

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL



Family Handbook and Directory 2018-2019

We hope that the information in this book will help make your year at Hilltown informed and enjoyable. Please come in at any time to clarify or to ask questions. Translations of this or any other school document 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 Dan Klatz, Director Administrativo.)

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

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 parent 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 2015 we received our fourth charter renewal.

Congratulations Hilltown for twenty-three successful and creative years!

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HILLTOWN PERSONNEL 2017 - 2018

Teachers

Kerri Simonelli, Blues (K-1)
Rebecca Belcher-Timme, Indigos (K-1)
Nan Childs, Greens (2-3)
Paula Yolles, Yellows (2-3)
Kate Saccento, Oranges (4-5)
Alec MacLachlan, Reds (4-5)
Paula Ingram, Purples (6)
Peter Kennedy, Purples (6)
Beth Adel, Prisms (7-8)
John Van Beckum, Prisms (7-8)
Rachel Merrell, Prisms (7-8)
Joanna Morse, Prisms (7-8)
Marguerite Durant, Music & Movement K-6
Jay Witbeck, Prisms Music Teacher/ Music TA
Cindy Sperry, Atelier (K-1)
Laurel Loomis, Atelier (2-6)
Joy Kinigstein, Atelier (7-8)/ Atelier TA
Grace Mrowicki, Technology Coordinator
Cait Browne, Special Education
Gaby Blaustein, Special Education
Emily Lees, Special Education
Andrea Hearn Reading Specialist
Juan-Carlos Carpio, Spanish (7-8)
Alex Niemiec, Phys. Ed.

Teaching Assistants, Instructors and Specialists:

Seana Lamothe, Indigos TA;
Christcyra Sok, Indigos graduate intern,
Beth Dirks, Blues TA
Sarah Welch, Blues TA
Brian Horrocks, Greens graduate intern
Tonya Andrews, Yellows TA
Sarah Levine, Oranges graduate intern
Julia Ginsburg, Reds graduate intern
Danielle Fischer, Purples TA
Tanisha Lopes, Purples TA

Amy Hoopes, Prisms TA

Roman Sanchez, Prisms TA

Talya Lercari, Prisms TA

Carolyn Ketcham, Prisms Special Education TA

Stephanie Small, 2-5 Special Education TA

Meghan Siudzinski, Community Service Learning and Program support

Student Support Team

Deb Haas; Nurse, Health Ed.

Emilie Woodward, School Counselor

Amy Linnell, Speech Therapist

Jeanne Schubmehl, Occupational Therapy

Diane Droescher, Physical Therapy

Administrative Staff

Lara Ramsey, Director of Teaching and Learning

Dan Klatz, Director of Administration, Civil Rights Coordinator

Deirdre Arthen, Director of Community and Family Engagement

Justin Smith, Coordinator of Student Services

Monique Bourgeois, Administrative Assistant

Carla Clark, Bookkeeper/ Purchasing Agent

Nicole Grinaski, Kids Club Coordinator

Board of Trustees

Penny Leveritt, President

Tim Reynolds, Vice President

Amy Reesman, Clerk, Governance Committee chair

Matthew Dube, Treasurer, Finance Committee chair

Chris Greenfield, Facilities Committee chair

Joe Wyman, Personnel Committee chair

Paula Ingram

Liz Preston

Noelle Stern

Friends of Hilltown Board of Directors

Barbara Oegg, President

Melissa Casinghino,

Maryellen Rousseau



MISSION

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

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, 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.

Parents and teachers help children to care for and respect themselves and each other. We strongly believe that 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 does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement. Our enrollment for the 2018-2019 school year is 218 students, kindergarten through grade 8, in twelve mixed-age classrooms.

In January each year, the school advertises and holds an open Informational Meeting 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, parents are notified of acceptance or waiting list status. Parents 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 s/he has 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 hierarchical one with a principal, vice-principal and so on. Three directors work together to ensure that the school is viable and stays true to its mission, sharing the responsibility of guiding and operating the school. They each report directly to the Board of Trustees.

The Director of Teaching and Learning, Lara Ramsey, 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, Dan Klatz, is responsible for much of the reporting that goes to the state. He manages the facility, admissions procedures and school finances and hires and supervises the office staff, school nurse and custodial crew, and is the School's Civil Rights Coordinator

The Director of Community and Family Engagement, Deirdre Pulgram-Arthen, bridges the line between inside and outside of school, developing systems for parent and community volunteers and institutional partnerships, scheduling and facilitating Coop meetings and family events, coordinating the school's event and fundraising calendar and overseeing the Community Service Learning program.

THE COOPERATIVE and PARENT PARTICIPATION

The Hilltown School is structured as a cooperative. We believe that education is enhanced by strengthening the ties between school and home, so parental involvement is an essential factor in the school. Parent 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 parents, 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.

Parents 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 (see below).

CO-OP meetings are held between once and three times a year, depending on the need. Parents are strongly 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 parents to support their child's learning, feel informed and connected, and also get to know other parents. At Hilltown we rely on volunteers to help us create the richest possible learning environment. There are many ways for parents (and grandparents) to participate in this cooperative community and we encourage every parent to volunteer for the school in some way every year. Almost everyone meets that expectation - many reaching or exceeding the household goal of 4 hours (or more) per month. These hours are recorded using the parent portal or paper forms.

All parents are asked to complete an individual Volunteer Resource Form 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. Parents who want to spend time with students in the classroom or driving on field trips must give permission for a state CORI check as well.

Dissemination

You can find the full details of our dissemination efforts in our Annual Report (www.hilltowncharter.org)

This year we will be partnering with E.N. White Elementary in Holyoke, Mass. Our exchange involves sharing our model of arts integration and our practice of collaborative curriculum development. We are also collaborating with Easthampton Public Schools by way of sharing professional development opportunities and teacher observation opportunities.

COMMUNICATION

Good communication among parents, staff and the Board is essential. Upcoming events are posted in the main entry way and there are also mailboxes there for each family (see below). In the Family Corner you will find a bulletin board where announcements and minutes from Board and committee meetings are posted.

The Hilltown Newsletter is published online 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 parents or other entities. Parents may also use this section to request carpool help or offer give-aways. We try to minimize ads, but sometimes they are of interest to our families, so anything profit-making, like sales of items by families or advertisements for classes require a small fee. Contact Deirdre about this. The Newsletter is sent by email via Constant Contact. Make sure that your in-box is ready to receive it so it doesn't go to SPAM.

Please be sure to give the main office any address, e-mail or phone number changes throughout the year so that we can stay in touch with you. A Family Directory is available through your account in the the Parent Portal and may also be obtained in a paper version to help parents 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 your own directory listing in the Portal if your contact information changes.

Communication with Teachers

While teachers welcome greetings during drop-off and pick-up times, they are generally unable to discuss individual concerns with parents then. A written message left for the teacher in the Main Office, an e-mail or a phone call is a better way to set up a time for uninterrupted discussion. 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 messages with the Administrative Assistant to pass along in person. Teachers are not expected to be immediately available to parents and students at night or on the weekends.

Communication with Students

During the day you may leave messages for students in the office 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 Directors have an open door policy and are always glad to converse with parents.

Board of Trustees meetings are open to everyone and has room for public comment period during its meetings. Many committees have open membership and participation in the work is a great way to have input into how things happen.

The Hilltown Special Education Parent Advisory Committee is a parent-run organization directly liaised with the Coordinator of Student Services 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, parents, 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 Community Team, a group of both active parents and staff members, can be a good resource when you have questions or concerns. They host parent gatherings and morning coffee hours that are open to all and can be a good place for informal conversations. Times will be publicized in the Newsletter. Parents with questions about the school and its policies may also turn to the Director of Community and Family Engagement. She will do her best to provide an answer and can also schedule a Coop Meeting to discuss particular issues when a group conversation would be beneficial.

Family Mailboxes

Mailboxes are located in the main entryway and parents are asked to check them every week. Although most communication is done through email, some important materials are distributed here, sometimes with short notice, of upcoming events or changes in plans. You may miss something if you are not on top of your mail. The mailboxes are for official school communications only. Please do not use the mailboxes for distributing invitations or non-school-related information.



SCHEDULES AND DAILY LOGISTICS

Massachusetts General Laws require children to attend school regularly. Parents 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 look at it to familiarize yourself with the limits on absences and tardiness.

Arrivals and Departures

Classroom doors open and school begins at 8:15. Attendance is taken at 8:20 and timeliness is key. Drop off is permissible at the playground at 8AM when staff supervision is provided. Straggling arrivals and departures create disruption, distractions and chaos in the classroom. We prefer that parents walk young children into the school. After 8AM you may wait together either outside or in the Family Corner until classroom doors open at 8:15. The school's main entrance, which is the only one that will be unlocked for entry into the building, is at the center of the building facing Industrial Pkwy. Please use the sidewalk from the parking lot to the front door and the crosswalks for safety. Young children should never walk alone in the parking lot at any time.

Please cross the street carefully with your child. Use the crosswalks and follow the marked parking and traffic pattern to prevent accidents. Students who need to be dropped off early may arrive any time after 8:00 and play on the playground, which will be staffed (or in the Family Corner during inclement weather) until 8:15 when classroom doors open. The school has a designated drop-off lane in front where no parking is permitted.

Doors are locked between 8:20 am and 2:45pm and no child may leave without an adult or written permission.

The school day ends at 3:00, except on Wednesdays when grades K-5 end at 12:30 and only the Purples and Prisms (6-8th grades) continue until 3:00. Please be prompt at pick-up times and make your way out of the building as calmly and quickly as possible. All students must be signed out by an adult as they leave their classrooms at the end of the day. With written parental permission, students may leave school on their own to walk home, or take the PVT A bus.

No Idling. When waiting to 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.

The full Attendance Policy may be found in the Appendix.

Late Arrivals

If a child arrives after 8:20, she will be tardy and will find the door to the building closed. Before entering, she will need to pick up a "Late Pass" from the office in order to be admitted. 5 "tardies" equal one unexcused absence. (See Attendance Policy in appendix) Persistent tardiness will result in a telephone call from a teacher or an administrator and may necessitate a meeting between parents and the administration.

Absence and Illness

If your child will be absent due to illness or for any other reason, please email that information to attendance@hilltowncharter.org before 8:30am. If you really need to speak with someone, please call the main school number, 413-529-7178, and press "0" right away. See Attendance Policy on page 22 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 the child 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 in the office when you leave. It is important that we have an accurate count of students actually in the building in case of emergency.

Carpools and Playdates

Please be sure that the office has an accurate schedule for your carpool. If you need to make an early pick-up or if a child is leaving with a friend's parent, please fill out an Attendance/Pick-up memo in the main office. Students may not use office phones or personal cell phones to make social plans. Please arrange playdates ahead of time and keep us informed.

Snow Days

HCCPS chooses its own snow days. We do not follow Easthampton or any other district though we are usually similar. When school is closed or delayed, the school sends a text and or automated phone call to parents who wish to receive either or both, an email to all parents; posts on the school's website: www.hilltowncharter.org; and posts on the "closings" page at www.wwlp.com and www.wggb.com (channel 40). We have a policy that allows the school two "Blizzard Bag" days, which means that up to two Snow Days may include a take-home kit of school related activities and assignments in order to offset up to two days of school that would otherwise be added to the school calendar in June.

A FEW SCHOOL POLICIES

Visiting the School

Parents are welcome at Hilltown at any time, and in the classrooms at any time except during active test hours. We regularly have parents in the building. Many other visitors come as well, including educators, grandparents and community volunteers, so students are used to seeing many adult faces throughout the day. Family visitors are asked to wear a special sticker which is available in the classrooms and office when they are here at times other than drop-off and pick-up so that staff and students can recognize that you belong here. Other visitors sign in at the main Office and wear a Visitor Pass while they are in the building.

No Hats at School

Students are not allowed to wear hats in school. Hats are permitted during outdoor activities.



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 or incoming calls or texts are permitted. Should you need to get a message to your child during the day, please call the main office and we will either relay the message or, in an emergency, connect you with your child's classroom.

Students who need to bring in their devices for after-school communication must turn them in at a Director's office upon arrival and retrieve it when they leave. Students found in possession of a device during the day for the first time will have the device taken away, will receive a warning and the parents will be informed. If it happens again, the device may only be retrieved by a parent. Any subsequent offense will result in an in-house suspension. Any cell phone or iPod found in use will be taken to a Director's office and may be retrieved from there at the end of the day by the appropriate person - parent or student.

This policy also applies to evening events held at school, including, but not limited to, the all-school sleepover and 6,7,8 dances.

Other things to leave at home

Hilltown policy prohibits electronic games and equipment, pocket knives, and weapons of all kinds - toy or actual (see weapons policy in appendix). The limitations of our space require that yo-yos only be used outdoors. Skateboards and bikes are only permitted when used as transportation to and from school.

Recess Snow Rules

All students K-5 must wear boots and snow pants at recess if there is snow on the ground. If they don't wear these items, then they are restricted to the blacktop. While we don't advise it, older students are exempt and can suffer with wet clothes if they want to.

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 most 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 $\frac{1}{2}$ of the cost of replacing it.

For more policy information, please visit your family portal or contact Dan Klatz, Director of Administration, Lara Ramsey, Director of Teaching and Learning or Deirdre Arthen, Director of Community and Families.

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 use re-closable, re-usable and non-glass containers as well as silverware that can be taken home and washed. Students are expected to rinse and recycle any disposable containers, and disposable plastic utensils create needless waste and damage the environment. No refrigeration or warming facilities are available. We encourage students to bring home all trash and uneaten food.

We have a hot school lunch program that is provided by local vendors. Order forms can be picked up at school or found on the website and dropped off with payment in advance. Those eligible for free or reduced-cost lunches can get applications from the "Blank Forms" file box in the Main Office or on the website.

On Fridays, we offer students pizza for \$1.50 per slice as a fundraiser. One-time orders must be submitted by Thursday afternoon and full-year order forms are available in the office.

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. We currently have local partnerships with Soldier On, the Lathrop Home and Arcadia, as well as with international organizations including UNICEF and Amnesty International.



Hilltown Activist Team (HAT)

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. At the beginning of each year families are asked to contribute a modest sum to cover fees for field trips for the entire year. Subsidies are available for those who need them. The Prisms and Purples classes each take an extended field trip each year, which are funded separately by the school, parents and by student effort. Parents are notified in advance of upcoming trips and sometimes are required to sign an additional form for a specific trip.

Lost and Found

The main lost and found is located on the 2nd floor stair landing. During the winter it quickly grows out of control. **Please label children's clothing, especially outerwear,** and check the lost and found frequently. Every couple of months, a volunteer will put out a notice, bring out the contents and display all unlabeled items in the all-school space for four school days. After those four days, unclaimed items will be donated to charity.

SCHOOL-WIDE ACTIVITIES

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

Lunchrooms

Each month K-6 students are assigned to a new lunchroom where they eat with students from all the other classes. This way they get to know students of all ages. Children are expected to sit, eat and converse with table-mates for 20 minutes before returning to their own classrooms. If a child wants to request a special "lunch buddy" for the coming month, he may make a written request to the Director of Administration (Dan) one-week before the start of the new month.

Recess

All students have recess daily, outside whenever possible. Two classes generally go out together. We go out in all kinds of weather, and appropriate clothing is essential. Boots, gloves and snow pants are required during the winter and sturdy shoes are recommended all year. It is important that young children keep an extra set of clothing and socks stored in their cubby at school.

Mini-courses

Mini-courses are a wonderful opportunity for students to explore an activity in depth, with students of all ages, and with an adult other than their own teacher. All students select from the options offered by the teachers, parents or community members. In the past choices have included playwriting, drumming, mural painting, nature studies, newspaper production or yoga. Mini-courses take place several times a year on Thursdays from 1:30 - 2:50. They generally run for 4 weeks and are often followed by presentations to the school community at All School. If you are interested in teaching or helping with a mini-course, contact Director of Community and Family Engagement (Deirdre).

"All-School"

Hilltown supports the sense of school community by holding a weekly gathering of all the classrooms each Friday at 2:10pm. Content varies from week to week and involves some combination of singing, announcements, birthday celebrations and sharing of something learned during the week. Parents and families are encouraged to attend whenever they can. Specifics and time changes are published in the weekly newsletter.

"Il Teatro"

Several times a year, students are encouraged to share music, poems that they write or love, skits or other self-initiated creative performances with the entire student body at 8:30 on a Friday morning. These productions are rehearsed outside of school hours and the performances are greatly anticipated within all of the classes. Parents are invited to attend or 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 Welcoming 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 the recognition of Martin Luther King Jr Day and Earth Day, the school does not celebrate holidays in any formal way, although classroom discussions of diverse family traditions are 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. Some classes permit a birthday child to bring in a special snack to share with the class. Please check with the teacher and keep food sensitivities in mind. Please keep invitations and conversations about birthday parties outside of school and be sensitive to the feelings of children who aren't invited when transporting groups from school to a party.

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 parents and get involved in the school community. The Winter Fair, an annual family event including craft-making tables, performances and a book sale, is held at the beginning of December. Art Spark, in the spring, is an all-adult event, usually featuring performances, an auction and always great food. The Prisms students host a Coffeehouse in February with dinner for all and student performances. A Science Fair, Grandparents' Day, the spring Music Festival where all of our students perform, and 8th grade Graduation round out the year's big events.

Community events of all sorts are scheduled throughout the year. Look for: classroom orientation meetings, potlucks, parties, dances for older students, games nights, movie nights, parent workshops, student performances and the Coop meetings.

During school events outside of normal school hours, the school's basic policies regarding student behavior - no running, shouting, climbing or going outdoors without an adult - and no cell phones remain in effect.

Staff members are not on-duty after hours. Parents are responsible for supervising their children at all times. In the event that students' behaviors become dangerous or distracting during an event, the activity will be stopped and parents will be asked to re-establish order before it resumes.

ADDITIONAL PROGRAMS

Hilltown offers several after school enrichment and childcare options for a minimal fee. Some ongoing programs like chorus or running club cost a flat fee for a semester's participation; others, like Kids' Club (see below), charge by the session and offer discounts for multiple children. All of the specifics and sign-up forms are available both online and in the Main Office.

Families entitled to free or reduced lunch may be entitled to fee reductions or waivers and those applications are available in the office or online as well.

Kids' Club

The HCCPS Kids Club Program is a daily after-school offering for students of all ages, running from 3:00-5 (Mon, Tues, Thur., Fri) and 12:30-5 on Wed. It is a combination of indoor and outdoor activities including snack, games, arts and crafts, cooking, theater, music, and quiet, supervised space for home study or reading. Registration forms are available in the main office or online and prepayment is required. Same day- sign up is possible on a space available and pre-pay basis.

Chorus

The Hilltown Chorus, for students in grades 2-5, meets in semester sessions on Wednesdays, from 12:50 - 1:50 pm.. All children must bring or order a lunch on that day. Enrollment forms will be distributed at the start of the year with pertinent dates and fees.

Hilltown Harmonies

This vocal group for Purples and Prisms students has a focus on acapella, popular and world music and will be led by Prisms music teacher, J Witbeck. There will be two semester sessions that will meet on Mondays from 3:15 - 4:30. Enrollment forms will be distributed at the start of the year with pertinent dates and fees. Please send students with extra snacks for the afternoon.

Team Sports - Tuesday and Thursday afternoons

The school's Ultimate Frisbee team meets in the spring, after the snow melts. It is coached by teachers but it also relies heavily on the parents of the players for support during the season. We pride ourselves on good sportsmanship. Students from the Prisms, Purples, Reds and Oranges may participate.

Cross Country Running Club serves students in grades 4-8. It meets in the fall, on Tuesday and Thursday afternoons and members may choose to compete in some local meets. Be on the lookout for enrollment forms with pertinent dates & fees.



Instrumental Ensembles

Hilltown arranges rehearsal time for a variety of instrumental ensembles and bands as determined by student and parent interest. Information about this year's offerings will be in the Newsletter and registration forms will be available in the office.

Any parent-sponsored or other after-school clubs or programs, such as Environmental Club, Chess Club, Math Club, Fiber Arts, Ski Club or Scrabble Club, will be announced in the Community Section of the Newsletter as they are scheduled.

The children of parents who volunteer weekly in specific afterschool programs may participate in those programs for no fee. See the Director of Community and Family Engagement to get involved.

FUNDRAISING

Like most public schools, 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 for the school with a special focus on the **Annual Fund**.

Our major yearly events include a family **Winter Fair** family craft-making and book sales in early December and **Art Spark**, an adult evening event in the spring including an auction. Hilltown also participates in ongoing school-wide efforts including Boxtops for Education, monthly Dean's Beans coffee sales and purchase programs at Target, Big Y and Stop and Shop

The Friends of Hilltown organizes an annual fundraising appeal to raise money both for operating expenses and to fund a rolling arts grant program available to teachers throughout the year.

The Purples & Prisms classrooms also organize fundraising projects during the school year if needed for overnight field trips. All fundraising projects must be vetted through the Director of Community and Family Engagement to avoid conflicts.

HEALTH AND WELL-BEING

A Healthy School Environment

No smoking by adults or students is permitted in or around the school building.

We ask that community members refrain from using "added scents" at school and at school functions in deference to those with chemical sensitivities and allergies.

Health and Immunization records

All new students, as well as every 4th grade and 7th grade student needs to have an updated physical exam form and immunization record on file at the beginning of the school year. In

accordance with Massachusetts Law, your child must have written proof of required immunizations as part of their school health record in order to attend school.

The only exemptions from this regulation are if you choose to not vaccinate your child for religious or medical reasons. A medical exemption must be documented by your healthcare provider. There is a NEW regulation from the state to ensure that the student body is best protected from vaccine preventable disease. Beginning in the fall of 2018, religious exemptions to vaccination must be renewed annually, like medical exemptions. Any student who currently has a religious exemption on file will be allowed to maintain that exemption for the 2018-2019 school year, but it will have to be renewed for the 2019-2018 school year. This is to inform you that moving forward, all religious exemptions must be renewed annually. If there is an outbreak of a vaccine-preventable disease such as chickenpox or measles, students who have not been vaccinated may need to be excluded from school for a certain period of time.

Medication

Students may not carry any sort of medication (including homeopathic, over-the-counter, herbal or prescription) with them at school. The school nurse may dispense prescription or over the counter medications to children during the school day only if a specific permission form has been filled out by the parent and the prescribing physician. These forms are available in the office or from the nurse. Medications, labeled and in their original packaging, must be left with the nurse and may be refrigerated if needed. The only medications that students are permitted to carry are inhalers. Health care provider and parent consent forms must be on file in the nurse's office to allow students to carry inhalers.

Life-Threatening Food Allergies

There are some students that have severe peanut, tree nut, or other food allergies. Strict avoidance of these foods is the only way to prevent a life threatening allergic reaction. Since we do not have a cafeteria and the students rotate lunch rooms we have put in place strict guidelines so that our community remains safe for allergic children.

These guidelines include:

- No sharing of food is permitted in the K-6 lunchrooms.*
- Hand washing will occur before eating.*
- A peanut-free/allergen-free table will be established in applicable classrooms if necessary.*
- We encourage that food for class celebrations/community events be nut-free. If not, then all ingredients must be listed and the food will be placed in a separate area.*
- Eating is not allowed on the play structure.*

We are not a nut-free institution

Screenings

Regular state mandated health screenings, including vision, hearing, and postural screening are conducted yearly. In addition, the nurse administers SBIRT (Screening, Brief Intervention, Referral to Treatment) for the 8th grade. This is an approach to screening and early intervention for substance use disorders and students at risk for developing substance use disorders. SBIRT emphasizes combined effort of screening and treatment services as part of a cooperative system of early intervention.

Parents will be notified when the screenings are scheduled, and afterwards in writing of any problems, and may choose to opt-out of any of the screenings.

Lice Protocol for Parents

Lice are a fact of life in most schools these days. We do our best to avoid problems and prevent stigmatization of children that have lice via education. It should be remembered that in most cases when lice are found, the child has likely had them for about a month. If a child is found to have lice while at school, a parent will be called to notify them of the issue so that treatment can be started that day after school. The nurse will inform the parents of the classrooms involved and will perform a head check on the student's classmates in both mixed classrooms to determine the extent of children infected. Prior to returning to school, the child will be checked by the nurse for any lice or nits. The parent and child should report to the nurse for this check before heading to the classroom .

As per the American Academy of Pediatrics recommendations, "No healthy child should be excluded from school or allowed to miss school time because of head lice or nits". If active lice remain, the nurse will work with the family/health care practitioner to identify barriers to the adequate treatment of lice.

There is much overlap of children in our community with lunch rooms and siblings. It is incumbent upon parents to communicate with the school nurse, as well as with other parents. This is the only way that we control the problem. Feel free to discuss this further with the nurse or your health care provider.

Infectious Diseases Protocol

The school nurse will notify parents in writing if an infectious disease is found in a classroom, i.e. strep throat, pink eye, ringworm. If there are numerous cases in the school, an all-school alert will be sent via email. If your child has an infectious illness it is a courtesy to let Deb know so that she can inform parents of other children in the classroom and thus the parents will be able to monitor their children for symptoms and follow up as necessary.



Every Tuesday Bike-to-School Group

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, parents, 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, parents and teachers define appropriate behaviors that meet those ends. We expect relations between adults within the community - parents, teachers, staff and volunteers - to be respectful and provide a model for the students.

HCCPS is an inclusive and non-discriminatory community. If you ever feel that you have been discriminated on the basis of sex, race, color, national origin, sexual orientation, gender identity or disability you should contact our Civil Rights Coordinator, Dan Klatz.

Community Compact

Each year parents, students, teachers and administrators at Hilltown are asked to sign the Community Compact (see appendix), which puts into clear language our expectations for each member of our school community. This is a formalization of the commitment that we have to one another to build an environment for learning filled with respect, responsibility and openness. The Compact, along with clear definitions for students of its language and meaning, is reviewed with students by teachers in each classroom at the beginning of the year and is revisited as needed during the year.

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 a Director's office.

Parents 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.

Teaching Staff

We are fortunate to have a strong, stable and highly qualified teaching faculty at Hilltown. Half of our teachers have been here over 5 years and their collective experience shows in the quality of their work. Parents may request to see information about any teacher's credentials at any time by asking Lara Ramsey, the 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 parent 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 his or her 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 his or her concerns. As part of your conversation, it may be decided that an 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, make a request in writing to Justin Smith, the Student Services Coordinator, for a special education evaluation. 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 parents, where a plan is developed collaboratively.

Classroom Assignment

Classes at Hilltown are mixed age in nature 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 Directors 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 parents. If after serious consideration of all factors, the wishes of parents and the judgment of the Education Domain differ and resolution is not possible, the Directors of Teaching and Learning and 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 Iowa 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 go home 3 times a year and parent conferences occur in the fall. In addition, parents may request additional conferences at any time.

GOVERNANCE BY DOMAINS (or... 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 Directors 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, Lara Ramsey, 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, Dan Klatz, 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 and Bookkeeper are responsible for staffing the office, answering the

phone, and coordinating the day to day procedures in the school office. Monique Bourgeois is the Administrative Assistant, Carla Clark is the Bookkeeper.

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 Director of Community and Family Engagement, Deirdre Arthen, administers this domain, overseeing Community Service Learning for the students, developing systems to serve and include parents and other volunteers, overseeing our partnership with Americorp 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 Director to ensure that parent 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 Hilltown School. It operates using a consensus model and makes decisions on the hiring of Directors, and contractual relationships. Members of the Hilltown Cooperative Charter 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 parents at the school. The school's three coordinators attend Board meetings as speaking but non-decision-making members. Schedules of BOT meetings, agendas, and minutes are available for parents to review on the bulletin board by the Directors' offices and on our 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 someone on the Board

Domain Council meets bi-weekly and is made up of the three Directors and the President and one other member of the Board of Trustees - usually the Vice-President. These Board members serve as the supervisory team for the Directors, and in these frequent meetings, have many opportunities to work closely with the Directors 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.

The Community Team is composed of the Director of Community and Family Engagement, several parents, and volunteer staff members. It is responsible for helping to maintain the strong sense of community that is so important at Hilltown. Team members foster the community feeling in the school by hosting morning coffee hours and other special events to help families make connections with each other, by acknowledging and recognizing the contributions that individuals and groups make to the school, and by increasing communication through outreach to parents and staff to engage around current topics of interest or concern.

Long Range Planning

In 2014 the Board of Trustees completed a strategic planning process to set goals and guidelines for the school for the next 10 years. A committee of staff, parents and trustees, with input from the entire community, engaged in a year long process and the resulting document is available on the website, in the Family Corner or from the Director of Community and Family Engagement.

APPENDICES

APPENDICES INCLUDED:

Home Study Guidelines

Attendance Policy

The Community Compact

Grade Placement Policy

Harassment Policy

ELL policies

Weapons and Controlled Substances Policy

State and Federal Education Laws

Bullying Prevention Plan

Suspension/Expulsion Policy

Student Computer Technology Acceptable Use Policy

Physical Restraint Policy

Grievance Procedure

Complaint Procedure

OTHER DOCUMENTS YOU MAY WANT TO READ

(Available on our website: www.hilltowncharter.org or in your Hilltown Portal)

Annual Reports

School By-laws

Long Range Plan for 2014-24

Charter Renewal Application 2014

Hilltown Accountability Plan

Education Materials selection policy

Board of Trustees officer and committee descriptions

Student Computer Technology Acceptable Use Policy

Consensus process description

Consensus-process articles



Home Study Guidelines

Students in the younger grades are expected to read or be read to every night for at least twenty minutes. We see this as a way to develop good habits as readers, which is a major goal of the primary grades.

Beginning in fourth grade, students will continue with nightly reading, however specific books will be assigned as part of their literature study. In addition, students will have one or two math problems every night, Monday-Thursday.

6th-8th grade students will have more regular, systematic assignments. Sixth graders can expect up to one hour per night, and seventh and eighth graders can expect between sixty and eighty minutes per night.

Specific Home Study expectations by class

Blues, Indigos, Greens and Yellows:

At least 20 minutes of reading or being read to reach night.

Oranges and Reds: Up to 30 minutes of reading nightly, plus one or two math problems

Purples: 60 minutes each night, M-Th plus occasional weekend assignments.

Prisms: 60-80 minutes each night plus some weekend work on major projects.

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 parents 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, Dan Klatz)

Family vacations are not considered excused absences.

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

- 1. Parents are expected to call in by 8:20 a.m. to inform school of illness or family emergency. If we have not heard from a parent 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 parent 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 creates 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. Parents 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.

- Phone call to parent*
- Community compact meeting with parents/guardians*
- Referral for counseling*
- Grade retention*
- Summer work*
- Exclusion from any or all afterschool 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

The Hilltown Cooperative Charter Public School Community Compact

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

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 doing any home-study I am assigned.
- * 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 on time.
- * Believe that I am a person who can learn in many different ways.

The Parents will:

- * Stay informed about policies, guidelines, school news and school events.
- * Participate at school to the very best of my ability by attending parent conferences, class meetings, and family events, and by volunteering in ways that benefit the school.
- * Ensure my child's practical success at school. Arrive at school 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 completing home-study assignments in a timely manner.
- * Respect and honor the beliefs and cultures of all students and their families.
- * Support, through words and actions, my child, other students and families, the staff and the school.

The Administration and Staff of the Hilltown Cooperative Charter 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 using many modalities.
- * Communicate and work with each family to support their child's learning.
- * Seek out and value parent 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 and when doing any home-study I am assigned.**

This means:

I will not refuse to do assignments in or outside of class.

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

- * **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 respond constructively to adult direction.

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

Equipment – I will not steal, throw or damage objects.

Our community – I will avoid vulgar language.

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

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 or customs.

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

This means:

I will not threaten or intimidate others if we disagree.

I will not physically hurt other students or teachers.

I will not exclude others.

- * **Take responsibility for my actions and my safety, including getting to school on time.**

This means:

I will be truthful.

I will walk when indoors.

I will stay in the supervised areas of the playground.

I will not wrestle or play in a rough, inappropriate way.

I will do my part to help us get to school on time.

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

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

GRADE PLACEMENT

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.

For 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 parents before January 31.

For parent initiated requests:

Parents 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 parents 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 of 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 parents 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 parents 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 parent 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 parents to share information obtained in the process. Parents 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. Parents 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.

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 his or her individual educational potential. Along with providing services to the child, if necessary, services are provided to parents and to teachers for the student to benefit from special education. Special education is provided by the school district at no cost to parents.

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 Lara Ramsey, 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 parents certain rights with respect to their children's education records.

Parents 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 parents to review the records. Schools may charge a fee for copies.

Parents 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 parent then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent 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):

- o School officials with legitimate educational interest;*
 - o Other schools to which a student is transferring;*
 - o Specified officials for audit or evaluation purposes;*
 - o Appropriate parties in connection with financial aid to a student;*
 - o Organizations conducting certain studies for or on behalf of the school;*
 - o Accrediting organizations;*
 - o To comply with a judicial order or lawfully issued subpoena;*
 - o Appropriate officials in cases of health and safety emergencies; and*
 - o 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 Dan Klatz, Director of Administration*

Hilltown Cooperative Charter Public School Bullying Prevention and Intervention Plan

The Hilltown Cooperative Charter Public School (HCCPS) created the Bullying Prevention and Intervention Plan (hereinafter referred to as the "Plan") required under M.G.L. c. 71, § 370, in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan's format parallels the draft Model Bullying and Intervention Plan that was provided as a framework for schools by the Massachusetts Department of Elementary and Secondary Education.

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APPENDIX A: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

STATEMENT OF PRINCIPLES

HCCPS believes that the value our school places on nurturing and sustaining our community is reflected in many of our daily activities, our school wide celebrations and the relationships we build throughout the year. We believe these efforts contribute to increased school engagement, understanding and respect for the rights of all individuals and groups and a safe, secure and positive school climate and culture. As such, we expect that all members of the school community will treat each other in a civil manner and with respect for differences.

HCCPS is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that, for a variety of reasons, certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing. HCCPS will take specific steps to create a safe, supportive environment for vulnerable populations in the school community,

and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school building, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and HCCPS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

I. LEADERSHIP

At all levels, Hilltown Cooperative Charter Public School School's Bullying Intervention and Prevention Team (BIP Team), which includes the 3 Directors , school counselor and nurse, will play a critical role in creating and implementing our Bullying Prevention and Intervention Plan. The Plan, in the context of other whole school and community efforts, is to promote a positive school climate. These leaders have a primary role in teaching students to be civil to one another and in promoting understanding of and respect for diversity and differences. Leadership is responsible for setting priorities.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, this Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, students, parents, and guardians. Bullying prevention and intervention is on-going in the Hilltown Cooperative Charter Public School. In January, 2008, faculty and staff in the Hilltown Cooperative Charter Public School participated in a half day workshop discussing practices and problems regarding student behavior, including bullying, within our school. Meetings with staff, teachers and parents/guardians were held throughout the fall of 2010 for the purpose of hearing feedback to the proposed draft and hearing concerns that need to be incorporated into the final document. Parent meetings were held on October 21 and November 18, 2010, with notice provided in the school calendar distributed in the summer of 2010 and in weekly newsletters throughout the fall. Management Team (comprised of staff representatives, administration and parent representatives) gave input at its November and December

meetings. Domain Council (comprised of 2 officers of the Board of Trustees and 3 administrators) were active in development of this plan throughout the fall of 2010. The professional development day, on November 12, 2010, involved the entire school staff in policy development. These meetings were all held before the Board of Trustees meeting on Dec 15, 2010 where the plan was adopted by consensus.

- B. *Assessing needs and resources.* Hilltown Cooperative Charter Public School conducted a student safety survey in grades K-8 in 2007. The results of the survey informed decision-making related to professional development, age-appropriate curricula, and in-school support services. In order to continue to gather information related to school climate and school safety issues surveys will be administered to students on a bi-annual basis. The information will be collected and analyzed and specific data on the prevalence and characteristics of bullying will be examined. This information will continue to help identify patterns of behaviors and areas of concern, and will continue to inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate anti-bullying curricula, and in-school support services. The student survey will be coordinated with the annual parent satisfaction survey, which constitutes another source of data.
- C. *Planning and oversight.* The BIP Team is comprised of HCCPS's 3 Directors, the school counselor and nurse. The school's technology coordinator is adjunct and involved when addressing cyber concerns. The following positions are responsible for the following tasks under the Plan:
1. *receiving reports on bullying- Director of Administration or Teaching and Learning ;*
 2. *collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes- BIP Team ;*
 3. *creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors- counselor and Director of Administration or Teaching and Learning;*
 4. *planning for the ongoing professional development that is required by the law- Director of Teaching and Learning;*
 5. *planning supports that respond to the needs of targets and aggressors- counselor and Director of Teaching and Learning;*
 6. *choosing and implementing the curricula that the school or district will use- counselor and Director of Teaching and Learning;*
 7. *developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them- BIP Team;*
 8. *amending student and staff handbooks and codes of conduct- 3 Coordinators;*

9. *leading the parent or family engagement efforts and drafting parent information materials- Director of Community and Family Engagement; and*
10. *reviewing and updating the Plan each year, or more frequently- BIP Team.*

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Hilltown Cooperative Charter Public School will provide ongoing professional development as outlined in M.G.L. c. 71, § 37O. Hilltown Cooperative Charter Public School recognizes the importance of providing professional development for all staff, including but not limited to educators, administrators, counselors, school nurses, and paraprofessionals.

- A. *Annual staff training. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Director of Administration or Teaching and Learning will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.*
- B. *Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be informed by research and will include information on:*
 1. *age-appropriate strategies to prevent bullying;*
 2. *age-appropriate strategies for immediate, effective interventions to stop bullying incidents;*
 3. *information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;*
 4. *information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;*
 5. *information on the incidence and nature of cyber-bullying; and*
 6. *internet safety issues as they relate to cyber-bullying.*

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas may be identified by the school for professional development in the future.

HCCPS will provide all staff with an annual written notice of the Plan by incorporating it in the Employee Handbook and posting it on the HCCPS website.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

A. Identifying resources. The Hilltown Cooperative Charter Public School has a number of in-house resources that are available to assist targets, aggressors and their families. Some Hilltown Cooperative Charter Public School resources include but are not limited to the following:

School Counselor

School Nurse

Director of Teaching and Learning

Director of Administration

Director of Community and Family Engagement

The Hilltown Cooperative Charter Public School process for identifying existing and needed resources will occur during child study meetings. Resources will be identified based on the individual needs of students.

B. Counseling and other services. Some tools that HCCPS uses as resources in assisting aggressors and targets may include but are not limited to: behavioral intervention plans, social skills groups, and individually focused curricula or counseling.

Hilltown Cooperative Charter Public School also makes external referrals for students and families to outside services based on the individual needs of students. Families and students have access to counseling and service information via our in-school counselor. This assistance helps students and families access appropriate and timely services. Referrals may be made to the following list (not inclusive):

Northampton Children's Clinic

ServiceNet

REACH Program

James Levine Associates, PC

Additional resources are made available for use by school counselor.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

IV. *ACADEMIC AND NON-ACADEMIC ACTIVITIES*

A. *Activities that build a respectful and cooperative school environment*

- *Buddy classrooms which pair older and younger students*
- *Weekly "All School " gathering which reinforces our sense of community*
- *Mixed age recess and lunch rooms*
- *Mixed age "mini-courses"*
- *"Link families" for new families joining the school community*
- *Weekly community service project with elder nursing home residents*

B. *Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:*

- *Buddy classrooms which pair older and younger students*
- *using scripts and role plays to develop skills;*
- *empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;*
- *helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;*
- *emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;*
- *enhancing students' skills for engaging in healthy relationships and respectful communications;*
- *engaging students in a safe, supportive school environment that is respectful of diversity and difference; and providing relevant information about the bullying prevention and intervention plan.*

C. *General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These approaches underscore the importance of our bullying intervention and prevention initiatives:*

- *setting clear expectations for students and establishing school and classroom routines;*
- *creating safe school and classroom environments for all students;*
- *using appropriate and positive responses and reinforcement, even when students require discipline;*
- *using positive behavioral supports;*
- *encouraging adults to develop positive relationships with students;*
- *modeling, teaching, and rewarding prosocial, healthy, and respectful behaviors;*
- *using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;*

using the Internet safely; and

- *supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.*

V. *POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION*

To support efforts to respond promptly and effectively to bullying and retaliation, Hilltown Cooperative Charter Public School has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community - students, parents, and staff - know what will happen when incidents of bullying occur.

- A. *Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school member is required to report immediately to the Director of Administration or Teaching and Learning any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. Hilltown Cooperative Charter Public School has made a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, mailing address, and an email address.*

1. *See Appendix A for Incident Reporting Form.*

Use of an Incident Reporting Form is not required as a condition of making a report. HCCPS will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Hilltown Cooperative Charter Public School will provide the school community, including staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Director of Administration or Teaching and Learning, will be incorporated in family and staff handbooks and on the school website.

2. *Reporting by Staff.*

A staff member will report immediately to the Director of Administration or Teaching and Learning when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Director of Administration or Teaching and Learning does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

3. *Reporting by Students, Parents or Guardians, and Others.*

The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Director of Administration or Teaching and Learning. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Director of Administration or Teaching and Learning.

B. *Responding to a report of bullying or retaliation.*

1. *Safety.*

Before fully investigating the allegations of bullying or retaliation, the Director of Administration or 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 are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom and at lunch; 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 Administration or Teaching and Learning will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Director of Administration or Teaching and Learning will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. *Obligations to Notify Others.*

a. *Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the Director of Administration or Teaching and Learning will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Director of Administration or Teaching and Learning contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.*

b. *Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Director of Administration or Teaching and Learning first informed of the incident will promptly notify by telephone the Director of Administration or Teaching and Learning of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.*

- c. *Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Director of Administration or Teaching and Learning has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Director of Administration or Teaching and Learning will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Director of Administration or Teaching and Learning shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the Director will, consistent with the Plan and with applicable school policies and procedures, consult with other individuals the Director of Administration or Teaching and Learning deems appropriate.*
- C. *Investigation. The Director of Administration or Teaching and Learning will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.*

If a complaint involves either of the Directors the investigation will be coordinated by the president of the Board of Trustees.

During the investigation the Director of Administration or Teaching and Learning will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Director of Administration or Teaching and Learning (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Director of Administration or Teaching and Learning or designee and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Director of Administration or Teaching and Learning will maintain confidentiality during the investigative process. The Director of Administration or Teaching and Learning will maintain a written record of the investigation.

If necessary, the Director of Administration or Teaching and Learning will consult with legal counsel about the investigation. Parents/guardians of both the target and aggressor will be notified within 3 school days of the investigation results. If additional time is required to conduct the investigation, this will be communicated to the parent/guardian (s) and no more than two such extensions shall be permitted under this policy.

- D. *Determinations. The Director of Administration or Teaching and Learning will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Director of Administration or Teaching and Learning will take steps reasonably calculated to prevent recurrence and to ensure that the target is not*

restricted in participating in school or in benefiting from school activities. The Director of Administration or Teaching and Learning will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Director of Administration or Teaching and Learning may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Director of Administration or Teaching and Learning will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Director of Administration or Teaching and Learning cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior through Skills-Building.

Upon the Director of Administration or Teaching and Learning determining that bullying or retaliation has occurred, the law requires that HCCPS use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).

Skills-Building approaches that the Director of Administration or Teaching and Learning may consider include:

- offering individualized skill-building sessions;*
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;*
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;*
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying message and social skills building activities at home;*
- adopting behavioral plans to include a focus on developing specific social skills;*
- making a referral for evaluation.*

2. Taking Disciplinary Action.

If the Director of Administration or Teaching and Learning decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Director of Administration or Teaching and Learning, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching

of appropriate behavior. Discipline will be consistent with this Plan and with the school's code of conduct. If the Director of Administration or Teaching and Learning determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

3. Promoting Safety for the Target and Others.

The Director of Administration or Teaching and Learning will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Director of Administration or Teaching and Learning may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Director of Administration or Teaching and Learning will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Director of Administration or Teaching and Learning will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent Involvement. HCCPS's approach to bullying prevention starts with building and sustaining a respectful, inclusive community of families. As such parents are involved in all aspect of the school. Throughout the year families plan and participate in school wide community building activities and events. We meet as a community regularly to discuss educational and social issues, formally and informally. Two education sessions, specific to bullying, were held in the fall of 2010. In addition, the HCCPS Management Team composed of administrative, teaching, and parent representatives, meets monthly to address any issues that cross school and home and has reviewed this Plan.

B. Notification requirements. Each year HCCPS will inform parents/ guardians of age-appropriate work being done in classrooms around social relations and anti-bullying. The school will send parents written notice each year about the student-related sections of the Plan and the HCCPS Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Hilltown Cooperative Charter Public School will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, that are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school; or through the use of technology or an electronic device owned, leased, or used by a school; and*
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.*

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture, directed at a target that:

- 1. causes physical or emotional harm to the target or damage to the target's property;*
- 2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;*
- 3. creates a hostile environment at school for the target;*
- 4. infringes on the rights of the target at school; or*
- 5. materially and substantially disrupts the education process or the orderly operation of a school.*

Bullying incidents must meet the following criteria:

- 1. There must be an imbalance of power between the aggressor and the targeted student.*
- 2. The behavior is unfair and one-sided and involves a student hurting, frightening, threatening, or leaving someone out on purpose.*
- 3. The behavior is usually repeated.*

Bullying may involve direct (face-to-face) behavior, or indirect (behind-the-back) behavior. It includes verbal, nonverbal, written, and/or electronic communication and may involve, but is not limited to:

1. *physical violence*
2. *unwanted teasing*
3. *name-calling*
4. *threatening or intimidating behavior*
5. *exclusion or shunning*
6. *gossiping/spreading rumors*
7. *stealing or damaging property*
8. *harassment*
9. *retaliation*

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is 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 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 includes, but is not limited to, educators, administrators, counselors, school nurses, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H $\frac{1}{2}$, other applicable laws, or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Approved/Adopted 2010 by:

HCCPS Board of Trustees

Mass DESE

APPENDIX A

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

3. Check whether you are a: Student Parent
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: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

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 Education Director 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 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 his/her 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 his/her 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 his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
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;
- ii. Set out key facts and conclusions reached by the Director of Teaching and Learning;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. 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.
- v. Inform the student of the right to appeal the Director of Teaching and Learning's decision to the Director of Administration or his/her 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 his/her 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 appeal 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 his/her 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.

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 parent 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 parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting 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 parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The Director of Teaching and Learning shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent 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 parent for school communications, or by other method of delivery agreed to by the Director of Teaching and Learning and the parent.

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 his/her 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 his/her 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 his/her request for an appeal 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.

STUDENT COMPUTER TECHNOLOGY ACCEPTABLE USE POLICY

Technology provides tools and connections to other computer systems located worldwide. Parents 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 the computer technology provides many educational opportunities, but also necessitates personal responsibility for its use. Parents will be asked to help insure proper use of the Internet by reviewing this policy with their child(ren). Students will not be allowed access computer technology unless this Acceptable Use Policy has been signed by both parent(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 only 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 or others, nor violate any copyright laws, and log on only under my own user name.
9. Not use school equipment to subscribe to outside e-mail services, newsgroups, bulletin board services or other commercial accounts unless with explicit permission by an HCCPS 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 HCCPS 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 s/he follows the rules of the contract. I understand that any conduct by my child that is in conflict with the contract will result 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** _____

PHYSICAL RESTRAINT POLICY

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students at publicly-funded elementary and secondary education programs, found at 603 CMR 46.00 et seq. These regulations apply to all students, including regular education students and students with disabilities. Hilltown Cooperative Charter Public School (HCCPS) is committed to ensuring that the use of physical restraint with students strictly adheres to these regulations.

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Definitions:

1. Physical restraint may be defined as “the use of bodily force to limit a student’s freedom of movement.”
2. Extended restraint may be defined as a physical restraint which lasts for more than twenty (20) minutes.
3. Physical escort may be defined as “touching or holding a student without the use of force for the purpose of directing the student.” Physical escort is not physical restraint.
4. Other restraints can include placing a student in seclusion in a limited space or location without access to school staff. The use of “time-outs” where a staff member is present or accessible by the student does not constitute seclusion restraint. The type of physical restraint used is dependent upon the special training of staff members in specific kinds of such restraints.

Specifically, as outlined in 603 CMR 46.03: Use of Restraint:

(1) Prohibition.

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. The program has documented 603 CMR 46.03(1)(b) 1 – 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

(2) Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

(3) Limitations on use of restraint. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

(4) Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;

(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

In accordance with state and federal law, nothing in the regulations precludes school personnel from implementing physical restraint contained in an agreed-upon Behavioral Intervention Plan. A Behavioral Intervention Plan is the result of a Functional Behavioral Assessment and may be found in an Individual Educational Program, Section 504/Accommodation Plan, or on its own. A Behavioral Intervention Plan informed written consent by the student's parent/legal guardian.

It should also be noted that nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

Staff Training:

All administrators, faculty and other program staff will receive annual training regarding this policy. Training will include the use of interventions to de-escalate problem behavior in order to avoid the use of restraints; the types of restraints and related safety issues for each; employing physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans for individual students; and the staff member(s) who have received in-depth training with whom they may consult as needed.

Additional in-depth training for designated staff members will include:

1. Appropriate procedures for preventing the need for physical restraint; de-escalation of problem behaviors; relationship building; and the use of alternatives to restraint;
2. Description and identification of dangerous behaviors by a student which may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations to determine whether restraint is warranted;
3. Simulated experiences in administering and receiving physical restraint, instruction regarding the effects upon the person restrained, including the monitoring of physical signs of distress and obtaining medical assistance.
4. Instruction regarding documentation and reporting requirements and the investigation of injuries and complaints; and
5. Demonstrations by participants showing that they are proficient in administering physical restraint.

Faculty and staff will review any behavior plans pertaining to special techniques to be use with identified students.

When Physical Restraints is Used:

1. Physical restraint may be used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective. It may only be used when a student's behavior poses a threat of imminent, serious physical harm to self and/or others or when otherwise outlined in a Behavioral Intervention Plan.
2. Physical restraint is limited to the use of such reasonable force as may be necessary to protect a student or other persons from assault or imminent, serious physical harm.
3. Unless specifically indicated in an agreed-upon Behavioral Intervention Plan, physical restraint may not be used as a response to property destruction, disruption of school order, a refusal to comply with a school rule or staff directive, or verbal threats which do not constitute a threat of imminent, serious physical harm. Physical restraint may never be used as a means of punishment.
4. A school staff member who uses a physical restraint on a student must use the safest method available which is most appropriate to the situation at hand, and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of physical restraint upon an individual student.
5. No physical restraint may be used which prevents a student from speaking or breathing, and must be used in such a way as to prevent or minimize physical harm. If, at any time during the restraint, the student demonstrates significant physical distress, the restraint shall be removed immediately.
6. A physical restraint must be discontinued as soon as possible when it has been determined that a student no longer poses a risk of harm to self or others.
7. Following the use of a physical restraint, either the education or Director of Administration and the staff member involved in the restraint will meet with the student to address the behavior which

prompted the restraint. The coordinators will also review the incident with the staff members who were involved and determine whether follow-up is needed for students who may have witnessed the incident.

8. Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local law enforcement or other state agencies. Law enforcement officers or judicial authorities are not prohibited by this regulation from the exercise of their responsibilities, which may include the physical detainment of a student or other person alleged to have committed a crime or who poses a security risk. In addition, an individual who is a mandated reporter under M.G.L., c. 119, & 51A is not prohibited by this policy from complying with their responsibility to report neglect or abuse to the appropriate state agency.

Reporting Requirements:

A staff member who administers a restraint shall verbally inform the education or Director of Administration as soon as practical that day and by written report no later than the next school day.

2. The education or Director of Administration shall verbally inform the student's parent/guardian of the use of physical restraint as soon as practical and by written report no later than three (3) school days following such use.

3. The report must include:

- a) The names and job titles or staff who administered the restraint and the person(s) who observed it;
- b) The date and time the restraint was used, the time it began and ended, and the name of the coordinator who was verbally informed.
- c) A description of the activity of the restrained student and other students and staff in the vicinity immediately preceding the use of the restraint; the behavior which prompted it; the efforts made to de-escalate; alternatives which were attempted first; and the jurisdiction for resorting to physical restraint.
- d) A description of the restraint used and the reasons why; the student's behavior and reactions during the restraint; how it ended; and documentation of injury, if any, to the student or staff and any medical care provided;
- e) For extended restraints, a description of the alternatives that were attempted first; the outcome of those efforts; and the jurisdiction for administering an extended restraint.
- f) Information regarding any further action(s) taken by school staff, including any disciplinary actions taken toward the student.
- g) Information regarding opportunities for the student's parent/guardian to discuss the restraint and related matters with the coordinator, as well as their right to file a grievance.

The Director of Administration shall maintain an ongoing record of all reported instances of the use of physical restraint that shall be made available to the Department of Education.

When a restraint has resulted in a serious injury to the student or program staff member Involved, or when an extended restraint has been administered, a written report must be submitted to the Department of Education within five (5) school days of the date of the restraint. The Director of Administration must, at this time, also provide the Department of Education with a copy of the ongoing record of restraints for the thirty (30) day period preceding the date of the reported restraint. The Department will notify the school of any required actions, if warranted, within thirty (30) calendar days of the receipt of the report.

Nothing contained herein shall relieve staff reporting requirements when a personal injury occurs within the scope of employment.

Individual Waiver of Reporting Requirements:

A school may seek a parent/guardian's consent to waive the reporting requirements for restraints which do not result in injury or extended restraint. Such a waiver should only be sought for students who present behaviors that may require the frequent use of restraints. The parent/guardian must provide informed, written consent to the waiver, which shall specify the reporting requirements that are being waived. The informed, written consent will be kept in the student's file, along with specific information regarding when and how the parent/guardian will be informed of the administration of restraints on their child.

Students with Disabilities:

Restraints which are administered to students pursuant to their Individualized Education Programs, Section 504 Accommodation Plans, or other plans developed in accordance with state and federal law, and which has been agreed upon by both the school and the parent/guardian, shall be deemed to meet the requirements of 603 CMR 46.00. The limitations on chemical, mechanical, and seclusion restraints as specified above continue to apply to students with disabilities, as do the above reporting requirements.

GRIEVANCE PROCEDURE

HCCPS has established an internal procedure in order to provide for prompt and equitable resolutions of complaints regarding the administration of physical restraints.

Definitions:

A "Grievance" is a complaint made pursuant to, and arising out of, HCCPS' obligation to comply with state regulations regarding the use of physical restraints.

An "Aggrieved Party" is a person or persons making the complaint.

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to 603 CMR 46.00.

General:

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by the administrative office.

Procedure:

1. The aggrieved party should complete the Grievance Form and return it to the building principal or his/her designee at the school building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the complaint becomes aware of the alleged violation. Assistance will be provided, upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.

2. Within (10) school days after receiving the grievance, the education or Director of Administration shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the HCCPS Grievance Committee.

3. Within thirty (30) school days of receipt of an unresolved grievance, the HCCPS Grievance Committee will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures including:

- a. the opportunity for the aggrieved party to present the grievance
 - b. in any suitable manner
- the right of the aggrieved party to an impartial hearing officer
- c. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
 - d. the right of the aggrieved party to a prompt decision.

Parents/legal guardians should provide advance notice to the Grievance Committee that they will be represented by counsel or an advocate at the grievance hearing. Failure to provide such notice will likely result in a postponement of the hearing.

4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Grievance Committee and forwarded to the complainant no later than fifteen (15) working days after the hearing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request) if needed for effective communication.

5. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the full Board of Trustees of HCCPS.

6. The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA, Section 504 or other complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that HCCPS comply with 603 CMR 46.00.

Grievance Procedure (Students and/or Parents)

Introduction

HCCPS is a community based on consensus. In that spirit we embrace the importance of open dialogue and communication among the community. Therefore, we strongly support dialogue as the first, and necessary step to our school grievance procedure. If a face-to-face dialogue does not resolve the conflict, then the following process shall be used. HCCPS staff members may not use this process to resolve their grievances.

A. Definition

A “grievance” is a claim based upon an event or condition which affects the welfare and/or education of a student. A “grievant” is defined as a student and/or parent submitting the grievance.

B. Time Limits

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise affecting the welfare or education of students. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure. Nothing in this grievance procedure will preclude the parties from resolving issues informally, provided said informal resolution does not violate the policies of the Board of Trustees.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process.

A “grievance” shall be deemed to have been waived, and shall not be further processed under this grievance process if it has not been presented or pursued within those time limits herein set forth. The time limits specified may be extended by a mutual agreement in writing.

D. Levels/Procedure

Level One

A student and/or parent with a grievance will present it, in writing, to a Domain Coordinator within fifteen (15) school days of the time the student and/or parent knew or should have known of the act or condition on which the grievance is based.

Within ten (10) school days of receipt of the grievance, the Domain Coordinator will meet with the grievant. Within five (5) school days of the meeting, the Domain Coordinator will render a written response.

Level Two

If the grievance is not resolved to the satisfaction of the grievant within five (5) school days of the meeting at Level One, or if no response has been made within said time period, the grievant may present the grievance in writing to the Director of Administration within ten (10) school days of the Level One response, or the response due date, whichever is earlier.

Within ten (10) school days of receipt of the grievance, the Director of Administration will meet with the grievant. Within five (5) school days of the meeting, the Director of Administration will render a written response.

Level Three

If the grievance is not resolved to the satisfaction of the grievant within ten (10) school days of the meeting at Level Two, or if no response has been made within said time period, the grievance may be presented in writing to the Board of Trustees within ten (10) school days of the Level Two response, or the response due date, whichever is earlier.

The Board of Trustees will schedule a hearing of the grievance at its next regularly scheduled meeting. The Board of Trustees will render its response, in writing, within ten (10) school days next following the meeting at Level Three. The Board of Trustees' decision is final and binding, and is not subject to arbitration.

Hilltown Cooperative Charter Public School Complaint Procedure

This complaint procedure applies to all staff, parents and students.

1. Try to resolve the complaint with person directly involved or with the coordinator responsible for the subject matter of the complaint. For complaints about individuals, contact the supervising coordinator if the complaint is unable to be resolved directly with the individual involved.
2. If the complainant is unsatisfied with the outcome of Step (1), he or she may request that the Vice President of the Board of Trustees (BOT), who will serve as facilitator, resolve the issue. If the Vice President determines that the issue warrants further review, he/she will discuss the matter with all relevant parties and gather all necessary information to make a final decision in writing and in person. If the VP/Facilitator needs consultation, he/she will seek advice from the Governance and Board Sustainability committee (GABS). The VP/Facilitator will bring the matter to the board for discussion should the complaint warrant it, but if not, will inform the board of the issue and subsequent resolution.

Hilltown Cooperative Charter Public School Calendar 2018-2019

CHECK GOOGLE CALENDAR REGULARLY FOR UPDATES

updated 06/07/18

updated
08/17/18

	M	TU	W	TH	F		
AUG	20	21	22	23	24	Aug 29	First day for students; all students dismissed at 12:30
3	27	28	29	30	31	Aug 31	First Friday Family Fest 3:00-4:00
SEPT	3	4	5	6	7	Sept. 3	Labor Day - NO SCHOOL
19	10	11	12	13	14	Sept 4-6	Purples Trip to Chimney Corners
days	17	18	19	20	21	Sept 7	Welcoming Ceremony 8:30-9:30am;
	24	25	26	27	28	Sept 10	Hilltown Harmonies session 1 begins - 3-4pm
OCT	1	2	3	4	5	Sept 12	Chorus Session #1 begins 12:30-1:50pm
22	8	9	10	11	12	Sept 13	Greens and Yellows Classroom Orientations 6:30-8:00 pm.
days	15	16	17	18	19	Sept 17	Blues, Indigos, and Prisms Classroom Orientations 6:30-8:00 pm.
	22	23	24	25	26	Sept 18	School Picture Day
	29	30	31	1	2	Sept 20	Reds, Oranges & Purples Classroom Orientations 6:30-8:00 pm.
NOV	5	6	7	8	9	Sept 30	Family Dance & Cakewalk 2:00 p.m.- 4:00 p.m.
18	12	13	14	15	16	Oct. 8	Columbus Day - NO SCHOOL
days	19	20	21	22	23	Oct 11	New Family Breakfast- 8:20-9:30am
	26	27	28	29	30	Oct 23	School Picture Make-up Day
DEC	3	4	5	6	7	Oct 26	Il Teatro # 1, 8:30-9:30am
15	10	11	12	13	14	Oct 31	Parent/Teacher Conferences - NO SCHOOL for students
days	17	18	19	20	21	Nov 12	Veteran's Day observed - NO SCHOOL
	24	25	26	27	28	Nov. 21,22,23	Thanksgiving -All students dismissed 12:30 Wednesday 11/21
	31	1	2	3	4	Nov 30	6-7-8- Winter Dance (for Purples & Prisms) 7:30-10:00 p.m.
JAN	7	8	9	10	11	Dec 8	Winter Fair, 10am-3pm
21	14	15	16	17	18	Dec. 21	Winter Celebration 11am; All students dismissed at 12:30
days	21	22	23	24	25	Dec. 24-Jan 1	Winter Break 1; return to school January 2
	28	29	30	31	1	Jan 7	Hilltown Harmonies session 2 begins 3-4pm
FEB	4	5	6	7	8	Jan 11	Il Teatro #2 8:30-9:30 a.m.
15	11	12	13	14	15	Jan. 18	Martin Luther King Jr. Celebration 8:30-9:30am
days	18	19	20	21	22	Jan. 21	Martin Luther King Jr. Day - NO SCHOOL
	25	26	27	28	1	Jan 25	K-5 Sleepover
MAR	4	5	6	7	8	Feb 8	Prisms Coffee House 6-9pm
19	11	12	13	14	15	Feb 12	Admissions Lottery for Prospective Students
days	18	19	20	21	22	Feb. 18-22	Winter Break 2 - NO SCHOOL
	25	26	27	28	29	March 14	Science Fair
APR	1	2	3	4	5	March 15 & 18	Staff Professional Days - NO SCHOOL for students
17	8	9	10	11	12	March 22	Il Teatro # 3, 8:30am
days	15	16	17	18	19		Art Spark TBA
	22	23	24	25	26	April 15-19	Spring Break - NO SCHOOL; April 16 Patriots Day
	29	30	1	2	3	April 27	Annual Meeting of the Cooperative 2:00-4:00 p.m.
MAY	6	7	8	9	10		Grandparents/Special Friends Day TBA
21	13	14	15	16	17	May 17	Il Teatro # 4, 8:30-9:30am
days	20	21	22	23	24	May 24	Staff Professional Day - NO SCHOOL for students
	27	28	29	30	31	May 27	Memorial Day - NO SCHOOL
JUNE	3	4	5	6	7	June 4	8th Grade Projects presented, evening presentations 6-8pm
10	10	11	12	13	14	June 5	Staff Luncheon - All students dismissed at 12:30
days	17	18	19	20	21		8th Grade Graduation TBA
	24	25	26	27	28	June 20	Projected Last Day of School (including 5 anticipated snow days)
TOTAL	180						



SNOW DAY ?

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

Check the web: www.hilltowncharter.org

or check local TV channel 40 or 22

ATTENDANCE

If your child will be absent due to illness or for any other reason, a parent must either email attendance@hilltowncharter.org (preferred) or call the school by 8: 20am and leave a message on the attendance voice mail: 413-529-7178 option 2. See Attendance Policy for more information.

The Hilltown Cooperative Charter Public School

1 Industrial Pkwy., Easthampton, MA 010

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

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