

**Mount Greylock Regional School District School Committee
Education Subcommittee**

Location: Remote Zoom meeting

Date: June 8, 2020

Time: 11:00 am

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting. Please use the following link to join the Open Session of the meeting:

Join Zoom Meeting

<https://zoom.us/j/96846328428?pwd=NFJid002enEvNlZ4Wm8yV2M3aklRdz09>

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Open Session Agenda

- I. Call to order
- II. Public Comment (please limit your comment length to 3 minutes)
- III. Approval of minutes:
 - A. May 13, 2020
- IV. Reopening road map
 - A. Full open
 - B. Remote learning
 - C. Hybrid
- V. Discussion and planning teams
 - A. Governance
 - B. Instruction
 - C. Technology
 1. Learning platforms
 - D. Facilities
 - E. Operations
 - F. Wellness
 - G. Parent/Community/Student
- VI. Addressing Racial Inequality discussion
- VII. Other business not anticipated by the Chair within 48 hours of the meeting
- VIII. Motion to adjourn

Education Sub-committee Meeting: 5/13/2020

Present: Steven Christina (absent Ali)

Also Present: Patrick Priester, Jackie Dubreuil, Jake Schultz, Elea Kaatz, Kim Grady, Joelle Brookner,
(people joined throughout)

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Please remember to mute your audio. Thank you!

Open Session Agenda

- I. Call to order
- II. Public comment (please limit your comment length to 3 minutes)
- III. Approval of minutes A. April 23, 2020
- IV. Student Opportunity Act Discussion VOTE
- V. Annual Professional Development Plan discussion
- VI. Remote Learning Survey discussion
- VII. Update of GCVS virtual learning
- VIII. Berkshire County Task Force discussion
- IX. Other business not anticipated by the Chair within 48 hours of meeting X. Motion to adjourn

Called to order at 11:01am

No public comments

Minutes: Christina moves, Miller seconds, to approve minutes from April 23, 2020. Passes unanimously.

Report from Superintendent on Student Opportunity Act. Work in progress, using template from state, has been discussed here and at the school committee. On the order of \$31,000. Will create data teams, haven't had curriculum person recently, have lost some stipends for grade level meetings / data meetings. Each school has a student support team / teacher assist team. Should be another set of people looking at (interventions, putting in another layer of support).

Proposal: Looking for the Education Subcommittee to approve using the \$31,000 that we are receiving from the SOA to reinstate the data teams at WES and LES and create a position of data coordinator at Mt

Greylock Regional School so that we can look at a variety of different data points prior to bringing children up for referral. Aligns to the multi-tiered system of support that were trained on last year.

Comment from Miller: My first budget season had as a top priority 7th-8th grade meetings, great to see this. Also asked and told that the money is sufficient for stipends to fund this.

Nolan: Excited to have a data team to work with.

Christina moves, Miller seconds. Passes 2-0.

Annual Professional Development Plan discussion: Finalized with principals yesterday.

Screenshot (might be an earlier draft version)

MGRSD 2020-2021 PD Calendar											
July 2020											
Google Suite -EdTech Teachers						Strategic Plan Goals			Potential Books		
Canvas						1. Diversity Inclusion			<u>White Fragility: Why It's So Hard for White People to Talk About Racism (Robin DiAngelo)</u>		
Zoom						2. Social Emotional			Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism (Tracy Benson, Sarah Fiarman)		
PowerSchool Esped						3. Public Relations			Blindspot: Hidden Biases of Good People (Mahzarin R. Banaji)		
						4. Culture/Climate			The Behavior Code		
									Wounded by School: Recapturing the Joy in Learning and Standing Up to Old School Culture (Kirsten Olson)		
									Restorative Justice Book???		
August 2020											
Google Suite -EdTech Teachers						PD days					
Canvas						8/28/20					
Zoom						8/31/20					
PowerSchool Esped						3/19/21					
Compliance PD - Utilizing Public School Works									Paraprofessional		
Multi -Tiered System of Support						MGRS PD days			Conscious Discipline		
Restorative Justice						1/19/21			Public Schools Works		
						1/20/21			First Aide/CPRAED		
									CPI		
September 2020			January 2021								
Technology			Technology								
Climate/Implicit bias Reggie/Rudi			Climate/Implicit bias Reggie/Rudi								
Restorative Justice			Climate/Implicit bias Shirley								
Data training and meetings			Multi -Tiered System of Support								
Choose to be Nice			Restorative Justice								
Multi -Tiered System of Support						Mentoring			Cafeteria		
						Aug-June			Serve Safe		
									Public Schools Works		
									OSHA		
									First Aide/CPRAED		
October 2020			February 2021								
Technology			Technology								
Restorative Justice			Data training and meetings								
Data training and meetings			Multi -Tiered System of Support								
Multi -Tiered System of Support			Restorative Justice								
November 2020			March 2021			May 2021					
Technology			Technology			Technology					
Data training and meetings			Data training and meetings			Data training and meetings					
Parent conference			Restorative Justice			Multi -Tiered System of Support					
Multi -Tiered System of Support			Multi -Tiered System of Support			Restorative Justice					
Restorative Justice											
December 2020			April 2021			June 2021					
Technology			Technology			Technology					
Data training and meetings			Data training and meetings			Data training and meetings					
Multi -Tiered System of Support			Multi -Tiered System of Support			Multi -Tiered System of Support					
Restorative Justice			Restorative Justice			Restorative Justice					

August: google suite, canvas, powerschool, zoom, compliance PD, multi-tiered layer of support, restorative justice.

September: technology, climate/implicit bias, restorative justice, data training and meetings, choose to be nice, multi-tiered system of support.

October: Technology, restorative justice, data training, multi-tiered system of support.

November: tech, data training, parent conference, multi-tiered layer of support, restorative justice.

Bringing in books: White fragility, Blindspot, The Behavior Code, Wounded by School, Restorative Social Justice

Patrick: The MTSS of support has SCL built right in to it, aligns with the district improvement plan.

Joelle: Comprehensive plan that will support the goals of all our plans, school / district / strategic.

Jake: All the components in there nest with school improvement plan.

Remote Learning Survey discussion: 170 participants of 1100, responses coming in now.

When remote learning happened, happened quickly. Doing a survey to get a sense of how effective things are, what are the challenges, what is needed. Giving us information that is helpful.

https://docs.google.com/forms/d/e/1FAIpQLScDTb_X_xysusVMWOkPcHmb5sT4QoiCrPrrCtrVxLCZvTSQ/viewform

Remote Learning Survey for Families

Thank you for your patience and fortitude as we all move into remote learning very quickly. We have been in Phase B for two weeks now and would appreciate feedback you have on your child's and your family's experiences.

* Required

Please indicate the school(s) your children attend. Check all that apply. *

- ☐ Lanesborough Elementary School
- ☐ Mount Greylock Regional School
- ☐ Williamstown Elementary School

Please indicate the grade(s) your children are in. Check all that apply. *

- ☐ PreK
- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ post 12

Please share your best positive surprise of remote teaching for us...

Your answer

How have you received information about your child's/children's weekly learning?

Please check all that apply.

- ☐ Phone
- ☐ Email
- ☐ Google Classroom
- ☐ Canvas Learning Management System
- ☐ Class Dojo
- ☐ Other

Please rate the effectiveness of those communications on a scale of one (least helpful) to five (most helpful).

	1	2	3	4	5	
Least helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Most helpful

The biggest challenge of remote teaching for my child(ren) is ...

Your answer _____

The biggest challenge of remote teaching for me as a parent/guardian is...

Your answer _____

The supports my child(ren) needs to continue remote learning are...

Your answer _____

Optional: Please provide your name, email and phone number.

Your answer _____

Thank you!

Update of GCVS virtual learning: Kim and Mary talked to people there. Helpful to have a structure for students so times are not changing weekly. Mirror day in a compressed model. Kim was a virtual parent, was a choice.

Mary (talking about peardeck): Google extension. Application so can see what is on a student screen. We can see what tabs are up. Are the students taking notes, looking at the content? Or are they playing a video game. Can lock screen so stay focused on specific content.

Joelle: We have one teacher using it. Need time for training.

Kim: Other components: special education teachers would join live lessons of regular educators, can see what a student is struggling with on the screen and pull into a breakout room. Some materials are mailed home, especially in elementary grades. We were not prepared for that initially, have now sent some things home to families.

Joelle: in an ideal world it would be optimal if we had to do remote learning fulltime / parttime we could send packets of all sorts of material home with students. Concerned with equity, ability to access curriculum, great to send art supplies home. Would love to send hard-copies of books that are reading. This year we got notice on Friday that not coming back....

Karen (from community): Concern about some students who are at risk, are we hearing from those families?

Kim: Hearing from some, some high need special ed, some families both families front line workers and now not in homes and with people not familiar with platforms, some families with emotional / health issues.... Working with them, school social workers / guidance councilors / principals reaching out. Want to make sure reaching all families and can account for all, commissioner emphasizing engagement. If parents have any concerns or issues please reach out to us, we can hit pause and figure out.

Jake: Do have system in place to make sure people are being reached, if someone is not being reached hear also from teachers.

Karen: Glad to hear that hope to have more members of the community involved going forward, pool of people who are willing to do what is needed to help. I would be very happy to deliver packets, do things to help teachers reach out.

COMMENTS FROM STEVE:

1) What did the parent surveys say? What actions is the district taking to address any issues identified in the survey?

2) What % of students are engaged in their classes - and how is that defined? What efforts are being made to connect with the disengaged students?

3) How are the students who were known to have higher social emotional or mental health needs doing now? What are the supports in place for them? How is that being measured?

4) What efforts have been made to hold the community together and what will happen to prepare for the fall in this domain?

5) How well are students learning new material, how is this assessed? What will we need to change for next year?

6) Do we need to start having contingency plans for next year, concerning not being able to come back or coming back and then having another lockdown? If yes, when do we need to start such discussions?

7) How is the credit/no credit affecting students? Grades are often a good motivator, and give a good sense of how well student are grasping material.

8) Some schools have gone to having social zoom sessions. The teachers provide an extra session outside of the learning session to let kids share, they have them do a scavenger hunt, etc. This has happened in some of our classes.

Kim: have had a nurses meeting yesterday, what would it look like to reopen schools, taking temperatures and face masks.

Mary: the learning dynamics that we are in right now, especially given the full preparation, is more to the point of what learning, and the dictates we have from the Department of Ed as to the introduction of complex new material. Focusing on power standards and what need to move to the next grade. Speaking for MtG, we have a community that appreciates the feedback from a grade, feedback teachers are trying to give on individual assignments is to help with that. Not sure if it is the grade that is the issue, or preparing a program that is more comprehensive, admin team thinking of that.

Joelle: The elementary school grades are not the motivating factor, but I have a high school student and in that world too. We can look at grades as a motivating factor, just cannot under-estimate the impact of this time in general, stress it is causing on everyone. When we are having issues with work completion at the elementary level, vast majority are participating and keeping up, those who are not often a very strong component of social emotional mental health. Could be family having a hard time adapting. That heaviness is playing a very large role in some children's engagement. We know that, being very sensitive. If this extends further this question is really really at the top of our list, what kind of additional supports do we need. What other kinds of support can we do? Not a lot of mental health support in the area, what can we do as a community to help.

Kim: have addressed some: wireless hotspots, additional chromebooks, creating learning plans for special ed students, creating google form so teachers are giving admin team information. Haven't talked about a lot of this, on the covid update for Thursday meeting. A lot going on behind the scenes, need to make sure the community is made aware of it, if people need support can ask for it.

Berkshire County Task Force discussion:

Kim: Teachers concerned about additional collaboration.

Steve: I have a lot of experience in shared resources, strongly support, but until the Task Force backs down from one (or is it now three) districts for Berkshire County I do not believe we should be involved with them. They reached their conclusion without a good analysis of data, they have not asked us about our issues with regionalization as they push forward with their plan, they have not demonstrated an expertise in these areas that they are trying to do now, and in the last education meeting when I inquired about sharing and having conversations among teachers across districts, the teachers present were not in favor of adding another layer and said it was not needed.

Other business not anticipated by the Chair within 48 hours of meeting: Kim: Commissioner sent out family update to push out to families. Often late in what sending out, this letter came late as no updates

in it for us at MtG regional school district which we haven't already done. Some families have asked why are we getting – we are required to send out, we have addressed what his requests are. Was sent out over the weekend, went out in isolation (usually put in with other items).

Steve: Can we include a paragraph putting emails from the commissioner in context?

Kim: Yes

Kim: Will purchase some workbooks to help people work over the summer. Get off the screens.

Steve: If anyone has comments or questions can also email me at smiller@mgrhs.org

Motion to adjourn: Moved by Christina, seconded by Steve, passes unanimously at 12:08pm. Meeting adjourned, stay sensible.

Governance

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

District Leaders

Do First

- ☐ **Launch a Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - ☐ The Return to School Committee should include staff with oversight of the essential workflows detailed in the roadmap (this may include the Chief Operating Officer, Chief Academic Officer, Head of Facilities, Head of Human Resources, and Head of Student Health, among others).
 - ☐ The Return to School Committee should have a representative from each school in the district.
- ☐ **Articulate a vision in line with local values and community needs** relative to the Return to School Committee's work and communicate this vision with all district stakeholders.
- ☐ **Define and assign roles and responsibilities of Return to School Committee** work. This may include creating subcommittees relative to essential actions within each workflow.
- ☐ **Institute a regular virtual meeting schedule.**
- ☐ **Assess where additional capacity and support may be needed** from external partners to support the Return to School Committee's work. Subsequently, develop strategies, including procurement considerations, for securing assistance.

Do Before School Opens

- ☐ **Establish/Reestablish a district-level Pandemic Response Committee <
<https://www.cdc.gov/flu/pandemic-resources/national-strategy/index.html>>** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - ☐ The Pandemic Response Committee should include representative stakeholders, such as administrators, teachers, and parents, in addition to subject matter experts.

- ☐ **Define/Redefine the core structure of the Pandemic Response Committee** including, operations, planning, logistics, and finance/administration.
- ☐ **Create or amend any existing District Pandemic Response Plans and Emergency Recovery Plans based on lessons learned from the SARS-CoV-2 outbreak to date** that will help inform responses to a second wave in school year 2020-2021, should it materialize.
- ☐ **Scenario plan < https://www.mckinsey.com/~media/McKinsey/dotcom/client_service/Corporate%20Finance/MoF/Issue%2055/MoF55_Overcoming_obstacles_to_effective_scenario_planning.ashx> with Pandemic Response Committee and Return to School Committee.** Multiple scenarios should include:
 - ☐ School begins on time and remains open
 - ☐ School begin on time and closes due to a second wave of SARS-CoV-2
 - ☐ School opening is delayed
- ☐ **Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., teacher and administrator unions).
- ☐ **Refine and update communication protocols** and tools for information sharing between local and state public health agencies and policy leaders as well as district stakeholders relative to return to school.
- ☐ **Socialize the work of both the District Return to School Committee and District Pandemic Response Committees broadly** to facilitate communication and shared understanding.

Do When Schools are Open and Operating

- ☐ **Continue District Pandemic Response Committee workflows** based on community **pandemic-response alert level < <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>>**.
- ☐ **Provide consistent updates on return to school work** and pandemic response planning with district stakeholders.
- ☐ **Conduct a post-mortem of the Return to School Committee's work** and codify recommendations for future improvement.
- ☐ **Update the Return to School Committee's procedures and processes** based on post-mortem conclusions and recommendations.

Wellness

Essential actions to keep staff and students safe and healthy

District Leaders

Do First

- ☐ **Establish a crisis response team** focused on student and staff mental health and wellness.
- ☐ **Assess natural resources** (personnel, existing partners) to determine if there is a need for external supports, and reach out to existing vendor community to assess the potential for expanded work.
- ☐ **Evaluate staff mental health readiness** utilizing questionnaires, surveys, direct outreach.
- ☐ **Provide resources for staff self-care**, including [resiliency strategies < https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-student-support-professionals.pdf>](https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-student-support-professionals.pdf).

Do Before School Opens

- ☐ **Liaise with State Education Agency (SEA)** to understand and access newly available resources for student and staff mental health and wellness support.
- ☐ **Develop and staff a direct communication channel** for district stakeholders to address mental health concerns resulting from SARS-CoV-2 (this may be a telephone hotline, designated email, etc.).
- ☐ **Communicate with parents**, via a variety of channels, return to school transition information including:
 - ☐ [De-stigmatization of SARS-CoV-2 < https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html)
 - ☐ Understanding normal behavioral response to crises
 - ☐ General best practices of talking through trauma with children
 - ☐ [Resilience strategies for children < https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf>](https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf)
- ☐ **Mandate school-level outreach to at-risk students** (those with previously identified mental health issues).

- ☐ **Consider procurement of additional mental health assessment** services including crisis management support.
- ☐ **Set district-wide health guidelines**
 - ☐ At a minimum, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.
- ☐ **Provide guidance to schools for changes to school-based health screening** (hearing, vision, etc.).

Do When Schools are Open and Operating

- ☐ **Encourage schools to implement a mental health screening for all students.**
- ☐ **Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.** At this time, there is no guidance indicating that students would submit to a physical examination before entering the school building.

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Instruction

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom

District Leaders

Do First

- ☐ **Build a Return to Instruction working group**, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of diverse and representative stakeholders on the district and school-level, such as school leaders and teachers.
- ☐ **Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally** by the end of the 2022 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs.
- ☐ **Develop a plan for assessing students' learning progress and loss** when students return that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).
- ☐ **Inventory all intervention programs and services** that are available to students when they return to school, through the district, and on the school-level, and identify any gaps.
- ☐ **Identify the most vulnerable students** (students with disabilities, English-language learners, students who are homeless or live in temporary housing, migrant students, and students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2 due to a death or job loss in their family) to recognize and prioritize their needs.
- ☐ **Connect with your State Education Agency (SEA) about changes to testing, grading, report cards, and promotion policies**, and outline decision points.
- ☐ **Ensure that schools and teachers are engaging in intentional curriculum planning** and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- ☐ **Secure resources and plan restorative supports and professional learning offerings for teachers** around SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning ,

inclusion and appropriate use of digital and online learning tools and systems, and Culturally Responsive Education.

Do Before School Opens

- ☐ **Solidify and communicate an overall plan for assessment** for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data.
- ☐ **Share a comprehensive account of academic interventions and social-emotional and mental health support services** available through the district.
- ☐ **Assess the capacity of structures outside of the regular school day**, such as summer learning options, extended day, and after school programming, to potentially be leveraged to support students in need of learning recovery.
- ☐ **Communicate decisions and guidance around grading, report cards, and promotion policies** with school leaders, teachers, and parents.
- ☐ **Align expectations around onboarding school communities**, including students, teachers, school leaders, and parents, that prioritize the whole child, and emphasize a tone of safety, togetherness, and empathy.

Do When Schools are Open and Operating

- ☐ **Review assessment data gathered by schools** to identify overall trends and specific gaps in student learning to design targeted supports and match appropriate interventions (potentially maintain the Return to Instruction working group to do this work).
- ☐ **Conduct checkpoints with school leaders** around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the progress of the most vulnerable students or student populations.
- ☐ **Develop targeted intervention plans** to stopgap learning loss for the most vulnerable students.
- ☐ **Assess the efficacy of all academic and social-emotional interventions** against the goal of ensuring that every student is on track by the end of the 2022 school year, and report out the results on a quarterly basis.
- ☐ **Evaluate the effectiveness of any remote learning experiences** by surveying school leaders, teachers, and parents to gather their feedback and input, to make improvements in case of any additional disruptions to school time.

Facilities

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit

District Leaders

Do First

- ☐ **Audit necessary materials and supply chain** for cleaning, disinfecting, and preventing spread of disease.
- ☐ **Provide guidance for cleaning and disinfecting all core assets, <**
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
including school buildings and playgrounds commensurate with the **alert level <**
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>
when school resumes.
- ☐ **Alert school-based janitorial and infection control staff of any changes in recommended cleaning guidelines <**
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on circulating levels of the virus in local geographies.

Do Before School Opens

- ☐ **Establish procedures for the first day of school based on alert level <**
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>
: Guidance for return to school procedures must be based on recommendations by the CDC and local health officials. These recommendations will be based on community risk.
 - ☐ Limit access to a small number of fixed entrances to ensure that persons entering are required to be present.
 - ☐ Where possible, parents of young children should remain in vehicles or outside of the building where their students will be brought to them.
 - ☐ If parents must enter the building, require hand washing.
 - ☐ Any person with cough or respiratory symptoms should wear a mask and maintain current social distancing guidelines.

Do When Schools are Open and Operating

- ☐ **Issue updated guidance** to schools on infection control relative to **alert level.** <
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>>

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School Operations

Essential actions to ensure operations support a safe and organized transition back to classroom instruction

District Leaders

Do First

- ☐ **Assess and update** student enrollment and attendance policies.
- ☐ **Communicate any student enrollment or attendance policy changes** with school leaders and families.
- ☐ **Liaise with State Education Agency (SEA)** to understand and access new resources.
- ☐ **Liaise with State Education Agency (SEA)** to understand the ability to amend school schedules.
- ☐ **Provide** guidance and best-practices to school leaders for **recruiting, interviewing, and hiring staff remotely** < https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf > .

Do Before School Opens

- ☐ **Provide staffing guidance** to schools.
 - ☐ For example: will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or guidance counselors).
- ☐ **Consult legal counsel** to preemptively address liability questions, related concerns, or vendor issues relative to SARS-CoV-2 and socialize with school leaders.
 - ☐ For example: review current technology vendor contracts to understand support, repair, and replace obligations and subsequently contact the vendors to determine flexibility and additional support they can provide.
- ☐ **Engage school leaders in a budgeting exercise** to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- ☐ **Establish policies for extracurriculars and athletics** including the allowance of spectators, close-contact sports, and equipment sterilization based on CDC guidance.
- ☐ **Evaluate whether new food vendors need to be sourced** if there is a change in requirements (e.g., individually packaged items) based on CDC guidance.

- ☐ **Collaborate with transportation vendors** to implement a bussing plan that meets social distancing requirements, if necessary (including pick-up, in-transit, and drop off) and **cleaning and disinfection protocols** < <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>> .

Do When Schools are Open and Operating

- ☐ **Update extracurricular and athletic policies** based on CDC guidance.

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Technology

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

District Leaders

Do First

- ☐ **Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.** Consider asking about use of external displays, game consoles, smart watches, and electronic toys. Follow-up this survey with another about software and apps.
- ☐ **Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.** Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
 - ☐ Family device return leader
 - ☐ Staff device return leader
 - ☐ Device vendor management leader
 - ☐ Internet/Intranet communication leader
 - ☐ Technology Infrastructure evaluation leader
 - ☐ Infrastructure vendor management leader
- ☐ **Select an issue tracking tool.** Technical processes are dependent on good documentation. If your district does not have an issue tracking tool, there are many free options and Google sheets can also work. Without issue tracking, management of device and technology infrastructure issues will be difficult.

Do Before School Opens

- ☐ **Appoint family technology liaisons** to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- ☐ **Develop district-wide procedures for return and inventory of district owned devices** as part of a return to school technology plan. The procedures should include:

- ☐ safely bagging devices collected at schools.
- ☐ transporting them to a central location.
- ☐ **sanitizing the devices < <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>> prior to a repair or replacement evaluation.**
- ☐ Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- ☐ **Identify an asset tracking tool for device processing.** Although it may seem less important now, it will be nearly impossible to do an inventory after school has restarted. Because devices will have been purchased with local, state, federal, or grant money, eventually an inventory will be demanded.
- ☐ **Identify a vendor to assist with processing returning devices,** if needed.
- ☐ **Develop on-site triage of staff devices** to minimize the time that staff may be without a device.
- ☐ **Stage device processing areas as needed to run procedures.** Supplies, instructions, and equipment should be moved to areas where work will take place to make school opening as smooth as possible. The device return lead should oversee this work.
- ☐ **Place orders for replacement devices.** Utilize industry published device failure rates to estimate the number of devices that will need to be replaced.
- ☐ **Share return to school technology plan** including device processing with school leaders and key stakeholders. Collect feedback and revise the plan to reflect the feedback.
- ☐ **Prepare the Infrastructure Evaluation process.** Every WiFi access point and wired network device should be tested.

Do When Schools are Open and Operating

- ☐ **Organize and centralize online resources** that were created, published or distributed by teachers and others during the closure period.
- ☐ **Begin staff feedback processes** described in your return to school technology plan.
- ☐ **Compile technology-facing lessons learned for inclusion in your district's updated learning continuity plan.**
- ☐ **Review issue tracking and inventory results frequently** as a way of understanding the quality and progress of technology processes in your district.

- ☐ **Continue to run the family device return process** until all district devices are accounted for and repaired, replaced, or otherwise dispatched.
- ☐ **Continue infrastructure evaluations** until all issues are resolved.
- ☐ **Identify chronic technology issues** that arose during the school closure period and use them to begin the development of a long term technology maintenance plan.

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Governance

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

School Leaders

Do First

- ☐ **Launch a school-level Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - ☐ The Return to School Committee should be composed of leaders with oversight of the essential workflows in the roadmap. This may include deans, department heads, guidance counselors and social workers, as well as janitorial and maintenance staff.
- ☐ **Assert a vision for the Return to School Committee's work.**
- ☐ **Assign a series of subcommittees** within the Return to School organization that define critical operational roles and responsibilities for getting essential functions reconstituted at the school level.
- ☐ **Institute a regular virtual meeting schedule.**
- ☐ **Assess where additional capacity and support may be needed** from external partners and develop strategies for securing assistance.
- ☐ **Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., parent-teacher association).
- ☐ **Establish a consistent check-in schedule between school and district-level Pandemic Response Committees.**

Do Before School Opens

- ☐ **Establish/Reestablish a school-level Pandemic Response Committee** to help operationalize district level instructions.
- ☐ **Amend any existing District Pandemic and Emergency Recovery Plans** based on lessons learned from the outbreak to date that will help shape responses to a second wave of SARS-CoV-2 in school year 2020-2021, should it materialize.

- ☐ **Understand updated communication protocols** with district leadership and both state and local public health system leaders.
- ☐ **Socialize the work of both the School Return to School Committee and School Pandemic Response Committees broadly**, to facilitate communication and shared understanding.

Do When Schools are Open and Operating

- ☐ **Continue School Pandemic Response Committee workflows** based on **pandemic response level** **< <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** and district instructions.
- ☐ **Provide consistent updates on return to school work and pandemic response planning with district stakeholders.**
- ☐ **Conduct a post-mortem of the Return to School Committee's work** and codify recommendations for future improvement.
- ☐ **Update the Return to School Committee's procedures and processes** based on recommendations.

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Wellness

Essential actions to keep staff and students safe and healthy

School Leaders

Do First

- ☐ **Designate a mental health liaison (school-based)** who will work with the district, local public health agencies, and community partners. A good candidate to serve as the mental health liaison is the school social worker or school psychologist.

Do Before School Opens

- ☐ **Develop site-specific communication resources** to help students understand changes to normal operating procedures.
- ☐ **Finalize health screening protocols** based on district guidance.

Do When School is Open and Operating

- ☐ **Maintain mental health supports via on-going wellness assessments of staff and students.**
- ☐ **Normalize feelings** through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to SARS-CoV-2.
- ☐ **Prevent the spread of infection:**
 - ☐ Encourage students and staff to stay away from school when sick.
 - ☐ Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately.
 - ☐ Stress the importance of keeping hands away from the eyes, nose, and mouth.
 - ☐ Teach students and staff how to keep surfaces clean and disinfected.
- ☐ **Introduce hand washing best practices:**
 - ☐ Utilizing and posting signage.
 - ☐ Using soap and water and scrubbing for approximately 20 seconds before rinsing.
 - ☐ Using paper towels to turn sink handles and open doors before discarding.

- ☐ Using alcohol-based sanitizer when hands are not visibly soiled.
- ☐ Developing fixed schedules for hand washing (particularly, for younger students).
- ☐ Ensuring that adequate supplies are available and in good functional condition.

☐ **Institute limited contact policies:**

- ☐ It will be challenging to minimize personal contact between students of younger age, but efforts should be made to limit close contact between older students.
- ☐ Spread desks and seating arrangements to conform with social distancing guidelines.
- ☐ Amend schedules to conform with social distancing guidelines (e.g. stagger lunches).
- ☐ Employ virtual meetings to conform with social distancing guidelines.

☐ **Review and Amend vaccinations planning:**

- ☐ School officials should not plan on a vaccine being available for the start of school in fall 2020, and the return to school will take place with a body of students unprotected from infection.
- ☐ School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.

☐ **Update and Finalize student and staff health records:**

- ☐ Once vaccination begins, it is possible that SARS-CoV-2 immunization status will fall under state "school entry" laws wherein states can prohibit student attendance unless there is proof that a student has been immunized through a verified health record. Schools should expect that a requirement for such evidence will be forthcoming from public health officials.
- ☐ It should also be considered, however, that prior SARS-CoV-2 status may be protected under current privacy laws. Certain diseases, including acquired immune deficiency syndrome (AIDS) and mental health, for example, are considered protected health information that students, parents, and employees cannot be forced to disclose involuntarily. Because immunization statutes are enforced at the state level, there may be some inter-state variability around SARS-CoV-2 requirements and school leaders should seek guidance from their district.

Instruction

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom

School Leaders

Do First

- ☐ **Maintain regular communication with district leadership** to understand and inform the district's approach to instruction, assessment, and eventual onboarding of the school community.
- ☐ **Establish virtual structures for teacher teams** to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being when they return to school.
Encourage teacher teams to:
 - ☐ Continually assess and analyze student work that is submitted from remote learning assignments, if available.
 - ☐ Engage in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time.
 - ☐ Evaluate and share knowledge around the use and effectiveness of digital tools and online programs for remote learning.
 - ☐ Identify the most vulnerable students and design targeted intervention plans for when they return.
 - ☐ Select the most appropriate assessments to assess students' academic and social-emotional health when they return.
- ☐ **Strengthen intervention programming and social-emotional supports** by working closely with intervention specialists, guidance counselors, and school social workers and psychologists.
- ☐ **Support teachers to create feedback loops with parents and families** about students' academic and social-emotional health and well-being, through use of virtual conferences and/or surveys to parents about their child's experience and learning while out of school.
- ☐ **Create a technology use survey** to assess the number and types of technologies teachers are using to conduct remote learning and begin to assess their effectiveness.

Do Before School Opens

- ☐ **Meet with staff to align expectations around instruction** and learning for the rest of the school year and/or upcoming school year, with students' academic and social-emotional health at the forefront. Explicitly acknowledge equity and addressing the needs of the most vulnerable students as a priority.
- ☐ **Analyze data from any student work** that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are.
- ☐ **Revisit students' Individualized Education Plans (IEPs)** in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed.
- ☐ **Develop a parent communication strategy** to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home.
- ☐ **Share information and guidance on grading, report cards, and promotion policies** with teachers and parents.
- ☐ **Survey teachers about their needs** around restorative and social-emotional supports and professional learning on topics, such as SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning, inclusion and appropriate use of digital and online learning tools and systems.
- ☐ **Assess the effectiveness, appropriateness, and sustainability of certain digital and online tools** for supporting instruction and meeting students' instructional needs.
- ☐ **Communicate with teachers about their plans to onboard students and reestablish the classroom environment** through emphasizing relationships with students and parents and resetting routines.

Do When Schools are Open and Operating

- ☐ **Understand every student's academic health** by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss.
- ☐ **Analyze data to design instruction and adjust curriculum**, potentially in teacher teams, to meet students where they are and address learning progress and loss.

- ☐ **Identify additional students in need of intervention and/or services**, whether academic or social-emotional and prioritize support for the most vulnerable students.
- ☐ **Procure any additional programs, tools, or materials** to support differentiation, intervention, and remote learning, based on students' needs.
- ☐ **Communicate with families and parents about every student's progress** and plans for students in need of additional support.
- ☐ **Explore the inclusion and integration of select digital and online learning tools and practices** at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably.
- ☐ **Integrate best practices in Social Emotional Learning and Culturally Responsive Education** to ensure high-quality instruction and ongoing support for all students.

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Facilities

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit

School Leaders

Do First

- ☐ **Convene janitorial and facilities staff** to review and make actionable district guidance regarding cleaning and disinfection.

Do Before School Opens

- ☐ **Plan** first day of school based on district recommendations.
- ☐ **Prepare** facilities for the resumption of school:
 - ☐ Air filters should be changed regularly.
 - ☐ Janitorial services should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - ☐ Signage about frequent handwashing, cough etiquette, and nose blowing <
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>> should be widely posted, disseminated, and encouraged through various methods of communication.
 - ☐ Janitorial staff should follow guidance from the CDC about the use of face masks and special respirators at use when performing cleaning duties.
- ☐ **Conduct a facility walkthrough** with your janitorial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

When Schools are Open and Operating

- ☐ **Implement ongoing facility access control:**
 - ☐ Visitors should still be required to report through a single access point as standard school safety procedures remain critical.

☐ After-school egress and exit points may be opened based on the pandemic alert level <
[https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf)
[strategy.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf)> and in concert with local health official recommendations.

☐ **Maintain infection control procedures based on pandemic alert level <**
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>>
and public health guidance:

☐ At a minimum, school nurses should don surgical masks and maintain six feet of distance from potentially infected staff or students.

☐ If closer contact is required, N95 respirators and contact gowns should be used if available to help minimize any spread of disease to nursing staff.

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School Operations

Essential actions to ensure operations support a safe and organized transition back to classroom instruction

School Leaders

Do First

- ☐ **Conduct a staff assessment** to understand who is coming back.
- ☐ **Develop a plan to replace teachers and staff** who are not returning.
- ☐ **Assess need for new or additional positions** with a specific focus on student and staff wellness, but also including technology support.
- ☐ **Recruit, interview and hire** new staff.
- ☐ **Consider repositioning underutilized staff** to serve core needs n (e.g., physical education serving as case managers post-secondary related processes).

Do Before School Opens

- ☐ **Build and send back to school communications** to all relevant stakeholders (e.g., parents, school staff) and include updates across all workflows.
- ☐ **Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with social distancing guidelines and facility access control in mind.**
- ☐ **Orient new school staff** to any operational changes.
- ☐ **Prepare a 2020-2021 school budget** based on district guidance.
- ☐ **Verify that student and staff handbooks and planners are printed and ready** for distribution.
Create a master list of any changes to distribute at the first staff meeting.
- ☐ **Collaborate with cafeteria staff** to ensure any necessary food handling changes are implemented.

Do When Schools are Open and Operating

- ☐ **Adjust all schedules as needed** based on public health guidance.

Technology

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

School Leaders

Do First

- ☐ **Designate a single point of contact** in your building to plan and communicate with district technology teams.
- ☐ **Develop a return to school technology plan for your school aligned to the district plan.** If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- ☐ **Identify a device and or general technology support person for your building.** You may already have a tech savvy staff member who informally supports your team. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

Do Before School Opens

- ☐ **Align school website with district website** to avoid confusion.
- ☐ **Review district family technology survey results** and present results to your staff.
- ☐ **Identify space in your building for device return** and modify traffic flow to improve safety.

Do When Schools are Open and Operating

- ☐ **Communicate frequently with families regarding technology use in the building.** If students are using their own devices make sure that communication includes the district's bring-your-own-device policy (if you don't have one, create it).
- ☐ **Review issue tracking and inventory results frequently** as a way of understanding the facts regarding the quality and progress of technology processes in your building.

Remote Learning Parent/Guardian Results

School Committee Presentation June 11, 2020

Mount Greylock Regional School District

***Courtesy - Inclusive Diversity - Integrity - Respect:
Responsibility - Restorative Based Processes***

Presentation Overview

- Methods & Participants
- Technology for Remote Learning
- Time on Remote Learning
- Overall

Methods & Participants

Methods

- Google Forms survey
- Parent/Guardian survey
- Parent/guardian survey distributed via School Messenger emails.
- Surveys sent to all MGRSD parents/guardians,
- Reminders sent during the week via bldg based

memo, social media, and Willinet broadcast with Superintendent, as well as discussed at open session school committee meetings.

- Survey still open and will check back at data mid June after the second survey is sent.

4

Participants

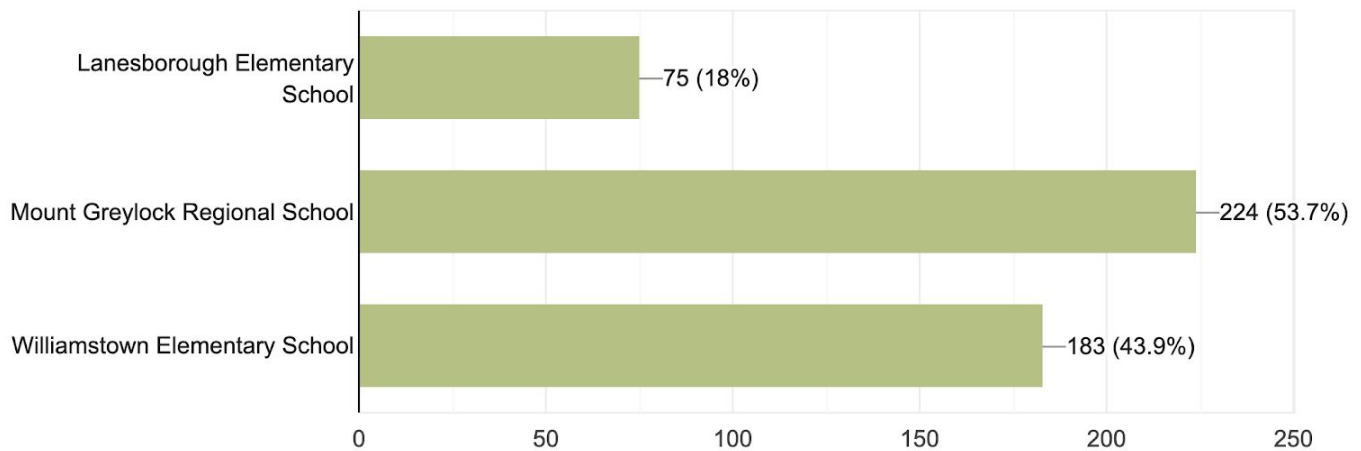
423 parent/guardian responses

- Lanesborough Elementary 76 (18% of responses)
- MGRS = 228 (53.9% of responses)
- Williamstown Elementary = 184 (43.5% of responses)

Remote Learning Survey for Families April-May 2020

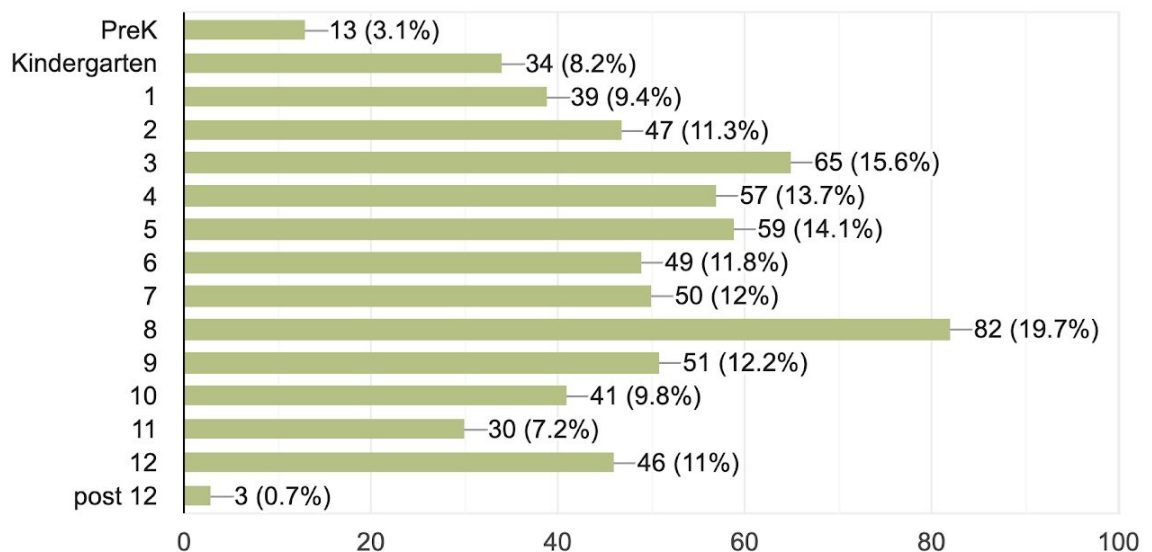
Please indicate the school(s) your children attend. Check all that apply.

417 responses



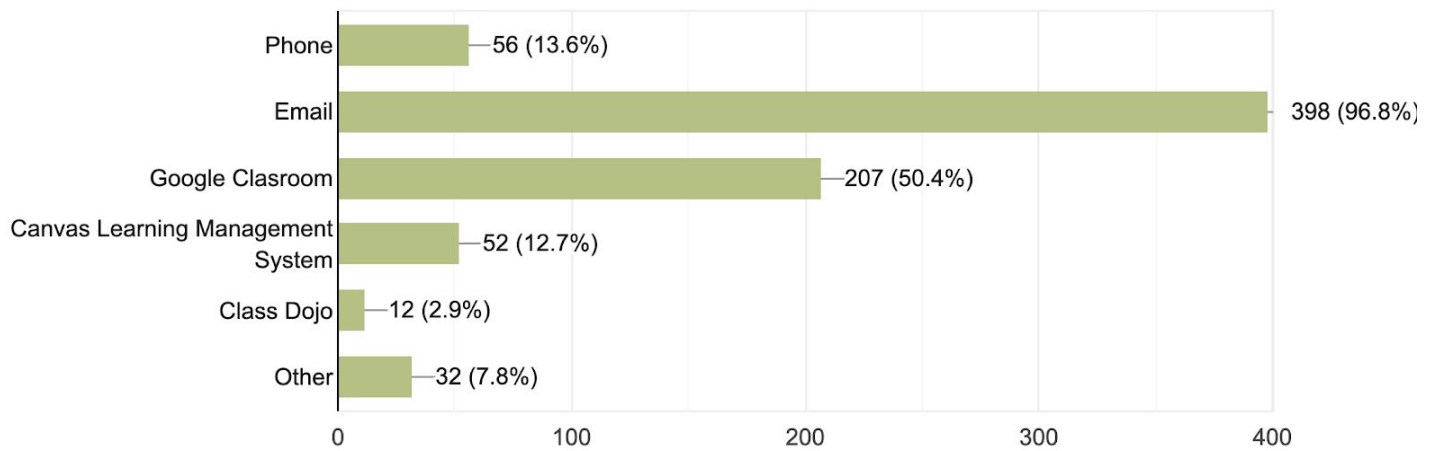
Please indicate the grade(s) your children are in. Check all that apply.

417 responses



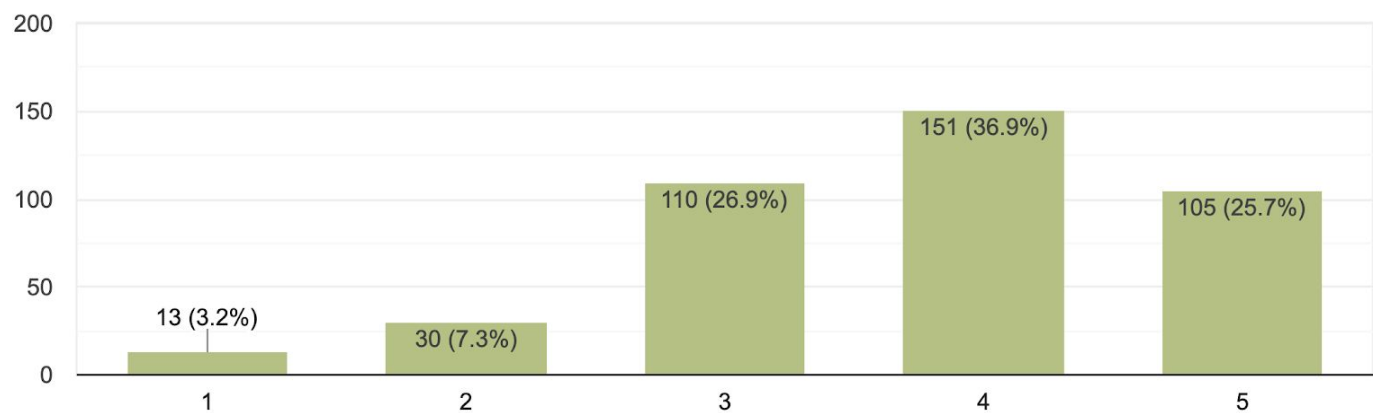
How have you received information about your child's/children's weekly learning? Please check all that apply.

411 responses



Please rate the effectiveness of those communications on a scale of one (least helpful) to five (most helpful).

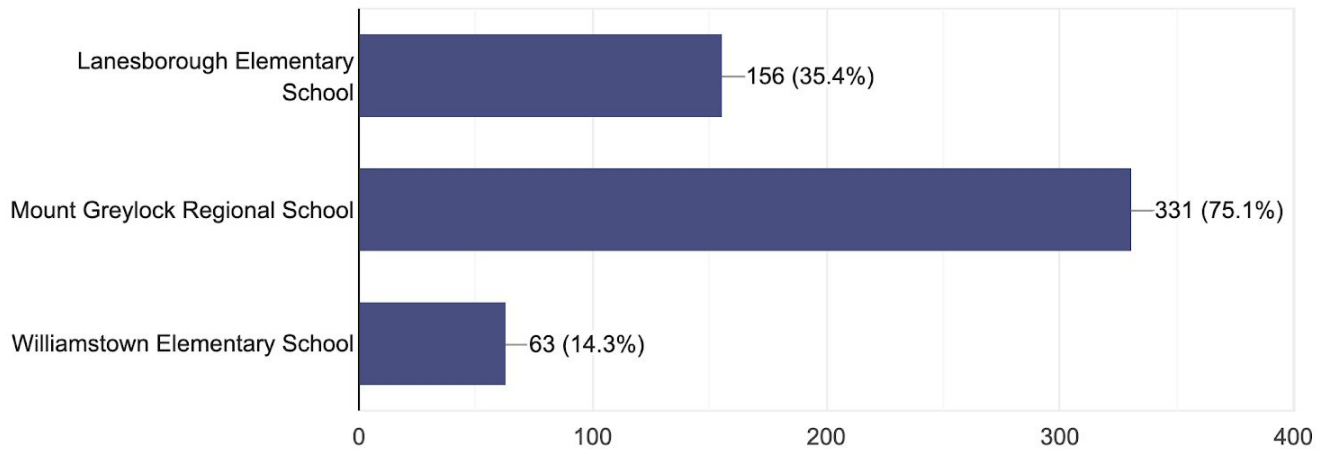
409 responses



MGRSD Connectivity and Device Survey - Families (March 2020)

Your child(ren)'s school (Click all that apply)

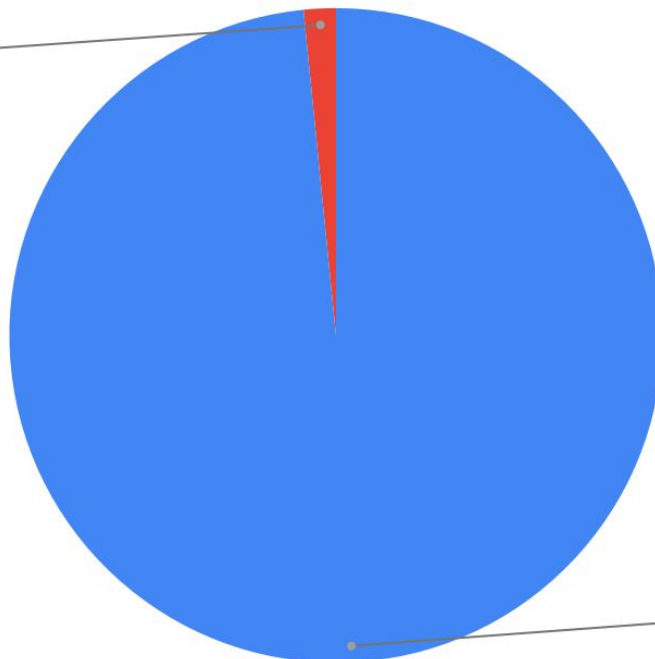
441 responses



Does your family have internet access at home?

No

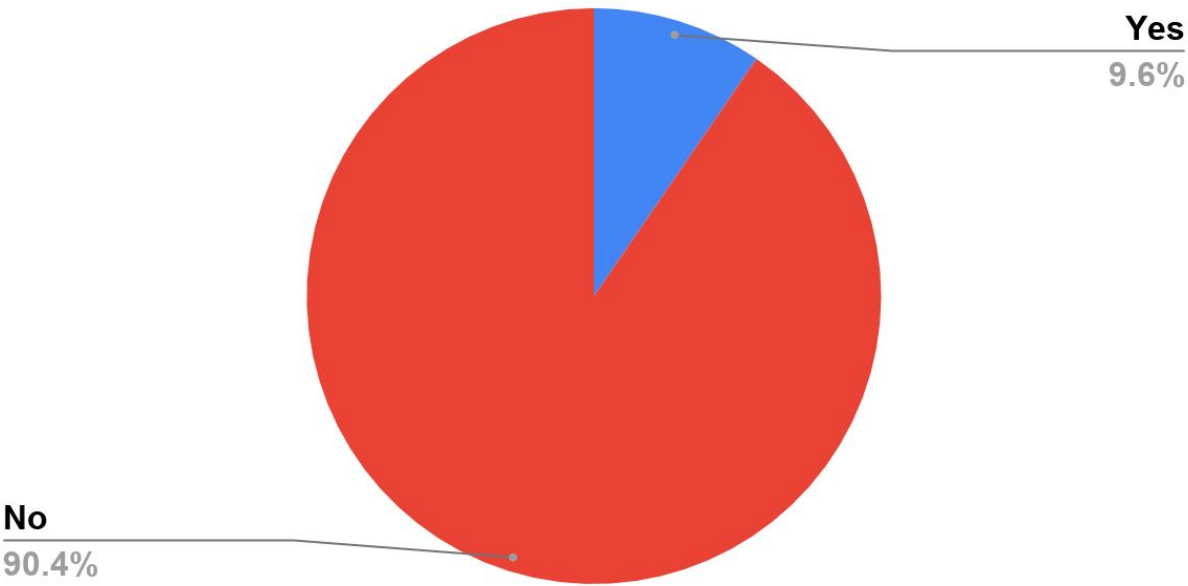
1.6%



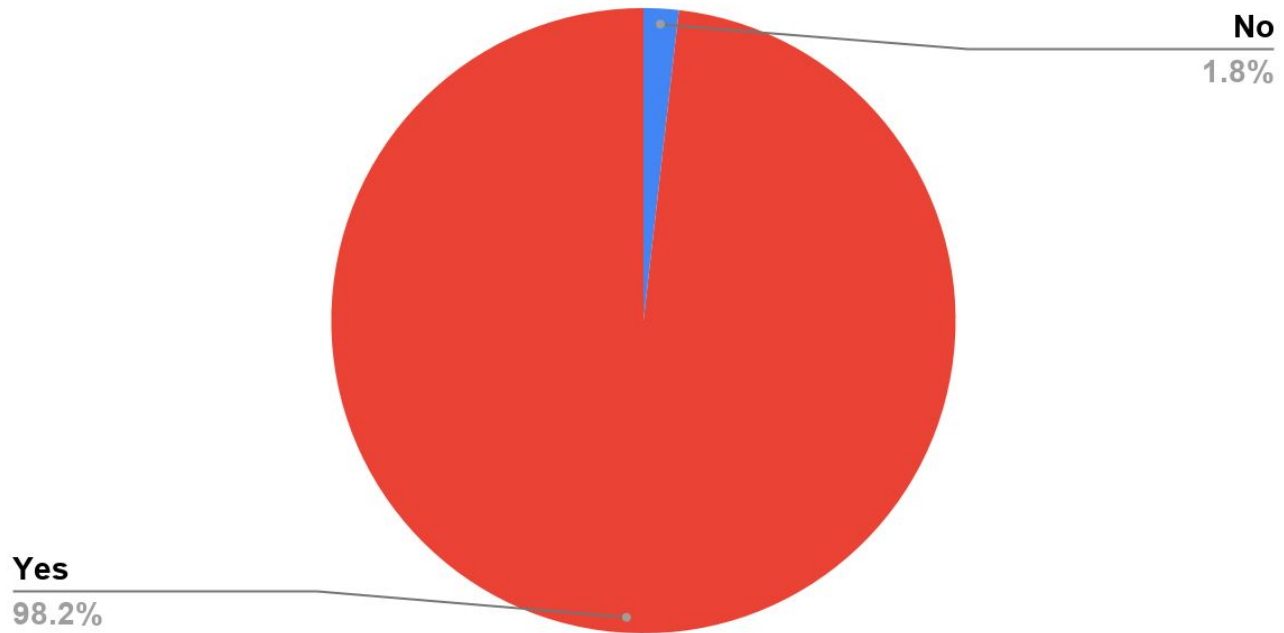
Yes

98.4%

If your family does have internet access at home, do you have limited bandwidth?



Does your family have a device (computer, laptop, tablet, iPad...) that your child can use for educational purposes during the



Remote Learning Student 6-12 Results

School Committee Presentation June 11, 2020

Mount Greylock Regional School District

*Courtesy - Inclusive Diversity - Integrity - Respect:
Responsibility - Restorative Based Processes*

Presentation Overview

- Methods & Participants
- Technology for Remote Learning
- Time on Remote Learning
- Overall

Methods & Participants

Methods

- Google Forms survey
- Student survey
- Student survey distributed via School Messenger emails.
- Surveys sent to all MGRSD students grades 6-12.
- Reminders sent during the week via bldg based

memo, social media, and Willinet broadcast with Superintendent, as well as discussed at open session school committee meetings.

- Survey still open and will check back at data mid June after the second survey is sent.

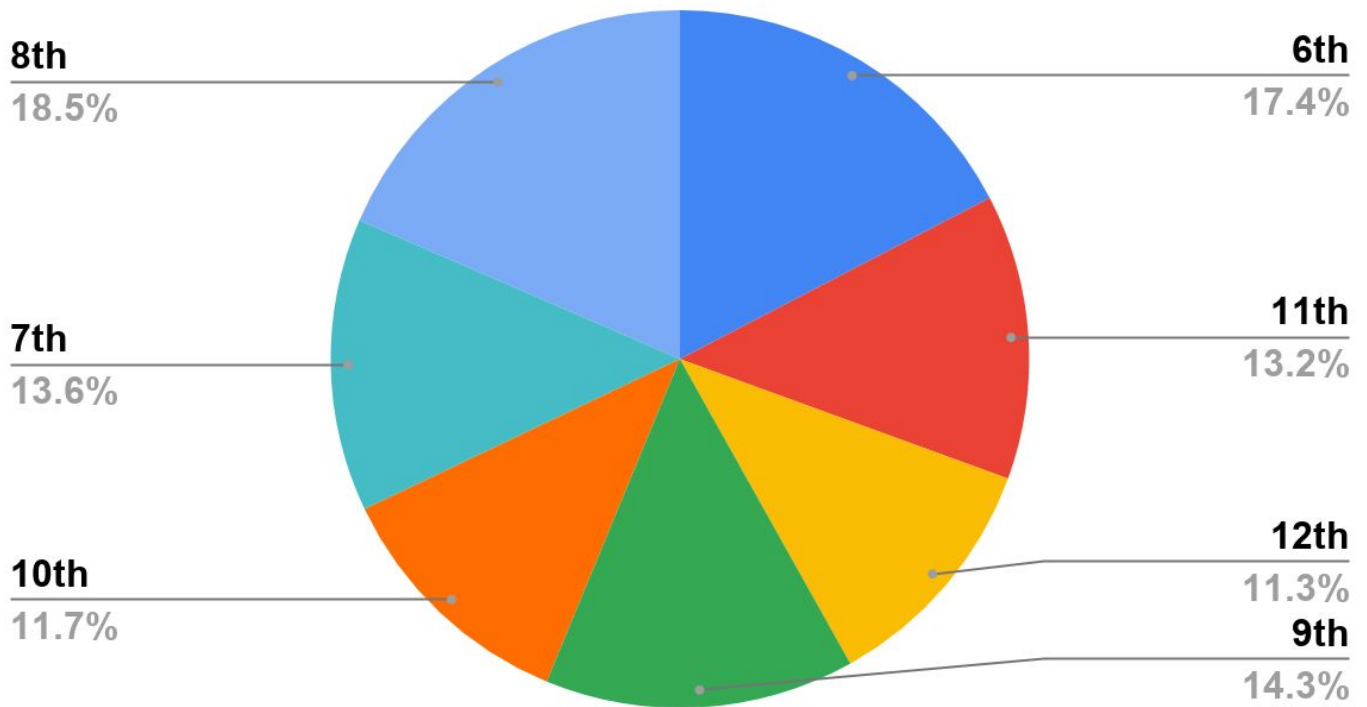
4

Participants

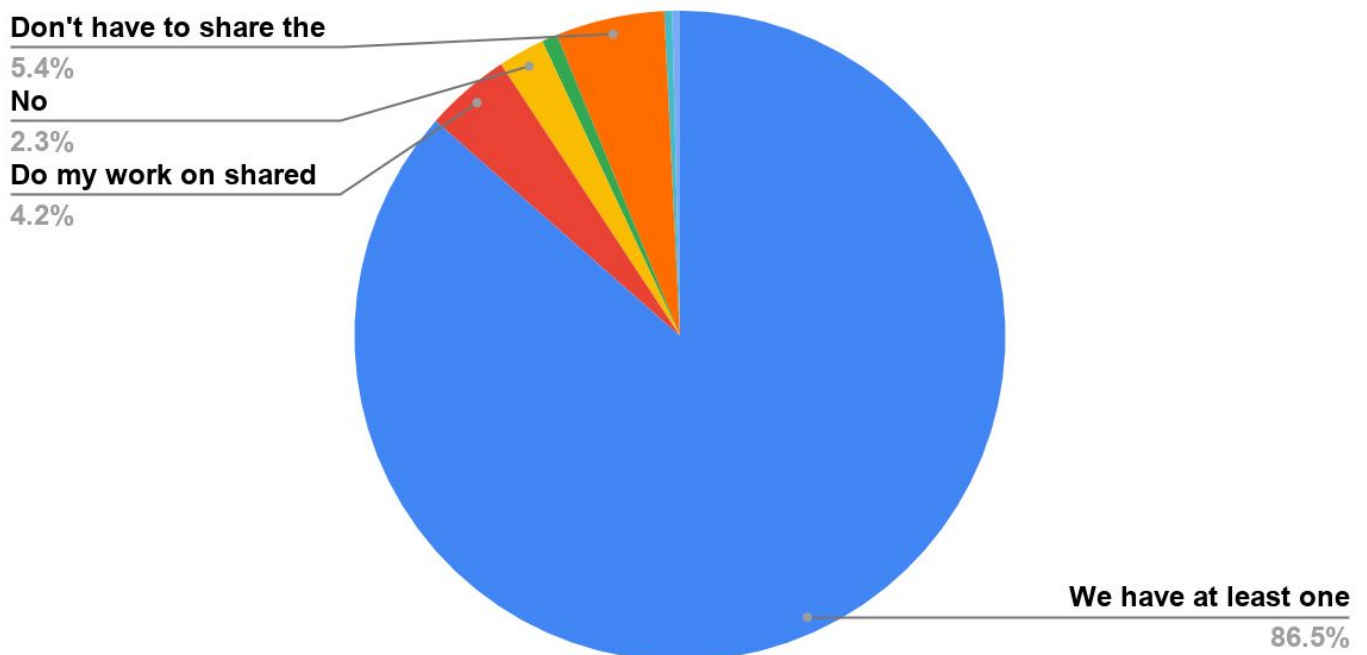
264 student responses;

Grades 6 -12 All three schools

For survey data purposes, what grade are you



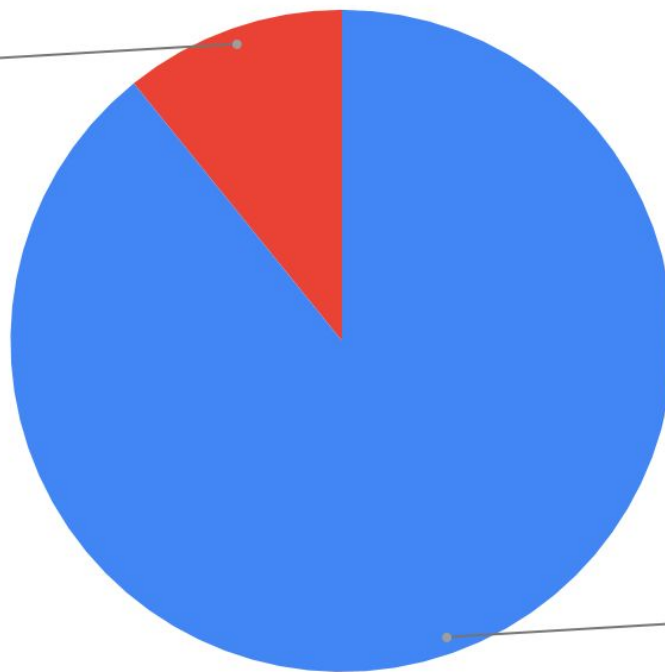
Is there a device (Chromebook/laptop, iPad./tablet) for each student in your household?



Do you have a consistently quiet space in which to do school work / a space at home that works for you to engage in remote

No

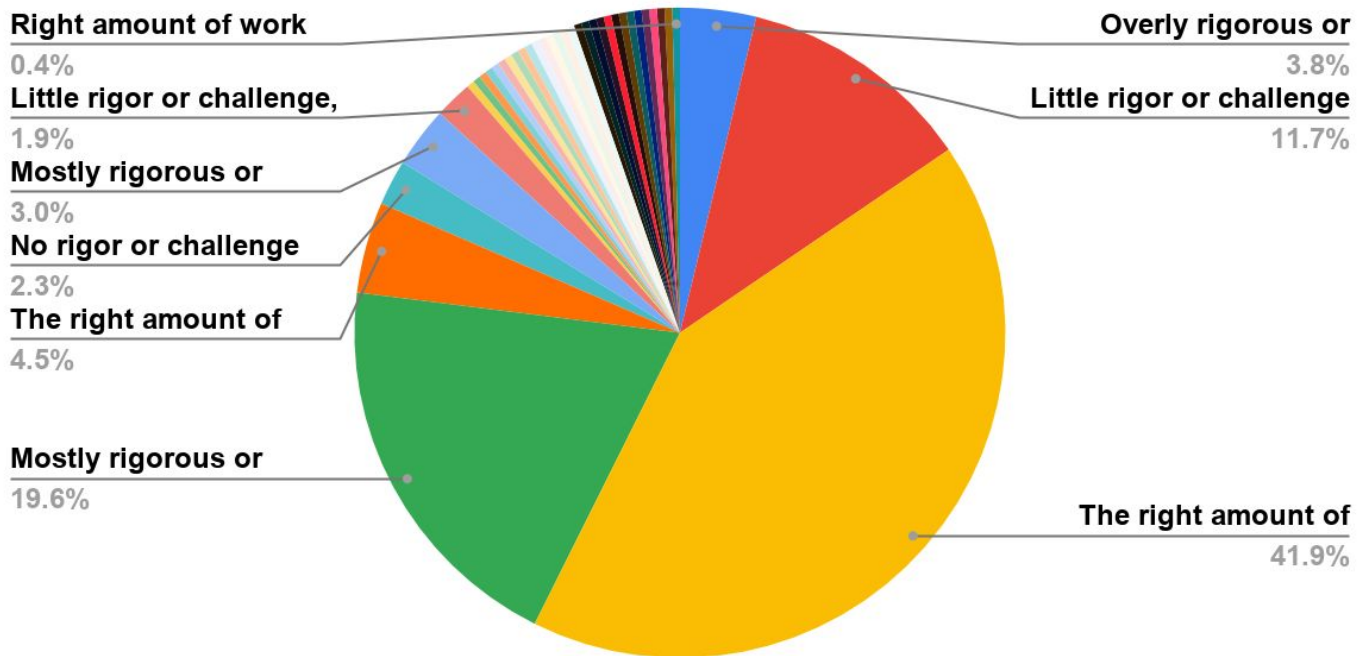
10.8%



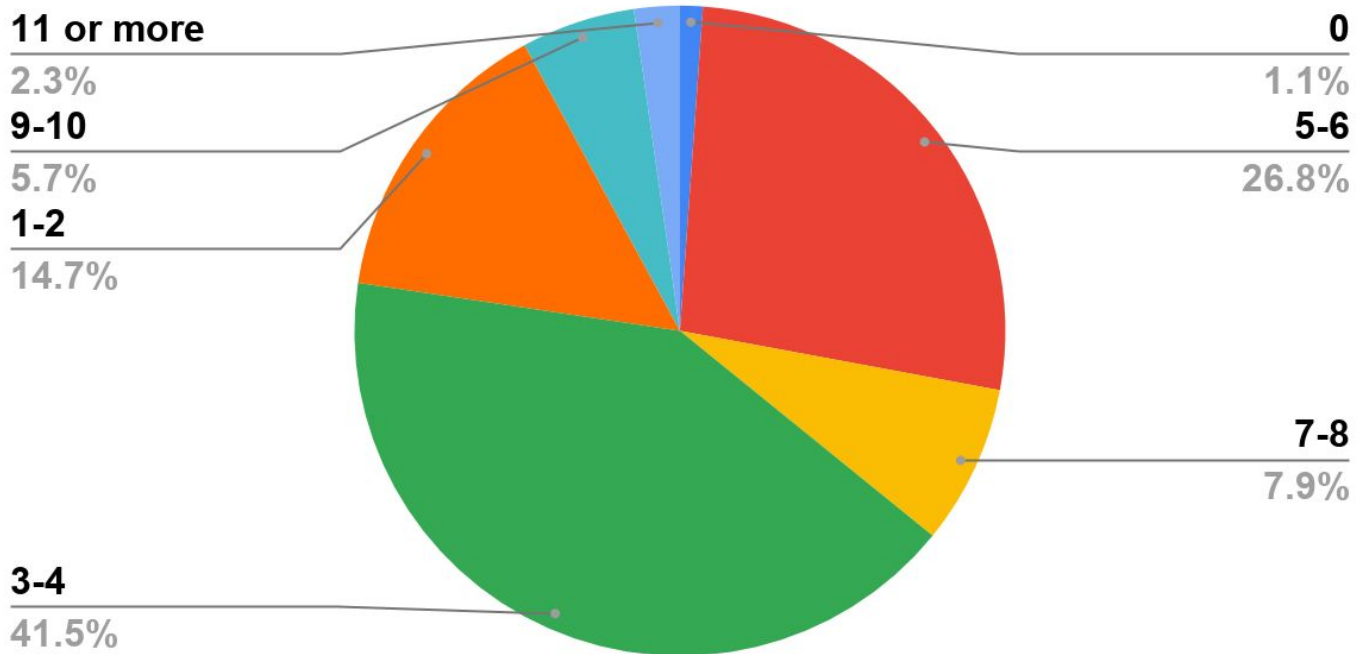
Yes

89.2%

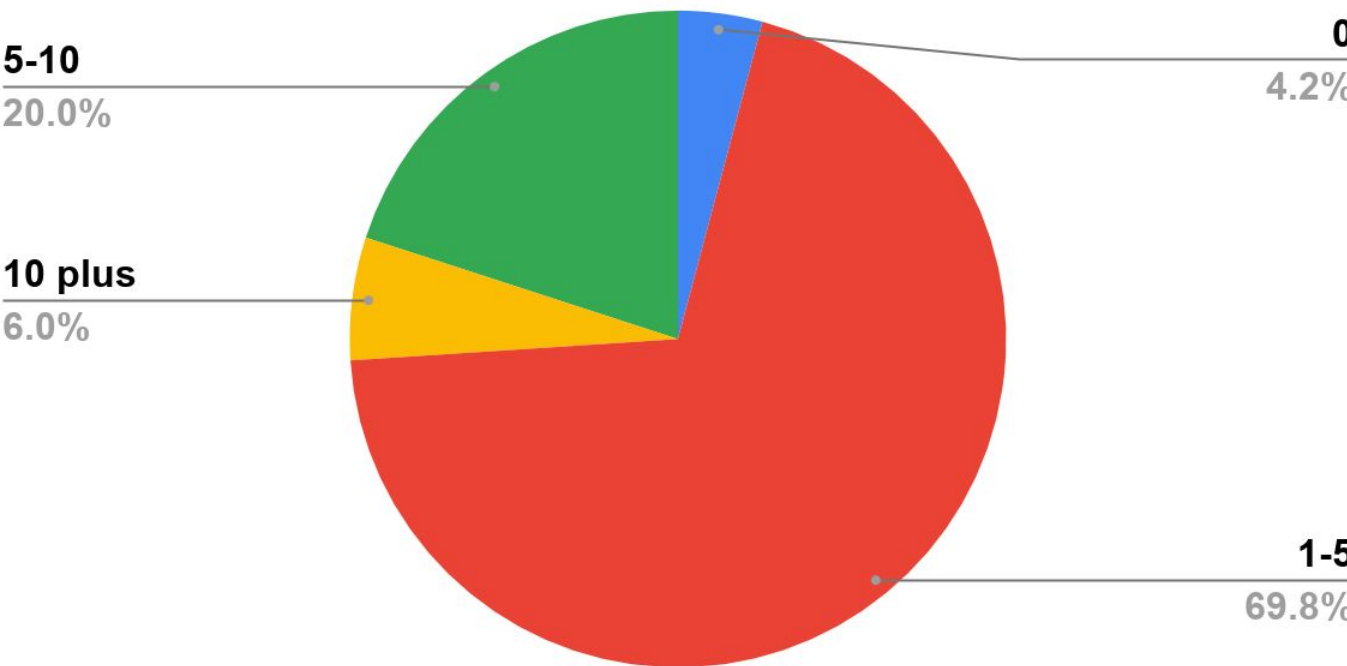
Considering the situation, are the activities and assignments at the right level of rigor or challenge for you?



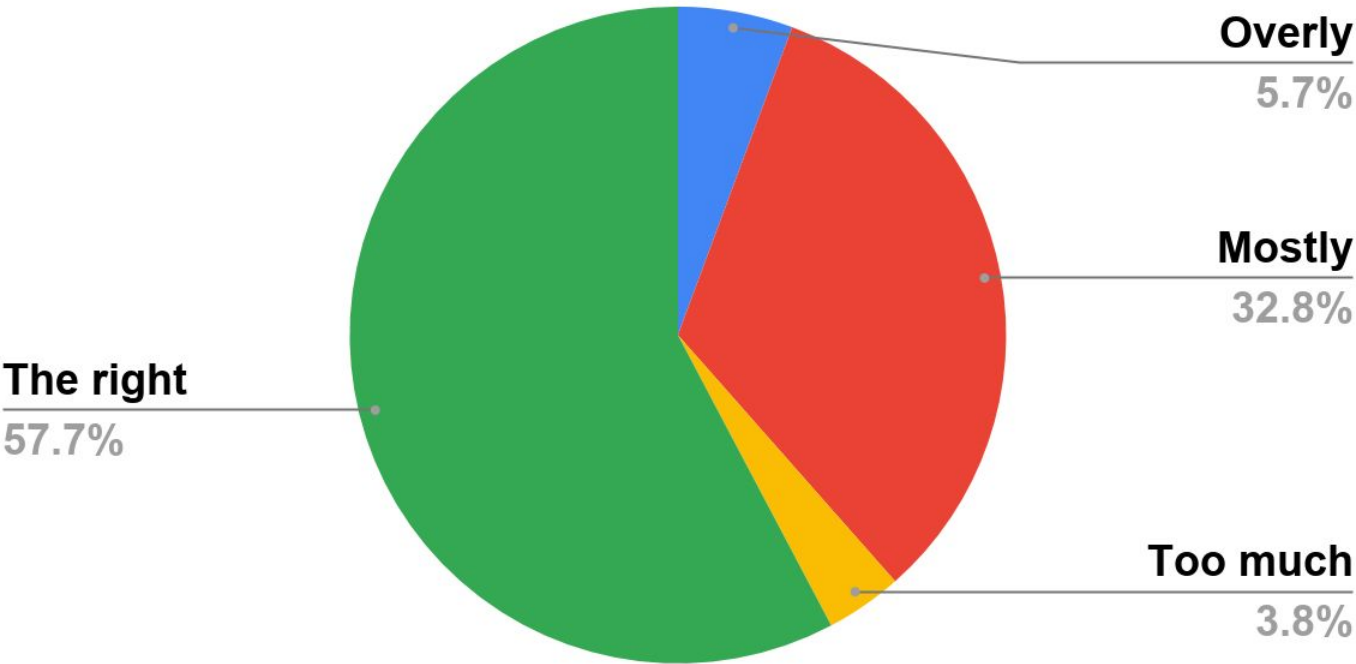
How many total hours on a typical weekday are you using a device for a remote learning?



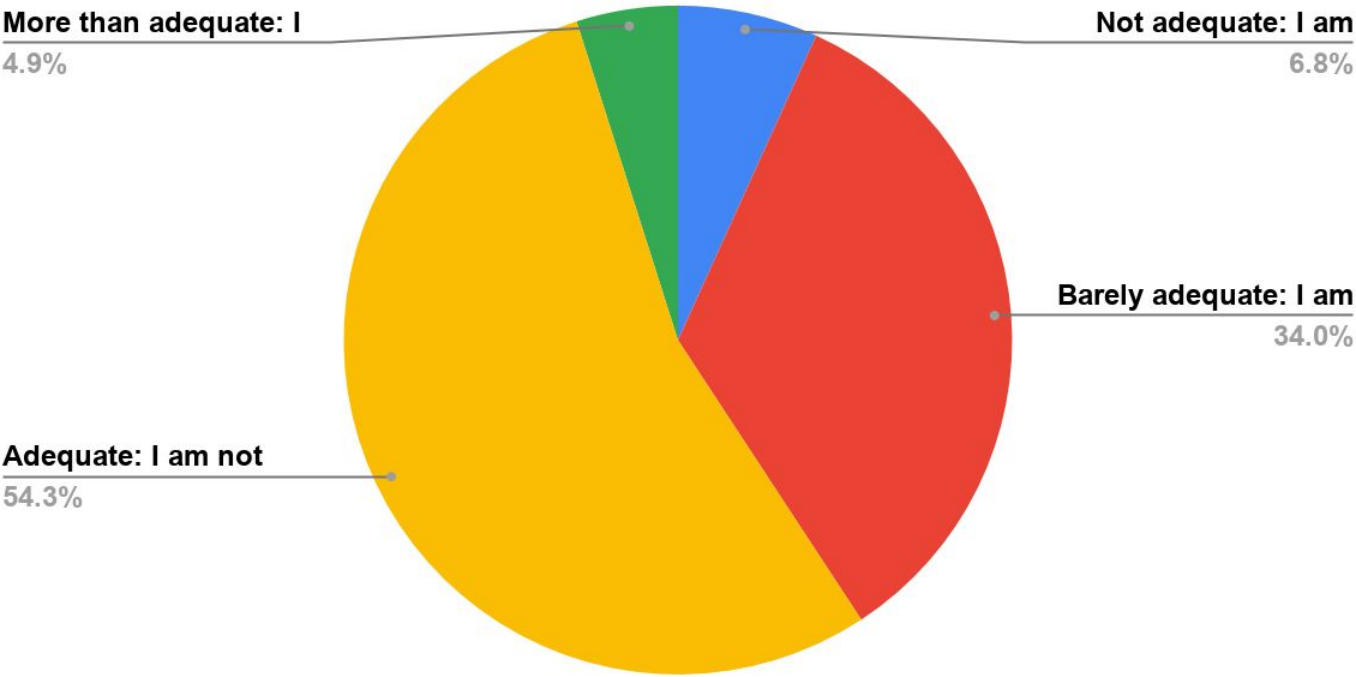
How many total hours on a typical weekday are you using a device for a social media, gaming, chatting with friends



Considering the situation and constraints, is the level of personal connection with teachers and classmates



Overall, has communication from schools and the District been adequate?



Remote Learning Teachers Results

School Committee Presentation June 11, 2020

Mount Greylock Regional School District

***Courtesy - Inclusive Diversity - Integrity - Respect:
Responsibility - Restorative Based Processes***

Presentation Overview

- Methods & Participants
- Technology for Remote Learning
- Time on Remote Learning
- Overall

Methods & Participants

Methods

- Google Forms survey
- Teacher survey
- Teacher survey distributed via School Messenger emails.
- Surveys sent to all MGRSD teachers and service providers.

- Reminders sent during the week via bldg based memo, social media, and Willinet broadcast with Superintendent, as well as discussed at open session school committee meetings.
- Survey still open and will check back at data mid June after the second survey is sent.

4

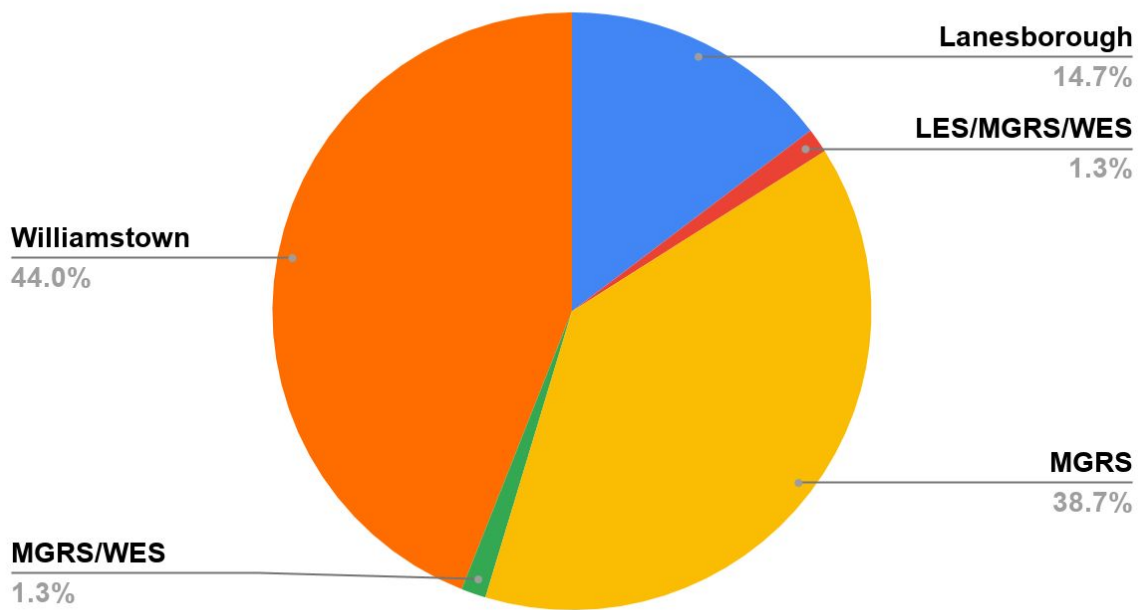
Participants

75 teacher/service provider responses

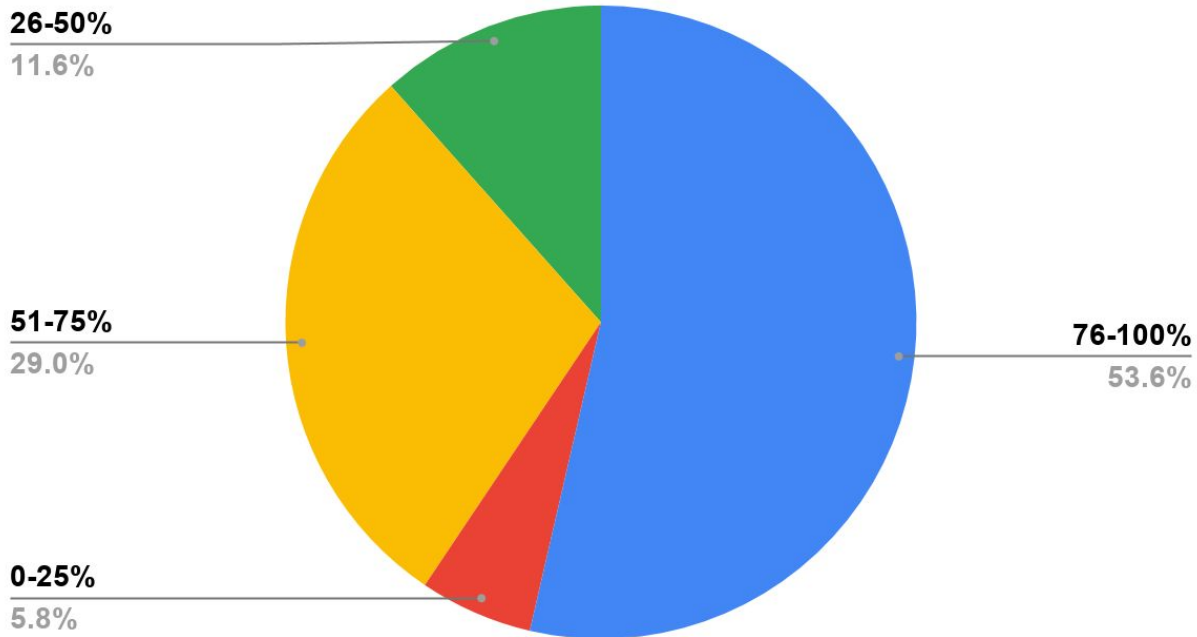
- Lanesborough Elementary 11 (14.7% of responses)
- MGRS = 29 (38.7% of responses)
- Williamstown Elementary = 33 (44% of responses)
- Combination of Schools = 2 (2.6% of responses)

Remote Learning Survey for Teachers and Service Providers - April 2020

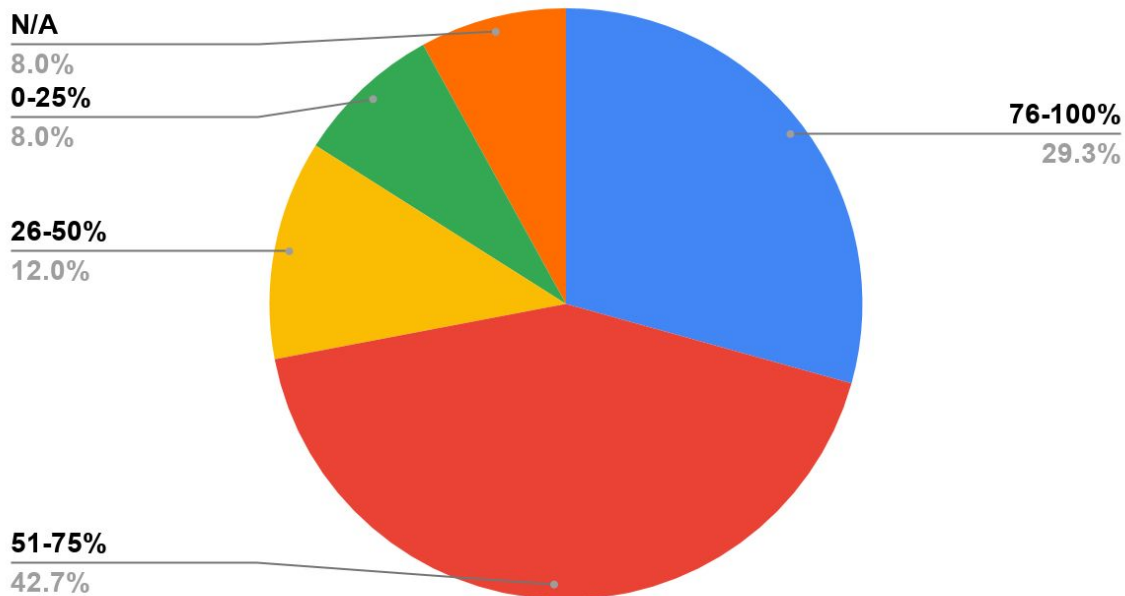
School That They Teach/Provide Services



Percentage Rate of Virtual Classroom Participation

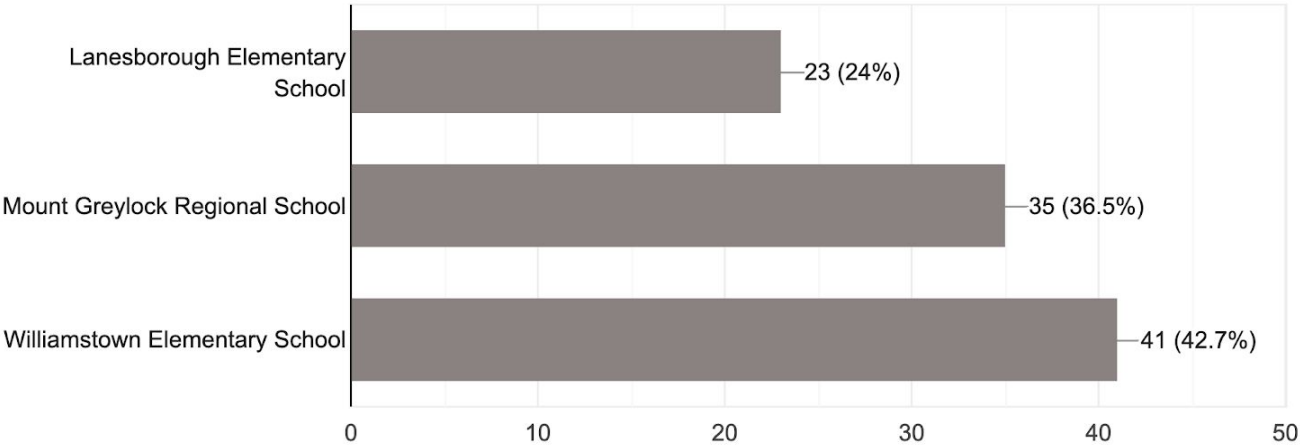


Percentage Rate of Completed Assigned Classwork



MGRSD Connectivity & Device Survey - Teachers, Paraprofessionals and Service Providers (March- April 2020)

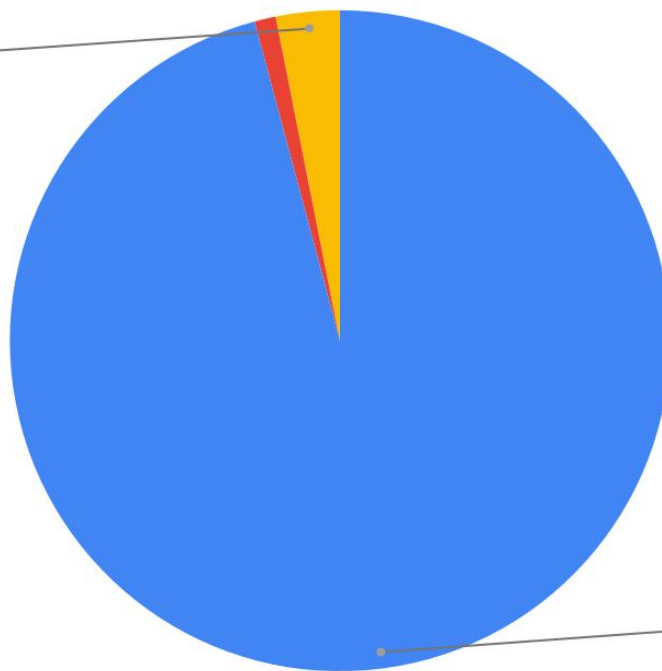
Your School
96 responses



Internet Access at Home

Personal Hotspot

3.1%



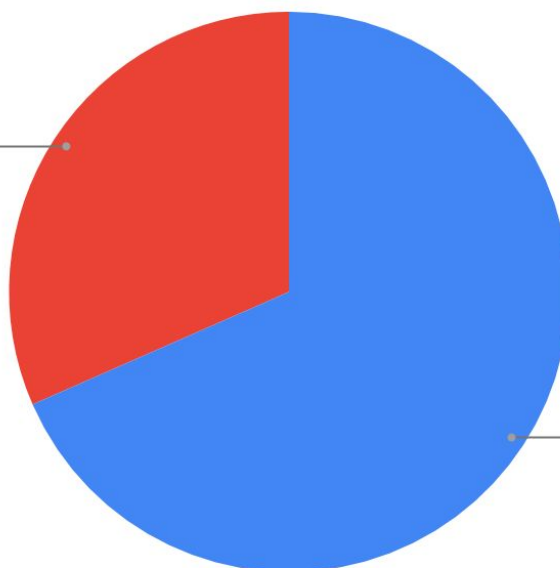
Yes

95.8%

If you do have internet access at home, do you have limited bandwidth?

Yes

31.6%

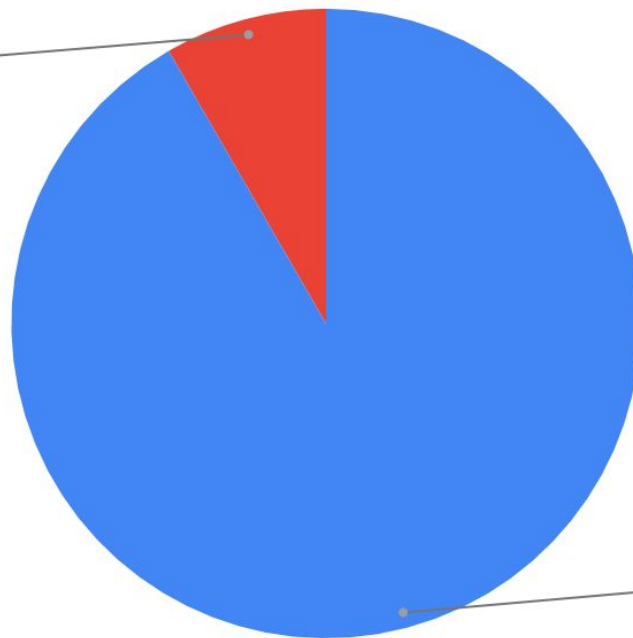


No

68.4%

Do you have a device (computer, laptop, tablet, iPad...) that you can use for educational purposes during the school

No
8.3%



Yes
91.7%

From: **Glen Storie** <gstorie@lanesboroughschool.org>

Date: Thu, Jun 4, 2020 at 2:47 PM

Subject: Classroom setup

To: Grady, Kim <kgrady@mgrhs.org>, Sears, Timothy <tsears@mgrhs.org>, Nolan Pratt <npratt@lanesboroughschool.org>

I hope this email finds you well. Our crew at LES prides themselves in seeing a problem and reaching for a solution. We found a way to set up the classrooms that will work great with the 900 square foot average in my opinion. This gives us 16 student desks and one teacher desk taking in the 6ft cdc guidelines, meets the Fire and Building inspectors needs and makes it much easier and efficient to clean. I know this looks very minimalist but I think its necessary moving forward. I encourage you all to stop in and take a look and see what you think. Thanks and have a great day.





From: [Grady, Kim](#)
To: [Vigiard, Stacie](#)
Subject: With respect and commitment
Date: Thursday, June 4, 2020 11:09:17 AM

Schools educate. We teach English, math, history, science, music, art and more.

Schools support. We nurture personal growth and development of our students.

Schools lead. We understand and deeply value our place in the community as role models.

Schools need to be safe havens. Children from all backgrounds and experiences come together with the shared purpose of learning and growth.

At MGRSD, we condemn in the strongest terms the violence being perpetrated against people of color in cities and towns across our country. We recognize and condemn the long history of racism rooted in the deepest facets and structures of our society. We are committed to the nonnegotiable values of diversity, equity, and inclusion. We will continue to listen, to learn, and use our roles as educators, leaders, mentors, and protectors of children to be active participants in the fight for social justice. We vow to invite and inspire our students to do the same.

Schools are essential. Education is a human right, and there is no place for hate and intolerance in our schools, in our local community, in our country. As educators, our mission is a great one- to equip students with the knowledge, compassion and bravery to become active world citizens. We embrace the enormity of this mission and understand that growth is a process. All of us have much to learn and do.

With respect and commitment,

Kim Grady

Mary MacDonald

Jake Schutz

Nolan Pratt

Joelle Brookner

Elea Kaatz

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MASC Statement Following the Death of George Floyd

The Massachusetts Association of School Committees deplores the indefensible actions of the Minneapolis police that resulted in the murder of George Floyd. We further call upon all of our national, state and local leaders to recognize that Mr. Floyd's death and the demands of millions of Americans to respond must be addressed with, not only swift and fair justice, but also with a national commitment to secure freedom from hate, bigotry, and social and economic injustice.

As school leaders, we must look to those policies, practices and procedures that often unintentionally produce inequitable outcomes for children at risk and adopt strong anti-racism policy statements locally to show our commitment to identify, challenge and change values, structures and behaviors that can create systemic racism.

We call upon our colleagues and constituents at every level of government and in every school district to use their positions as leaders, educators and mentors to the current and future generations to speak out and use their classrooms, schools and their voices as instruments for securing social and economic justice for our students, their families, and their communities and their nation. We must move with purpose to ensure that we, as a people, act deliberately to demonstrate to all Americans that prejudice and hate will not be tolerated and will be challenged at every turn.

Deborah Davis
Northeast Metro Technical School Committee
President, MASC

Mildred Lefebvre
Holyoke School Committee
Chair, MASC Minority Caucus

And the Board of Directors of MASC:

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Jacob Oliveira, Ludlow, and Director, National School Boards Association