

**HCCPS Board of Trustees  
Meeting Agenda  
March 13, 2019, 6:30pm**

The Hilltown Cooperative Charter Public School was founded in 1995 as a Massachusetts Public Charter School. Our mission is:

- ❖ To engage students in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking skills and a joy of learning.
- ❖ To sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational program.
- ❖ To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.

**Facilitator: Penny Leveritt**

**6:30 Welcoming (read mission statement) (20 min)**

Announcements, appreciations, acknowledgements  
Agenda check; Appoint timekeeper, list keeper  
Thank You Note check  
BOT Visibility this month  
Approve Minutes from previous BOT meeting  
Welcome new folks

**6:50 Public Comment period: (10 min)**

**7:00 Plan for Annual Meeting:** Deirdre (5 min – discussion)

**7:05 Bylaws Proposal:** GABS (20 min – decision)

**7:25 Charter Renewal Process:** Dan (15 min – report/discussion)

**7:40 Education Domain Report:** Lara (30 min – report/discussion)

**8:10 New business (5 min – identify only)**

**8:15 Committee Reports (5 min – questions only)**

**8:20 Meeting Wrap-up/ Evaluation/Minutes Finalization (5 min)**

Confirm date/facilitator, snack bringer, newsletter blurb, agenda check for next meeting

**8:25 Review Action Items in this meeting's minutes (5 min)**

**8:30 Adjournment**

**To: The Board of Trustees**  
**From: GABS**  
**Re: Summary of Proposed Revisions to the HCCPS By-Laws**  
**Date: March 2019**

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**Mission Statement**

Substantive changes:

- None

Other changes:

- In the second bullet, a comma was added between “families” and “local community members” for consistency.

**ARTICLE I Name, Purpose, and Location**

Substantive changes:

- None

Other changes:

- In the title of Article I after “Purpose,” a comma was added for consistency.
- In Sec. 1, “(which shall hereinafter be referred to as the ‘School’)” was changed to “(‘School’).”
- In Sec. 2, “school” was changed to “School” for consistency.
- In Sec. 2, the format of the citation was changed from “MGL Chapter 71, Section 89” to “M.G.L. c. 71, § 89,” for consistency.
- In Sec. 3, a comma was added between “Easthampton” and “MA.”

**ARTICLE II Membership**

Substantive changes:

- None
- *\*Note: In 2018, the Cooperative approved changes to Sections 1 and 2. Approval of the proposed changes is pending with the Department of Elementary and Secondary Education (“Department”).*

Other changes:

- In Sec. 1, “school” was changed to “School” for consistency.
- In Sec. 1, “cooperative” was changed to “Cooperative” for consistency.

**ARTICLE III Meetings of Members**

Substantive changes:

- Sec. 1 was rewritten to state: “Annual Meeting: The School shall hold an annual meeting at which the members of the Cooperative will: elect new trustees; vote on proposed By-law amendments; hear reports from the Board of Trustees; and discuss other relevant business. The annual meeting shall be held in the spring.”

*This change is proposed pursuant to the Department’s suggestion that the School, not the Board of Trustees, is holding an annual meeting for the members of the cooperative.*

- In Sec. 3, “Section IX” was changed to “Article IX” to make it accurate.
- Sec. 4 was re-written to state: “At an annual meeting or a special meeting, if notice has been properly given in accordance with Article III, Section 3 and Article IX of these By-laws, sixty percent of the votes cast shall be necessary and sufficient for the election to any office or for the decision of any questions brought before the meeting, except as otherwise provided in these By-laws or the laws of the Commonwealth of Massachusetts.”

*The proposed change modifies what constitutes a quorum in light of the new qualifications for voting at the annual meeting.*

Other changes:

- In Sec. 2, “bylaws” was changed to “By-laws” for consistency.
- In Sec. 2, a comma was added between “place” and “and purposes” for consistency.
- In Sec. 3, “by-laws” was changed to to “By-laws” for consistency.
- In Sec. 3, a comma was added between “place” and “and purposes” for consistency.

**ARTICLE IV Board of Trustees**

Sec. 1

Substantive changes:

- In sub-section A, the following was added at the end of the current section:

The Board of Trustees will not exercise managerial powers over the day-to-day operations of the School.

The Board of Trustees will ensure that the School operates in compliance with all applicable state and federal laws, including, but not limited to:

- Successfully completing the opening procedures process in accordance with M.G.L. c. 70, § 89; 603 CMR § 1.00; and any guidelines issued by the Department of Education;
- Requesting the Commissioner’s appointment of any new trustees and receiving that approval prior to any new trustees beginning their service as members;
- Submitting timely annual reports;
- Submitting timely annual independent audits;
- Hiring, evaluating, and removing, if necessary, qualified personnel to manage the School’s day-to-day operations and holding these administrators accountable for meeting specified goals;

- Approving and monitoring progress towards meeting the goals of the School's Accountability Plan;
- Adopting and revising School policies, including plans for student recruitment and retention;
- Responding to complaints in writing as required by 603 CMR § 1.09; and
- Ensuring that members of the Board receive an orientation and training regarding their duties and obligations as members of a board of trustees.

The board of trustees of a charter school is a public entity, which operates independently of any school committee. The Board of Trustees is a public employer for the purposes of tort liability under M.G.L. c. 258 and for collective bargaining purposes under M.G.L. c. 150E.

*The added language is directly from the Department's "Board of Trustees By-laws Checklist" and was included to ensure that the Board is complying with Massachusetts and federal law.*

- In sub-section C, changed "missing no more than" to "striving to miss no more than."  
*This change was proposed in response to the Department stating that the current version implies that missing two meetings triggers a removal process.*
- In sub-section E, the following sentence was added: "Committees can be composed of trustee and non-trustee members."  
*This change is proposed in response to a request from the Department for clarification.*
- Sub-section F was added.  
*This change is proposed pursuant to the Department's suggestion.*

#### Other changes:

- In sub-section A, in the first paragraph, "(Board of Trustees' or 'Board')" was added the first time the Board of Trustees is referenced.
- In sub-section A, in the first paragraph, changed references to "school" to "School" for consistency.
- In sub-section A, in the first paragraph, changed "State" to "Commonwealth" for accuracy.
- In sub-section A, in the first paragraph, added commas between "organizational" and "personnel policies" and "terms of its charter" and "earns charter renewal" for consistency.
- In sub-section C, "HCCPS" was changed to "the School" for consistency.
- In sub-section C, "BOT" was changed to "Board of Trustees" for consistency.
- In sub-section D, "school" was changed to "School" for consistency.
- In sub-section D, "to determine" was changed to "for determining."

## Sec. 2

### Substantive changes:

- *\*Note: In 2018, the Cooperative approved a change to sub-section A, clarifying the Board of Trustees shall have six to fifteen voting members. Approval of the change is pending with the Department.*
- Sub-section B was added and the remaining sub-sections were renumbered.  
*This sub-section was added to comply with the Department's "Board of Trustees By-laws Checklist."*
- In sub-section C (formerly B), added "(non-parents)" after "Community members" for clarification.
- In sub-section D (formerly C), "Such appointment shall be subject to ratification by the Cooperative Membership at the next Annual Meeting or Special Meeting" was changed to "At the next annual meeting, the Cooperative membership will vote on whether the newly appointed trustee(s) will complete the remainder of their term(s)."  
*This sub-section was added to comply with the Department's "Board of Trustees By-laws Checklist."*
- Former sub-section E was removed.  
*This section, referencing the role of Friends of Hilltown in the Board of Trustees, was removed in consultation with the Friends of Hilltown and in response to confusion about the status of the group's membership on the Board of Trustees.*
- Paragraph F was added and the remaining sub-sections were renumbered.  
*This was approved by the Cooperative at the last annual meeting to include membership spots on the Board for permanent employees.*
- The following was added at the end of sub-section H (formerly G): "Members of the Board of Trustees will comply with the Commonwealth's ethics requirements, including, but not limited to, meeting all training requirements; complying with M.G.L. c. 268A, the conflict of interest law; filing all required disclosures under M.G.L. c. 268A; and filing all statements of financial interest in a timely fashion as required by M.G.L. c. 71, § 89(u). Failure to comply with the Commonwealth's ethics requirements may result in removal of individual Board members by the Board of Trustees or by the Commissioner. See M.G.L. c. 71, § 89(u); 603 C.M.R. § 106(2)(e)."  
*This was added pursuant to the Department's direction that we include specific information about conflicts of interest.*
- Under sub-section J (formerly I), "gender identity" was added.

### Other changes:

- In sub-section C (formerly B), "Members" was changed to "members" for consistency.
- In sub-section C (formerly B), "6" and "12" were changed to "six" and "twelve" for consistency.
- In sub-section C (formerly B), "Department" was changed to "Department of Elementary and Secondary Education."

- In sub-section G (formerly F), “state” was changed to “Commonwealth” for consistency and accuracy.
- In sub-section H (formerly G), “which” was changed to “that.”
- In sub-section H (formerly G), “state” was changed to “Massachusetts.”
- In sub-section H (formerly G), “school” was changed to “School” for consistency.
- In sub-section I (formerly H), “Trustee” was changed to “trustee” for consistency.
- In sub-section I (formerly H), “school” was changed to “School” for consistency.

### Sec. 3

#### Substantive changes:

- This section was completely rewritten.  
*This change was made pursuant to the Department’s observation that it was duplicative of others sections.*

### Sec. 4

#### Substantive changes:

- “total number of the Board of Trustees” was changed to “total number of the voting members of the Board of Trustees.”

## **ARTICLE V          Officers**

#### Substantive changes:

- None

#### Other changes:

- In sub-section A “Board of trustees” was changed to “Board of Trustees” for consistency.
- In sub-section A, a comma was added between “Treasurer” and “Clerk” for consistency.
- In sub-section B, a comma was added between “Domain Council” and “and set the agenda” for consistency.
- In sub-section B, third paragraph, “his or her” was changed to “President’s.”
- In sub-section B, fourth paragraph, a comma was removed and “and” was added between “checks” and “to monitor.”

## **ARTICLE VI          Resignations, Removals**

#### Substantive changes:

- Sec. 2 was substantially rewritten.  
*These changes were made in response to a request from the Department for clarification.*

#### Other changes:

- In Sec. 1, “Trustee” was changed to “trustee” for consistency.

## **ARTICLE VII          Liability**

Substantive changes:

- No changes

Other changes:

- A comma was added between “employee” and “or member” for consistency.

**ARTICLE VIII      Fiscal Year**

Substantive changes:

- No changes

Other changes:

- No changes

**ARTICLE IX      Notices**

Substantive changes:

- The following sentence was added at the beginning to clarify that most notices are sent by email: “Notices are distributed electronically unless otherwise required.” The remainder of Article IX was shortened and streamlined.

Other changes:

- “Sec. 1,” was removed, since there is only one section in Article IX.
- Commas were added between “trustee” and “or officer” for consistency.
- References to “his or her” were removed.

**ARTICLE X      Amendment of By-Laws**

Substantive changes:

- Added “the Board, a Board committee” in the first sentence to clarify that amendments to the By-laws are often proposed by the Board and Board committees.
- Changed “sixty percent majority of the voting Members of the School attending the Annual Meeting” to “sixty percent majority of the members of the School Cooperative attending the Annual Meeting.”  
*This reflects the change in the definition of who may vote at the annual meeting.*
- In the last sentence, changed “Department of Education” to “Commissioner of Elementary and Secondary Education.”

Other changes:

- References to “by-laws” were changed to “By-laws” for consistency.
- A comma was added between “duplicated” and “and circulated” for consistency.

- In the last sentence, the reference to “Annual Meeting” was changed to “annual meeting” for consistency.
- In the last sentence, “Members” was changed to “members” for consistency.





## BOARD OF TRUSTEES BY-LAWS

The mission of the Hilltown Cooperative Charter Public School is:

- ❖ To engage students in a school, which uses experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking skills and a joy of learning.
- ❖ To sustain a cooperative, intimate community of students, staff, families, and local community members, which guides and supports the school and its educational program.
- ❖ To cultivate children' s individual voices, a shared respect for each other, our community, and the world around us.

### **ARTICLE I            Name, Purpose, and Location**

Sec. 1            The name by which this organization shall be known is the Hilltown Cooperative Charter Public School (“School”).

Sec. 2            The purpose of the School shall be as described in the Commonwealth of Massachusetts Charter to operate a public school as executed by the Massachusetts Secretary of Education and granted to the School on December 9, 1994. This public school is chartered by the Commonwealth of Massachusetts and operates in compliance with M.G.L. c. 71, § 89.

Sec. 3            The principal office of the School in the Commonwealth of Massachusetts shall, until changed in accordance with the By-laws of the School, be located at 1 Industrial Parkway, Easthampton, MA 01027.

### **ARTICLE II            Membership**

Sec. 1            Any parent or staff member directly involved with the School community is defined as a member of the Cooperative with full voting rights. Other adult volunteers who have contributed forty hours of work over a twelve-month period are also considered members with full voting rights.

Sec. 2            All members are welcome to attend special and annual meetings of the School and shall have the right to vote at all special and annual general meetings of the School, except where recusal is required by law.



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CHARTER PUBLIC SCHOOL

Sec. 3 The Board of Trustees shall be empowered to interpret and enforce the membership requirements described in Section 1 of this Article.

**ARTICLE III Meetings of Members**

Sec. 1 Annual Meeting: The School shall hold an annual meeting at which the members of the Cooperative will: elect new trustees; vote on proposed By-law amendments; hear reports from the Board of Trustees; and discuss other relevant business. The annual meeting shall be held in the spring.

Sec. 2 Special Meeting: A special meeting of the members may be called at any time by a majority of the Board of Trustees. The Clerk or some other officer shall also call a special meeting of the members, upon written application of ten percent of the members. Any such call shall state the time, place, and purposes of the meeting. Any and all By-laws can be amended at a special meeting.

Sec. 3 Notice: Notice of the time, place, and purposes of any annual meeting of the members shall be given in person or in writing in accordance with Article IX of these By-laws at least seven days before such meeting.

Sec. 4 At an annual meeting or a special meeting, if notice has been properly given in accordance with Article III, Section 3 and Article IX of these By-laws, sixty percent of the votes cast shall be necessary and sufficient for the election to any office or for the decision of any questions brought before the meeting, except as otherwise provided in these By-laws or the laws of the Commonwealth of Massachusetts.

**ARTICLE IV Board of Trustees**

Sec. 1

- A. The governing body of the School shall be called the Board of Trustees (“Board of Trustees” or “Board”). Said Board holds the charter from the Commonwealth and is therefore responsible for ensuring that the School and Board members comply with all applicable laws and regulations. It shall be jointly responsible for all action taken on behalf of the School. The Board of Trustees shall be responsible for the overall well being of the organization: fiscal management, approval of the annual budget, fund raising, organizational, and personnel policies. It shall ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal. The Board shall approve all general policy decisions. The Board of Trustees will not exercise managerial powers over the day-to-day operations of the School.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

The Board of Trustees will ensure that the School operates in compliance with all applicable state and federal laws, including, but not limited to:

- Successfully completing the opening procedures process in accordance with M.G.L. c. 71, § 89; 603 CMR § 1.00; and any guidelines issued by the Department of Elementary and Secondary Education;
- Requesting the Commissioner's appointment of any new trustees and receiving that approval prior to any new trustees beginning their service as members;
- Submitting timely annual reports;
- Submitting timely annual independent audits;
- Hiring, evaluating, and removing, if necessary, qualified personnel to manage the School's day-to-day operations and holding these administrators accountable for meeting specified goals;
- Approving and monitoring progress towards meeting the goals of the School's Accountability Plan;
- Adopting and revising School policies, including plans for student recruitment and retention;
- Responding to complaints in writing as required by 603 CMR § 1.09; and
- Ensuring that members of the Board receive an orientation and training regarding their duties and obligations as members of a board of trustees.

The board of trustees of a charter school is a public entity, which operates independently of any school committee. The Board of Trustees is a public employer for the purposes of tort liability under M.G.L. c. 258 and for collective bargaining purposes under M.G.L. c. 150E.

- B. The Board of Trustees shall be responsible for the selection, appointment, evaluation and/or removal of the administrators of the School.
- C. Board members must serve the School with duty, loyalty, and care, striving to miss no more than two regularly scheduled Board of Trustees meetings in a given Fiscal Year.
- D. Board members shall be responsible for determining general School policies while maintaining compliance with state and federal law.
- E. The Board of Trustees forms committees and/or task forces, either permanent or as needed. Board members shall define the purposes, duties, and particular powers for each committee and approve these by way of consensus. Committees can be composed of trustee and non-trustee members.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

- F. Grievances may be brought to the Board of Trustees using the three-level Grievance Procedure (“Grievance Procedure (Staff)” or “Grievance Procedure (Students and/or Parents),” whichever is applicable).

Sec. 2

- A. The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. Parents of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees.
- B. The Board of Trustees will exercise due diligence in assessing the suitability of candidates for Board membership with respect to potential conflicts of interest and areas of skill and expertise that will be of value to the Board of Trustees, such due diligence to occur prior to a vote by the Board of Trustees to request the Commissioner appoint the proposed member(s). Prior to submitting a candidate to the Commissioner for approval, the Board of Trustees must determine that no financial interests under M.G.L. c. 268A exist that may preclude a majority of the Board of Trustees from participating in deliberations or voting on certain matters within the scope of the Board of Trustees’ authority.
- C. New members of the Board of Trustees shall be elected every year as necessary for a three-year term by a vote of sixty percent majority of the voting members of the School attending the annual meeting. Community members (non-parents) may choose instead to serve a first term of two years and may choose instead to serve one year for subsequent terms. The Board of Trustees will then hold a formal vote to accept all new members, as required by the Department of Elementary and Secondary Education. The total number of sequential years a member may serve is six; the total number of years a member may serve is twelve.
- D. Between annual meetings, the Board of Trustees shall be empowered to elect by quorum of the Board new trustees to fill any vacancies on the Board. At the next annual meeting, the Cooperative membership will vote on whether the newly appointed trustee(s) will complete the remainder of their term(s).
- E. Permanent employees of the school shall be disqualified from serving as voting members of the Board of Trustees during their time of employment. The three Domain Directors shall attend and fully participate in Board of Trustee meetings, but not vote.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

- F. Using standard election process, up to two permanent employees may be elected to the Board of Trustees as non-voting, ex-officio members for two-year terms and may choose to renew for an additional one-year term. The total number of sequential years a permanent employee member may serve is three; the total number of years a permanent employee member may serve is six.
- G. Individual members of the Board of Trustees are considered special public employees of the Commonwealth.
- H. Trustees will not participate in any decision that may result in their financial gain. They must recuse themselves from discussion about such decisions, save to provide factual information about the issue. Any trustee who gains financially from the School shall disclose this to the Board, and in accordance with Massachusetts law. Board members may not receive payment for services. Members of the Board of Trustees will comply with the Commonwealth's ethics requirements, including, but not limited to, meeting all training requirements; complying with M.G.L. c. 268A, the conflict of interest law; filing all required disclosures under M.G.L. c. 268A; and filing all statements of financial interest in a timely fashion as required by M.G.L. c. 71, § 89(u). Failure to comply with the Commonwealth's ethics requirements may result in removal of individual Board members by the Board of Trustees or by the Commissioner. *See* M.G.L. c. 71, § 89(u); 603 C.M.R. § 106(2)(e).
- I. No more than one partner or household member of any immediate family shall serve as a trustee of the School or a member of the same Board committee at a given time.
- J. The Board of Trustees may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, gender identity, or non-disqualifying handicap or mental condition.

Sec. 3

- A. Board of Trustees and its committees, irrespective of what the title may be, will comply in all respects with the open meeting law, M.G.L. c. 30A, §§ 18-25, and the regulations, guidance, and directives of the Office of the Attorney General. This includes, but is not limited to, training, notice of meetings, records of meetings, and executive sessions.



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CHARTER PUBLIC SCHOOL

- B. A member of the Board of Trustees may participate remotely in a meeting provided that such participation complies with the requirements of 940 C.M.R. § 29.10, including, but not limited to, meeting the permissible reasons for remote participation. Board member remote participation must be approved in advance by the Clerk.
- C. The Board of Trustees shall meet at least quarterly, within the Commonwealth of Massachusetts.

Sec. 4 More than fifty percent of the total number of the voting members of the Board of Trustees shall constitute a quorum.

Sec. 5

- A. Decisions of the Board of Trustees shall be made by consensus. In the event that a decision cannot be reached by consensus, or when a vote is legally required, a vote will be called. A two-thirds majority will be necessary for the final decision.
- B. Decision by the Board of Trustees requires consensus by a quorum of seated members.

**ARTICLE V** Officers

Sec. 1

- A. The officers shall be a President, Vice-President, Clerk, and Treasurer and such other officers as the Board of Trustees may in its discretion elect. The President, Vice-President, Treasurer, and Clerk shall be elected annually by the Board of Trustees at its first meeting after its election by the members.

- B. The responsibilities of each officer are as follows:

The role of the President of the Board of Trustees is to be a link of communication between the Board of Trustees and the three Directors (the Director of Teacher and Learning, the Director of Administration, and the Director of Community and Family Engagement), to oversee committee work, facilitate communication within the Board of Trustees, sit on Domain Council, and set the agenda for the Board of Trustees' meetings.

The role of the Vice President of the Board of Trustees is to assist the President in carrying out the President's responsibilities as needed. The Vice President is also responsible for facilitating the complaint procedure.



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The role of the Treasurer of the Board of Trustees is to sign official documents and checks and to monitor and provide support and assistance to the Director of Administration on financial matters. The Treasurer shall chair finance committee meetings and present financial reports to the Board of Trustees.

The role of the Clerk of the Board of Trustees is to comply with the Department of Elementary and Secondary Education reporting requirements of the Board of Trustees.

C. Any vacant officer position shall be elected by a quorum of the Board of Trustees.

**ARTICLE VI Resignations, Removals**

Sec. 1 Resignations: Any trustee or officer may resign at any time by giving written notice to the President or Clerk. Such resignation shall take effect at the time designated therein, or if no time be specified, then upon its acceptance by the Board of Trustees.

Sec. 2 Removals: At any meeting called for the purpose, the members of the Cooperative may, by vote of sixty percent majority of the members of the Cooperative present, suggest removal of any trustee from office. The Board of Trustees must ratify by formal vote the suggested removal. If the removal is not ratified by the Board of Trustees, the trustee, in question, will remain in office. The Board of Trustees may, by vote of a majority of the trustees then in office, remove from office any officer who has been elected or appointed by the Board of Trustees, with or without cause being shown, and if cause being shown, may remove a Board officer.

**ARTICLE VII Liability**

No member of the School, employee, or member of the Board of Trustees shall have the power to bind any other member of the School personally. All persons or corporations extending credit to, contracting with, or having any claims against the School shall look only to funds and property of the School for payment so that any of said members, employees, or members of the Board of Trustees, present or future, shall not be personally liable.

**ARTICLE VIII Fiscal Year**

The fiscal year of the School will begin on July 1 and end on June 30.

**ARTICLE IX Notices**



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Notices are distributed electronically unless otherwise required. When notices are sent by mail, they shall be directed to a member, trustee, or officer at their address as it appears on the records of the School, unless such member, trustee, or officer shall have filed with the Clerk a written request that such notices intended for them be directed to some other address, in which case, it shall be directed to the address designated in such request.

**ARTICLE X           Amendment of By-Laws**

Amendments to the By-laws may be proposed by the Board, a Board committee, or any member of the School at both the special meetings and the annual meeting. Any proposed amendment must be submitted in written form, duplicated, and circulated to the membership at least seven days in advance of the meeting. Any proposed amendments must be seconded. Amendments to the By-laws shall be approved by a sixty percent majority of the members of the School Cooperative attending the annual meeting, subject to the approval of the Board of Trustees and the Commissioner of Elementary and Secondary Education.





**Guidelines:**  
**Application for Renewal of a**  
**Public School Charter**

Revised February 2019

**Massachusetts Department of Elementary and Secondary Education**  
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Jeffrey C. Riley  
Commissioner

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## Table of Contents

Introduction.....	1
Context: Revision of the Guidelines .....	1
Overview of the Charter Renewal Process .....	1
Charter Renewal Process .....	2
Application Submission Requirements .....	3
Application Contents .....	5
Appendix A Accountability Plan Performance.....	13
Appendix B General Statement of Assurances .....	14
Appendix C Documents.....	20
Appendix D Additional Information.....	21
Appendix E Application Content Checklist.....	22

## Introduction

This document provides guidelines for submitting an application for renewal of a public school charter (Application) to the Office of Charter Schools and School Redesign at the Massachusetts Department of Elementary and Secondary Education (Department). The following sections include an overview of the charter renewal process, detailed requirements for preparing and submitting the Application to the Department, and a list of documents that the school may find helpful in preparing the Application. Please review all of the information contained in these *Guidelines* before you begin the school's Application. Any Application that does not conform to these *Guidelines* will be returned to the school for revision.

The school's Application presents evidence of the school's performance during the current charter term. The application process also allows the school to examine its practices and decisions over the current charter term, offer explanations for any performance or operational issues, identify actions taken to correct past problems, and provide information regarding the school's plans for improvement in the future. By presenting full and accurate information along with a context for the information, the school has the opportunity to make its best case for charter renewal.

Please note that in addition to completing an Application, the school will be asked to submit a variety of additional documents as part of the renewal process. These documents are listed in the *Massachusetts Charter School Renewal Inspection Protocol*.

## Context: Revision of the Guidelines

The Department has collected extensive data on each charter school's performance over the charter term, including, but not limited to, the following: a school's annual reports, financial audits, test results, site visit reports, and demographic data. Rather than restating information and data that the Department already possesses, the Application should present additional affirmative evidence of the school's successes. The Application is an opportunity for the charter school to make its best case for renewal by providing additional information or clarifying the school's performance over the past four years of the charter term.

The 2019 revision to the Application reflects changes made to the Charter School Performance Criteria (Criteria) in 2018. As indicated in the revised Criteria, the current version (4.0) includes clear expectations for charter schools to work toward the elimination of persistent achievement, access, and opportunity gaps experienced by historically underserved students.

## Overview of the Charter Renewal Process

The Board of Elementary and Secondary Education (Board) is obligated by statute and regulation to conduct ongoing performance reviews of each charter school and, no later than the fifth year of the school's charter term, decide whether or not to renew the school's charter. The charter renewal decision is based upon the school's performance over the term of the charter in three areas:

1. The school's faithfulness to the terms of its charter,
2. The success of the school's academic program, and
3. The viability of the school as an organization (603 CMR 1.11).

The school's Accountability Plan and the Charter School Performance Criteria (v. 4.0) provide the analytical framework used to hold a charter school accountable for performance in these three areas and to decide whether or not a charter should be renewed (603 CMR 1.11(3)). The major components of the charter renewal process are summarized below.

## Charter Renewal Process

<b>Submission of Application for Renewal</b>	The school submits the completed Application to the Department no earlier than March 1 of the school's third year and no later than August 1 after the end of the fourth year of the school's charter. The completed Application must follow the content and format guidelines set forth in the following pages and must be complete upon submission.
<b>Application review</b>	The Department reviews the completed Application. The Application is accepted or returned to the school for revision or the inclusion of additional information.
<b>Renewal inspection</b>	The Department may contract with an independent organization to conduct a review of the school's performance in accordance with the <i>Massachusetts Charter School Renewal Inspection Protocol</i> or may use Department staff members to conduct the inspection. The renewal inspection team prepares a renewal inspection report summarizing the team's findings or observations regarding the school's performance relative to a subset of the Charter School Performance Criteria (v. 4.0).
<b>Opportunity for response</b>	The school may provide the Department with a formal response to the renewal inspection report; this response becomes part of the school's permanent record. Other interested parties, including the superintendent in the district in which a charter school is located or the superintendents in the region from which the school draws students, are given the opportunity to submit written comments to the Department regarding renewal of the school's charter.
<b>Summary of Review</b>	The Summary of Review (SOR), which is prepared by the Department, is a summary of the school's performance over the five-year charter term. The SOR takes into account many sources of evidence, including but not limited to: the Application, the renewal inspection report, previous site visit reports, financial audits, performance relative to the school's Accountability Plan, prior annual reports, board documents, academic data, and demographic data. The SOR presents data and evidence aligned to the statutory requirements for renewal of a charter in the areas of Criterion 1: Mission and Key Design Elements, Criterion 2: Access and Equity, Criterion 3: Compliance, Criterion 4: Dissemination, Criterion 5: Student Performance, and Criterion 9: Governance. The SOR is presented to the Commissioner of Elementary and Secondary Education (Commissioner) who makes a renewal determination based on the evidence. The school will be given a draft of the SOR for factual corrections before it is finalized and presented to the Commissioner. The school will also have an opportunity to respond to the SOR in the same manner as described above.
<b>Renewal Decision</b>	Based on Board votes in 2009 and 2013, the Commissioner has been delegated the authority to grant charter renewals that do not involve probation or non-renewal. In these cases, the Commissioner notifies the Board ahead of any intended actions. Board members may ask to bring the renewal to the full Board; if none does, the Commissioner's decision stands and the charter will be renewed, with or without conditions. For renewals involving probation or for any renewal a Board member requests to be discussed by the full Board, the Board then votes either to renew, to renew with conditions, to renew with probation, or not to renew the school's charter. Please see the Considerations for Charter School Renewal Memo for more details. <a href="http://www.doe.mass.edu/news/news.aspx?id=7802">http://www.doe.mass.edu/news/news.aspx?id=7802</a>

## Application Submission Requirements

- Due Date:** The school's Application and all related materials, including certifications, must arrive at the Department no later than **5 p.m. on Thursday, August 1, 2019.**
- Length:** The completed Application *should not exceed 25 pages*, excluding cover letter, cover page, and appendices. Please use the Application Completion Checklist included in Appendix E to ensure that all required components are included.
- Formatting:** The text and attachments must use standard one-inch margins, be clearly paginated, and use a clearly readable font no smaller in type size than 11 point.
- Data:** Tables, graphs, and other data, including student achievement data, provided in the Application must be clearly presented, clearly explained, and directly relevant to the text. *Student-level data must not be included.* In addition, the Application must not include any photographs, pictures, graphics, or news clips that are not directly relevant to the text.
- Certification Statement(s):** The Application **must include the required certification statement(s) included in Appendix B with signatures.** The Application will not be considered complete without the required signed certification(s). Please note that the Renewal Application Certification Statement requires that the chair of the school's **board of trustees** certify that the school's board has voted to approve the application. A Horace Mann charter school's Application also requires approval from the **school committee and the local bargaining unit. Please read the statements carefully to submit the appropriate and signed certifications by August 1.**
- Appendices:** All additional attachments must be clearly labeled and provided in the appropriate appendix, as designated in these *Guidelines*. Additional information included in the appendices, excluding compliance documents, should not exceed 25 pages in total.
- Checklist:** A copy of the Application Content Checklist (Appendix E) with all items completed.

The school's completed Application must be submitted to the Department in **printed and electronic form**. Please submit one unbound original version with required signatures, including certifications and all appendices, in printed form.

The printed version of the school's Application must be delivered to:

**Office of Charter Schools and School Redesign**  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Please also submit an electronic version of the Application through Drop Box Central. You may submit the Application in two parts: 1. the narrative sections and Accountability Plan section must be provided in Microsoft Word; 2. Attachments (with the exception of the Accountability Plan) may be submitted in PDF. Please clearly label each submission.

### Directions for drop box submission:

- Go to the Department's Security Portal: <https://gateway.edu.state.ma.us/>
- Log in using your user name and password.
- Go to Drop Box Central.
- Choose Charter School File Exchange (*security role required*) and click **Next**.

- Click on **Browse** and locate your Application on your school's computer, hard drive, or server.
- Select the file to upload.
- Click the **Upload File** Button.
- Repeat if submitting two documents.

If you have problems accessing any of these fields you may not have adequate security clearance and need to contact your school's directory administrator. If you have questions about the submission of documents through the Drop Box, please contact the Office of Charter Schools and School Redesign at 781-338-3227.

## Application Contents

**Cover page**

Provide a cover page labeled “**Application for Renewal of a Public School Charter**” that lists the following information:

- School name
- School address
- School contact information: name, title, telephone, and email address
- Date that the school’s board of trustees voted approval of the Application
- Application submission date

**Cover Letter (optional)**

Provide a cover letter of no more than two pages providing a brief overview of the school’s mission, educational philosophy, characteristics, and major challenges and accomplishments over the current charter term.

**Table of Contents**

Provide a clearly labeled Table of Contents naming all major sections, appendices, and page numbers.

**Introduction to the School**

To provide the reader with basic introductory information about your school, complete the table below and provide the mission statement as stated in the school’s charter or as amended and approved by the Department.

<i>Name of School</i>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)		<b>Location of School</b> (Municipality)	
<b>Regional or Non-Regional</b>		<b>Chartered Districts in Region</b> (if applicable)	
<b>Year Opened</b>		<b>Year(s) Renewed</b> (if applicable)	
<b>Maximum Enrollment</b>		<b>Current Enrollment</b> (and date calculated)	
<b>Chartered Grade Span</b>		<b>Current Grade Span</b>	
<b># of Instructional Days Per School Year</b>		<b>Students on Waitlist</b> (and date calculated)	
<b>School Hours</b>		<b>Age of School</b>	
<b>Mission Statement</b>			



## Charter School Performance Criteria Relating to Faithfulness to the Charter

**Guided by the prompts below**, provide evidence of the school's performance and progress related to the school's faithfulness to charter, as derived from the Charter School Performance Criteria (v. 4.0). The Application must provide complete, clear, and accurate information in response to each of the items listed below. If an item does not apply to the school, please clearly note why it is not applicable.

**Criterion 1: Mission and Key Design Elements**

- A. Mission and Key Design Elements:** Provide evidence (including specific examples) of how the school is faithful to its mission as defined in the charter application and any subsequent approved amendment(s), if applicable. Please also provide a list of the school's key design elements and provide evidence (including specific examples) of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

Please note that the school is asked to summarize performance against its Accountability Plan in Appendix A rather than in the body of the Application.

- B. Amendments:** Use the table below to display any amendment requests approved by either the Commissioner or Board (formally known as minor and major) during the charter term. Please see <http://www.doe.mass.edu/charter/governance/?section=amendments> for the Charter Amendment Guidelines if needed.<sup>1</sup>

Date	Amendment Requested	Approved?

\*Add rows as needed

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<sup>1</sup> The charter school statute, G.L. c. 71, § 89, requires a school enrolling more than 20 percent of its total enrollment from school districts not included in its original charter for 2 consecutive years to request an amendment to its charter to reflect its actual enrollment pattern; for schools chartered before January 1, 2011, the Board or the Commissioner establishes a timeline of not less than 5 years for the school to comply with this requirement. If this applies to your school, please contact the Office of Charter Schools and School Redesign.

**Criterion 2: Access and Equity**

- A. Explain successes or challenges of implementing the school's Recruitment and Retention Plan in regard to enrolling a demographically comparable population during the charter term. Please use the CHART - Enrollment tool at <http://www.doe.mass.edu/charter/finance/chart/> to access enrollment data.
- B. Please indicate the documents or areas of the school's website where the school makes available to stakeholders information about special education and English as a second language programming.
- C. Please indicate the documents or areas of the school's website where the school makes information about the program available in languages other than English.
- D. Explain trends and/or anomalies in attrition data and stability rates over the past four years and how the school has addressed any attrition rates that were higher than the third quartile of comparison schools for all students and for subgroups and any stability rates over the past four years that have been lower than the first quartile of comparison schools for all students and for subgroups. Please use the CHART - Indicators tool at <http://www.doe.mass.edu/charter/finance/chart/> to access attrition and stability data.
- E. Explain trends and/or anomalies in suspension, emergency removal, and expulsion data and how your school has worked to lower rates of suspension over the course of the charter term. Please explain trends in subgroup suspension data, particularly for subgroups of students with higher rates of suspension than all students for in-school and out-of-school suspensions. If applicable, please describe any recent changes in the school's approach to student discipline. Please use the statewide Student Discipline Report at <http://profiles.doe.mass.edu/statereport/ssdr.aspx> and the CHART - Indicators tool at <http://www.doe.mass.edu/charter/finance/chart/> to access suspension data.
- F. Describe the school's efforts to ensure that all students have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission-driven programming, and other educational opportunities.

**Criterion 3: Compliance**

Please provide a statement explaining any areas where the school is currently out of compliance with the terms of its charter and/or applicable state and federal laws and regulations, including the Statement of Assurances. Please describe how the school is working to address any compliance issues prior to its renewal.

**Criterion 4: Dissemination**

Using the table below, provide evidence of how the school has provided innovative models for replication and best practices to other public schools in the district where the charter school is located. The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other schools implementing key successful aspects of the charter school’s program,
- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about its innovative school practices.

Please note: This is an area where information provided will be duplicative with annual report submissions.

<b>Best Practice Shared</b>	<b>Year Dissemination Occurred</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Charter School Performance Criterion or Key Indicator</b> that best aligns to the shared best practice	<b>With whom did the school disseminate its best practices?</b> (Partners and Locations)	<b>Result of Dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)

## Charter School Performance Criteria Relating to Academic Program Success

**Guided by the prompts below**, provide evidence in this section to address the performance and progress related to the school’s academic success, as derived from the Charter School Performance Criteria (v. 4.0). The Application must provide complete, clear, and accurate information in response to each of the items listed below. If an item does not apply to the school, please clearly note why it is not applicable. Please do not include a discussion of any data that is currently embargoed.

**Criterion 5: Student Performance**

- A.** Please provide evidence about the school’s progress made in student academic achievement during the charter term. Please reference state assessment results in this evidence. Describe what the school has done to maintain or improve student academic achievement for all students and for subgroups of students on state assessments.
  
- B. Optional:** In the event that a school believes that the core indicators of the statewide Accountability System are not fully representative of student performance at the school, or if the school did not have sufficient data to render an Accountability Level, please provide additional valid and reliable data demonstrating the progress the school has made in meeting academic benchmarks. Use the table below to summarize the academic performance trends for non-MCAS assessments.

<b>Additional Assessment Data</b>	
Assessment Name:	Grades Assessed:
Date Implemented:	Date Discontinued: (if applicable)
Description of Achievement Trends:	

\*Duplicate as needed

**Criterion 6: Program Delivery**

Provide evidence that the school delivers an academic program that meets the needs of all students.

- A. Curriculum:** Describe the school's documented curriculum and provide evidence that it meets expectations outlined in the key indicator: Curriculum, in the Charter School Performance Criteria (v. 4.0).
- B. Instruction:** Describe how the school ensures that students are provided with high quality instruction and provide evidence that instruction meets expectations outlined in the key indicator: Instruction, in the Charter School Performance Criteria (v. 4.0).
- C. Assessment and Program Evaluation:** List and describe assessments administered by the school (if not already provided above in Criterion 5). Provide evidence detailing how the school meets expectations outlined in the key indicator: Assessment and Program Evaluation, in the Charter School Performance Criteria (v. 4.0).
- D. Supports for All Learners:** Describe the screening, supports, resources and interventions used to support diverse learners, including students with disabilities and English learners. Provide evidence that the school meets expectations outlined in the key indicator: Supports for All Learners, in the Charter School Performance Criteria (v. 4.0).

**Criterion 7: School Climate and Family Engagement**

- A. Safe and Supportive Environment:** Describe how the school ensures a safe and supportive environment. Provide evidence detailing how the school meets expectations outlined in the key indicator: Safe and Supportive Environment, in the Charter School Performance Criteria (v. 4.0). Please use student survey data (if it is collected) to provide evidence in this area.
- B. Family Engagement:** Describe how the school develops effective relationships with families. Provide evidence detailing how the school meets expectations outlined in the key indicator: Family Engagement, in the Charter School Performance Criteria (v. 4.0). Please use parent survey data (if it is collected) to provide evidence in this area.

## Charter School Performance Criteria Relating to Organizational Viability

**Guided by the prompts below**, provide evidence of the school's performance and progress with respect to the following areas related to the school's organizational viability, as derived from the Charter School Performance Criteria (v. 4.0). The Application must provide complete, clear, and accurate information in response to each of the items listed below. If an item does not apply to the school, please clearly note why it is not applicable.

### **Criterion 8: Capacity**

- A. School Systems and Leadership:** Describe how the school sustains a well-functioning organizational structure. Provide evidence detailing how the school meets expectations outlined in the key indicator: School Systems and Leadership, in the Charter School Performance Criteria (v. 4.0).
- B. Professional Climate and Standards for Performance:** Describe how the school creates a professional working climate for all staff. Provide evidence detailing how the school meets expectations outlined in the key indicator: Professional Climate and Standards for Performance, in the Charter School Performance Criteria (v. 4.0). Please use staff/faculty survey data (if it is collected) to provide evidence in this area.
- C. Contractual Relationships:** If applicable, please provide evidence illustrating an effective working relationship and appropriate separation with a management company (EMO) or a working relationship with its host district (for a Horace Mann).

### **Criterion 9: Governance**

Describe how members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. Provide evidence detailing how the school meets the key indicators outlined in Criterion 9: Governance, in the Charter School Performance Criteria (v. 4.0).

### **Criterion 10: Finance**

Describe evidence that demonstrates how the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

### **Plans for the Next Five Years**

Describe the school's plans for the next charter term, including ways in which the school intends to modify or augment the program set out in the original charter application. This section should discuss how the school has thought strategically about the next five years. Please note, if such changes require a Board or Commissioner approved charter amendment request, please follow the instructions outlined in the Charter Amendment Guidelines

(<http://www.doe.mass.edu/charter/governance/?section=all>) for the specific type of change proposed for the school's charter. Please notify the Office of Charter Schools and School Redesign as soon as

possible to indicate if the school intends to request a change to the school's maximum enrollment, grade span, or charter region concurrent with its renewal application.

## Appendix A Accountability Plan Performance

Please report on the school’s performance on its approved Accountability Plan for the charter term. If a revised Accountability Plan has been approved, report on the most recently approved plan. If needed, please attach any additional evidence to explain performance after this template as a part of Appendix A. Evidence should reflect performance during the charter term. *Please submit this section in Microsoft Word format, not in PDF format.*

**Faithfulness to Charter**

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
<b>Objective:</b>					
<b>Measure:</b>					
<b>Measure:</b>					
<b>Objective:</b>					
<b>Measure:</b>					
<b>Measure:</b>					

\*Add rows as necessary



## Appendix B General Statement of Assurances

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for \_\_\_\_\_ (name of school) located at \_\_\_\_\_ is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).

33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

<b>Signature:</b>
<b>Title:</b>
<b>Date:</b>

## Renewal Application Certification Statement

<b>Name of School:</b>	
<b>Location:</b>	

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

\_\_\_\_\_  
Signature: Chair of Board of Trustees (or designated signatory authority)

\_\_\_\_\_  
Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of trustees:	

## Horace Mann Renewal Application Certification Statement

<b>Name of School:</b>	
<b>Location:</b>	

### School Committee Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

---

Signature of chair of the school committee \_\_\_\_\_ Date \_\_\_\_\_  
Print/type name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Daytime telephone \_\_\_\_\_ Fax \_\_\_\_\_

### Collective Bargaining Unit Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

---

Signature of president of the local teachers' union \_\_\_\_\_ Date \_\_\_\_\_  
Print/type name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Daytime telephone \_\_\_\_\_ Fax \_\_\_\_\_

## Appendix C Documents

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019.* Please attach the following as a part of Appendix C:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Most recent Asbestos Inspection and AHERA Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed Lead and Copper in Schools Maintenance Checklist
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan

**Appendix D  
Additional Information**

**Board of Trustees Turnover**

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

<b>School Year</b>	<b>Total Membership</b>	<b>Members Joining</b>	<b>Members Departing</b>
<b>2015-16</b>			
<b>2016-17</b>			
<b>2017-18</b>			
<b>2018-19</b>			

\*Add rows as necessary



## Appendix E Application Content Checklist

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - School name
  - School address
  - School contact information: name, title, telephone, and email address
  - Date that the school’s board of trustees voted approval of the Application
  - Application submission date
- Cover letter (optional)
- Table of contents listing all major sections and appendices
- Introduction to school (Table)
- Performance and plans section (should not exceed 25 pages)
  - Faithfulness to Charter
    - Criterion 1: Mission and Key Design Elements
    - Criterion 2: Access and Equity
    - Criterion 3: Compliance
    - Criterion 4: Dissemination
  - Academic Program Success
    - Criterion 5: Student Performance
    - Criterion 6: Program Delivery
    - Criterion 7: School Climate and Family Engagement
  - Organizational Viability
    - Criterion 8: Capacity
    - Criterion 9: Governance
    - Criterion 10: Finance
  - Plans for the Next Five Years
- Appendices
  - A. Accountability Plan Performance
  - B. Statement of Assurances and Certifications
    - Statement of Assurances

- Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
- Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
- C. Documentation of compliance with all building, health, safety, and insurance requirements. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019:*
  - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
  - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
  - Up-to-date Building Safety Inspection/Certificate of Inspection
  - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
  - Up-to-date Health Inspection/Health Permit
  - Up-to-date Insurance Certificate(s)
  - Asbestos Inspection and Management Plan (if applicable)
  - Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
  - Completed Lead and Copper in Schools Maintenance Checklist
  - Up-to-date Multi-Hazard Evacuation Plan
  - Up-to date Medical Emergency Response Plan
- D. Additional Information, as required in these *Guidelines*
  - Board of Trustees Turnover

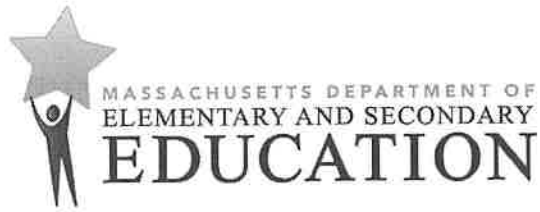


Massachusetts Office of Charter Schools and School Redesign

## **Charter School Performance Criteria**

Version 4.0 Revised October 2018

**Massachusetts Department of Elementary and Secondary Education**  
The Office of Charter Schools and School Redesign  
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## Overview

The Charter School Performance Criteria (Criteria) are presented in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability.

The purposes of the Criteria are to:

- Articulate the expectations for all aspects of charter school accountability, from the application process to the renewal process;
- Provide charter schools with clear guidance about how the Massachusetts Board of Elementary and Secondary Education (Board), the Massachusetts Department of Elementary and Secondary Education (Department), and the Commissioner of Elementary and Secondary Education (Commissioner) define charter school success and on what basis charter schools will be evaluated; and
- Clarify the connections between Massachusetts charter school accountability and state and federal accountability standards.

The Criteria were first developed in 2005 and were subsequently revised in 2010. The Department developed the third revision (Version 3.0) in 2013 after research and review of best practices from other high quality charter school authorizers. Since 2013, the Department has made slight, annual revisions to the Criteria to clarify the meaning of certain criteria or key indicators. This version of the Criteria (4.0) is the first significant revision since 2013. This current version of the Criteria includes clear expectations for charter schools to work toward the elimination of persistent achievement, access, and opportunity gaps experienced by historically underserved students.

There are ten (10) Criteria that define expected performance in the three guiding areas of charter school accountability: faithfulness to charter, academic program success, and organizational viability. The Department evaluates these criteria through the use of quantitative and/or qualitative data as well as affirmative evidence presented by the school, compiled over the course of the school's charter term.

Department staff adhered to the following key guiding principles throughout the revision processes:

- **Preserve operational autonomy.** The Department must ensure that the Criteria protect the autonomies that allow charter schools to determine the means by which they achieve student outcomes.
- **Clarify all aspects of charter school performance.** The Criteria are structured to ensure that all key aspects of charter school performance are integrated, while reducing redundancy and prioritizing key areas.
- **Facilitate clear communication about charter school performance.** The Criteria allow the Department to clearly communicate to schools about performance through the site visit or renewal processes.
- **Align to the Massachusetts School and District Accountability System<sup>1</sup> and the District Standards and Indicators.** To the greatest extent possible, the Department aligned the Criteria with revisions to the new Massachusetts School and District Accountability System required by the 2015 Every Student Succeeds Act. Furthermore, with the elimination of the Conditions for School Effectiveness, this version (4.0) of the Criteria has been revised to better align to the expectations contained in the Massachusetts District Standards and Indicators.
- **Balance clear performance expectations with Commissioner and Board discretion.** The Criteria clearly outline performance expectations for charter schools, but do not formulaically dictate high stakes accountability decisions, including new charter awards, conditions, probation, revocation, and/or renewal decisions. Though the Criteria are presented in a linear, numbered format for reference purposes, a charter school must demonstrate affirmative evidence of success in all three guiding areas of charter school

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<sup>1</sup> The Criteria will be altered as necessary to reflect any subsequent changes to federal or state accountability systems.

accountability, and the Commissioner and/or the Board ultimately make these high-stakes decisions based on the totality of evidence presented by the charter school. The Commissioner and/or the Board have the discretion to consider all qualitative and quantitative factors when making these decisions, though improvement in student achievement for all student groups is of paramount importance.

- **Ensure the Criteria evaluate school performance with an equity lens.** The 2018 revision establishes specific expectations regarding efforts schools can make to eliminate the achievement and opportunity gaps observed throughout the Commonwealth. In particular, and in alignment with revisions outlined in the Massachusetts District Standards and Indicators, the Department has prioritized the implementation of specific and measurable actions that schools can take to reduce gaps affecting historically underserved groups. While each Criteria or key indicator found below may not specifically reference equity, the Department can inquire about the extent to which a charter school is removing inequities based upon visible identities, including but not limited to race, ethnicity, sex, gender-identity, disability, language proficiency, sexual orientation, national origin, and religion related to any area of the Criteria as needed.

### **Definitions of Terms Used in this Document**

District Standards and Indicators (2018 revision), Massachusetts Tiered System of Support, as well as the Educator Effectiveness Guidebook for Inclusive Practice are the foundational resources for the definitions below unless otherwise noted.

- **All students:** Given that some student groups have been historically underserved, and also that any student can be particularly “vulnerable” at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase “all” in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.
- **Culturally proficient and culturally responsive:** Culturally proficient policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. Culturally responsive policies and practices acknowledge and actively draw upon diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community as a way to deepen connections between the school and its community.
- **Disaggregated student data:** Aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student groups populations; for example, schools, grade levels, and student groups. All data analysis described in this document should be conducted in accordance with all applicable laws pertaining to the confidentiality of student data.
- **Equity:** Educational equity means ensuring and adjusting resources based on need such that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.<sup>2</sup>
- **Inclusive:** In an inclusive school, all organizational levels of the school recognize, support, and celebrate all students, families, and staff members to create a climate where all students, families, and staff feel equally valued and part of the school community.

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<sup>2</sup> Adapted from Leading for Equity: Opportunities for State Education Chiefs, <https://cssso.org/equity> and National Equity project, <http://nationalequityproject.org/about/equity>

## Massachusetts Charter School Performance Criteria v.4.0

- **Student group:** Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.<sup>3</sup> This includes, but is not limited to, the groups of students for which the Department issues annual performance determinations<sup>4</sup>.

### Using the Criteria During the Charter Term

Charter schools are encouraged to refer to the Criteria on a continuing basis to inform planning and as a means of self-assessing the overall health and viability of their school throughout the charter term. The Department will collect and provide information on performance against the Criteria through analysis of data submitted by schools and the charter school site visit process.

### Using the Criteria for Charter Renewal Decision-Making

Every charter school undergoes a renewal process during the final year of its charter term to determine whether or not the school can continue to operate. The renewal process includes the submission of a renewal application, a renewal inspection visit, and an analysis of all evidence related to the charter school's performance, including quantitative and qualitative evidence collected through the Department's charter school accountability process. The Criteria provide the performance benchmarks and lens of inquiry for the renewal inspection visit and for subsequent Department analysis, which leads to a recommendation regarding charter renewal. The Department's renewal recommendation considers a charter school's performance against the Criteria.

### Rating Scale to Facilitate Clear Communication About Charter School Performance

In order to communicate clearly, the Department uses a rating system to summarize a charter school's performance against the Criteria. The rating scale and the table used to present ratings in Department reports are included below. Additional details regarding the rating scale are outlined in the [site visit and other accountability protocols](#).

Rating	Description
<b>Exceeds<sup>5</sup></b>	The school fully and consistently meets the criterion and is a potential exemplar in this area.
<b>Meets</b>	The school substantially meets the criterion and/or minor concern(s) are noted.
<b>Partially<sup>6</sup> Meets</b>	The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
<b>Falls Far Below</b>	The school falls far below the criterion and/or significant concern(s) are noted.

<sup>3</sup> Adapted from EdGlossary.org, <https://www.edglossary.org/student-subgroup/>

<sup>4</sup> American Indian or Alaska Native; Asian; African American or Black; Hispanic or Latino; Multi-race, non-Hispanic or Latino; Native Hawaiian or Pacific Islander; White; economically disadvantaged students; students with disabilities; current and former English learners (ELs); and high needs students (an unduplicated count of students who are economically disadvantaged, students with disabilities, and/or ELs and former ELs). <http://www.doe.mass.edu/accountability/lists-tools.html>

<sup>5</sup> Criterion 3 (Compliance) and Criterion 10 (Finance) outline baseline public stewardship expectations, and the highest rating possible in these areas will be "Meets."

<sup>6</sup> Due to the developmental nature of establishing a high-performing charter school, it is not unusual for schools in their first charter term to receive Partially Meets for multiple criteria.

Massachusetts Charter School Performance Criteria v.4.0

Massachusetts Charter School Performance Criteria		Rating	
Faithfulness to Charter	1. <b>Mission and Key Design Elements:</b> The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.		
	2. <b>Access and Equity:</b> The school ensures access and equity for all students eligible to attend the school.		
	3. <b>Compliance:</b> The school operates in compliance with the terms of its charter and applicable state and federal laws and regulations regarding public charter schools.		
	4. <b>Dissemination:</b> The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.		
Academic Program Success	5. <b>Student Performance:</b> The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.		
	6. <b>Program Delivery:</b> The school delivers a high quality academic program that meets the academic needs of all students.	1. Curriculum	
		2. Instruction	
		3. Assessment and Program Evaluation	
		4. Supports for All Learners	
	7. <b>School Climate and Family Engagement:</b> The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.	1. Safe and Supportive Environment	
2. Family Engagement			
Organizational Viability	8. <b>Capacity:</b> The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.	1. School Systems and Leadership	
		2. Professional Climate and Standards for Performance	
		3. Contractual Relationships (If applicable)	
	9. <b>Governance:</b> Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.		
10. <b>Finance:</b> The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.			





**Criterion 1: Mission and Key Design Elements**

The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

Key indicators include but are not limited to:

1. The school is faithful to its approved mission.
2. The school has fully implemented the key design elements<sup>7</sup> in the approved charter and any subsequently approved amendments in a manner that serves all of its students.
3. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.
4. The school substantially meets the goals articulated in its accountability plan by the time of the renewal of its charter.

**Criterion 2: Access and Equity**

The school ensures access and equity for all students eligible to attend the school.

Key indicators include but are not limited to:

1. The school seeks to ensure access to the program and equity for all students eligible to attend the school. The school eliminates barriers to program access, including but not limited to, providing translated materials and ensuring that information is readily available to parents, students, the general public, and prospective applicants regarding non-discriminatory enrollment practices. The school also advertises the availability of specialized programs and services at the school to meet the needs of all students, including but not limited to, students with disabilities, English learners, and those with other needs.
2. The school annually updates and receives approval for a student recruitment and retention plan that includes deliberate, specific strategies the school will use to ensure the ongoing provision of equal educational opportunity to students during and after enrollment. The plan is customized for each school and designed to attract, enroll, and retain a student population that is demographically comparable to the population that is enrolled in similar grades in schools from which the charter school might enroll students. The school addresses any identified disparities in enrollment, retention, and/or attrition through annual updates to its Recruitment and Retention Plan.
3. The school uses active strategies from its Recruitment and Retention Plan to enroll and retain a student population that is demographically comparable to the population of students enrolled in similar grades in schools from which the charter school enrolls students.
4. School policies and practices allow all students to have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission driven programming, and other educational opportunities. This includes, but is not limited to, a disaggregated by subgroup review of the school’s rates of in-school and out-of-school suspensions and emergency removals compared to the state and compared to the school’s rates for all students.

**Criterion 3: Compliance**

The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.

Key indicators include but are not limited to:

1. The school is operated in accordance with the provisions of General Laws chapter 71, section 89, and 603 CMR 1.00 and all other applicable federal, state, and local laws, regulations, required trainings and deadlines, and such additional guidance as the Department may from time to time establish.

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<sup>7</sup> Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or charter schools.

2. The school complies with all federal and state legal requirements for public charter schools, including but not limited to the following: Every Student Succeeds Act (ESSA-2015); Individuals with Disabilities Education Act (IDEA-2004); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990; together with related state requirements (see Coordinated Program Review requirements for additional information); Student Learning Time; and Public Records Law. In addition, the school complies with all federal, state, and local requirements regarding health and safety.
3. The school undertakes corrective action when needed and implements necessary safeguards to maintain compliance with all legal requirements.

#### **Criterion 4: Dissemination**

The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.

##### Notes:

The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other schools implementing key successful aspects of the charter school's program,
- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about its innovative school practices.

#### **Criterion 5: Student Performance**

The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.

##### Additional notes:

- In June 2018, the Board voted to approve regulations outlining Massachusetts' new statewide system of accountability and assistance under the ESSA. Charter schools, like all Massachusetts public schools, must administer statewide assessments and will receive results as outlined by the new statewide system of accountability. During the transition period, the Department may consider results from MCAS, PARCC, and Next Generation MCAS assessments when assessing charter school performance. Data from the legacy 10<sup>th</sup> grade MCAS will also be used for site visit reports and accountability decision-making.
- The period of evaluation will focus on the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term runs from July 1, 2014, through June 30, 2019, the data under consideration will include results available through the end of the 2017-2018 school year. For renewal terms, the last year of the prior charter term will be considered as a baseline for the next charter term, and longer term historical trends may also be considered.
- All performance standards are based on state assessments and data collected through the Student Information Management System (SIMS), including graduation rate and drop-out rate data, for all tested subjects at all grade levels and all accountability subgroups as defined by the statewide accountability system unless otherwise indicated.
- In the event that a school believes that the statewide accountability indicators are not fully representative of student performance at the school, the Department may consider requests to review additional valid and reliable data demonstrating the progress the school has made in demonstrating academic progress, and will review such evidence on a case-by-case-basis. The most compelling cases will focus primarily on a strong body of evidence that points to consistent performance improvements over the charter term. In addition,

while the Department will consider other assessment data as supplementary evidence for a school's performance, it will not supplant state assessment results with other assessment results. The charter school may supply additional sources of data to support the Department's review of proven provider and/or charter school expansion requests.

#### **Criterion 6: Program Delivery**

The school delivers a high quality academic program that meets the needs of all students.

*Key indicators include but are not limited to:*

1. **Curriculum:** The school's documented curriculum is aligned to state curriculum frameworks and expectations<sup>[1]</sup>; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.
2. **Instruction:** The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.
3. **Assessment and Program Evaluation:** Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes.
4. **Supports for All Learners:**  
The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.

#### **Criterion 7: School Climate and Family Engagement**

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

*Key indicators include but are not limited to:*

1. **Safe and Supportive Environment:** The school ensures that school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students' cultures and identities. The school creates an environment that supports all students' sense of belonging and helps students develop social and emotional knowledge, skills, and competencies for a multicultural world.
2. **Family Engagement:** The school develops effective relationships with all families/guardians and effectively communicates with them about the academic progress and social emotional well-being of students. The

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<sup>[1]</sup> The Massachusetts Curriculum Frameworks for Mathematics and English Language Arts and Literacy issued in 2011, and revised in 2017, incorporate the Common Core State Standards. Additionally, schools are expected to integrate the World-class Design and Assessment English Language Development (WIDA ELD) standards into ELD curriculum materials and content area curricula of classes in which English learners participate. Current Massachusetts Curriculum Frameworks are found here: <http://www.doe.mass.edu/frameworks/>

school partners with families in a way that is strengths-based, culturally responsive, and collaborative, and that demonstrates inclusion for all kinds of languages, norms, family structures, and values.

**Criterion 8: Capacity**

The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.

Key indicators include but are not limited to:

**1. School Systems and Leadership:**

- a. The school's leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.
- b. School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators reflective of the racial and ethnic composition of the students and families it serves. School leadership ensures an inclusive, respectful environment for all staff.

**2. Professional Climate and Standards for Performance:**

- a. The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive.
- b. All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.

**3. Contractual Relationships**

- a. (If applicable) The board of trustees and school leadership establish effective working relationships with their management company while maintaining appropriate separation between the entities. Changes in the school's relationship with its management company comply with required charter amendment procedures.
- b. (If applicable) An effective working relationship exists between the board of trustees and school leadership of a Horace Mann charter school and the host district, which operates under one or more Memoranda of Understanding (MOU) that clearly articulate the relationship with the host district regarding services, including but not limited to, facilities, funding, and waivers of collective bargaining agreement provisions. The board of trustees works to ensure that the MOU is implemented appropriately.

**Criterion 9: Governance**

Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

Key indicators include but are not limited to:

**1. Legal and Fiduciary Responsibilities:**

## Massachusetts Charter School Performance Criteria v.4.0

- a. Board of trustee members are active and engaged; know and fulfill their legal responsibilities and obligations; exercise their fiduciary duties of care and loyalty; comply with the board's bylaws; and always act in the best interests of the school community.
  - b. The board of trustees demonstrates appropriate oversight of the charter school administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. This includes hiring, evaluating, and removing, if necessary, qualified personnel or management organization (if applicable) to manage the charter school's day-to-day operations and holds these parties accountable for meeting specified goals.
2. **Culture of Collaboration:** The board of trustees has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.
  3. **Focus on Improvement:** The board of trustees engages in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy. This includes ensuring sustainability of the school by establishing clear processes for board of trustees and school leadership succession; and recruiting, selecting, orienting and training members with skills, expertise, and connections to the community that enables the board of trustees to sustain an excellent school. The board of trustees regularly reviews disaggregated student data to ensure that the school's academic program is a success for all students.

### Criterion 10: Finance

The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

#### Key indicators include but are not limited to:

1. The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators reported in the Massachusetts Charter School Financial Dashboard.<sup>8</sup>
2. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities.
3. The school uses an accurate accounting system and engages in appropriate budgetary planning, budget oversight, and budget revision.
4. The school has and is maintaining appropriate internal controls, documented by a written set of fiscal policies and procedures.
5. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion and a limited number of findings that are quickly corrected.

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<sup>8</sup> See: <http://www.doc.mass.edu/charter/finance/dashboard/>

**Sources of Evidence**

In order to assess charter school performance against the Criteria, the Department will consider a wide body of evidence, which includes, but is not limited to, the following:

<ul style="list-style-type: none"> <li>• Accountability plan</li> <li>• Recruitment and retention plans</li> <li>• Enrollment numbers and student demographic profile</li> <li>• Enrollment policy and procedures</li> <li>• Codes of Conduct</li> <li>• Discipline data</li> <li>• Opening Procedures activities</li> <li>• Dissemination efforts</li> <li>• Coordinated Program Review (CPR) reports &amp; Mid-Cycle Review reports</li> <li>• Complaints received and resolution status</li> <li>• Documentation of current Certificate of Occupancy, Health, Safety, and Fire inspections.</li> <li>• Materials made publically available by the school such as website, application, and promotional documents.</li> <li>• Annual financial audits</li> <li>• Charter School End of Year Financial Reports</li> <li>• Budgets</li> <li>• Capital plans</li> <li>• Board of trustee’s minutes</li> <li>• Policy documents</li> <li>• Board of trustees self-evaluation or self-study</li> <li>• Evaluation forms for school staff, including: head of school and/or school leadership; educators; administrators</li> <li>• Handbooks- family, staff, student, or board</li> <li>• Operation manuals, including fiscal policies and procedures</li> <li>• Professional Development calendars / agendas</li> <li>• Contract and/or MOU</li> <li>• School leadership and board of trustee member composition</li> </ul>	<ul style="list-style-type: none"> <li>• State assessment scores (MCAS, PARCC, Next Generation MCAS)</li> <li>• Student growth percentile (SGP) data</li> <li>• Performance within the statewide accountability system</li> <li>• Sub-group analysis (including those that may be statistically insignificant for state reporting purposes) for English learners and special education students</li> <li>• Classroom observations</li> <li>• Focus group interviews</li> <li>• School identified and collected data from other assessments</li> <li>• Curriculum documents</li> <li>• Internal program evaluation reports</li> <li>• School Safety Discipline Report (SSDR)</li> <li>• District Curriculum Accommodation Plan (DCAP)</li> <li>• Special Education and English learners program self-evaluation.</li> <li>• Parent/family/teacher/staff surveys</li> <li>• Original charter application</li> <li>• Charter amendments</li> <li>• Annual reports</li> <li>• Site visits</li> <li>• Data derived from the Student Information Management System (SIMS) and the Educator Personnel Information Management System (EPIMS)</li> <li>• Summaries of review</li> </ul>
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HILLTOWN COOPERATIVE  
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**Board Report**

**IOWA 2018 test scores**

Accountability Goal is for class averages to be in the top quartile.

Percentiles by class:

3rd- 76th%

4th- 80th%

5th- 80th%

6th- 74th%

7th- 80th%

8th- 76th%

**Reading**

Factual Understanding

Inference & Interpretation

Analysis & Generalization

Vocabulary

Relative strength in our school, special strength in Vocabulary. Average percentile = 83

**Language**

Spelling

Capitalization

Punctuation

Usage & Expression

Similar across the grades, no dips or raises. Average percentile = 74

**Math**

Math Concepts

Estimation

Problem Solving

Math Computation

Data Interpretation

Relative strength in Data Interpretation and Math Concepts, relative weakness in Math Computation. Average percentile = 71



# Group Longitudinal Display

Iowa Tests of Basic Skills (ITBS)

Grade: 4 Level: 10

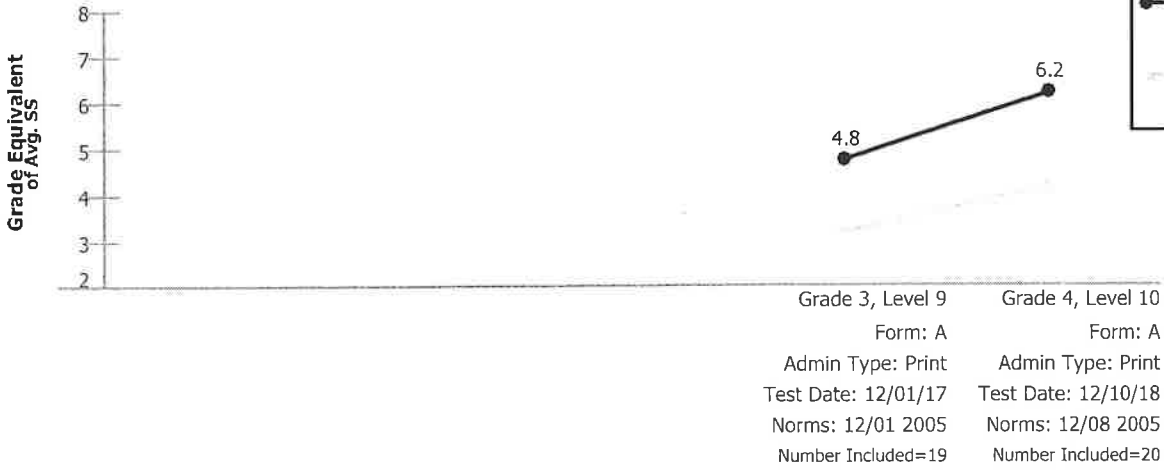
System: Hilltown Charter

Disaggregation: All Students  
Score Type: Grade Equivalent

Building: Hilltown

State: MA

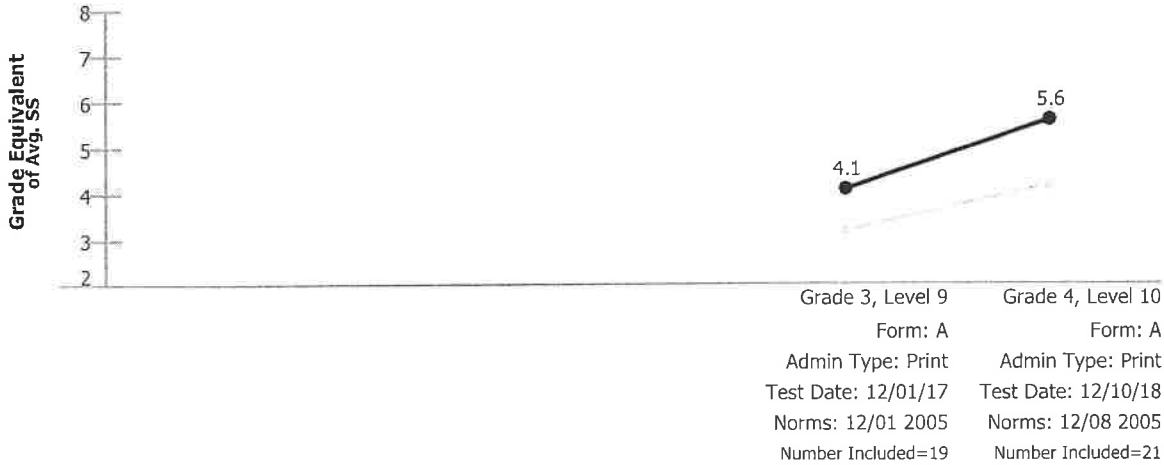
## Reading



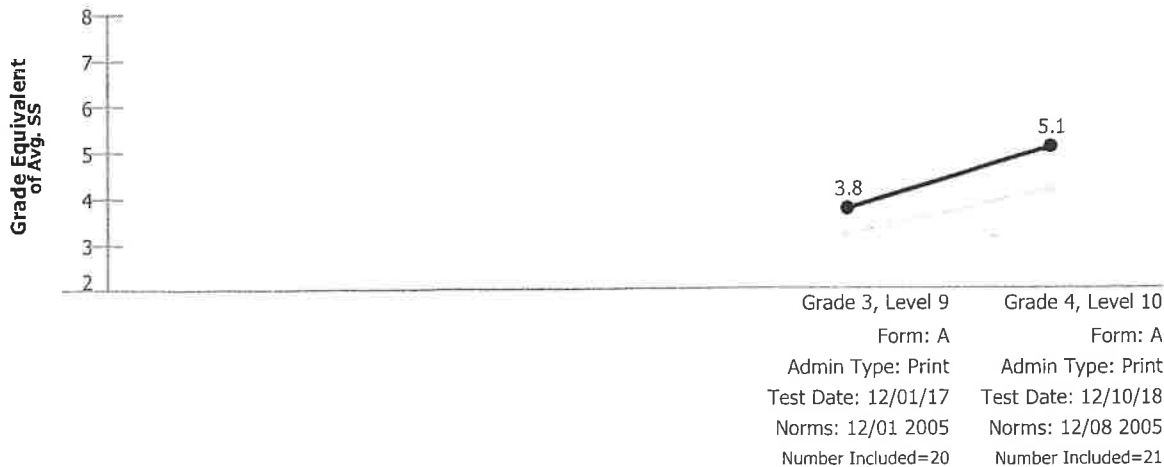
**Legend**

- Achievement growth for Hilltown
- - - Achievement growth for an average student

## Language



## Mathematics



# Group Longitudinal Display

Iowa Tests of Basic Skills (ITBS)

Grade: 5 Level: 11

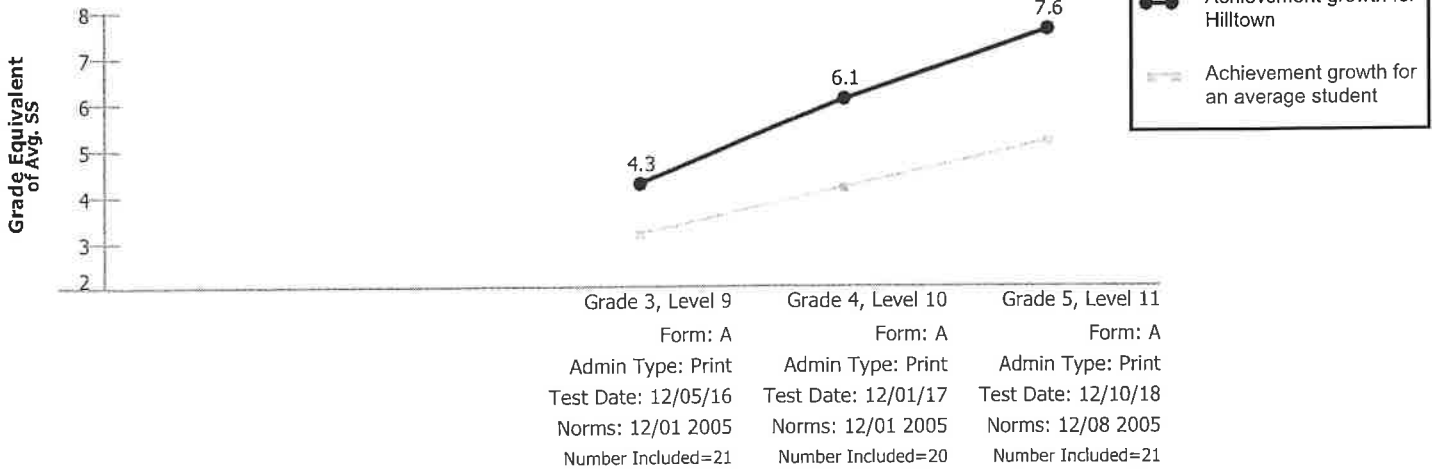
System: Hilltown Charter

Disaggregation: All Students  
Score Type: Grade Equivalent

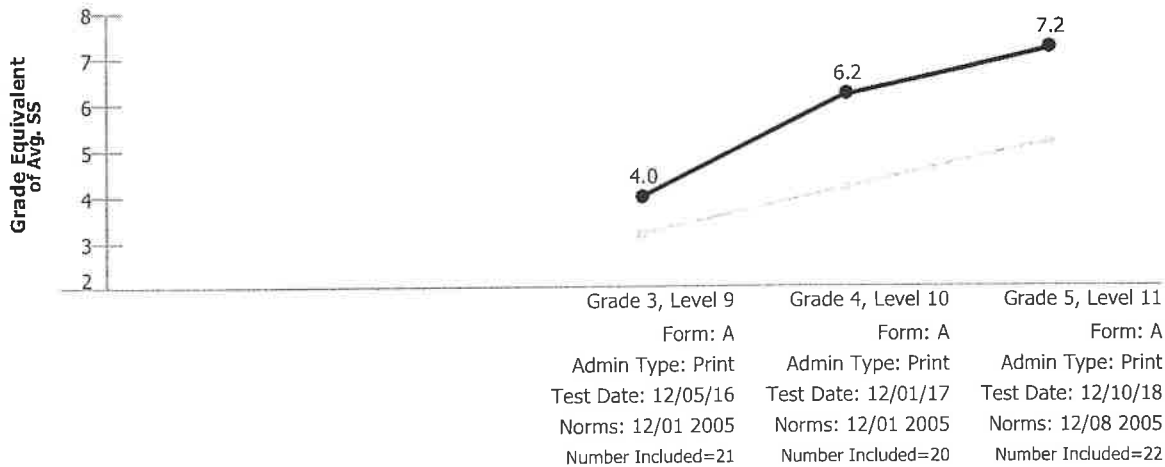
Building: Hilltown

State: MA

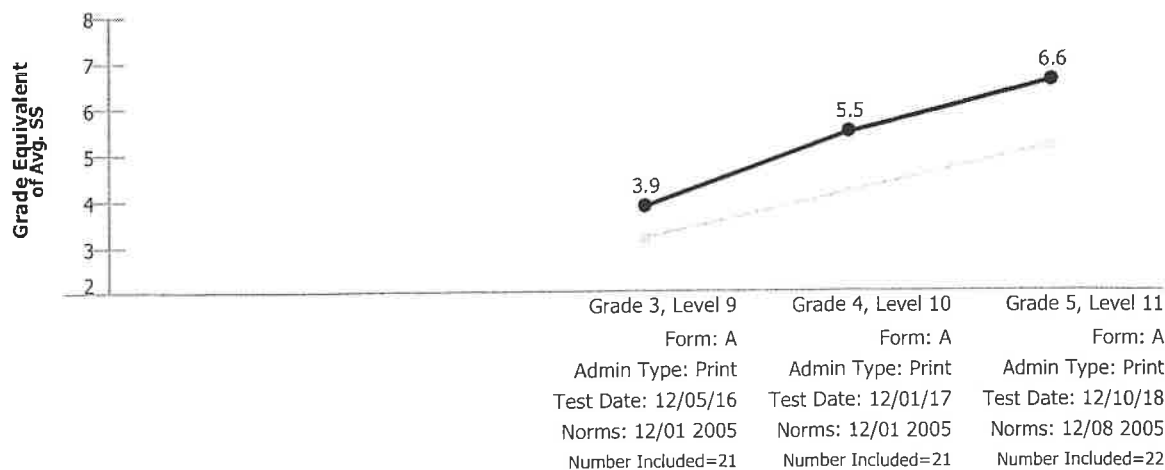
## Reading



## Language



## Mathematics



# Group Longitudinal Display

Iowa Tests of Basic Skills (ITBS)

Grade: 6

Level: 12

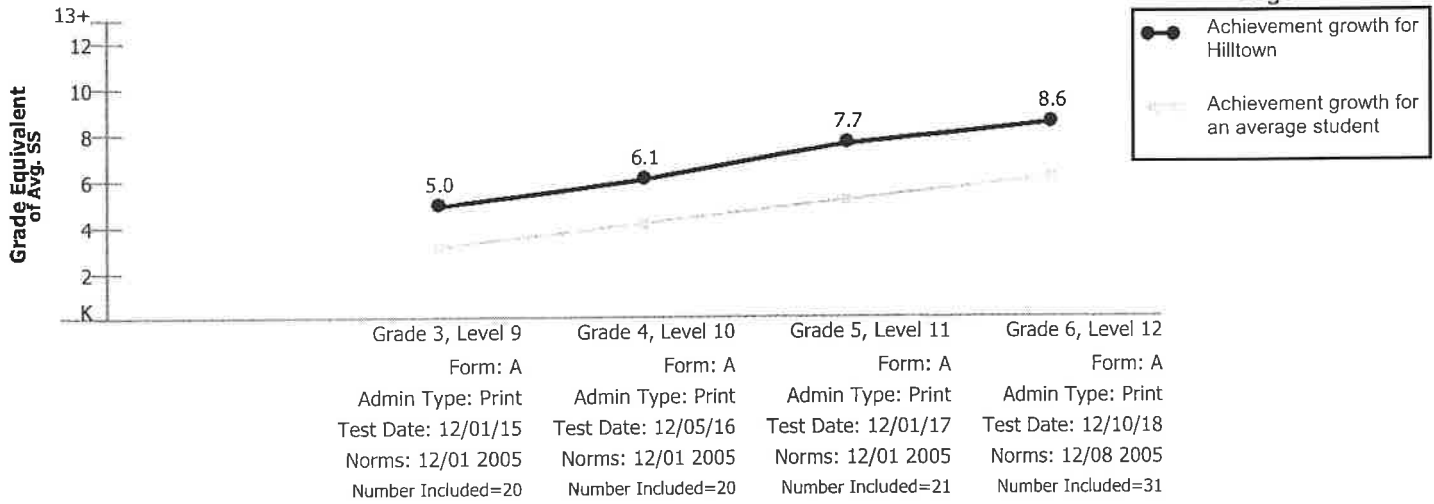
System: Hilltown Charter

Disaggregation: All Students  
Score Type: Grade Equivalent

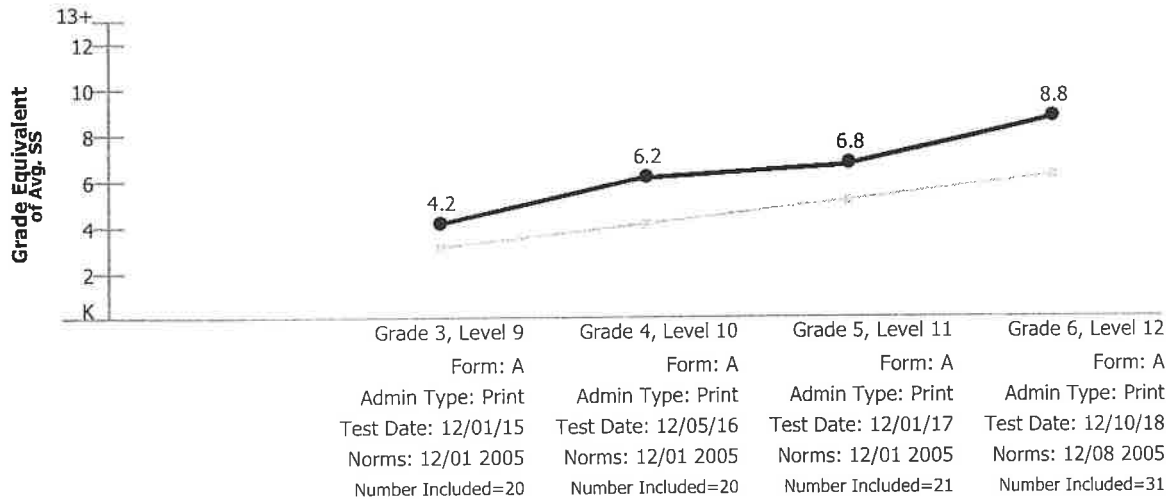
Building: Hilltown

State: MA

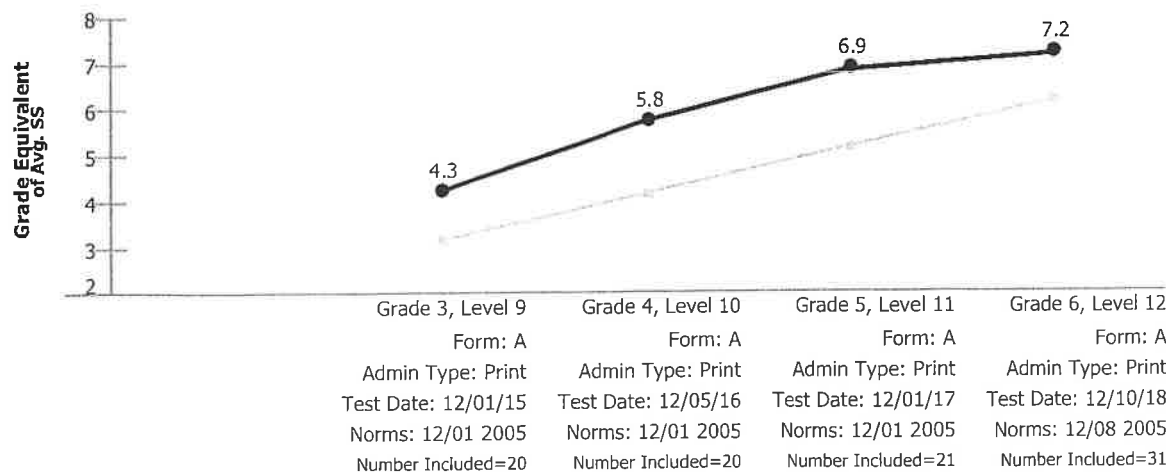
## Reading



## Language



## Mathematics



# Group Longitudinal Display

Iowa Tests of Basic Skills (ITBS)

Grade: 7 Level: 13

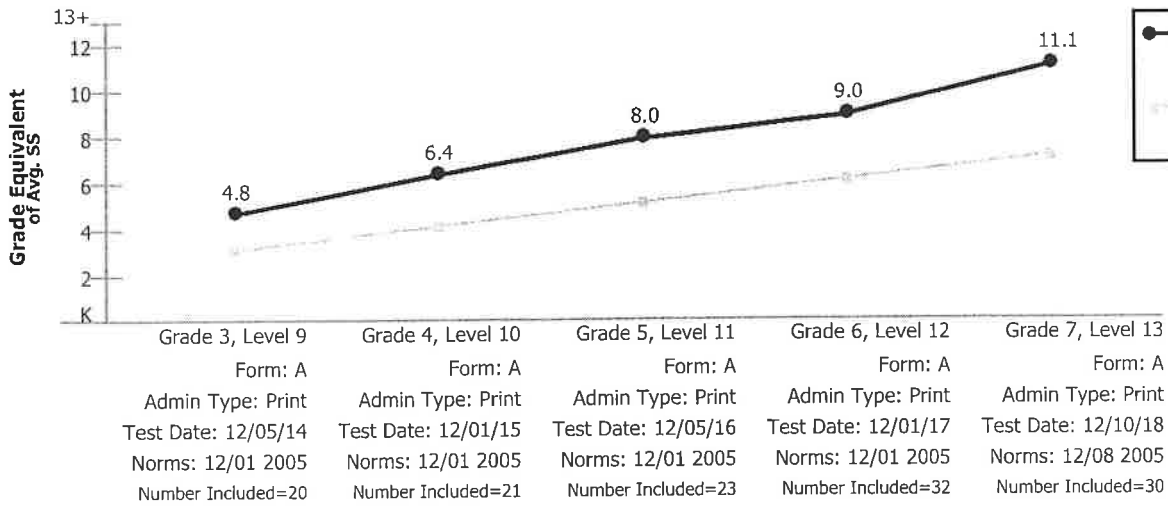
System: Hilltown Charter

Disaggregation: All Students  
Score Type: Grade Equivalent

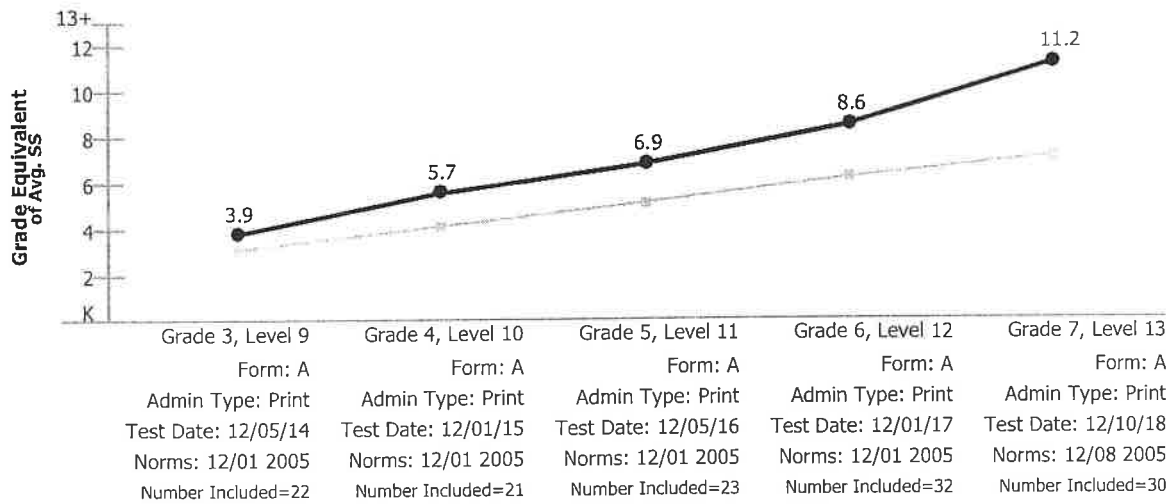
Building: Hilltown

State: MA

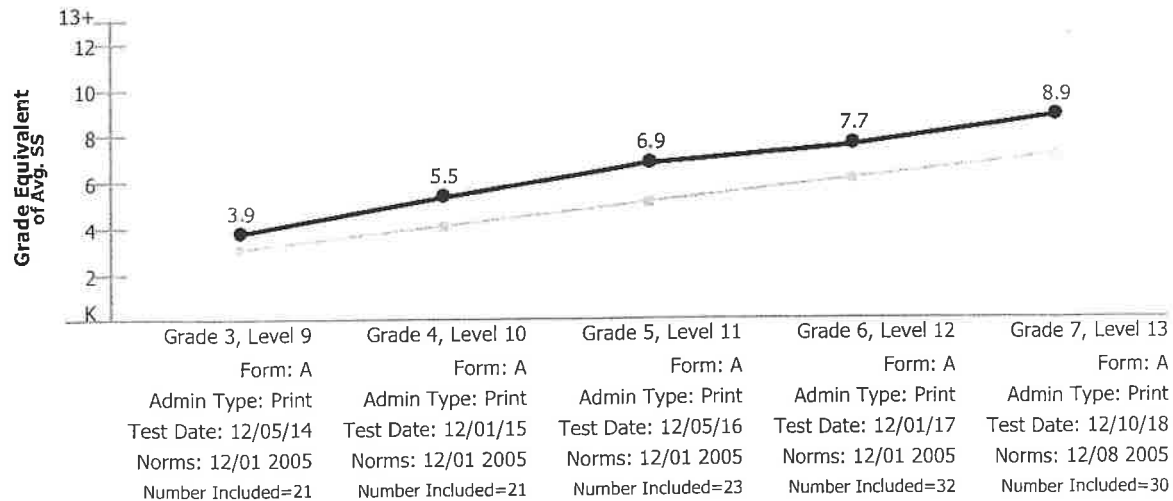
## Reading



## Language



## Mathematics



# Group Longitudinal Display

Iowa Tests of Basic Skills (ITBS)

Grade: 8 Level: 14

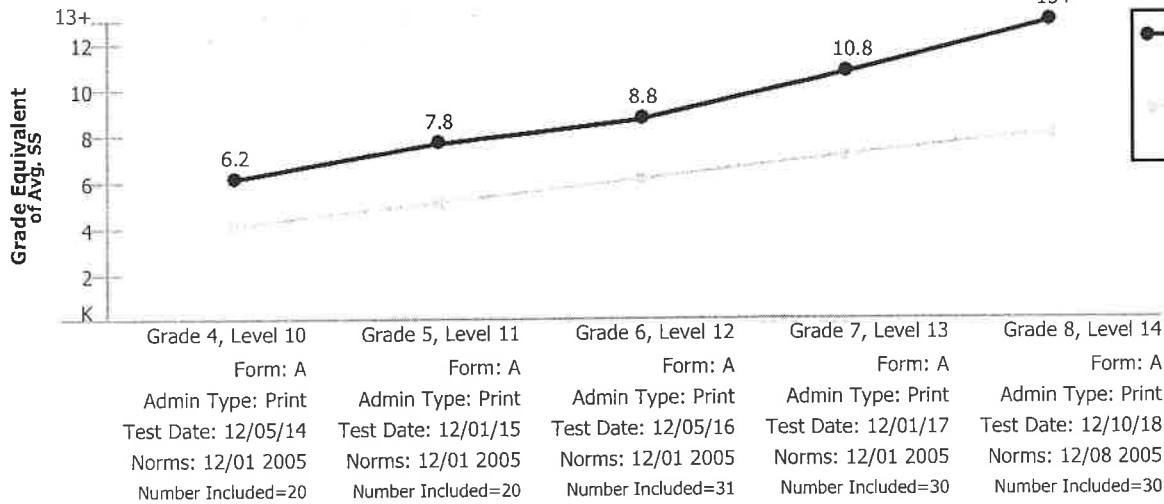
System: Hilltown Charter

Disaggregation: All Students  
Score Type: Grade Equivalent

Building: Hilltown

State: MA

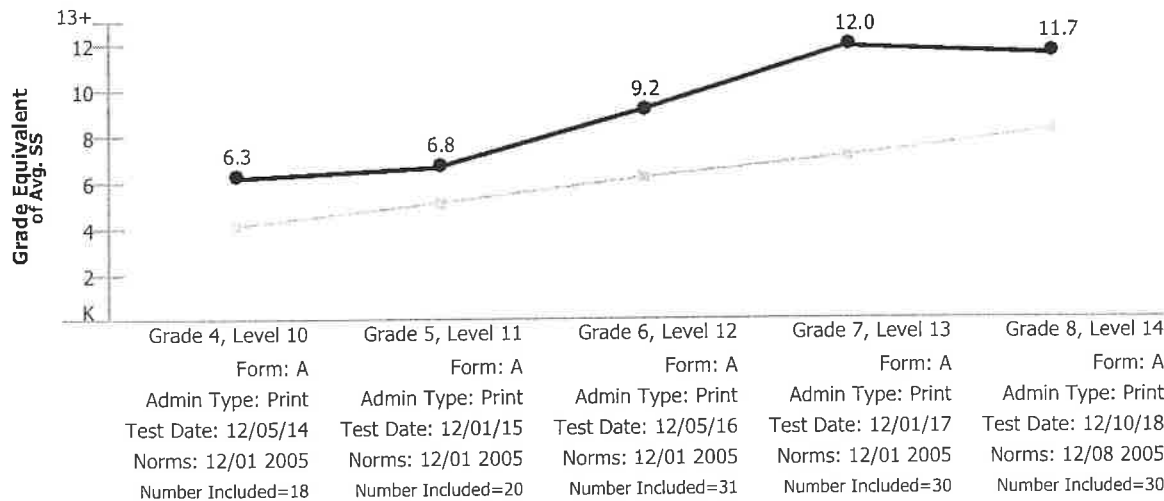
## Reading



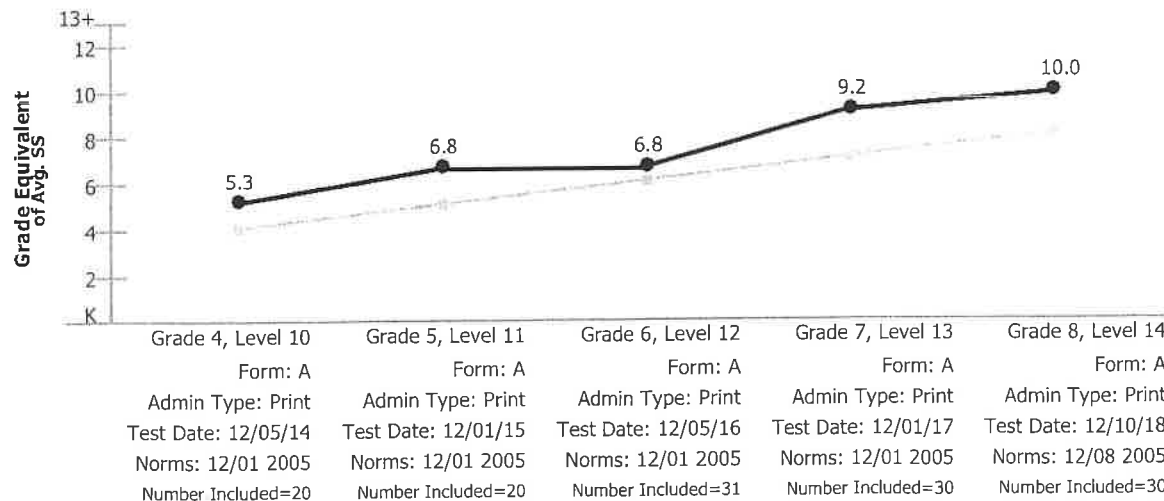
**Legend**

- Achievement growth for Hilltown
- Achievement growth for an average student

## Language



## Mathematics



## **Featured Study: Energy Efficient Engineering and Design**

In January, Prisms' students began to explore the question, *What does it mean to have an energy efficient house?* This question built on fall investigations of ecosystems, climate, physics of heat, and 7th & 8th grade math.

Students began the exploration by making individual "energy inventories" of how energy is used in their homes. Classes compared their own data collections with national and state data to understand how our personal energy consumption compares with state and national averages (our energy consumption is below average!). This led to learning about non-renewable and renewable energy sources, which led to a debate: is figuring out how to be energy efficient a way of discovering an energy source?

Students experimented with different materials, comparing their thermal capacity. Which materials could slowly absorb and then hold heat? Students tested sand, pea gravel, and shredded paper, graphed the results, and analyzed the data. Discoveries about thermal properties of various materials became applied knowledge in the next phase of the exploration.

In the next phase of exploration, students began working in teams to use a software program (Energy 3D) to run a variety of energy analyses on home designs. Students played with the tools, sketched a variety of houses, and applied different materials and features. Everyone first got a chance to design whimsical structures and million dollar pads! Then they focused on designing for a specific client, working within a budget, and other real-world constraints and requirements.

In the middle of the design project, students visited Village Hill, a housing development under construction in Northampton. They talked with Sunwood Builders and Jonathan Wright of Wright Builders Inc. to learn about energy efficient considerations, actual budgets, requirements, constraints, and design solutions.

After running simulated energy tests on their computerized designs and resolving problems, students finalized their houses and translated them into 3D cardboard models made by hand. House designs, physical models, and energy specs were presented to panels of parents in a culminating showcase.



**Civil Rights 25  
Institutional Self-Evaluation for Bias  
Updated March 4, 2019**

*The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender, identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.*

Evaluation of access to all programs Hilltown is organized as follows:

**All Staff Professional Development:** The school is committed to engaging in annual professional development to improve our ability to recognize obstacles to full access of Hilltown's curriculum (social and academic) and programs (including athletic and other extracurricular activities).

**Equity Group:** Voluntary group of staff (including teachers, TAs and administrators) meets monthly to review equity issues related to race and class including access to curriculum, resources, and school programs. Minutes are taken and action steps are documented. Recommendations are made to the full teacher group and, where appropriate, the Board of Trustees.

**School Climate Survey**

2018-2019: 7th & 8th grade only, administered electronically.\* Data was analyzed and action steps were taken. Beginning in 2019-2020, students, teachers, and administrators will self-evaluate on an annual basis. Youngest students may be interviewed as a group. We will use this model of Whole School Climate Survey.

**Analysis of Standardized Test Scores:** analysis includes consideration of race/ethnicity, IEP/504, gender, English Language Learner status, and economic advantage/disadvantage.

**Analysis of Enrollment in Co-curricular and After-school Programs:** analysis includes consideration of race/ethnicity, free & reduced lunch, IEP/504, gender, LEP status, and housing status. Programs include chorus, Hilltown Harmonies, rock ensemble, cross country, Ultimate Frisbee, Kids' Club, improv, musical, drumming, Kung Fu, fiber arts, and the use of homework space. For every one of these activities, financial aid is available and we monitor to make sure the proportion of minority demographic groups participating in the activities is equal to the proportion of minority demographics in the school as a whole.

**Equity Walk-** We partner with Four Rivers Charter School to facilitate an annual Equity Walk at one another's schools. Equity Walks focus on the visual and physical environment as well as school data.



**\*School Climate Survey- administered to 7th & 8th graders**

1. When I leave home in the morning, I am confident that I will be treated well in school by my teachers and school staff.
2. When I leave home in the morning, I am confident that I will be treated well in school by my classmates.
3. I am socially comfortable at recess.
4. During transitions, I see/hear things happening in the hallway/bathroom that should not be happening.
5. I am uncomfortable with student language/swearing at our school.
6. I see/hear racist comments/gestures/images at school.
7. Teachers and staff at our school take a stand against racism.
8. Students at our school take a stand against racism.
9. I see/hear students making hurtful comments about other students' socioeconomic status.
10. I see/hear homophobic/transphobic comments/gestures/images at school.
11. Teachers and staff at our school take a stand against homophobia/transphobia.
12. Students at our school take a stand against homophobia/transphobia.
13. I see/hear antisemitic comments/gestures/images at school.
14. Teachers at our school promote respect for all religions.
15. Students at our school are respectful of all religions.
16. I see/hear comments/gestures/images that are sexist at school.
17. Teachers and staff take a stand against sexism in our school.
18. Students take a stand against sexism in our school.
19. If there is a question you wish were on this survey that is missing, or if there is anything else you would like to say, please write it here.
20. If you would like to talk with the school counselor about anything related to this survey, please leave a note (with your name) here.





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Self-Assessment for Students*	Most of the time	Some of the time	Never
I am accepted as a valued member of my school community.			
My teachers encourage me to learn about people with various cultural practices.			
The staff at my school treats everyone fairly.			
Bullying is taken seriously and action is taken immediately.			
My teachers have created positive relationships with my family.			
I feel comfortable talking to my teachers when someone is treating me unfairly.			
I feel comfortable asking for help when needed.			
My own perspective is valued in school, even if it is different.			
My teachers have high behavioral and academic expectations for all students.			
My teachers give extra support to students who speak different languages.			
The staff at my school treats all students with respect.			
The people who volunteer at my school look like my classmates and me.			
I see pictures, artwork, and books in school that represent my friends and me.			
My teachers help me to see more than one point of view.			
I feel physically safe in my school.			
I feel emotionally safe in my school.			
My school celebrates differences.			
All of the holidays that students celebrate are represented equally.			
If my teachers hurt someone's feelings, they accept responsibility and apologize. Students are taught to do the same.			
The teachers and staff at my school care about me for who I am.			

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Self-Assessment for Teachers*	Most of the time	Some of the time	Never
I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.			
I seek opportunities to learn about the cultural practices in our school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people whose cultural practices are different from my own.			
As a faculty member, I feel supported and valued for my own identity and perspectives.			
I value the diverse perspectives and cultural practices of my colleagues.			
I regularly examine academic and behavioral data for achievement gaps by race, native language, socio-economic status, and gender.			
I review data to inform instruction in ways that best meet the needs of individual learners, and collaborate with colleagues in data-based decision-making.			
I create positive relationships with families so that we can work as a team to best meet their child's needs.			
I engage in professional development to examine my own cultural awareness and develop culturally relevant teaching strategies.			
I encourage all families to give me feedback and volunteer in my classroom.			
I participate in action research focused on equity to better meet my students' needs and improve my instructional strategies. I monitor student engagement within this research.			
Students and families feel comfortable when reporting inequitable practices or incidents, whether parties involved include me,			

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students, or fellow colleagues.			
Communication is available to families in multiple languages.			
I make sure that there are translators available to improve school and family communication.			
Art work and photographs embedded in communication and classroom decor reflect the demographics of the students positively and are age appropriate.			
I act as a student and family advocate. I openly confront my colleagues if I see practices that I feel are inequitable.			
I preview visual media to make sure that it is culturally relevant and anti-bias.			
My behavioral expectations and policies have taken into account the varying cultural expectations and norms in my student demographics.			
I review curriculum and assessments for historical accuracy, cultural relevance, multiple perspectives, and anti-bias.			
Culturally relevant lessons are embedded in my day to day teaching, rather than taught in isolated units.			
I differentiate to meet the needs of students from varying backgrounds and have high expectations for all. I provide the support needed to reach expectations.			
Holidays are equally represented and celebrations are sensitive to the varying religions and cultural practices of my student population.			
I actively dispel racial and cultural stereotypes in my curriculum, assessments, materials, and classroom décor.			
I am comfortable in leading discussions about race, ethnicity, class, gender, sexual orientation, and religion with students.			
I avoid imposing my personal values and opinions and assist students in learning the difference between fact and opinion. I encourage the sharing of opinions that are different than my own and looking at multiple perspectives.			

**Self-Assessment for District Administrators\***

**Most of the time    Some of the time    Never**

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I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.

I seek opportunities to learn about the cultural practices in my school community, including staff, families, and students.

I regularly reflect on my own bias and how I view and treat people whose cultural practices are different from my own.

Our district collects and disseminates academic and behavioral data, and examines achievement gaps by race, native language, socio-economic status, and gender.

Strategic plans are put in place to address all achievement gaps.

Our district provides professional development for administrators, staff, and teachers to examine their own cultural awareness and learn culturally relevant educational practices.

Our district actively reaches out to families from various backgrounds to give feedback and assist in the creation of district policies.

Our district has clear procedures to report and respond to allegations of inequity. These issues are dealt with in a sensitive and timely manner.

We actively recruit applicants of diverse cultural backgrounds and ethnicities to work in our district.

We provide support systems in order to meet the needs of our staff from diverse backgrounds.

District communication with families is available in multiple languages and is sensitive to varying family structures as well as diverse cultural and socioeconomic backgrounds.

The district provides translators to improve school and family communication.

Artwork and photographs embedded in district communication (including web sites, décor in administrative buildings, and printed matter) reflect the demographics of our student body.

District administrators openly confront inequitable practices and have policies in place to hold staff accountable for their actions.

District policies are created while consciously working towards



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CHARTER PUBLIC SCHOOL

equity for all students and families. Historical policies are reviewed for cultural sensitivity. Members representing the demographics of the community assist in this process.

District curriculum and assessments are reviewed to make sure that materials are historically accurate, culturally relevant, and anti-bias.

District standards and curriculum reflect that culturally relevant lessons are embedded in day to day teaching, rather than isolated units.

District curriculum includes differentiation tools to meet the needs of students from varying backgrounds.

District policies include how to respect holidays in a manner that is sensitive to the religions and cultural practices of students and families.

Staff evaluations include equity related expectations.

Self-Assessment for School Administrators*	Most of the time	Some of the time	Never
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I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.			
I seek opportunities to learn about the cultural practices in my school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people whose cultural practices are different from my own.			
Our school regularly examines academic and behavioral data for achievement gaps by race, native language, socio-economic status, and gender.			
Strategic plans are put in place to address all achievement gaps.			
Data is disseminated to families with procedures for them to offer support in improving our school for all students.			
I support professional development for administrators and faculty to examine our own cultural awareness and develop culturally relevant school-wide and classroom practices.			
I actively reach out to families from various backgrounds to give feedback and assist in the creation of district policies.			
I actively recruit families to volunteer in the school and on committees so that volunteer pools reflect the student body.			
Our school has clear procedures to report and respond to allegations of inequity. These issues are dealt with in a sensitive and timely manner.			
I actively recruit applicants of diverse cultural backgrounds and ethnicities to work in our school.			
Our school has support systems in order to meet the needs of our staff from diverse backgrounds.			
School communication with families is available in multiple languages and is sensitive to varying family structures as well as diverse cultural and socioeconomic backgrounds.			
I make sure that translators are available to improve school and family communication.			
Artwork and photographs embedded in school communication and school décor reflect the demographics of our student body and are			

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age appropriate.			
The books in our school library reflect our student body and depict varying cultural practices in a positive and anti-biased way.			
I openly confront inequitable practices and have policies in place to hold staff accountable for their actions. I encourage staff to do the same.			
School policies are created while consciously working towards equity for all students and families. Historical policies are reviewed for cultural sensitivity. Members representing the demographics of the community assist in this process.			
Curricula and assessments used in our school are reviewed to make sure that materials are historically accurate, culturally relevant, and anti-bias.			
Behavior expectations and policies have taken into account the varying cultural expectations and norms among students and families.			
Curriculum guidelines reflect that culturally relevant lessons are embedded in day to day teaching, rather than isolated units.			
Our school incorporates differentiation tools to meet the needs of students from varying backgrounds.			
School policies include how to respect holidays in a manner that is sensitive to the varying religious and cultural practices of the student population.			
Teacher expectations and evaluations include culturally relevant teaching, with a focus on equity and positive relationships.			

\*The above assessments were adapted from “Minneapolis Public Schools, Positive School Climate Tool Kit, First Edition”, by Nancy Papke of the Cherry Creek School District and Kristen Genevieve Davidson.

<https://www.cde.state.co.us/postsecondary/equitytoolkit>

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## Domain Directors Report to the Board of Trustees March, 2019

1. Our annual admissions lottery was held Feb 14. We had nearly 291 applicants at the time of the lottery for 32 openings. All openings have been filled; 28 spots that we initially offered accepted and the rest have been subsequently filled. We are in very good shape from the perspective of having a strong waiting list.
2. On Wednesday night, March 6th, SEPAC showed the documentary film "Room to Breathe". School adjustment counselor Emilie Woodward facilitated a talk afterwards. The focus of the discussion centered supporting students in using their minds in purposeful ways and using mindfulness techniques to reduce reactivity and anxiety and promote curiosity and intentional responsiveness.
3. HAT (Hilltown Activist Team) with the assistance of Meghan Siudzinski, their advisor, organized a wonderful celebration of International Women's Day for the whole school including teaching lessons in the younger grades and creating an All School program
4. We had another successful parent-organized BINGO night this month with prizes and a bake sale. It was a small fundraiser and lots of family fun.
5. The Prisms Coffeehouse was an extravaganza of entertainment, craft sales and food - all provided by the Prisms students, teachers and parents. It is the Prisms major fundraiser for their off-site learning and was again successful.
6. Classroom teachers were surveyed to find out what Tier II supports are most utilized by the school at this time. We have the support of consultation from the BRYT network to help us analyze the results. Identifying our needs will inform strategically allocated resources. Teacher professional development on Multi-Tiered Systems of Support will take place on 4/2/19.
7. Later this month, there will be an onsite visit from DESE as part of the Tiered Focused Monitoring system. This compliance review covers selected requirements in the areas of Special Education (SE) including selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004) It also covers Civil Rights Methods of Administration and Other General Education Requirements (CR) including selected federal civil rights requirements.



**DOMAIN COUNCIL MEETING MINUTES**  
**06 February 2019**

Attending: Penny Leveritt, Dan Klatz, Lara Ramsey, Tim Reynolds

Regrets: Deirdre Arthen

Meeting Start: 5:25 pm

Location: HCCPS

**Domain Council Meeting Agenda:**

February BOT meeting agenda

- 2d Quarter Financials - 5 min
- School Calendar - 10 min
- GaBS How to Bring a Proposal to the Board - 10 min
- By-Law Change - 10 min
- Board Recruitment - 5 min
- Charter Board Webinar Follow-up - 10 min
- Charter Renewal - 10 min
- Proposed Staff Satisfaction Survey - 10 min

Personnel Updates:

Personnel Committee will be considering the possibility of making the Occupational Therapist position a part-time Hilltown employee rather than a consultant.

Personnel Committee will also be looking into shifting School Nurse to full-time and potentially accomodating a job-share option for Deb.

Next Meeting: March 6, 2019

6:10 pm – Meeting ended

Respectfully Submitted

Tim Reynolds



**DOMAIN COUNCIL MEETING MINUTES**  
**6 March 2019**  
**5:20pm**

Attending: Penny Leveritt, Dan Klatz, Lara Ramsey, Deirdre Arthen, Tim Reynolds

Regrets:

Location: HCCPS

**Domain Council Meeting Agenda:**

BOT Meeting Agenda:

Bylaws update - 20 min  
Charter renewal – 15-20 min  
Ed domain report – 30 minutes +  
Plan for Annual Meeting – 5 min  
Announcement about next year’s calendar – 5 min

*In April –BoT candidates, Finance visit and proposal re: contingency fund and capital improvement, capital budget discussion*

What will be in the Ed domain Report:

Internal posting for OT, atelier staffing, Special Ed BRYT consultants, Tier framework, looking at reading program, IOWAs, for starters.

Engagement Envisioning update:

Deirdre invited parents of 1<sup>st</sup> and 2<sup>nd</sup> year kids to be part of a focus group. And we will plan to talk about the Engagement Envisioning progress at the special meeting in March.

School lunch:

Dan met with a rep from Chartwell, who provides school lunches for the Easthampton district. For Chartwell to do the full services, it may not work, as there are a lot of conditions (like extra staffing) that we may not be able to meet. But there may be a middle-ground approach where packaged food could be brought in. The Chartwell rep will see what might be feasible.

Next Meeting: Wednesday, March 27, 5:20pm  
6:00 pm – Meeting ended

Respectfully Submitted, Penny Leveritt



Governance & Board Sustainability Committee Meeting Minutes – February 26, 2019, 5:00 pm

**Present:** Amy, Deirdre, Noelle

**Regrets:** None

<b>Topic</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
<b>Board Recruitment</b>	<p>Confirmed FY20 BoT Candidates who have completed internal process:</p> <p>Kelly Woods</p> <p>Dawn Reesman</p> <p>FY20 BoT Candidates who need follow-up:</p> <p>Cindy Mahoney</p> <p>Karen Sise</p> <p>Jessica Cook</p>	<p><b>Amy will contact Cindy, Karen and Dawn to discuss further</b></p>
<b>By-Laws</b>	<p>Noelle recreated the By-laws in a new document because we were having challenges with formatting. In addition, Noelle presented a summary document that described all of the changes that have been made and why.</p> <p>Committee reviewed the new By-laws document to ensure that they incorporated all of the various changes from GABS as well as the state.</p> <p>We discussed next steps.</p>	<p><b>Amy and Deirdre will review the final document and email Noelle any changes.</b></p> <p><b>Noelle will finalize and work with our contact at the state to secure approval.</b></p> <p><b>We will present the changes at the March BoT meeting in preparation for our March special meeting of the Cooperative.</b></p>



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

<b>Board Member Orientation</b>	N/A	
<b>Board Resources (Hard Copy &amp; Online)</b>	N/A	
<b>Long Range Plan</b>	N/A	
<b>Board Visibility</b>	N/A	
<b>Proposed Procedure- How New Business and/or Proposals Are Brought to the BoT</b>	N/A	
<b>Review Action Items</b>	Reviewed action items.	
<b>Tentative Agenda Topics for Next Meeting</b>	Prepare Annual Meeting proposal for new slate of board members Discuss By-laws next steps Prepare Proposal for Process to Bring Proposals to the BoT	
<b>Next Meeting Date/Time/Location</b>	Date: March 26, 2019 Time: 5:00 pm Location: HCCPS	
<b>Adjournment</b>	Meeting adjourned at 6:10 pm	



Personnel Committee Meeting Minutes- March 12, 2019

**Present:** Nicole Grinaski, Gaby Blaustein, Kelly Woods, Dawn Reeseman, Lara Ramsey  
**Regrets:** Joe Wyman

Topic	Discussion	Action
<p>Salary scale assessment and adjustment</p>	<p>We looked at the data Carla compiled to show us what would happen (mathematically) if we adjusted all of the MA teacher salaries to be 100% of the median salaries of the schools included in our comps. Currently MA salaries are just under (97%-99%).</p> <p>Our stated goal as an institution is to be between 90%-110% of the median of comparable schools in our area. That we are.</p> <p>In rough terms, this would cost the school 8-10 thousand dollars. The majority of teachers are at the top step, and their salary increase would be approximately \$400.</p> <p>After taxes and spread over the year, we considered the significance of a \$400 difference in salary and wondered if it would be the deciding factor between working at Hilltown or working at another school.</p> <p>We considered that our comps include different schools than in previous years; now that we aren't in the Hilltowns, it makes sense to compare our salaries to Northampton and Easthampton salaries, as we may be competing for hires. In the past, these schools were not included because they were not similar in location or size.</p> <p>We considered the importance of paying teachers competitive salaries, and the importance of 8-10 thousand dollars in terms of teacher support (it could fund a variety of forms of classroom support- and what are the other priorities for the school with financial</p>	<p>Dawn and Lara will write a proposal to the finance committee outlining our recommendations for staff salaries.</p> <p>Write a thank you note to Carla for doing so much work on collecting, organizing and analyzing the data.</p>



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CHARTER PUBLIC SCHOOL

	<p>implications?).</p> <p>We decided we would like to quantify the other benefits of working at Hilltown that have monetary value, for example, health insurance. We would like current staff to have a sense of this, as well as prospective hires.</p> <p>We decided to recommend the following:</p> <ul style="list-style-type: none"> <li>• TA's salary begins at \$15.00 (new minimum wage)</li> <li>• Teacher salaries stay where they are and we will monitor for any changes in parity in three more years (did the gaps widen? Close?).</li> <li>• Everyone will receive a 1.75% increase every year for the next three years.</li> </ul>	
Staff satisfaction survey	<p>We ran out of time and agreed to move it on to next month's agenda.</p> <p>We will talk about how to share back to the staff, as well as what to prioritize for consideration/review/action.</p> <p>Note that we have nothing to hide and would like to share feedback openly, with full transparency.</p>	Study the results, bring thoughts and questions to next meeting.
Review action items	Write proposal, write thank you, study results of survey	
Tentative agenda topics for next meeting	<ul style="list-style-type: none"> <li>• Quantifying the benefits of working at Hilltown- making a sheet someone could understand at a glance.</li> <li>• What about the BA salaries that are over 110%?</li> </ul>	
Next meeting time/date/location	Tuesday, April 10 <sup>th</sup> , 2019 7:30 a.m.	
Adjournment	Meeting adjourned at 8:15	