

**HCCPS Board of Trustees
Meeting Agenda
July 29, 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: Tim Reynolds

- 6:30 Welcoming (read mission statement) (20 min)**
Announcements, appreciations, acknowledgments
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 Vote on New Board Members:** Tim (5 min – decision)
- 7:05 Charter Renewal Application:** Dan (45 minutes – decision)
- 7:45 New Long Range Plan:** Tim (20 min – discussion)
- 8:05 October Meeting Date:** Dan (5 min—decision)
- 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**

Hilltown Cooperative Charter Public School

Board of Trustees DRAFT Meeting Minutes – Wednesday, June 12, 2019, 6:30 pm

Present: Penny Leveritt; Lara Ramsey; Dan Klatz; Deirdre Arthen; Paula Ingram; Tim Reynolds; Noelle Barrist Stern; Chris Greenfield; Amy Reesman; Matt Dube; and Liz Preston

Regrets: Joe Wyman

Facilitator: Penny Leveritt

Notetakers: Noelle Barrist Stern

Guests: Kelly Woods; Rich Senecal; Kate Saccento

Listkeeper: Chris Greenfield

Timekeeper: Lara Ramsey

Mission statement read by: Chris Greenfield

Topic	Discussion	Action (if necessary)
Announcements; Appreciations/ Acknowledgements	<u>Announcements:</u> None <u>Appreciations/Acknowledgements:</u> Paula gave an appreciation for Lara for how well MCAS went this year. Amy gave an appreciation for Chris and Penny, both of whom are concluding their terms on the BOT. Deirdre gave an appreciation for Penny, the outgoing BOT President, and Amy, the outgoing Clerk. Penny gave an appreciation to the BOT for her time with the group. Deirdre gave an appreciation for Sarah Scwersey for coordinating the staff appreciation lunch for the past six years.	
Any thank you notes needed?	None	
BOT Visibility this month?	Graduation on 6/13/19 and final All-School on 6/17/19.	Please wear a BOT button during events.

Minutes	The 5/08/19 BOT minutes were presented for review.	Penny moved to approve the 5/08/19 BOT minutes as presented. Chris seconded. The BOT approved the 5/08/19 meeting minutes as presented by consensus.
Public Comment Period	None	
3rd Quarter Financials	Dan presented the 3rd Quarter Financials. The following items were highlighted: (1) the undesignated fund balance has remained stable; (2) all discrepancies will be known and resolved at the end of the year and are anticipated to be approximately 1%; (3) the biggest expense lines are salaries; and (4) it is expected that there will be a surplus at the end of the year.	Penny moved to approve the 3rd Quarter Financials as presented. Chris seconded. The 3rd Quarter Financials were approved by consensus.
Teacher/TA Salary Proposal	Kelly and Lara presented the Personnel Committee Proposal. The proposal included the following: (1) raising the bottom step for TAs to \$15.00/hour in the next fiscal year to be attractive to new hires; and (2) raising step salaries 1.75%--from the median for comparison schools--across the board every year for the next three years. The goals of the proposal are to: (1) offer salaries that are attractive to new hires; and (2) keep salaries between 90% and 110% of the median salaries of the schools used as comparisons. There was discussion about whether the 1.75% should be for all steps. It was noted that staff will already be receiving 1.75% increases or more above current salaries.	The BOT agreed to postpone a vote on the proposal while additional research is done. The BOT will hold a subsequent meeting on Monday, 6/24/19 at 6:30 p.m. to further consider the proposal and vote. The Personnel, Finance, and Domain Council Committees will meet in the interim to discuss the proposal. The Personnel Committee

		will meet on Tuesday, 6/18/19 at 7:30 p.m. The Finance Committee will meet on 6/18/19 at 12:00 p.m.
Director Salary Proposal	Tim presented the Director Compensation review Proposal. The proposal included: (1) using the range of \$100,000-\$110,000/year for Charter School Executives as a goal for the Directors of Administration and Teaching and Learning and \$45,000-\$49,500/year for the Director of Community and Family Engagement; and (2) approving an increase of 3% in FY2020 and adopting the goal of increases of 2% in FY2021 and 1% in FY2022. Paula pointed out that, in the future, the same comparison schools should be used for the teachers' salary proposal and directors' salary proposal. The language in the proposal was modified as follows: on p. 1, first paragraph, 3rd-4th lines from the bottom: "we chose to use the bottom of the range" was changed to "we recommend the range."	Tim moved to approve the proposal as amended. Chris seconded. The amended proposal was approved by consensus.
FY20 Budget	The budget discussion was tabled for the 6/24/19 BOT meeting.	
Personnel Proposal	Lara presented a proposal that the minimal education requirement for TAs be changed from a bachelor's degree to an associate's degree. The goal is to recruit and hire a more diverse staff. A question was raised whether a TA without a bachelor's degree would be able to substitute if a teacher was out.	Matt moved to approve the proposal as written. Penny seconded. The proposal was approved by consensus.

Review of Annual Meeting	The BOT agreed that the annual meeting went very well.	
Planning for New/Revised Long Range Plan (LRP)	The topic was tabled for the July BOT meeting.	
Committee Reports - Questions only	None	
Meeting Wrap-Up/ Evaluation	Next Meeting: Monday, 6/24/19 at 6:30 p.m. Facilitator: Penny Snacks: None Drinks: None Newsletter blurb: None	
Review Action Items	Reviewed action items.	
July Meeting Date	The July meeting date was changed to Monday, 7/29/19 at 6:30.	Penny will send a group email to make sure the new July date works for a quorum.
Adjournment	Meeting adjourned at 8:32 p.m.	

Agenda Topics for 6/24/19 Board Meeting:

Teacher Salary Proposal

Budget Vote

Tentative Agenda Topics for 7/29/19 Board Meeting:

Planning for New/Revised Long Range Plan (LRP)

Hilltown Cooperative Charter Public School

Board of Trustees DRAFT Meeting Minutes – Monday, June 24, 2019, 6:30 pm

Present: Penny Leveritt; Lara Ramsey; Dan Klatz; Deirdre Arthen; Paula Ingram; Tim Reynolds; Noelle Barrist Stern; Chris Greenfield; Amy Reesman; Joe Wyman; and Liz Preston

Regrets: Matt Dube

Facilitator: Penny

Notetakers: Noelle

Guests: Kelly Woods

Listkeeper: Chris

Timekeeper: Joe

Mission statement read by: Deirdre

Topic	Discussion	Action (if necessary)
Public Comment Period	None	
Revised Teacher/TA Salary Proposal	Lara summarized the revised Teacher/TA Salary Proposal. She explained that the goal of the proposal remained the same (90% to 110% of median salaries for comparable school districts) and the same school districts were used as comparisons. However, the Personnel Committee revised the proposal to cover only FY20 and will revisit it next year for FY21 and FY22. The revised proposal raises the minimum TA salary to \$15/hour. Dan suggested, in response to a comment Paula had made at the prior Board meeting, that, for FY21 and FY22, the Personnel Committee should consider giving data for both median and average salaries.	Penny moved to approve the revised Teacher/TA Salary Proposal. Joe seconded. The Board approved the revised Teacher/TA Salary Proposal by consensus.
FY20 Budget	Dan reviewed the proposed FY20 Budget in light of the Board’s approval of the TA/Teacher Salary Proposal. The proposed budget, based on anticipated income and expenses, is balanced.	Penny moved to approve the FY20 Budget. Liz seconded. The Board approved the FY20



Governance & Board Sustainability Committee Meeting Minutes – July 8, 2019, 5:00 pm

Present: Deirdre Arthen; Paula Ingram; Noelle Barrist Stern

Regrets: None

Topic	Discussion	Action (if necessary)
Orientation for New BOT members	The orientation has been scheduled for 9/11/19 at 5:30 p.m. Noelle has emailed the new BOT members. Amy suggested continuing to include the following topics in the orientation: (1) the responsibilities of committee chairs; (2) BOT members' responsibilities for completing paperwork from DESE; (3) the importance of the Open Meeting Law and complying with the OML at committee meetings; and (4) the consensus process. There are supporting documents for each item in the GABS Google Drive.	Noelle will bring pizza to the orientation. Noelle will update the outline for the orientation and email it to Deirdre and Paula. Deirdre, Paula, and Noelle will coordinate by email to divide the work. They will then email Nicole the documents needed for the orientation packet.
Dates and Times for 7/2019-6/2020 GABS Meetings	The following dates were selected for GABS meetings during 2019-20: 9/4/19; 10/2/19; 11/6/19; 12/4/19; 1/22/20; 2/26/20; 3/25/20; 4/29/20; 5/27/20; and 6/24/20. All GABS meetings will be at 4:45 p.m.	
Review GABS Goals from Prior Year	GABS goals for the prior year were reviewed.	



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Set GABS Goals for Upcoming Year	(1) Recruit a community BOT member (if Liz does not pursue another term, the BOT will not have a community member; regardless, it would be ideal to have more than one community BOT member) and two additional BOT members; (2) review the By-laws and BOT books to make sure all of the policies are current; (3) discuss whether the responsibility for LRP monitoring can be moved to Domain Council; (4) hold the new BOT member orientation; (5) maintain BOT visibility and recruitment; (6) support the charter renewal process and take direction from Domain Council; (7) update the BOT and GABS Google Drives and move relevant documents to the web site so that everyone can access them; and (8) work on committees' compliance with the OML by setting up standard committee agendas that can be used for each meeting.	
BOT Recruitment	Liz, Joe, and Tim will finish their terms at the end of this year. The BOT will need three new members, including a community member.	Noelle will email Liz, Joe, and Tim to determine whether they will remain on the BOT. GABS will encourage departing BOT members to find their replacements and bring their suggestions to GABS.
BOT Resources (Hard Copy & Online)	GABS discussed updating an organizing the materials in the BOT and GABS Google Drives and putting as much of the materials as possible (those that are relevant) on the web site.	



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Review Action Items	GABS reviewed the action items listed.	
Tentative Agenda Topics for Next Meeting	(1) Review of the materials in the BOT and GABS Google Drives and discuss which materials need to be updated and which can be moved to the web site; (2) prepare a proposal to move responsibility for LRP monitoring to the Domain Council; and (3) develop a standard agenda template for GABS that can be used by other committees for compliance with the OML.	Noelle will email Deirdre and Paula the log in information for the BOT and GABS Google Drives.
Next Meeting Date/Time/Location	Date: September 4, 2019 Time: 4:45 p.m. Location: HCCPS	
Adjournment	Meeting adjourned at 5:56 p.m.	

**APPLICATION FOR RENEWAL
OF A PUBLIC CHARTER SCHOOL**

**HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL
1 INDUSTRIAL PARKWAY
EASTHAMPTON, MA 01027**

Dan Klatz, Director of Administration

413-529-7178

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Approval by Board of Trustees July 29, 2019

Submission date July 30, 2019

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Introduction to the School

Name of School Hilltown Cooperative Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem-Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	218	Enrollment as of 7-31-19	218
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year	180	Students on Waitlist as of 7/31/19	275
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School as of 2018-2019 School Year	24 years
<p>Mission Statement</p> <ul style="list-style-type: none"> * To involve young people in a school that 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, that guide and support the school and its educational programs. * To cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. 			

Charter School Performance Criteria Relation to Faithfulness to the Charter

Criterion 1: Mission and Key Design Elements

A. Mission and Key Design Elements

1. Hilltown Cooperative Charter Public School (Hilltown) has created and sustained an interconnected community of children and adults:
When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school wide events, large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.
2. Students at Hilltown learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:
The organization of staff time is designed to ensure that teachers in the arts and classroom teachers have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with art and music teachers throughout the year. Our website includes archives of integrated projects done throughout the year.
3. Students at Hilltown develop strong foundational skills:
Our students consistently score at a high level on the Iowa Test of Basic Skills as well as on internal assessments. See accountability plan.
4. Hilltown fosters a high degree of family involvement:
Hilltown employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Director of Community and Family Engagement, is charged with involving parents in different aspects of the school. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.
5. Hilltown uses a consensus based governance structure:
During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.
6. Hilltown successfully cultivates children's individual voices:
All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

B. Amendments:

Date	Amendment Requested	Approved?
	NONE	

❑ **Criterion 2: Access and Equity**

A. Recruitment and Retention

General interest in Hilltown remains strong. Since we completed our expansion for the 2016, we have received over 300 applications each year for between 35-40 openings. We continue enrolling more students with learning disabilities across all the grade levels, with a significant increase in grades 6-8. Our current rate of 18.9% students with disabilities is above GNT and CI percentages, and is comparable to most area districts.

We have had significantly less success with English Learners. We are a regional school in a largely rural area. The vast majority of EL students live in one elementary district within the city of Northampton. Our focus has been on targeting organizations and agencies where we can inform families of their public school options. This is also true with regard to recruiting more economically disadvantaged students. Since our major entry point is Kindergarten, we have worked over the past several years to establish strong relationships with the largest Head Start agencies in the area.

Our biggest challenge with recruitment is the lottery. We believe that our strategy of in person visits to specific local institutions (i.e. Head Start) has been effective in making families aware of the choices they have as they enter elementary school. Many of the families we are meeting have applied to the school. Last year, there were 97 applications for Kindergarten (our single biggest entry point) and only 20 slots available (5 filled by siblings), and 43 applications for Grade 6 for 10 available slots (4 filled by siblings). These very low rates of acceptance pose a significant challenge. We see this as a decade long effort to increase applications from all subgroups to the point that there is success even with those ratios.

- B.** Areas of the school’s website with information about special education and English as a second language programming.

<http://www.hilltowncharter.org/overview/#1563887396504-28e887ad-9d4b>

<http://www.hilltowncharter.org/reports-planning/>

- C.** Areas of the school’s website with information about the program in languages other than English.

There is a dedicated page to learn about the school that is in Spanish. It can be found at:

<http://www.hilltowncharter.org/informacin-en-espaol/>

Additionally, there is a dedicated area at the top of the home page of the website (hilltowncharter.org) that allows for translation into multiple languages.

- D. Attrition:** trends, data and stability rates over the past four years.

As we wrote in our FY 15 Retention Plan: *“Our move to Easthampton for the SY 14-15, a town about 8 miles from our previous host community, resulted in expected additional attrition. We expect our retention rate to fluctuate a bit for the next year or two as we settle into our new host district and larger school size. Easthampton has quite a different community culture than Haydenville. In western Massachusetts, with little public transportation, driving mileage is high on a family’s considerations.”*

Indeed after some initial attrition, things have become more stable over the past several years. Typically, we see some students leave after Grade 5 to attend one of the larger area Middle

Schools, or Grade 6 to attend fellow Charter Schools that have entry points in Grade 7. While this still happens, the numbers are much smaller.

	2015	2016	2017	2018	2019
Students with Disabilities	13.0	20.6	8.6	7.7	0.0
Low Income	10.3	17.6	7.7	0.0	4.0
High Needs	12.0	19.1	8.7	5.7	2.1
All Students	8.9	10.2	6.4	3.2	4.8

E. Suspensions

As noted in the table below, suspensions are rarely used at Hilltown. Since the date from CHART was calculated (there were a small number of in-school and one out-of-school suspension) we don't see any trends in the data.

School Name	Grades	2014	2015	2016	2017	2018
Hilltown Cooperative Charter Public School	K-8	no data available	no data available	no data available	0.0	0.0
Statewide Average	no data available	2.1	1.8	1.9	1.7	1.8

F. Access

Using a variety of structures, Hilltown routinely considers and remedies barriers to equal access in all areas of curricular, co-curricular, and community programming. Our mission (to provide an arts-integrated, hands-on learning experience for all students, to build a strong community of students, parents and teachers, and to encourage individual voices) necessitates attention to issues of program access for families as well. What follows are first, descriptions of our team structures for detecting equity issues followed by examples of programmatic considerations we have in place.

TEAM STRUCTURES

- The Administrative Team (Director of Administration, Director of Teaching and Learning, and Director of Family and Community Engagement) analyzes data (MCAS, IOWA tests, in-house assessments, and parent and staff survey results) and screens program accessibility in terms of financial demand, time requirements, transportation needs, and information access. The Admin Team also considers whether access to programming is affected by school climate. To ensure a safe and responsible school climate, we develop classroom spaces and use curriculum materials that are inclusive of all students and reflect diverse social identities (e.g. race, class, gender, religion, and family structure). Examples:
 - We determined that the popular parent-led initiative to run an after-school ski-program is not accessible to all students. The Admin Team has begun the process of adopting the program institutionally so that we can ensure access to transportation and ameliorate issues of cost.
 - With consultation from statisticians, we conducted a rigorous analysis of our disaggregated MCAS growth percentiles and designated next steps. See Board meeting minutes.

- The Mental Health Team (school nurse, adjustment counselor, Student Services Coordinator, and Director of Teaching and Learning) meets every two weeks to communicate about the wellbeing of individual students, groups of students, and systems of support. The Mental Health Team inventories attendance records, nurse visits, and disciplinary office visits, enabling us to confront issues of equity and access. Example:
 - We decided to use a consistent model, consistent language, and direct instruction to teach self-regulation skills in our younger classrooms.
- The Equity Group, comprised of volunteer teachers, staff, and administrators, meets monthly with a commitment to review the school program for issues of equity related to race and class. The Equity Group directly supports equal access to the school’s mission to build community and be inclusive of all families. Example:
 - The Equity Group observed that offering a parent book club, intended to build community, may have an antithetical effect; it could become exclusive of working parents, parents without access to books or literacy skills, or parents without the ability to attend an after-school meeting. This doesn’t mean that the school won’t sponsor a book club, but it means we may buy the book, buy audio recordings, offer multiple meeting times, and make reading in preparation for the book group optional.
- The Special Education Parent Advisory Committee (SEPAC) works closely with the Director of Teaching and Learning and the Coordinator of Student Services to identify student, family, and school needs. Together we set goals and make plans for parent-education, make recommendations regarding professional development agendas for teachers, and advertise evening programs co-sponsored by Hilltown & SEPAC. Examples:
 - Evening events in the last few years include the required annual Basic Rights Workshops and guest presenters on ADHD, Executive Function, Gender Nonconformity, Gender Bias, Mindfulness, Anxiety, and Smartphones.

PROGRAMMATIC CONSIDERATIONS

Academics: we do not have any tracked classes or opportunities for learning that are categorically “more rigorous” than others. We hold staff trainings in Universal Design for Learning and keep principles of universal participation at the fore of lesson planning and assessment. Examples of UDL and multiple forms of assessment are found in classes at every grade level. Examples:

- As 4th and 5th graders use theater to explore the topic of immigration, students learn through different modalities (research, script writing, poetry, instrumental music, singing, and acting). All students find some way to have an important role in the final production, but not everyone learns or participates in the same way. For 7th and 8th graders, science progress is assessed using multiple modalities: paper tests, one-on-one interviews, maintenance of interactive notebooks, and group projects (such as designing and building solar ovens or measuring the growth of peas watered with various solutions).

Professional Development: Hilltown schedules weekly student support team meetings and bi-monthly integration meetings for all teaching teams (classroom teachers and teachers of music, visual art, technology, community service learning, foreign language, and P.E.). This ensures that all students are taught by teams that have set time aside for considering individual differences and accessible arts-integrated learning experiences. Hilltown offers regular professional

development to keep teachers engaged in best practice in terms of Multi-Tiered Systems of Support and Universal Design for Learning.

Field Experiences: All students are able to fully participate in class field trips, regardless of financial resources. At the beginning of the year, all parents are asked to give what they can to our General Field Trip Fund. \$20.00 per child is suggested, with the clarification that this is not required and will not impact anyone's access to field trips. Parents are also invited to contribute more than the recommended amount, to subsidize the fund for all students. The General Field Trip Fund is then divided equally among all classrooms. Teachers work within the budget to design field experiences for their classes.

There are two significantly more expensive field trips that take place and are funded differently. Every year the sixth graders spend three days and two nights at an outdoor education facility. Every other year, the 7th and 8th graders take a five day/four night trip to Washington, D.C. Parents are asked to contribute a suggested amount, with the clarification that participation does not depend on contribution. Students engage in fundraising activities for these field trips, and ultimately, the school subsidizes to ensure the success of the trips.

Co-curricular Activities: some co-curricular activities have a fee. These activities include chorus, Hilltown Harmonies (chorus for older students), rock ensemble, ultimate Frisbee, cross country, ski program, and the musical. For each of these activities, a reduced rate is automatically available for students eligible for free or reduced lunch. For all families, the registration form has a box to check if financial assistance is required. The school is committed to covering all or part of the cost. No one is turned away from any school program for lack of funds.

Hilltown hosts student music groups on Mondays and Wednesdays and sports programs on Tuesdays and Thursdays. We make an effort to make sure participating in our athletic and musical programs are not mutually exclusive.

Home computer access: because 6th-8th graders are expected to have access to a home computer to complete some homework assignments and to correspond with teachers, we have a free computer loan program.

Childcare: Hilltown offers free childcare during all evening meetings and events for parents.

Access to School Information: We have learned through our Parent Satisfaction Surveys that two features of our school communication program are especially useful in creating access to opportunities (and a sense of engagement) for parents who do not have time to be physically present in the life of the school on a regular basis.

- A weekly, electronic email is sent to all families on Tuesdays. This newsletter announces all regular and special meetings, student opportunities, and school-related news (e.g. summary of Board of Trustees meetings, community service projects, updates on staff trainings, etc.).
- Classroom teachers send home bi-weekly classroom updates.

Criterion 3: Compliance

This spring, we learned that there are several teachers in upper grades that, while fully licensed, are teaching some classes in areas that are not included in their license. Those teachers are taking the applicable MTEL tests this summer, and we expect to be in full compliance this coming fall.

❑ Criterion 4: Dissemination

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Charter School Performance Criterion or Key Indicator that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of Dissemination (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.)
Professional Learning Community centered on Virtual Math Book Group designed by DESE to improve middle school math.	2018-19		Capacity: Professional Climate and Standards for Performance	DESE	We contributed interviews and footage for a video that DESE plans to use to inform prospective participants from other schools next year. We have an archive of notes from the math meetings and also submitted these notes to DESE. Teachers at Hilltown would like to build on this project and do something similar again next year. We have been identified by Ian Stith at DESE as a resource for schools considering this undertaking.
Intern Program and Mentorship Manual	2017-19		Capacity: Professional Climate and Standards for Performance		Intern Program and Mentorship Manual: the shared practice is how to organize and support future teachers of MA in a K-8 school.
School Structures that support Mixed-Age Learning and Community Building	2018-19				Two-page summary of school-based structures that support mixed-age learning and community building.
Guest Speaking at Acton Public Schools: practice shared is using a protocol to look collaboratively at a single piece of student work to deepen thinking about teaching and learning.	2018-19		Program Delivery: Curriculum	Notes, handouts, contacts for future collaboration.	Guest Speaking at Acton Public Schools: practice shared is using a protocol to look collaboratively at a single piece of student work to deepen thinking about teaching and learning.

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Charter School Performance Criterion or Key Indicator that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of Dissemination (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.)
Guest Speaking at Smith College: best practices shared were arts integration and using protocols to look at student work in collaboration with colleagues.	2018-19		Program Delivery: Curriculum		Guest Speaking at Smith College: best practices shared were arts integration and using protocols to look at student work in collaboration with colleagues. Notes, handouts, PowerPoint presentation
ADHD & Executive Function Interventions	2017-18		Program Delivery: Support for All Learners	Parents and teachers from Easthampton Public Schools. Northampton Public Schools, Holyoke Public Schools, and other area schools.	Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.
Resilience in the Age of Anxiety	2017-18		Program Delivery: Support for All Learners	Parents and teachers from Easthampton Public Schools. Northampton Public Schools, Holyoke Public Schools, and other area schools.	Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Charter School Performance Criterion or Key Indicator that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of Dissemination (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.)
Hilltown Faculty and Curriculum Advancement Program	2017-18		Capacity: Professional Climate and Standards for Performance	Visitors to our website will see this new link to the FACA program, with internal links to curriculum projects: http://www.hilltowncharter.org/hilltown-faculty-and-curriculum-advancement-program/	Description of FACA program (objectives and structure for funding) that can be replicated; examples of teacher initiatives including an animation of David Ruggles' life story (integration project).
Blizzard Bags	2017-18		Program Delivery: Curriculum	Hampshire Regional High School asked for and obtained our data. A school in Rye, NH (Jacquie DeFreeze, 4th grade teacher is contact person) have accessed our materials so far. Offered data to Easthampton Public Schools.	Folder contains the following documents: proposal for Blizzard Bags to Board of Trustees, letter to families explaining Blizzard Bags, sample Blizzard Bags from different grade levels, data on how many Blizzard Bags were completed, narrative comments from parents and teachers responding to the Blizzard Bag pilot (questions and ideas about ways to improve Blizzard Bags next year).

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Charter School Performance Criterion or Key Indicator that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of Dissemination (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.)
Fostering Community Through Music and Movement	2015-17	Workshop	School Climate and Family Engagement	Workshop announcements were sent to all Superintendents and Principals at all public schools in Hampshire and Franklin County	No attendees.
Arts Integration at Hilltown	2015-17	Workshop	Program Delivery: Curriculum	See above	No attendees.
Creating Community for Students, Parents, and Teachers	2015-17	Workshop	School Climate and Family Engagement	This workshop was also presented to graduate students at Smith College.	No attendees to original offering. However, the workshop was then presented at Smith College.
Parent Communication from the Classroom Teacher	2015-17	Workshop	School Climate and Family Engagement	Workshop announcements were sent to all Superintendents and Principals at all public schools in Hampshire and Franklin County	No attendees.

Charter School Performance Criteria Relating to Academic Program Success

❑ Criterion 5: Student Performance

We believe that the core indicators of the accountability system, along with the measures outlined in our accountability plan, represent student performance accurately at Hilltown Cooperative Charter Public School.

The school uses MCAS and IOWA test data to understand our programmatic strengths and weaknesses and to determine areas for growth. The Director of Teaching and Learning works with data analysts (DESE, MCPSA, and a volunteer parent expert) to disaggregate the results and look for trends over time. Full analyses are reported in Board meetings. Here are some takeaways:

IOWA tests affirm what other indicators tell us about our program. Reading is a relative strength in our school, with special strength in vocabulary. Language scores are above average and consistent across the grades. Math scores show a relative strength in data interpretation and math concepts and a relative weakness in math computation.

Analyzing MCAS scores leads us to productive questions. For example, data from the last two years (Next Generation MCAS) made us wonder, what explains the sixth graders' relatively strong growth performance? Could it be explained by the influx of new students to our school in sixth grade, or could it speak to the quality of the curriculum or teaching? A close look at the data showed similar growth patterns among sixth grade students with IEPs, 504s, and no accommodations. It also showed similar growth between students who were new to Hilltown and students who were not new. There was similar growth between boys and girls. We also wondered what explains the eighth graders' relatively poor performance on the last two math MCAS tests. We are entering the second year of a new 6th-8th grade math curriculum and will pay close attention to the scores over the next few years.

In light of our MCAS scores, we asked ourselves what we can do about the gender gaps in ELA and math growth (the first favoring girls, the second favoring boys) as well as gaps in ELA scores when comparing economically and non-economically disadvantaged students. We started a PLC for

We have taken the following action steps in response to our school-wide data analysis:

- The school has researched and chosen a new reading program that will be implemented K-5 beginning in the academic year 2018-2019. The program, Making Meaning (through the Center for Collaborative Classrooms), was chosen for its documented success in meeting all learners' needs, offering high quality teacher support materials, raising standardized test scores, including a social-emotional component, and having the potential to close the achievement gap between economically disadvantaged and non-economically disadvantaged students.
- The school contracted with Rachel Simmons for professional development on the topic of gender bias in schools and its academic impact. In response to her workshop, teachers of 7th and 8th graders have decided to revise the expectations regarding community behavior on progress reports and encourage intellectual risk-taking by developing communities of learners with growth mindsets. The groundwork for developing communities of learners with growth mindsets will be delivered through a curriculum set to take place during weekly advisory meetings with the 7th and 8th graders.

- Based on curriculum research and fit with the Common Core, 6th and 7th grade replaced the Big Ideas math curriculum with Illustrative Math in the fall of 2018. This year (2019-2020) the program will be adopted by the 8th grade teacher as well. Teachers of 6th-8th grade mathematics attended summer training in the new curriculum over the last two summers.
- We started a 4th-8th grade PLC for math teachers working with grades 4-8. Last year, teachers met monthly to discuss a shared reading facilitated by one teacher leader, and the work will continue in the coming year with a different book and a different teacher leader. We worked with a coach to support our understanding of math routines (such as Number Talks) that support the Standards of Mathematical Practice.
- Hilltown continues to develop its orientation and commitment to Anti-Bias Education. Recent initiatives include consultation with Josh Miller from Smith College and whole staff professional development from Mary Gannon from the Vermont Partnership for Fairness and Diversity.
- The school is pursuing a universal screening tool to improve our early intervention services. Fastbridge is our likely choice because of its social-emotional screening component.

Criterion 6: Program Delivery

A. Curriculum:

Math: the school has adopted math programs aligned with state standards and the Common Core. As of 2017, the 6th-8th graders use Illustrative Math. As of 2013, K-5 uses Math Expressions. When Illustrative Math develops a K-5 curriculum, we will evaluate whether it makes sense for K-5 to adopt the program.

Reading: the school has adopted Making Meaning in grades K-5, a standards-aligned reading program published by the Center for Collaborative Classrooms.

Conventions of Writing: in the spring of 2019, K-3 teachers organized and documented a standards-based scope and sequence for teaching grammar and punctuation. 4th-6th grade will continue to build the document in the 2019-2020 school year, with 7th-8th grade completing the project in the fall of 2020.

Science: teachers worked with the Director of Teaching and Learning to document Hilltown's science curriculum and align it with the Next Generation Science Standards. Because we have classrooms that combine two adjacent grade levels, we made sure that in a two-year cycle, the standards for both grades are met. This document is available upon request.

Social Studies: the area for curriculum review in 2019-2020 is social studies, using the MA standards that were revised in 2018.

Spanish: seventh and eighth graders take Spanish as a foreign language. We hired a new Spanish teacher in the fall of 2017, intentionally seeking an instructor with training in Comprehensible Input (CI) and Teaching Proficiency through Reading and Storytelling (TPRS). By taking Spanish three days a week over the course of two years, graduates are ready for Spanish II in high school and/or prepared to learn another language of their choosing.

Diversity: In 2017, Hilltown was awarded a grant to build a small community library (we do not have a school library) meeting the following criteria: 75% of the books would feature characters of color,

the collection would represent a variety of cultures and class backgrounds, and no books would engage in gender stereotyping. This collection of over one hundred books is available for classroom use by all teachers and for children to borrow and take home. We are in the process of setting measurable standards for the inclusion of cultural representation in the curricular materials at Hilltown. This objective is embedded in our initiative (in progress) to identify ourselves as an anti-bias education institution with a transparent accountability plan.

Curriculum Review: Our 14-step curriculum review process, as laid out in the 2014 Charter Renewal Plan, remains stable. With Science, 6-8 Mathematics, Spanish and K-5 ELA reviewed in the last two years, we are looking ahead to reviews in Social Studies, Physical Education, and Music (2019-2020), and 6-8th ELA, Health, Technology, Art, and K-5 Math in subsequent years.

B. Instruction:

Hilltown Staff continually and purposefully cultivates a common understanding of high-quality instruction. This is a dynamic enterprise encompassing topics ranging from classroom thinking routines to responsible selection of materials to critical pedagogy and Universal Design for Learning. We cultivate a common understanding of high quality, culturally responsive instruction through shared experiences (professional development), reports on educational research, and discussion. In our arts-integrated, hands-on curriculum, high expectations and student engagement are manifested through projects that are shared with buddy classes and families. With attention to community building and respect for all learners as a common commitment, classroom environments are well managed (see discipline record) and conducive to learning (see parent satisfaction survey and student school climate survey).

In 2018-2019 Hilltown sought the support of the BRYT program (Bridging Resilient Youth in Transition) to map our Multi-Tiered System of Support and collect data to identify priority areas for increased support (academic, social-emotional, and mental health). We began to develop a road map for helping students who experience extended absence (e.g. hospitalization, concussion, protracted illness, debilitating anxiety) take steps to re-engage with the community and academic learning. We made the decision to make the OT position a payroll position instead of an independent contract in order to increase OT services at the Tier II level of support. We identified the need for a K-5 framework in self-regulation and will begin to implement Zones of Regulation in the fall of 2019.

C. Assessment and Program Evaluation

Hilltown's school assessments are provided in Criterion 5. As noted in our accountability plan, we also use internal assessments in math and writing. For beginning and end of year reading benchmarks, Grades K-3 use the Fountas and Pinnell BAS system. The Reading Specialist uses the BAS to more frequently monitor progress with students identified as needing improvement, and older grades use the BAS with students requiring progress monitoring as well.

We evaluate our program through these large-group measures as well as through multiple surveys of parents, teachers, and students. These surveys include an annual parent satisfaction survey, a staff satisfaction survey, and as of last year, climate surveys and a Tier II support survey. We also seek external program review through consultants. In recent years we have engaged consultants to help us create institutional anti-bias education practices as well as to improve our special education and related services programming.

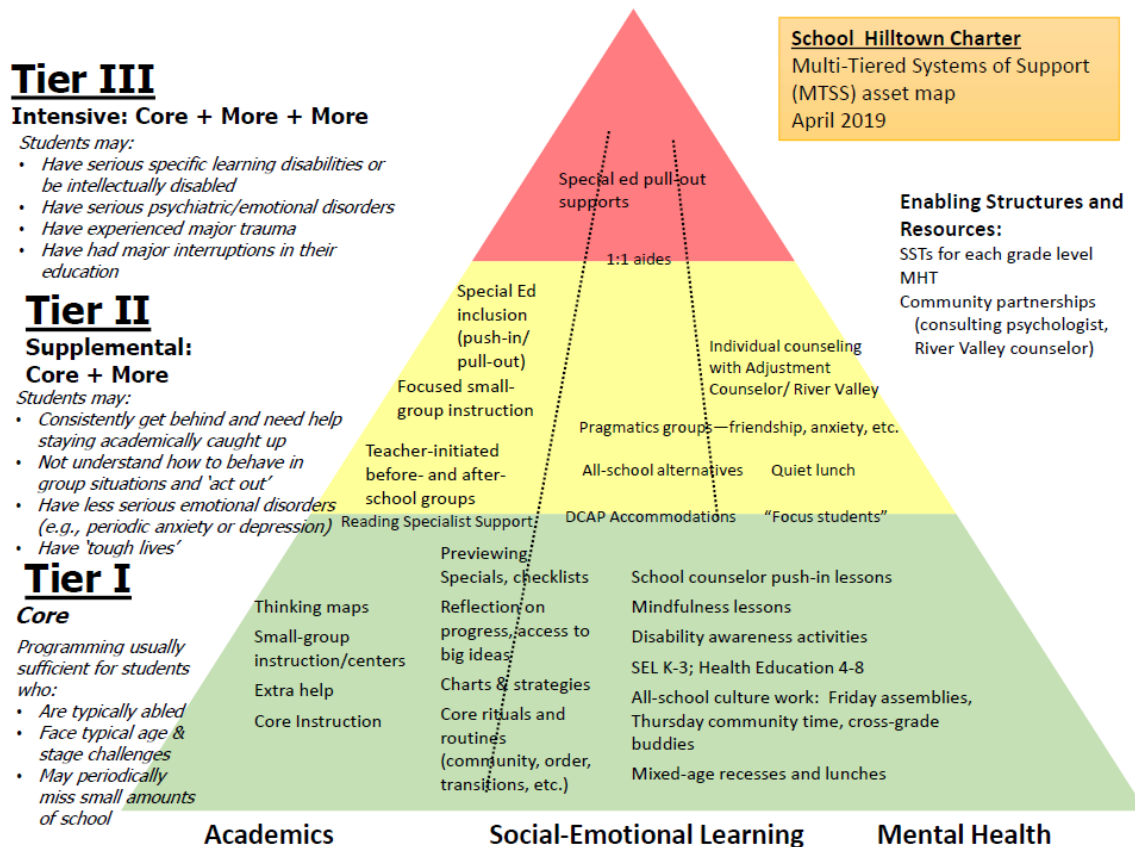
D. Supports for All Learners

Hilltown supports all learners using a variety of tools and resources. We collect data, refer students for observation and assessment, offer a range of tiered interventions, meet weekly to discuss student needs, monitor for specific progress, and utilize internal and external resources.

The data we collect comes from the following:

- Beginning and end of year benchmarks
- End of unit assessments
- MCAS & IOWA scores
- Fountas and Pinnell BAS (reading assessment system)
- RTI data (e.g. frequency tallies, work samples, test scores, FBAs)
- Progress reporting (3x/year)
- Attendance records
- Nurse visits
- Psychological and academic testing
- **As of 2019-2020, Hilltown will be adopting a Universal Screening tool, most likely FastBridge**

We worked with consultants from the BRYT program to map and evaluate our tiered system of supports:



Internal support structures include weekly Student Support Team meetings for teaching teams, monthly RTI meetings, and bi-monthly Mental Health Team meetings. We have a Hilltown DCAP and personnel resources such as the reading specialist and the school adjustment counselor.

In addition to internal supports, Hilltown works with several external resources. During the 2017-2018 school year, a team (Director of Teaching and Learning, Student Services Coordinator, two special education teachers and two classroom teachers) met monthly with a coach from MA Charter Public School Model Demonstration Schools/Capacity Building Network to deepen our understanding and implementation of RTI practices. Our goals were to, “create and implement a clear and collaborative process for teachers to identify Tier 1 and 2 supports that reduce barriers to learning that can be provided by them within their classroom settings, try them for a period of time, and assess their effectiveness. Monthly goals included,

- Engage teachers in professional development during “RTI” meeting around providing Tier 1 supports using the UDL framework - focus on “unpacking” what RTI is and workshop a common instructional practice/curricular area (e.g., vocabulary)
- Create revised draft of school’s DCAP/articulate Tier 1 supports
- Create space for teachers on the MDS team to provide feedback about how the RTI meetings have gone and how they could be improved

During the 2018-2019 school year, a team (Director of Teaching and Learning, Student Services Coordinator, a special education teacher and a SEPAC parent) met with consultants from the BRYT program to map our MTSS, collect year-zero data regarding the need for Tier II services, and consider criteria we would need to develop an in-house program to support students with social-emotional barriers to school attendance.

During the 2019-2020 school year we will continue to meet with BRYT consultants to design data-driven, criterion specific Tier II interventions. Additionally, we have a contract with a special education consultant to support a personnel transition with a focus on special education systems.

All Hilltown students have access to River Valley Counseling, an outside agency that offers counseling upon referral during the school day (and accepts all insurances).

All Hilltown teachers have access to consultation with a clinical psychologist (Jim Levine) who periodically observes in our school.

At this time, Hilltown does not have any ELL students.

Criterion 7: School Climate and Family Engagement

A. Safe and Supportive Environment:

Creating a safe and supportive environment is central to Hilltown’s mission: to sustain a cooperative, intimate community of students, staff, families, and local community members that guide and support the school and its educational program; also to cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. From the ground up, our school is designed and created to be an especially safe and supportive community.

Promoting parent access and involvement is part of our approach to a safe and supportive environment. The school day begins with parents having the option of walking children to their classrooms. Age-appropriately, this tapers off as students get older, but the invitation always stands. The school made a design choice to place large internal windows between hallways and classrooms to physically achieve our objective of transparency and connection. We built a Family Corner where parents are welcome to linger and visit. At the end of the day, K-5, parents come into the building to sign out their children from classrooms. This promotes relationship building among parents and staff and helps children experience the parent-teacher connection as a regular feature of school life.

After arrival, community building continues in all classrooms with a morning meeting. Meetings include a greeting, an orientation to the day, opportunities to connect and share, and sometimes games related to either content or community building.

Being a K-8 school, one way that we achieve our mission is by having structures in place so that all students have multiple cross-age experiences. The variety of structures afford various goals: all students have opportunities to be playmates, thought-partners, audiences, allies, and mentors.

The classrooms themselves are mixed age, and students stay with one teacher for two years in all but sixth grade (a stand-alone year). Students with experience in the classroom (“Second Years”) share routines with students new to the room (“First Years”). Although our school is small enough to have just 20-22 students in each grade level K-5, because of our mixed-age design, students eventually share classes with the twenty students a year older and the twenty students a year younger- creating a cohort of 60.

Mixed-age opportunities occur not only in classes, but during lunch and recess as well. We don’t have a cafeteria: students either order a hot lunch off of a delivery menu (free and reduced status applies), or students bring lunch from home. Students are assigned to eat together in mixed-age lunchrooms. These rooms last for about six weeks, and then students form new constellations. Students can request sharing a lunch room with a particular friend or a sibling. Recess is another time of day when classes of different age groups share space. In this way, we make it possible to create community across the grades and develop school-wide relationships.

Every Thursday, the last period of the day is a common period throughout the school called “Community Time”. Community time is a time for performances, mini-courses, and buddy time. Performances might include class plays or presentations by visiting artists. Mini-courses are mixed-age classes that convene for four weeks, three times a year. Examples of mini-courses include magic, murals, cooking, reverse engineering, storytelling, origami, hip hop, nature exploration, money games, sword dancing, and backyard games.

Every classroom has an assigned “buddy class”. Between buddy classes, younger and older students are paired up for one year in order to support the development of a sustained relationship. Older buddies go get younger buddies from their classrooms before school assemblies and escort them to the community space. Buddies are invited to be visitors/small audiences for classroom publishing parties and project shares. During Community Time, buddy classes engage in activities such as reading, STEM challenges, shared recess, or board games.

Another shared time of the week is our Friday afternoon ‘All School’. This is a common-space gathering for all students and staff that brings every week to a close. Here we sing songs, celebrate birthdays, share happenings from the classroom, and make community announcements. Students take turns being announcers, and four times a year, the agenda is an informal, screened talent show (“Il Teatro”). Through All School and Il Teatro, we encourage and cultivate an appreciation for a wide range of talents and individual expression. We believe communities are stronger when comprised of diverse individual strengths, and individuals grow strong in the context of supportive communities.

In addition to our community-strengthening structures and practices, we are beginning to collect school climate data. We began this year by asking the Prisms (7th and 8th graders) to participate in a climate survey. Next year we will begin administering school climate surveys to students, teachers, and administrators (see CR-25). Expanding our data collection in this vein is exciting new growth for Hilltown.

The questions included in the survey are as follows, and the results of the survey are documented. (We used the results to frame work with Prisms on hallway behavior during transitions).

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 anti-Semitic 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.

Hilltown has the following structures in place to promote cultural literacy, monitor responsible representation of all social identities, and implement anti-bias education practices:

- 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).
- Voluntary group of staff (including teachers, TAs and administrators) meets monthly (the Equity Group) 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.
- Analysis of standardized test scores 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 includes consideration of race/ethnicity, free & reduced lunch, IEP/504, gender, LEP status, and housing status. For all co-curricular activities, financial aid is available.
- We have begun to 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.

B. Family Engagement

As detailed in our Annual Reports, Hilltown has an excellent record of parent and family participation. One hundred percent of families are engaged in one or more ways with the school – through teacher conferences, volunteering in classrooms, governance, driving to field trips, planning or participating in classroom activities, staffing school-wide events, organizing and implementing fundraisers, assisting with physical plant projects, helping with administrative tasks, coordinating volunteers or helping to manage social media.

We believe that family participation strengthens students’ investment in their education and thus their success. We share this belief with parents and encourage them to engage. We make an effort to facilitate their participation in ways that work for them individually. We host monthly events for parents – Education Forums on current topics of interest, social events for families or for adults only, and Coop meetings where school practices and policies are discussed and input is sought to help guide the board and school management.

Our commitment to family engagement extends beyond parents to include grandparents and siblings. We invite grandparents to a special Grandparents’ Day each year in addition to welcoming them into the school as volunteers throughout the year. We also include younger siblings as we are able, providing a “Family Corner” with appropriate supplies and encouraging attendance at our All School Assemblies and student performances.

Each year we send out a Parent Satisfaction Survey and the results over the last 5 years are not surprising. More than half of our families generally respond and over 90% indicate that they are very satisfied with the school. We are especially encouraged by the fact that respondents answered the questions regarding elements of our core mission in the most positive manner. In 2019 over 90% either agreed or strongly agreed with the statement “Hilltown has built a strong sense of community among students, staff and families.”. The vast majority felt very positive about the amount of arts and academic curriculum integration, the cross-age activities and the social environment that their children experience at school. It is clear that our parents appreciate and value these aspects of our Mission. Parents were also very happy with the communication methods that Hilltown is using and felt that the school is sensitive and responsive to issues of race, class, gender, ability and sexual identity.

Some key results are summarized here: <https://www.surveymonkey.com/stories/SM-CP36W6RV/>

Charter School Performance Criteria Relating to Organizational Viability

❑ Criterion 8: Capacity

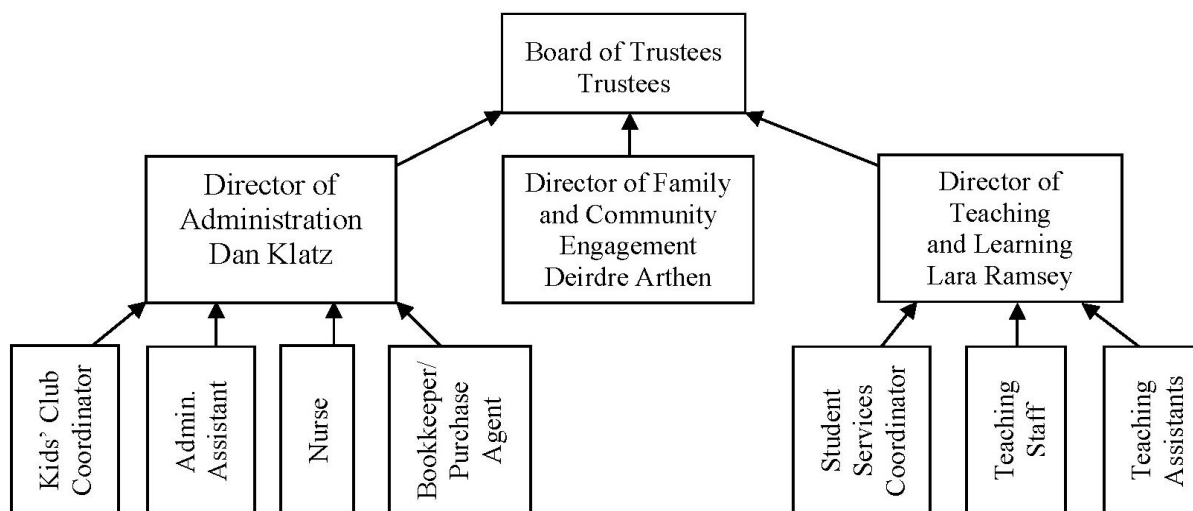
A. School Systems and Leadership

Hilltown Cooperative Charter Public School (Hilltown) has an unusual and successful leadership structure that reflects its commitment to collaboration and inclusiveness. The school is managed by three Directors, each with their own domains- administrative, education and community. While there is certain overlap in purview there is also clear accountability and distinct supervisory responsibilities. Many decisions are made jointly, and if not, with feedback from other Directors.

In the course of this charter term, there was a leadership change for the first time in over 15 years, as longtime Administrative Director Amy Aaron retired. This change offered both opportunities and challenges. The Board opted to move Director of Teaching and Learning Dan Klatz into the position of Director of Administration. This opened up the position in the Education Domain, which was filled by Lara Ramsey. This has allowed for a new leader to be supported by the continuity of leaders who have been with the school for a long time. Our organizational chart below has been stable and effective throughout the past several charter terms.

Hilltown Cooperative Charter Public School Organizational Chart

Revised 7/2017



These three leaders are supervised by the Board of Trustees. This is accomplished through twice a month Domain Council meetings which include the Board president and vice president. This group sets Board agendas, troubleshoots pending issues, triages when necessary and delegates when appropriate. The two Board members on Domain Council evaluate the Coordinators annually. They get informal feedback about the coordinators through annual surveys of the overall community, the committee members, the teachers/staff, and the full Board. The process involves goal setting and periodic check-ins.

This group also drafts the annual budget, ensuring program stability. The Finance Committee reviews for fiscal viability before it goes to the full Board for approval. The atmosphere in these meetings is collaborative and respectful, and the Board members are directive when necessary.

B. Professional Climate and Standards for Performance

Hilltown's commitment to developing a collaborative, professionally engaging climate for all personnel, with a focus on understanding and delivering best practice, is evident in our community practices, our record of professional development, and our meeting schedule (committed time to teacher meetings, integration meetings, student support meetings, and professional development meetings).

COMMUNITY PRACTICES

Community practices include rotating required roles at bi-monthly teacher meetings: host, facilitator, time keeper, and note-taker. All staff have access to the meeting agenda and may add topics for discussion. As part of RTI meetings, we have piloted the use of a collaborative assessment protocol to look at student work in order to deepen the professional experience for colleagues. In addition to whole-group meetings and work, teachers also have the opportunity to work alone, with partners, or in small groups (e.g. grade-level, subject-specific, or high interest groups) on areas of personal professional interest.

Hilltown developed a Faculty and Curriculum Advancement Fund in order to build,

1. best possible education for Hilltown students
2. high quality and high frequency professional collaborations among faculty
3. institutional support for teachers' self-directed professional growth and leadership initiatives

4. creation of material resources for Hilltown to share with other schools (supporting the school's commitment to disseminating research on practice to other public schools)

Information about the Hilltown Cooperative Faculty and Curriculum Advancement Fund may be found on our website under Reports and Planning.

PROFESSIONAL DEVELOPMENT

Hilltown designs professional development pro-actively, in light of new research or developments in the field of education, as well as responsively, in light of school data and parents and staff surveys. Examples of proactive professional development include coaching on Mathematical Standards of Practice (as outlined in the Common Core) and training in Universal Design for Learning. Examples of responsive professional development include training in administering the Fountas & Pinnell BAS system and Trauma Informed Teaching Practices. A log of Hilltown Professional Development 2017-2019 is available upon request.

TIME COMMITMENT

Committing time for teachers and school staff to do the work of supporting all students, learning and implementing new curriculum, and integrating the arts into curriculum (per our mission), is one of the ways we develop a culture of collaboration and professional engagement. We actively reflect on our use of time and the effectiveness of our meetings. We keep documentation of our professional development meeting schedule and notes.

School staff members are provided with tools and resources to perform their responsibilities and meet expectations for performance. Tools include scheduled, bi-monthly supervision meetings for classroom teachers, monthly classroom observations with narrative or written feedback, annual professional evaluation, and a mechanism for self-evaluation. The system for evaluation is transparent (outlined in our Employee Handbook) and aligns with the Massachusetts Teaching Proficiency Standards.

Teacher evaluations and self-evaluation yield narrative as well as numerical data that informs continued professional support either for individual teachers or for the teaching staff as a whole. We keep documentation related to teacher evaluation analysis.

Criterion 9: Governance

For nearly the last decade, the Board has consistently held finely moderated, documented and focused two hour monthly meetings. Board roles are clear and well documented. Committee chairs are responsible for running meetings and ensuring minute taking. The Board is intentional regarding change in leadership, ensuring that the presidency rotates to the vice-president after 2-3 years. Consistency is maintained in this way. The Clerk ensures compliance with open meeting law and other regulatory matters.

Our Board committees are well stocked with skilled members. Our Finance committee includes a commercial loan officer from our bank and the finance director of a local non-profit. The Governance and Board Sustainability Committee (GABS) has an attorney in addition to the Clerk. This group is responsible for ensuring adherence to and assessing any need for changes to the by-laws, maintaining adequate membership numbers on the Board and overseeing the implementation of the Long Range Plan. Over the past year in response to a change in the by-laws regarding membership in the Cooperative, the entire by-laws were revised to ensure full compliance. Along with the other standing committees of Finance, Facilities and Personnel, the Board is well situated to execute its responsibilities and address any issues that arise.

Board packets containing agendas, minutes, committee reports, and proposals over the past five years provide documentation of high functioning oversight of the school.

☐ Criterion 10: Finance

Over the course of the 5 year term, the school has consistently been stable financially. Other than the first year of this term (a planned deficit due to moving locations), operating budgets have been balanced. And after several years of careful study, this past year, the school established two new funds to ensure the long term fiscal well-being of the institution. After reviewing insurance coverages and discussion about what our outlay might actually be in any emergent situation, we reduced our contingency fund to \$50,000. And we created two new funds:

1. A “Reserved for Capital Expenditures” equity account to finance Capital projects. This account currently has \$307,000. Under the rules for this account, if funds are used to pay for Capital Budget Expenditures during the fiscal year and, as a result, the balance of the account becomes less than \$200,000, those funds will be replenished by creating a budget line in the following fiscal year(s). If expenditures exceed \$20,000 the replenishment will be spread out over a maximum of five years to get balance back to the \$200,000 minimum.
2. A “General Reserves” equity account that is used to pay for principal payments on our USDA loan. Any end of year surplus from the operating budget is transferred to this account. Under the rules for this account, when funds are used for the principal payment during the fiscal year and, as a result, the balance of the account becomes less than \$150,000, those funds should be replenished by creating a budget line in the following fiscal year(s). At the present this account has a little over \$200,000.

These moves ensure that the school is in a position to maintain the building and property with necessary capital replacement and improvement projects and meet the requirements of paying principal on our loan.

☐ Plans for the Next Five Years

The current Long Range Plan was completed in 2013. While it was intended to span ten years, the central initiatives of the plan are complete. We are a larger school in a permanent location. We are in a strong financial position, having purchased our facility with a loan from the Rural Schools program of the United States Department of Agriculture. We are ready to take stock of the changes of the past six years and make the necessary adjustments to keep the school and strong and responsive institution.

It is clear that we are ready to commence a new Long Range Plan. Among the major areas to be addressed in a new plan will include:

- Examining the current structure of our mixed age classrooms in light of changes in curriculum over the past decade.
- Developing further strategies for increasing access to Hilltown for all students. This will include examining transportation and geographic options.
- Developing options for additional indoor and outdoor space.
- Exploring programmatic directions for our arts based interdisciplinary curriculum.

Collaboration with our host district is another area of focus for the coming Charter term. Easthampton is building a new K-8 school, and we are looking to find new ways for teachers from both school systems to work together for shared purpose.

Appendix A
Accountability Plan Performance

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	
Objective: Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.					
Measure: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey.	Met	Met	Met	Met	<p>18-19: 93% of families reported that the school has a strong sense of community among students, staff and families. 40% of families participated in the survey.</p> <p>17-18: 90% of families reported that the school has a strong sense of community among students, staff and families. Exactly 43% of families participated in the survey.</p> <p>16-17: 95% of families reported that the school has a strong sense of community among students, staff and families. 42% of families participated in the survey.</p> <p>15-16: Over % of families reported that the school has a strong sense of community among students, staff and families. 50% of families participated in the survey.</p>
Objective: Objective: Hilltown will involve parents/guardians as partners in the education of their children.					
Measure: 100% of families will be actively involved in the school through membership in its consensus based governing structures, participation in community meetings, and/or participation in the activities in its classrooms.	Partially met	Met	Met	Met	<p>18-19: 100%</p> <p>17-18: 100%</p> <p>16-17: 100%</p> <p>15-16: 97%</p>

Organizational Viability

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: Objective: The HCCPS board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).					
Measure: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.	Met	Met	Met	Met	Board meeting minutes over the full four year period.

Academic Program Success

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: Students will develop strong foundational skills.					
Measure: Each grade, 3-8, will score in the top quartile annually in the tested areas of reading, math, language, and Core Total on the Iowa Test of Basic Skills	Partially Met	Partially met	Partially met	Partially met	Iowa Test results in all four Annual Reports.
Measure: 90% of all 4 th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.	Met	Met	Met	Met	Iowa Test results in all four Annual Reports.
Measure: 80% of all students in grades K-3 will annually gain at least one previously defined level on the HCCPS reading, writing and math assessment;	Met	Met	Met	Partially Met	Iowa Test results in all four Annual Reports.
Measure: 80% of all students in grades 4-8 will score in the pre-determined proficiency level on the HCCPS writing and math.	Partially Met	Partially Met	Met	Met	Iowa Test results in all four Annual Reports.
Objective: Hilltown graduates will demonstrate academic competency in an area of individual interest.					
Measure: Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Met	Met		See Annual Report for detailed list.
Measure: 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.	Met	Met	Met		See Annual Report for detailed list.

Dissemination

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Measure: The school will host monthly after school programs detailing a specific aspect of curriculum or school design. Programs will be offered to teachers, parents, and interested community members.	Not Met	Met	Met	Met	See Dissemination Table.
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	Met	Met	Met	See Dissemination Table.

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 Hilltown Cooperative Charter Public School located at 1 Industrial Parkway, Easthampton, MA 01027 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.

Signature:
Title: Director of Administration
Date: July 31, 2019

Renewal Application Certification Statement

Name of School:	Hilltown Cooperative Charter Public School
Location:	Easthampton

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:	Tim Reynolds
Title (if designated):	President, Board of Trustees
Date of approval by board of trustees:	July 29, 2019


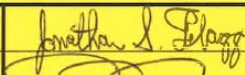
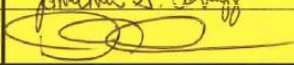
Appendix C Documents

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

Note: Above are served by one document signed by the Municipal Building Commissioner and the Municipal Fire Prevention Officer

	The Commonwealth of Massachusetts					
CITY OF EASTHAMPTON						
Certificate of Inspection						
						
In accordance with 780 CMR, Chapter 1, Section 110.0 (<i>The Eighth Edition of the Massachusetts State Building Code</i>), this certificate of inspection is issued to the premise or structure or part thereof as herein identified.						
Issued to	<i>Identify Name of Establishment</i>					<i>Certificate No.</i>
	Hilltown Charter School					
Located at	<i>Identify property address including street number, name, city or town and county</i>					<i>Certificate Expiration</i>
	1 Industrial Way					August 31, 2019
Allowable Occupant Load	<i>1st Floor</i>	<i>2nd Floor</i>	<i>3rd Floor</i>	<i>4th Floor</i>	<i>Basement</i>	<i>Total</i>
	185	67				252
Use Group Classification(s)	E	E				
This <i>certificate of inspection</i> is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and/or laminated and posted in a conspicuous place within the space as directed by the undersigned. <i>Failure to post or tampering with the contents of the certificate is strictly prohibited.</i>						
Signature of Municipal Building Commissioner	Jonathan S. Flagg				Date of Inspection	August 22, 2018
Signature of Municipal Fire Prevention Officer	Capt. Dan Constantine				Date of Issuance	August 30, 2018

Up-to-date Insurance Certificate(s)



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/15/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Fred C. Church Insurance 41 Wellman Street Lowell MA 01851	CONTACT NAME: Jeanne Pitts	
	PHONE (A/C, No, Ext): 800-225-1865	FAX (A/C, No): 978-454-1865
	E-MAIL ADDRESS: jpitts@fredchurch.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED HILLCOO-01 Hilltown Cooperative Charter Public School 1 Industrial Parkway Easthampton MA 01027	INSURER A : Massachusetts Bay Insurance	22306
	INSURER B : Allmerica Financial Benefit Insurance Company	41840
	INSURER C : Hanover Insurance Company	22292
	INSURER D : Independence Casualty Insurance Company	11984
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: 566661337 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		ZDN8818232	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMPI/OP AGG \$ Included \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		AWND433482	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ 1,000,000 PROPERTY DAMAGE (Per accident) \$ \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED: RETENTION \$		UHN8818254	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	WCI00092409	7/1/2019	7/1/2020	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER EVIDENCE OF COVERAGE For Insurance Purposes	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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Completed Lead and Copper in Schools Maintenance Checklist



**Massachusetts Department of Environmental Protection
Bureau of Water Resources – Drinking Water Program
Lead & Copper in Schools Maintenance Checklist**

Instructions:

This checklist should be completed for each school or childcare facility (Early Education and Care program) in the Commonwealth. This checklist is designed to help determine if Lead or Copper is likely to be a problem in your facility’s drinking water and will enable you to determine appropriate remediation actions if needed.

Important:
When filling out forms on the computer, use only the tab key to move your cursor - do not use the return key.



A. General

Hilltown Cooperative Charter Public School

Name of School or Early Education and Care Facility (EEC)

School District or EEC Headquarters

1 Industrial Parkway

Street Address of School or EEC Facility

EEC Regional Office

Easthampton

City/Town

01027

Zip Code

Dan Klatz

Contact Person’s Name at School, Program, or Facility (for LCCA Program)

413-529-7178

Phone #

dklatz@hilltowncharter.org

Email Address

Is part of your Facility at another location (other than the one listed above)?

YES

NO

If yes, please provide the following information:

Name of off-site facility/building

Street Address

City/Town

Zip Code

Is your school/facility a “Hosted” facility, i.e., does your school/facility share the space it occupies with another school/facility that is also submitting a Lead & Copper in Schools Maintenance Checklist?

YES

NO

IF NO, SKIP TO SECTION C

B. Host Facility Information

Name of “Host” facility that your facility is located within.

Contact Person’s Name

Phone #

Email Address

SKIP TO SECTION F

C. Public Water System

Is your school/facility a Public Water System (PWS), i.e., do you have your own well which supplies 25+ people per day?

YES

NO

IF YES, SKIP TO SECTION E

D. Drinking Water Practices (2005-Present)

Have you previously submitted a lead & copper checklist to MassDEP?

YES

NO

If yes, what was the date of the last lead & copper checklist submitted?

mm/dd/yyyy

Has your public water system (PWS – supplying water to your facility) collected lead & copper samples at your school/facility?

YES

NO

If yes, what was the date of the last sample?

mm/dd/yyyy



Massachusetts Department of Environmental Protection
Bureau of Water Resources – Drinking Water Program
Lead & Copper in Schools Maintenance Checklist

Beside your PWS samples, has your school/facility or another party hired by your facility taken lead & copper sample(s) in the last 12 months? YES NO

If yes, what was the date of the last sample? _____
mm/dd/yyyy

If yes, who conducted the sampling? _____

Do you have a plumbing profile of your school or facility? (e.g. a map of all the plumbing lines and equipment with the type of material noted.) YES NO

Has your school or facility prepared a sampling plan showing all fixtures, their ID numbers, and the last date they were sampled for lead or copper? YES NO

Do you keep your lead & copper testing results and other records in a file onsite? YES NO

If no, where are the records kept? _____

Name of off-site facility/building Street Address City/Town Zip Code

Has every LCCA fixture at the location been sampled for lead & copper at least once? YES NO

Did any samples exceed the Action Level for lead (0.015 ppm) or copper (1.3 ppm) YES NO

If yes, check all remediation actions taken:

- Fixtures Removed Retesting Re-piping Flushing
 Bottled Water (Temporary) Bottled Water (Permanent) Treatment Unit Installed Notice Sent to Parents

Does your school or facility use bottled water as your main source of drinking water for students? YES NO

If yes, are students required to bring bottled water with them to your school or facility? YES NO

Does your school or facility use bottled water as your main source of drinking water for staff? YES NO

Does your school or facility use bottled water as your main source of drinking water for visitors? YES NO

Does your facility have water coolers? YES NO

If yes, has your school or facility checked the bands and models of water coolers, and compared them to the listing of "banned" water coolers in Appendix E of the EPA 3Ts Toolkit. YES NO

Have all EPA "banned" water coolers found at your facility been disconnected and removed? Disconnecting "banned" water coolers is only an interim measure. They must be removed from the facility so they are never inadvertently reconnected in the future.

- Disconnected and removed Disconnected but not removed
 Neither disconnected nor removed No "banned" water coolers found on site

Is the service line a "lead" service line? The service line is the pipe leading from the PWS main line in the street outside your facility into your facility. YES NO

Describe your current school/facility lead & copper in drinking water program. Please provide a short description in the box provided and attach a copy.



Massachusetts Department of Environmental Protection
Bureau of Water Resources – Drinking Water Program
Lead & Copper in Schools Maintenance Checklist

— This facility was completely remodeled in 2014. The Easthampton Water Department will be doing testing in all schools in 2020.

E. Co-Located Facilities

Do you have any other schools, programs (collaborative, special education, etc.) or Early Education and Care Facilities (covered by your checklist and sampling plan) within your school or facility?

YES

NO

If yes, provide the following information about the school, program, or facility.

Name of School, Program, or Facility

Contact Person's Name

Phone #

Email Address

F. Signature

Your signature certifies that all information provided above is current and accurate to the best of your knowledge.

Daniel Klatz
Signature

Digitally signed by Daniel Klatz
Date: 2019.07.24 11:35:16
+0400

Daniel Klatz
Print Full Name

Director of Admini
Job Title

07/30/2019
Date
(mm/dd/yyyy)

[Up-to-date Multi-Hazard Evacuation Plan/ Medical Emergency Response Plan](#)

Note: Contained in the following Crisis and Safety Plan.

**HILLTOWN COOPERATIVE CHARTER
PUBLIC SCHOOL**

CRISIS AND SAFETY PLAN

2019-2020

Hilltown Cooperative Charter Public School
Crisis and Safety Plan

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Action Plan for Crisis Intervention and Prevention	Error! Bookmark not defined.
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Hazard-Specific Protocols	Error! Bookmark not defined.
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Bomb Threat	Error! Bookmark not defined.
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Email Threat	Error! Bookmark not defined.
Plan I –Low Risk: No Evacuation	Error! Bookmark not defined.
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Basic Plan

Purpose of the Plan

The purpose of the Hilltown Cooperative Charter Public School Crisis and Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of the Hilltown Cooperative Charter Public School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the Hilltown Cooperative Charter Public School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and responds according to these established procedures and guidelines. Hilltown Cooperative Charter Public School regularly schedules in-service training for faculty and staff.

Scope of the Plan

The Hilltown Cooperative Charter Public School Crisis and Safety Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Definitions: Incident: An incident is an occurrence – natural, technological, or human-caused-that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

Situation Overview/Hazard Analysis Summary

Building Information

The Hilltown Cooperative Charter Public School is located at:
1 Industrial Parkway, Easthampton MA 01027

Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. The Hilltown Cooperative Charter Public School fosters preparedness at all

levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning, and implementing drills and exercises, etc. Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. The Hilltown Cooperative Charter Public School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff.

Mitigation includes activities to reduce the loss of life and property from natural and/or human caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. The Hilltown Cooperative Charter Public School has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. The Hilltown Cooperative Charter Public School was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systemic, proactive approach guiding government agencies at all levels to work together to prevent, protect, against, respond to, recover from, and mitigate the effects of incidents. This system ensures those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Implementation of the Crisis Team System (CTS)

The Crisis Team System (CTS) will be used to manage all incidents and major planned events. The Team Leader will be delegated the authority to direct all incident activities within the school's jurisdiction.

Crisis Team

Crisis Team Leader: Director of Administration

Alternate Team Leader: Director of Teaching and Learning

Public Information

Director of Community and Family Engagement

Alternate:

Director of Administration

Safety

Director of Teaching and Learning

Alternates

1. Student Services Coordinator
2. Counselor

Liaison

Director of Administration

Alternate:

Director of Teaching and Learning

Acts as a point of coordination between the School and other public agencies or organizations (Ex:

Medical

Nurse

Alternate:

1. Student Services Coordinator
2. Counselor

Handles all emergency response jobs, including taking care of students as well as handling the challenges of the

Planning/Logistics/ Finance & Administration

Dir. of Administration

Alternates

1. Director of Teaching and Learning
2. Director of Community and Family Engagement

Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response. Manages personnel, supplies, and equipment. During a response, the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work. Responsible for buying materials and keeping financial records of expenditures and employee hours

ROLES AND RESPONSIBILITIES

Crisis Team

- a) Recommend policies and procedures to the Board of Trustees
- b) Oversee the implementation of safety procedures
- c) Insure that safety education is provided in the program of instruction
- d) Provide for mediation and alternative dispute mechanisms to resolve conflict
- e) Adopt procedures to insure that school personnel report dangerous or unsafe issues as they arise
- f) Require that all school accidents be reported promptly
- g) Train personnel and students to be safety conscious
- h) Hold regular meetings with school staff to emphasize safety concerns and address ongoing safety issues
- i) Develop regulations for traffic and supervision in corridors, stairways, or elsewhere in the building and on school grounds
- j) Provide adequate supervision in play areas and other areas in the school where large numbers of students congregate during school hours
- k) Provide adequate supervision of field trips and other educational activities away from school
- l) Take necessary measures within legal powers to enforce school rules and remove offenders
Insure that the physical safety of the facilities is maintained and to promptly address any safety concerns
- m) Institute a program of regular inspection of buildings, grounds, facilities, and equipment to uncover hazards and dangerous conditions
- n) Take steps promptly to eliminate, repair, or correct defects and deterioration, to remove obstructions, and to clean school grounds

Teachers

- a. Provide safety education for students
- b. Enforce school rules to the extent of their authority
- c. Report any violations immediately to school administration
- d. Know and understand school policies and procedures
- e. Take all reasonable precautions against injury

Building Security

- a. All doors will be locked during the school day.
- b. All visitors to the schools are expected to report to the main office, sign in, and receive a visitor's pass.
- c. All visitors are expected to report to the main office prior to leaving and return their passes.
- d. Staff members are expected to question any visitor in the building to assure that he or she has checked in to the main office. If a visitor refuses to check in to the main office or to explain his or her presence or activity, the principal should be called, and the police may be called if deemed necessary.
- e. All students and staff throughout the day shall use the main door.
- f. All classroom doors that have egress to the outside must be locked.

Communications

Internal Communications between Staff Members

Faculty and staff will be notified when an incident occurs and be kept informed as additional information becomes available and a plan for management of the situation evolves. The following practices will be utilized to disseminate information internally when appropriate.

- Messages will be sent to faculty by phone and email. Texts may also be used to send messages.
- Morning Staff Meeting: As appropriate, updated information about an incident will be presented at a morning faculty meeting. Any new procedures for the day will be reviewed at this time.
- End of Day Staff Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

External Communications: In the event of an incident, parents, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

External Communication with Parents

Before an incident occurs, the school will:

- Inform parents about the school's Crisis and Safety Plan, its purpose, and its objectives. Information will be included in the school newsletter and on the school website.
- Be prepared with translation services for non-English speaking families and students with limited English proficiency.

In the event of an incident, Hilltown Cooperative Charter Public School will:

- Disseminate information via phone messages, texts, and emails.
- Describe how the school is handling the situation
- Implement a plan to manage phone calls and parents who arrive at school.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, administrators will schedule and attend an open question and answer meeting for parents as soon as possible.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors the school will:

- Provide appropriate information to internal groups including administrators, teacher, students, custodians, administrative assistants, paraprofessionals, cafeteria workers, recess monitors, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.

- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the Hilltown Cooperative Charter Public School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication with First Responders – Director of Administration will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Emergency Procedures

The following are operational functions including common procedures and specialized procedures.

Internal Emergencies

Shelter in Place

Shelter in Place is called when there is a threat or hazard outside of the school building due to criminal activity, a dangerous animal, severe weather, or a chemical hazard. Students are brought into the school building and all windows and outside access points are locked. Where possible, classroom activities would continue uninterrupted. If students are at an off campus activity, they should be notified to stay where they are until further notice.

Lock Down

An emergency security situation occurs when there has been an unsafe intrusion or another situation that requires the school to be in a high security mode. This situation will be announced over the school intercom in the following manner: lockdown followed by necessary information

Teachers

1. Initiate Lock Down:
 - Close and lock classroom doors
 - Shut lights off
 - If possible cover the window of the classroom door
 - Move students out of sight within the classroom
2. Check adjoining rooms to ensure that procedure 1 has been implemented.
3. Keep students as quiet as possible until notified otherwise.
4. Do not use the intercom unless an emergency arises.
5. Any unassigned staff should direct students and other personnel in the hall to the nearest safe room or classroom.
6. Ignore all school bells/fire alarm and keep students in the classrooms until administrator and police officer unlock the door.

Office Staff

1. The main office will become the base of operations.
2. Close and lock the office doors and cover all windows, if possible.
3. In the event that the main office cannot be used as a base, the Director of Teaching and Learning's office will be used. It must include an outside telephone line.
4. Crisis Team Leader calls 911 and relays the following information:

“This is the Hilltown Cooperative Charter School in Easthampton. We have an emergency and are in need of police and / or fire personnel.” Next, explain the situation as best as possible. “We have a (male/female, student, adult) who...” Information the dispatcher will need to know may include: is threatening with a knife, gun, or other weapon, threatening suicide or bodily harm, etc. Explain what happened and present the condition (AGAIN).
5. Stay on the line, Do Not Hang Up; sometimes your call may be transferred. Answer any questions the dispatcher may have.

6. A second call to 911 may be necessary to give updated information on severity, change, or improvement of the situation.

Administration

1. Shut off all lights in the building if possible.
2. Close and lock any doors that are not already secure.
3. Proceed to your assigned station.

Please note: Do not put yourself in any danger when performing these tasks.

4. Assists Police and fire officials and maintains safety of all individuals.

Drop, Cover, and Hold

Drop, Cover, and Hold is used when there is an earthquake or imminent threat of a severe storm.

Indoor Procedure

- Drop to the floor.
- Cover by getting under a desk or table.
- Stay away from windows, bookcases, file cabinets and other objects that could fall.
- Cover your head with your arms and stay under cover until you are told it is safe to move.

Outdoor Procedure

- Move away from buildings street lights, and utility wires.
- Drop to the ground.
- Cover your head with your arms and stay under cove until you are told it is safe to move.

General Protocol for Faculty and Staff

1. In order to make everyone aware of an emergency situation within the building, an Emergency announcement shall be utilized.
2. Remain calm and attempt to keep students calm.
3. If students need to be evacuated, notice will come over the intercom. **Do not move students until you are told to do so!**

Primary Evacuation Area: Easthampton Savings Bank

Secondary evacuation point: Deitz Construction

4. Tell students that you are unsure of the exact circumstances of the situation. Tell them you believe this to be a drill, however, it is essential that they cooperate 100%. **This is very serious!**
5. Notify any other individuals that you pass that they **must** exit with you. No one is to go to his or her lockers unless specifically told to do so by the Crisis Team Leader.
6. If approached by the Media, **give no information** and refer Media to the Director of Community and Family Engagement.

7. Messenger phone system will be used in any emergency situation that parents should be informed about.

Emergency Building Evacuation Procedures

The following is a guideline for teachers and other staff persons to be used during fire drills or other emergency evacuations. It is expected that all faculty members, whether assigned a class at the time of evacuation or not, will aid in the evacuation process.

Before the need for any evacuation teachers should:

- Familiarize themselves and their students with the rules for evacuation.
- Familiarize themselves and their students with the recommended evacuation route for all rooms in which they hold classes or other activities.
- Make certain that evacuation routes are posted in every room.

During the evacuation teachers should:

- Listen for any special announcements.
- Instruct students to leave the building following the recommended route.
- Make certain the classroom door is closed and the lights are turned off after the last student has left.
- Bring class lists, grade books, or other means of confirming the safe evacuation of all students.
- Remain with your class at all times, unless instructed otherwise.
- Bring all relevant evacuation/emergency materials.

During the evacuation students will:

- Follow the instructions of the teacher and emergency workers.
- Walk, not stop to wait for friends, or run.
- Move in single file along the walls to allow emergency workers to move freely.
- Stay with their class and teacher at all times.
- Not stop to get books or other belongings.
- Keep quiet at all times.
- Move away from the outside doors upon exiting the building.
- Move away from the building as instructed by the teacher or emergency worker.
- Stay out of roadways or away from hydrants.

These directions will be reviewed by the principal annually to ensure that these procedures are up to date.

Staff Responsibilities for the Safe Evacuation of Schools

Director of Administration is required to:

- Be primarily responsible for the safety of the students and the staff.
- Instruct and prepare the staff and students to act promptly and prudently in case of a fire, bomb threat, or other life threatening emergency.
- Hold a minimum of 4 fire drills per year when school is in session.
- Formulate an alternate means of egress in the event a fire exit is blocked.
- Keep all fire lanes open for emergency vehicles.
- Be responsible for activating the alarm for a fire drill or in an emergency situation.
- Have alternate methods of communication for alerting school personnel of emergency situations in the event that the public address or alarm systems are not available for use.

- Be responsible for formulating a plan for the protection and the evacuation of all persons in the event of fire or emergency.
- The school nurse shall develop and have on file a written evacuation plan for each student and staff member requiring evacuation assistance.
- Notify and train staff involved in evacuation plans.
- Instruct teachers on proper fire alarm/drill and building evacuation procedures.
- Forward any and all information regarding fires, false alarms, or bomb threats to Police and Fire Departments.
- In the absence of two-way radios, assign a staff member to locate the teacher of each class to obtain list of students who are missing. After obtaining attendance sheets, report information to the Fire Chief or Crisis Team Leader.
- Required to have a thorough understanding of the emergency lighting system and insure that it is in good working order.
- Required to keep all entrances and exits unobstructed and in good working order.
- Required to maintain emergency exit lights and insure they are working.
- Required to check inspection certificates of all fire extinguishers.
- Responsible for keeping fire doors closed at all times and unlocked when the building is occupied.
- Requested to assist in searching the building for fire/and or other foreign objects.
- Required to check and insure that all fire blankets are in designated laboratory areas.
- Required to have a complete understanding of the Alarm System's working order.
- Required to forward any and all information regarding fires, false alarms, or bomb threats to the principal.
- Mark the location of all shut off valves (i.e., water, gas, etc.).
- Identify the emergency shut off switches for heating system.
- Identify the location of the controls for all public utilities (fuses, valves, shut offs, electrical switches).
- Ascertain that all combustibles/chemicals are in approved areas and containers.

Teacher is:

- Responsible for assisting in the safe evacuation of all students in his/her classroom.
- Required to instruct students on the location of primary and secondary evacuation routes that are posted in each room.
- Required to instruct students in proper building evacuation procedures.
- Responsible for assisting in the safe evacuation of all handicapped students in his/her classroom who are in need of assistance (a plan must be formulated by the principal at the beginning of the school year).
- Required to take his/her emergency backpack during a drill. In an actual emergency, the names of missing students are to be reported immediately to the building Director of Administration or his/her designee.
- Required to take a quick look around the room before evacuating.
- Required to notify the teacher in the adjacent room anytime he/she leaves his/her classroom unattended.
- Required to establish a designated area where his/her students will meet during a drill or actual emergency (established in consultation with the Director of Administration).
- Not to allow students to go to their lockers for their coats or other belongings at any time during a drill or actual emergency. Students should take any backpacks in the classroom with them.

- Not to allow students to re-enter the building until an announcement is issued by the Director of Administration or his/her designee.
- Required to forward any and all information regarding fires, false alarms, or bomb threats to the Director of Administration or his/her designee.
- Responsible for remaining quiet and not using cell phone.

Nurse is:

- Responsible for emergency kit.
- Responsible for First Aid.
- Responsible for Medical Log.
- Assisting with the evacuation of students with special needs.

Office Administrative Assistant is:

- Responsible for the daily dismissal list.
- Required to bring roster list of all students with up to date contact information.
- Required to bring daily attendance, tardy and dismissal list for cross checking.

Action Plan for Crisis Intervention and Prevention

The urgency of response to a student in need is determined in accordance with these priorities:

Emergency: when immediate action is necessary to save a life or prevent serious injury.

Crisis: when it is believed that a person is unable to cope, or is in danger because of a threat by others, or if the person is a threat to his or her own physical or emotional well-being or to that of others.

Action taken by the Crisis Team is listed in order of urgency:

Crisis Intervention Action Plans

- For a Threat – To Self or Others
- For Reporting Suspected Abuse or Neglect
- Action Plan: Death or Trauma of a student or staff
- For Reporting an Incident

Crisis Prevention

- Referral Action
- Crisis Counseling Summary
- Responding to a Crisis

The Checklist

1. The crisis team leader begins chain of calls to notify faculty and inform of early morning meeting.
2. The crisis team conferences in person or by phone to plan the next day's schedule.
3. Review:
 - a. Facts of the case to establish a common reference and dispel rumors.
 - b. Announce and review days schedule and special plans.
 - c. Review specific feelings students may have, how they may be handled specific to this case.
4. Prepare an area where students can be escorted who are particularly upset.
5. Suggest to teachers that they attempt to dispel rumors.
6. Plan a wrap-up meeting for the end of the day for faculty to review events of the day.
7. Call families of students who are particularly upset.
8. Meet for review.
9. Consult with community personnel for psychiatric consultations for specific students (staff).
10. Clinical staff meet with specifically identified students.
11. Meet with outside consultants, school staff and families in a special meeting to encourage families to pursue evaluation of their children and hand out reference and referral materials.
12. Continue crisis intervention with student calls from parents and meet with concerned staff.
13. Write letters to families of students determined to be at high risk encouraging them to seek professional help.
14. Contact interested community leaders to discuss possible community-wide response to needs of teenagers of the community.

HCCPS Disclosure Protocol: When a Student is Indicating Suicidality

1. Once a student has disclosed suicidality (whether verbally, in writing, through someone else, in their behavior, etc.), a staff member escorts the student to a point person as soon as possible and notifies the Director of Teaching and Learning. Point persons are the school nurse, adjustment counselor, or Director of Student Support Services.
2. If it is not possible to escort the student to a point person, have another adult come to the scene to escort the student. The student should not be left alone.
3. The point person assesses the student's risk based on the reporter's concerns and other factors including: the student's presenting behavior, affect, demeanor, verbalizations; and any history of risk factors known about the student.
4. If the referring behavior is deemed to be common, low-lethality self-injury, the point person conducts a clinical interview with the student. The interview includes investigation of the behavior, assessment of the student's current emotional state, and explanation of confidentiality. (See steps 6-18 of Student Self-harm Protocol.)
5. If the student is deemed to be at risk for suicidality, the point person explains the school Suicidality Protocol and the limits to confidentiality. They assure the student they will help them get the professional support they need to deal with their feelings safely.
6. The point person stays with the student and contacts the other point persons and the Director of Teaching and Learning to apprise them of the student's status. The administration gathers the Crisis Team and explains the student's situation.
7. The point person then contacts the student's parents/guardian and explains the student's situation, with the student present for the call.
8. The Crisis Team and point person work with the parent/guardian to determine if they should come pick up their child to take their child to the emergency room, or if Emergency Services should be called to come assess the student at the school.
9. After the student is assessed by Emergency Services, the point person stays in contact with the parent/guardian for the next 24-48 hours to help them with appropriate mental health referrals.
10. The staff member who originally contacted the point person will be apprised of the outcome within the confines of confidentiality, so that they know their report resulted in an intervention.
11. If the parent/guardian does not make an appointment with an appropriate mental health professional within one week, the point person contacts the parent/guardian with a second recommendation for the referral.
12. If after repeated requests the parent/guardian fails to act, mandated reporting for neglect or abuse must be considered.
13. The point person stays in periodic contact with the parent/guardian to monitor progress.

14. As appropriate, the point person may obtain written consent from the parent/guardian to communicate with the outpatient clinician or other relevant supports.

Updated August 2017

HCCPS Student Self-harm Protocol

A. Staff training:

- 1) Staff is trained regarding the forms of direct and indirect self-harm.
- 2) Staff is trained to understand how self-injury and suicidal behavior are markedly different in terms of several characteristics.

B. Responding to self-injury among individual students:

- 1) When self-destructive behavior surfaces within the school, point persons to be contacted for assessment are school adjustment counselor, school nurse, and Director of Student Support Services.
- 2) School staff should contact the Director of Teaching and Learning and a point person immediately when a student presents with any of the following behaviors:
 - suicidal talk, threats, “joking,” notes, poetry, writings, artwork, or other communication w/ suicidal theme;
 - appearances or instances of self-injury such as wrist, arm, or body cutting, self-scratching, self-burning, self-hitting, picking of wounds, crude self-inflicted tattoos, disfiguring hair-pulling and removal, or excessive accident-proneness;
 - eating-disordered behavior such as self-induced vomiting, sustained fasting, marked ongoing weight loss or gain, use of diet pills/laxatives;
 - disclosures regarding risk-taking behaviors such as physical risks, situational risks, sexual risks;
 - substance use behavior; addictive behavior re substances or activities (i.e., the internet, video games)
 - students who discontinue prescribed medications without their doctor’s permission;
 - other behaviors that suggest serious emotional distress, such as uncontrollable crying, explosive anger, frequent fights, extreme reactions to minor events, serious isolation, or extremely poor hygiene.
- 3) The point person on duty that day assesses whether the behavior should be considered suicidal behavior or other life-threatening behavior; common, low-lethality, self-injury; or neither (for “neither” see no. 18).

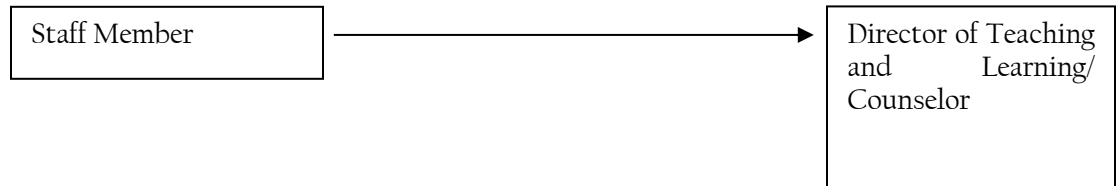
- 4) If the behavior is deemed to be suicidal or otherwise life-threatening, emergency procedures are followed as per the school Crisis Plan (“Suicidality Disclosure Protocol”).
- 5) If the behavior is deemed to be common, low-lethality self-injury, the point person conducts a clinical interview with the student. The interview includes investigation of the behavior, assessment of the student’s current emotional state, and explanation of confidentiality.
- 6) The point person apprises the Director of Teaching and Learning and the other point persons of the student’s status.
- 7) The point person calls the student’s parent/guardian. The student will be given the option to remain in the room during the phone call.
- 8) The point person explains to the parent/guardian that they have learned that their child has self-injured and informs the parent/guardian of any related circumstances. The point person explains that the behavior is cause for concern but not usually about suicide, provides additional psychoeducational information about self-injurious behavior and recommendations for interventions. The point person solicits the parent/guardian’s questions and concerns and assesses their response to the situation.
- 9) The point person recommends that the parent/guardian follow up with an appointment to begin outpatient counseling for the child. The point person provides names and contact information for outpatient therapists.
- 10) If the self-injury shows tissue damage, the student will be referred to the school nurse for assessment of medical treatment.
- 11) The point person updates the Director of Teaching and Learning and the other point persons regarding the communication with the parent/guardian. The staff member who originally contacted the point person will be apprised of the outcome within the confines of confidentiality, so that they know their report resulted in an intervention.
- 12) Point person, in collaboration with the Director of Teaching and Learning and the other point persons, should assess if multiple students are triggering the behavior in each other.
- 13) The point person meets with the parent/guardian within 24-48 hours to provide any additional information about self-injury and solicit any further questions or concerns and to confirm that the outpatient appointment has been made.
- 14) If no appointment has been scheduled within one week, the point person re-contacts the parent/guardian and requests that the outpatient referral be pursued.
- 15) If after repeated requests the parent/guardian fails to act, mandated reporting for neglect or abuse must be considered.
- 16) The point person stays in periodic contact with the parent/guardian to monitor progress.
- 17) As appropriate, the point person may obtain written consent from the parent/ guardian to communicate with the outpatient clinician or other relevant supports.

- 18) If the point person assesses that the behavior is neither suicidal nor self-injurious, a clinical interview is still conducted to confirm that assessment. The point person informs the parent of the report and the interview.

updated August 2017

Action Plan for Reporting Suspected Abuse or Neglect

Chapter 119, Section 51A



1. Notifies counselor or administrator, if counselor is absent
2. If bruises are seen or suspected, bring child to nurse for documentation: witness and pictures
3. Documentation provided to counselor

1. Interviews student
2. Notifies school nurse, if necessary
3. Calls DSS and file 51A, according to statute:
Phone number _____
Back-up phone _____
4. Informs parent unless deemed inappropriate
5. Completes crisis report form

Note: Information received in an anonymous phone call will be reported.

General Utility Emergencies

As a modern society becomes increasingly more complex, the possible consequences of the loss of utilities become a matter of concern to all safety personnel. Loss of utilities may be caused by either natural or man-made disasters.

If there is electrical power failure during school hours:

- Call Mass. Electric Company at 1-800-465-1212
- If phones do not work, use cell phone to make the call

Items to be considered:

- Transportation needed
- Health and safety needs
- Food that needs storage
- Medication

Check:

- Air Conditioning
- Heat
- Computers
- Other

Upon consulting with the crisis team, the Director of Administration will make decision to evacuate the school or make alternate plans to adjust to conditions.

If there is an electrical power failure after school hours, call the Director of Administration at home.

If there is a gas line break during school hours: *TOP PRIORITY*

Avoid Creating an Ignition Source (i.e., fire alarm or electric switch)

- Call Fire and Police Departments - 911
- Clear immediate area (evacuate building, if necessary). Move upwind – minimum of 500 ft. if feasible.
- Call Gas Company at 1-800-792-2444

After school hours

- Clear the immediate area (evacuate the building if necessary)
- Call Fire and Police Departments - 911
- Call Gas Company at 1 - 800 - 792-2444
- Call Director of Administration

If there is a water main break during school hours:

1. Call Water Department at 413-529-1426.
2. Location of water cut off to building is _____.

Hazard-Specific Protocols

Hazard- and threat-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard and include provisions for warning the public and disseminating emergency public information.

Threats Against Another Person

Any knowledge by staff (including hearsay and second-hand reports) of threats against another person by a student or others should be reported immediately to the Director of Administration who will take appropriate action.

Other Personal/Family Crisis Situations (Not Life Threatening)

When staff receives information directly or indirectly regarding a student in a personal/family crisis situation, which is not immediately life threatening, the Counselor, School Nurse, or Director of Teaching and Learning should be notified so that appropriate action can be taken.

Bomb Threat

Telephone Threat

If a bomb threat is received by phone or information is obtained that is believed to be a possible bomb threat, pull out the **Bomb Threat Questions to Ask (next page)**. This list should be available at each phone in every building and all personnel familiar with its contents.

1. The person answering a bomb threat should attempt to obtain as much information as possible about the bomb and its location and express a desire to save lives. The date, time, and duration of the call should be recorded.
2. Administrative Assistants and other personnel should also familiarize themselves with recognizing potentially dangerous letters and packages.
3. The **Bomb Threat Questions to Ask (next page)** should be filled out as soon as possible and be made available to the police. The person who received the call must also be available when the police and fire officials arrive.

Email Threat

1. Save the email and DO NOT delete it.
2. Print, photograph or copy the email.
3. Obtain full email header data from the original email.
4. Obtain IP address visitors log to the website.
5. Research all IP addresses to determine the telecommunications provider.

When a bomb threat is received, immediately call:

- a. Director of Administration
- b. Police and Fire Departments (911)
- c. Determine **Plan of Action**

Low risk threats lack realism and pose a minimum risk to the victim and/or public safety. The probable motive is to cause disruption.

- The threat is vague and indirect.
- Information in the threat is inconsistent, implausible, or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered instead of delivered (e.g., a threat written on a wall).

Medium Risk Threat has an increased level of realism and could be carried out, although it may not appear entirely realistic.

- The threat is direct and feasible.
- Wording in the threat suggests that the perpetrator has given some thought to how the act will be carried out.
- Threat may include indications of a possible place and time.
- No strong indication that the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.

- Indication that the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat, e.g. "I'm serious!" or "I really mean this!".

High Risk Threat is specific and realistic and appears to pose an immediate and serious danger.

- The threat is direct specific, and realistic and may include names of possible victims, specific time, or location of the device.
- The perpetrator provides his/her identity.
- Threat suggests concrete steps have been taken toward carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim(s) under surveillance.

The Crisis Team will search areas of the building and report findings to the office.

Bomb Threat Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

Exact wording of threat:

Sex of caller: _____ Race: _____ Age: _____ Length of call: _____

Number at which call was received: _____ Time: _____ Date: _____

Report Call Immediately To: _____

Phone number: _____ Date: _____

Name: _____ Position: _____

Callers Voice Qualities: Calm Nasal Angry Stutter Excited Lisp Slow Raspy Rapid Deep Soft Ragged Loud Clearing Throat Laughter Deep Breathing Crying Cracking Voice Normal Disguised Distinct Accent Slurred Familiar Whispered

If voice was familiar, whom did it sound like? _____

Background Sounds: Street Noises Factory Machinery Crockery Animal Noises Voices Clear PA System Static Music Local House Noises Long Distance Motor Cellular Phone Office Machinery Other

Threat Language: Well Spoken Incoherent Foul Taped Message read by threat maker

Remarks:

Plan of Action for a Bomb Threat

Notify police and fire officials. The decision to evacuate the building will be made by the Director of Administration. The threat will be evaluated with the police and fire officials.

Plan I – Low Risk: No Evacuation

Notify Police and Fire. Information received from the **Threat Assessment Team** and reports from individual classroom teachers will be processed. After evaluating the threat collaboratively with the Police Officer in Charge and Fire Chief and/or his designee, taking into consideration the reports, voice, age of the caller and message given, the superintendent or his designee, on the advice of the principal, would decide not to evacuate the building. An announcement will be made that the **Emergency Situation is terminated**.

If it is a threat written in a note or on a wall, limit access to the threat. Do not clean or paint over a threat written on a wall.

Plan II – Medium Risk: Evacuation of the Building

Notify Police and Fire. Based on the same criteria as above, if the decision is made to evacuate the building, the following procedures should be followed:

1. An announcement will be made over the public address system in the following manner: **“Attention all staff. An emergency situation is in progress. Evacuate the building immediately and report to your staging areas. Repeat...”** Teachers will take a quick look around their classrooms for anything out of place. Students will be asked to take their backpacks with them.
2. Do not touch anything suspicious.
3. Office staff must take with them up-to-date absence lists, tardy lists, dismissal lists, and lists of all students away from the building on field trips or athletic events.
4. Teachers will take attendance at the staging areas and report this information to the **Director of Teaching and Learning**.
5. Teachers and students will be instructed not to talk to reporters. A staff member will be appointed to guard the perimeter so reporters are not coming in contact with students and students are not leaving without permission from the assigned staff member.
6. Upon completion of a search, the principal, upon the best advice and information received from police and fire officials, will permit students and faculty to reenter the building.

Plan III – High Risk: Evacuation of Building – Dismissal from School

1. Notify Police and Fire. Using the public address system, students and staff will be instructed to collect all of their belongings in class. Office staff must take with them up to date absence lists, tardy lists, dismissal lists, and lists of all students away from the building on field trips or athletic events.
2. Teachers will take attendance at the staging areas and report this information to the **Director of Teaching and Learning**.

Identifying Suspicious Packages and Envelopes

Some characteristics of suspicious packages and envelopes include the following:

Inappropriate or Unusual Labeling

- Excessive postage
- Handwritten or poorly typed addresses
- Misspellings of common words
- Strange return address or no return address
- Incorrect titles or title without a name
- Not addressed to a specific person
- Marked with restrictions, such as “Personal,” “Confidential,” or “Do not x-ray”
- Marked with any threatening language
- Postmarked from a city or state that does not match the return address

Appearance

- Powdery substance felt through or appearing on the package or envelope
- Oily stains, discolorations, or odor
- Lopsided or uneven envelope
- Excessive packaging material such as masking tape, string, etc.

Other Suspicious Signs

- Excessive weight
- Ticking sound
- Protruding wires or aluminum foil

If a package or envelope appears suspicious, do not open it.

Handling of Suspicious Packages or Envelopes

- Do not shake or empty the contents of any suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope down on a stable surface; do not sniff, touch, taste, or look closely at it or at any contents which may have spilled.
- Alert others in the area about the suspicious package or envelope. Leave the area, close any doors, and take actions to prevent others from entering the area. If possible, shut off the ventilation system.
- WASH hands with soap and water to prevent spreading potentially infectious material to face or skin. Seek additional instructions for exposed or potentially exposed persons.
- Notify Director of Administration who notifies law enforcement.
- If possible, create a list of persons who were in the room or area when this suspicious letter or package was recognized and a list of persons who also may have handled this package or letter. Give this list to both the local public health authorities and law enforcement officials.
- Isolate anyone exposed and have them wash their hands well.

Fire Procedures

In the event a fire or smoke is detected within a school building, proceed according to the following plan: These actions should take place simultaneously:

1. Sound fire alarm by pulling the alarm system located in the halls or in specific rooms.
2. If possible, confine the fire by closing the door(s) to the area involved. Do not endanger your life.
3. Notify Director of Administration immediately.
4. Call 8-911 to notify Fire and Police Departments, give location of fire and indicate what is burning, if known. Principal should meet the police and fire outside.
5. Evacuate the building according to instructions posted in individual classrooms. All teachers must take emergency backpacks if this can be done without delay. Move students at least 500 feet from the structure, or the area designated by the Director of Administration, and out of the Fire Department's way. Office staff must take attendance records, plus "sign-in" book. Take attendance. Anyone unaccounted for should be reported immediately to the Fire Official in charge. (Individual classroom evacuation instructions should be posted in each classroom.)
6. If first aid is needed, the school nurse and certified staff members should assist and the first arriving Fire unit should be notified of injuries.
7. Attend to students who require special evacuation procedures.
8. After school, notify Director of Administration at home _____.
9. Students and staff should not return to the school until the Incident Commander declares the area safe.
10. In the event of a fire near the school, the principal and Fire Department will determine which of the foregoing instructions are required.
11. Fire drills should be conducted in accordance with State Law and the Fire Drill Regulations.

Intruder in the Building

There may be some occasion when an intruder is in the building and has not followed school procedure. Staff should routinely stop strangers, ask them why they are in the building or on grounds, whether they have registered in the office, and offer assistance.

If an Intruder Enters a School Building:

1. Call the Director of Administration. Inform the Office of the location and description of the intruder
2. The person receiving the call will notify Central Dispatch (911) and report:
 - Name and location of person making the call
 - Location and where to report and name of staff member meeting them
3. Send staff member to meet the Police at designated entrance.
4. Have maps of the building available for the Police.
5. Actual negotiating is to be handled only by the Police. Administrators can assist by having the following people isolated and prepared to talk to the Police negotiator.
 - Appropriate family members
 - Appropriate counselor
 - Teacher(s)
 - Friends of the student (notification of parents is recommended)
 - Siblings (in the school)
6. Follow Lockdown procedures.

Hazardous Materials Incident

Hazardous Materials Incident

Warning of a hazardous materials incident is usually received from the Fire or Police Departments or from emergency services officials when such incidents occur sufficiently near the school to be a threat to the safety of the school. A bioterrorism incident, overturned tanker, either a truck or train; a broken fuel line; or an incident in a commercial establishment that uses chemicals are all potential hazards if such incidents occur near a school or if the wind is such that it would carry fumes from such incidents to the school.

Reporting a Hazardous Materials Incident

Immediately call 911 – if it is someone other than Police or Fire Officials who inform you of incident to advise Easthampton Public Safety Dispatch of the situation. To the extent known, **without going near the scene to find out**, provide the following information:

- That hazardous material incident has occurred.
- The type of situation and location - truck accident in front of the school, accident in science lab, etc.
- The material(s) involved (if known).
- If there are known injuries, and description of scene (i.e., smoke, wind, noises, odors, etc).
- Your name, location, and a telephone number at which you can be reached. (Keep that number open to receive incoming call.)

If all of the above information is not known, advise Easthampton Public Safety Dispatch Center by calling 911 of what you do know immediately, and relay information, as it becomes available.

Material Safety Data (MSD) sheets should be available in the main office.

Reacting to a Hazardous Materials Incident

Immediately organize students so that evacuation or special instructions can be easily accomplished. Wait for further instructions:

- Take attendance of both students and staff.
- Inform students of situation and what may be expected of them. (No Talking, etc.)
- Advise Director of Administration of attendance and any missing or injured students and/or staff. This information should be relayed to the Easthampton Public Safety Dispatch (911).
- Coordinate evacuation planning and corridor (route) with the Fire Department Incident Commander.
- Organize and prepare students for a potential evacuation order.
- If necessary to evacuate the area, move across wind, never directly with or against the wind, which may carry fumes. (Move to avoid fumes.)
- The Director of Administration will direct further action as required. Students and staff must not return to the school until Fire Department officials have declared the area to be safe.

If remaining in the building prepare the building to be as air tight as possible – Close windows and turn off HVAC system.

Checklist for Reacting to an External Hazardous Materials Incident

Immediately organize students so that evacuation and special instructions can be easily accomplished. Wait for further instructions.

Determine potential busing needs and have staff advise students of situation and special steps that might be taken and ask students to cooperate with the Public Safety officials.

- ___ Call 911 if someone other than police or fire officials informs you of incident.
- ___ Instruct staff to take steps to seal the building.
- ___ Close all doors and windows to the outside.
- ___ Close all interior fire doors.
- ___ Turn off air-conditioning (custodian).
- ___ Be prepared to turn off heating (custodian).
- ___ Close all ventilation vents.
- ___ Assemble any records that would need to be moved should an evacuation be ordered. (Attendance, Sign-In Book, etc.)
- ___ Carry out instructions issued by Public Safety personnel.
- ___ Assign a staff member to inspect and insure that all precautions and instructions are being taken.
- ___ Request emergency medical response, and render first aid as necessary.

Sudden Severe Weather

Severe Thunderstorms and Blizzards

In the case of severe thunderstorms and blizzards, the following procedures should be taken:

1. Schools will receive warning from the Superintendent's office. Turn on TV/Radio/Local Weather Station.
2. If a storm occurs at dismissal time, the Director of Administration will hold students and staff until danger has passed.
3. The Director of Administration will make special provisions for handicapped students.
4. The cancellation of schools in the morning is determined by the Directors of Administration and Teaching and Learning.

Tornado Information and Preparation:

Tornadoes are the most violent of all windstorms. They are local storms of short duration. A tornado resembles a whirlpool and is recognized by a funnel extension reaching from dark heavy clouds to the ground. A roaring sound often accompanies tornadoes. Tornado season in this area is spring and fall. However, tornadoes are possible whenever cold and warm moist air masses meet.

Tornado Watch: Conditions are favorable for tornadoes to develop.

Tornado Warning: Tornado has been sighted.

The National Weather Service will issue a tornado watch when conditions are favorable for tornadoes to develop. These messages generally identify specific areas and time periods when tornadoes are likely to occur. Tornado warnings are generally issued when a tornado has actually been sighted or detected by radar.

System-Wide Preparation for Tornadoes:

Plan A: Warning Time

- Administration will make an announcement over the PA system.
- Students outside at PE or recess will be brought into the building.
- Close all windows to classrooms and turn off lights when exiting the room.
- All classes will exit their rooms and move to the basement or an interior hallway or room away from windows or glass.
- Teachers will take their emergency backpacks and will take attendance.
- Students need to be attentive for instructions
- Students should be in a crouched position with arms covering their head, facing an interior wall.

Plan B: No Warning Time

- Students and staff proceed to hallways outside their classrooms
- Students should be in a crouched position with arms covering their head, facing an interior wall.
- Students outside should find the closest safe shelter or get to the lowest possible point and lie down on the ground.

When obstacles or emergencies prevent the transportation of students to their homes by normal routes or at the normal time, all efforts shall be made to notify the parent(s)/legal guardian(s).

Severe Weather Checklist

- ___ Designated staff should gather all children from outside play recess.
- ___ Director of Administration should tune in to local weather broadcast.
- ___ Alert office personnel that all telephone lines are to be kept open.
- ___ Signal all teachers to move all students to the designated shelter area.
- ___ Teachers should take attendance in shelter area and report any missing children.
- ___ At dismissal, hold all students until directed by the Director of Administration.
- ___ Director of Administration gives the all clear signal.

Medical Emergency Response Plan

Safety Assessment

Prior to the opening of the schools each year, key school administrators conduct a safety assessment. Safety guidelines are posted in all classrooms. Teachers educate students on specific safety precautions and injury prevention measures relevant to their disciplines.

911 Access

The school shall have a dedicated landline that connects directly to 911. Key personnel, including those involved in after-school and extracurricular activities have access to cell phones and landlines that can directly access 911.

Contact Information

The school maintain an updated list of key faculty and staff, with phone numbers and a phone tree that indicates when each individual is to be contacted during a medical emergency. This resource information is available in the school's main office and in the school nurse's office.

The school maintains an updated list of community-based providers that includes names and phone numbers of mental health professionals who can provide long- and short- term mental health services on campus following incidents and emergencies. This resource information is available in each school's main office and at the district office.

The school's main office will contact parents/guardians of students and emergency contact persons for faculty and staff if the student, faculty, or staff person has a medical emergency and the nurse is not available to make the call. The school maintains a list of names and phone numbers of parents/guardians, updated at the beginning of each school year, who should be contacted in case of a medical emergency concerning a student. The school maintains a list of names and phone numbers of individuals who should be contacted in case of a medical emergency concerning faculty and staff. Faculty and staff are directed to provide updated contact information as needed to the main office.

In case of a medical incident, school staff will immediately:

- Contact the school nurse and the main office; and
- Escort an injured person who is ambulatory to the school nurse's office or notify the school nurse if the person cannot be moved.
- Main office personnel will ensure that designated individuals are directed to remain with the injured or ill person until medical assistance arrives.

The school's medical response will proceed as follows:

The nurse will assess the condition of the person(s) to determine the category of injury, illness, or condition:

- i. Life-threatening or potentially disabling: Because these medical conditions can cause death or disability within minutes, they require immediate intervention, medical care, and, usually, hospitalization. Examples of this category include airway and breathing difficulties, cardiac arrest, chest pain, and/or cyanosis.
- ii. Serious or potentially life-threatening or potentially disabling: Burns, major multiple fractures, and insect bites are examples of this category. These occurrences may result in a life-threatening situation or may produce permanent damage, so they must be treated as soon as possible.

- iii. **Non-life-threatening:** These are defined as any injury or illness that may affect the general health of a person (e.g., mild or moderate fever, stomachache, headache, seizures, fractures, cuts). The school nurse will evaluate the incident and make decisions regarding further treatment. The school nurse may notify the parent/guardian and recommend follow-up medical evaluation or treatment.

When an injury, illness, or condition is determined to be potentially life-threatening or disabling, the school nurse will inform main office personnel to:

- Call EMS (911) using the dedicated emergency phone line and provide the location of the injured or ill person and available rescue equipment.
- Direct designated school personnel to remain stationed at the specific location where the medical incident occurred and greet emergency responders upon arrival, providing updates on the situation. EMS response time to the school is estimated at 3-4 minutes.
- Notify the parent/ legal guardian of the student or the emergency contact for faculty/ staff and inform him or her that the person is ill or has been injured and is being transported to a medical facility if the information is known at the time of the call.

If the school nurse is not in the building at the time of the medical incident, main office personnel will notify the administrator in charge. The administrator will assess the situation and direct main office personnel to place the 911 call in the event of a potentially life-threatening or potentially disabling injury, illness, or condition. Other steps will be taken as described above.

If the injury, illness, or condition is later determined by the school nurse or other trained personnel to be minor, the EMS call will be canceled or EMS units will clear the scene.

If the school nurse or other medically trained individual determines that the injury, illness, or condition is non-life-threatening, first aid and/or medical services will be provided onsite. Main office personnel will notify the involved student's parent or guardian if the school nurse is not available to notify parents or guardians.

All faculty and staff must adhere to the following during all medical incidents:

- Standard Precautions must be followed at all times (see Definitions).
- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage bystanders.

Cardiopulmonary Resuscitation (CPR) and First Aid Training - The nurse will provide training for designated school staff and coaches in cardiopulmonary resuscitation (CPR) and first aid. The names of the individuals who have successfully completed training will be included in the Plan.

Medical Emergency Response Drills - Schools will practice the response sequence at the beginning of each school year and periodically throughout the year and evaluate and modify the plan as needed.

Automated External Defibrillators (AEDs) - The school has an Automated External Defibrillator which is located in the Main Office.

A list of school personnel and volunteers who are trained in AED use, a map of the school's floor plan, and instructions on communicating in emergencies are in the same locations and included in the Plan. Only persons trained and certified in the American Heart Association Heartsaver Program may have access to

and use the AED during regular school hours and after school. The school nurse is responsible for checking and documenting the status of the AEDs and ensuring that the AED unit is maintained according to the manufacturer's recommendations.

DEFINITIONS

The following definitions are from the Massachusetts School Health Manual and other sources.

Automated External Defibrillator (AED)

An Automated External Defibrillator is a lifesaving device to treat victims of sudden cardiac arrest. The defibrillator is designed to quickly and easily provide an electric shock that restores the victim's normal heart rhythm.

First Aid

First aid is the immediate and temporary care given to an injured or ill person.

Standard Precautions

Standard Precautions are thorough hand-washing, gloving in the presence of body fluids, and proper disposal of contaminated wastes. The routine use of appropriate precautions by the caregiver regardless of knowledge of germs present in the individual's blood, saliva, nasal discharges, vomit, urine, or feces prevents the transmission /spread of disease and protects the caregiver. When handling the discharges from another person's body, always use these precautions. Use of Standard Precautions removes the need to know which persons are infected with which germs in the school setting.

School Office Contact Information:

1. Dan Klatz, Director of Administration. 413-529-7178 ext 101
2. Lara Ramsey, Director of Teaching and Learning, 413-529-7178 ext 102
3. Deirdre Arthen, Director of Community and Family Engagement, 413-529-7178 ext 103
4. Kate Saccento, Student Services Coordinator 413-529-7178 ext 120
5. Grace Mrowicki, Technology Coordinator: 413-529-7178 ext 109
6. Monique Bourgeois, Administrative Assistant, 413-529-7178 ext 110
7. Deb Haas, Mary Price School Nurses, 413-529-7178 ext 113
8. Emilie Woodward, School Counselor, 413-529-7178 ext 117
9. Nicole Grinaski, After School Coordinator, 413-529-7178 ext 112

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.

School Year	Total Membership	Members Joining	Members Departing
2015-16	9	3	4
2016-17	11	3	1
2017-18	11	1	1
2018-19	10	4	5