Family Handbook
2022-2023

We hope that the information in this handbook will help make your year at Hilltown informed and enjoyable. Please reach out at any time to clarify or to ask questions.

The complete text of this handbook and related material is also available on our website: www.hilltowncharter.org and in the Hilltown portal.

Translations of this or any other school documents are available for families who need it. (Si usted desea una copia de este manual – o de cualquier otro documento de la escuela – en español, por favor comuníquese con Kate Saccento, Director Administrativo.)

Hilltown Cooperative Charter Public School is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, age, disability, or housing status.

In 1993, the Massachusetts Legislature passed an education reform act that included provisions calling for the development of charter schools. Five local parents, artists and educators from the rural communities of Hampshire County set out to create a partnership of teachers, students, families, and community members to establish a creative learning environment for elementary school children. A child-centered approach, focusing upon the needs of individual children and following their creative impulses, was the backbone of the educational philosophy alongside a commitment to governance by a consensus-model caregiver cooperative.

Support for the vision was overwhelming as many talented community members offered their expertise for the project and joined the founding coalition. On Dec. 9, 1994, the Massachusetts Secretary of Education granted Hilltown a five-year charter to begin operation in Williamsburg in September 1995 and the school opened its doors in the Brassworks building with 3 classrooms and 40 students.

We have now grown to 12 classrooms with 218 students - adding the 7th and 8th grades in 2000 and 2001 respectively. The state reviews of the school have been most favorable and in 2020 we received a fifth renewal of our charter.

We are proud of and grateful for Hilltown's twenty-seven successful and creative years!

Hilltown Cooperative Charter Public School
1 Industrial Pkwy., Easthampton, MA 01027
Phone: 413-529-7178, Fax: 413-527-1530

Website: www.hilltowncharter.org
E-mail: info@hilltowncharter.org

* This year, our Family Handbook will not include photos in order to make it easier to open it online and download. We invite you to visit our website and read our weekly newsletter to see photos.

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HILLTOWN PERSONNEL 2022-2023

CLASSROOM TEACHERS

Kerri Pollard, Blues
Cecilia Darby, Indigos
Nan Childs, Greens
Rebecca Belcher-Timme, Yellows
Emily Endris, Reds
Gina Wyman, Oranges
Peter Kennedy, Purples ELA/Humanities
Andrea Hermans, Purples Math/Science
Tori LaVerdiere, Prisms Science
Meg Reilly, Prisms ELA
Beth Adel, Prisms Humanities
Rachel Merrell, Prisms Math

SPECIAL SUBJECTS TEACHERS

Alex Niemiec, PE Teacher, Head Coach
Chris Jenkins, 6-8 Music Teacher
Cyndy Sperry, Atelierista K/1
Grace Mrowicki, Technology Teacher/Coordinator
Juan Carlos Carpio, Spanish 7-8
Nick Deysher, K-5 Music and Movement
Nicole Singer, Atelierista 2-8

SPECIAL EDUCATION, INTERVENTIONISTS, & RELATED SERVICE PROVIDERS ON STAFF

Amy Linnell, Speech
Andrea Hearn, Reading
Emily Lees, Special Education Teacher
Mary Price (School Nurse, Health Educator)
Gaby Blaustein, Special Education Teacher
Kate Kamins, Special Education Teacher
Sam Schoenberger, Special Education Teacher
Jordi Fanion, Counseling Intern
Emilie Woodward (School Counselor, Social Skills and Mental Health Educator)

TEACHING ASSISTANTS

Adam Hargraves, Special Education TA
Athena Giles, Indigos TA
Damiona Reid, Prisms TA
Dawson Clark, Purples TA
Debra Courage, Atelier TA
Emily Boynton, Prisms TA
Jennifer Santiago, Yellows TA
Jesseca Williams, Prisms TA
Jim Shinnick, Prisms TA
Johanna Hoogendyk, Reds TA
Marianne Vazquez, Blues TA
Marilyn Rivera, Oranges TA
Michaela Wuethrich, Program Support/K-8 TA
Nataly Gonzalez, Purples TA
Rowan Rosario, 4/5 Special Education TA
Seana Lamothe, Greens TA
Walker Resnick, Recess TA
Zoe Klatz, Special Education TA

ADMINISTRATIVE STAFF

Kate Saccento, Director of Administration
Laura Davis, Director of Teaching and Learning
Cait Browne, Academic Support Coordinator
Rashida Krigger, Community & Family Engagement Coordinator
Carla Clark, Finance Manager
Nicole Grinaski, Logistics/Kids' Club Coordinator
Monique Bourgeois, Administrative Assistant

HILLTOWN BOARD OF TRUSTEES

Kathleen Szegda, President, Domain Council, parent member
Tala Elia, Vice President, Domain Council, parent member
Richard Senecal, Treasurer, Finance Committee Chair, parent member
Emily Body, Clerk, GABS Committee, parent member
Sara Schieffelin, GABS Committee Chair, parent member
Chris Korczak, Facilities Committee Chair, parent member
Matt Dube, Personnel Committee Chair, parent member
Daniel Klatz, LRP Committee Chair, GABS Committee, community member
Kathleen Hulton, JEDI Committee Chair, LRP Committee, parent member
Kate Ewall, GABS Committee, Facilities Committee, parent member
Andrew Coate, Personnel Committee, parent member

Administrators who attend Board Meetings

Rashida Krigger, Community and Family Engagement Coordinator, GABS and JEDI Committees and Domain Council
Laura Davis, Director of Teaching and Learning, Domain Council and Personnel Committee
Kate Saccento, Director of Administration, Finance and Facilities Committees and Domain Council

FRIENDS OF HILLTOWN BOARD

Myssie Casinghino, President
Carol McMurrich, Clerk
JP Stracco, Treasurer
Dawn Graichen-Moore
Kim Sager-Cutt
Natalia (Helen) Korczak

MISSION STATEMENT

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

- To engage students 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, 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.

PHILOSOPHY STATEMENT

The Hilltown Cooperative Charter Public School (HCCPS) was founded in 1995 as Massachusetts Public Charter School. Inspired by the preschools of Reggio Emilia in Italy, our educational

approach is grounded in knowledge of children's development and in a commitment to teaching creative, critical thinking skills, and strong basic skills.

At HCCPS, we believe that children construct their understanding of the world through direct experience, with teachers serving as guides and resources. We create an engaging and joyful learning environment using an interdisciplinary, project-based curriculum. Emphasis is placed on asking children and adults to reflect on and document the learning process. The expressive arts play a critical role in the academic and social curriculum, and create a common language that brings our community together in meaningful ways.

HCCPS welcomes and relies on family involvement. Children, families, school and community form an integrated, interdependent system, which operates through an inclusive, consensus-based governance structure. Beyond the academic curriculum, children learn essential life skills through participation in an intimate and inclusive whole school cooperative. Involvement in the local environment and its communities inspires learning and encourages social and civic responsibility as well as stewardship for the earth.

Caregivers and teachers help children to care for and respect themselves and each other. We strongly believe that the cultivation of each individual voice within a community leads to inclusion of and respect for differences and multiple perspectives.

ADMISSIONS

The Hilltown Cooperative Charter School is a public K-8 school and is open to all children of appropriate grade levels from any Massachusetts town on a space available basis, with priority given to siblings of current students and applicants from Hampshire and Franklin counties. No tuition or application fee is required. Charter schools are funded by the per pupil expenditure from each student's home school district. Hilltown Cooperative Charter Public School is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. Our enrollment for the 2022-23 school year is 218 students, kindergarten through grade 8, in twelve mixed-age classrooms.

In January each year, the school advertises and holds an Informational Open House and then conducts an admissions lottery in February to assign students to a waiting list for the following September. As openings occur, the top person on the list is offered the slot. Following the admissions lottery, caregivers are notified of acceptance or waiting list status. Caregivers of prospective students should contact the school for an application or download one from our website: www.hilltowncharter.org. Once a student is enrolled at Hilltown they have a secure space for subsequent years and all siblings gain admission priority. School meetings orient families to the cooperative structure of the school and help welcome them into the school community.

THE ADMINISTRATION

Hilltown has a collaborative administrative structure, rather than a hierarchical one with a principal, vice-principal and so on. Three Administrators share the responsibility of guiding and operating the school and work together to ensure that the school is viable and stays true to its mission. All three are non-voting members of the Board of Trustees.

The Director of Teaching and Learning Laura Davis is responsible for overseeing the educational program of the school, leading and supervising the educational staff, developing curriculum and coordinating hiring committees for teaching positions.

The Director of Administration Kate Saccento is responsible for much of the reporting that goes to the state. She manages the facility, admissions procedures and school finances, hires and supervises the office staff, school nurse and custodial crew, and is the School's Civil Rights Coordinator.

Community and Family Engagement Coordinator Rashida Krigger bridges the line between inside and outside of school, developing systems for caregiver and community volunteers and institutional partnerships, scheduling and facilitating Coop meetings and family events, coordinating the school's event and fundraising calendar, leading events and overseeing the Community Service Learning program.

THE COOPERATIVE and CAREGIVER PARTICIPATION

The Hilltown School is structured as a cooperative. We believe that education is enhanced by strengthening the ties between school and home, so caregiver involvement is an essential factor in the school. We ask families to volunteer 40 hours per year, as they are able - even from a distance. Caregiver contributions also help us to keep costs down and allow a flexibility, richness and diversity in the school, which we might otherwise not achieve.

Membership and voting

All caregivers, legal guardians and staff at school are considered members of the Cooperative and are eligible to vote at the Annual Meeting at which we conduct the business of electing new members to Hilltown's Board of Trustees and vote on any updates that are needed to the school's by-laws. Grandparents, friends and outside community members who invest at least 40 hours of volunteer work per year (4 hours/month) to benefit the school are also considered voting members.

Caregivers make up most of the membership of the major decision-making bodies of the school, including the Board of Trustees along with its policy-making committees. They also comprise the board of The Friends of Hilltown.

CO-OP meetings are held several times a year, depending on the need. Caregivers are encouraged to attend. These meetings are a chance for members to hear from the Board of Trustees and the school administration about current happenings at the school and discuss relevant community issues such as school culture, structure and educational philosophy. Elections of new Board of Trustees members occur in the spring at the Annual Meeting.

Volunteering at school

Participating in the activities of the school is a wonderful way for caregivers to support their child's learning, feel informed and connected, and also get to know other caregivers. At Hilltown we rely on volunteers to help us create the richest possible learning environment. There are many ways for caregivers and families to participate in this cooperative community and we encourage every caregiver to volunteer for the school in some way every year.

All caregivers are asked to complete an individual Caregiver Volunteer Survey at the beginning of the year. These give us information about how you would most like to participate as well as your skills and interests. Caregivers who eventually want to spend time with students in the classroom or driving on field trips must give permission for a state CORI check as well.

COMMUNICATION

Good communication among caregivers, staff and the Board of Trustees is essential. Hilltown has multiple ways to keep parents informed and engaged, including:

- Emails from teachers and staff members
- Hilltown Newsletter
- Hilltown's ongoing Google calendar
- Google Classroom
- School Facebook page
- Hilltown Porta
  - events and announcements will be posted on the log in page
  - school forms and documents such as the Family Handbook, Lunch Order and Kids' Club Sign-ups can be downloaded from the School Links and Files section
  - Progress Reports and other student reports can be downloaded from the E-Locker
- Posting on Bulletin board in main entry-way
- Printed copies of forms and announcements will be available from the main entry-way
- On the rare occasion that communications or other announcements might be sent home with students, parents will generally be notified by email or in the newsletter.

If you are not able to receive school communications by email or through the portal, or if you think you have been missing some school communications, please contact Monique in the main office (413-529-7178 ex.t. 110). Printed copies of any forms or documents can be mailed to you upon request.

The Hilltown Portal

One of the main ways that we share information is through a secure portal system, where parents and caregivers can log in to find general information about school and class activities, as well as information specific to your child(ren) such as what classes they are in and their attendance. You will also find forms to complete online and forms you can download, including school lunch orders and after-school program sign-ups. Later in the year, student progress reports will be distributed to caregivers via the portal. We will generally email you when key items are posted, but it is helpful to check for updates and developments periodically throughout the year.

The Hilltown Newsletter is our other main method of communication. It is distributed to staff and families via email once a week. It contains an updated calendar, information about various special activities, meeting summaries from the Board of Trustees, and other announcements and articles from the school. There is a Community Section where we list programs and activities that are happening at Hilltown but organized and managed by caregivers or other entities. Caregivers may also use this section to request help or offer giveaways. The Newsletter is sent by email via Constant Contact. Make sure that your inbox is ready to receive it so it doesn't go to SPAM.

Please be sure to give the main office any address, email or phone number changes throughout the year so that we can stay in touch with you. The **Family Directory** is available through your account in the Hilltown portal and may also be obtained in a paper version to help caregivers and students stay in touch with one another by phone and email. This information is confidential and must not be passed along to anyone outside the school or used for group mailings. You may update and control your own directory listing in the Portal if your contact information changes or for desired level of visibility.

Caregivers may also communicate with each other in private community **Facebook groups** which are created by the school for grade-level caregiver cohorts. These can be a good place for making connections around transportation, outdoor adventures, etc.

Communication with Teachers

For most teachers, an email is the best way to request a time for uninterrupted discussion. (Staff e-mail addresses can be found in the Staff Directory on the Hilltown portal.) Please include your telephone number and the times you are most easily reached. The teacher will contact you to discuss the issue or set up a time to meet, if necessary. If you call the school to leave a message for a teacher, please be aware that they may not check their messages until the end of the day. Leave all urgent or time-sensitive messages with the Administrative Assistant to pass along in person. Teachers are not expected to be immediately available to caregivers and students at night or on the weekends.

Communication with Students

During the day you may leave messages in the office for students who are in the building, and they will be delivered when time allows. Students will be called from class only for emergencies. No student cell phone or smart-watch use - text or voice - is allowed during the school day or after-school activities. (see policy below)

Addressing Concerns, Getting your Voice Heard

We encourage everyone in the school to go directly to the person involved to resolve problems as they come up. Educational or classroom concerns should first be addressed with the teacher involved. The three school Administrators are always glad to converse with caregivers. Please reach out by email to ask questions or to schedule a meeting.

Board of Trustees meetings are open to everyone and have room for a public comment period during every meeting. Some of the Board committees have membership open to non-Board members, and participation in the work is a great way to have input into how things happen. Committee meetings are also open to the public. Times and links are posted in the Newsletter and the school's online google calendar.

The Hilltown Special Education Parent Advisory Committee is a caregiver-run organization directly liaised with the Academic Support Coordinator and the Director of Teaching and Learning. The HCCPS SEPAC mission is

- To provide a network in which parents/guardians/advocates of children with special needs have access to relevant information, training and support
- To encourage an atmosphere of effective open communication, understanding, and mutual respect among all students, caregivers, educators and the community-at-large about issues relevant to Hilltown's Special Education
- To provide advice and recommendations to school leadership and the Board of Trustees regarding special education programs and policies

Meetings are monthly, noted on the school's Google calendar, and are announced in the newsletter.

The Parent Resource Group and Class Parents, all active community members, can be a good resource when you have general questions or need to check in. Class Parents assist teachers with materials and communications and also work to strengthen the sense of community among caregivers.

Dissemination

Sharing our best practices with the larger community is a goal at Hilltown. You can find the full details of our dissemination efforts in our Annual Report (www.hilltowncharter.org)

SCHEDULES AND DAILY LOGISTICS

Arrivals and Departures

These guidelines and procedures are intended to make arrival and dismissal at Hilltown safe and supportive of all the different ways students get to and from school, whether by car, bus, bike or on foot.

Please review your child's Transportation/Pick-up Form in you Hilltown portal at the start of each school year and update their permissions to walk, bike or take the bus.

Easthampton District Bus: Easthampton residents may be eligible to take a yellow school bus provided by Easthampton District. In the summer, an email is sent to those who may be eligible. If you live in Easthampton and have questions about this bus, please email Kate ksaccento@hilltowncharter.org.

PVTA: The Nashawannuck Express, running between Easthampton center and downtown Northampton, is available to pick students up in front of the school Monday through Friday starting on the first day of school. The fee for riding the bus is 90 cents. On days when school is dismissed early at 11:50, the bus picks up students at 12:00 pm in front of the school. (Please note that PVTA does *not* offer a bus at 12:30, the regular Wednesday dismissal time for grades K-5). If a student forgets or misplaces their bus money, they can borrow some from the main office.

General information about the PVTA can be found on the PVTA website: https://www.pvta.com/
The Nashawannuck Express schedule can be found at: https://www.pvta.com/schedules/NE

Drop-off Procedures

8-8:15 Drop-off window

8:15 Doors open for school

8:20 School starts

After 8:20, please check in at the main office before heading to class.

8-8:15 All students may be dropped off as early as 8 am on the blacktop. At that time, the blacktop area is supervised by Hilltown staff. Caregivers are welcome to bring their children to the blacktop before 8 am as long as they are able to stay and supervise them until 8 am. Please do not drop-off students before 8 am without adult supervision.

How do I drop-off my student? Caregivers may park and walk their child to the blacktop. Or caregivers may drop-off their child in the drop-off lane in front of the main entrance. Then, the student can walk down the sidewalk to the blacktop. **Young children should never walk alone in the parking lot at any time.**

8:15 A whistle will be blown at 8:15 am on the blacktop. At that time, students in grades 6-8 walk to the front entrance and proceed to their homerooms. Students in grades K-5 will line-up by class. Teachers greet them and walk them into the school through the main entrance.

If students arrive after 8:15 am, they should be dropped off in front of the school via the drop-off lane, or the caregiver should park and walk them to the main entrance.

Pick-up Procedures

3:00 Pick-up

Students in grades K-5 will walk with their teacher to the blacktop by 3 pm. Caregivers should let the teacher know when they have arrived to pick up so that the teacher can sign the student out.

Students in grades 6-8 will be dismissed at 2:55 and head to the front of the building for pick-up. Caregivers will wait in the pick-up line (the lane closest to the school building) and students will be dismissed to their cars. Please do not allow your car to idle while waiting.

The Fine (and Important) Details

Car Lanes

Please form **one line only** for drop-off and pick-up, in the lane closest to the school. The lane closest to Industrial Parkway needs to be left open for vehicles to exit the parking driveway/parking lot. Students should not get in or out of the car from the outside lane because that space is meant for vehicles to pass through.

Crosswalks

There are three crosswalks that our community can use to get to and from school:

- One in front of the main entrance
- One in front of the shed next to the blacktop
- One on Industrial Parkway

Vehicles may not park or temporarily stop in any of the crosswalks.

Also, please remember that vehicles may not pass a school bus when the stop sign with flashing lights is on. The yellow school bus stops in front of the crosswalk on Industrial Parkway for loading and unloading.

The Parking Lot

Caregivers may park in any of the open spots in the back parking lot to drop-off or pick- up their children. During the school day, the back parking lot is blocked-off by cones so that students may play in the lot during recess or PE. If you need to park in the back lot during the school day, please proceed slowly into the lot and park in one of the spots on the perimeter (not in the center of the lot).

Street Parking

If you park on Industrial Parkway, please park on the side opposite the school and do not block any driveways or park on any areas marked with yellow paint.

No Idling

When waiting to drop off or pick up your child after school, please turn off your engine if the line is not yet moving. Massachusetts law states that: "No person shall cause, suffer, allow, or permit the unnecessary operation of the engine of a motor vehicle while said vehicle is stopped for a foreseeable period of time in excess of five minutes."

Attendance, Absence, and Illness

Attendance

Massachusetts General Laws require children to attend school regularly. Caregivers and guardians are essential to good attendance and are responsible for ensuring that children attend school regularly and on time. The Hilltown Cooperative Charter Public School expects students to attend school daily to receive the maximum benefits of our program. Our attendance policy is included in the Appendix; please familiarize yourself with the limits on absences and tardiness.

We need to keep track of who is here and who is not. If your child will be absent due to illness or for any other reason, a caregiver must either email attendance@hilltowncharter.org by 8:20am (preferred) or call the school and leave a message on the attendance voice mail: 413-529-7178 option 2. If you need to speak with someone, please call the main school number, 413-529-7178, and press "0". See Attendance Policy on page 40 for more information about non-illness-related absences.

Children with a fever over 100 degrees should stay home until there is no fever for 24 hours without fever medication. Children with one event of vomiting or diarrhea should stay at home until at least 12 hours have passed without any further events. Children diagnosed with strep throat must be treated with antibiotics for 3 doses and be fever free before returning to school. If your child is not feeling well in the morning and stays home from school, but seems better after a few hours, please call and check in with the nurse before bringing them in late.

Early Pick-up

In the event that you need to pick a child up from school early, please tell the Main Office and the teacher in advance and check the child out at the office when you leave. It is important that we have an accurate count of students actually in the building in case of emergency.

Snow Days

HCCPS follows the Easthampton school district in canceling school due to snow. When school is closed or delayed, the Hilltown sends a text and or automated phone call to caregivers who wish to receive either or both, an email to all caregivers, and posts on the "closings" page at www.wwlp.com and www.wggb.com (channel 40).

A FEW SCHOOL POLICIES

Visiting the School

Caregivers are welcome to stop by the main office any time to ask questions, drop things off or pick up forms, but if you would like to visit a classroom or meet with a staff member please make arrangements in advance.

Student Clothing Guidelines

Students are expected to wear clothing that is safe/appropriate to the weather and expected activities. Weather-related guidelines include jackets or coats when the temperature is 32 degrees or colder.

- To play in the snow, snow boots are required for all ages. Snow pants and gloves are also required for K-5. (Contact the school nurse if your child needs snow boots.)
- Sneakers are required for PE (no boots, sandals or heels).
- No hate speech or hate symbols are permitted on clothing (we refer to the ADL for clarification on what constitutes hate speech and hate symbols).
- 6th-8th graders are permitted to wear hats in school as long as eyes and ears are not covered.

No Cell Phones, Smart-watches, IPODs or MP3 players

Personal electronic devices may not be used by students during the school day or after school activities. Neither outgoing nor incoming calls or texts are permitted.

We ask that parents and other caregivers keep all cell phone use away from the building.

Recess Snow Rules

All students K-5 must wear boots and snow pants at recess if there is snow on the ground. There are extra pairs of boots and other outer wear available to borrow so all students can participate in recess with snow. The black-top area is the area available for students who are not wearing clothing and footwear suitable to the weather conditions.

Pet Policy

Due to student and staff allergies, and health concerns, family pets are not allowed in the school at any time unless specifically pre-approved by staff for educational purposes.

Lost Book Replacement

In many classes, students will be issued at least one text or workbook and will often borrow reading books from the class library. These books are costly and are important to the program. If a

student loses a book, that student and his or her family are expected to pay at least half (½) of the cost of replacing it.

For more policy information, please visit your Hilltown portal or contact Kate Saccento, Director of Administration, Laura Davis, Director of Teaching and Learning, or Rashida Krigger, Community and Family Engagement Coordinator.

SCHOOL PROGRAMS and ACTIVITIES

Snack / Lunch

Most children bring their own snack and lunch each day. We encourage you to pack plenty of healthy low-sugar items. It is a long day and snacks are essential. We recommend that you pack silverware and re-closable, re-usable containers as well as that can be taken home and washed – but please do not pack any glass, as this poses a safety risk. Students are expected to rinse and recycle any disposable containers. No refrigeration or warming facilities are available. We encourage students to bring home all trash and uneaten food.

School lunches are available to order; lunches are currently provided by Papa George Pizza, a local restaurant. Order forms can be found in your Hilltown portal or picked up at school. They should then be printed and dropped off with payment at least one school day in advance, or payments can be submitted online. Applications for free or reduced-cost lunches are available in the school's main entry-way or can be downloaded from the portal.

Community Service Learning

Hilltown is committed to bringing CSL into every classroom every year as a way of helping students engage with the world around them and feel their efficacy in addressing the needs of the community. This year we will be exploring ways that we can take action remotely and support those causes and institutions that students value.

Field Trips

Parents of new students are asked to sign a blanket permission slip at the beginning of their first year here authorizing their child to participate in local field trips during their time at Hilltown. Parents will be notified in advance of upcoming trips and sometimes may be required to sign additional forms for specific trips.

In some years, the Prisms and Purples classes may take extended field trips, as conditions allow. For these field trips, some of the funding might come from parent and student fundraising efforts.

Lost and Found

Please label children's lunch boxes, water bottles and clothing, especially outerwear. We will collect lost items in our Lost and Found, and attempt to return them to their families, but that can be especially challenging if items are not labeled.

SCHOOL-WIDE ACTIVITIES

All activities of the school, except where restricted by age, are open to all students regardless of race, color, sex, gender, religion, national origin, sexual orientation or ability.

All-School Gathering

Hilltown sustains its strong sense of school community by holding a weekly All School gathering of all the classrooms in the All-School Space, usually on Friday afternoons. Content varies from week to week and involves some combination of singing, announcements, birthday celebrations and sharing of something learned during the week. Caregivers and families are encouraged to attend and join in the singing whenever they can. Specifics and time or location changes are published in the weekly newsletter and in Hilltown's ongoing Google calendar.

"**Il Teatro**"

Several times a year, students are encouraged to share music performances, poems that they write or love, dance, skits or other self-initiated creative performances with the entire student body at a designated All School. These productions are rehearsed outside of school hours and the performances are greatly anticipated within all of the classes. Caregivers and other family members are invited to perform with their children. Due-dates for performance proposals, screening schedules and performance times are included in the newsletter.

Celebrations / Holidays

Hilltown holds three special school-wide celebrations: The Welcome Ceremony at the beginning of the year, a secular Winter Solstice Celebration just before break in December and a Summer Celebration just before the break in June. Other than these, and recognitions of Martin Luther King Jr. Day and Earth Day, the school does not celebrate holidays in any organized way, although classroom sharing of diverse family traditions is encouraged.

Birthdays

Birthdays are special occasions and are celebrated by the whole community with a song at the "All-School" closest to the actual day. Summer birthdays are celebrated during the months of June and September. Each classroom teacher will determine if and how other in-school birthday celebrations might happen this year. Please check with your child's teacher.

Mini-courses

Mini-courses are an opportunity for students to explore an activity in depth, with students of all ages, and with an adult other than their own teacher. They are offered in 4-5 week sessions several times a year – watch the newsletter and the Hilltown Google calendar for dates. All students select from the options offered by the teachers, caregivers or community members. Past offerings have included playwriting, drumming, mural painting, nature studies, newspaper production or yoga.

Special Events

School-wide events that include whole families are one of the ways that our community grows and stays strong. They are a great opportunity to make connections with other caregivers and get involved in the school community. Some of our most loved events include the Winter Solstice Celebration, Grandparents' Day, and our Martin Luther King Jr. Day all-school. Caregiver ideas, suggestions and assistance remain always welcome! Please be in touch with Rashida Krigger, Community and Family Engagement Coordinator.

Additional Programs

Hilltown has always offered several after school enrichment and childcare options for a minimal fee. This year those will be significantly reduced, though some may be re-shaped to match the current situation. Some ongoing programs may cost a flat "activities fee" for a semester's participation. All of the specifics and sign-up forms will be available in your Portal. Families eligible for free or reduced lunch may also qualify for fee reductions or waivers. Application forms are available in the main entry-way and in the portal. For more information, contact the Director of Administration, Kate Saccento.

Hilltown Sports - Tuesday and Thursday afternoons

Hilltown's Cross Country Running Club serves students in grades 4-8 in the fall, on Tuesday and Thursday afternoons. Be on the lookout for enrollment forms with pertinent dates & fees. Available in the main office and the portal.

Hilltown's Ultimate Frisbee team usually meets twice a week in the spring, after the snow melts. It is coached by teachers but it also relies heavily on the caregivers of the players for support during the season. We pride ourselves on good sportsmanship. Students from the Prisms, Purples, Reds and Oranges may participate. Watch the newsletter for updates.

External Programs

Some of the programs or after-school clubs that take place at the school may be sponsored and run by care-givers or outside organizations. Environmental Club, Math Club, Girls on the Run and Ski Club are some examples. While the school does not administer these programs, we share information about such opportunities in the Community section of the Newsletter as they are scheduled.

* Additional school policies can be found on our website: www.hilltowncharter.org, or in your Hilltown Portal, or ask the main office for a printed copy.

FUNDRAISING

Hilltown relies on fundraising to help it cover some of the wonderful programs that we offer. **Friends of Hilltown**, our affiliated 501-c3 non-profit organization, is a valuable resource to us as it organizes fundraising to support both for operating expenses, and special programs including field trips and a rolling arts grant program for teachers.

In the past, Friends of Hilltown, staff, students and parent volunteers have worked together to host fundraising events such as a Book Fair, a Winter Fair with craft-making and student performances, and Art Spark, an adult evening event in the spring, with performances and an auction. We hope to be able to continue these fun and rewarding community traditions.

The Friends of Hilltown also organizes a successful annual fundraising appeal and Hilltown participates in ongoing school-wide efforts including monthly Dean's Beans coffee sales and purchase programs at Target, Big Y, and Stop & Shop. (See appendix for more information on Friends of Hilltown).

HEALTH AND SAFETY

Mary Price is the school's full time school nurse. She can be reached by email at: Mprice@hilltowncharter.org or by phone at 413-529-7178 X113. Please feel free to reach out any time with questions or concerns.

The school nurse should be notified by the parent/guardian of any:

- Serious injury, illness or hospitalization
- Planned surgery
- Communicable diseases
- New diagnosis or change in your child's health status
- Fracture, sprain, stitches, cast, or crutches
- New medication and/or dosing change.
- Need to be excused from Physical Education

Student Illness

To minimize the spread of infectious disease and to provide for a safe environment, students should be kept home from school for:

- Fever greater than 100 within the last 24 hours (fever should be under 100 for 24 hours without the use of fever reducing medications before returning to school)
- Vomiting/diarrhea within the last 24 hours
- A communicable disease
- An upper respiratory illness with significant coughing and/or nasal discharge
- Pain that requires the use of narcotic medications

MEDICATION POLICY

HCCPS follows the Massachusetts Regulation 105 CMR 210 which regulates the administration of prescription medications in schools.

1. **Over the Counter Medications**

Standing orders from the school physician are on file for several commonly used over the counter (OTC) medications. Parents/guardians may elect, by signing permission on the Health and Emergency Information form. These include:

Acetaminophen	Vaseline
Triple Antibiotic Ointment	Benadryl Itch Stopping
Benadryl	Antiseptic wound wash
Caladryl Clear	Aloe vera gel
Calcium Carbonate (Turns)	Sterile eye drops
Hydrocortisone Cream	Cetirizine (Zyrtec)
Ibuprofen	Sunscreen SPF 30
Orajel	DEET containing Insect Repellent
Cough drops	Alcohol based hand sanitizer

2. **Prescription Medications**

All prescription medications that need to be administered during the school day need a medication order from the child's physician and a permission form signed by the parent. Medication must be brought to school in the original container provided by the pharmacist. Students may not carry any sort of supplement or medication with them at school. The only exception to this rule is students who need immediate access to an inhaler or epipen.
If a parent needs to come to school during the school day to administer a medication, they will be asked to meet their child in the nurse's office.

Food Policy

Our school makes every effort to reduce the risk of life threatening allergic reactions caused by accidental allergen exposure during the day. **We are not a Nut free school**
Therefore, we have:

- No food sharing or trading during snack or lunch in K-6 classrooms
- Handwashing before eating
- All tables will be washed before/after lunch and snack
- No eating on the play structure.
- Limited use of food for classroom celebrations, and curriculum instructions.
  Nut free food is encouraged and all food is labeled with an ingredient list.
- An allergen-free table to be established as needed in applicable classrooms.

Families will be notified if it is necessary to restrict particular foods, based on student needs in a classroom.

Medical Records, Physical Examinations, Immunizations

A medical record is kept for your child from kindergarten through 8th grade. The State of Massachusetts requires a periodic examination of every school-age child. HCCPS complies with this regulation by requiring physical examinations for all incoming students and in 4th and 7th grade.

SCREENINGS:

According to Massachusetts general laws, all students in grades Pre-K-8 are required to be screened for vision, hearing, and height and weight. In certain grades, body mass index (BMI) and postural screening are also performed. Additionally, a substance abuse screening is conducted at certain grades in middle school.

The schedule for health screenings in school is as follows:

Vision: K through grade 5 and once in grade 6-8

Hearing: K through grade 3 and once in grade 6-8

Growth Screening–Growth screening is conducted for students in grades 1, 4, and 7th. Heights and weights are measured and calculated into BMI or Body Mass Index.

Postural: Grades 5 through 8

SBIRT: Grade 7

SBIRT is an evidence-based screening to promote prevention and identify early risk for substance use in adolescents.

Lice Protocol

The Centers for Disease Control, the American Academy of Pediatrics, and the National Association of School Nurses all recommend that students not be excluded from school for having nits and that the management of head lice should not disrupt a student's educational process.

The AAP further recommends that since a child with an active head lice infestation has likely had the infestation for a month or more by the time it is discovered, poses little risk to others, and does not have a resulting health problem, he or she should remain in class but be discouraged from close direct head contact with others.

When a child is assessed as having head lice, confidentiality is maintained so the child is not embarrassed. The child's parent or guardian will be notified that day and educated on the prompt, proper treatment of head lice. The child will be allowed to return to school after proper treatment.

The School Nurse will identify close contacts. Close contacts may include members of the same household, peers that may have had direct head-to-head contact, or shared personal items (such as hair tools) within the past 48 hours. For young children close contacts may include children who sit and play together often. Screening of close contacts will be at the discretion of the school nurse.

Classroom checks and letters home regarding individual lice cases will be discontinued unless three or more students of the class are affected.

Head Injury/Concussions

What is a Concussion?

According to the Centers for Disease Control and Prevention (CDC), a concussion is a type of traumatic brain injury caused by a bump, blow or jolt to the head, or a hit to the body that causes the brain to move or shift in the skull and causes a functional disturbance and chemical changes to brain cells. Concussions typically result in the rapid onset of signs and symptoms, although in some cases symptoms may evolve over minutes to hours.

Communicating with School Following a Concussion:

It is important to notify the school nurse following a head injury/concussion diagnosis. Full recovery from a concussion may take several days to several weeks or even months. There are physical and emotional symptoms that may continue during a recovery.

Return to School:

HCCPS requires that a student returning to school, post-concussion, submit a re-entry plan from a healthcare provider.

Please Note: Students who are diagnosed with a concussion as the result of participation in Hilltown Extracurricular Athletics must submit a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the athletic activity.

Parents or legal guardians of students who participate in any extracurricular athletic activity and the students themselves, are required by 105 CMR 201.007 to acknowledge in writing that they have read and understood DPH approved training materials on Sports Head Injury and Concussion Awareness.

COMMUNITY AND BEHAVIORAL EXPECTATIONS

The Hilltown Cooperative Charter Public School is built on a strong sense of community and the success of our efforts has been consistently remarked upon in state reviews. All members of the school - students, teachers, staff, caregivers, and community members - are encouraged to develop strong communication skills and respect for each other. From this community base, children learn to respect their peers, teachers, and school environment. Treating others as they want to be treated and taking care of our school helps children, caregivers and teachers define appropriate behaviors that meet those ends. We expect relations between adults within the

community – caregivers, teachers, staff and volunteers – to be respectful and provide a model for the students.

Hilltown Cooperative Charter Public School is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. Questions and concerns should be directed to our Civil Rights Coordinator, Kate Saccento.

Community Compact

The Community Compact (see appendix) is a formalization of the commitment that we have to one another to build an environment for learning filled with respect, responsibility and openness. This agreement, along with clear definitions for students of its meaning, is reviewed with students by teachers in each classroom at the beginning of the year and is sent home for caregivers to read as well. Each year caregivers, students, teachers and administrators at Hilltown are all asked to sign the Community Compact as a way of showing that they have read and understood the basic ways that each of us can contribute to maintaining our cooperative school.

Student Behavior

In our classrooms, regular meetings provide forums for students to identify problems, work to resolve conflict in a positive manner, and develop strong listening and speaking skills. Teachers and children identify behaviors that foster a safe and productive school.

Group discussions and talking individually with children at the time of difficult incidents help children identify alternative solutions to problems. In some situations a neutral third party is needed to peacefully resolve a conflict. The goal at Hilltown is to empower students to mediate such conflicts whenever possible. Such incidents are used as learning opportunities for clear communication of feelings and handling conflict in a safe way. Maintaining the self-esteem of each child is paramount. Under no circumstances is it permissible for any student to intentionally harm any other person in the school.

At the beginning of the school year teachers and students discuss the Community Compact and our “Code of Cooperation”, pointing out the ways that we make the school a safe place. When needed they remind each other of the rules and the reasons behind them and request that they be followed.

Guidance is consistent and based on the needs and development of each child and the group. If a child behaves in a way that is disruptive or disrespectful, teachers will bring behavior back within safe limits, provide logical consequences, and may send the child to an Administrator's office.

Caregivers will be asked to come to school midday and meet with the Director and any child who has been intentionally violent toward any other person in the school. Consequences for serious behavioral issues may also include suspension or ultimately, expulsion.

LEARNING

Teaching Staff

We are fortunate to have a highly qualified teaching faculty at Hilltown, whose individual strengths and collective experience show in the quality of their work. Caregivers may request information about any teacher's credentials from Laura Davis, Director of Teaching and Learning.

Curriculum

As a public school we are obligated to integrate the Massachusetts Curriculum Frameworks with our pedagogy. We balance this requirement with our core philosophy to create our own approach to curriculum (See Critical Elements of Classroom Practice in the Appendix). These elements come together in the integration of arts across all subjects, strong caregiver involvement, careful documentation of students' work and processes, and projects that draw from the interests of the students.

Whenever possible, Hilltown students explore subjects in depth using a particular theme as a point of departure for an integrated curriculum. They develop skills in art, math, science, reading, writing, problem solving, and critical thinking as they work with central themes. Through teaching problem-solving and critical thinking strategies that can be applied in all disciplines, problem solving becomes a thread that weaves all subject areas together. It creates a standard for questioning and seeking answers whenever a new topic is approached.

The curriculum also includes the social aspects of life. A cooperative environment is created out of mutual respect and problem solving when differences arise. Skills are explored and practiced to achieve these goals.

Learning Challenges

If you are concerned that your child may have a disability that is affecting their ability to make progress in school, you can first speak with the classroom teacher. As you speak with the teacher, explain your concerns and ask the teacher to share their concerns. As part of your conversation, it may be decided that a Response to Intervention (RTI) team will be convened to discuss your concerns, increase monitoring of the situation, and plan classroom accommodations to address concerns for a designated period of time.

If your child continues to have difficulty with schoolwork, you may, at any time, submit a written request for a special education evaluation to Cait Browne, Academic Support Coordinator and Kate Saccento, the Director of Administration. This evaluation involves a range of testing and assessments conducted by our special education staff. When complete, the results of the evaluation are distributed to the relevant parties and are discussed at a Team Meeting, which includes the caregivers, where a plan is developed collaboratively.

Classroom Assignment

Classes at Hilltown are mixed age and students stay in the same classroom for two years except for one year in the transitional sixth grade. The process for placing students entering 2nd, 4th, and 7th Grades is as follows: each spring Administrators and educational staff meet to discuss each student individually and plan the make-up of each classroom for the following year. This is a thoughtful, time-consuming process, which includes input from caregivers. If after serious consideration of all factors, the wishes of caregivers and the judgment of the Education Domain differ and resolution is not possible, the Director of Teaching and Learning and the Director of Administration make the final decisions. Only in very rare circumstances will the staff consider moving a student to a different classroom for the second year in a two-year sequence.

Evaluation

Evaluation of a student's progress is multi-faceted. Teachers use observation and discussion in combination with developmentally appropriate assessments to identify student strengths and next steps. Drawings, written work samples, and other types of student work are used to measure growth and development. The school uses its own developmental academic competency standards and performance based assessment system in addition to an externally developed reading assessment. Third through eighth graders take the SAT 10 test of basic skills in language arts and math and participate in the MCAS as required by the Department of Elementary and Secondary Education. Progress Reports are provided to caregivers three times a year and caregiver conferences occur in the fall. Caregivers may request additional conferences at any time.

GOVERNANCE and MANAGEMENT (who is in charge of what)

The governance and management of the Hilltown Cooperative Charter School are arranged into realms of responsibility, called "Domains". All of these groups work together – seeking input and participation from each other in most decision-making processes. The school employs three Administrators who work together to ensure that the school is viable and stays true to its mission.

The Education Domain is responsible for the educational program at Hilltown and includes the work of the teachers, teaching assistants, special services providers and the Director of Teaching and Learning, Laura Davis, who supervises and develops all aspects of this domain including coordinating the hiring committees for teaching positions.

The Administrative Domain covers the day to day operation at school. The Director of Administration, Kate Saccento, manages the facility, admissions procedures and school finances and hires and coordinates office staff, the school nurse, custodial staff and the bookkeeper. The Administrative Assistant, Monique Bourgeois, and School Logistics and Kids Club Coordinator, Nicole Grinaski, are responsible for staffing the office, answering the phone, and coordinating the day to day procedures in the school office.

The Community Domain is responsible for ensuring full community participation in the school's functioning and governance and for maintaining both the "sense of community" within the school and a school connection with the local community. The Community and Family Engagement Coordinator, Rashida Krigger, administers this domain, developing systems to serve and include caregivers and other volunteers, overseeing Community Service Learning for the students and other programs, facilitating meetings of the Cooperative, and coordinating the school's event and fundraising calendar. The Community Team and Class Parents work with the CFE Coordinator to ensure that caregiver voices are heard in decision-making processes.

The Board of Trustees (BOT) is the charter school equivalent of a School Committee. It is responsible for the school's overarching philosophies, direction and policies, and is accountable for all legal and fiscal issues affecting the School. It operates using a consensus model and makes decisions on the hiring of Directors, and contractual relationships. Members of the Hilltown Cooperative Charter Public School elect the Trustees at their annual meeting held each May. Trustees serve a two or three-year term and do not need to be caregivers at the school. The school's three administrators attend Board meetings as speaking but non-decision-making members. Schedules of BOT meetings, links to meetings, agendas, and minutes are available to caregivers in the newsletter on the school website. All BOT meetings are open to the school community and the general public. If you are interested in serving on the Board, please express that on your Volunteer Resource Form or speak with Rashida Krigger, Community and Family Engagement Coordinator.

Domain Council meets bi-weekly and is made up of the three school Administrators, the BOT President and one other member of the BOT – usually the Vice-President. These Board members serve as the supervisory team for the Administrators, and have many opportunities to work closely with the Administrators and evaluate their work. Domain Council is responsible for proposing the annual budget, reviewing the agenda for BOT meetings and making policy recommendations to the Board as well as for addressing any emergency needs.

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OTHER DOCUMENTS YOU MAY WANT TO READ

(Available on our website: www.hilltowncharter.org, or in your Hilltown Portal, or ask the main office for a printed copy)

Annual Reports

School By-laws

Long Range Plan for 2014-24

Charter Renewal Application 2019

Hilltown Accountability Plan

Educational Materials selection policy

Board of Trustees officer and committee descriptions

HCCPS Internet Acceptable Use Policy

HCCPS Consensus process description

HCCPS Consensus-process articles

Physical Restraint Policy

Grievance Procedure for Students and/or Caregivers

Complaint Procedure for Staff, Caregivers and Students

The Hilltown Cooperative Charter Public School

COMMUNITY COMPACT

At Hilltown Cooperative Charter Public School we believe that education works best as a cooperative process among teachers, staff, caregivers, students and the greater community.

This compact is a way of clearly stating our common commitment to collaboration in creating a learning community that nourishes and supports all of its members. It is through this level of commitment and cooperation that we are able to successfully fulfill the school's mission.

The Student will:

- Do my best to learn while in classes and when working independently.
- Show respect, through my words and actions, for myself, my school, my teachers, other people, and materials.
- Respect and honor the beliefs and cultures of other students and their families.
- Be inclusive of others and resolve conflicts in a positive, non-violent manner.
- Take responsibility for my actions and my safety, including getting to school or logging in on time.
- Believe that I am a person who can learn in many different ways.

The Caregivers will:

- Stay informed about policies, guidelines, schedules, school news and school events.
- Participate at school to the very best of my ability by attending caregiver conferences, class meetings, Coop Meetings, and by volunteering in ways that benefit the school.
- Ensure my child's practical success at school. Arrive at school or to online classes on time, rested and ready to learn, with the clothing and arrangements for food that they will need to have a successful day.
- Help my child take responsibility for following through on independent projects.
- Respect and honor the beliefs and cultures of all students and their families.
- Through words and actions, support my child, other students and families, the staff, and the school.

The Teachers, Staff and Administration of Hilltown Cooperative Charter Public School will:

- Provide a safe, cooperative and respectful environment for learning.
- Understand that all students can succeed and learn.
- Nurture each child's creativity and encourage their self-expression in many ways.
- Communicate and work with each family to support their child's learning.
- Seek out and value caregiver participation and input in all areas of the school community.
- Respect and honor the beliefs and cultures of all students and their families.
- Work to improve our program through an ongoing cycle of planning, evaluation and refinement.

What the Compact means for students:

The Student will:

Do my best to learn while in classes at school, while online or working independently.

This means:

I will do the work that I am given to do, in or outside of class.

I will not disrupt class with interruptions, side conversations or visually distracting others.

If I take a break, I will come back to my work afterwards.

Show respect, through my words and my actions, for myself, my school, my teachers, other people, and materials.

To show respect for:

The authority of adults: I will listen to and follow adult direction.

Each other: I will not tease or put-down other students.

Equipment: I will care for my tools and supplies and not use other students' without permission.

Our community: I will avoid using hurtful language and making distracting images.

Respect and honor the beliefs and cultures of other students and their families.

Stand up for everyone's right to be who they are.

Stand up for anyone who is not being treated well because of something they believe or value.

Stand up for anyone who is not being treated well because of their appearance, ability, or culture.

Be inclusive of others and resolve conflicts in a positive, non-violent manner.

This means:

I will find a peaceful solution with others if we disagree.

I will not physically hurt other students or teachers.

I will not exclude others, whether in person or online.

Take responsibility for my actions and my safety, including getting to school or logging in on time.

This means:

I will be truthful.

I will follow the safety directions of adults at school.

I will do my part to get myself to school or online classes. I will attend my online classes the best that I can.

Believe that I am a person who can learn in many different ways.

We want everyone to try it all – just give it a shot, even if it's new.

Friends of Hilltown

friends@hilltowncharter.org ● P.O. Box 30 ● Easthampton, MA 01027

Friends of Hilltown (FoH) is the 501c3 nonprofit organization dedicated to supporting the Hilltown Cooperative Charter School in its pursuit of excellence through education, community involvement and the arts.

We raise money to fund program support, we distribute grants, and we host community events.

How we raise funds:

- Sell merchandise; Dean's Beans coffee, tote bags, Klean Kanteen travel mugs, & stickers.
- Participating in programs such as Amazon Smiles, Stop & Shop A+ School Rewards, and BoxTops for Kids.
- Host community events - Like coffee corner at the Winter Fair and an annual silent auction party. We look forward to hosting fundraising and community events in person again when we are able to
- Directly solicit contributions

How we distribute funds:

- Give direct funding to HCCPS, we call this program support and is outlined in the schools budget each year.
- FoH maintains 3 rolling grants each year. Teachers, clubs and in-school program coordinators can apply. The FoH board members review and vote on grant requests.

Arts Grant supports emergent curriculum in the arts

Past grants have...

- helped to fund the Yellows & Greens to create and perform a wonderful opera
- supported a prisms program to build and learn to play cajons

Curriculum Support Grant supports emergent curriculum at HCCPS

Past grants have...

- supported the community service-learning program with funds to purchase bag share program supplies
- funded the purchase of seedlings, trees, and supplies for the climate team

Amplifying Voices Grant supports the incorporation of social justice, equity, diversity, and inclusion into existing or emergent curriculum (newly added for the 2021-2022 school year)

- This grant is expected to amplify the voices and ideas of social justice, inclusion and diversity at Hilltown
- We had our first application before the school year even started and are hoping for many more as the school year progresses

Hilltown Cooperative Charter Public School

HOME STUDY GUIDELINES

For the most part, children complete school work at school where teachers and staff are available to provide time, space, and support. When home study is assigned, it is a thoughtful choice. We do not believe in busy work, and we are aware of equity issues that can be exacerbated by an over-emphasis on homework.

In all grades, we encourage independent reading or reading with a caregiver for at least 20 minutes a day. This is one of the few home study practices that research has proven to be an important predictor of background knowledge, vocabulary, sustained attention, and literacy.

In the youngest grades (K-2), there is no home study. Starting in third grade, students may be asked to practice math facts (through games and routines) to build fluency. In fourth grade, students begin to bring novels home to read in preparation for reading groups. In the older grades (6-8), students will have occasional assignments in research and writing (in addition to reading and math practice).

Hilltown Cooperative Charter Public School

ATTENDANCE POLICY

Regular school attendance is the foundation for a student's school success. With regular attendance, students develop a sense of belonging, build strong friendships, and benefit from daily experiences and support in the classroom.

Irregular school attendance can be the beginning of a pattern. The more students miss school, the less they learn. Frequent absences affect not only the individual child but the entire class. Hilltown's project oriented program requires students to work in small collaborative groups and every member is vital to the success of the group. When several children miss school at different times and for different durations, it has a ripple effect on the pacing of the entire curriculum.

This policy details the necessary steps to be taken by caregivers when attendance is not possible, and the consequences of chronic absences. The school day begins at 8:15 AM. An arrival after 8:20 AM is 5 minutes late and is officially considered tardy unless there is a specific medical appointment. Five tardies (after 8:20 AM), not related to a disability or medical appointments, will constitute one unexcused absence.

Students who are absent for non-disability related reasons, whether excused or unexcused, may not participate in any after-school or other extra-curricular activity on the day they are absent.

Excused Absences

- Illness or chronic health problem
- A death in the immediate family or other significant family crisis
- Court appearances
- Religious Holy Days
- Suspension from school
- Absence related to an ADA defined disability

(If you believe that your child has a defined ADA disability, please contact the school's 504 Coordinator, Cait Browne.

Family vacations are not considered excused absences.

In the case of illness/significant family crisis/disability:

1. Caregivers are expected to call in by 8:20 a.m. to inform the school of illness or family emergency. If we have not heard from a caregiver, we will call the home at 9:00 a.m. If we do not hear back from a parent/guardian the absence will be considered unexcused.
2. HCCPS may request from the caregiver documentation from a healthcare provider if the student is ill for more than five (5) consecutive days.
3. When a student has excessive illness related absences (non-consecutive but frequent) that begin to interfere with a student's education, the appropriate staff will contact the parents/guardians. We will work together to clarify the medical situation, request medical documentation and make

reasonable accommodations to provide appropriate supports if consistent attendance is not possible. Parents/guardians will be expected to help with make-up work. Significant interference to a student's educational progress may result in grade retention. Students with disability-related absences shall be allowed the opportunity to make up missed work prior to grade retention or summer school.

Religious Holy Days: Parents/guardians must inform the school in advance. Failure to provide such notice will result in the absence being deemed as unexcused.

Unexcused Absences

Hilltown Cooperative Charter Public School strongly discourages unexcused absences. Family vacations resulting in student absence from school create significant disruption to the educational process. Unexcused absences have consequences for the student, the class and the teacher and create additional responsibilities for parents/guardians. In the event of a planned, unexcused absence parents/guardians must understand and comply with the following:

1. Caregivers should inform teachers and administration, in writing, at least two weeks in advance of a planned unexcused absence.
2. Teachers are not required to provide make-up work for unexcused absences. Parents/guardians are responsible for overseeing the student's educational progress during the unexcused absence.
3. All parents/guardians are informed of their child's attendance record on each progress report.
4. If unexcused absences (more than 5) occur one or more of the following steps may be taken.
    a. Phone call to caregiver
    b. Community compact meeting with parents/guardian
    c. Referral for counseling
    d. Summer work
    e. Exclusion from any or all after-school and extracurricular activities

In extreme cases where these steps have not been successful HCCPS may, in its sole discretion, pursue the following actions:

- File a "Failure to Send" complaint with the District Court
- File a "Child Requiring Assistance" complaint with the District Court
- File a 51 A with Department of Children and Families

5. In rare circumstances when a parent/guardian is required to be out of the immediate Pioneer Valley area for career related purposes, parents/guardians may formally request absence from school for up to 20 school days. HCCPS will consider, among other things, the following:

- The impact on a student's academic progress.
- Duration of the absence.
- Frequency of previous absences, especially unexcused absences.

Requests in writing must be submitted to the Administrative and Director of Teaching and Learnings at least one month in advance. The Coordinators, following consultation with teachers, will make decisions within ten (10) calendar days of the request. The Coordinators retain sole discretion to make the determination and their decision is not subject to further review.

If approved, the family will be responsible for developing a school work plan. The family will take responsibility for overseeing their child's educational progress. If the request is not approved and the family removes the child from school, the absence will be considered unexcused.

Approved by the Board of Trustees 7/29/2015

Hilltown Cooperative Charter Public School

STUDENT COMPUTER TECHNOLOGY ACCEPTABLE USE POLICY

Technology provides tools and connections to other computer systems located worldwide. Caregivers of students who are users must understand that neither the Hilltown Cooperative Charter Public School nor its staff controls the content of the information available on these other systems. Some of the information available is controversial and may be offensive. The Hilltown Cooperative Charter Public School and the staff will make an effort to restrict access to sites it considers inappropriate for HCCPS students.

The Hilltown Cooperative Charter Public School will provide instruction in appropriate use of computer technology. Students must agree to follow the rules of this Acceptable Use Policy. The nature of computer technology provides many educational opportunities, but also necessitates personal responsibility for its use. Caregivers will be asked to help ensure proper use of the Internet by reviewing this policy with their child(ren). Students will not be allowed access to computer technology unless this Acceptable Use Policy has been signed by both caregiver(s) and the student. At HCCPS we value computers, technological tools, and access to online resources as a way to support and advance teaching and learning. We have made a considerable investment to ensure that members of our community have on demand access to these resources and in return we expect everyone to be responsible and respectful users. Students are expected to adhere to the following guidelines:

As a student at HCCPS, I will:

1. Use the on-line resources provided by my school <u>only</u> for activities and projects known to be approved by my teacher(s).
2. Handle computer technology carefully and with respect – computers should only be used while sitting at a desk, not used while eating or drinking.
3. Not use computer technology for socializing, e.g., personal email, instant messaging, chatting, etc., or for downloading or streaming music, video, or other media unless I have explicit teacher permission.
4. Only use my HCCPS email account that has been provided. I understand that the staff at Hilltown Cooperative Charter Public School reserves the right to inspect any documents and electronic mail sent from or stored within the HCCPS domain.
5. Not change or alter any computer, for example by installing software, removing hardware, adding extensions, or changing configurations, etc.
6. Only use printers with the approval of a teacher, and only print documents related to school work and activities.

7. Use language on-line which is consistent with school policy.
8. Not tamper with equipment or software, nor alter the network interface, nor attempt to gain access to the data and files of others, nor violate any copyright laws, and log on only under my own user name.
9. Not use school equipment to subscribe to outside email services, newsgroups, bulletin board services or other commercial accounts unless with explicit permission by an HCPSS teacher.
10. Not reveal personal information such as home addresses or phone numbers of self or others.
11. Not transmit or download material in violation of state or federal regulations.
12. Not use language or retrieve information that is profane, obscene, abusive or threatening.
13. Report any problems or breaches of this agreement to a teacher or school administrator.

If a student uses computer technology inappropriately and in a way to violates these guidelines, I understand that my behavior may result in these consequences:

- Losing computer technology privileges within the school setting
- Being subject to disciplinary measures under HCPSS policy and/or
- Being referred to the appropriate legal authorities, if warranted.

If I use computer technology inappropriately and in a way that violates these guidelines, I understand that my behavior may result in these consequences:

Student signature _____Date_____

As a parent/guardian of this student, I have read the above contract and I agree that my child may use the on-line resources provided by the school if they follow the rules of the contract. I understand that any conduct by my child that is in conflict with the contract will result in the consequences listed above as well as possible disciplinary action under our Code of Conduct.

_____I have read this policy and understand the expectations of my child.

Parent/Guardian signature _____Date_____

Hilltown Cooperative Charter Public School

GRADE PLACEMENT POLICY

Overview: We generally believe it is appropriate for students to follow the typical K-8 sequence of grades and the accompanying curriculum through the school. Children vary considerably in their academic, social, physical, and emotional development. Therefore our instructional program in each class is adjusted to meet the needs of all students. However, under some circumstances, it may be appropriate to consider repeating or skipping a grade. In these cases, we will use a combination of factors to consider grade placement including chronological age, academic achievement, and social and emotional maturity.

Teacher initiated requests: Teachers will complete a Request to Change Grades Form, and then discuss issues regarding grade placement with the Director of Teaching and Learning. If the teacher and Director of Teaching and Learning agree, these questions will be shared with caregivers by January 31.

Caregiver initiated requests: Caregivers requesting a change in grade placement for the following year should complete a Request to Change Grades Form and return it to the Director of Teaching and Learning before the February vacation. The form asks caregivers to address the needs that are not currently being met, and why a change in grade placement would help meet these needs. Forms are available in the school office

Process: Following the initial request, the Director of Teaching and Learning will form a staff committee comprised of the classroom teacher, Director of Teaching and Learning, one other teacher who works directly with the student, and a teacher who does not work directly with the student. The Committee will meet with the family to discuss issues related to the child's grade placement. Staff and caregivers will have the opportunity to comment on specific aspects of the child's academic, social, emotional, and physical development, which relate to questions of grade placement. The committee will review all academic records including progress reports, standardized test results, internal assessment results, any related special education documentation or other relevant materials, if available. The committee will also speak with the previous year's teacher when possible. If deemed appropriate by caregivers and staff, a staff member will meet directly with the student to discuss relevant issues, and obtain feedback from the student.

The committee will present information from the caregiver meeting at a subsequent staff meeting. The purpose will be to allow all staff to ask questions and share insights related to the student and the grade placement.

Following the staff meeting, the committee will meet with the caregivers to share information obtained in the process. caregivers will have the opportunity to discuss this information, as well as provide additional information, ideas, and opinions. This will be the last meeting before the committee makes its decision. caregivers will have up to 14 calendar days following the meeting to provide any additional input.

Decision: After all above steps have been completed, the committee will decide on the grade placement of the student for the following year. This decision should be made no later than April 15. The committee will make the decision by consensus, and this decision will be final. If the committee is unable to reach consensus, the Director of Teaching and Learning will make the final decision.

Hilltown Cooperative Charter Public School

HARASSMENT POLICY

It is HCCPS policy to strive for an environment free of discrimination, which includes freedom from harassment of any kind. HCCPS prohibits harassment in any form, by anyone who may be present at the school. Respect for dignity is expected under all circumstances.

Specifically, no individual or group shall threaten or insinuate threats either explicitly or implicitly whether physical, verbal or electronic. This includes: slurs, jokes, or degrading comments of any nature. Such conduct will result in disciplinary action.

Any member of the community should report complaints to the Director of Administration who will conduct an investigation into the alleged offense. The investigator will gather all relevant facts by talking with the complainant and the accused party or parties, reviewing any relevant documents, and interviewing any witnesses. The process will be confidential except that information may be shared on a need to know basis. The investigation will be concluded as promptly as possible.

The sanctions for harassment and discriminatory conduct are dependent on the severity and frequency of the conduct. Anyone engaging in harassment will be subject to disciplinary action.

ENGLISH LANGUAGE LEARNERS

Hilltown has an instructional program in place for students at all levels who have a primary language other than English. The school uses standardized assessments to identify these students and then provides the necessary services.

WEAPONS AND CONTROLLED SUBSTANCE POLICY

The HCCPS Weapons and Controlled Substance Policy conforms to state law:

According to Massachusetts Law Chapter 71: Section 37H ” Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance may be subject to expulsion from the school or school district by the principal.

STATE AND FEDERAL EDUCATION LAWS

Special Education Laws and Principles

Special education is specially designed instruction and related services that meet the unique needs of an eligible student with a disability or a specific service need that is necessary to allow the student with a disability to access the general curriculum. The purpose of special education is to allow the student to successfully develop their individual educational potential. Along with providing services to the child, if necessary, services are provided to caregivers and to teachers for the student to benefit from special education. Special education is provided by the school district at no cost to caregivers.

In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c. 71B). These laws protect students with disabilities who are eligible for special education and guarantee them an Individualized Education Program (IEP) designed to meet their unique needs.

Teacher Qualifications

Federal law requires that teachers must demonstrate subject matter competency in the areas they teach. You may request information about the qualifications of their child's teacher and teachers:

- Whether your child's teacher has met State qualification for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, give their qualifications.

If you would like to receive any of the information listed above for your child's teacher, please contact Laura Davis, Director of Teaching and Learning.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA gives caregivers certain rights with respect to their children's education records.

Caregivers have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for caregivers to review the records. Schools may charge a fee for copies.

Caregivers have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the caregiver then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the caregiver

has the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the caregiver in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If you do not want your directory information shared, contact Kate Saccento, Director of Administration.

Hilltown Cooperative Charter Public School

BULLYING PREVENTION AND INTERVENTION PLAN

Revised 7/2022

HCCPS is committed to creating a safe, caring, respectful learning environment for all students and strictly enforces a prohibition against bullying, including without limitation, cyberbullying, of any of its students by anyone and also strictly enforces a prohibition against retaliation on any person who reports bullying, provides information during an investigation of bullying or witnesses, or has reliable information about bullying. Site-based initiatives, developed collaboratively between school administration and personnel, students, families, and community members will seek to: (1) help students of all ages and abilities stay safe, act wisely, and believe in themselves; and (2) help adults respond effectively to students' reports and their own observations.

1. Definitions

Bullying is defined as the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that: (i) causes physical or emotional harm to the target/victim or damage to the target/victim's property; (ii) places the target/victim in reasonable fear of harm to himself or herself or damage to their property; (iii) creates a hostile environment at school for the target/victim; (iv) infringes on the rights of the target/victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this policy, bullying shall include cyberbullying.

Cyberbullying is further defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. **Cyberbullying** shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. **Cyberbullying** shall also include the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Aggressor or Perpetrator is defined as a student or a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, school volunteer or a vendor, contractor or other person working under a contract with the school who engages in bullying, cyberbullying, or retaliation.

Hostile environment is defined as a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is defined as any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff is defined to include, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

School is defined to include the school, school grounds, travel to and from school and/or school-sponsored events or functions, property immediately adjacent to school grounds, school-sponsored or school-related activities, functions, programs whether on or off school grounds (such as social events, trips, sports events, or similar school-sponsored events and functions), at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, on the way to and from school or through the use of technology or an electronic device owned, leased or used by the school and at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act creates a hostile environment at school for the target/victim or witnesses, infringes on the rights of the victim or witnesses at school or materially and substantially disrupts the education process or the orderly operation of a school.

Target or Victim is defined as a student or an adult against whom bullying, cyberbullying, or retaliation has been perpetrated.

2. Prohibition

Bullying of students occurring in schools is prohibited by law and will not be tolerated by HCCPS. Bullying can take many forms and can occur in any setting. Bullying can include but is not limited to, intimidation such as name-calling or threatening, social alienation such as shunning or spreading rumors, or physical aggression such as assaults on a student or attacks on a student's property. Bullying can create an atmosphere of fear for all members of the school community. It also can create unnecessary and unwarranted anxiety that affects the ability of a student to attend school, learn in school, walk in school corridors, eat in the school cafeteria, play in the schoolyard or recreation areas, participate in or attend special or extracurricular activities or travel to and from school. Bullying behaviors that are not addressed can lead to devastating consequences for young people, including depression, and drops in school performance and attendance. The failure to address bullying behaviors also gives other students the message that it is permissible to engage in negative behaviors.

Consistent with state law, HCCPS recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one (1) or more of these characteristics.

3. **Process and Response**

HCCPS takes allegations of bullying seriously and will respond promptly to complaints and allegations of bullying. Additionally, allegations of retaliation against a person who reports bullying provides information during an investigation of bullying or witnesses; or has reliable information about bullying also shall be taken seriously and HCCPS will respond promptly to such complaints and allegations.

If any student, caregiver/guardian of a student, staff member, or other community member believes that a student has been subjected to bullying, or to retaliation for reporting bullying, providing information during an investigation of bullying or witnessing or having reliable information about bullying, they should bring the matter to the attention of the Director of Teaching and Learning of the school where the child attends. This may be done verbally or in writing. Reports of bullying and/or reports of retaliation for reporting bullying, providing information during an investigation of bullying, or witnessing or having reliable information about bullying also may be made anonymously to the Director of Teaching and Learning where the child attends. Please note; however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report having been received.

Before fully investigating the allegations of bullying or retaliation, the Director of Teaching and Learning will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Director of Teaching and Learning will take additional steps to promote safety during the course of and after the investigation, if necessary.

Where it is determined that inappropriate conduct has occurred, HCCPS will act promptly to eliminate the conduct and will impose corrective action as necessary, which may range from requiring the aggressor to work with school personnel on better behavior, the recommendation for the provision of counseling or other therapeutic services and/or disciplinary action where appropriate, up to and including suspension, expulsion and/or court involvement. Additionally, consistent with state law, if it is determined that bullying or retaliation has occurred, the Director of Teaching and Learning shall (i) notify local law enforcement if the Director of Teaching and Learning believes that criminal charges may be pursued against the aggressor; (ii) take appropriate disciplinary action; (iii) notify the caregivers/guardians of the aggressor; and (iv) notify the caregivers/guardians of the target/victim; and, to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

Furthermore, if it is determined that a student has knowingly made a false accusation of bullying or retaliation, they shall be subject to discipline, up to and including suspension, expulsion and/or court involvement. All students shall be afforded the same protection regardless of their status under the law.

In notifying the caregivers/guardians of the target and the aggressor, the Director of Teaching and Learning must comply with the confidentiality requirements of the Massachusetts Student Record law and regulations and the Federal Family Education Rights and Privacy Act and corresponding regulations.

More specifically, the Director of Teaching and Learning may not disclose information from a student record of a target or aggressor to a caregiver/guardian unless the information is about the caregiver/guardian's own child. The Director of Teaching and Learning may disclose a determination of bullying or retaliation to a local law enforcement agency without consent of a student or their parent/guardian, but the Director of Teaching and Learning shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses and aggressors to the extent practicable under the circumstances.

Additionally, if the Director of Teaching and Learning has determined that there is an immediate and significant threat to the health or safety of the student or individuals, the Director of Teaching and Learning may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In this latter situation, the disclosure is limited to the period of the emergency and the Director of Teaching and Learning must document the disclosure and the reasons that the Director of Teaching and Learning determined that a health and safety emergency exists.

4. Bullying Prevention and Intervention Plan

The Director of Teaching and Learning will develop and keep updated on at least a biennial basis, as required by law, a plan to address bullying prevention and intervention. Such a plan shall, as required by law, be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

The HCCPS' Bullying Prevention and Intervention Plan will address training and professional development for staff and will also address sharing information with parents/guardians and students about bullying, including information on prevention of bullying, reporting of bullying, and the potential legal consequences of engaging in bullying. Additionally, the Bullying Prevention and Intervention Plan will include specific steps that schools will take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying and harassment.

HCCPS BULLYING PREVENTION AND INTERVENTION INCIDENT REPORT FORM

1. Name of Reporter/Person Filing the Report: _____

   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Circle whether you are the: Target of the behavior Reporter (not the target)

3. Circle whether you are a: Student Caregiver

   Staff member (specify role) _____

   Administrator Other (specify) _____

   Your contact information/telephone number: _____

4. If student, state your classroom: _____ Grade: _____

5. If staff member, state your position: _____

6. Information about the Incident: _____

   Name of Target (of behavior): _____

   Name of Aggressor (Person who engaged in the behavior): _____

   Date(s) of Incident(s): _____

   Time When Incident(s) Occurred _____

   Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

   Name: _____ Student Staff Other

   Name: _____ Student Staff Other

   Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

9. Signature of Person Filing this Report: _____

   Date: _____ (Note: Reports may be filed anonymously.)

10. Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), HCCPS shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

A. the disciplinary offense;

B. the basis for the charge;

C. the potential consequences, including the potential length of the student's suspension;

D. the opportunity for the student to have a hearing with the Director of Teaching and Learning concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;

E. the date, time, and location of the hearing;

F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The Director of Teaching and Learning shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the Director of Teaching and Learning must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the Director of Teaching and Learning sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the Director of Teaching and Learning and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND DIRECTOR OF TEACHING AND LEARNING DETERMINATION

A short-term suspension is the removal of the student from HCCPS premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the HCCPS year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Director of Teaching and Learning Hearing.

The purpose of the hearing with the Director of Teaching and Learning is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the Director of Teaching and Learning will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The Director of Teaching and Learning will provide notification in writing of their determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the Director of Teaching and Learning shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the Director of Teaching and Learning shall send their determination to the Director of Administration and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and Director of Teaching and Learning determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the Director of Teaching and Learning and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND DIRECTOR OF TEACHING AND LEARNING DETERMINATION

A long-term suspension is the removal of a student from HCCPS premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the Director of Teaching and Learning is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the Director of Teaching and Learning will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the Director of Teaching and Learning may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
3. the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by HCCPS district;
5. the right to request that the hearing be recorded by the Director of Teaching and Learning. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the Director of Teaching and Learning shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the Director of Teaching and Learning decides to impose a long-term suspension, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the Director of Teaching and Learning;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information;
5. Inform the student of the right to appeal the Director of Teaching and Learning's decision to the Director of Administration or their designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the Director of Administration decides to reverse the Director of Teaching and Learning's determination on appeal.

If the student is in grades pre-k through grade 3, the Director of Teaching and Learning shall send their determination to the Director of Administration and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and Director of Teaching and Learning determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the Director of Teaching

and Learning and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the Director of Teaching and Learning's decision to the Director of Administration if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The hearing shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the Director of Administration shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension Director of Teaching and Learning hearing. Within five (5) calendar days of the hearing the Director of Administration shall issue their written decision which meets the criteria required of the Director of Teaching and Learning's determination. If the Director of Administration determines the student committed the disciplinary offense, the Director of Administration may impose the same or a lesser consequence than that of the Director of Teaching and Learning. The Director of Administration's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of HCCPS and, in the Director of Teaching and Learning's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

The Director of Teaching and Learning may not remove a student from school on an emergency basis until adequate provisions have been made for the student's safety and transportation.

During the emergency removal, the Director of Teaching and Learning shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The Director of Teaching and Learning shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the Director of Teaching and Learning, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a Director of Teaching and Learning's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not HCCPS premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of HCCPS year.

The Director of Teaching and Learning may impose an in-school suspension as defined above according to the following procedures:

> The Director of Teaching and Learning shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Director of Teaching and Learning determines that the student committed the disciplinary offense, the Director of Teaching and Learning shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.
>
> On the same day as the in-school suspension decision, the Director of Teaching and Learning shall make reasonable efforts to notify the caregiver orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Director of Teaching and Learning shall also invite the caregiver to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Director of Teaching and Learning is unable to reach the caregiver after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the caregiver of the in-school suspension.
>
> The Director of Teaching and Learning shall send written notice to the student and caregiver about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the caregiver to a meeting with the Director of Teaching and Learning for the purpose set forth above, if such meeting has not already occurred. The Director of Teaching and Learning shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the caregiver for school communications, or by other method of delivery agreed to by the Director of Teaching and Learning and the caregiver.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the Director of Teaching and Learning determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of HCCPS.

The Director of Teaching and Learning shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a Director of Teaching and Learning may, in their discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Director of Administration. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Director of Administration of their appeal. The student has the right to counsel at the hearing before the Director of Administration. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Director of Teaching and Learning may suspend a student for a period of time determined appropriate by the Director of Teaching and Learning if the Director of Teaching and Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of HCCPS.

The Director of Teaching and Learning shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Director of Teaching and Learning will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Director of Administration. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Director of Administration. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Director of Administration has the authority to overturn or alter the decision of the Director of Teaching and Learning. The Director of Administration shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Director of Teaching and Learning may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Director of Teaching and Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of HCCPS.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Director of

Administration, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Director of Administration.

The student shall notify the Director of Administration in writing of their request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Director of Administration hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Director of Administration has the authority to overturn or alter the decision of the Director of Teaching and Learning. The Director of Administration shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Hilltown Cooperative Charter Public School

POLICY CONCERNING DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Disciplinary Actions and Due Process

Whether or not a student receives special education, HCCPS shall comply with its discipline policy if and when a student misbehaves and violates the school code of conduct. In all situations, discipline must be fair and even-handed.

In general, any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Before any removal or suspension the Director of Teaching and Learning shall inform the student of the accusations against them. The student shall also provide the student with the opportunity to provide their side of the story. Unless an emergency situation that may affect the safety and well-being of the school, prior to any meeting with a student concerning disciplinary action, the Director of Teaching and Learning shall attempt to notify the parent(s)/guardian(s) of the student, both orally and in writing, of the disciplinary meeting and shall invite the parent/guardian to attend the meeting.

In every case of student misconduct for which suspension may be imposed, the Director of Teaching and Learning shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports

All notices to parent(s)/guardian(s) concerning short-term (less than 10 days) suspensions, shall be in the primary language of the home, if other than English and shall set forth:

- The disciplinary offense;
- The basis for the charge;
- Potential consequences, including potential length of a suspension;
- Notice of the opportunity of the student to have a hearing with the Director of Teaching and Learning concerning the proposed suspension or disciplinary action;
- Notice of the date, time, and location of such hearing; and
- Notice of the right to have an interpreter service attend the hearing

If a student may receive a long-term suspension (more than 10 consecutive school days or a suspension that would amount to the 11th non-consecutive day of suspension during one school year), the notice must include those items listed above, **and** the following:

Notice of the following rights at the hearing:

- Opportunity to review the student's record and the documents upon which the Director of Teaching and Learning may rely upon during the hearing, prior to the hearing;

- Right to be represented by counsel or a lay person chosen by the student during the hearing (at the student's or parent/guardian's expense);
- Right to produce witnesses on behalf of the student and to present the student's explanation of the alleged incident;
- Right to cross-examine witnesses presented by the school; and
- Right to request that the hearing be recorded by the Director of Teaching and Learning and to receive a copy of the record
- Notice of the right to appeal the Director of Teaching and Learning's Decision to the Board of Trustees

All disciplinary determinations shall be made in writing and sent to the parent(s)/guardians.

Manifestation Determination

HCCPS shall follow the special disciplinary rules for students with disabilities who have been found eligible for special education. These special disciplinary rules apply as soon as a student is removed from their current education placement (whether at HCCPS or off the premises) for more than 10 days in a row, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year and there is a pattern of removal for comparable behaviors. The Director of Teaching and Learning shall notify the student's parent/guardian as soon as the decision is made to remove the student from their education placement for more than 10 days.

Thereafter, the student's IEP Team shall meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "manifestation determination," the IEP Team, including the student's parent(s)/guardian(s) shall determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP.

In making the manifestation determination, the IEP Team must consider relevant information from the student's file, including the student's IEP, your and the teachers' observations of the student's behavior, and any relevant information that the parent(s)/guardian(s) provide.

If the IEP Team determines that the student's behavior **was not** caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.

The IEP Team, however, must determine the interim alternative educational setting ("IAES") where the student will be placed and the educational services that will be provided. An IAES is a setting other than the student's current placement that enables the student to continue to receive educational services according to their IEP. School personnel may consider the student's unique circumstances in determining whether a change in placement is appropriate for a student with a disability.

If the IEP Team determines that the student's behavior **was** caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student must be returned to the last approved IEP placement unless the IEP Team decides on a different placement. The student shall also undergo a functional behavioral assessment. A functional behavioral assessment is a comprehensive assessment of behavior that provides the IEP Team with information about the student's behavior and identifies behavioral intervention services and program modifications that are designed to address the behavioral violation so it does not recur.

If the student has already had a functional behavioral assessment and has a behavioral intervention plan, then the IEP Team shall determine if any changes should be made to the behavioral intervention plan. If the behavior was caused by the failure to properly implement the IEP, the school shall take immediate steps to remedy the deficiencies.

If the student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event, the student may be placed by the Director of Teaching and Learning in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while they are in the IAES.

Instruction Provided to a Student Removed from School

During a short disciplinary removal, the school is not required to provide instruction to a disabled student unless it does so for non-disabled students.

However, once a student with a disability has been removed from the school or from their placement for more than 10 cumulative days during the school year the student must receive educational services that will allow the student to continue to participate in the general education curriculum and to progress toward the goals set out in their IEP. The Director of Teaching and Learning shall consult with at least one of the student's teachers to determine what services are necessary. These services shall begin on the 11th school day of a student's disciplinary removal during the school year and continue during the disciplinary removal.

Appeal of a Disciplinary Decision

If a parent/guardian disagrees with the Director of Teaching and Learning's decision, the parent/guardian may appeal to the Board of Trustees. The Board of Trustees shall hold a hearing within three (3) school days upon receipt of the notice of appeal, unless the parent/guardian/student requests an appeal of up to 7 additional calendar days. The Board of Trustees shall send written notice of the time, date, and location of the hearing parent(s)/guardian(s).

During the Board of Trustees' hearing, the student shall have all of the same rights and due process as enumerated in Section 1 of this Policy. The Board of Trustees shall issue a written decision within five (5) calendar days of the hearing.

If a parent/guardian disagrees with the Board of Trustee's decision regarding placement of their student under the disciplinary provisions or disagrees with the manifestation determination, or if HCCPS believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or HCCPS may appeal the decision by requesting a hearing with the Board of Special Education Appeals ("BSEA").

The BSEA will convene a hearing on a disciplinary placement or manifestation determination on an expedited schedule. During the appeal of a disciplinary placement or manifestation determination, the student must remain in the IAES until the hearing officer makes a decision or the disciplinary period is completed, unless the caregiver and the school district agree to a different placement.

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL CALENDAR 2022-23

August

24 - First day for new Teachers
25 - First day for returning Teachers
29 - First day for TAs
31 - **Practice Kindergarten** 9-11

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

1 **Students' First Day**
5 **NO SCHOOL** Labor Day
6 **NO SCHOOL** Prof. Dev.

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

10 **NO SCHOOL** Indig. Peoples Day
19 **HALF DAY** 11:50 dismissal - Prof. Dev.
20 **HALF DAY** 11:50 dismissal - Conferences
21 **HALF DAY** 11:50 dismissal - Conferences

OCTOBER						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

8 **NO SCHOOL** Prof. Dev.
11 **NO SCHOOL** Veterans' Day
23-25 **NO SCHOOL** Thanksgiving Break

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

8 **HALF DAY** 11:50 dismissal - Prof. Dev.
23 **HALF DAY** 11:50 dismissal
26-30 **NO SCHOOL** Winter - Break

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

2 **NO SCHOOL** New Year's Day Observ.
16 **NO SCHOOL** Martin Luther King Day
27 **NO SCHOOL** Prof. Dev.

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February

8 **HALF DAY** 11:50 dismissal - Prof. Dev.
20-24 **NO SCHOOL** Winter Break

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March

15 **HALF DAY** 11:50 dismissal - Prof. Dev.
16 HALF DAY 11:50 dismissal - Prof. Dev.
17 HALF DAY 11:50 dismissal - Prof. Dev.

APRIL						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April

5 **HALF DAY** 11:50 dismissal - Prof. Dev.
17-21 **NO SCHOOL** Spring Break

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May

3 **HALF DAY** 11:50 dismissal - Prof. Dev.
29 **NO SCHOOL** Memorial Day

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June

16 **LAST DAY, HALF DAY** if no snow days
19 **NO SCHOOL** Juneteenth Indep. Day

With the use of 5 cancellation days, the last day of school will be June 26.

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

July

4 Independence Day

*Grades K-5 dismiss at 12:30 on Wednesdays, except where noted

*Please check the Hilltown Newsletter and ongoing Google calendar for updates throughout the school year.

SNOW DAYS/CLOSURES

Check your email, Hilltown account, messaging, or voicemail.

Check the web: www.hilltowncharter.org

or

or check local TV channel 40 or 22

The Hilltown Cooperative Charter Public School

1 Industrial Pkwy., Easthampton, MA 01027

Phone: 413-529-7178, Fax: 413-527-1530

www.hilltowncharter.org e-mail:
info@hilltowncharter.org

ABSENCES

If your child will be absent, please email
attendance@hilltowncharter.org

Caregivers can find more documents and information in their Hilltown Portal.
for help accessing your portal, please contact Administrative Assistant Monique Bourgeois.