# CES BOARD OF DIRECTORS MEETING AGENDA

**WEDNESDAY, MARCH 25, 2020 (6:30-9:00)**


**MEETING ID:** 198 551 784

**BY TELEPHONE:** (646) 876-9923  **MEETING ID: 198551784#**

Please Note: There will be a new Board member orientation beginning at 5:30pm

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TIME</th>
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<tbody>
<tr>
<td><strong>1. Call to Order and Introductions – Board Chair Dan Hayes</strong></td>
<td><strong>6:30</strong></td>
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<tr>
<td><strong>2. Public Comment</strong></td>
<td><strong>6:40</strong></td>
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<tr>
<td><strong>3. Approve Minutes of January 29, 2020 Board Meeting; (vote required)</strong></td>
<td><strong>6:45</strong></td>
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<tr>
<td>Approve minutes of Policy Committee (vote required)</td>
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<tr>
<td>Unofficial Finance Committee report (no vote)</td>
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<td><strong>4. Policy review and approval of Pandemic and Disaster Response policies (votes required)</strong></td>
<td><strong>6:50</strong></td>
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<tr>
<td>Review and comment on document outlining current procedures related to these policies</td>
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<td><strong>5. Process for making timely decisions about HR, budget and other areas during the pandemic. (vote required)</strong></td>
<td><strong>7:10</strong></td>
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<td><strong>6. CES Financial Report FY 19– Barbara Siegel (votes required)</strong></td>
<td><strong>7:20</strong></td>
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<td><strong>7. Hires and Separations (vote required)</strong></td>
<td><strong>7:35</strong></td>
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<td><strong>8. Executive Director Evaluation - Change in timeline (vote required)</strong></td>
<td><strong>7:40</strong></td>
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<td><strong>9. Executive Director’s Update</strong></td>
<td><strong>7:50</strong></td>
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<td><strong>10. Sharing about and discussion of district responses to COVID-19 pandemic</strong></td>
<td><strong>8:05</strong></td>
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<td><strong>11. Adjournment (vote required)</strong></td>
<td><strong>9:00</strong></td>
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MEMBERS of the Collaborative for Educational Services

Hampshire County
Amherst-Pelham Regional Schools  *  Amherst Public Schools  *  Belchertown Public Schools  *  Chesterfield-Goshen Public Schools
Easthampton Public Schools  *  Granby Public Schools  *  Hadley Public Schools  *  Hampshire Regional Schools
Hatfield Public Schools  *  Northampton Public Schools  *  Pelham Public Schools  *  South Hadley Public Schools
Southampton Public Schools  *  Ware Public Schools  *  Westminster Public Schools  *  Williamsburg Public Schools
Smith Vocational & Agricultural School  *

Franklin County
Conway Public School  *  Deerfield Public School  *  Eving Elementary School  *
Frontier Regional School District  *  Gill-Montague Regional  *  Greenfield Public School  *
Leverett Public School  *  Mohawk Trail Regional  *  New Salem School  *
Pioneer Valley Regional  *  RC Mahar Regional  *  Rowe Elementary School  *
Sunderland Public School  *  Wendell Public School  *  Whately Public School  *

BOARD OF DIRECTORS
MEETING MINUTES
WITH ADDITIONAL MATERIALS

January 29, 2020
Collaborative for Educational Services  
Board of Directors Meeting Minutes  
Wednesday, January 29, 2020  
12 Olive Street, Greenfield, MA 01301


Present from CES: Bill Diehl, Barbara Siegel, Sarah Molloy, Heather Warner, Melinda Calianos

Call to Order and Introduce New Members
Dan Hayes called the meeting to order at 6:37 PM.
The Board did introductions.

Public Comment
Laura Fallon announced that on March 24th MASC is hosting a meeting with Tracy Novick called 70 (Minutes) on (Chapter) 70, which will be about how Chapter 70 works and what’s being done to change it. Laura will send announcements to the school committees. May 5th is the day on the hill for advocacy in Boston. More info will be sent out on this as well.

Approve Minutes of November 13, 2019 Board of Directors Meeting & January 21, 2020 Finance Committee Meeting Minutes (vote required)
Dan reminded the Board that you didn’t have to attend the meeting in order to approve the minutes, but that you can abstain from voting on them if you would like. Dan thanked Sarah Molloy for taking the minutes.

A copy of the Board of Directors meeting minutes and the Finance Committee meeting minutes are included in the Board packets.

Michael Knapp moved that the Board approve the minutes of the 11/13/19 Board of Directors meeting. Don Sluter seconded the motion. None opposed and the motion passed. Suzanne Crawford and Carole Bergeron abstained from voting.

Jonathan Schmidt moved that the Board approve the minutes of the 1/21/20 Finance Committee meeting. Michael Knapp seconded the motion. None opposed and the motion passed. Keith McFarland, Maureen Nichols, Carole Bergeron, Steve Sullivan, and Gene Stamell abstained from voting.
CES Presentation - Vaping and other substance abuse prevention work from CES

Heather Warner introduced herself and Melinda Calianos. Heather is the coordinator of the SPIFFY (Strategic Planning Initiative for Families and Youth) Coalition. Melinda is the Director of the Hampshire Franklin Tobacco Free Community Partnership at CES. Melinda recently moved her grant from the Hampshire Council of Governments to CES.

Heather and Melinda presented on vaping and other substance abuse prevention work at CES. A copy of their presentation is attached to these minutes.

Melinda mentioned that she is available to present at schools and school committee meetings as requested. They also offer workshops, professional development, and more.

They are collaborating with Joe Comerford on a survey.

The spreadsheet of resources starts on page 41 of the packet. A third document with resources was also passed out to the Board and is attached to these minutes.

**ACTION STEP: Send the Board the list of resources, Heather and Melinda’s contact information, and information about SPIFFY.**

Vote to Authorize the Executive Director to Sign a Contract with Boston (Vote Required)

Dan asked if the Board is willing to add an agenda item that was unforeseen. The Board is willing. Bill Diehl explained that Boston sometimes sends their foster kids west and right now there is a student who lives in Greenfield and is enrolled at HEC Academy, but Boston is in charge of the student. The Board has to approve a certificate of authority to authorize Bill to sign the contract with Boston.

**Gene Stamell moved that the Board authorize Bill Diehl to sign the contract with Boston. Jonathan Schmidt seconded the motion. All Board members were in favor and the motion passed unanimously.**

Financial Report

Dan noted the Finance Committee met last week before this meeting to review the financials and they didn’t find any issues and moved it forward unanimously.

**Vote to approve the FY20 Statement of Activities and the Change in Fund Balance for the period ending 11-30-19 as presented.**

Statement of Activities

A copy of the FY20 Statement of Activities for the Period 7/1/2019 through 11/30/19 is provided in the Board packet.

Barbara Siegel told the Board that the position at 11/30/19 is a deficit of $364,524 in the general fund. This is within reason as compared to the last two years. In FY19, at 11-30 the deficit was 125,188 and in FY18 it was 513,250. Both of those years ended favorably. We have $400,000+ PD contracts in Salesforce. These contracts alone could offset that deficit. Licensure revenue is posted at the start of each semester. At this point we have only recognized the fall term, representing only ⅓ of their revenue. We’ve had low enrollment at HEC Academy which
contributes to that deficit significantly because we based it on 32 students. Currently we have 28 students and we have 6 in the pipeline.

**Fund Balance**

Compared to last year, the major change is within Birth to Age 22. We expect to see that improve as the enrollments pick up. Typically we see a negative number in Operations & Business Development. We have had an unusually high number of folks on medical leave. We continue to pay their salary and we have to bring in temps to do the work. We expect to get back within normal by year end. The PD deficit is typical and should be covered by the contracts on hand. The previous five years shows that we come back into line as we approach the end of the year.

*Michael Knapp moved to approve the FY20 Statement of Activities and the Change in Fund Balance for the period ending 11-30-19 as presented. Jonathan Schmidt seconded the motion. All Board members were in favor and the motion passed unanimously.*

**Vote to approve the FY20 Adjusted Budget for the period ending 11-30-19 as presented.**

In Operations and Business Development there is an additional $61,416 that reflects the indirect. We have met our goal and exceeded the goal $60,000 as we brought in $116,071. We start with what we believe are good solid contracts to build the budget, but sometimes there are cuts along the way. Ordinarily by this time we have our complete contract from DYS. We have a starting contract that is usually lower and then we have an adjusted contract that we don’t have yet. Barbara didn’t include that because she wanted to keep it as realistic as possible.

In Birth to Age 22, a correction was required to include the HEC Academy school year budget. The adjustment had no effect on tuition rates, it was an error that omitted a portion of the department’s budget when transferred to the final budget presentation.

In Special Revenue the changes reflect adjustments to the grants and contracts, new funding and reductions in funding.

Michael Knapp asked about the large negative number in Birth to Age 22 and asked what Birth to Age 22 is. Barbara explained that it includes After School, Early Childhood, HEC Academy and Mt. Tom Academy. It’s a lot of tuition-based programming and the related services.

It was asked if the reference to age 22 is in regards to the law that students can access special education services up to age 22. Barbara confirmed this and added that it also references direct services to students. It does not include the grants we get to support them though. It’s fee for service and tuition based.

*Jonathan Schmidt moved to approve the FY20 Adjusted Budget for the period ending 11-30-19 as presented. Michael Merritt seconded the motion. All Board members were in favor and the motion passed unanimously.*

**Vote to approve the FY21 HEC Academy Summer tuition rates as presented, effective July 1, 2020.**
A copy of the HEC Academy Summer School Budget FY21 and proposed rates are provided in the Board packet.

The budget as presented does not include a COLA. The intention is to bring a COLA request with the full budget in May. If a COLA is included in the full budget it would be retroactive for the summer school staff.

There is an increase of 2.69% to the member rate and a 7.63% increase to the non-member rate. The statewide average increase has been 2.63% for the past two years. The administrative rate charged to non-members increased to 20%, the maximum under our current Collaborative Agreement. CES has increased that to 25% in the new agreement but that cannot go into effect until the agreement is approved by DESE. The intention is to keep member rates as low as possible. Our non-member rates are still below the state average.

Dan confirmed that Barbara is recommending voting to approve the rates of $5,998 for member districts and $6,898 for non-member districts.

_Suzanne Crawford moved to approve the FY21 HEC Academy Summer tuition rates as presented, effective July 1, 2020. Don Sluter seconded the motion. All Board members were in favor and the motion passed unanimously._

**Hires and Separations (Vote Required)**

Dan informed the Board that voting on the hires and separations is a regulation set by the state for collaboratives. The hires and separations are listed in the Board packet. It was noted that most are related to teachers. Suzanne Crawford asked if it was common to have mid-year separations through DYS or if the number is higher than average. Bill said it depends on the time of the year and that it’s similar or lower than typical. Barbara also noted that we also had retirements mid-year.

_Don Sluter moved to approve the hires and separations for dates 11/1/19 to 1/15/20. Gene Stamell seconded the motion. All Board members were in favor and the motion passed unanimously._

**Legislation Update (The “SPED Gap” and other legislative priorities)**

The following documents were passed out to the Board or included in the Board packet:

- From the Governor’s Office - The Baker-Polito Adminstration’s FY21 Budget Highlights By Numbers (passed out and attached to these minutes)
- The Special Education Gap Bill handout (passed out and attached to these minutes)
- CES Legislative Talking Points (passed out and attached to these minutes)
- Message from Commissioner Riley about the Student Opportunity Act (in packet)
- Minimum Required Contribution Review - Ideas for Change (in packet)

Bill explained that CES tries to educate legislators on important legislative matters. On Friday some CES employees are going to a forum with legislatures put on by the Human Services
Forum. They will get to talk to legislatures and give them the CES Legislative Talking Points handout (starts with “Our Mission is to”). This is our first iteration of the handout. Bill noted that he thinks some of the things that happened this year were largely due to our legislatures (e.g. reimbursement for transportation in the circuit breaker). Bill would like to open it up to the Board to see if there are any other priorities. For instance, one priority is to restore the the $1 million in rural aid that was cut by the Governor.

Dan noted he doesn’t think Bill is giving himself and CES enough credit. Legislators couldn’t have done that work effectively without information, organization, and structures, including all of the hard work done here to give them data. Having this information was vital for them to make a case and defend what we’re looking for.

Suzanne Crawford noted that many rural districts that have declining enrollment are not getting any extra money from SOA. Also, there are some towns that don’t belong to a vocational technical school and right now the reimbursement rate for out-of-district transportation has been 5%. If that was brought up to the same rate of regional transportation that would make a big difference. She thinks maybe 100 towns in this state are not part of a vocational technical school.

Gene Stamell brought up that rural aid is based on mean or average family income in the town (this is a part of the formula). He doesn’t understand why it’s not the median since two or three families in town can skew the entire data and make them ineligible.

Laura Fallon said she spoke with Senator Comerford’s aide regarding the SPED gap and the aide recommended sending a letter of support, even tomorrow, that states what the numbers are for your district. This could show that the formula assumes a 16% rate when in reality these are the numbers for our school. Laura also brought up that she doesn’t see anything about Charter schools. She noted that Senator Lewis formed the charter school working group for the Senate. Comerford is a member and they keep hearing about money going into their districts, but they just approved three new Charter school expansion requests. Laura wants to keep pushing that we need to address how we fund our charter schools and stop expanding until we figure that out. Laura then asked about the programs to build a robust pipeline to create a diverse teacher workforce. Bill said we are founding members of that and that he is aware of them so he’ll make sure they comment.

Michael Merritt mentioned responsible waste streams. He saw the Breakfast After the Bell bill. In his district, five or six fifth graders sent a proposal to the principal about removing plastic straws from the cafeteria. They used the math they learned in class and it persuaded the principal to contact the food services director who said it was reasonable. They changed the policy, but recognized that elementary students might need them so they will use paper straws. Michael worries about the Breakfast After the Bell bill if it means there will be a lot of plastic waste. He also wanted to bring up recycling.

Dan noted if you have additional thoughts to email Bill.

Regarding the SPED bill, the estimate of the percentage of students with special needs is lower than the actual SPED percentages in most of our districts, so there is a Special Education funding gap. Senator Comerford and Representative Carey asked CES to help organize a listening session about this. They want to learn more about how it impacts Western Massachusetts.
Jennifer Mallette asked how they came up with the guidelines for Special Education funding in the state formula. Bill’s not sure how it originated, but right now the formula is based on 16% students with special needs and that these students account for an average of 25% of a teacher’s time. In most districts, these are very low estimates. Stephanie Conrod gave an example from her school - they have around 500 students and the formula estimates they have 22 SPED students, but it’s more like 157 SPED students. This is an old formula and hasn’t changed for a number of years.

Regarding the Student Opportunity Act, SPED transportation can be counted as money going towards the circuit breaker. DESE is having sessions around the commonwealth with business managers and SPED directors. Bill noted that there’s a session on March 2nd at the Lower Pioneer Valley Educational Collaborative (LPVEC). We’ll send out information to business managers and SPED directors.

**DESE Approval of Annual Audit and Annual Report**

Bill informed the Board that CES received the approval of the annual audit and annual report from DESE. We sent these audits and annual report to school committee chairs and we'll also send them out to superintendents.

**Executive Director’s Report**

A copy of the Executive Director’s Report is in the Board packets. Bill went over some highlights from it, mentioned below.

On Monday, Bill received an email from Frontier Regional with signatures approving the revised Collaborative Agreement. These 5 signatures give us a ⅔ approval, which is what we needed to submit to DESE. We now have 28 signatures and we needed 25 so we have enough to move it forward. Although we have met that ⅔ requirement, we still need all member school committees to vote on the revised Agreement.

This is the year when new proposals need to be written and submitted for two contracts we have with the state (DYS and DESE for SEIS). We haven’t received the RFP’s yet, but we are preparing for them.

Bill pointed out the mini annual highlights document that was passed out to the Board and attached to these minutes. Rather than printing out the larger annual report we decided to make this a highlights document. One thing that is mentioned in the highlights document is the Transforming Education for Social Justice conference. A flyer for the conference was passed out to the Board and is attached to these minutes as well. Dan said it’s a phenomenal conference. It has been really centered with a student-led focus and has had lots of good information. It’s a very enlightening and moving experience. Bill noted that because it’s at UMass we have more capacity than in the past. Regarding cost, students come for free and Board members pay for the cost of the meals. Jonathan said your school committee might be able to pay for it in their school committee budget line.

In terms of professional services, we have 32 contracts with our districts now and more coming up. Bill also mentioned the Statewide Systems of Support (SSoS) which provide support to low performing districts; we have a contract to provide assistance in the areas of special education and ELs. Also, we are continuing work with Belchertown and Amherst using the DESE model
Planning for Success. We have a lot of PLC’s including PLC’s in the districts. We also re-launched our principals PLC and Smith Vocational is hosting it.

Other highlights that Bill referenced: information about the Title III consortium; a new two-year STEM@Work grant; several new projects and proposals for Healthy Families & Communities department.

In terms of our programs, Bill noted that there are 28 students at HEC Academy and 6 referrals. We have several students who are from non-member districts so they pay non-member rates. We have had improvements in the physical space to better support the programming and education of students.

Mt. Tom also went through some changes this year and right now has 15 students. It’s a good mix of students from member and non-member districts. There are also several more referrals in the works. Our goal is 14 students and we’re above that. The program is going really well.

Bill noted a couple of items from the DYS section of the report. First, we’ve done a lot more with providing college opportunities for youth. Also of note is that the state is considering raising the age of youth in custody to 22 so we will have to meet the needs of more students who already graduated. Bill also mentioned that DYS led a conference about addressing racial trauma that was really powerful.

**ACTION STEP:** Suzanne asked if Bill can forward the article on healing wounds of racial trauma.

In HR, we have undertaken a compensation audit. It started out by the state requiring looking at gender inequality. We expanded it more widely to also looking at jobs of similar types and making sure they are being paid equitably. We have a policy committee as well, which will be looking at our policies to make sure they support our work in equity and inclusion.

Laura Fallon asked for an explanation on our facilitating district strategic planning if that is the same as working on a district improvement plan. Bill said it is not – it’s for districts going through their strategic planning process that DESE has put forth.

Bill noted that Sarah will send out a copy of the Executive Director’s report to the Board so they can pass it on to their school committees.

**ACTION STEP:** Send out Executive Director’s report to the Board.

**Student Opportunity Act - Impact on Districts and Other Topics of Board Interest**

Bill walked the Board through the handouts related to the Student Opportunity Act (mentioned in the Legislative Update section of the minutes). The first page is what Governor Baker put out about it and the last page is what MASS put out about it.

Stephanie Conrod let the Board know that there is a chart of what the Chapter 70 increases are for everyone and it’s not much for our districts and others. She thinks Gill-Montague is getting a notable increase and Athol-Royalston is as well, but pretty much everyone else is only getting a $30 per pupil increase. They were told they would get almost $300,000 and they are not. Due to the new low income headcount expansion and since their district is so small and they have declining enrollment, there wasn’t an uptick in numbers so they didn’t get an increase in funding. But their SPED numbers are increasing, as is their homeless population. Bill said the advocacy
from Orange is a real impetus for the Special Education Gap listening session, discussed earlier.

Michael Merritt commented on the nearing due date for the SOA three-year plans and asked if there is any support to figure out what this looks like. Bill said he may not have the most current info but the last he knew was DESE hasn’t figured out what this looks like or provided guidance. Laura noted on Saturday she met with Senator Lewis and he was saying it’s almost ready and for districts getting minimal aid it’s supposed to be a short and plan. It’s the districts who are getting more money that will have more work. The deadline will probably get pushed back, but it’s supposed to come out shortly.

Suzanne Crawford gave a shout out to Senator Adam Hines who has been tireless in his support.

Laura Fallon mentioned that in Northampton they are in the process of planning two budgets since they have a budget override vote in process. As part of that, it’s become clear that people don’t understand chapter 70 funding. They are making comparisons between their district and other districts. So not only is chapter 70 outdated and flawed, but there also has to be more education done as far as why we’re not getting more. That’s part of why MASC is hosting the “70 on 70,” as Laura mentioned in the Open Comments.

The Board continued its discussion of chapter 70 funding and how difficult it is to explain to everyone.

**Motion to go into Executive Session to review Executive Session minutes pursuant to G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”) - Open Meeting Law, G.L. c. 30A, §§ 22(f), (g). The Chair does not anticipate going back into Open Session. (Vote Required)**

Dan explained that we will be going into Executive Session pursuant to Purpose 7 in order to approve executive session minutes and he does not anticipate going back into open session.

Jonathan Schmidt moved to go into Executive Session and Michael Knapp seconded the motion. A roll call vote was done and the motion passed.

Dan invited Bill Diehl, Barbara Siegel, and Sarah Molloy into the Executive Session.

After the Executive Session, the meeting ended.
2019 Youth Health Data
& Regional Coalition Efforts

January 29, 2020
CES Board of Directors Meeting

Collaborative for Educational Services
Everyone is a learner
Heather Warner
SPIFFY Coalition @ CES
hwarner@collaborative.org
413-588-5583

Melinda Calianos
Hampshire Franklin Tobacco Free Community Partnership @ CES
mcalianos@collaborative.org
413-588-5584

Kat Allen
CTC (Franklin County)
KAllen@frcog.org
413-774-3167
Today’s Goals:

- Who we are
- Trends in youth substance use & mental health
- New vaping trends and regulations
- Coalition and school-based projects
- Q and A
MISSION:
Collaboratively engage in data-driven prevention efforts to reduce youth substance use & build healthy communities in Hampshire County.

What Do We Do?
- Foster collaboration
- Collect and share data
- Promote evidence-based prevention practices
- Create a local culture where youth are supported to make healthy choices
Communities that Care

Coalition Co-Coordinators
Kat Allen &
Rachel Stoler
Funded Prevention Coalitions

**Hampshire County**
- SPIFFY Coalition
- Hampshire HOPE
- Northampton Prevention Coalition
- Easthampton Healthy Youth Coalition
- South Hadley Drug & Alcohol Prevention Coalition
- Quaboag Hills Substance Use Alliance
- UMass Campus Community Coalition

**Franklin County**
- Communities That Care (CTC)
- Franklin County Opioid Task Force
- 4SC Greenfield
- Gill-Montague Community School Partnership
- North Quabbin Community Coalition
Preventing & Reducing Teen Substance Use

There is a lot ‘cooking’ in the adolescent brain.

Harmful substances like tobacco, nicotine, alcohol, marijuana and other drugs turn up the heat.

By creating environments that “turn down the temperature” for youth, we can prevent problems from boiling over or even starting to simmer.

Just like we turn down the heat on a stove, communities can keep youth from harm by making sensible changes.
What puts youth at RISK for alcohol and drug use?

- Alcohol & drugs are easy to get
- Pro-use messages & advertising
- Laws are unclear or not enforced

- Exposure to adults who drink/use drugs
- Parents feel it is OK for youth to drink
- Family conflict

- Academic failure
- Low commitment to school

- Early use of alcohol and drugs
- Don’t think alcohol/drug use is harmful
- Shift in attitude to favor alcohol use

What PROTECTS youth against these risks?

- Staying involved in community activities
- Getting recognized for community work
- Feeling connected to the neighborhood

- Clear rules about alcohol & drug use
- Close family relationships; praise
- Consistent limits & expectations

- Opportunities to participate in activities
- Being recognized and rewarded for contributions and good effort

- Friends who don’t drink or use drugs
- Participation in positive activities
- Being rewarded for hard work & effort
2019 Hampshire County Prevention Needs Assessment Survey

- 12 school districts
- Grades 8, 10, 12
- 2,958 students surveyed
- 12 years of trend data
Honesty and Fidelity

- Honesty question
- Fake drug
- Inconsistent answers
- Consistency between schools
Trends in Past 30 Day Substance Use 2007-2019

Hampshire County Grade 8

- Cigarettes
- Alcohol
- Marijuana
- Rx Drugs
- E-Cig

Year:
- 2007
- 2009
- 2011
- 2013
- 2015
- 2017
- 2019

Substance Use Rates:
- Cigarettes: 17% (2007) to 1% (2019)
- Alcohol: 13% (2007) to 8% (2019)
- Marijuana: 5% (2007) to 2% (2019)
- Rx Drugs: 2% (2007) to 1% (2019)
- E-Cig: 0% (2007) to 13% (2019)
Trends in Past 30 Day Substance Use 2007-2019
Hampshire County grades 10 & 12 combined

- Cigarettes
- Alcohol
- Marijuana
- Rx Drugs
- E-Cig

Graph showing trends in past 30 day substance use from 2007 to 2019 for Hampshire County grades 10 & 12 combined.
Trends in Perceived Risk of Drug Use 2009-2019

“How much do people risk harming themselves physically or other ways if they…”
(Moderate Risk + Great Risk) Hampshire County Grades 8, 10 & 12

Cigarettes
Alcohol
Marijuana
Rx Drugs
E-Cig


92% 91%
89% 88%
78% 68%
68% 67%
56%
In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?

Hampshire County 2019 All grades by Gender
Franklin County and North Quabbin

Risk factor “Depressive symptoms”


Female: 52% in 2003, 62% in 2018
Male: 34% in 2003, 31% in 2018

2018 FC/NQ Prevention Needs Assessment, 8th, 10th and 12th grades combined and weighted.
### Risk factor “Depressive symptoms,” by group

<table>
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<th>Race/ethnicity</th>
<th>Percentage</th>
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<tr>
<td>Black/African American (n=33)</td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic/Latino (59)</td>
<td>49%</td>
</tr>
<tr>
<td>Asian (23)</td>
<td>48%</td>
</tr>
<tr>
<td>White (1267)</td>
<td>47%</td>
</tr>
<tr>
<td>More than one race/ethnicity (n=135)</td>
<td>46%</td>
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<tr>
<td>American Indian (n=14)</td>
<td>36%</td>
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<table>
<thead>
<tr>
<th>Sexual orientation</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Lesbian, gay, bisexual, not sure (n=266)</td>
<td>72%</td>
</tr>
<tr>
<td>Straight/heterosexual (n=1099)</td>
<td>41%</td>
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<table>
<thead>
<tr>
<th>Family income</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lower income (n=341)</td>
<td>51%</td>
</tr>
<tr>
<td>Higher income (n=557)</td>
<td>41%</td>
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2018 FC/NQ Prevention Needs Assessment, 8th, 10th and 12th grades combined and weighted.
Safe at School by Gender
Hampshire County 2019 Grades 8, 10, 12

Feel Safe at School
- Male: 87%
- Female: 82%
- Transgender / Non-Binary / Other: 66%

Bullied
- Male: 19%
- Female: 27%
- Transgender / Non-Binary / Other: 48%

Skipped School Because Felt Unsafe
- Male: 4%
- Female: 7%
- Transgender / Non-Binary / Other: 15%
Suicidality and Self-Harm, in Past Year
2019 Hampshire County by Gender

<table>
<thead>
<tr>
<th></th>
<th>Serious Considered Suicide</th>
<th>Self Harm</th>
</tr>
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<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Suicidality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>19.3</td>
<td></td>
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<tr>
<td>Transgender / Non-Binary / Other</td>
<td>45.2</td>
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</tr>
<tr>
<td>Total</td>
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<td></td>
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<tr>
<td><strong>Self Harm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Transgender / Non-Binary / Other</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Screen time and Depression
TV, Computer, Smartphone, Tablet, NOT for School work
Hampshire County 2019 All Grades

- Less than 1 hour per day: 38% (Depressed), 62% (Not depressed)
- 1-4 hours per day: 38% (Depressed), 62% (Not depressed)
- 5+ hours per day: 53% (Depressed), 48% (Not depressed)
Vaping and Marijuana

- Deeper dive
WHERE Teens are Getting Marijuana
2019 Hampshire County, All Grades
Of those students who used marijuana...n = 844

- From a friend: 60%
- From a dealer/stranger: 18%
- From a family member: 13%
- Some other way: 10%
- Grew it: 6%
- From someone with a medical card: 5%
- Bought it at a store: 2%
- With my medical card: 1%
HOW Teens are Using Marijuana
2019 Hampshire County, All Grades
Of those students who used marijuana...n = 861

- Smoked it: 59%
- Vaped it: 39%
- Ate it: 26%
- Dabbed it: 24%
- Some other way: 6%
- Drank it: 5%
Negative Consequences of Marijuana Use
2019 Hampshire County, All grades
Of those students who used marijuana...n = 961

- Tired or unmotivated: 26%
- Coughing or breathing: 19%
- Difficulty remembering: 17%
- Procrastinating: 13%
- Spending too much money: 11%
- Problems with family: 5%
- Problems at school or work: 4%
- Doing poorly in school: 4%
Cigarette smoking vs. vaping
Franklin County/North Quabbin, 2017

Lifetime use (Have you ever tried...?)

- Cigarette smoking
- 8th grade: 10%
- 10th grade: 15%
- 12th grade: 24%

Current use (past 30 days)

- Cigarette smoking
- 8th grade: 2%
- 10th grade: 5%
- 12th grade: 9%
Recent vaping, by demographic group
Franklin County/North Quabbin, 2017

- lower income: 17%
- higher income: 14%
- female: 12%
- male: 16%
- I identify some other way: 17%
- white non-Hispanic: 15%
- other race, 1+ race, Hispanic: 11%
The New Look of NICOTINE ADDICTION

TALK WITH YOUR KIDS ABOUT THE DANGERS OF VAPING

GET OUTRAGED!

Get the facts at GetOutraged.org
The New Look of Nicotine Addiction
JUUL (JUULing)
New and emerging products
PUFF BAR DISPOSABLE SYSTEM

280mAh

5% SALT NIC

WARNING: This product contains nicotine. Nicotine is an addictive chemical.
E-liquids and E-Juices

Pods

GET OUTRAGED!
Vapor vs. Aerosol

- Produces an aerosol, **NOT** water vapor
- Aerosol can contain harmful substances:

  - Volatile organic compounds
  - Ultrafine particles
  - Nicotine
  - Cancer-causing chemicals
  - Heavy metals such as nickel, tin, and lead
  - Flavoring such as diacetyl, a chemical linked to a serious lung disease

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm
Industry Tactics

The tobacco and vaping industries target young people by making their products:

- Sweet
- Cheap
- Easy to Get
What you can do

- Educate yourself – be aware of what these products look like, what they might smell like, etc.
- Be aware of the tobacco and vaping industries’ tactics
- Know laws, policies, and procedures
- Educate youth
- Talk with youth
- Connect youth with resources to quit

- Bans the sale of ALL flavored tobacco products, including e-cigarettes, menthol cigarettes and chewing tobacco.
- Adds an excise tax of 75% of wholesale on e-cigarettes and their accessories.
- Requires insurance, to provide coverage for tobacco use cessation counseling and all generic FDA approved tobacco cessation products.
- Restricts the sale of vapes/e-cigarettes with nicotine content greater than 35 mg/ml to adult only retail tobacco stores and smoking bars.
  - JUUL 3%= 35mg
  - JUUL 5%= 59mg
- Increases the retailer fine for sales to minors.
- Adds a penalty for retailers for selling untaxed products requiring the state lottery director to suspend their license to sell lottery tickets or shares issued to the retailer.
What you can do - know state laws

• State law effective December 31, 2018
  – Raises the minimum legal sales age for tobacco (including e-cigarettes) to 21
  – Includes e-cigarettes in the definition of tobacco
  – Expands the Smoke-Free Workplace Law to include e-cigarettes
  – Bans the sale of tobacco (including e-cigarettes) in pharmacies, hospitals, or other entities that offer health care services or employ licensed health care providers

• The “Education Reform Act”
What you can do – Educate Youth

Youth campaign

– Digital and social media ads for youth (April-June 2019)
– Posters, handouts, mirror clings for schools and community based organizations
– Emphasizes the connection between smoking cigarettes and vaping
– Includes basic facts about the dangers for youth
Helping Youth Quit

• **This is Quitting** powered by **truth®**
  – Automated text program
  – Text “VapeFreeMass” to 88709

• **My Life, My Quit™**
  – Youth coach specialists
  – Support via phone, text or chat

• **Teen.smokefree.gov**

• Encourage young people to ask their school nurse or counselor, athletic coach, doctor, parent or other trusted adult for help.
For more information

mcalianos@collaborative.org
Visit makesmokinghistory.org
Or google “New Massachusetts Tobacco Law”
What is SPIFFY doing to address Vaping and marijuana use?

1. Data Collection
   - Focus Groups with youth and adults
   - School survey of prevention curricula and responses to vaping

2. SPIFFY/HOPE School Health Task Force:
   - Workshops and PD for schools on policy and new curriculum
   - Trainings in LifeSkills prevention curriculum, SOS
   - Work with schools to identify best practices for prevention
   - Youth Leadership Initiative and Youth-Led video projects
What is SPIFFY doing to address Vaping and marijuana use?

3. Regional Marijuana Media Education
   • intoxicated driving & safe storage
   • Drivers education curriculum updates

4. Laws and Norms Workgroup
   • Host Speakers from AG’s office re: marijuana laws
   • Meet with municipal leaders re: local policies
   • Attend local Board of Health hearings
Comprehensive E-cigarette and Vaping Prevention Plan

Universal Prevention Curriculum

- School Climate
  - Required Health Classes
  - Comprehensive School Policies
  - Parent Engagement
  - Social Emotional Skills Building

Upper Elementary
Grades 5, 6

- Curriculum and Activities
  - LifeSkills with E-cigarette supplement
  - Catch My Breath (grade 5/6)

- Policies, Consequences & Interventions
  - Age appropriate e-cigarette policies and consequences
  - Notify parents and provide resources
  - Educational alternatives

- Parent Engagement
  - HFTFP E-cigarette presentations
  - Parent resources
  - Ready-made newsletter articles

Middle School
Grades 7, 8

- Curriculum and Activities
  - LifeSkills with E-cigarette supplement
  - Catch My Breath (grade 7/8)
  - 84 Chapter peer group w-adult leader

- Policies, Consequences & Interventions
  - Age appropriate e-cigarette policies and consequences
  - Notify parents and provide resources
  - Educational alternatives may include: Catch My Breath; e-Check-up to Go; Mindfulness; research project
  - Referral to cessation resources

- Parent Engagement
  - HFTFP E-cigarette presentations
  - Parent resources
  - Ready-made newsletter articles

High School
Grades 9-12

- Curriculum and Activities
  - Catch My Breath (HS)
  - e-Check-up to Go
  - SADD and 84 Chapters (peer group)
  - Youth Leadership Initiative (YLI)

- Policies, Consequences & Interventions
  - Age appropriate e-cigarette policies and consequences linked with MIAA
  - Notify parents and provide resources
  - Educational alternatives may include: Catch My Breath; e-Check-up to Go; Mindfulness; research project
  - Referral to cessation resources

- Parent Engagement
  - HFTFP E-cigarette presentations
  - Parent resources
  - Ready-made newsletter articles
  - Present/table at existing events

*HFTFP Hampshire Franklin Tobacco Free Partnership, Melinda Callanoes @ CES
School-Based Prevention Strategies

✓ STUDENT GROUPS
✓ HEALTH CLASSES (Free Prevention curricula available)
✓ ADVISORY PERIOD ACTIVITIES
✓ HIGH SCHOOL PEER MENTORS PRESENT TO MIDDLE SCHOOLERS
✓ COACHES/TEAMS (Mentors in Substance and Violence Prevention)
✓ NURSES (SBIRT; Resources, Referrals)
✓ GUIDANCE AND ADJUSTMENT COUNSELORS (training/outreach materials)
✓ OPEN HOUSE AND SCHOOL NEWSLETTERS/PARENT LETTERS
✓ IDENTIFY, TRAIN and RECOGNIZE INTERNAL CHAMPIONS
Questions?
MINDING YOUR MIND

Just Talk About It

Featuring Clinical Director Jon Mattleman and Young Adult Speaker Joey

Thursday, February 6, 2020
Free Program 6:30 - 8 PM
Complimentary Pizza & Refreshments at 6:15 PM

Baystate Franklin Medical Center
164 High Street, Greenfield

Please register for the event at tinyurl.com/JustTalkAboutIt

This free, interactive presentation helps adults recognize and respond to the warning signs of youth stress, anxiety, depression, and mental health crisis through an engaging personal story by a young adult speaker.

Questions about the event? Contact Kat Allen, kallen@frco.org
For more info about Minding Your Mind, visit mindingyourmind.org
EXTRA SLIDES
Spotlight On Gender
Substance Use in Past 30-Days By Gender

Hampshire County 2019 All Grades

<table>
<thead>
<tr>
<th>Substance</th>
<th>Male</th>
<th>Female</th>
<th>Transgender / Non-Binary / Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-cigarettes</td>
<td>21.8</td>
<td>28.6</td>
<td>29.5</td>
</tr>
<tr>
<td>Alcohol</td>
<td>20.9</td>
<td>27.6</td>
<td>17.7</td>
</tr>
<tr>
<td>Marijuana</td>
<td>20.1</td>
<td>22.6</td>
<td>26.6</td>
</tr>
</tbody>
</table>
Substance Use differences by Race, Income, LGBTQ, and DFC Involved Youth and Substance Use
Where Bullied by Gender
Hampshire County 2019 Grades 8, 10, 12

- Cafeteria: Transgender / Non-Binary / Other - 12.2%
  - Female - 7.3%
  - Male - 4.7%

- Cell Phone: Transgender / Non-Binary / Other - 8.2%
  - Female - 7.3%
  - Male - 2.9%

- On-line: Transgender / Non-Binary / Other - 17.1%
  - Female - 10.9%
  - Male - 3.8%

- Classroom: Transgender / Non-Binary / Other - 23.2%
  - Female - 9.8%
  - Male - 6.6%

- School Hallways: Transgender / Non-Binary / Other - 22%
  - Female - 10%
  - Male - 5%
Where Bullied by Gender (Continued)

Hampshire County 2019 Grades 8, 10, 12

<table>
<thead>
<tr>
<th>Location</th>
<th>Transgender / Non-Binary / Other</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other/Not at School</td>
<td>6.2</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>After School Club or Sports Team</td>
<td>6.1</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>4.9</td>
<td>2.6</td>
<td>3</td>
</tr>
<tr>
<td>School Bathrooms</td>
<td>6.1</td>
<td>2.9</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Adults Take Quick Action-Bullying

When Take Action, It Really Works

Hampshire County 2019 All Grades By Gender
### Relationship with Caring Adults

#### 2019 Hampshire County All Grades, By Gender

<table>
<thead>
<tr>
<th>Question</th>
<th>Male</th>
<th>Female</th>
<th>Transgender / Non-Binary / Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can talk to teachers one-on-one</td>
<td>88%</td>
<td>84%</td>
<td>76%</td>
</tr>
<tr>
<td>At least one adult at school who cares about me</td>
<td>88%</td>
<td>89%</td>
<td>83%</td>
</tr>
<tr>
<td>Feel close to your primary parent/caregiver</td>
<td>91%</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>Enjoy spending time with your primary parent/caregiver</td>
<td>92%</td>
<td>93%</td>
<td>87%</td>
</tr>
</tbody>
</table>

- **Male**: Blue
- **Female**: Orange
- **Transgender / Non-Binary / Other**: Green
Screen time: Average School Day
TV, Computer, Smartphone, Tablet, NOT for School work
Hampshire County 2019 All Grades By Gender
Screen time and Depression
TV, Computer, Smartphone, Tablet, NOT for School work
Hampshire County 2019 All Grades

Less than 1 hour per day: 38% Depressed, 62% Not depressed
1-4 hours per day: 38% Depressed, 62% Not depressed
5+ hours per day: 53% Depressed, 48% Not depressed
## Substance Use and Screen Time

**TV, Computer, Smartphone, Tablet, NOT for School work**

**Hampshire County 2019 All Grades**

<table>
<thead>
<tr>
<th></th>
<th>Less than 1 hour</th>
<th>1-4 hours</th>
<th>5+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-Cigarettes</strong></td>
<td>Users</td>
<td>Non-Users</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>9%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Alcohol</strong></td>
<td>Users</td>
<td>Non-Users</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>10%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Marijuana</strong></td>
<td>Users</td>
<td>Non-Users</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>9%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Past 30 Day Substance Users Were More Likely to Watch 5+ Hours of Screens Than Non-Users
TEXTING While Driving in Past 30-days
Hampshire County 2019 Grades 10 and 12

Texting while Driving

- Grade 10: 8%
- Grade 12: 47%
Driving While Intoxicated or Riding with an Intoxicated Driver
Hampshire County 2019 grades 10, 12

- Drive when Drinking: Grade 10 (1%), Grade 12 (5%)
- Ride with a Drinking Driver: Grade 10 (12%), Grade 12 (15%)
- Drive High: Grade 10 (4%), Grade 12 (21%)
- Ride with a High Driver: Grade 10 (17%), Grade 12 (31%)

Legend: Grade 10, Grade 12
Teen Relationships
Have you been in a relationship with someone who . . .

Of students (59%) who said yes been in relationship . . .

✧ 13% - told me what I could and could not wear
✧ 26% - told me who I could talk to or spend time with
✧ 13% - called me names or put down repeatedly
✧ 13% - partner did or said something that made me feel afraid (221 students)
✧ Rates significantly higher for girls and for LGBTQ (1.5 to over 3 times higher)
Have you been in a relationship with someone who . . .

Of students (59%) who said yes in relationship . . .

✧ 9% - agreed to unwanted sexual activity because saying no would be too uncomfortable or unsafe
✧ 9% - forced/pressured into sexual activity

✧ Rates significantly higher for girls and LGBTQ (3 or 4 times higher)
Do you have any friends who have been abused by a dating partner- and if yes did you do anything to help them?

- 22% – yes have friend abused
  (550 students)

- 15% - yes, and I did something to help

- 5% - Wanted to help but didn’t know how
  (141 students)

- 1% - Not my business/not want to help
Have you discussed relationship/dating violence in a classroom over the last year?

- Discussed in class at school? 25%
- With a peer? 27%
- With a parent or trusted adult? 31%
STRATEGY: SOCIAL NORMS CAMPAIGNS
(research based, student data, multi-use)

94% of Gateway students agree that how I ask for consent matters.

When it comes to consent - **YES** means yes, only if it is comfortable to say **NO**.

Results based on a survey taken by 280 out of 333 Gateway students in 2016.
Project funded in part by a grant awarded to the Town of Russell by the HUD, and the DHCD MA Program. This project is a collaboration between Gateway High School and the Southern Hilltown DV Task Force.
4 Out of 5 Gateway Guys Really Don’t Want To Hear Trash Talk About Girls.

Here’s what they do about it:

• TELL THEM TO STOP
• LEAVE THE CONVERSATION
• CHANGE THE SUBJECT
• WARN THEIR FRIENDS ABOUT THE PERSON
• WARN THE PERSON BEING TALKED ABOUT

In a survey taken by Gateway High School students in January 2006, 83% of male students agreed or strongly agreed with the following statement, “I don’t like to hear other guys talk trash about girls or women.”

This campaign is a collaboration between Gateway High School students and the Southern Hilltown Domestic Violence Task Force. Artwork by Gateway students.

Project funded in part by a grant awarded to the Town of Chester for the Southern Hilltown Community Assistance Program by the HUD, and the DHCD MA CDBG program.
Strategic Writing Prompt:

Why is it important that both people be treated equally in a relationship?

Because it's two people, two equal people. Coming into a relationship isn't morphing into one person making the same decisions. A relationship isn't about owning each other.
“Because it’s two people, two equal people…

Coming into a relationship isn’t morphing into one person making the same decisions. A relationship isn’t about owning each other.”  - WHS Student

Why is it important that both partners be treated equally in any relationship?
<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowed/used a friend</td>
<td>50%</td>
</tr>
<tr>
<td>Gave money to someone under 21</td>
<td>15%</td>
</tr>
<tr>
<td>Got myself from a store</td>
<td>12%</td>
</tr>
<tr>
<td>Got it some other way</td>
<td>12%</td>
</tr>
<tr>
<td>Got myself from a vape shop</td>
<td>10%</td>
</tr>
<tr>
<td>Gave money to someone 21+</td>
<td>10%</td>
</tr>
<tr>
<td>Got myself online</td>
<td>7%</td>
</tr>
<tr>
<td>A family member got it for me</td>
<td>4%</td>
</tr>
<tr>
<td>A parent got it for me</td>
<td>3%</td>
</tr>
</tbody>
</table>

% out of those who vaped in past 30 days (n = 1000)

**How Youth are Getting E-Cigarettes**

2019 Hampshire County grades 8, 10 & 12
What substances Have You Vaped?

2019 Hampshire County Grades 8, 10 & 12

I have never used an electronic vapor product

Vape juice without nicotine

Vape juice with nicotine

Marijuana

Tobacco

Something else

I'm not sure what I was vaping

8th Grade

10th Grade

12th Grade

- 75% of 8th Grade students have never used an electronic vapor product.
- 55% of 10th Grade students have never used an electronic vapor product.
- 44% of 12th Grade students have never used an electronic vapor product.

- 13% of 8th Grade students use vape juice without nicotine.
- 22% of 10th Grade students use vape juice without nicotine.
- 28% of 12th Grade students use vape juice without nicotine.

- 13% of 8th Grade students use vape juice with nicotine.
- 13% of 10th Grade students use vape juice with nicotine.
- 32% of 12th Grade students use vape juice with nicotine.

- 8% of 8th Grade students use marijuana.
- 23% of 10th Grade students use marijuana.
- 34% of 12th Grade students use marijuana.

- 2% of 8th Grade students use tobacco.
- 4% of 10th Grade students use tobacco.
- 10% of 12th Grade students use tobacco.

- 1% of 8th Grade students use something else.
- 3% of 10th Grade students use something else.
- 3% of 12th Grade students use something else.

- 3% of 8th Grade students are not sure what they were vaping.
- 4% of 10th Grade students are not sure what they were vaping.
- 4% of 12th Grade students are not sure what they were vaping.
Trends in Perceived Parent Disapproval 2009-2019
“How wrong do your parents think it would be for YOU to…”
(Wrong + Very Wrong) Hampshire County Grades 8, 10 & 12

Alcohol | Cigarettes | Marijuana | Rx Drugs
---|---|---|---
2009 | 84% | 94% | 88% | 84%
2011 | 80% | 95% | 90% | 89%
2013 | 85% | 98% | 85% | 98%
2015 | 90% | 99% | 90% | 99%
2017 | 95% | 98% | 84% | 84%
2019 | 100% | 99% | 89% | 84%
Heavy users (20+ times) (n=163) | Light users (1-19 times) (n=462) | Non-users (n=2263) | All students (n=2811)
---|---|---|---
participated in school clubs / organizations 1+ times | 66% | 72% | 73% | 81%
felt sad or depressed most days | 60% | 39% | 42% | 51%
drove a car while using marijuana 1+ times | 1% | 8% | 23% | 53%
skipped school 1+ times | 21% | 41% | 26% | 52%
received lower grades (mostly C's, D's, or F's) | 19% | 14% | 16% | 38%
Percent of past 30-day marijuana users who are heavy users between 2017 and 2019

Hampshire County, All grades

Lighter users (1-19 times per month)

Heavier users (20+ times per month)
National data on depressive symptoms

**Felt sad or hopeless every day for 2+ weeks in a row, past year, US, high school age**

- Female: 34%, 41%
- Male: 19%, 21%

**Major depressive episode, past year, US, age 12-17**

- By sex: Girls 20%, Boys 7%

Source:
- US High School Youth Risk Behavior Survey, 2009-17
- US Natl Survey Drug Use & Health, 2010-17
Vaping and Tobacco
Lesson Plans

E-Cigarettes: A Dangerous Trend

- Grade level: 6-8 (adapted lesson for 4th-6th grade reading level)
- Includes lesson plan with student article, worksheet, critical thinking questions, vocabulary lists, and writing prompts
- Duration: 1 class period
- Teaches students what e-cigarettes are and they associated health risks
- Standards aligned with: Common Core State Standards, Next Generation Science Standards, National Science Education Standards, and National Council for Social Studies
- Source(s): National Institute on Drug Abuse (NIDA)/Scholastic

Know the Risks: A Youth Guide to E-cigarettes

- Grades 6-8
- Includes a PowerPoint presentation
- Duration: 1 class period (45 minutes)
- Educates youth on e-cigarettes, including health risks, the factors that lead to e-cigarette use, and what youth can do to avoid all tobacco products, including e-cigarettes
- Source: CDC’s Office on Smoking and Health (OSH)

CATCH My Breath: Youth E-Cigarette Prevention Program

- Grade level: 6-8
- Includes a series of classroom lessons, peer-led activities, and social and community support designed to increase student’s knowledge of e-cigarettes, nicotine and addiction dangers, while preventing their intended use of the product in the future.
- Lesson plans educate students about the dangers of e-cigarettes, and awareness of the presence of industry marketing tactics and social pressures to use the products.
- Duration: 4 lessons that are 35 minutes each
To enroll in the free program and access the curriculum, please visit catchinfo.org/enroll

Sample Lesson

Tobacco Prevention Toolkit: E-Cigarettes and Vape Pens

- Grade level: 7-8
- Includes Educator's Guide and PowerPoint Presentation
- Teaches the effects of e-cigarettes & vaping on the body, aerosols they produce, and thirdhand smoke
- Duration: 5+ class periods
- Standards aligned with: National Health Education Standards, California Health Standards
- Source(s): Stanford Medicine

E-Cigarettes: Is it Worth it?

- Grade level: 6-8
- *All resources also available in Spanish*
- Includes nurse and educator guide, lesson plan, three activity sheets for students, colorful wall poster, downloadable student toolkit featuring social media to promote learning, parent/guardian letter
- Teaches facts about the dangers of tobacco product (e.g. e-cigarettes) and targeting marketing
- Duration: 1 class period
- Standard aligned with: National Health Education Standards, National Standards for Science in Personal and social Perspectives, and Common Core State Standards for English, Language Arts, History/Social Sciences, and Science
- Source(s): Young Minds Inspired Inc.
E-Cigarettes: What You Need to Know

- Grade level: 6-8
- Includes lesson plan with student article, worksheet, critical thinking questions, vocabulary lists, and writing prompts
- Duration: 1 class period
- Teaches about the potential risks of electronic cigarettes; how e-cigarette marketing strategies are designed and how they might influence teens; and, critical thinking
- Standards aligned with: Common Core State Standards, Next Generation Science Standards, National Science Education Standards, and National Council for Social Studies
- Source(s): National Institute on Drug Abuse (NIDA)/Scholastic

Taking Down Tobacco

- Grade level: 6-8
- Includes lesson plan, parent/guardian letter, activities, videos, class poster, School Nurse teaching kit, and additional resources
- Teaches students dangers of all tobacco products including e-cigarettes and the deceptions of tobacco marketing
- Duration: 1+ class periods
- Standards aligned with: National Health Education Standards, National Standards for Family and Consumer Sciences, and Common Core State Standards for English Language Arts, History/Social Sciences, and Science
- Source: Young Minds Inspired Inc.
Get Smart About Tobacco

- Grade level: 6-7
- Includes lesson plan, student magazine, mini-poster, instructions for hands on experiment, student worksheets, and additional resources
- Teaches the danger of tobacco on different body systems and the environment
- Duration: 3 Class Periods
- Standards: National Science Education Standards, Next Generation Science Standards, Common Core State Standards for English Language Arts
- Source: Scholastic

Legal Doesn’t Mean Harmless: Brain Power!

- Grade level 6-8
- Includes 1 step-by-step module, resources for students, parents guide, and online activities
- Teaches about negative effects of nicotine and alcohol on the body and brain
- Duration: 1 class period (with activities (e.g. mock trial on legal drinking age) for subsequent classes)
- Standards aligned with: National Science Education Standards
- Source(s): National Institute on Drug Abuse (NIDA)
Nicotine Addiction

- Grade level: 6-8
- Includes lesson plans, powerpoints, activities, and discussion guides
- Teaches students about the adolescent brain, addiction, and nicotine
- Duration: 3 class periods
- Source(s): Stanford Medicine

Tobacco Addiction and Secondhand Smoke

- Grade level: 6-8
- Includes lesson with student article and pre- and post-lesson quiz
- Teaches about the effects of nicotine; the dangers of secondhand smoke; and, the dangers of tobacco addiction
- Duration: 1 class period
- Standards aligned with: National Science Education Standards
- Source(s): National Institute on Drug Abuse (NIDA)/Scholastic
Additional Resources

Mind Matters: Tobacco, Nicotine, and E-Cigarettes Student Booklet

- Includes tobacco, nicotine, and e-cigarette student booklet
- Focuses on what tobacco, nicotine, and e-cigarette are and their addictive properties
- Source(s): National Institute on Drug Abuse (NIDA)

NIDA: Drug Facts

- Includes link for Tobacco, Nicotine, and E-Cigarettes
- Focuses on what tobacco nicotine, and e-cigarettes are, their addictive properties, and their effects on the brain and body
- Source(s): National Institute on Drug Abuse (NIDA)

Teachers and Parents: That USB Stick Might Be an E-Cigarette (Poster)

- Includes infographic with overview of e-cigarettes
- Focuses on summarizing e-cigarettes and their risks
- Source(s): Center for Disease Control and Prevention (CDC)
E-Cigarettes Shaped Like USB Flash Drives: Information for Parents, Educators, and Health Care Providers

- Includes infographic that gives an overview of E-cigarettes
- Provides brief description of the effects of e-cigarettes on the developing brain, and Helpful next steps for educators, parents, and health care providers about how to reduce the use of e-cigarettes among young people
- Source(s): Centers for Disease Control and Prevention (CDC)

The Facts about JUUL E-Cigarettes

- Includes infographic with overview of juuls (e-cigarettes)
- Description of health risks related to juuling
- Source(s): Campaign for Tobacco-Free Kids
Vaping Fact Sheet

- Includes link to order vaping fact sheets
- Includes information that can be used throughout the community to inform parents about the dangers of vaping, data on youth e-cigarette use and the role of tobacco industry tactics
- Source(s): Massachusetts Health Promotion Clearinghouse
From the Governor's Office

THE BAKER-POLITTO ADMINISTRATION'S FY21 BUDGET HIGHLIGHTS BY NUMBERS

Education

- Fully funds the first year of the Student Opportunity Act with $355 million in new spending
- Includes $303.5 million increase (6%) to Chapter 70 School aid, total of $5.480 billion, reflecting:
  - Broadened definition of low income, and rates that reflect the higher resource needs of low income students, especially in districts with a high concentration of poverty
  - Increases to support costs of educating English language learners, teacher benefits, special education, and guidance and psychological services. All districts get at least $30/student more than in FY20
- Other spending related to the Student Opportunity Act includes:
  - $23.2 million (20%) in new funding for charter school tuition reimbursement, for a total investment of $138.2 million
  - $17.3 million (5%) in additional support for special education circuit breaker reimbursement for cities and towns, for a total investment of $362.5 million
  - $12.6 million for Targeted Assistance to expand existing commitments to close achievement gaps in low-performing schools (same as FY20)
  - $10 million for the new Twenty-First Century Education Trust Fund, established under the Student Opportunity Act, and based on a model included in the Governor's FY20 House 1 budget, which will help fund best practices to close achievement gaps
  - $1 million for data analysis and investments to support strategic data sharing and data use in future decision making regarding public education

Early Education

- $55.1 million (8%) increase above FY20 spending for the Department of Early Education, total investment of $761.9 million
- $20.4 million in new funding to fund an increase of 150 Department of Children and Families child care vouchers per month
- $19.3 million increase in Department of Transitional Assistance child care vouchers
- $10 million increase in rates paid to early education and child care providers
- Additional $10 million to support future revisions to the sliding parent fee schedule and enable reductions in parent contributions
FROM MASS Massachusetts Association of School Superintendents

TO: Mass Colleagues January 24, 2020

FROM: Tom Scott, MASS Executive Director

With Roger Hatch, MASS School Finance

SUBJECT: Governor’s FY21 Chapter 70 and educational budget recommendations

On Wednesday afternoon Governor Baker released his recommendations for the FY21 state budget. The budget proposes an increase of 2.3 percent to a total budget of $44.6 billion. It implements most but not all of the provisions of the Student Opportunity Act which was passed last fall.

It’s no surprise that Chapter 70 comprises the largest increase among the major education aid accounts.

<table>
<thead>
<tr>
<th>Acct</th>
<th>Program Name</th>
<th>final fy20</th>
<th>Governor FY21</th>
<th>change FY20-FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>7061-0008</td>
<td>Chapter 70</td>
<td>5,175,694,094</td>
<td>5,479,225,982</td>
<td>303,531,888</td>
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<td>7061-0012</td>
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<td>345,154,803</td>
<td>362,451,631</td>
<td>17,296,828</td>
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<td>7061-9010</td>
<td>Charter Reimbursements</td>
<td>115,000,000</td>
<td>138,200,000</td>
<td>23,200,000</td>
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<tr>
<td>7035-0006</td>
<td>Regional Transportation</td>
<td>73,856,506</td>
<td>75,856,506</td>
<td>2,000,000</td>
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<td>7010-0012</td>
<td>METCO</td>
<td>24,225,000</td>
<td>24,180,325</td>
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<tr>
<td>7081-0016</td>
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<td>7035-0008</td>
<td>Homeless Transportation</td>
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<td>7053-1909</td>
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<tr>
<td>7053-1925</td>
<td>School Breakfast Program</td>
<td>4,566,445</td>
<td>4,566,445</td>
<td>0</td>
</tr>
<tr>
<td>7035-0007</td>
<td>Non-Res Voke Transp</td>
<td>250,000</td>
<td>250,000</td>
<td>0</td>
</tr>
<tr>
<td>7081-9813</td>
<td>Rural School Aid</td>
<td>2,500,000</td>
<td>1,500,000</td>
<td>-1,000,000</td>
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<tr>
<td>total, these accounts</td>
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<td>5,768,160,524</td>
<td>6,102,644,565</td>
<td>334,484,041</td>
</tr>
</tbody>
</table>

Chapter 70

This is the first year of a planned seven-year phase-in of the Student Opportunity Act (SOA). It represents a big improvement in funding for benefits, special education, English Learners...
and low-income students. The six percent rise in aid, amounting to $304 million, is the largest nominal increase ever during the foundation budget era which began in FY94. Even controlling for inflation, it is the largest increase since FY02. This is just the first year of the seven-year phase-in, so the prospects for continued growth in coming years are positive.

**Proposed FY21 Chapter 70, Comparison to FY20**

<table>
<thead>
<tr>
<th></th>
<th>FY20</th>
<th>FY21</th>
<th>Change</th>
<th>Pct Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>939,683</td>
<td>938,121</td>
<td>-1,562</td>
<td>-0.2%</td>
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<tr>
<td>Foundation budget</td>
<td>11,359,048,512</td>
<td>11,950,816,671</td>
<td>591,768,159</td>
<td>5.2%</td>
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<td>Required district contribution</td>
<td>6,513,607,368</td>
<td>6,792,593,123</td>
<td>278,985,755</td>
<td>4.3%</td>
</tr>
<tr>
<td>Chapter 70 aid</td>
<td>5,176,002,652</td>
<td>5,479,534,540</td>
<td>303,531,888</td>
<td>5.9%</td>
</tr>
<tr>
<td>Required net school spending (NSS)</td>
<td>11,689,610,020</td>
<td>12,272,127,663</td>
<td>582,517,643</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Amidst all this good news, there are two issues that must be addressed. First, a majority of districts (183 out of 318, or 57%) receive only $30 per pupil in minimum aid increases. The biggest beneficiaries of the SOA are the Gateway Cities, eight of which receive foundation aid increases of as much as $1200 per pupil or more. Only 135 districts receive foundation aid increases of more than $30 per pupil. The Chapter 70 formula defines a fair amount of aid for each city and town to receive, based upon community wealth. The fact is, all but 55 districts receive significantly more aid than the formula determines to be a fair amount. Redefining this fair amount may be the next step in the evolution of the formula. In fact, the SOA stipulates that just such a study must be conducted by DOR and ESE by the end of 2020.

Secondly, the low-income provision of the SOA is not fully implemented in House 2. Instead of the 14 percent phase-in which was applied to other rate components, low-income rates were increased by only 4 percent. As stipulated by the law, the definition of low-income students was changed to include those whose family incomes are less than 185 percent of federal poverty guidelines. Previously the definition had been 133 percent. ESE relied upon each district’s FY16 free and reduced lunch percentages to approximate the new standard, resulting in an additional 37 thousand students falling into the low-income category.

If low-income rates had been fully implemented at 14 percent, foundation budgets would have been $103 million higher, resulting in $74 million more in aid. 101 districts would have received greater increases.

An EXCEL workbook showing each district’s key components, compared to FY20, is attached. A second sheet in the workbook shows what would have happened if low-income rates had been implemented at the full 14 percent.

*Please see addendum, page 6*
**Circuit Breaker and Charter Reimbursements**

The SOA adds special education out-of-district transportation costs to the circuit breaker program. The circuit breaker appropriation rises by $17 million, but this is in the normal range of appropriation increases for this account. ESE estimates the transportation cost to be $120 million to be phased in over four years. Applying the 75 percent reimbursement to the first year would yield roughly $20 million in additional new money needed. However, current estimates show that there may be a surplus in the FY20 account. At this point, it is difficult to say whether the proposed $17 million increase would be sufficient to fully fund both the instructional cost and transportation components of the program in FY21.

The SOA places stringent requirements on charter funding that would require 75 percent funding in FY21, 90 percent in FY22, and 100 percent in FY23. The $23 million increase in the Charter Reimbursement account for FY21 would appear to be in the 75 percent range.

**Links to Additional Information**

DESE Chapter 70 website: [http://www.doe.mass.edu/finance/chapter70/fy2021/prelim.html](http://www.doe.mass.edu/finance/chapter70/fy2021/prelim.html)

DESE Charter Tuition estimates: [http://www.doe.mass.edu/charter/finance/tuition/](http://www.doe.mass.edu/charter/finance/tuition/)

DLS Data Bank website: cherry sheets: [https://www.mass.gov/lists/cherry-sheet-estimates](https://www.mass.gov/lists/cherry-sheet-estimates)
SUBJECT: Addendum, Update to Governor's FY21 Chapter 70 and educational budget analysis

This memo clarifies the January 24, 2020 memo about Governor Baker's FY21 Chapter 70 and education budget. After discussion with ESE and the Executive Office of Education, it's clear that the one-seventh phase-in was indeed fully implemented.

...Instead of the 14 percent phase-in which was applied to other rate components, low-income rates were increased by only 4 percent. As stipulated by the law, the definition of low-income students was changed to include those whose family incomes are less than 185 percent of federal poverty guidelines. Previously the definition had been 133 percent. ESE relied upon each district's FY16 free and reduced lunch percentages to approximate the new standard, resulting in an additional 37 thousand students falling into the low-income category.

If low-income rates had been fully implemented at 14 percent, foundation budgets would have been $103 million higher, resulting in $74 million more in aid. 101 districts would have received greater increases.

This explanation was correct, but it fails to account for the fact that unlike the other SOA categories, the low-income provision was comprised of two separate components. In the Governor's proposal, the enrollment component was fully implemented at 100 percent, at a foundation budget cost of $182 million. This far outweighs the $103 million shortfall resulting from the lower rates. Although the combined impact of these two components has not been quantified, it is likely that the overall impact on low-income funding will be even more than 14 percent.
THE PROBLEM

- While most state education funding assistance is based on a school's actual costs, special education funding relies on assumptions.
- The formula assumes:
  - 16% of students in each district require special education services.
  - Each student receiving special education services requires 25% of one full-time educator's day.
- Data shows many schools have over 20% in-district special education enrollment and school administrators report the students' needs require much more intensive staffing. For these schools, state special education funding does not come close to covering actual special education costs leaving municipalities to make up the difference.

THE FIRST-STEP SOLUTION: S.2465/H.4275

- Use actual data to produce a special education gap report capturing schools and districts with numbers higher than the special education assumptions.
- Direct DESE to produce a statewide report that quantifies the disservice we do to our students by using assumptions rather than actual numbers.

Getting special education funding right is an equity imperative.
Our Mission is to

Develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

We are a Massachusetts educational collaborative, and partner with school districts, schools, and communities across Massachusetts and in the region to help build capacity through collaboration to improve instruction, student learning and achievement; develop and share exemplary programs; and identify or create resources that support school districts, state agencies, children, families, and communities.

First- Our Deep Gratitude

Thank you from our schools, districts, educators, and students in western Massachusetts communities!

2019 saw the passage of the Student Opportunity Act school funding bill- and a significant re-focus on educational opportunities and support in Massachusetts. We also thank you, our western Massachusetts legislators, for working tirelessly to ensure that we were heard, loud and clear, about the many ways in which our challenges and solutions differ from those in other parts of our state. At CES, as we worked to try to represent the voices of our member schools and districts, we deeply appreciated your willingness to partner with us to make those connections. We look forward to the coming year with zest for the work and positivity about the progress we can make together.

Everyone is a learner
We welcome your continuing support

For key areas where so much progress has been made, and where we’ve seen many successes. We are at your disposal to hold that ground as well as seek further expansion on matters such as:

- Increased Rural Schools Sparsity Aid Funding
- Regional School Transportation Increase
- Funding of Special Education Circuit Breaker
- Special Education Transportation Formulas
- Increased Funding for Reading Recovery
- Increased Funding for Early Childhood Mental Health (ECMH)
- Charter School Reimbursements
- Mass in Motion programming to support community health and healthy families

2020 Legislative Priorities

There are several issues and concerns that we are working hard to progress. We would love to partner with you on:

- **Mental and Behavioral and Addiction Health Supports for Students**: Increased district need for educator training and provider support – especially for students experiencing trauma, and for addicted students or students with addiction in the home who are not able to access treatment and support in the community.
- **Vaping Education Funding**: The Governor’s budget designates $4 million for this area. Our schools and districts have identified vaping as a significant challenge.
- **Breakfast After the Bell Bill S2473/H4218**: on Governor’s desk for signing. Thank you for your advocacy for these measures to continue reviewing and improving student access to critical nutritional supports.
- **Special Education Gap Bill S2465/H4275**: Inadequate, dated formulas for funding, calls for research and a special education gap report. We support and are ready to help.
- **Programs to Build a Robust Pipeline for Developing a Diverse Teacher Workforce**: state funding for paraprofessional pathways to licensure (promoting a diverse teacher workforce) is limited to institutes of higher education. Our alternative licensure program, a highly accessible model, has not been eligible for this funding.
- **After School Programs**: Continuing strong funding support for these highly effective academic supports in western Massachusetts. The parents of 19.4 million children would send their child to an afterschool program—if one were available. Afterschool programs save at least three tax dollars for every one spent.
- **Expanding Funding for STEM Career Education**: especially paid student internships

**Member Districts**

**FRANKLIN COUNTY**

Conway Public Schools | Deerfield Public Schools | Erving Elementary Schools | Franklin County Technical School | Frontier Regional School District | Gill-Montague Regional School District | Greenfield Public Schools | Hawlemont Regional School District | Leverett Public Schools | Mohawk Trail Regional School District | New Salem Schools | Orange Public Schools | Pioneer Valley Regional Schools | RC Mahar Regional School District | Rowe Elementary Schools | Shutesbury Public Schools | Sunderland Public Schools | Wendell Public Schools | Whately PublicSchools

**HAMPSHIRE COUNTY**

Amherst Public Schools | Amherst-Pelham Regional Schools | Belchertown Public Schools | Chesterfield-Goshen Public Schools | Easthampton Public Schools | Granby Public Schools | Hadley Public Schools | Hampshire Regional Schools | Hatfield Public Schools | Northampton Public Schools | Pelham Public Schools | Smith Vocational & Agricultural High School | South Hadley Public Schools | Southampton Public Schools | Ware Public Schools | Westhampton Public Schools | Williamsburg Public Schools
CES AFTER SCHOOL PROGRAMS CELEBRATE TWENTY YEARS

The first CES After School Program opened at Palmer Middle School twenty years ago. Today, Palmer is one of only a handful of sites in Massachusetts designated as a Demonstration level site, excelling in multiple areas of programming. CES currently runs thirteen After School Programs in Franklin and Hampshire counties, including 11 programs funded by 21st Century Learning Grants, as well as two fee-for-service programs. The After School Program serves approximately 750 students.

Chris Taggert, Director of the CES After School program, notes that the CES After School Programs have grown and changed over the years. “Our site coordinators meet every 4-5 weeks as a group to discuss practices and share ideas.” In addition, Taggert said that it is common practice for the CES After School programs to “cross-pollienate” - coordinators visit other sites at least twice a year, and senior coordinators mentor those who are more junior.

This year, CES After School was notified by DESE that it had been awarded a new 21st CCLC site at the Ware Middle School. Four CES After School Programs received the 21st CCLC Exemplary award in FY19 - Easthampton High School; Greenfield High School's Green Room; Philip G. Coburn Elementary School and Memorial Elementary School. Exemplary status ensures that these After School programs will run for at least another three years.

“I love the fact the children have somewhere to go where they learn and grow with positive reinforcement. They have a place to go after school where they get help with their homework and experience great activities. I have three of my teenagers in this program and one of them had a very difficult time being social and doing activities outside of his comfort zone. Ever since he joined VELA [Amherst Regional Middle School 21st CCLC Program], he has come a long way socially and has grown in many positive ways.

— Elaine Caraballo, parent
The Empowered Eaters program partners with residents of affordable housing complexes in building community gardens. With residents taking the lead, the program built a community garden at Hampshire Heights in Northampton this year, followed by a series of gatherings where families shared meals and recipes. The program seeks to improve access to healthy food, increase community connections, and build a sense of resiliency among adults and children. The program was funded by the United Way of Hampshire County, the Community Foundation of Western Mass, and the Mass in Motion program.

The garden effort benefited from a strong partnership with Families with Power, a resident group mostly composed of Hampshire Heights families that meets regularly for “reading parties” in conjunction with teachers from Jackson Street School which encourage children involvement. They suggested that the garden have “pollinator flowers,” which were planted. Reinforcing connections between the school and home, via the community garden, was an important part of the success of the program.

“This garden not only provided us with produce, but what really stood out to me was how I was able to meet my neighbors, whether running into them while tending the gardens or at meet-ups to talk about cooking projects and sharing recipes...It’s been wonderful for me particularly as I noticed an improvement in the quality of my life. ”

— Kia Aoki, 4C Hampshire Heights resident
1 OF 35
NATIONAL SITES SELECTED TO PARTICIPATE IN THE
TEEN MENTAL HEALTH FIRST AID PILOT PROGRAM

107
SITE-BASED PROFESSIONAL DEVELOPMENT CONSULTING PROJECTS WITH DISTRICTS AND SCHOOLS

“This experience was the most helpful PD that I have ever experienced. It was explicitly dedicated to exactly what I am doing every single day. It should be a requirement of all Special Education Team Leaders in their first two years on the job.”

— SETLI participant

1,194
PLAYGROUPS ATTENDED BY 8141 FAMILIES

181
EDUCATORS EARNED SEI ENDORSEMENT

375
STUDENTS SERVED IN SEIS PROGRAMS AT 68 SITES

107
SITE-BASED PROFESSIONAL DEVELOPMENT CONSULTING PROJECTS WITH DISTRICTS AND SCHOOLS

34%
INCREASE IN COOPERATIVE PURCHASING

314
EDUCATORS TAKING LICENSURE COURSES

181
EDUCATORS EARNED SEI ENDORSEMENT

Teach IN MASS.

1,194
PLAYGROUPS ATTENDED BY 8141 FAMILIES

34%
INCREASE IN COOPERATIVE PURCHASING

314
EDUCATORS TAKING LICENSURE COURSES
DR. PACHECO JOINS CES SOCIAL JUSTICE AND EQUITY TEAM

CES welcomed Dr. Romina Pacheco as our new Social Justice and Equity Specialist this year. Pacheco, born and raised in Maracay, Venezuela, was an exchange student at a Maine high school and returned to Maine after completing undergraduate work, as a teaching assistant in the Spanish Department at Bates College. During her undergraduate years in Venezuela, Pacheco became a teacher of English as a Foreign Language and developed a passion for teaching during this experience.

In 2004, Pacheco moved to Western Mass to join the Social Justice Education Program at UMass Amherst where she and Safire DeJong first started co-facilitating race and ethnicity intergroup dialogues. After completing her M.Ed., Romina ventured to New Mexico to complete a Ph.D. from New Mexico State University where she studied Curriculum & Instruction and Gender & Sexuality Studies. Her hard work resulted in a dissertation titled: Teaching with Mindfulness: A Research as Praxis Study about Radical Democratic Participation in a Multicultural Education Classroom.

The 3rd Transforming Education for Social Justice conference will be held on March 14.

LEARN MORE: collaborative.org/transforminged

“CES stepped up with grit and grace to help organize a forum where the same people who are rewriting the Chapter 70 formula could hear directly from our region’s teachers, school administrators, and guardians and parents.”

— Senator Comerford
Re: State Legislator/Administration meeting
February 2019

THE COLLABORATIVE FOR EDUCATIONAL SERVICES is a non-profit educational service agency, committed to reaching and educating learners of all ages, experienced in working with educators to help students learn and succeed. Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

Follow us on social media: Facebook @collaborative.org Twitter @LearnWithCES more at collaborative.org/social-media
3rd Conference
Transforming Education for Social Justice
Build Knowledge • Raise Consciousness • Take Action

Saturday
March 14

UMASS AMHERST
INTEGRATIVE LEARNING CENTER

collaborative.org/TransformingEd
The Transforming Education for Social Justice Conference is a regional conference that brings together people in Western Massachusetts who are interested in social justice and equity in K-12 schools, early childhood classrooms, and the surrounding communities.

Participants and speakers will co-create a space for young people, educators, activists, administrators, and scholars to connect and network, share and learn, dream and envision possibilities for developing education as a tool for equity and social justice. In this space, participants will have the opportunity to examine the specific regional challenges that young people are facing in our education system which are central to their lives and to the vitality of our communities.

The keynote: Pedagogy on Fire! Centering Youth Voices for Social Justice will be presented by Cyphers for Justice youth researchers and Dr. Jamila Lyiscott. This year’s keynote is sponsored by GLSEN.
BOARD OF DIRECTORS

POLICY COMMITTEE MINUTES

March 17, 2020
Policy Committee Meeting
Agenda and Minutes
Thursday, March 19, 2020

1. Welcome and check in

2. Review the purpose and charge of the Policy Committee

3. Review current status of policies and new policy development

4. Discuss the values frames, including diversity, equity, and inclusion that we are bringing to policy development or revision

5. Discuss the Pandemic Emergency Response Plan, with the goal of recommending it, with revisions as suggested, to the Board for the meeting of Wednesday, March 25.

6. Discuss the Pandemic Leave draft policy with the goal of recommending it, with revisions as suggested, to the Board for the meeting of Wednesday, March 25.

7. Adjourn

Join Zoom Meeting
https://collaborative.zoom.us/j/176269812
Meeting ID: 176 269 812
One tap mobile +13126266799, 176269812# US (Chicago)
+16468769923, 176269812# US (New York)
Attendees virtually present

Dan Hayes, Bill Diehl, Don Sluter, Barbara Siegal, Alison LeClair, Karen Reuter, Cheryl Rogers, Laura Fallon, Jonathan Schmidt, Cathy Englehardt, Kelly Hernandez

Welcome and check in

Meeting was called to order at 12:03 p.m. by Dan Hayes followed by a welcome from him and Bill Diehl. Dan approved to move forward with the meeting and bypass a formal check-in with attendees.

Review the purpose and charge of the Policy Committee

Bill proceeded to review the agenda and reviewed the purpose and responsibility of the Policy Committee:

1. To meet with the Executive Director, Director of Finance and Operations and Director of Human Resources to review the status of policies and procedures at CES.
2. To review the effectiveness of existing policies to ensure currency and appropriateness,
3. To review recommendations for new policies or changes in existing policies as developed by CES managers and as submitted by the Executive Director.
4. To report back to the Board on findings and on proposals for changes in policies
5. To fulfill other duties as directed by the Board of Directors- to provide Policy recommendations to the Board of Directors.

Review current status of policies and new policy development

Barbara discussed that CES is reviewing multiple policies in Business and Operations. This includes but not limited to the following: Purchasing Policy, Record Retention and Destruction, Vendor Payment Processing, Fraud Prevention and Waste, Payroll, Gift Card Distribution, CES Capitalization Threshold. The following policies are pending possible updates at this time: Payment Options Accepted, Travel, Rental, Grant Programs, Risk Management.

Cheryl discussed HR policies and reported that the Employee Handbook update is progressing well. Employees have been supportive of this project and a team has been established to provide the work. They have created a priority list that focuses on the legal requirements first. Some of the language is currently vague and is requiring clarity with additional language to be added. She also provided they will be focusing on the classification of employees along with electronic timekeeping and payroll. It is important to the team to create a handbook that complies with CES’s conflict of interest, ethics, etc.

Karen discussed policies related to our educational programs. She reported that similar attention to the Student Handbook is also being done. The priority is creating language surrounding compliance and mandates. Language accessibility is a concern along with the need to create an inclusive document. The timeline for completion is before the 2020-2021 academic year. Updates to the language are being established and will be presented to the Policy Committee upon completion.
Discuss the values frames, including diversity, equity, and inclusion that we are bringing to policy development or revision

Cheryl reported that our policies are being examined and modified to reflect CES core values, including social justice, diversity and inclusion. She added that an SJE framework for this purpose has been identified. There is currently an internal group working on the review of existing policies and recommendation of new ones. Cathy reminded the committee that policies in the past have been brief and recommended adding the details to a document about procedures. Due to the current pandemic, Cheryl requested flexibility in the timeline.

Discuss the Pandemic Emergency Response Plan, with the goal of recommending it, with revisions as suggested, to the Board for the meeting of Wednesday, March 25.

Cheryl led this discussion and directed attention to the Pandemic Emergency Response Plan document. The Committee was interested in learning if this plan was for all pandemics, current and future, with confirmation that it is intended for the current but can be easily utilized in the future. A recommendation to use ‘physical distancing’ in place of ‘social distancing’ was made and agreed upon by the other committee members. The goal of this wording is to encourage social engagement in creative ways.

The conversation proceeded with a highlight and review of the scenarios provided in the document. Acknowledgment was made on the importance of the directors having a relationship with the local health boards in the areas CES provides services. Dan brought the Policy Committee's attention back to the focus of the policy itself. Concern was raised that the document provided was a guide on how to carry out and respond to the situation rather than a policy on the continuity of operations. Bill directed the Committee to pages 2 and 3 for the Statement of Policy and requested to have the document proceed to board approval as an overall policy. This was not approved. However, it will be presented to the Board of Directors as a reference.

The request to establish a broad policy specific to pandemics and natural disasters was made. Guidance was provided by the Committee members to include limited language with cross references to more specific policies and procedures. The PERP is a great resource to be referenced and they appreciated the thorough work that has been done on this procedural document to create a safe working environment.

CES leadership will draft a policy statement more specific to the vision of the Board of Directors. Upon completion, it will be sent to the advisory committee members for review, suggestions, and adaptations. The final draft will be provided at the Board of Directors Meeting on March 25, 2020 for formal voting.

Discuss the Pandemic Leave draft policy with the goal of recommending it, with revisions as suggested, to the Board for the meeting of Wednesday, March 25.

Cheryl directed the Policy Committee members to the Pandemic Leave document. Upon review of the policy, Bill advised CES may not be able to commit to the recommendations due to the
changing landscape. Dan recommended modifying this policy with broad language expressing that CES will do its best to accomplish a specific goal.

It was agreed the CES leadership will draft a policy statement with broader language. Upon completion, it will be sent to the advisory committee members for review, suggestions, and adaptations. The final draft will be provided at the Board of Directors Meeting on March 25, 2020 for formal voting.

An informal conversation was had regarding how and who will be paid during a pandemic/natural disaster.

**Adjourn**

The meeting was adjourned.
BOARD OF DIRECTORS

POLICIES AND PROCEDURES MATERIALS
DRAFT POLICY STATEMENTS

PANDEMIC AND DISASTER RESPONSE

In the event of a pandemic, disaster, or other emergency event CES will put in place procedures to operate effectively and to ensure that all essential services are continuously provided and that employees are safe within the workplace. To do so, CES will take necessary steps to protect human resources, students and future business operations. CES may take the following actions: 1) institute a business continuity plan, including delegation planning; 2) convene an emergency response team; 3) work with CES staff and any unions representing CES employees to address a disruption of business or educational operations that impact the conditions of work assignments or conditions; 4) provide human resource and other operational assistance tailored to the emergency event.

DELEGATION DURING A PANDEMIC/DISASTER

Pandemics and disasters may affect regions of the United States differently in terms of timing, severity, and duration, absenteeism may be significant. CES will ensure orders of delegation in key leadership positions that are at least three deep per position while considering dispersing successors to various locations to assume duties, as appropriate, to help assure continuity of operations over an extended time period.

SICK LEAVE DURING A PANDEMIC

During an infectious disease outbreak, it is critical that employees do not report to work while they are ill and/or experiencing symptoms associated with the pandemic. Unless otherwise notified, our normal attendance and leave policies will remain in place. CES provides paid sick leave and other benefits to compensate employees who are unable to work due to illness. During a pandemic, the agency will review and may revise current sick and personal leave policies as needed to address the circumstances facing the workforce and to ensure a safe work environment during an infectious disease outbreak or other disaster. The agency may develop a formalized telecommuting practice to support mitigation of risk and continuation of operations. Telework requests will be handled on a case-by-case basis and not all positions will be eligible.
Pandemic Emergency Business Continuity Plan

SCOPE

ORGANIZATIONAL ASSUMPTIONS

MONITORING

CONTINUITY PLANNING

MITIGATION

SPECIFIC RECOMMENDATIONS FOR PREVENTION

PANDEMIC RESPONSE

PANDEMIC COORDINATORS AND RESPONSE TEAMS

RISK COMMUNICATIONS

ESSENTIAL FUNCTIONS

RECOMMENDATION 1: Employee Leave/Illness

RECOMMENDATION 2: School Program Prevention and Closures

RECOMMENDATION 3: Social distancing

RECOMMENDATION 4: Implement (NPI) Nonpharmaceutical Interventions to protect workers and others.

PROTOCOL FOR CONFIRMED CASE OF COVID-19: SCENARIOS

SUCCESSION PLANNING AND DELEGATION

DELEGATIONS OF AUTHORITY

CES SUCCESSION PLAN ORDERS FOR ESSENTIAL SERVICES

PREPARATION OF WORK FOR DELEGATION

CONTINUITY FACILITIES AND PREVENTATIVE PRACTICES
CONTINUITY COMMUNICATIONS

ESSENTIAL RECORDS MANAGEMENT

HUMAN RESOURCES

EMERGENCY PLANNING TRAINING AND TESTING

TRANSFERRING OPERATIONAL CONTROL

OPERATIONS CONTINUITY (OC) / RECONSTITUTION

CONCLUSION

PANDEMIC EMERGENCY RESPONSE TEAM MEMBERS

RESOURCES

This PEBCP was adapted and adopted from the template developed by FEMA - [www.fema.gov.](http://www.fema.gov) Pandemic Influenza Template

SCOPE

This document is intended to serve as an operational response plan in the event of pandemic which may adversely affect the daily functioning of CES operations. The plan assumes that a significant number of employees may be unable to work due to illness, care of family members or other flu related issues. Therefore, the plan also assumes that available staffing may be significantly reduced and that operations may be impacted by state mandated interventions related to disease control/prevention.

The plan for continued operation will require flexibility, daily assessment, and planning. The Executive Director and/or designee will communicate daily with available staff members to prioritize needs and assign tasks to employees so that essential functions continue without critical interruption. In addition the roles and responsibilities of employees may be adjusted to meet critical client needs.

This policy applies to all staff.

Policy Statement

This policy for employees is applicable when CES Executive Director or their designee declares a pandemic emergency for the agency on one or more of its school locations, administrative office, regional location or Mt Tom Academy educational program located at HCC campus. Provisions of this policy may be implemented on a full or partial basis depending on the circumstances.

This plan provides guidance to CES and may serve as the plan for maintaining essential functions and services during a pandemic. This guidance addresses considerations, challenges, and elements specific to the dynamic nature of a pandemic. This guidance stresses that essential functions can be maintained during a pandemic outbreak through mitigation
strategies, such as social distancing, increased hygiene, accessing health care screening and care for employees and their families, and similar approaches.

A Pandemic may not, in itself, require a traditional continuity response, such as partial or full relocation of the organization’s essential functions, although this response may be concurrently necessary due to other circumstances.

**Reason for Policy**

1. During a pandemic, CES could experience increased absences due to illness, caring for ill family members, fear, public school closures, quarantines, and local school district closures.

2. CES has developed plans for a potential pandemic crisis, including the development of this CES Personnel Policy for employees. This policy is designed for various scenarios that are likely to involve combinations of the following elements:
   a. High rates of absenteeism affecting the ability of CES departments to function.
   b. The cancellation of either all or a significant number of educational programs or classes at HEC Academy or Mt. Tom.
   c. Closing of some or all DYS or SEIS institutional settings, or a temporary halt to education services at those settings, or HCC campus impacting Mt. Tom program.
   d. Temporarily suspending programmatic, consulting, or training services, and/or temporarily relocating to an alternative site
   e. Canceling a public event or training course
   f. Closing of an administrative office for a period of time.

**CES Planning and Implementation Resources**

According to FEMA and the Department of Homeland Security, “Pandemics are unpredictable. While history offers useful benchmarks, there is no way to know the characteristics of a pandemic virus before it emerges. CES will rely on local, state and federal public health officials to provide guidance and direction on workplace planning, business continuity and response efforts.

**ORGANIZATIONAL ASSUMPTIONS**

- CES and Member School Districts will be provided with guidance and/or direction by Federal, State, local and/or Tribal governments regarding a pandemic in its area.
- CES will have actionable plans and procedures to assist in the ability to remain operational during a pandemic. Plans and procedures may include social distancing protocols, personal protection equipment (PPE), and temporary suspension of some nonessential activities.
- CES has a viable continuity capability, a Business Continuity Plan (BCP) during a pandemic and will review its continuity communications programs to ensure they are fully capable of supporting pandemic and other related emergencies, and give full consideration to supporting social distancing operations, including telework and other virtual office options.
- CES controlled buildings will be accessible, but right of entry may be limited.
- CES may arrange for and deploy to alternate facilities.
- CES may arrange for alternate facilities for staff to implement social distancing protocols.
- Essential functions, operations, and support requirements will continue to be people dependent. However, human interactions may be remote or virtual, resulting in the employment of appropriate teleworking and other approved social distancing protocols.
● Travel restrictions, such as limitations on mass transit, implemented at the Federal, State, tribal, territorial, and local levels may affect the ability of some staff to report to work.
● CES will review additional resources for purchase of additional equipment required for a possible surge in teleworking capabilities. (See IT plan for sustaining remote work options and security compliance)

MONITORING

CES will monitor the severity of the pandemic or disaster event and establish continuity activation triggers to address the unique nature of the threat. The Pandemic Continuity Plan will be implemented as needed to support the continued performance of essential functions.

CONTINUITY PLANNING

All CES personnel are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease, pandemic, or natural disaster will be conducted by the Human Resources and Communication Department. Guidance and instructions on established infection control measures such as social distancing, personal protective equipment and telework policies are provided by Human Resources to assist in limiting the spread of illness at the primary and alternate worksite.

MITIGATION

Within the workplace, social distancing measures could take the form of:

1. modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on handshaking, substituting video and teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
2. establishing flexible work hours or worksite, (e.g., telecommuting);
3. promoting social distancing between employees and customers to maintain six feet of spatial separation between individuals; and
4. implementing strategies that request and enable employees with a communicable illness (i.e. influenza or COVID-19) to stay home at the first sign of symptoms.

SPECIFIC RECOMMENDATIONS FOR PREVENTION

CES is taking the following precautionary steps in order to prepare for a flu or emerging viral outbreak.

1) Cleaning Protocol for CES owned and operated facilities
   a. Agency has purchased alcohol based hand sanitizer, non alcohol based for programs with restrictions, and disinfectant wipes to prevent spread of germs and to protect the health/safety of both employees, students, member agencies and registered participants for CES sponsored training and programs.
   b. Hand sanitizers, tissues and disinfectant wipes will be distributed to staff
   c. Disinfecting cleaning supplies will be distributed to staff and placed in the common areas, meeting rooms and kitchen
   d. Additional cleaning will be arranged for weekly disinfecting in accordance with Public Health guidance. and all schools must implement policies on expanded environmental cleaning, whether or not there has been a known
case of COVID-19 in the school. Schools must clean and disinfect frequently touched surfaces daily using an [EPA-registered disinfectant]. (DESE guidance)

2) Monitoring and Sharing Education

a. The Director of Human Resources or designee is responsible for monitoring and sharing with managers the most up to date guidance and information related to the pandemic. Information will be posted to the HR intranet webpage and communicated directly to staff through an all staff email message.

b. CES will provide educational materials to employees, program participants and guests available from the MA Dept. Public Health and local Public Health Departments. Updated information provided by the federal/state agencies will be distributed to programs as it becomes available.

c. A list of contacts for staff email and primary phone will be created and maintained by the Executive Operations Support Coordinator or designee to facilitate collective sharing of information and coordination of Department responses to issues.

3) (DEL School Programs) Pre-Crisis Response Monitoring for School Programs Managed by CES

a. Management is expected to monitor the daily health of the students in their area of responsibility.

b. All programs shall be prepared to assess whether a student needs to access medical facilities for assessment and care, should symptoms of illness reasonably related to the Pandemic or become suspected or apparent.

c. Protocols will be used to notify parents/guardians and to work collaboratively with the school nurse, host agency staff, school district or DCF case worker as needed to arrange for medical care. Students with illness should stay home from school and school activities. Students who become ill during the day should be sent to the School nurse, Medical Clinic or healthcare staff and/or immediately isolated from others in accordance with school policy and regulations and arrangements made to transition the child home or to a residential area of the program.

d. Mt Tom Academy staff will work with HCC campus officials as needed and contact parents if a student appears to be ill and in need of medical care. Teachers will arrange for isolating the student in a room nearby and provide support until parents arrive.

e. The director of the school or educational program or designee will work closely with the Director of Human Resources or designee to monitor state, local and national news sources and related media outlets to maintain a constant state of situational awareness regarding any potential for increased exposure and possible local outbreaks.

f. The HR Director or designee will communicate with Managers as required.

PANDEMIC RESPONSE

PANDEMIC COORDINATORS AND RESPONSE TEAMS

CES will assign a Pandemic Coordinator who will coordinate and work with a Pandemic Response Team (PRT) to anticipate the impacts of a pandemic and to assist with developing strategies to manage the effects of a Pandemic outbreak.

The Director of Human Resources has been designated as the Agency Pandemic Coordinator who will work with a team of advisors from CES (the PRT).
The CES PRT is comprised of the following:

1. Executive Director and Executive Operations Support Coordinator
2. Human Resource Director and designee
3. Director of Business Development, serving as Chief Information Officer
4. Director of Finance and Administration and designee
5. Deputy Director and designee
6. Director of DYS Education Initiative and/or designee
7. SEIS Contract Administrator
8. Director of Professional Services, Healthy Families Program
9. Director of Special Education, Assistant Director of Special Education

The PRT members report to the Executive Director. The Executive Director reports to the CES Board of Directors.

RISK COMMUNICATIONS

CES will develop pandemic risk communications procedures for communicating with all internal and external stakeholders and will consult state and national resources including MSPRA Board *Toolkit for Communicating about Coronavirus Disease 2019 (COVID-19)*.

CES will expand its use of the One Call Now service to include all staff members and create subgroups to support tailored messaging during the Pandemic.

ESSENTIAL FUNCTIONS

Given the expected duration and potential multiple waves of pandemic outbreaks, CES will review the process involved in carrying out essential functions and services in order to develop plans that mitigate the effects of the pandemic while simultaneously allowing the continuation of operations which support essential functions.

CES has identified the following essential functions and services needed to sustain its mission and operations during a pandemic. *(Define essential services and narrowing to the basic)*

**Basic Essential - Mission Driven Services**

Educational Program Instruction: DYS locations and related services, SEIS institutional settings, HEC Academy and Mt. Tom. Education services are essential in relation to CES contractual and state obligation to provide required educational services, and in accordance with tuition and enrollment obligations with member school districts agreements and student enrollment commitments for Professional Services and licensure programs.

**Critical Administrative Essential - services needed to ensure continuity of financial administrations, human resources management, and pandemic response implementation and communications.**

1. Administration and Finance Operations: payroll, staff accountant, accounts payable/receivable, IT, Salesforce, Grants Management
3. Communications: implementation on the Pandemic Communication Plan, communication of updates on CES digital platforms to external stakeholders on CES status of programs as needed. Supporting CES Intranet, external email communications, CES website readiness, currency and implementation. Supporting Salesforce access to contact information and reporting.
HUMAN RESOURCES

Although a pandemic outbreak may not directly affect the physical infrastructure of an organization, a pandemic will ultimately threaten all operations by its impact on an organization’s personnel. The health threat to personnel is the primary threat to maintaining essential functions and services during a pandemic outbreak. CES has established plans to protect the entire employee population and their families, with additional guidance for key personnel, and other essential personnel, should a pandemic outbreak occur.

Community mitigation recommendations will be based on the severity of the pandemic and may include the following:

RECOMMENDATION 1: Employee Leave/Illness

1. If an employee gets sick with flu symptoms, they should stay home to lower their chances of spreading illness to others. CDC recommends they stay home for at least 24 hours after their fever is gone without the use of fever-reducing medicine. This will help ensure their fever is truly gone, and they are past the point of being contagious.
2. Employees experiencing symptoms of COVID-19, should seek medical care and stay home for the required time recommended by their medical provider and until they are cleared to return to work.
3. CES is strongly encouraging members of households with a person who is ill to voluntarily remain at home for approximately 7 days. People with weakened immune systems may need to stay home longer.
4. People with confirmed COVID-19 should remain under home isolation precautions until the risk of secondary transmission to others is thought to be low. The decision to discontinue home isolation precautions should be made on a case-by-case basis, in consultation with healthcare providers and state and local health departments.
5. CES is strongly encouraging employees who are ill and waiting on testing regarding the COVID-19 virus or another strain of flu to voluntarily remain at home and not go to work or out in the community.
6. A staff member who tested positive for COVID-19 will be required to isolate at home. The staff member may not return to work until they are authorized to leave their home by the local board of health and until they are well and can no longer spread the infection to others.
7. A staff member who has returned from international travel from high risk Level 3 countries must self-quarantine for 14 days. If a staff member recently returned from traveling to a Level 3 country, but has come to school, school’s should follow procedures described in section Protocol for Confirmed Case, Scenario 1.

RECOMMENDATION 2: School Program Prevention and Closures

Prevention: CES will provide education to employees on the illness symptoms associated with the Pandemic

1. Staff will have the knowledge to identify and make referrals to the school nurse or other medical care providers
2. CES will promote hand hygiene, covering coughs and sneezes with a tissue or sleeve, and staying home when sick for both students and staff.
3. CES will provide students and staff tissues to cover coughs and sneezes as well as liquid soap, paper towels, and time to wash their hands. CES will work in partnership with DYS and SEIS Institutional settings to ensure supplies are available for employees and that they have access to hand washing facilities.
4. At HEC Academy, Mt. Tom Academy and 97 & 123 Hawley locations, CES will arrange to routinely clean and disinfect commonly used areas and frequently touched surfaces and follow instructions when cleaning for contact time and dilution. Certain viruses can remain on surfaces for up to hours and days. COVID-19 is a new disease, the state and national health communities are still learning how it spreads, the severity of illness it causes and the extent of community spread.

Closures: The decision to close a school for any communicable disease should be made by school officials in consultation with local and/or state public health officials.
Program Type: HEC Academy and Mt. Tom Academy, HCC Campus

CES will consider dismissing students from schools for up to 12 weeks, coupled with protecting children and teenagers through social distancing in the community to include reductions of out-of-school social contacts and community mixing.

Closures: The decision to close a school for any communicable disease should be made by school officials in consultation with local and/or state public health officials.

Program Type: DYS Youth Education Programs and SEIS Institutional Settings

The decision to close a school for any communicable disease should be made by CES Executive Director, DYS Director of the Education Initiative and SEIS Contract Administrator in close coordination and collaboration with DYS Leadership, DMH Leadership and DESE and in accord to our contractual obligations.

CES will work with appropriate state and facility officials to address and plan for a prolonged period of student dismissal and consider alternate ways to provide continued instruction and services for students, youth. This may include providing lessons and other support services via approved technologies based on state guidance, program guidelines and restrictions, and available resources. CES will consult with DESE for guidance to ensure equitable access for all students and monitor and follow directives.

Program Type: 21st Century Programs

The decision to close a school site for any communicable disease should be made by the School District Administrator in consultation with the Director of After School Programs and CES Executive Director. The School District Administrator is responsible for the school district’s emergency management plan or pandemic response plan. CES educational directors will work in collaboration with these officials and follow guidance from the local public health department and MPHD.

Program Type: Early Childhood

The decision to close a play group site for any communicable disease, or pandemic should be made by the Director of the program in consultation with the Deputy Director and program site administrator responsible for their emergency operations plan. CES educational directors will work in collaboration with EEC and other officials and follow guidance from the local public health department and MPHD.

Program Type: Professional Services/Early Childhood/Licensure Events

The decision to cancel professional services training, workshops, community events and licensure courses should be made by the Director of Professional Services, Director of Licensure Program in consultation with the Executive Director and local public health department if the pandemic reaches community spread in the location of the training venue. The decision to cancel Early Childhood events should be made by the Director of Early Childhood in consultation with the Deputy Director. The decision to proceed with a larger training event or community gathering or to restrict, modify, postpone or cancel the event should be based on a thorough risk assessment.

The Event Risk Assessment Checklist includes:

- Has there been specific direction provided from the funder or lead partner for the event (for instance, DESE or EEC), regarding the need to cancel? If yes, follow the funder or lead decision maker.
Draft Plan – 2/12/2020; update 3.17

- Has there been specific instruction issued from the MA DPH, CDC, or other state regulatory agency that public events should be cancelled? (This may be specific to events of a specific size. For instance, MA state of emergency guidance to cancel events with 15 or more attendees and national guidance as of March 17, 2020, 10 or more.) If so, cancel.
- Can the event be held digitally, using our teleconferencing platforms? If so, all events that can be supported through teleconferencing rather than face to face options should move to an online format, and instructors be supported in modifying content as needed for digital delivery. If an event is to be moved online, please immediately inform your event managers so that they may message out ASAP to registered attendees.
- Has the instructor or necessary state partner received a positive diagnosis or been quarantined (or can’t travel to our location)? If so, identify whether an alternative instructor may be arranged, or if teleconferencing platforms may be effectively used to support the instructor leading the event digitally.
- If the event will proceed as a face to face, has the location vendor closed or cancelled? If so, can the event be safely rescheduled to a location with sufficient social distancing allowed (see next). If not, cancel.
- If the event content and pedagogy cannot be delivered digitally, can the venue and the activities support social distancing of at least 6 feet between participants? If not, the event must be cancelled. To determine this,
  - Assess the size of the registered group and the space scheduled. Is the event outside or inside? What is the room size? Are the planned activities occurring in close groups?
  - If the space is not big enough, can the event be moved or expanded to an additional or different room?
  - If the event can be moved, or the space is sufficient, should the allowable registration for the event be capped in our outward communications to ensure we don’t go over the limited number? If so, please inform your event manager and communications@collaborative.org.
- If the event can continue in the space planned or a modified space, but safety is contingent on capped attendance, is the event limited to pre-registered attendees or can non-registered attendees come? If safety depends on a limited audience, and the event allows non-registered attendees, cancel the event.

OTHER CONSIDERATIONS

- Attendee health status: Unfortunately, we currently have no reliable information about the age, recent travel, health, or likely exposure of registered attendees for our events. If face to face events are to continue forward, CES recommends that all registered attendees receive messaging encouraging those who are sick or at risk to stay home from the event in the interests of community and participant safety.
- Meal service considerations: If face to face events are continuing to be held, with sufficient social distancing space, and the event involves meal service, in a pandemic, all food options should be individually wrapped and no buffet style service offered. Depending on the circumstances, food service and public consumption should be avoided.

CES event planners will work in partnership with local and state public health authorities for advice regarding community spread in the venue areas.

RECOMMENDATION 3: Social distancing

Social distancing may include cancellation of large public gatherings; changing workplace environments and schedules to decrease social density and preserve a healthy workplace, while avoiding disruption of essential services to the extent possible and ensuring work-leave policies to align incentives and facilitate adherence with the measures outlined above.

According to CDC guidance on canceling large gatherings, a large gathering is “>250 people, though the threshold is at the discretion of the community” and also recommend moving to smaller groupings and if CES serves high-risk populations, cancel gatherings of more than 10 people.
RECOMMENDATION 4: Implement (NPI) Nonpharmaceutical Interventions to protect workers and others.

1. CES will endeavor to increase space between people to at least 6 feet or limit face-to-face contact between workers and those who come to the workplace.
2. Departments will assess the number of workers set up and sharing a work location without private dividers or separation by a door.
3. CES will consider which programs and departments could operate with the following:
   a. include offering workers the option to telework,
   b. creating reduced, compressed or staggered work schedules,
   c. spacing workers farther apart,
   d. postponing non-essential meetings and travel.

PROTOCOL FOR CONFIRMED CASE OF COVID-19: SCENARIOS
(DESE guidance issued on March 13, 2020)

Scenario 1: A student’s household member has been diagnosed with COVID-19 or a staff household member has been diagnosed with COVID-19

Guidance:

1. The student or staff member with a family member who tested positive for COVID-19 will be required to quarantine at home. In general, people in quarantine who have not developed symptoms are not considered high risk for transmission of the virus. The student or staff member may return to school once the 14-day quarantine period has ended, as advised by the local board of health.
2. School leadership should work with DPH or the local health board to discuss the risk of transmission of COVID-19 in the school and consider a school closure for purposes of comprehensive cleaning. (Note - DYS and SEIS institutional settings, program leadership will consider the scope of school closure for the purpose of comprehensive cleaning.)
3. If a decision is made that the school should be closed for cleaning, the school should be closed for no more than 2 days.
   a. When a school suspects an individual with COVID-19 has visited the school. The school should be cleaned, CDC guidance recommends waiting up to 24 hours before beginning cleaning and disinfecting. Schools should follow the CDC guidance for cleaning and disinfection.
4. Other students or staff 1) who have not been in close contact with a positive case, and 2) who show no signs or symptoms of illness may continue to attend school. Close contact includes:
   - Living in the same household as a sick person with COVID-19, or
   - Caring for a sick person with COVID-19, or
   - Being within 6 feet of a sick person with COVID-19 for about 15 minutes, or
   - Being in direct contact with secretions from a sick person with COVID-19 (e.g., being coughed on, kissing, sharing utensils, etc.).

Scenario 2: A student or staff member is diagnosed with COVID-19

Guidance:
1. The student or staff member who tested positive for COVID-19 will be required to isolate at home. The student or staff member may not return to school until they are authorized to leave their home by the local board of health.

2. Anyone who has had close contact (defined as physical contact or sharing of airspace within six feet for more than 15 minutes) with a positive case should be immediately identified and should consult with DPH and/or the local health department. DPH or the local health department will, where appropriate, require quarantining at home according. Close contact includes:
   - Living in the same household as a sick person with COVID-19, or
   - Caring for a sick person with COVID-19, or
   - Being within 6 feet of a sick person with COVID-19 for about 15 minutes, or
   - Being in direct contact with secretions from a sick person with COVID-19 (e.g., being coughed on, kissing, sharing utensils, etc.).
   - Quarantined individuals that have questions or concerns related to their quarantine should contact DPH or their local health department.

3. School leadership should work with DPH or the local health board to discuss the risk of transmission of COVID-19 in the school. If the student has been at school in close contact with other students immediately prior to the diagnosis school leadership should close the school for at least 14 days. Decisions about school closure should be made on a school-by-school basis not at the school district level. Additional guidance is available from the CDC.

4. School leadership should work with the local health board during the quarantine period to monitor additional confirmed cases of COVID-19 in the district and should discuss protocols for reopening the school.

Scenario 3: A student or staff member has returned from international travel.

**Guidance:**

1. All returning travelers from high risk Level 3 countries must self-quarantine for 14 days.
2. This precludes post-travel presence in a school setting during the time of quarantine.
3. If a student or staff member recently returned from traveling to a Level 3 country, but has come to school, school’s should follow procedures described above in Scenario 1.

Scenario 4: There is sustained community transmission in my local community, possibly including members of the school community

Currently there are no communities in the Commonwealth that meet this criteria.

1. If sustained community transmission develops in a community within the Commonwealth, school leadership should work with DPH or the local health board to discuss the risk of transmission of COVID-19 in the school.
2. School leadership should consider closing or dismissing the school or group of schools, which may include the entire school district for at least 14 days. The goal of this action is to increase social distancing for both students and staff and to encourage parents/guardians to practice social distancing from work and other group settings.
3. School leadership should work with DPH and their local health departments to make a determination about when to reopen the school.

Special Education Services: (DESE guidance)

1. If a school closure causes educational services for all students to pause within a school or district, then the school or district is generally not required to provide services to the affected students with disabilities during that same period of time. Districts should be communicating with parents and guardians prior to, during, and after a school closure regarding their child’s IEP services.
2. This ongoing communication will help educators, administrators, and parents/caregivers understand any impact of the closure on students’ access to a free and appropriate public education.
3. After an extended closure, districts should review how the closure impacted the delivery of special education and related services and convene individual IEP team meetings if necessary.

**SUCCESSION PLANNING AND DELEGATION**

Pandemics may affect regions of the United States differently in terms of timing, severity, and duration, CES has identified orders of succession that are at least two deep per position while considering dispersing successors to various locations, as appropriate.

**DELEGATIONS OF AUTHORITY**

At the height of a pandemic wave, absenteeism may be significant. As such, CES has established delegations of authority that are at least two deep to take into account the expected rate of absenteeism and regional nature of the outbreak to help assure continuity of operations over an extended time period.

**CES SUCCESION PLAN ORDERS FOR ESSENTIAL SERVICES**

**ADMINISTRATION**

1. Organizational Management during emergency- Executive Director – Deputy Director -- Director of Finance and Operations
2. Financial Management - Director of Finance and Operations – Assistant Director of Finance
3. Payroll Administration – Payroll Administrator, Assistant Director of Finance, Payroll Assistant
5. Communication Management - Director of Business Services, Manager of Online Content, Marketing Specialist
6. Information Technology Continuity – Director of IT, Director of Professional Services, IT Specialist
7. Development Department - Director of Development and Grant Manager, Business Operations

**EDUCATIONAL PROGRAM LEADERSHIP SUCCESSION**

1. Director of DYS – Associate Director of DYS, Tech Director
2. SEIS Contract Administrator– Associate Director of Program Coordination, Tech Director
3. HEC Academy/Director of Special Education, Assistant Director of Special Education, Deputy Director
4. Mt Tom Academy- Deputy Director, Teacher
5. Licensure Program – Director, Director of Professional Services
6. Early Childcare Play Groups/Centers – Director, Coordinators
7. 21 Century After School Programs - Director, Assistant Director, Site Coordinators

**PREPARATION OF WORK FOR DELEGATION**

CES staff will prepare and ensure that work tasks and procedures are available for other staff members to pick up easily during a staffing transition or planned leave. For teachers this would require having advance lesson plans ready to go. For administrators, a folder or notebook describing current priorities/projects tasks, SOP’s, where they are, and access to electronic copies on Google Drive along with backup access to account passwords and systems.
CONTINUITY FACILITIES AND PREVENTATIVE PRACTICES

The traditional use of continuity facilities to maintain essential functions and services may not be a viable option during a pandemic or a natural disaster. In a pandemic, safe work practices, which include social distancing and transmission interventions, may reduce the likelihood of contacts with other people that could lead to disease transmission.

CES has developed preventative practices recommended by OSHA such as:

- social distancing procedures,
- hygiene etiquette,
- cancellation of organizations non-essential activities to reduce the spread of the pandemic
- agency wide disinfectant procedures
- provide employees and customers in your workplace with easy access to infection control supplies, such as soap, hand sanitizers, personal protective equipment (such as gloves or surgical masks), tissues, and office cleaning supplies.

CES will explore the feasibility of specific programs relocating to an alternate facility, if applicable.

CONTINUITY COMMUNICATIONS

According to the National Strategy Implementation Guidance and CDC Implementation Strategies for Communities with COVID-19, workplace risk can be minimized through implementation of systems and technologies that facilitate communication without person-to-person contact.

CES has identified communication systems needed to perform essential functions including, but not limited to online programs, applications and work tools:

- Google drive applications for worksharing
- GMail/email communications
- Shared databases for information access, such as Aspen, SalesForce, and Infinite Vision
- Pro Zoom meetings
- Google Hangout video conferencing
- Phone conferencing service
- Canvas for school education
- Google Meet - free to all educational domains

In addition, CES has identified a number of communication methods by which we communicate alerts both internally and externally in the event weather or other emergencies cause cancellations of events or services. Where possible, multiple methods of communication should be used for important messaging. These include:

- One call now (for employees) calling, which accommodates distinct tailored groups of contacts for call planning
- Email (gmail) for regular updates and alert messaging as well as work planning and continuity, along with outreach to external stakeholders, customers, etc. Group email lists of contacts may be imported into gmail from our in house databases (see below)
- Voicemail queue message updates
- The CES website www.collaborative.org
- The CES intranet (intranet.collaborative.org): Updates, alerts, and resources will be posted to the Intranet for all employees
- The CES employee portal (IV)
We do not rely on CES social media platforms to communicate alert or emergency information to internal or external stakeholders.

In the event of emergency, a communications response plan must be in place for all/any affected CES programs or sites. Each program or department should have a designated Communications coordinator to provide communication on specific location developments, Standard Operating Procedures, and resources. Human Resources will provide regular communication directly to all staff members on prevention, education and agency response, and this information will be posted to the agency Intranet. The Communications Department (communications@collaborative.org) will assist with developing messaging, communicating with the news media, and web-based means of distributing messages. All external communication about pandemic response to the press, external stakeholders, and via the web should be approved by the Executive Director or designee. At minimum, communication must be coordinated to provide information relevant to each audience:

- CES Management, directors and Board members
- Funders - when the emergency involves one of their sites, programs, or deliverables. (Executive Director or Director of the funded program
- Program staff, both full and part time
- Students and student guardians or families (ED, Deputy Director, or Program Director)
- SEIS state contract officials
- Customers (for instance, clients of consulting services which may be interrupted, participants in CES events, etc.)
- Survivors impacted by the incident and their families
- News media
- Program partners (for instance, school sites, contacts at Family Center or Playgroup sites, etc.)
- Suppliers

CONTACT INFORMATION

For CES employees, the master database containing the most current data is Infinite Visions. In order to provide the broadest access by agency management and their designees, CES is also committed to keeping current and comprehensive staff contact information in Salesforce. Salesforce is regularly updated from our IV payroll database to ensure this is the case. In addition, the CES agency database containing comprehensive contact information (for contacts beyond, but including CES staff) is Salesforce. Contact information for partners, vendors, staff, and customers should always be documented in the Salesforce database and kept up to date in that location. While programs and departments may have alternative local means of documenting these contacts, we cannot assume that those methods will be available and accessible during an incident or pandemic. Hence, CES assumes that departments will be accountable for keeping records of their important contacts in our shared database.

Student and parent/guardian information is not kept in the Salesforce database, but can be accessed via our web based student information systems to ensure student privacy. Departments and programs are expected to keep that contact information current, in the event of an emergency, and designated staff members and backup staff members identified who have access to this information.

OUTREACH TO THE COMMUNITY

Departmental outreach to customers, families, and staff: Each department will develop a plan to identify and assign outreach responsibilities via telephone or email providing alerts and information to customers, families and staff. Specific messaging should be as scripted as possible, that is, frequently asked questions provided with answers to staff members tasked with making external contacts. Communications may assist with the development of template message responses.
If the department or program has its own voicemail message in the CES queue, it is the responsibility of the program to update the message with alerts. Note: DYS and SEIS locations have their own emergency closing policy, which may need to be updated for this purpose.

CES Operations will manage and update the main CES telephone and voicemail system with any needed message alerts, and will use the One Call Now system to create and send messages to update CES staff.

The CES Communications Department will update the main CES website (www.collaborative.org) with alerts related to program cancellations or closings. Departments should send via email to communications@collaborative.org when there is an alert to be placed on our website.

If open enrollment or other CES planned events are interrupted, cancelled, or rescheduled as a result of a pandemic or other crisis, please immediately notify Krehmus@collaborative.org and esullivan@collaborative.org, or if an early childhood event, ebouvier@collaborative.org. These are our designated events managers and will assist departments in ensuring that outreach communication is implemented and appropriate messaging sent. Any event that will be cancelled or rescheduled, for which we have pre-registered attendees, will be documented in Salesforce and the operational protocol for implementing and communicating cancellations triggered by changes made to the Salesforce record. The cancellation of events is subject to approval by the department head in question, including our Director of Professional Services and our Director of Early Childhood.

Program and project managers (or a designee) who manage contracts involving external clients or funders are responsible for communicating to those clients or funders regarding the impact of interruptions on the contracted services, programs, or events. As appropriate or needed, the Executive Director will be the communicator.

HR will, with the assistance of Communications, coordinate communications with management, supervisors, employees and families. HR will also coordinate communications with those involved with the care of employees and the provision of benefits to employees and their families. Questions during a pandemic can be submitted to HR via questions@collaborative.org, and any assistance needed from Communications may be requested by emailing communications@collaborative.org.

Press and Media: See CES Policy. Questions related to the CES response to a pandemic or other crisis should be directed to Administration, specifically the Director of Business Development and Executive Director. Reporters may seek information and interviews with program or department personnel. Communications will assist programs and departments to either answer or redirect such questions, and provide official statements, shareable information, FAQs responses as approved by the Executive Director.

The CES intranet (intranet.collaborative.org) is a powerful resource for centralized information in times of incidents or emergencies. CES management, HR, and Communications will use the intranet as a location to house and share resources, information and updates as they emerge.

**ESSENTIAL RECORDS MANAGEMENT**

CES shall identify, protect, and ensure the ready availability of electronic and hardcopy documents, references, records, passwords and information systems needed to support essential functions during a pandemic outbreak. CES has identified systems, databases, and files that are needed to ensure essential functions remain operational.
EMERGENCY PLANNING TRAINING AND TESTING

Testing, training, and exercising are essential to assessing, demonstrating, and improving an organization’s ability to maintain its essential functions and services. The organization will conduct annual tests, training, and exercises to ensure sustainable social distancing techniques, and to assess the impacts of reduced staff on the performance of essential functions. The organization will conduct continuity exercises to examine the impacts of pandemic or a natural disaster on performing essential functions, and to familiarize personnel with their responsibilities. The organization has identified resources and trained continuity personnel, needed to perform essential functions.

Quarterly, CES will provide professional development to practice and test CES’s continuity plan including natural disasters and pandemic response. HR and Professional Development staff will coordinate and identify time to schedule training and testing.

TRANSFERREING OPERATIONAL CONTROL

Pandemic outbreaks and natural disasters will occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. CES has established plans and procedures for devolution, which identifies how it will transfer operations, if a pandemic renders leadership and essential staff incapable or unavailable. CES will utilize contractual services and part time temporary employee assignments to support the transferring of operational control in circumstances that require a subcontract with the third party entity to support operations on a temporary basis. The Executive Director or designee will communicate the Transfer or Operation Control plan to the Board of Directors.

OPERATIONS CONTINUITY (OC) /RECONSTITUTION

OC/Reconstitution is the process whereby an organization has regained the capability and physical resources necessary to return to normal (pre-disaster/pandemic) operations. The objective during reconstitution is to effectively manage, control, and, with safety in mind, expedite the return to normal operations.

CES has developed reconstitution plans and procedures, in conjunction with local public health authorities, to ensure facilities/buildings are safe to return. CES will consult with local public health authorities upon returning to normal business operations and will follow guidance on cleaning and disinfection protocols for the work environment before returning staff to work locations. The organization’s reconstitution plan should consider the possibility that not all employees may be able to return to work at the time of reconstitution and that it may be necessary to hire temporary or permanent workers in order to complete the reconstitution process.

CONCLUSION

Maintaining CES essential functions and services in the event of a pandemic requires additional considerations beyond traditional continuity planning. Unlike other hazards that necessitate the relocation of staff performing essential functions to an alternate operating facility, a pandemic may not directly affect the physical infrastructure of the organization. As such, a traditional “continuity activation” may not be required during a pandemic outbreak. However, a pandemic outbreak threatens an organization’s human resources by removing essential personnel from the workplace for extended periods of time. Accordingly, the CES continuity plan addresses the threat of a pandemic outbreak. Continuity Plans for maintaining essential functions and services in a pandemic should include implementing procedures such as social
distancing, infection control, personal hygiene, and cross-training (to ease personnel absenteeism in a critical skill set). Protecting the health and safety of key personnel, and other essential personnel must be the focused goal of the organization in order to enable the organizations to continue to operate effectively and to perform essential functions and provide essential services during a pandemic outbreak.

This template above was adapted and adopted from [www.fema.gov, Pandemic Influenza Template](https://www.fema.gov/pandemic-influenza-template).

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Title</th>
<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Diehl</td>
<td>Executive Director</td>
<td>413-588-5901</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C: 413-588-8523</td>
</tr>
<tr>
<td>Karen Reuter</td>
<td>Deputy Director</td>
<td>413-588-5963</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C: 413-320-7948</td>
</tr>
<tr>
<td>Barbara Siegel</td>
<td>Director of Finance and Operations</td>
<td>413-588-5919</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C:</td>
</tr>
<tr>
<td>Kathy Levesque</td>
<td>Director of Business Development/Communication Officer</td>
<td>413-588-5910</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C: 413-325-6906</td>
</tr>
<tr>
<td>Cheryl Rogers</td>
<td>Director of Human Resources</td>
<td>413-588-5922</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C: 413-433-0899</td>
</tr>
<tr>
<td>Cyndi Miller</td>
<td>HR Business Partner</td>
<td>413-588-5925</td>
</tr>
<tr>
<td>Art Scott</td>
<td>HR Specialist/Union Liaison/Policy and WP Investigator</td>
<td>413-387-3644</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C: 603.726.0430</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Phone</td>
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<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Mike Maticke</td>
<td>Director of Information and Technology</td>
<td>413-588-5931</td>
</tr>
<tr>
<td>Kelly Hernandez</td>
<td>Executive Operations Support Coordinator</td>
<td>413-588-5906</td>
</tr>
<tr>
<td>Sarah Malloy</td>
<td>Special Projects Coordinator</td>
<td>413-588-5927</td>
</tr>
<tr>
<td>Woody Cliff</td>
<td>Director of DYS Educational Initiative</td>
<td>413-588-5952 C: 413-559-6150</td>
</tr>
<tr>
<td>Heidi Cahoon-McEwen</td>
<td>SEIS State Contractor</td>
<td>413-588-5966 C: (413) 588-2461</td>
</tr>
<tr>
<td>Angela Burke</td>
<td>Director of Professional Services</td>
<td>413-588-5926 C:</td>
</tr>
<tr>
<td>Suzanne Judson-Whitehouse</td>
<td>Director of Licensure Program</td>
<td>413-588-5942</td>
</tr>
<tr>
<td>Rick Barrett</td>
<td>Regional Education Coordinator/DYS</td>
<td>508-475-2713 C: 508-309-5032</td>
</tr>
<tr>
<td>Pedro Gomes</td>
<td>Assistant Director HEC Academy, Special Education</td>
<td>413-588-5263</td>
</tr>
<tr>
<td>Ashley Cole</td>
<td>HEC Academy School Nurse</td>
<td>413-588-5262</td>
</tr>
<tr>
<td>Dr. Johanson</td>
<td>HEC Academy Medical Director/Consultant</td>
<td><a href="mailto:djohanson@napeds.com">djohanson@napeds.com</a></td>
</tr>
</tbody>
</table>

**RESOURCES**

Local and state public health departments
● **Our local contact at the Northampton Public Health Department is:** Public Health Nurse, Jenny Meyer. [Jmeyer@northamptonma.gov](mailto:Jmeyer@northamptonma.gov); Merridith A. O'Leary, R.S. (Public Health Director) referred us to Jennifer as a point of contact for HEC and 97/123 Hawley programs.

● **Massachusetts Public Health Department, Infectious Disease Division** (617) 983-6550; Urgent calls and infectious disease reporting (617) 983–6800. The on-call epidemiologist is available during normal business hours for emergencies and to answer questions regarding case investigation and implementation of control measures. He/she is available at night and weekends for emergencies only.

● **Online directory for local public health departments** provided by the National Association of County Health Officials. According to NACCHO website, they offer a tool to help you search for local health departments in your area.

● **COVID-19 Guidance and Recommendations, Health-related guidance from the Massachusetts Department of Public Health (DPH)**

● **MA Department of Public Health:** [Commonwealth Mass Department of Public Health CoronaVirus Interim Guidance](#)

**New from MDPH**

● [Stop the Spread of Germs](#)

● mass.gov/KnowPlanPrepare

● [Frequently Asked Questions About COVID-19](#)

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**Local State Officials/Contractors**

**DESE:** [Guidance to Elementary and Secondary Schools Regarding COVID-19](#)

**DYS Guidance for DYS Education Program:** See Woody Clift, Director of DYS Educational Initiatives

**ECC:** Latest Coronavirus Update for EEC Programs - March 15, 2020, EEC Commissioner’s Office

**MAP:** [Massachusetts Afterschool Partnership (MAP)](#) and the Afterschool Alliance.

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**National**

● [Business Continuity Plan - Ready.gov](#)

● US DEPT OF LABOR - [Pandemic Flu and FMLA Frequently Asked Questions](#)

● CDC - [Flowchart to Identify and Assess 2019 Novel Coronavirus](#). For the evaluation of patients who may be ill with or who may have been exposed to 2019 Novel Coronavirus (2019-nCoV) CDC

● CDC - [Pandemic Flu Checklist: K-12 School Administrators](#), located [www.cdc.gov/npi](http://www.cdc.gov/npi) 1-800-CDC-INFO (232-4636)

● CDC - [Pandemic Flu Checklist: Workplace Administrators](#)

● CDC - [Get Your Workplace Ready for Pandemic Flu 2017](#)

● CDC - [Get Your School Ready for Pandemic Flu, April 2017](#)


● Massachusetts Public Health [Fact Sheet: Influenza, Pandemics and Protecting Yourself](#)

● [Non-Pharmaceutical Interventions Planning Guidance and Checklist](#)

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**The Centers for Disease Control and Prevention (CDC)**

has made available the following two interim guidance links based on what is currently known about the Coronavirus Disease 2019 (COVID-19):

1. CDC [Basic Components of Pandemic Planning](#):
2. CDC  *Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)*, February 2020  
   a. CDC – Comprehensive Information and Resource  
   b. CDC Situational Summary  
3. CDC - [Guidance Schools and Childcare](#) - CDC recommends that “all decisions about implementing school-based strategies (e.g., dismissals, event cancellations, other social distancing measures) should be made locally, in collaboration with local health officials who can help determine the level of transmission in the community. Information about level of transmission is available in [CDC’s framework for mitigation](#).

**Other**

*Crisis Communication Plan Webinar, Nonprofit Risk Management Center*

**Resources for Information Technology Disaster Recovery Planning**

- [Computer Security Resource Center](#) - National Institute of Standards and Technology (NIST), Computer Security Division Special Publications  
- [Contingency Planning Guide for Federal Information Systems](#) - NIST Special Publication 800-34 Rev. 1  
- [Guide to Test, Training, and Exercise Programs for IT Plans and Capabilities](#) – NIST Special Publication 800-84  
- [Building An Information Technology Security Awareness and Training Program](#) - NIST Special Publication 800-50  
- [IT Standards, Guidelines, and Tools and Techniques for Audit and Assurance and Control Professionals](#) - Information Systems Audit and Control Association
BOARD OF DIRECTORS

FINANCIAL REPORT
# Collaborative for Educational Services

## Changes in Fund Balance

**FY20 for the Period 7/1/2019 through 01/31/20**

<table>
<thead>
<tr>
<th></th>
<th>FY20 1/31/2020</th>
<th>FY19 1/31/2019</th>
<th>Difference FY20 - FY19</th>
</tr>
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<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>1,876,976</td>
<td>1,690,001</td>
<td>186,975</td>
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<tr>
<td>Birth to Age 22</td>
<td>1,280,936</td>
<td>1,827,980</td>
<td>(547,044)</td>
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<tr>
<td>Professional Services</td>
<td>859,921</td>
<td>860,771</td>
<td>(850)</td>
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<td>Grants &amp; Contracts</td>
<td>14,697,590</td>
<td>14,021,799</td>
<td>675,791</td>
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<td><strong>Total Revenues</strong></td>
<td>18,715,423</td>
<td>18,400,551</td>
<td>314,872</td>
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<td><strong>Expenditures</strong></td>
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<td></td>
<td></td>
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<td>Operations &amp; Business Development</td>
<td>1,794,091</td>
<td>1,641,093</td>
<td>152,998</td>
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<td>Birth to Age 22</td>
<td>1,645,345</td>
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<td>(17,381)</td>
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<td>Professional Services</td>
<td>944,535</td>
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<td>(4,016)</td>
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<td><strong>Total Expenditures</strong></td>
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<td>18,274,169</td>
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<td><strong>Excess of Revenues over Expenditures</strong></td>
<td>(335,969)</td>
<td>126,382</td>
<td>(462,351)</td>
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<td>Depreciation</td>
<td>(198,341)</td>
<td>(164,541)</td>
<td>(33,800)</td>
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<td>Net Changes in Assets</td>
<td>(534,310)</td>
<td>(38,159)</td>
<td>(496,151)</td>
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<td>3,267,926</td>
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## Program Net Amounts:

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<tr>
<th></th>
<th>FY20 82,885</th>
<th>FY19 48,908</th>
<th>Difference (33,977)</th>
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<td>Operations &amp; Business Development</td>
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<td></td>
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<tr>
<td>Birth to Age 22</td>
<td>(364,409)</td>
<td>165,254</td>
<td>(529,663)</td>
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<tr>
<td>Professional Services</td>
<td>(84,614)</td>
<td>(87,780)</td>
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<td>Grants &amp; Contracts</td>
<td>30,169</td>
<td>0</td>
<td>30,169</td>
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</table>

| Program Net Amounts: |
|----------------------|-------------|-------------|---------------------|
|                      | (335,969)   | 126,382     | (462,351)           |
Collaborative for Educational Services
Changes in Fund Balance
July 1, 2019 - January 31, 2020 as Compared to Previous 5 Years

<table>
<thead>
<tr>
<th></th>
<th>FY20 1/31/2020</th>
<th>FY19 1/31/2019</th>
<th>FY18 1/31/2018</th>
<th>FY17 1/31/2017</th>
<th>FY16 1/31/2016</th>
<th>FY15 1/31/2015</th>
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<td>Revenues</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>1,876,976</td>
<td>1,690,001</td>
<td>1,107,737</td>
<td>2,122,932</td>
<td>1,913,113</td>
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<td>Birth to Age 22</td>
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<td>1,361,855</td>
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<td>602,410</td>
<td>808,032</td>
<td>920,396</td>
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<tr>
<td>Grants &amp; Contracts</td>
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<td>14,021,799</td>
<td>9,229,290</td>
<td>15,864,987</td>
<td>16,403,410</td>
<td>15,981,284</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>18,725,423</strong></td>
<td><strong>18,400,551</strong></td>
<td><strong>11,636,672</strong></td>
<td><strong>19,923,517</strong></td>
<td><strong>20,449,003</strong></td>
<td><strong>20,076,148</strong></td>
</tr>
</tbody>
</table>

| Expenditures     |                |                |                |                |                |                |
| Operations & Business Development | 1,794,091      | 1,641,093      | 1,254,422      | 2,072,499      | 2,067,403      | 1,853,260      |
| Birth to Age 22 | 1,645,345       | 1,662,726      | 963,315        | 1,378,417      | 1,405,558      | 1,370,305      |
| Professional Services | 944,535        | 948,551        | 703,095        | 833,095        | 935,206        | 977,914        |
| Grants & Contracts   | 14,667,421     | 14,021,799     | 9,229,290      | 15,856,839     | 16,442,024     | 15,995,337     |
| **Total Expenditures** | **19,051,392** | **18,274,169** | **12,150,122** | **20,140,850** | **20,846,191** | **20,196,816** |

| Excess of Revenues over Expenditures | (335,969) | 126,382 | (513,250) | (217,333) | (397,188) | (120,668) |
| Depreciation | (198,341) | (164,541) | (166,975) | (222,001) | (241,911) | (232,481) |
| Net Changes in Assets | (534,310) | (38,159) | (680,225) | (439,334) | (639,099) | (353,149) |
| **Fund Balance - Beginning of Year** | **3,904,200** | **3,306,085** | **3,328,588** | **3,477,233** | **3,943,857** | **3,652,809** |

| Fund Balance - End of Period | **3,369,890** | **3,267,976** | **2,648,363** | **1,037,899** | **3,304,758** | **3,299,660** |

Program Net Amounts:

| Operations & Business Development | 82,885 | 48,908 | (146,685) | 50,433 | (149,290) | (75,771) |
| Birth to Age 22 | (364,409) | 165,254 | (137,754) | (45,729) | (82,110) | (16,259) |
| Professional Services | (84,614) | (87,780) | (228,811) | (230,685) | (127,174) | (66,542) |
| Grants & Contracts   | (366,138) | 126,382 | (513,250) | (225,481) | (358,574) | (158,572) |
| **Total Program Net Amounts** | **(335,969)** | **126,382** | **(513,250)** | **(217,333)** | **(397,188)** | **(170,763)** |

Year End: Excess of Revenue over Expenditures

<p>| Depreciation less Capital Outlay | (16,234) | (187,388) | (273,900) | (339,817) | 252,614 |
| Change in Net Position | 0 | 598,115 | (22,503) | (148,665) | (466,624) | 291,048 |</p>
<table>
<thead>
<tr>
<th></th>
<th>FY20 Approved Budget</th>
<th>FY20 Changes to Budget</th>
<th>FY20 Adjusted Budget</th>
<th>Jul - Jan Period Budget</th>
<th>Jul - Jan Actual</th>
<th>Period Budget vs Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev</td>
<td>3,833,147</td>
<td>(466,865.00)</td>
<td>3,366,282</td>
<td>1,963,665</td>
<td>1,876,976</td>
<td>95.59%</td>
</tr>
<tr>
<td>Exp</td>
<td>3,833,147</td>
<td>(466,865.00)</td>
<td>3,366,282</td>
<td>1,963,665</td>
<td>1,794,091</td>
<td>91.36%</td>
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<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82,885</td>
<td>4%</td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev</td>
<td>2,717,376</td>
<td>139,085.00</td>
<td>2,856,461</td>
<td>1,665,269</td>
<td>1,280,936</td>
<td>76.87%</td>
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<tr>
<td>Exp</td>
<td>2,717,376</td>
<td>139,085.00</td>
<td>2,856,461</td>
<td>1,665,269</td>
<td>1,645,345</td>
<td>98.74%</td>
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<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(364,409)</td>
<td>-22%</td>
</tr>
<tr>
<td>Professional Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev</td>
<td>2,065,115</td>
<td></td>
<td>2,065,115</td>
<td>1,204,650</td>
<td>859,921</td>
<td>71.38%</td>
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<tr>
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<td>2,065,115</td>
<td></td>
<td>2,065,115</td>
<td>1,204,650</td>
<td>944,535</td>
<td>78.41%</td>
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<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(84,614)</td>
<td>-7%</td>
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<tr>
<td>Total General Fund</td>
<td>8,615,657.61</td>
<td>(327,780.00)</td>
<td>8,287,877.61</td>
<td>4,834,583.61</td>
<td>4,017,852.81</td>
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<tr>
<td>General Fund Net - Surplus/(Deficit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(366,118)</td>
<td>-25%</td>
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<tr>
<td>Special Revenue Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Rev</td>
<td>2,531,679</td>
<td>5,819</td>
<td>2,537,498</td>
<td>1,480,207</td>
<td>1,357,021</td>
<td>91.68%</td>
</tr>
<tr>
<td>Exp</td>
<td>2,531,679</td>
<td>5,819</td>
<td>2,537,498</td>
<td>1,480,207</td>
<td>1,326,851</td>
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<tr>
<td>Net</td>
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<td></td>
<td></td>
<td></td>
<td>30,170</td>
<td>2.04%</td>
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<tr>
<td>Professional Services</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rev</td>
<td>2,450,523</td>
<td>(45,148)</td>
<td>2,405,375</td>
<td>1,403,135</td>
<td>1,026,893</td>
<td>73.19%</td>
</tr>
<tr>
<td>Exp</td>
<td>2,450,523</td>
<td>(45,148)</td>
<td>2,405,375</td>
<td>1,403,135</td>
<td>1,026,893</td>
<td>73.19%</td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>DYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rev</td>
<td>16,517,775</td>
<td>6,936</td>
<td>16,524,711</td>
<td>9,639,415</td>
<td>8,222,860</td>
<td>85.30%</td>
</tr>
<tr>
<td>Exp</td>
<td>16,517,775</td>
<td>6,936</td>
<td>16,524,711</td>
<td>9,639,415</td>
<td>8,222,860</td>
<td>85.30%</td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SEIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev</td>
<td>8,962,591</td>
<td></td>
<td>8,962,591</td>
<td>5,228,178</td>
<td>4,060,646</td>
<td>77.57%</td>
</tr>
<tr>
<td>Exp</td>
<td>8,962,591</td>
<td></td>
<td>8,962,591</td>
<td>5,228,178</td>
<td>4,060,646</td>
<td>77.57%</td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Special Revenue Fund</td>
<td>30,462,568</td>
<td>(845,717)</td>
<td>30,430,175</td>
<td>17,750,935</td>
<td>14,667,420</td>
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<tr>
<td>Special Revenue Fund Net - Surplus/(Deficit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(30,170)</td>
<td>2%</td>
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<tr>
<td>Combined General &amp; Special Revenue Funds</td>
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<td></td>
</tr>
<tr>
<td>Rev</td>
<td>39,078,206</td>
<td>-360,173</td>
<td>38,718,033</td>
<td>22,585,519</td>
<td>18,685,253</td>
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<tr>
<td>Exp</td>
<td>39,078,206</td>
<td>-360,173</td>
<td>38,718,033</td>
<td>22,585,519</td>
<td>19,021,221</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(335,968)</td>
<td></td>
</tr>
</tbody>
</table>
BOARD OF DIRECTORS

HIRES AND SEPARATIONS

MEMBERS of the Collaborative for Educational Services

Hampshire County
Amherst-Pelham Regional Schools
Easthampton Public Schools
Hatfield Public Schools
Southampton Public Schools
Smith Vocational & Agricultural School
Amherst Public Schools
Granby Public Schools
Northampton Public Schools
Ware Public Schools
Belchertown Public Schools
Hadley Public Schools
Pelham Public Schools
Westhampton Public Schools
Hampshire Regional Schools
Hatfield Public Schools
Northampton Public Schools
Pelham Public Schools
South Hadley Public Schools
Williamsburg Public Schools
Southampton Public Schools
Ware Public Schools
Westhampton Public Schools
Williamsburg Public Schools
Smith Vocational & Agricultural School

Franklin County
Conway Public School
Frontier Regional School District
Leverett Public School
Pioneer Valley Regional
Sunderland Public School
Deerfield Public School
Gill-Montague Regional
RC Mahar Regional
Wendell Public School
Eving Elementary School
Greenfield Public Schools
New Salem School
Rowe Elementary School
Whately Public School
Chesterfield-Goshen Public Schools
Hampshire Regional Schools
South Hadley Public Schools
Williamsburg Public Schools
Franklin County Technical School
Hawlemont Regional
Orange Public School
Shutesbury Public School

Everyone is a learner
<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>DATE HIRED</th>
<th>PROGRAM</th>
<th>POSITION</th>
<th>Part-time or Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beless</td>
<td>Carolynne</td>
<td>1/22/2020</td>
<td>Licensure</td>
<td>Instructor</td>
<td>Part-Time</td>
</tr>
<tr>
<td>DaCunha</td>
<td>Andrew</td>
<td>1/22/2020</td>
<td>Licensure</td>
<td>Instructor</td>
<td>Part-Time</td>
</tr>
<tr>
<td>DellaCroce</td>
<td>Melina</td>
<td>1/27/2020</td>
<td>Early Childhood</td>
<td>Child Caregiver</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Pulizari</td>
<td>Thomas</td>
<td>1/27/2020</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Provenzano</td>
<td>Paige</td>
<td>1/29/2020</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Germain</td>
<td>Katy</td>
<td>2/3/2020</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Carter</td>
<td>Mary-Jane</td>
<td>2/10/2020</td>
<td>CES / HR</td>
<td>HR Associate</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Campanario</td>
<td>Maria</td>
<td>2/10/2020</td>
<td>Prof Dev</td>
<td>Instructor</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Hernandez</td>
<td>Kelly</td>
<td>2/24/2020</td>
<td>CES</td>
<td>Executive &amp; Operational Support Coordinator</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Joao</td>
<td>Hanakekua-Kekaulike</td>
<td>3/2/2020</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Lapointe</td>
<td>Laura</td>
<td>3/2/2020</td>
<td>CES</td>
<td>Payroll Assistant</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Sawyer</td>
<td>Stephanie</td>
<td>3/2/2020</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Mengwasser</td>
<td>Dana</td>
<td>3/11/2020</td>
<td>Early Childhood</td>
<td>CFCE Coordinator</td>
<td>Full-Time</td>
</tr>
</tbody>
</table>

**SEPARATIONS**

<table>
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<tr>
<th>Last</th>
<th>First</th>
<th>DATE OF SEPARATION</th>
<th>PROGRAM</th>
<th>POSITION</th>
<th>Part-time or Full-time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawley</td>
<td>Rebecca</td>
<td>02/07/2020</td>
<td>21st CCLC</td>
<td>Site Coordinator</td>
<td>Full-Time</td>
</tr>
</tbody>
</table>

*Part-time: 20 - 34 hrs/wk  
Full-time: 35 + hrs/wk  
Part-time: less than 20 hrs/wk
BOARDS OF DIRECTORS

EXECUTIVE DIRECTOR EVALUATION

TIMELINE MATERIALS
<table>
<thead>
<tr>
<th>Action</th>
<th>When? (New)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ED develops professional goals for year, aligned with MA Superintendent goal areas</td>
<td>Summer</td>
</tr>
<tr>
<td>2. <strong>Executive Director goals</strong> brought to Board (<strong>for Board approval</strong>)</td>
<td>September Board mtg</td>
</tr>
<tr>
<td>3. Board selects an Executive Director <strong>Evaluation Committee</strong> to guide the process and to develop evaluation questions.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>360 review of Executive Director</strong> completed by CES leadership and/or others (<strong>anonymous</strong>).</td>
<td>By March 6 (April 17)</td>
</tr>
<tr>
<td>5. Evaluation Committee <strong>develops (or affirms existing) evaluation questions</strong> for Board approval</td>
<td>By March 8 (April 17)</td>
</tr>
<tr>
<td>6. Executive Director sends out <strong>presents artifacts and evidence for the annual goals</strong> to the Board (this includes the results of the 360 review)</td>
<td>March 25 Board meeting (April 28)</td>
</tr>
<tr>
<td>7. <strong>Superintendents complete survey (online)</strong></td>
<td>By April 3 (April 28)</td>
</tr>
<tr>
<td>8. Board members get <strong>results from the Superintendent survey</strong>.</td>
<td>By April 17 (May 7)</td>
</tr>
<tr>
<td>9. <strong>Board members individually complete an evaluation of the Executive Director (online).</strong> This is based on the information presented at the March Board meeting (360 Review and Evidence and Artifacts) and the Superintendent survey.</td>
<td>By May 12 (May 12)</td>
</tr>
<tr>
<td>10. <strong>Survey results compiled and sent to ED Evaluation Committee</strong></td>
<td>May 19</td>
</tr>
<tr>
<td>11. ED Evaluation Committee meets, review all evidence, and <strong>prepares findings and recommendations.</strong></td>
<td>May 22</td>
</tr>
<tr>
<td>12. ED Evaluation Committee presents findings and recommendations in an open public meeting (<strong>for Board approval</strong>)</td>
<td>May 27 Board meeting</td>
</tr>
<tr>
<td>13. Board Chair recommends any changes in current contract and compensation package (<strong>for Board approval</strong>)</td>
<td>June 24 Board meeting</td>
</tr>
</tbody>
</table>