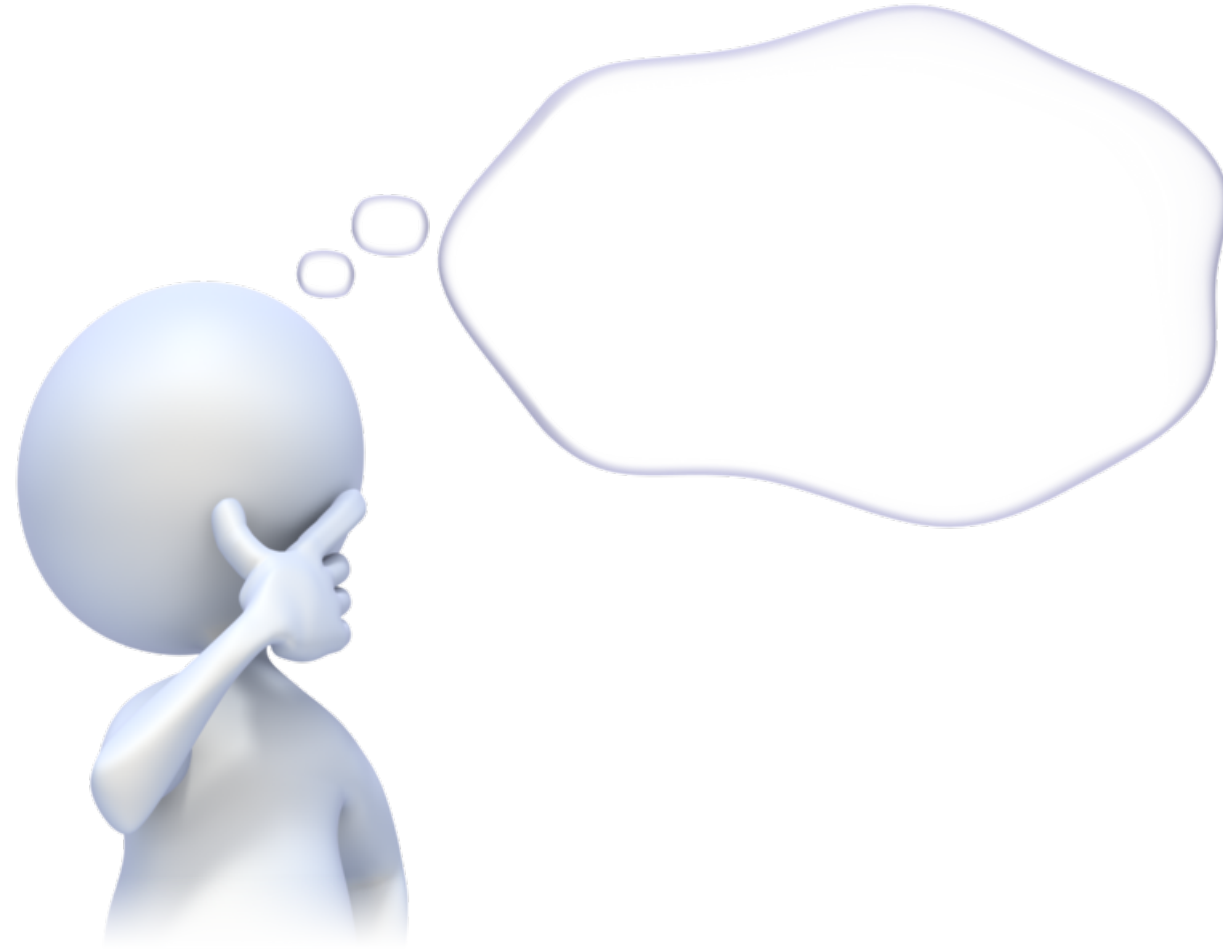
- ✓ Check-in
- ✓ Opportunity for feedback
- ✓ Opportunity to re-align



# Summative Evaluation

1. Committee members complete individual evaluations
  - Superintendent self-assessment
  - Evidence of progress/proficiency
  - Form to complete evaluation
2. Composite Evaluation prepared
  - Chair or Designee
  - Subcommittee
  - *Discuss process for preparation*
3. Discussed and voted on by full Committee at a public meeting
  - New SJC ruling may require a change to your process

# Additional Considerations



# Required vs. Optional

## REQUIRED

- 4 SMART Goals in 3 areas
  - District Improvement
  - Student Learning
  - Professional Practice
- Ratings on all 4 Standards
  - Instructional Leadership
  - Management & Operations
  - Family & Community Engagement
  - Professional Culture
- Overall Summative Rating

## OPTIONAL

- Do not need to use all Indicators
- Can weight Standards differently
- Timing of Evaluation cycle
- How Evaluation is used
- Process for completing evaluation



# Timing of the Cycle

**What makes the most sense in terms of planning and district work?**

Election time considerations

Who prepares individual evaluations?

When are they prepared by outgoing members?

What about newly elected members?

Who votes?





# THANK YOU

- ▶ Claire Abbott, DESE Manager PK12 Educator Effectiveness [cabbott@doe.mass.edu](mailto:cabbott@doe.mass.edu)
- ▶ Dorothy Presser, MASC Field Director [dpresser@masc.org](mailto:dpresser@masc.org)

## SUPERINTENDENT EVALUATION DRIVE-IN

