

Southern Berkshire Regional School District

**SCHOOL COMMITTEE MEETING #1,537**

**Date/Time:** Thursday, January 18, 2018 7:00 p.m.

**Location:** Mt. Everett Regional School Library, 491 Berkshire School Road, Sheffield, MA

**A g e n d a**

All interested members of the public are invited to attend.

*[The listing of matters is those reasonably anticipated by the Chairman which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.]*

1. **Call to Order**
2. **Standing Reports**
  - a. Approval of Minutes of School Committee Meeting #1535 and Executive Session Minutes
3. **Public Comment**
4. **New Business**
  - a. Request for Approval of Overnight Field Trips:
    - i. Grade 8 Trip to Washington D.C. to visit the Holocaust and Smithsonian Museums, March 7 - 9, 2018 – Jesse Carpenter
    - ii. Grade 10 Economics Trip to Washington D.C., March 7 - 9, 2018 – M. Farmer
    - iii. Grade 12 Trip to Washington D.C., March 7 - 9, 2018 – J. Hammil
    - iv. Grades 11-12 FFA Members to attend the Massachusetts State FFA Convention, March 13 – 16, 2018 in Sturbridge, MA – D. Melino
  - b. Elementary School Improvement Plan – Mary Turo
  - c. Middle/High School Improvement Plan – Glenn Devoti
  - d. Mountain Water Systems Rate Increase Proposal
5. **Unfinished Business**
6. **Business with District Member Towns**
  - a. Request to Change Date of School Committee Meeting in Monterey – B. Regulbuto
  - b. Request to hold School Committee Meetings at the Town of Sheffield (letter)
7. **Subcommittee Reports**
  - a. SBRSD Future of South Berkshire County Education Ad-Hoc Committee – D. Sears
  - b. Policy Subcommittee – D. Sears

First Readings:  
JJIF – Athletic Concussion Policy and JJIF-R – Concussion Regulations with Actions  
GCG – Substitute Professional Staff Employment  
JC – Attendance Areas  
JCA – Assignment of Students to Schools
8. **Chairman's Report**
9. **Superintendent's Report**
10. **Business Manager's Report**
  - a. Approval of Warrants: December 15, 2017 and January 2, 2018
  - b. Vote to Accept Grants and Gifts
  - c. Budget Transfers
14. **Future Agenda Items**
  - a. Report of College Submissions and Early Acceptances
  - b. College & Career Planning Initiatives for FY19 and Beyond

Next School Committee Meetings:

<i>January 25, 2018</i>	<i>February 8, 2018</i>	<i>March 1, 2018</i>	<i>March 15, 2018</i>
<i>April 5, 2018</i>	<i>April 26, 2018</i>	<i>May 17, 2018</i>	<i>June 7, 2018    June 28, 2018</i>

Upcoming Events:

<i>January 23</i>	<i>8-9 a.m.</i>	<i>SBRSD SEPAC Meeting “Anxiety” – Mt. Everett Library</i>
<i>January 26</i>	<i>7-9 p.m.</i>	<i>Middle School Musical – TACPAC</i>
<i>January 27</i>	<i>3-5 p.m.</i>	<i>Middle School Musical – TACPAC</i>
<i>January 28</i>	<i>3-5 p.m.</i>	<i>Middle School Musical – TACPAC</i>
<i>February 23</i>	<i>9:15-10:15 a.m.</i>	<i>Berkshire Pulse Presentation –Drumming and Dancing- TACPAC</i>
<i>February 27</i>	<i>3 – 3:45 p.m.</i>	<i>SBRSD SEPAC “Autism Spectrum Disorders” – Mt. Everett Library</i>

*The SBRSD shall post all School Committee and Subcommittee meetings on its website (<http://www.sbrsd.org/school-committee.html>) in compliance with Open Meeting Law and pursuant to the regulations of the Massachusetts Attorney General’s Office 940 CMR 29.03(4). Please visit the SBRSD’s website for all meeting information. All approved meeting minutes of the SBRSD school committee are posted on the district’s website on the school committee page.*

## GUIDELINES FOR PUBLIC COMMENT

A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter 39 Section 23C governs public participation at open meetings of municipal government bodies.

### *Chapter 39: Section 23C, Regulation of participation by public in open meetings*

*Section 23C. No person shall address a public meeting of a governmental body without permission of the presiding officer at such meeting, and all persons shall, at the request of such presiding officer, be silent. If, after warning from the presiding officer, a person persists in disorderly behavior, said officer may order him to withdraw from the meeting, and, if he does not withdraw, may order a constable or any other person to remove him and confine him in some convenient place until the meeting is adjourned.*

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to him/her and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

Southern Berkshire Regional School District  
 Mt. Everett Regional School Library  
 Sheffield, MA  
 December 7, 2017  
 Meeting #1535

School Committee Members: Bonnie Silvers, Dennis Sears, Genis Melendez-Delaney, MaryEllen Brown, Art Batacchi, David Travis, Bob Law

Absent: Carl Stewart, Fran Lartigue, Marcella Bush, Kerry Burke

Administration: Superintendent Regulbuto, Christine Regan, Sandi Hubbard, Mary Turo

Press: CTSB, Corey Wiley – Berkshire Record

Others: Mrs. Lotz, Karen Chamberland, Chief Munson, Christina Carlson, Marion Dodds, Joanne Duval, Chris Thompson, Paul O'Brien, Asha VonRudden

1. **Call to Order:** Bonnie Silvers, Chair called meeting #1535 to order at 6:03p.m.

Ms. Silvers stated that the meeting will open with the Student Spotlight.

Chris Thompson introduced the Middle School Robotics Team: Collin, Isiah, Carter, Travis, Michael, Logan, Kota and Vaughn. The Mt. Everett Robotic Team were champions in Framingham and qualified for the Southern New England Championship on March 10, 2018. The students proceeded to give a demonstration of their robot and the game.

Sandi Hubbard, Student Services Director introduced sophomore students Grayson, Carly and Cole Duval who were going to talk about technology and assistive technology in the classroom. They gave a presentation on how their iPads (with keyboards) help them with studying and taking notes. They emphasized how useful having the iPad was to all students, with or without disabilities, and would love to see all students have access to an iPad every day during the school year.

Mary Turo, Elementary Principal introduced Christina Carlson, Grade 1 teacher. Christina showed a video of the first grade students utilizing the Foundation phonics program that was implemented last year at Undermountain. This year the program was expanded to include Kindergarten and Grade 1 with the help of Title 1 funds. The children learn how to utilize phonics in helping them read. Questions and answers followed.

2. **Executive Session:**

*Mr. Sears made a motion to enter executive session at 7:03 p.m. to discuss the deployment of security personnel or devices, and to reconvene in open session. Mr. Batacchi seconded the motion.*

*Roll Call Vote:*

*Art Batacchi - Yes      Genis Melendez-Delaney - Yes      David Travis - Yes  
 Bonnie Silvers – Yes      Maryellen Brown – Yes      Dennis Sears – Yes      Bob Law - Yes*

The committee reconvened in Open Session at 8:05 pm

Ms. Silvers asked for a moment of silence in remembrance of Mr. Bob VanDusen who passed away, long time member of the school committee and building committee.

**2. Standing Reports**

- a. Approval of Minutes of School Committee Meeting #1533 and #1534  
*Mr. Sears made a motion to approve school committee minutes #1533 and #1534 as submitted. Mr. Batacchi seconded the motion. There was no further discussion and the motion was unanimously approved.*
- b. Enrollment: As of December 1, 2017 enrollment was up by five students (report attached). There was a brief discussion on the report showing the enrollment from one grade to another over the past years.
- c. Miscellaneous Correspondence – None.

**3. Student Representative Report-**

Mary Shallaby reported that Grade 10 had a bake sale made a \$107. She reported that currently they are meeting with the elementary principal to start monthly movies for elementary students. In October they hosted the WEA Rhythm and Rhyme at the Mahawie. SADD group have been holding movies. Students helped put up flags at town park for Veterans Day. Model UN Members visited the UN in New York City last week. TEDed club is forming and the purpose is to make their own TED talks and to cultivate their own interests.

**4. Public Comment - None**

**5. New Business**

- a. Student Spotlight – Addressed earlier in the meeting.

**6. Unfinished Business**

- a. Vote to Confirm Subcommittee Assignments  
Ms. Silvers asked the committee members to look at the subcommittee assignments and to verify that the list is correct. She also asked members to think of what subcommittee they would like to be on as an alternate. This will be addressed at the January 4, 2018 meeting. Mr. Sears requested one more member to be on the Finance Subcommittee. Maryellen Brown volunteered.

**7. Business with District Member Towns**

- a. Superintendent Regulbuto stated that the first Regional Round Table Meeting was very positive and well attended by the school committee members, select board members and town finance committee members. The next meeting is on January 11, 2018 at 6:30 p.m. in the Library. Superintendent Regulbuto is looking forward to building relationships and increasing community involvement support between the towns. Ms. Silvers reported that four of the five towns were represented at this meeting except from the Town of Sheffield.

The towns had mentioned that they would like school committee meetings held in their respective towns, as was done in the past. The school committee agreed to hold meetings at each town as follows:

New Marlborough - April 5, 2018

Egremont – April 26, 2018

Monterey – May 17, 2018

Alford – June 7, 2018

- b. Egremont Town Visit – Superintendent Regulbuto reported she had spent time with the Egremont Select Board, Mary Brazie and the architect to go over the plans for the renovation of the South Egremont School.

## 8. Subcommittee Reports

- a. SBRSD Future of South Berkshire County Education Ad-Hoc Committee – D. Sears  
Mr. Sears reported that they had the first joint meeting with Berkshire Hills and Lenox. The next one is on December 21<sup>st</sup> at 4:30 p.m. in the Mt. Everett Library. Lee will attend the next meeting.
- b. Finance Subcommittee – D. Sears  
Mr. Sears reported that the Finance Subcommittee could not meet because there was no quorum.
- c. Policy Subcommittee – D. Sears  
Mr. Sears reported that the Policy Subcommittee had met on December 4<sup>th</sup>. The Concussion Policy still needs to be addressed and was tabled to the next meeting. Discussion on the Transportation Policy was started and will also need to be discussed at the next meeting.
- d. Curriculum Subcommittee – F. Lartigue  
Superintendent Regulbuto reported that this was a well-attended meeting. Discussion was around middle school programming and the establishment of a middle school task force to develop a plan and time line.
- e. Negotiation Subcommittee – C. Stewart  
Ms. Silvers reported that the Negotiation Subcommittee are looking at all three groups, Unit A, Unit D and Unit E. They have exchanged proposals and have meetings next week.

David Travis needed to leave the meeting at 8:30 p.m.

*Mr. Sears made a motion to amend the agenda to move Item 13. Seconded by Mr. Travis. It was so voted unanimously.*

## 13. Business Manager's Report

- a. Approval of Warrants: November 17, 2017 and December 1, 2017  
*Mr. Law made a motion to approve the warrants of November 17 and December 1, 2017 as submitted. Mr. Batacchi seconded the motion. There was no further discussion and the motion was unanimously approved.*
- a. Vote to Accept Grants and Gifts – None.
- b. Budget Transfers  
*Mr. Sears made a motion to approve the budget transfers as presented. Mr. Travis seconded the motion. A brief discussion followed and the motion was unanimously approved.*

Ms. Regan informed the committee that the Student Activity account for Spanish needs to be broken out into two accounts (Elementary and MSHS).

*Mr. Sears made a motion to establish a separate Elementary Spanish Student Activity Account.*

*Ms. Melendez-Delaney seconded the motion. There was no further discussion and the motion was unanimously approved.*

## 9. Chairman's Report – None.

## 10. Superintendent's Report

Superintendent Regulbuto reported that the District Visioning Committee had completed the District Vision. Superintendent Regulbuto commended the group, which was comprised of students, teachers, administrators, community and school committee members, on their tireless commitment to developing the district vision. The vision will be present in every classroom and throughout the district.

*“As a vibrant center for the five towns and the greater community we serve, the Southern Berkshire Regional School District envisions a rigorous educational environment that prepares and inspires all students to be resilient, curious, and ethical global citizens who embrace the challenges of an ever-changing world through a commitment to our core values of opportunity, excellence, character, and community.”*

Mr. Law asked Cory Wiley from the Berkshire Record if he would be willing to interview Superintendent Regulbuto for a press release. Superintendent Regulbuto also stated that the vision will be submitted to the local newspapers with her monthly articles.

**11. Curriculum & Professional Development Coordinator's Report – None.**

**12. Director of Student Services Report – Copy attached**

**13. Future Agenda Items**

School Improvement Plans

- a. Elementary School Improvement Plan – Mary Turo
- b. Middle/High School Improvement Plan – Glenn Devoti

**14. Adjourn**

*Ms. Melendez-Delaney made a motion, seconded by Mr. Sears, to adjourn the meeting at 8:47 p.m. Motion unanimously approved.*

*Documents Presented at this meeting:*

- *Agenda #1535*
- *Minutes of Meeting #1533 and #1534*
- *Enrollment Figures*
- *Subcommittee Assignments*
- *Superintendent's Report and District Vision*
- *Warrants November 17,2017 and December 1, 2017*
- *District Vision*

Southern Berkshire Regional School Committee  
Mt. Everett Regional School  
Sheffield, MA  
December 7, 2017  
School Committee Executive Session Meeting

School Committee: Bonnie Silvers, Maryellen Brown, Dennis Sears, Bob Law, Genis Melendez-Delaney, David Travis, Art Batacchi

Absent: Carl Stewart, Fran Lartigue, Marcella Bush

Administrators: Ms. Regulbuto, Ms. Regan

Others: Lynette Gagnon, Chief Munson – Sheffield Police

The school committee moved to room F1. Ms. Silvers called the executive session meeting to order at 7:05 p.m.

The purpose of the meeting was to discuss the deployment of security personnel or devices.

Superintendent Regulbuto stated that she and Chief Munson had met to discuss safety and security in the district.

Chief Munson stated that over the last couple of months he has been doing some observations of the campus. Overall, at this campus the staff do a fairly good job of trying to keep the students safe. His observations over the years is that many of the staff members do not take the drills seriously and this carries over to the students.

Chief Munson had the following suggestions to improve the security:

- Provide more realistic training in the form of videos
- Have more frequent drills (fire, lock-down)
- Do unannounced drills
- Employees should all be wearing ID badges
- Every visitor should be given a Visitor Badge
- Parent entry into the buildings should be better supervised
- Classroom doors must remain locked at all times
- Entry doors should be locked
- After school security needs to be addressed
- Security for special events – public should not have access to the entire school
- More security cameras in the building, halls, cafeteria, gyms, cafeterias
- Security Cameras tied into the Police department, so officers could monitor the inside of the building in the event of an emergency
- Put Class #s on outside of windows for identification
- Define parking in the back of the building by the loading docks
- Student parking – parking pass should be visible in every vehicle for identification
- School Resource Officer – explore grants to help fund the position.

There was further discussion regarding the School Resource Officer position. A full time officer’s base pay is \$54,000 plus benefits. A part time officer for 19 hours a week is \$330 a week, with 22 weeks of school left it would cost \$7200. Chief Munson stated that the Sheffield Police Dept would use Community Outreach Money to pay for half. The district portion would be \$3600.



A lengthy discussion ensued.

*Bob Law made a motion that the district put up \$3600 not to exceed \$4000 to hire a part time School Resource Officer starting on or after January 2, 2018. The motion was seconded by Art Batacchi. David Travis would like the motion amended to starting on or before February 1<sup>st</sup>.*

Further discussion ensued. Parents will be notified that the district will be hiring a SRO prior to them starting.

Roll Call Vote:

Bonnie Silvers - Yes      Maryellen Brown – Yes      Dennis Sears – Yes      Bob Law – Yes  
Genis Melendez-Delaney – Yes      David Travis – Yes      Art Batacchi - Yes

*David Travis made a motion to leave executive session at 8:00 p.m. and reconvene in open session. Art Batacchi seconded the motion.*

Roll Call Vote:

Bonnie Silvers - Yes      Maryellen Brown – Yes      Dennis Sears – Yes      Bob Law – Yes  
Genis Melendez-Delaney – Yes      David Travis – Yes      Art Batacchi - Yes



# Southern Berkshire Regional School District

## OVERNIGHT FIELD TRIP

Teacher in Charge: Jesse Carpenter Principal: Glenn Devoti

Trip Location: Washington, D.C. Grade Level of Students: 8

Departure Date: March 7, 2018 Departure Time: 8:30 a.m.

Return Date: March 9, 2018 Return Time: 10:00 p.m.

Purpose of Trip:

- Approach to a unit of work
- Enrichment experience related to curriculum framework
- Culminating activity to a unit
- Research for unit
- Enhancement of student learning in fine arts, world language
- Athletic event

Objectives of Trip: As the culminating activity to our Holocaust Unit, we will go to Washington, D.C., to visit the Holocaust Museum, the Smithsonian Museums, and other monuments and memorials in the city.

(Provide specific description of objectives and details.)

How will student learning be assessed? Students keep a journal of all the activities by writing about direct prompts after each museum and memorial/monument experience they have. Students will also discuss experiences in class when we return to school and write an essay about tolerance.

Description of Itinerary: complete itinerary is attached

Overnight accommodations:

Facility: The National 4-H Conference Center Phone # 301-961-2991

Address: 7100 Connecticut Avenue Chevy Chase, MD 20815

(OVER)

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT  
FIELD TRIP PERMISSION FORM**

Transportation: King Ward Coach Lines

Meal Plan: All meals are included in the price of the trip. There will be breakfast on Thursday and Friday at the 4-H Center. We will stop for lunch and dinner each day.

Funding Source Parent funded and some Middle School fundraising

Overnight trips are asked to provide 1 chaperone for every 6 students.

Names & phone #'s of chaperones:	CORI
<u>Jesse Carpenter</u>	<u>X</u>
<u>Regan Morency</u>	<u>X</u>
<u>Jeanne Moran</u>	<u>X</u>
<u>Brian Wade</u>	<u>X</u>
<u>Karen Lehtinen</u>	<u>X</u>
<u>Asha Von Ruden</u>	<u>X</u>
<u>7-8 parents</u>	<u>X</u>

(Attach additional sheet of paper, if necessary)

Emergency Contact (SBRSD Administrator): Glenn Devoti

(Parents' names and phone numbers are to be provided to the emergency contact to be used in case of an emergency.)

Number of students attending: 45

Names of student participants (listing to be attached to this slip)

Principal's Approval: *Glenn Devoti* Date: 12/13/17

Superintendent's approval: *Richard Pullitto* Date: 12/20/17

Nurse's Approval: *Jeanne Moran RN, BSN* Date: 12-7-17

School Committee approval date: \_\_\_\_\_

Comments: \_\_\_\_\_

**Itinerary:**

**Preparation – March 6**

*All students must bring their overnight bags to school on Tuesday, March 6, the day before departure*

**Day 1 – March 7**

8:30 am	Depart Mt. Everett using King Ward Bus Lines
12:00 pm	Lunch stop on the NJ Turnpike
5:00 pm	Arrive at National 4-H Center: 7100 Connecticut Ave. Chevy Chase, MD 1-800-368-7432
	Receive room assignment
	Shower/change for dinner
6:00 pm	Depart on busses for night tour of Washington, D.C.
7:00 pm	Dinner at Union Station
10:00 pm	Return to 4-H

**Day 2 – March 8**

7:00 am	Breakfast at 4-H Restaurant
10:30 am	United States Holocaust Memorial Museum
1:45 pm	Lunch
2:15-5:00 pm	National Mall and Smithsonian Museums
5:30 pm	Marine Corps War Memorial (Iwo Jima)
7:00 pm	Dinner @ Fashion Centre Mall – Pentagon City, VA

**Day 3 – March 9**

7:00 am	Breakfast at 4-H Restaurant
9:00 am	National Zoo
11:30 am	Walking Tour of Lincoln, Vietnam, Korea, and FDR Memorials
4:30 pm	Dinner Stop
8:30 pm	Break
10:30 pm	Arrive at Mt. Everett

**Students MUST be picked up promptly by parents or a designated alternate.**

**If we will not be back before 11:00 pm, the phone chain will be activated with our new estimated time of arrival.**

## MOUNT EVERETT: 2017-18

BY: ALL MEMBERS

GRADE 08

08025) Aloisi; Ashton	08030) Foster; Justin	08013) Neski; Isaiah
08008) Atwood; Alexis	08024) Gilmore; Victoria	08060) Ngoynkulu; Hudah
08020) Bachetti; Blake	08031) Hewins; Jacob	08017) Nourse; Mikel
08063) Barcomb; Jeremy	08003) Jackson; Ariyana	08009) Rahilly; Anthony
08019) Barrett; Kathryn	08053) Jamieson; Jordyn	08034) Reynolds; Logan
08007) Bartkus; Brandon	08010) Kerr; Evelyn	08037) Rinaldi; Kota
08005) Bautista-Cruz; Armando	08026) Ketchen; Micah	08035) Shannon; Benjamin
08045) Boardman; Conner	08032) Kimpel; Ashlynn	08061) Smith; Tyler
08006) Broderick; Mariah	08038) Makuc; Grace	08044) Thorp; Colin
08054) Davis-Gagnon; Riley	08039) Makuc; Nadia	08036) Tomascak; Alexandria
08014) DeGrenier; Hunter	08002) Martel; Kaila	08042) Wald; Justin
08028) Dunn; Brianna	08016) McLoughlin; Travis	08015) Webster-Ben David; Maple
08029) Dupont-LeBlanc; Lucian	08033) McMeekin; Elizabeth	08018) Winn; Michael
08021) Duquette; Tyler	08022) Monteleone; Benjamin	08011) Worth Jr; John
08004) Fields; Odegaard	08058) Mullen; Reece	08012) Worth; Rochele
08050) Fife; Madeline	08056) Nagy; Catherine	

GRAND TOTAL: 47



# Southern Berkshire Regional School District

4011

## OVERNIGHT FIELD TRIP

Teacher in Charge: Mike FARMER Principal: Glenn DEVOTI

Trip Location: Washington DC Grade Level of Students: 10

Departure Date: March 7th, 2018 Departure Time: 8:30am

Return Date: March 9th, 2018 Return Time: 10:30pm

### Purpose of Trip:

- Approach to a unit of work
- Enrichment experience related to curriculum framework
- Culminating activity to a unit
- Research for unit
- Enhancement of student learning in fine arts, world language
- Athletic event

Objectives of Trip: Cement learning from the development economics unit by studying the concepts of economic shift and urban renewal in Baltimore. Visit the library of Congress.

Students planning and organizing all stages of the fieldtrip experience

(Provide specific description of objectives and details.)

How will student learning be assessed? Students will engage in writing reflection journals, running math calculations, budgeting the expenses for the trip and planning the logistics. They will also complete their "Baltimore then and now" economics travel brochure/flimclip

Description of Itinerary: See accompanying.

### Overnight accommodations:

Facility: 4 H Center (along with 8 and 12th grade) Phone # \_\_\_\_\_

Address: Chevy Chase, Maryland

(O V E R)

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT**  
**FIELD TRIP PERMISSION FORM**

Transportation: Coachbus to DC and trains/subway in Baltimore

Meal Plan: \$10 provided at each meal time - see itinerary

Funding Source Families to pay field trip cost of \$400.00

Overnight trips are asked to provide 1 chaperone for every 6 students.

Names & phone #'s of chaperones:	CORI
<u>Mike FARMER</u>	<u>Y staff</u>
<u>Mrs Duval</u>	<u>Y staff</u>
<u>2 Parent Chaperones</u>	<u></u>
<u></u>	<u></u>
<u></u>	<u></u>
<u>Total</u>	<u>4</u>

(Attach additional sheet of paper, if necessary)

Emergency Contact (SBRSD Administrator): Jessie Carpenter/Glenn Devoti

(Parents' names and phone numbers are to be provided to the emergency contact to be used in case of an emergency.)

Number of students attending: 16

Names of student participants (listing to be attached to this slip)

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Principal's Approval: *Glenn Devoti* Date: 12/13/17

Superintendent's approval: *Brian Regulluto* Date: 12/20/17

Nurse's Approval: *Jeanne Moran RN, BSN* 12-7-17 Date:       

School Committee approval date:       

Comments:       

\_\_\_\_\_

## Itinerary: 10<sup>th</sup> Grade Economics Fieldtrip

### Preparation – March 6

*All students must bring their overnight bags to school on Tuesday, the day before departure*

### Day 1 – March 7

8:30 am	Depart Mt. Everett using King Ward Bus Lines
12:00 pm	Lunch stop on the NJ Turnpike
5:00 pm	Arrive at National 4-H Center: 7100 Connecticut Ave. Chevy Chase, MD 1-800-368-7432
	Receive room assignment Shower/change for dinner
6:00 pm	Depart on busses for night tour of Washington, D.C.
7:00 pm	Dinner at Union Station
10:00 pm	Return to 4-H

### Day 2 – March 8

7:00 am	Breakfast at 4-H Restaurant
8:30 am	Depart for Baltimore fieldtrip via train (Museum of industry, inner harbor, warehouse district, Fort McHenry.)
7:00 pm	Return to DC by train
7:30pm	Dinner
10:00pm	Return to 4H center by train

### Day 3 – March 9

7:00 am	Breakfast at 4-H Restaurant
8:00 am	Depart for Washington DC Tour of the Library of Congress, D.C. environs
1:00pm	Depart DC (approximate time – connect with main group)
4:30 pm	Dinner Stop
8:30 pm	Break
10:30 pm	Arrive at Mt. Everett

**Students MUST be picked up promptly by parents or a designated alternate.**

**If we will not be back before 11:00 pm, the phone chain will be activated with our new estimated time of arrival.**



**Mount Everett Regional Middle School**  
10<sup>th</sup> Grade Economics Field Trip  
Baltimore - Washington, D.C.

Dear Parents,

This year's field trip will include a two-night stay. We will be leaving on Wednesday, March 7<sup>th</sup> and returning on Friday, March 9<sup>th</sup> 2018. The highlights of the trip will be the visits to the Baltimore Museum of Industry as well as touring the urban renewal and economic desert areas of that city. In DC we will visit the Library of Congress and several other sites – possibly the treasury (pending conf.). It is part of the overall social studies department goal of sending students in the Honors Academy to Washington DC 3 times during their school experience – gaining a full appreciation of the role of our nation's capital and its impact on the world more broadly. The trip will cost **\$400** per student (checks payable to 7<sup>th</sup> and 8<sup>th</sup> grade funds or cash). Students will need additional incidental spending money only. The cost covers everything for the student – including room, food, and entrance to the museums. Students will receive meal money at stops where meals are not provided.

Permission slips and initial payment of 50% must be turned in no later than January 16<sup>th</sup>, 2018. The remaining 50% is due one month later. If there are financial difficulties with this cost, please contact Mike Farmer.

We have a spot for two parent chaperones. If a parent would like to chaperone please send in a note along with the permission slip stating this. Chaperones will be asked to pay \$150. Chaperones will be notified by January 20<sup>th</sup>, 2018. Another letter will be sent out in early February concerning updates, a phone calling list, and chaperone meeting date.

Sincerely,

Mike Farmer

**MOUNT EVERETT**  
**OVERNIGHT FIELD TRIP PERMISSION SLIP**

Date of Field Trip March 7-9, 2018 Destination Washington DC / Baltimore

Address/Phone # \_\_\_\_\_

Sponsor of Field Trip 10th Grade Honors Economics

Department/Class/Group Social Studies

Method of transportation Coach and train Cost of trip \$400

Time of departure 8:30am Time of return 10:30pm

Upon arrival students may be picked up at Mt Everett Community ent.

Overnight field trips require a phone tree. If trip is to arrive much before or after estimated time, WSBS will be contacted to announce the new arrival time and phone tree will be activated

Student's name: \_\_\_\_\_ has my permission to  
participate in the Washington DC / Baltimore field trip on March 7-9 2018.  
I am aware of the details listed above.

\_\_\_\_\_  
Date Parent's/Guardian's Signature

Return this slip to Mike Farmer By 1/16/2018

Does your son/daughter have an allergy/medical condition that we should be aware of? Please explain \_\_\_\_\_

Will your child need medication with him/her for this condition? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please contact Mrs. Moran, RN, at 229-8734 ext 111. A written medication order must be obtained from physician along with written permission from a parent for ANY MEDICATION to be given.

Overnight field trips: A copy of student's insurance card must be accompany this permission slip.





# Southern Berkshire Regional School District

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## OVERNIGHT FIELD TRIP

Teacher in Charge: John Hammill Principal: Glenn Devoti

Trip Location: Washington, D.C. Grade Level of Students: 12th

Departure Date: 3/7/17 Departure Time: 8:30 AM

Return Date: 3/9/17 Return Time: 10:30pm

### Purpose of Trip:

- Approach to a unit of work
- Enrichment experience related to curriculum framework
- Culminating activity to a unit
- Research for unit
- Enhancement of student learning in fine arts, world language
- Athletic event

Objectives of Trip: Allow students to directly experience the institutions of our federal government.

(Provide specific description of objectives and details.)

How will student learning be assessed? Students will respond to a number of journal prompts designed to aid in the chronicling of their experiences

Description of Itinerary: Please see attached

### Overnight accommodations:

Facility: National 4-H Center Phone # 800-368-7432

Address: 7100 Connecticut Ave. Chevy Chase, MD

(OVER)

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT  
FIELD TRIP PERMISSION FORM**

Transportation: Charter Bus

Meal Plan: Meal money provided throughout the trip

Funding Source Student fundraising and fee

Overnight trips are asked to provide 1 chaperone for every 6 students.

Names & phone #'s of chaperones:	CORI
<u>John Hammill</u>	<u>X</u>
<u>Dawn Estes-Daub</u>	<u>X</u>
<u>Kimberley Conant</u>	<u>X</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

(Attach additional sheet of paper, if necessary)

Emergency Contact (SBRSD Administrator): Glenn Devoti

(Parents' names and phone numbers are to be provided to the emergency contact to be used in case of an emergency.)

Number of students attending: 17

Names of student participants (listing to be attached to this slip)

Principal's Approval: *Glenn Devoti* Date: 12/13/17

Superintendent's approval: *Bob Reynolds* Date: 12/20/17

Nurse's Approval: *Jeanne Moran RN, BSN* 12-7-17 Date:  

School Committee approval date:  

Comments:

**Itinerary:**

**Preparation – March 6**

*All students must bring their overnight bags to school on Tuesday, March 6, the day before departure*

**Day 1 – March 7**

8:30 am	Depart Mt. Everett using King Ward Bus Lines
12:00 pm	Lunch stop on the NJ Turnpike
5:00 pm	Arrive at National 4-H Center: 7100 Connecticut Ave. Chevy Chase, MD 1-800-368-7432
	Receive room assignment Shower/change for dinner
6:00 pm	Depart on busses for night tour of Washington, D.C.
7:00 pm	Dinner at Union Station
10:00 pm	Return to 4-H

**Day 2 – March 8**

7:00 am	Breakfast at 4-H Restaurant
10:00 am	United States Capitol Tour
11:00 am	Supreme Court Tour/Lecture
12:30 pm	Lunch
2:00 pm	National Mall and Smithsonian Museums
7:00 pm	Dinner in Georgetown

**Day 3 – March 9**

7:00 am	Breakfast at 4-H Restaurant
9:00 am	Arlington National Cemetery
11:30 am	Walking Tour of Lincoln, Vietnam, Korea, and FDR Memorials
4:30 pm	Dinner Stop
8:30 pm	Break
10:30 pm	Arrive at Mt. Everett

**Students MUST be picked up promptly by parents or a designated alternate.**

**If we will not be back before 11:00 pm, the phone chain will be activated with our new estimated time of arrival.**





# Southern Berkshire Regional School District

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## OVERNIGHT FIELD TRIP

Teacher in Charge: Danielle Melino Principal: Glenn Devoti

Trip Location: Sturbridge, MA Grade Level of Students: 10-12

Departure Date: March 13, 2018 Departure Time: 7am

Return Date: March 16, 2018 Return Time: 6pm

### Purpose of Trip:

- Approach to a unit of work
- Enrichment experience related to curriculum framework
- Culminating activity to a unit
- Research for unit
- Enhancement of student learning in fine arts, world language
- Athletic event

Objectives of Trip: FFA Members will be attending the Massachusetts State FFA Convention. While there students will compete in Career Development Events, attend leadership workshops and explore career opportunities in the Agriculture industry.

(Provide specific description of objectives and details.)

How will student learning be assessed? Students will compete in Career Development Events (competitive events where students

apply agricultural skills & knowledge.) CDE's include Agriscience Fair, Job Interview, Team Demonstration, Prepared Public Speaking, Creed, Extemporaneous Public Speaking,

Students will be competing against other Massachusetts FFA members. State winners will go on to compete at the National FFA competition in Oct. 2018

Description of Itinerary: see attached

### Overnight accommodations:

Facility: Sturbridge Host Hotel Phone # 508-347-7393

Address: 366 Main St. Sturbridge MA

(OVER)



**OVERNIGHT FIELD TRIP PERMISSION SLIP**

Date of Field Trip March 13-March 16, 2018 Destination Sturbridge, MA

Address/Phone # 366 Main St. Sturbridge MA 508.347.7393

Sponsor of Field Trip Danielle Melino - FFA

Department/Class/Group FFA 10th-12th grade

Method of transportation Marshmallow bus or Van Cost of trip \$300

Time of departure 3/13/2018 - 7am Time of return 3/16//2018 - 6pm

Upon arrival students may be picked up at community entrance

Overnight field trips require a phone tree. If trip is to arrive much before or after estimated time, WSBS will be contacted to announce the new arrival time and phone tree will be activated

Student's name: \_\_\_\_\_ has my permission to participate in the Massachusetts State FFA Convention field trip on 3/13/2018-3/16/2018.

I am aware of the details listed above.

\_\_\_\_\_ Date \_\_\_\_\_ Parent's/Guardian's Signature

Return this slip to Danielle Melino By Feb. 5, 2018

Does your son/daughter have an allergy/medical condition that we should be aware of? Please explain \_\_\_\_\_

Will your child need medication with him/her for this condition? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please contact Mrs. Moran, RN, at 229-8734 ext 111. A written medication order must be obtained from physician along with written permission from a parent for ANY MEDICATION to be given.

Overnight field trips: A copy of student's insurance card must be accompany this permission slip.



FFA State Convention. March 13-16, 2018

1. Kylie Ruane
2. Morgan Derby
3. Abigail Quenneville
4. Vanessa Wald
5. Jackilyn Wells
6. Eliza Ormsbee-Oates
7. Emellin Pineda
8. Samantha Weinberger
9. Will Green

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT**  
**Sheffield, Massachusetts**  
**DRAFT CONCUSSION POLICY**

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**JJIF-R - ATHLETIC CONCUSSION REGULATIONS**

**Section I. What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

**Section II. Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

**Section III. Signs and Symptoms:**

**Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

**Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision

- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

#### **Section IV. Management and Referral Guidelines:**

1. When an athlete loses consciousness for any reason, the Athletic Director or designee onsite will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the Athletic Director or designee onsite is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
  - A. Amnesia lasting longer than 15 minutes
  - B. Deterioration in neurological function
  - C. Decreasing level of consciousness
  - D. Decrease or irregularity of respiration
  - E. Decrease or irregularity in pulse
  - F. Increase in blood pressure
  - G. Unequal, dilated, or unreactive pupils
  - H. Cranial nerve deficits
  - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - J. Mental-status changes: lethargy, difficulty-maintaining arousal, confusion, agitation
  - K. Seizure activity
  - L. Vomiting/ worsening headache
  - M. Motor deficits subsequent to initial on-field assessment
  - N. Sensory deficits subsequent to initial on-field assessment
  - O. Balance deficits subsequent to initial on-field assessment
  - P. Cranial nerve deficits subsequent to initial on-field assessment
  - Q. Post-Concussion symptoms worsen
  - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the Athletic Director or designee onsite will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's

concussion. The Athletic Director or designee onsite will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the Athletic Director or designee onsite will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.

4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
  - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the Athletic Director or designee onsite in person.
  - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the Athletic Director or designee onsite.
  - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the Athletic Director before starting with the return to play protocol.

#### **V. Gradual Return to Play Protocol:**

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take **the ImPact Baseline Test** again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the Athletic Director or school nurse<sup>1</sup>. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
  - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
  - B. Following any concussion the Athletic Director and school nurse must be notified.
  - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.**

After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days**.

- D. If, after the first post-injury **ImPact test**, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- E. Following a post-injury test, the Athletic Director will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The Athletic Director will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- H. Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by the Athletic Director, the school nurse or an identified, trained designee onsite.

#### **Exertional Post Concussion Tests:**

- A. **Test 1:** (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. **Test 2:** (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. **Test 3:** (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. **Test 4:** (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. **Test 5:** Full contact and return to sport with monitoring of symptoms.

#### **Section VI. School Nurse Responsibilities:**

- 1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
- 2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
- 3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
- 4. Observe students with a concussion for a minimum of 30 minutes.

5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.  
(a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

#### **Section VII. School Responsibilities:**

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, Athletic Director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

#### **Section VIII. Athletic Director Responsibilities:**

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, Athletic Director, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

#### **Section IX. Parent/Guardian Responsibilities:**

1. Complete and return concussion history form to the athletic department.



2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
  - A. Loss of consciousness
  - B. Headache
  - C. Dizziness
  - D. Lethargy
  - E. Difficultly concentrating
  - F. Balance problems
  - G. Answering questions slowly
  - H. Difficulty recalling events
  - I. Repeating questions
  - J. Irritability
  - K. Sadness
  - L. Emotionality
  - M. Nervousness
  - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

**Section X. Student and Student Athlete Responsibilities:**

1. Complete Baseline **ImPact Test** prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to Athletic Director and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the Athletic Director and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the Athletic Director or designee onsite.
14. Follow Gradual Return to Play Guidelines.

15. Report any symptoms to the Athletic Director and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to Athletic Director prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

#### **Section XI. Coach & Band Instructor Responsibilities:**

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the Athletic Director or designee onsite is not present at the athletic event. This form must be shared with the Athletic Director and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and Athletic Director.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to Athletic Director.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

#### **Section XII. Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

### **Section XIII. Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

### **Section XIV. Concussion Education:**

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, Athletic Director or designee onsite and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the Athletic Director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted.

Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

### **Section XV. Recommended Forms:**

SBRSD will maintain the verifications of annual trainings for a period of three (3) years; the Athletic Director will maintain these documents. The following documents will become part of the individual student's health record and will be given to the student and the parent at the time of graduation or when the student officially leaves the District.

#### **Related Forms:**

1. Pre-Participation Head Injury Form
2. Report of a Head Injury Form
3. Concussion Return to Play Form
4. Post-Concussion Academic Accommodations Form
5. Medical Clearance Form

## **SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT**

The District will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. While the District prefers to hire substitutes with a four-year degree, non-degreed candidates will be considered if they have attained at least two years of higher education beyond a high-school diploma. All substitutes shall submit to a Criminal Offense Record Investigation, (C.O.R.I.), and be fingerprinted. All substitutes new to the District shall be interviewed by a screening committee or a designee of the Superintendent. All substitutes will be expected to provide educational services, rather than to assume merely a student-supervisory role. These services will be based upon lesson plans provided by the classroom teacher. They will be provided with as much support as possible by building administrators and teachers.

## ATTENDANCE AREAS

The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, Pre-K, Early K and grade 1-4 elementary students will attend the school in the attendance area assigned for the District Town in which they live and all grade 5 and higher students will attend the main campus in Sheffield. The School Committee will confer with community representatives prior to setting new attendance areas. The Committee's primary basis for changes must be equality of education opportunity for all students rather than the personal desires of any one group.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Superintendent is authorized to make exceptions to attendance areas for individual children in the best interests of the student and/or the school.

Current attendance areas by residency are:

Alford: Sheffield

Egremont: Egremont and Sheffield

Monterey: Monterey, New Marlborough and Sheffield

New Marlborough: New Marlborough and Sheffield

Sheffield: Sheffield

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J  
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75  
Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74  
Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JCA, Assignment of Students to Schools

## ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area of the town in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools or for disciplinary or administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his former school; permission will not extend beyond the current school year.
4. An application to attend a school outside of the assigned attendance area has been submitted to and approved by the Superintendent.

School bus transportation will not be provided for students attending schools outside their attendance area, (intra-school choice), unless they can be accommodated on existing bus routes and schedules or unless specific permission is granted by the Superintendent.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J  
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75  
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CROSS REF.: JC, Attendance Areas

**MOUNT EVERETT REGIONAL SCHOOL  
SCHOOL IMPROVEMENT PLAN 2017-2018**

<b>Instructional Leadership</b>	<b>Management &amp; Operations</b>	<b>Family &amp; Community Engagement</b>	<b>Professional Culture</b>
<p>Assist math, English and science departments with their review of test data and adjustment to evolving standards.</p> <p>Assess educational value and cost effectiveness of online learning and independent projects including consideration of completion/renewal of Edgenuity contract.</p> <p>Use Advisory, Mt. Everett staff, student wellness committee, community partners, and special programming to directly teach social emotional learning and coping skills to students.</p> <p>Assess efficacy of SST and IST meetings with an eye on coordinating these efforts for a more effective RTI model.</p> <p>Use Advisory and networking with guidance, culinary, building/grounds, and technology departments to</p>	<p>Coordinate with Sheffield Police Department in naming hallways to assist department in navigating Mt. Everett.</p> <p>Coordinate security camera effort with Sheffield Police Department to enhance efficacy of responses to emergencies.</p> <p>Post room numbers in windows of Mt. Everett classrooms to assist police in emergency situations.</p> <p>Suggest improvements to the softball fields that are handicapped accessible and spectator friendly.</p> <p>Refine H periods as needed to accommodate special programming and meetings.</p> <p>Launch new expectations such as academic probation cited in the 17-18 student handbook.</p>	<p>Assist alumni with coordination of reunion for class of 1967 – 50<sup>th</sup> anniversary.</p> <p>Support WEA visit to promote appreciation for cultural diversity and shine a spotlight on the Mt. Everett arts program.</p> <p>Conduct Open House, Parent Conferences, and Orientation nights that promote enrollment in our district.</p> <p>Involve Mt. Everett programs in numerous community efforts and events including the elementary schools youth sports, movie nights, trunk or treat, senior citizen luncheon, veterans day dinner, Park of Honor, spring fling and various blue/gold events.</p> <p>Guidance counselors will invite the families of every Mt. Everett student to school for a meeting to explore college and career opportunities for their children.</p>	<p>Pay special notice to recognizing and promoting staff attention to standards III and IV as part of supervision and evaluation effort.</p> <p>Raise awareness among staff members about being attentive to the needs of traumatized learners.</p> <p>Implement new academic probation procedures articulated in the school handbook while maintaining a culture of fairness, justice, respect, and accountability.</p> <p>Support the long standing culture of Mount Everett staff to achieve high standards and continuously improve their school.</p>

enhance vocational/career exploration experiences.

Continue to promote and provide experiences that enhance our appreciation for cultural diversity.

Increase STEM experiences by launching Project Lead the Way curriculum in 7<sup>th</sup> and 8<sup>th</sup> grades.

Explore interdisciplinary school wide community theater project for the spring of 2019.

Explore potential school choice niches for Mount Everett to include such advantages as: global education, personalized learning experiences such as independent projects and online/blended learning, arts academy, participation index, enhanced vocational offerings and student/adult relationships.

Explore reinstatement of RAD training through the Sheffield Police Department.

Support refinements to the safety manual especially in the area of campus evacuation.

Explore collaborating with Building/Grounds, Food Service, and Student Services Departments to provide hands on experimental activities for students.

Adjust and adopt schedules, personnel, and curriculum pursuant to school committee decision in relation to sixth grade.

Conduct Mt. Everett Spring Fling incorporating appreciation for cultural diversity, celebration of the arts, and recognition of co-curricular programs.

Reach out to alumni and community members as a resource to our students and school.





**Town of Sheffield  
Board of Selectmen**  
Town Hall – 21 Depot Square  
P.O. Box 325  
Sheffield, Massachusetts 01257

Voice: 413-229-7000  
Fax: 413-229-7010  
TTY: 800-439-2370



January 2, 2018

E. Bonnie Silvers, Chairman  
SBRSD School Committee  
P.O. Box 339  
Sheffield, MA 01257

Dear Chairman Silvers,

We received an email on December 8, 2017 indicating that the School Committee had scheduled meetings in four of the five towns in the District. Sheffield would be happy to be included and host a meeting in our town as well.

Please contact our office to discuss dates that would work for the Committee.

Sincerely,

\_\_\_\_\_  
David A. Smith, Jr.

\_\_\_\_\_  
Andrew G. Petersen

\_\_\_\_\_  
Nadine A. Hawver

FY18 WARRANTS SIGNED  
WARRANT SUB-COMMITTEE MEETING, 12-1-17

	Voucher #	Total Amount:	General Fund Amount:
Manual Warrant			
Health Insurance Warrant -			
Vendor Warrant 12/15/17	1203	\$ 303,528.70	\$ 186,130.21
Vendor Warrant			
Payroll Warrant 11/9/17		\$ 385,280.79	\$ 366,735.57
Payroll Warrant 11/22/17		\$ 353,966.30	\$ 336,530.67
P-Card Warrant 10/31/17		\$ 15,838.52	\$ 8,457.40
		<u>\$ 1,058,614.31</u>	<u>\$ 897,853.85</u>

10a.

FY18 WARRANTS SIGNED  
WARRANT SUB-COMMITTEE MEETING, 1-2-18

	Voucher #	Total Amount:	General Fund Amount:
Manual Warrant	1105	\$ 156,574.70	\$ 156,540.23
Health Insurance Warrant -			
Vendor Warrant 12/29/17	1204	\$ 408,573.00	\$ 350,380.83
Vendor Warrant			
Payroll Warrant			
Payroll Warrant			
P-Card Warrant			
		<u>\$ 565,147.70</u>	<u>\$ 506,921.06</u>

10a.

# 2017-18 SBRSD Elementary School Improvement Plan

## 2017-18 District Vision

As a vibrant center for the five towns and the greater community we serve, the Southern Berkshire Regional School District envisions a rigorous educational environment that prepares and inspires all students to be resilient, curious, and ethical global citizens who embrace the challenges of an ever-changing world through a commitment to our core values of opportunity, excellence, character, and community.

From this vision, we have developed the following goals to work toward continuously improving the educational experience for our students and to strive for educational excellence for the District:

- Improving communication with all stakeholders
- Safety and security for the school community, which includes both physical safety and social and emotional support.
- College and career readiness from K through 12.
- A rigorous and engaging curriculum, high quality instruction, and individualized student learning.
- Early literacy, integrating reading, writing, and aligning math instruction for grades K to 8.
- Review and redesign of the middle school experience for grades 6, 7 and 8.

## 2017-18 Elementary Strategic Initiatives

<p><b>Aligned Curricula.</b> Create a K-6 curriculum and instruction that is fully aligned the 2017 Massachusetts Curriculum Frameworks in ELA &amp; Math, including the 2016 Science, Technology &amp; Engineering frameworks.</p> <p><b>Access to Curriculum.</b> Continue to build access to curriculum for all students by providing support and training to teaching teams in the elementary and secondary programs across curriculum areas, ensuring that all children receive a high-quality, engaging, and personalized education.</p>	<p><b>School Culture.</b> Articulate and reinforce the positive culture-related behaviors established by the administration and faculty. Ensure that the district provides a supportive and engaging learning environment.</p>	<p><b>Communication to Families.</b> Establish principal guidelines to improve outreach to families through personal contact, telephone contact, email communication, staff memos, paper newsletters, and other means.</p> <p><b>Intra-District Communication.</b> Maintain and improve intra-district communication and transition activities.</p>	<p><b>Administrator Feedback to Teachers.</b> Ensure that School administrators provide feedback to teachers based on the DESE standards, agreed-upon teacher improvement goals and projects, frequent administrator observations and evidence submitted by the teacher.</p>
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# 2017-18 Elementary School Improvement Plan Implementation

## Academic Rigor

Ensure that the district provides all students access to a high quality, demanding and rigorous academic program that is aligned with the Massachusetts Curriculum Frameworks. Demand that teaching methods are based on accepted and proven methodology, reaching all children through differentiated instruction.

Initiative	Lead Administrator	Resources	Outputs/ Action Steps	Desired Outcomes	Measures / Assessments
<b>Aligned Curricula.</b> 1) Align English Language Arts curriculum and instruction with the 2017 Massachusetts ELA Curriculum Frameworks.	Mary Turo Jon Friedman Kerry Burke  ELA department head	-2017 Massachusetts ELA Curriculum Frameworks -ELA curriculum meetings -Elementary Curriculum meetings -District Leadership Team -DESE model curriculum units	1. Provide collaboration times at grade level for teachers to develop common assessments and grade level expectations 2. Provide teachers opportunities to create integrated curriculum units. 3. Provide teachers with high quality professional development and coaching opportunities	1. Identified grade level standards for each grade 2. Common assessments for each grade level 3. Teachers gain knowledge and expertise in the teaching of Reading and Writing 4. Integrated units of study	1. Reading assessments 2. Writing assessments 3. ELA curriculum maps 4. MCAS 5. DRA2 and DIBELS assessments
2) Align math curriculum and instruction with the 2017 Math Massachusetts Math Curriculum Frameworks.	Mary Turo Jon Friedman Kerry Burke  Math department head	-2017 Massachusetts Math Curriculum Frameworks -Math curriculum meetings -Elementary curriculum meetings -District Leadership Team	1. Provide collaboration times at grade level for teachers to develop common assessments and grade level expectations 2. Provide teachers with high quality professional development and coaching opportunities	1. Identified grade level standards for each grade 2. Common assessments for each grade level 3. Teachers gain knowledge and expertise in the teaching of Math	1. Go Math topic assessments 2. Go Math midyear and end of year assessments 3. MCAS 4. Math curriculum maps 5. AIMSweb assessments
3) Align science curriculum with the 2016 Massachusetts Science Technology & Engineering Frameworks	Mary Turo Jon Friedman Kerry Burke  Science department head	-2016 Massachusetts Science, Technology & Engineering Frameworks -Flying Cloud Institute -Science curriculum meetings -Elementary curriculum meetings -District Leadership Team	1. Provide collaboration times at grade level for teachers to develop common assessments and grade level expectations 2. Provide teachers with high quality professional development and coaching opportunities	1. Identified grade level standards for each grade 2. Common assessments for each grade level 3. Teachers gain knowledge and expertise in the teaching of Science	1. Unit assessments 2. MCAS 3. Science curriculum maps
<b>Access to Curriculum.</b> Provide access to the curriculum for all students, providing support and training for teachers. Ensure that all children receive a high-quality, personalized education through differentiated instruction.	Mary Turo Jon Friedman Kerry Burke Chris Thompson  ELA department head Math department head Technology staff	-Massachusetts Mathematics Curriculum Frameworks (2017) -Massachusetts English Language Arts Curriculum Frameworks (2017) -Go Math materials -Empowering Writers materials -Mobymax, Reading A-Z and Ready Test	1. Provide opportunities for general, Title 1, and special education teachers to collaborate with colleagues 2. Provide time for grade level teams to meet and integrate technology into lessons 3. Provide teachers with high quality professional development in using technology in the classroom to meet individual student needs	1. Identified strategies and procedures for differentiation of instruction 2. Web-based programs in place to meet individual student needs 3. Increased use of technology to meet individual student needs	1. Math assessments 2. ELA assessments 3. Aimsweb, DIBELS, progress monitoring 4. MCAS

## 2017-18 Elementary Improvement Plan Implementation

### School Environment and Culture:

Ensure that the district provides all students access to a safe, civil, supportive and engaging learning environment that inspires and demands the highest academic, effort, and citizenship standards for all, ensuring that every student is motivated and prepared for post-high school education, careers, and citizenship.

Initiative	Lead Administrator	Resources	Outputs/ Action Steps	Desired Outcomes & Time	Measures / Assessments
<b>School Culture</b> Provide students with systems and safety nets in an inclusive, safe, respectful learning environment with clear, high expectations. Articulate and reinforce the positive behavior expectations established by the administration and faculty	Mary Turo Jon Friedman  Susan Happ Erin O'Brien	-Character Counts character educator program -Second Step social/emotional learning program -Responsive Classroom -Botvin Lifeskills Program	- School Climate Committee leads Character Counts program - Continue implementation of Second Step adding Kindergarten and grade 1, to grade 2 and 5 - Pilot Responsive Classroom in grades 1, 3 and 5 - Grades 3-6 complete Botvin Lifeskills Program	-Common language among teachers, students and parents -Create an understanding of school behavior expectations -Students develop positive social skills	-Reduced discipline referrals -Parent, student and teacher survey results

### Family and Community Engagement:

Ensure that the district expands its' engagement with families, local resources, community-based organizations, subject-matter experts (SME's), Governmental Agencies, and regional businesses in order to expand and enhance the educational experience of all students.

Initiative	Lead Administrator	Resources	Outputs	Desired Outcomes	Measures
<b>Communication to Families</b> Cultivate partnerships and build relationships with families through outreach and communication through personal contact, email, newsletters, and other events.  <b>Intra-District Communication</b> Maintain and improve intra-district communication and transition activities	Mary Turo Jon Friedman	-Email -Website -Monthly parent newsletter -Family events -PTO/PTA -SEPAC	-Utilize email and website to send updates and reminders -Send monthly newsletter to parents -Parent orientation -Family Literacy/Math nights -Administrators make frequent visits to community Schools and events -Provide transition activities for grade 4 and grade 6 families	-Regular home/school communication from administration -Monthly classroom and school newsletters -Increased awareness of elementary school happenings -Increased understanding of school programs and expectations	-Parent survey results -Participation in events and opportunities

### Professional Culture and Resources:

Foster a professional culture of pride, motivation, reflective practice, interpersonal support, high standards and professionalism at all levels, and collaboration between the administration and SBREA. Ensure that administrators provide ongoing feedback, resources, professional development, and support to all teachers, designed to bring about optimal student growth.

Initiative	Lead Administrator	Resources	Outputs	Desired Outcomes	Measures
<b>Administrator Feedback to Teachers</b> Ensure that School administrators provide feedback to teachers based on the DESE standards, agreed-upon teacher improvement goals and projects, frequent administrator observations and evidence submitted by the teacher.	Mary Turo Jon Friedman	-DESE Educator Evaluation materials -DESE "What to Look For" observation guides	-Conduct frequent classroom walk-throughs -Observe teachers in a variety of settings -Provide teachers with frequent, timely feedback -Complete Educator Evaluation following DESE guidelines	-Emphasis on research-based instructional practices -Teachers gain an enhanced understanding of administration expectations -Increased student achievements	-Staff survey results -Parent survey results -Assessment results