

**HCCPS Board of Trustees  
Meeting Agenda  
January 9, 2019, 6:30pm**

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

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

**Facilitator: Penny Leveritt**

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

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

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

**7:00 Finance Committee report on contingencies: Matt (15 min – discussion)**

**7:15 BOT/Committees – Progress on goals: Penny, Committee Chairs (20 min – report)**

**7:35 Performance Evaluation Report-Dan: Penny (10 min – decision)**

**7:45 Performance Evaluation Report-Lara: Penny (10 min – decision)**

**7:55 School Year Calendar: Dan (15 min - update/discussion)**

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

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

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

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

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

**8:30 Adjournment**



## Board of Trustees and Committee Goals – 2018/2019

### Board of Trustees Goals

- Financial
  - Review completed Capital Replacement Assessment from Finance
  - Review evaluation/recommendations of the role of the Contingency Fund from Finance
- Director Evaluations
  - Complete for Dir. of Teaching and Learning
  - Complete for Dir. of Administration
  - Continue to analyze, document and clarify process for future Board of Trustees constellations
- Overall Management
  - Develop a vision of how community and family engagement could work best at this time in the life of the school and in the future, including identifying potential staffing needs to support this vision.
  - Facilitate bylaws changes recommended by GABS

### Finance Committee Goals

- Present prioritized Capital Replacement Proposal to BoT
- Recommend establishment of Capital Replacement Fund and how it relates to Contingency Fund
- Review, potentially redefine, and present Balanced Budget Policy

### GABS Committee Goals

- Codify means by which a proposal comes to the Board of Trustees
- Recruit a minimum of 3-5 voting Trustees (with 1-2 possibly starting mid-year)
- Review current BoT By-laws and propose any necessary changes
- Create a Google Account for BoT documents and support materials and ensure that all BoT members know how to access it

- Improve BoT visibility within the school community in an effort to encourage people to join

### **Facilities Committee Goals**

- Continue to prioritize the Capital Improvement Plan
- Work with Finance Committee to adjust projections on capital needs
- Prepare 2019 capital budget for Board Review and Approval in April or May

### **Personnel Committee Goals**

- Complete survey of staff related to personnel policies
- Compare the salary scale at Hilltown with districts in the region
- Analyze School Spring data to better understand the kinds of applicants Hilltown is getting
- Recruit at least one new member to the committee
- Review one Personnel Policy at each committee meeting between November and June

## **FY 2019 GABS Goals Updates (December 2018)**

- Codify means by which a proposal comes to the Board of Trustees- in process
  - Have an outlined procedure for review at January BoT meeting if tie allows
- Recruit a minimum of 3-5 voting Trustees (with 1-2 possibly starting mid-year)- in process
  - We currently have 2 candidates in process
  - They are at varying stages in the recruitment process
    - Dawn Reesman- we have her Interest Form and resume; she has attended a board meeting; she has been through the initial GABS interview process; she plans to begin serving on the Personnel Committee in January 2019
    - Jessica Cook- we have her Interest Form; she has attend a board meeting; we still need her resume and our initial GABS interview.
  - We are still looking for 1-3 additional candidates
- Review current BoT By-laws and propose any necessary changes- in process
  - Our by-laws are currently with the state for review and comment
  - There are significant changes for 2019
    - Some are required by the state
    - Some are changes proposed by GABS
- Create a Google Account for BoT documents and support materials and ensure that all BoT members know how to access it- this has not yet been started
- Improve BoT visibility within the school community in an effort to encourage people to join- ongoing
  - Board members wearing buttons at school events
  - Announcements at school events regarding board recruitment
  - Board recruitment messages in the school newsletter
  - Exploring the idea of a HCCPS LinkedIn page

## Personnel Committee Goals Update

"The personnel committee this year is working to answer one overarching question: How desirable is Hilltown as a place to work? Here is what we have accomplished so far this year:

1. We are in the midst of developing a survey for the staff
2. We have reached out to local districts in order to compare Hilltown's salary structure to those of other districts
3. We are working with school spring to get information on who applies for jobs at the school and how that compares to other districts

In addition to this work, the committee passed an updated policy related to health care reimbursement. We have also begun reviewing individual policies at each committee meeting"



## **Dan Klatz, Performance Evaluation Report**

School year 2017-2018

*December 2018*

Completed by: Tim Reynolds, BOT Vice President and Penny Leveritt, BOT President

### **Introduction**

This evaluation was conducted through an analysis of interviews, surveys and a self-assessment, which included: 1) informational meetings with the Director of Teaching and Learning and the Director of Community and Family Engagement; 2) review of the annual Parent Survey; 3) deployment and review of surveys to Teacher/Staff, Board of Trustees, and the Finance and Facilities Committees; 4) self-assessment by Dan Klatz, Director of Administration.

### **Strengths and Assets**

The year reflected in this performance evaluation report was Dan's first year in the position of Director of Administration after many years in the position Director of Teaching and Learning. Overall, the responses from all of the surveys and interviews above reflected an overwhelmingly positive assessment of Dan's first year.

When assessing Dan's performance for the school year, some of the most prevalent overarching themes from the positive comments and responses involve his ability to connect with and engage all members of the school community; students from k/1 through eight, parents, and colleagues.

The themes that were most prevalent from all comments, surveys and interviews regarding Dan's performance were that in his role and to the benefit of the school he:

Is informed, articulate and skilled at communicating with all constituencies; is innovative and forward-thinking while keeping the tradition and culture of Hilltown in mind; is able to maintain a broad-view of the whole-school needs when addressing day-to-day concerns.

## **Meeting goals, relationships with staff and forward-thinking vision**

The first of Dan's goals for the 2017-2018 school year was to acclimate to the new set of responsibilities. The evaluation reflects that he has been very successful in meeting that goal, and, now that he has become acclimated, will continue to add his unique perspective to the role going forward.

Yet also while acclimating to the day-to-day of his new position, comments indicated that Dan is willing to assess areas of the school that have been done a certain way for many years, and with an eye to the future, make forward-thinking programming and managerial changes, such as enhanced outreach about the school as a way to increase efforts of recruitment of economically diverse families, assessing current front-line staffing responsibilities and making corresponding beneficial adjustments, and beefing up aspects of the budget that have needed some attention.

Dan's evaluation reflects that his transition appeared seamless and that he was quickly able to become familiar with new aspects of the position. The evaluation further shows that Dan was able to remain a positive, connected presence throughout the entire school community during this time of transition. It was noted and appreciated that Dan continues to remain very engaged with students and families.

Another of Dan's goals was to provide support to the new Director of Teaching and Learning as she became familiar with the position. Again, the comments provided during the evaluation process indicate that Dan accomplished this goal with apparent ease. It was noted that Dan was supportive, available, and innovative when working with the Director of Teaching and Learning. Dan made a pointed effort to let Lara find her own path while still ably and eagerly assisting and offering advice and support as needed.

The evaluation showed too, that Dan has enhanced his relationships with the staff he manages, showing trust and encouragement that they can do their jobs well and acknowledging their hard work and skills.

The evaluation comments indicate that Dan embraced the budget process, drawing upon financial and budgeting skills he had learned over many years working with the former Director of Administration, and then augmenting these skills. Dan explored how the budgeting process can continue to support the mission and philosophy of the school and continue to move it forward. In this vein, Dan supported such things as improvements to the building and grounds (acoustic paneling, playground improvements, half-wall paneling, etc.,) increased spending in Professional Development and as mentioned above, and - as expressed in several comments - Dan is responsive to needs for the physical plant and in classrooms.

The remainder of Dan's goals for the 2017-2018 school year involved implementing new policies, procedures, communication channels and technologies in order to improve the Administrative domain. Responses indicate that Dan has made great progress in this area. Many administrative procedures were streamlined through digitization of forms, and comments suggested this was welcome and efficacious.

## **Areas for Continued Focus**

As expressed by the above "Strengths and Assets" section, it is evident that Dan's first year in his new role as Director of Administration was overall very successful.

This report will aim to outline a few facets of his role that may benefit from renewed or continued focus. These areas were analysed by ranking survey responses into a scoring system and through review of open feedback and/or comment sections. While there are a couple of recommended areas for improvement that may require some new ideas and visioning, for the most part, continued focus or re-thinking of some of the actions and success of his first year will likely be the most beneficial path.

## **After-school and Extracurricular**

While the survey process showed that, in general, the community appreciates the after-school offerings available, there was an overarching theme suggesting that the student body could benefit from broader, more focused selection of school-sponsored clubs or activities. It was noted that Kid's Club often seems to lack structure and can appear chaotic.



In answer to these concerns, the Directors are taking proactive steps this year (FY19), as evidenced in such documents as the "Directors' Planned Response to Parent Satisfaction Survey Comments Fall 2018" and specifically, one of the actions from that document: "Send a survey to full-time Kids Club families to find out what they are most interested in - to address varying comments about that, and as a part of a full Scope of Program Review (LRP Program goal #3)". The Directors are working on this as of the writing of this report with the goal of the Summer of FY20 being the time for decisions and next steps.

## **Safety**

Most of the comments regarding school safety focus on the time of day when the schools is busiest; drop-off and pick-up. Response included concerns about lack of oversight during these busy times as well as concerns about the congestion both in the parking lot as well as the K-5 hallway. As with the section above, Dan and the Directors are taking these concerns into account, as indicated in an action from the same "Planned Response" document: "Look at parking lot safety, Work with students to address hallway behavior and housekeeping."

## **Improve the indoor space**

While the overall responses indicate that the interior space is adequate there were some areas highlighted that could use improvement. One area that could use attention, which overlaps with some of the school safety concerns expressed previously, is the clutter in the K-5 hallway (see action from "Planned Response" document in the above section.) It was noted that the clutter occasionally leads to increased congestion in the K-5 hallway.

While, in FY17 and 18, some noise dampening was done, there have been suggestions from multiple forums that even more noise mediation in the Purples and Prisms wing would be helpful.

There were several comments expressing the desire for a dedicated indoor PE space rather than relying on the All School space to fill that need. Granted, the limitations of the physical footprint of the school is a very large hurdle, but it may be beneficial - at a minimum to establish clarity in the community about what can or cannot reasonably be done - to take a creative, unreserved approach over the next few years to researching potential options to address these concerns.

## **Improve the outdoor space**

As with the indoor space, many of the survey responses regarding improvements to the outdoor space focus on increased safety in the parking lot and on the playground. While attention has been paid to the play structure and spinners were added to the playground, some concern was expressed regarding upkeep and maintenance. Many responses also highlighted issues with drainage on the field and playground. As with the section “Improve the indoor space” above, an unfettered analysis over the next few years of potential options - and any practical or budgetary ramifications - may be helpful.

## **Budget, Facilities, and other Resources**

Overall the evaluation process indicated that Dan is doing well in working with the finance committee to manage the budget and that he ensures resources are being allocated properly and as mentioned in the “Strengths and Assets” section, has envisioned the budget through the lens of how it can continue to support the mission and philosophy of the school and continue to move it forward.

There were some responses, however, that indicated there could be greater transparency in the budget process. There is confidence that Dan will work towards transparency and offer an introductory education about the budgeting process to the community members who are interested. (For instance, in FY18, Dan and Carla created a condensed, yet thorough, one page budget document that could be used for this purpose.)

## **Diversity and Inclusion**

Several responses mentioned that, even given the demographics of the communities served by the school, the lack of diversity in the school population is noticeable. This lack of diversity can lead to situations where families feel ‘on the outside’, and some comments expressed concern it represents a deficiency in the student’s social learning. Comments suggested that the school schedule - including the half-day Wednesdays for K-5 - can pose a financial burden to some families and hamper transportation services, which may, in turn, limit the school’s pool of candidates and may be contributing to the lack of diversity in the student body.

Dan continues to address this concern and has enhanced actions in this area. For this fiscal year, as presented in the Annual Report, Dan is actively engaged in recruitment programs in financially disadvantaged communities (for instance, reaching out to Head Start in Easthampton and Community Action in Northhampton to provide information about Hilltown and how their constituencies can apply.)

## Conclusion and Next Steps

The recommendations forthcoming are based on the comprehensive review of Dan's strengths and areas that would benefit from some continued attention. We anticipate Dan will successfully and creatively find ways to improve and focus these areas and that the Board of Trustees and his colleagues in the leadership team will provide support, time and resources needed to accomplish those objectives.

Below, in summary, are areas for Dan to focus upon over the next couple of years:

- Reinforce strengths, skills and accomplishments reviewed under "Strengths and Assets"
- Put continued thought and attention toward areas noted - many of which are already in Dan's sights or in process - under "Areas for Improvement and Continued Focus:"
  - Analyze the results of the survey to full-time Kids Club families regarding Kids Club and commence planning for any resulting potential programmatic and budgetary implementations
  - Further expand the analysis of the above to other extra-curricular programming (Ski Club, Math Club, Girls on the Run, Running Club, etc.) with assistance from the other Directors and staff - as needed (Scope of Program Review, LRP Goal #3)
  - Continue to look at parking lot safety and activate planning for any potential budgeting implications
  - Continue to work with students to address hallway behavior and housekeeping
  - Over the next couple of years, research options for improving the indoor and outdoor spaces (in both large and small ways) and whatever budgeting and programmatic changes would be required if activated.
    - While there is not an expectation that big changes (i.e.: a dedicated gym) to the physical plant are necessarily feasible, it still may be beneficial to

long-term capital planning and visioning not limit the options researched. In addition, having answers available to the community about the cost and feasibility (or lack thereof) of the researched options may be helpful.

- Continue developing simplified, accessible ways for the school community and staff to understand the budget and budget process
- In FY20, attempt to assess whether the enhanced recruitment programs in financially disadvantaged communities accounted for any shifts in economic diversity of the school community, and adjust or enhance further if needed
- Continue to seek support and advisement when needed from the Domain team, BOT and trusted colleagues
- And, additionally, as part of the analysis and restructuring of the staff meetings schedule that is being conducted, include a process for regularly scheduled meetings between all three Directors

Dan's performance during his first year as Director of Administration was remarkable and appreciated by many in the community. There is strong confidence that the momentum of Dan's excellent start as Director of Administration will continue. The school has been fortunate to have Dan as a Director for these many years.

## **Reviewee comments - optional**



# **Lara Ramsey, Performance Evaluation Report**

School year 2017-2018

*December 2018*

Completed by: Penny Leveritt, BOT President, and Tim Reynolds, BOT Vice President

## **Introduction**

This evaluation was conducted through an analysis of interviews, surveys and a self-assessment, which included: 1) informational meetings with the Director of Administration and the Director of Community and Family Engagement; 2) review of the annual Parent Survey; 3) deployment and review of surveys to Teacher/Staff, Board of Trustees, SEPAC, and the Personnel Committee; 4) self-assessment by Lara Ramsey, Director of Teaching and Learning.

## **Strengths and Assets**

The year reflected in this performance evaluation report was Lara's first year at the school and also her first year in the position of the Director of Teaching and Learning. Overall, the responses from all of the surveys and interviews informing this report reflected an overwhelmingly positive assessment of Lara's first year.

When assessing Lara's performance for the school year, some of the most prevalent overarching themes from the positive comments and responses are intrinsically linked to who Lara is as a person and how she utilizes and applies these traits, while also reflecting that Lara has a great deal of skill and vision, and is highly effective in her role. Lara both organically and intentionally puts her whole, genuine, skilled, enthusiastic self into her role and in all pathways to engagement with the school community.

The themes that were most prevalent from all comments, surveys and interviews regarding Lara performance were that in her role and to the benefit of the school, she:

is an active listener, enthusiastic, joyful, positive, curious, encouraging, passionate, proactive, responsive, and self-reflecting, has great vision, has great ideas, establishes trust, and has a can-do attitude

## **Relationships with Colleagues**

One of Lara's goals for her first year as the Director of Teaching and Learning was to become a trusted administrator and colleague who listens, encourages, and supports, and the evaluation reflects that she has met that goal very successfully and there is shared confidence that she will continue in that direction.

The evaluation indicated that Lara actively listens to concerns and ideas, is responsive to staff needs in the classroom and personally, and willing to dive in and assist the staff and solve problems in a collaborative way. There were numerous comments expressing the value of Lara's readiness to ask questions if she is unsure how to proceed, her eagerness for others to evaluate and comment on her own process and performance, and the willingness to accept suggestions and make changes.

This disposition to self-reflect, especially as an administrator at a school in which collaboration and a community-centered spirit is seen as essential, is critical to Lara's continued success in relationship and trust building with her colleagues and its value cannot be underestimated.

Lara has been shown to be accommodating to teachers in and out of the classroom, and special mention was given to her encouraging, non-judgmental and engaged process of consistent, regular classroom visits and feedback.

Lara has encouraged ambitious goals for the teachers and has been supportive of giving them expanded opportunities for leadership roles. She has provided new avenues for professional development and workshops that can address and advance the school curriculum, services, and community engagement both for current needs and with an eye to forward thinking goals and envisioning.

Teachers indicated that Lara's ability to be very present and attentive to students and families, listening to their concerns and suggestions, and providing plenty of room for one-on-one conversations to alleviate problems and hear ideas has helped them in their own relationships with students and families.

And as indicated from comments from all categories of school staff, Lara exudes positive energy, works with a genuine collaborative spirit, is caring and warm, is willing to talk, listen and work things through, and has an attitude that there is always a solution.

## **Student Services and Special Education**

Another of Lara's goals for school year 2017-2018 was, with the teaching staff, to clarify school systems related to Student Services, Special Education, and 504s, and to achieve consistency of processes and improve communication with SEPAC.

As per Lara's self-reflection on her progress and as indicated in the comments in the evaluation process, significant advancements have been made towards the first part of this goal, and she plans for school year 2018-19 and beyond to continue making progress on the entire goal.

The evaluation reflected that Lara was able to respond to the concerns regarding special education noted in the parent satisfaction survey. She enhanced outreach and education for parents, staff, and the community by bringing in expert speakers (such as Dr. Sharon Saline who gave a workshop on "The ABCs of ADHD and Executive Function".) Lara also created a document that serves as a guide to special education services at Hilltown and shared this document with all teachers. Lara wrote the SEPAC Needs Assessment Survey and sent to all families of children receiving or in line for services.

Also, it was noted that Lara took care and time to find a very qualified, certified Special Education teacher (for the 2018-19 school year) for the Prisms, and in this process, showed the aforementioned willingness to hear constructive suggestions for improvement, such as listening to and assessing concerns expressed about the process for hiring Special Education teachers.

It was noted that Lara invigorated SEPAC and is actively engaged in the group moving forward in its goals and mission.

## **Vision, Leadership and Administration**

In the evaluation process, there were numerous expressions of Lara's abundance of good ideas, forward-thinking vision, organized, thoughtful approach to curriculum development based on evidence, and willingness to tackle structural and foundational systems in order to make things run better for teachers and students. This is especially indicated by the restructuring of the Prisms program (based on prior structures of the Prisms and for implementation in school year 2018-19) as a result of feedback from teachers and administrators that the structure and

schedule was stressful and might be correlated with some concerns of behavioral and social problems within the Prisms student community.

Also appreciation and mention was given in several forums for Lara's advocacy and facilitation of the lending library - the Equity Community Library - that focuses on providing stories expressing diversity in content, culture, and characters.

Indeed, one of Lara's first activities when she began as the Director of Teaching and Learning was to provide the teachers training in Anti-Bias Education, including the library mentioned above, and a workshop for teachers, Anti-Bias Education readings for staff, a process for documenting instances of racial tension at the school, and the introduction of racially charged role-playing scenarios at teacher meetings - which she plans to continue so as to further this educational program and give teachers tools to apply it.

Also, one of Lara's goals was to identify needs for curriculum improvements and teaching based on evidence. Lara has made a lot of progress on this goal. The evaluation has shown that Lara is continually looking for ways to improve the education at Hilltown. Lara is highly organized, and appreciative of how data, along with day-to-day interactions and active listening, positivity and encouragement, can effectively inform and facilitate curriculum improvements.

## **Relationships with Students and Families**

Numerous mentions in the evaluation process expressed how Lara's positive attitude, enthusiasm, and active listening have been very beneficial towards establishing trusting, effective relationships with the students and families. Lara continues and expands on the long-time Hilltown tradition of every kid's name being known and every kid feeling heard.

Lara has especially formulated positive relationships with the 6, 7, and 8 graders. It was remarked that Lara is also very strong on social/emotional issues with students - and works towards solutions that the kids find actionable and effective.

Lara can be seen at any moment actively engaged with the community - running around with the kids in the all-school space, greeting kids and families as they enter the school, pitching-in and teaching a portion of a school day, asking kids questions, listening to their concerns and hearing their achievements, using a collaborative approach to problem-solving with parents and students.



It was noted that she is always smiling, makes time for a chat, genuinely cares so much for the students, and that her positive energy is infectious.

## **Areas for Improvement and Continued Focus**

As expressed by the above “Strengths and Assets” section, it is evident that Lara’s first year in her role at Hilltown was overall very successful.

This report will aim to outline a few facets of her role that may benefit from renewed or continued focus and improvement. These areas were analysed by ranking survey responses into a scoring system and through review of open feedback and/or comment sections. While there are a couple of recommended areas for improvement that may require some new ideas and visioning, for the most part, the facets that may need focus tend to be the “other side of the same coin”, as in, continued focus or re-thinking of some of the achievements and success of her first year.

### **Student Services and Special Education**

As shown in this evaluation process, progress was shown in the areas of Special Ed and Student Services. The evaluation indicates that for the most part, it may be best to see what progress is made over the next couple years in Student Services and Special Ed as these are areas on which Lara has been and continues to focus.

Indeed, one of Lara’s FY19 stated goals is to: *“Refine our Response to Intervention process, which will in turn improve our special education services. I will lead teachers in learning about the RTI elements of universal screening and collecting meaningful data. Meet regularly with teachers and Justin to hone skills and understanding of RTI process.”*

As such, there is high confidence that strides in Special Ed and Student Services will continue to be made, yet, there are a couple of areas where repeated comments stood out that may be worth a look:

- As Special Education and Student Services continues to improve and develop, and with an eye to looking at the other end of the Student Services spectrum, think about programming for kids who may require extra challenges and finding ways to incorporate these challenges into the curriculum and the day-to-day.

- Continue to apply the same diligence and tenacity to any forthcoming Special Education teacher hires and towards the performance of Special Education staff and evaluators, in general, in order to enhance the schools overall educational experience for all types of learners.

## Overall Management/Administration

As described above, overall there is great appreciation for Lara's enthusiasm, energy and abundance of excellent ideas and vision. Lara has enhanced or implemented numerous large and smaller scale program and curriculum adjustments to date (i.e.: Prisms restructuring, the Equity Community Library, robust professional development opportunities such as Anti-Bias Education, Universal Design for Learning, and the Faculty & Curricular Advancement (FACA) Program, to name a few.)

Lara's pro-active, can-do approach to implementing these programs has been efficacious and remarkable. However, the survey comments also suggested that Lara may want to spend some time to reflect, improve and analyze these enhanced or newly implemented programs before diving into too many more. Lara may want to look to finding ways to strike a balance between her beneficial and courageous willingness to examine the current systems and try new things - and all the time and effort that entails - with periods of assessment. It is noted that Lara does have it in her goals to do just that, but it seems important for this report to note that there is a call from various categories of participants in this evaluation process to slow things down a bit, to take take a pause on larger programming changes.

And while not at all resounding, there is indication from this evaluation process that, at times, Lara's can-do, proactive, energetic approach to new ideas and getting them done, can have the result of some staff feeling a bit out-of-the-loop. There were hopes expressed that there may be more communication about the thought-process behind these changes, and that there be more time for buy-in from participating groups. It is noted though, and as reflected in Lara's own words and actions of late, there is some recognition and addressing of this, and there is confidence that Lara will continue developing collaborative communication around her vision.

The evaluation also recommended that Lara focus some time over this year and next to continue to gain layers of understanding about the managerial, administrative aspects of her role and use the available resources. And that she might think about the overall workload and consider what she may need to let go of and entrust others to do in order to avoid burn-out, set limits and allow others to continue to develop and grow.

To be clear, there is no desire to stifle Lara's creativity, energy and enthusiasm, but as one participant suggested, Lara's got "a big bag of tricks to share" with great ideas - indications are there will be plenty more where those came from, and the school will surely continue to benefit from Lara's vision now and in the future.

## **Other prevalent themes from the Parent Satisfaction Survey**

The Parent Satisfaction Survey, while not directly assessing each Director's performance, does provide some insight into prevalent concerns or suggestions from the community that relate to aspects of each Director's role. The Directors have been proactive in examining these themes. As such, the Directors have created a document: "**Directors' Planned Response to Parent Satisfaction Survey Comments Fall 2018**" to address some of these comments.

Yet, there are other prevalent areas of comment from the Parent Satisfaction Survey that, while not directives or even necessarily goals at this time, are worth putting some thought into over the next couple years. It may even be that these concerns are already in Lara's sights. At a minimum, the categories of comment expressed below in short-form can be - at this time - considered "food for thought:"

- While the parent satisfaction survey indicated that overall, there is recognition and appreciation of the level of communication and direct involvement families can have with the school, there were numerous comments that this is teacher-dependant and there were requests for more standardized, consistent, prescribed communications from teachers to families regarding classroom and other activities, curriculum, and individual student progress
- There were plentiful requests for students spending more time outside as part of their day and as part of the curriculum
- As expressed in the Parent Satisfaction survey (and in the evaluation surveys), there were some concerns that the level of art and music integration in the curriculum is less universal than it once was, especially in the 6-8 grades. Granted, with programming implementations such as the restructuring of the Prisms and electives for Prisms, perhaps some of these concerns are in the process of being addressed. Yet, the prevalence of comments regarding music and art integration suggests that some time to

reflect on those programs as a whole and how they are integrated into the classroom may be beneficial for the future.

## Conclusion and Next Steps

The recommendations forthcoming are based on the comprehensive review of Lara's strengths and areas that would benefit from some attention. We anticipate Lara will successfully and creatively find ways to improve and focus these areas and that the Board of Trustees and her colleagues in the leadership team will provide support, time and resources needed to accomplish those objectives.

Below, in summary, are areas for Lara to focus upon:

- Reinforce strengths, skills and accomplishments reviewed under "Strengths and Assets"
- Put thought and attention toward areas noted under "Areas for Improvement and Continued Focus:"
  - consider additional programming for kids who may require extra challenges and collaboratively finding ways to incorporate these challenges into the curriculum and the day-to-day.
  - continue to apply the same diligence and tenacity to any forthcoming Special Education teacher hires and towards the performance of Special Education staff and evaluators
  - find additional ways to strike a balance between new or enhanced programming and envisioning with periods of reflection and analysis
  - continue progress in collaborative communication around program enhancements or changes
  - continue to learn the school systems and use the resources available
  - think about the overall workload and consider what may need to be let go of and entrusted to others

- in concert with the other Directors, give some thought to areas of concern indicated above in “Other prevalent themes from the Parent Satisfaction Survey”
- Continue to seek support and advisement when needed from the Domain team, BOT and trusted colleagues
- And, additionally, as part of the analysis and restructuring of the staff meetings schedule that is being conducted, include a process for regularly scheduled meetings between all three Directors

Lara’s performance during her first year as Director of Teaching and Learning was remarkable and appreciated by many in the community. There is strong confidence that the momentum of Lara’s excellent start will continue. The school is very fortunate to have Lara as the Director of Teaching and Learning.

## **Reviewee Comments - optional**

I am deeply grateful to the Board, staff and parents for the care and work that went into this meaningful evaluation. This thorough, thoughtful feedback helps me direct my energy, which, as the report indicated, sometimes needs harnessing!

I hear that my first year year was, overall, a strong and promising start. I am incredibly encouraged to know this. I hear that enough [many positive] changes were made in the first year that I should be cautious about making more major changes too quickly- I will honor time for reflection and analysis and make sure communication with all constituents is inclusive. I agree that it will be good for the school and for me to continue to learn the systems and resources and entrust others with responsibility when appropriate. Finally, I understand that you are pointing my attention toward student services (including enrichment opportunities) because this is a priority area for continued growth.

Thank you again for the time and care you gave to the creation of this report.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

**Domain Directors Report to the Board of Trustees  
January, 2019**

1. We hosted two of the new area legislators and an aid to another. Natalie Blais and an aid to Lindsay Sabadosa visited in December, and Dan Carey visited on January 4. Both visits were successful in opening up lines of communication, and we will host new State Senator Jo Comerford on February 4.
2. The Winter Solstice Celebration was as beautiful as ever and was attended by many parents and alumni in addition to all students and staff. The addition of new songs from music teacher Marguerite Durant and another great Mummies Play, led by Seana Lamothe and referencing the Wizard of Oz, kept this school favorite fresh and people left for the winter break on a high note.. This continues to be one of the most meaningful of Hilltown's traditions.
3. Professional Development coming up for individual teachers includes a three-day class on Understanding Learning: Memory Systems and the Brain; a one-day Responsive Classroom training on classroom management, a one-day Responsive Classroom training on classroom practices for special subject teachers, and a three-hour training on trauma-informed educational practices for three teaching assistants. Later this month, a consultant is working with the Equity Group on envisioning the action plan for our school commitment to anti-bias education. Recently, K-5 teachers had a three-hour consult with a reading curriculum specialist from Collaborative Classrooms.
4. As a result of conversations with the new ad-hoc Parent Engagement Committee, Deirdre created and sent out a survey to all parents as a first tool for gathering information about what helps our current community of parents feel connected to and engaged with the school. We look forward to pouring over the results in the coming months and to hosting a parent forum and several focus groups.

**DOMAIN COUNCIL MEETING MINUTES**  
**19 December 2018**

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

Regrets: none

Meeting Start: 5:20 pm

Location: HCCPS

**Domain Council Meeting Agenda:**

Upcoming DC Meeting Schedule, now at 5:20pm

Jan 2, Jan 23, Feb 6, Mar 6, Mar 27, Apr 3, Apr 24

MCPSA Webinar recap

The Mass Charter Public School Public Association (MCPSA) hosted a webinar on Monday Dec. 17: "MCPSA Webinar for Charter School Board Members: Executive Compensation". Amy Reesman and Tim Reynolds participated. Tim gave an overview of the information presented in the webinar, which amounted to suggestions from the MCPSA for potential best practices for charter school boards relating to their governance of school leaders. The impetus for these suggestions was elicited by a report from the Inspector General regarding one Massachusetts Charter School that made some major mistakes regarding governance and compensation of their school leader.

Tim went over the suggestions from MCPSA (which are suggestions, not directives, as the MCPSA is not a state-level governing body.) After discussion of these suggestions, the Domain Council determined that Hilltown follows these suggestions either fully or in some fashion that gets the job done. But, it's good to be reminded of our responsibilities as a public entity in the state of Massachusetts.

Meeting with State Reps on Thursday, December 20

Lindsay Sabadosa and Natalie Blais will attend. The Directors will give a tour, and then BOT members will meet with them along with the Directors. The board members in attendance will represent both as board members and as parents. (Tim, Penny and Matt will be there.)

Dan Carey has rescheduled for January 4<sup>th</sup> and Jo Comerford for February 4<sup>th</sup>. Dan Klatz will send an email out to board members when things are more set.

Next Meeting:, Wednesday, January 2, 5:20pm  
6:40pm – Meeting ended

Respectfully Submitted  
Penny Leveritt

**DOMAIN COUNCIL MEETING MINUTES**  
**02 January 2019**

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

Regrets: Tim Reynolds

Meeting Start: 5:20 pm

Location: HCCPS

**Domain Council Meeting Agenda:**

January BOT meeting agenda

School year calendar, continued discussion, 10 minutes

Lara's Performance Evaluation for FY18, 10 minutes

Dan's Performance Evaluation for FY18, 10 minutes

Finance Committee report on Contingencies, 20 minutes

BOT and Committee Goals progress reports, 20 minutes

In announcements: debrief of the meeting with Natalie Blaise and Lindsay's aide

Also in announcements – Deirdre on the engagement process thing

For Feb agenda:

School calendar/schedule – endorsement from the bot

Financial Update:

Monthly PPE this month was lower, which is unusual. So we probably made the right projection for PPE for the FY18 budget, and we may want to hold-off on PPE projection increases for FY20. But, we will see how things progress re: PPE.

Easthampton Schedule:

Lara and Dan had a meeting with the teachers regarding the school calendar and lining it up more with Easthampton. They got some good feedback, and think that a staggered approach to changes is best and will present a plan at the next teacher meeting is as follows: for the next school year, line up mostly with the Easthampton elementary school calendar (same start date, same PD days, take the same ½ days as Easthampton, follow their snow days.) Hilltown's calendar may not be exactly the same (Hilltown may have more PD days, and there are outlying things such as PT conference days and ½ days before holiday breaks, etc that need to be looked at.) Then, maybe the following year, the ½ day Wednesdays can become full days. There will be plenty of things to factor in for that shift. Hopefully the staged approach, in concert with the meeting scheduling process already being revamped this year, the full Wednesdays will not be too much of a shock.

Overall, the school calendar is a management issue, not a board governance issue, but nonetheless, endorsement from the board would be good for community buy-in. So, the board will be asked to discuss and endorse the plan for next year at the February Board meeting.



It's politically wise and neighborly to collaborate with the Easthampton School district and helps with the bus schedule for Easthampton families.

Visit from Natalie Blaise and Lindsay's aide

It was fine to have 3 bot members, and it seemed like we made some good headway with outreach and starting off in a positive way. The fact that we did discuss the big topic of the funding mechanism, and that there can always be more money for education, and that we want to be collaborative seemed to be appreciated.

By-laws

Dan will reach out to Amy to see where we are with that and if we can move forward. Dan will also contact Alyssa Hopkins from DESE to see if we can get feedback quickly. We would like to see the by-laws changes proposal go to the Board at the February meeting.

The community meeting regarding Community and Family Engagement could also include the by-laws changes, as opposed to having two meetings for those, plus the regular Annual Meeting. (Perhaps March 5<sup>th</sup> or 6<sup>th</sup> for the Engagement/By-laws meeting?)

Next Meeting:, Wednesday, January 23, 5:20pm  
6:15 pm – Meeting ended

Respectfully Submitted  
Penny Leveritt



Finance Committee Meeting Minutes – December 19th, HCCPS, 8:30 AM

**Present:** Dan Klatz, Matt Dube, Maureen Mahar, Carla Clark, Kate Saccento  
**Regrets:** Lisa Plaza  
**Agenda:** Approve November Minutes; Discuss Contingency Fund/Capital Investment Fund

Topic	Discussion	Action (if necessary)
<b>November Minutes</b>	Approve November Minutes.	<b>Carla moved to approve November Minutes, Dan Seconded. Approved by consensus.</b>
<b>Contingency Fund and Capital Investment Fund discussion</b>	<p>Our discussion with our agent was illuminating in that we learned that insurance will cover most of what might happen to the school and its occupants.</p> <p>Board bylaw change to remove 12% of operating budget stipulation for contingency. \$50K should be sufficient.</p> <p>Remaining of money could go to Undesignated, but should perhaps go to Capital Replacement and Improvement Fund.</p> <p>How to replenish? Perhaps set baseline for what we need--max project amount (like \$180K for roof) and replenish when gets down to that?</p> <p>Create new line in Budget for Capital Fund as an asset category. Add Expense line in Budget</p>	<p><b>Maureen to check on CD rules and rates so we can determine efficacy in relation to new fund.</b></p> <p><b>Present concept to BoT for consent to proceed with writing new language for bylaws concerning changes to Contingency Fund and creation of and guidelines for new Capital Fund.</b></p>



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	<p>for yearly contributions to Capital Fund line. Contribute \$25-\$40K per year back into Fund? What is the correct amount?</p> <p>Should we transfer money to new 2.8% CD? Perhaps put \$200K there? How liquid does new fund need to be (CD, Checking, etc)? Maureen checking on terms.</p>	
<b>Review Action Items</b>	Reviewed action items.	
<b>Tentative Agenda Topics for Next Meeting</b>	Approve December Minutes Contingency Fund and Capital Investment Fund Discussion	
<b>Next Meeting Date/Time/Location</b>	January 16th, 2019; HCCPS 8:30 AM	
<b>Adjournment</b>	Meeting adjourned at 9:00 AM	

## Hilltown Cooperative Charter Public School

Friends of Hilltown Board Meeting – Wednesday, 11/14/18

Present: Barbara Oegg, Carol McMurrich, Kim Sager-Cut, Myssie Cashingino, Pamela Cobb, Maryellen Rousseau,

Topic	Discussion	Action (if necessary)
Barbara read the FOH Mission Statement		
Time Keeper & list keeper appointment for the meeting		
Minutes from 11/14/2018 meeting approved unanimously		
	<b>Annual Fund Mailer</b> <ul style="list-style-type: none"> <li>- Carol gave an update</li> <li>- Goal to mail out by Nov. 20<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>- Carol &amp; Joanne are meeting on Friday. Talk to Joanne about when mailers will be back from the printer. Should we divide up the mailing?</li> </ul>
	<b>Giving Tuesday</b> <ul style="list-style-type: none"> <li>- Barbara is working on an email newsletter</li> <li>- Carol suggested that Class Parents write a personal email to the parents reminding them about Giving Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>- Maryellen to give Barbara the attendee list from Grandparents Day</li> <li>- Myssie &amp; Barbara to look into which payment platform we will use</li> <li>- Maryellen will email Carol the list of class parents</li> </ul>
	<b>Winter Fair Merchandise</b> <ul style="list-style-type: none"> <li>- Kleen Kanteen 16oz black insulated with white Hilltown logo. Will sell for \$20.</li> <li>- Mantis Graphics Bags:</li> <li>- Paypal Card Readers:</li> <li>- Coffee Sales Details:</li> </ul>	<ul style="list-style-type: none"> <li>- Maryellen to talk to Lara &amp; Monique about having a place in the office for Friends to have a locking cabinet. And/or offer to buy a cabinet for the Family Corner</li> <li>- Myssie to take care of coffee station details (do we need to purchase milk, sugar, cups, stirrers? )</li> <li>- Maryellen will take care of Friends paperwork to hand out.</li> <li>- Maryellen will talk to Susannah Howe about borrowing button maker to make FOH member buttons</li> </ul>
	<b>Art Spark</b> <ul style="list-style-type: none"> <li>- Boylston Rooms are both available. Due to noise complaints, Myssie is wondering if going back to the Garden House is a possibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Myssie will call the Garden House for prices.</li> <li>- Start looking for people to join a committee and brainstorm other ideas to make the event more cozy.</li> </ul>



Governance & Board Sustainability Committee Meeting Minutes – December 18, 2018, 5:00 pm

**Present:** Amy, Deirdre, Noelle

**Regrets:** None

Topic	Discussion	Action (if necessary)
<p><b>Board Recruitment</b></p>	<p><b>Discussed follow-up/next steps for current candidates:</b></p> <p>Jessica- need to set up follow-up call or meeting and secure resume</p> <p>Dawn- have all paperwork; Dawn plans to attend Personnel Committee meetings starting in January</p>	<p>Noelle to follow up with Jessica and schedule a call or meeting to review <b>BoT role and responsibilities and to secure a resume</b></p>
<p><b>By-Laws</b></p>	<p>Still waiting to get edits/comments/revisions back from the state.</p>	
<p><b>Board Member Orientation</b></p>	<p>N/A</p>	
<p><b>Board Resources (Hard Copy &amp; Online)</b></p>	<p>Deirdre spoke to Grace and she can help us set up a Google Drive/Account for our electronic board book</p> <p>Once this is set up, each GABS member can take a section and determine what documents to move/update/omit</p>	
<p><b>Long Range Plan</b></p>	<p>N/A</p>	
<p><b>Board Visibility</b></p>	<p>We discussed the addition of board recruitment to the school newsletter.</p> <p>We discussed the possibility of creating a</p>	<p><b>Amy will look into establishing a LinkedIn HCCPS</b></p>



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	HCCPS LinkedIn account/page.	page
<p><b>2019 GABS Goals Updates</b></p>	<p><b>Review Status towards 2019 GABS Goals:</b></p> <p><b>Codify means by which a proposal comes to the Board of Trustees-</b> in process</p> <p>See this section below in meeting minutes</p> <p><b>Recruit a minimum of 3-5 voting Trustees (with 1-2 possibly starting mid-year)-</b> in process</p> <p>We currently have 2 candidates in process</p> <p>They are at varying stages in the recruitment process</p> <p>Dawn Reesman- we have her Interest Form and resume; she has attended a board meeting; she has been through the initial GABS interview process; she plans to begin serving on the Personnel Committee in January 2019</p> <p>Jessica Cook- we have her Interest Form; she has attend a board meeting; we still need her resume and our initial GABS interview.</p> <p>We are still looking for 1-3 additional candidates</p> <p><b>Review current BoT By-laws and propose any necessary changes-</b> in process</p> <p>Our by-laws are currently with the state for review and comment</p> <p>There are significant changes for 2019 Some are required by the state Some are changes proposed by GABS</p> <p><b>Create a Google Account for BoT documents and support materials and ensure that all BoT members know how to access it-</b> this has not yet been started</p> <p><b>Improve BoT visibility within the school</b></p>	<p><b>Amy to send updates to Penny for the January BoT meeting</b></p>



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	<p>community in an effort to encourage people to join- ongoing; we discuss opportunities at every board meeting- ongoing</p> <p>Board members wearing buttons at school events</p> <p>Announcements at school events regarding board recruitment</p> <p>Board recruitment messages in the school newsletter</p> <p>Exploring the idea of a HCCPS LinkedIn page</p>	
<p><b>Proposed Procedure- How New Business and/or Proposals Are Brought to the BoT</b></p>	<p>Board Committees can bring proposals and new business to the board at any time by requesting time on the agenda through DC.</p> <p>Outside of board committees, any new topics for board consideration may be brought forward in one of the following three ways:</p> <ol style="list-style-type: none"><li>1. During the “New Business” portion of a board meeting</li><li>2. During the “Public Comment” portion of a board meeting</li><li>3. Through direct communication with the Domain Council</li></ol> <p>New Business items (identified during board meetings or DC meetings) will then be discussed in Domain Council for further consideration and next steps. These next steps could include:</p> <ol style="list-style-type: none"><li>1. DC bringing the topic back to a board meeting as a discussion and/or a proposal;</li><li>2. Determining that the topic is not board business;</li><li>3. Routing the topic to an existing committee for further review;</li><li>4. Determining the need for a new ad-hoc committee to review the issue further</li></ol> <p>If a formal proposal is necessary, then it would be</p>	<p><b>Deirdre my put this in the form of a formal proposal</b></p>



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	<p>generated by:</p> <ol style="list-style-type: none"> <li>1. an existing board committee,</li> <li>2. the DC,</li> <li>3. Or by an ad-hoc committee sanctioned by the board.</li> </ol> <p>If DC determines that the new business is not board business, but requires follow-up by school management, then the DC will assign it to the appropriate Director(s). Because this new business was identified during a board meeting or DC meeting, the Directors will follow up with the board to discuss the outcome.</p>	
<b>Review Action Items</b>	Reviewed action items.	
<b>Tentative Agenda Topics for Next Meeting</b>	<p>Codify means by which a proposal comes to the Board of Trustees</p> <p>Recruitment</p> <p>By-laws follow-up</p>	
<b>Next Meeting Date/Time/Location</b>	<p>Date: January 22nd, 2019</p> <p>Time: 5:00 pm</p> <p>Location: HCCPS</p>	
<b>Adjournment</b>	Meeting adjourned at 6:05 pm	





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**Personnel Committee Agenda**

**November 13, 2018**

**Present: Gaby Blaustein, Nicole Grinaski, Lara Ramsey**

**Regrets: Joe Wyman, Dawn Reeseman**

Item	Discussion	Action
Staff Satisfaction Survey- What questions will help us learn how attractive is Hilltown as a place to work? (Can we attract the best candidates for available positions)	We reviewed the Staff Satisfaction Survey created some years ago. We edited and updated the document.	Format in Survey Monkey, review all together one more time. Disseminate in March.

**EASTHAMPTON PUBLIC SCHOOLS**  
2018-2019 SCHOOL CALENDAR FINAL – UPDATE #2

**August**

27 – Teacher Prof. Dev. Day  
28 – Teacher Prof. Dev. Day  
29 – Student's 1<sup>st</sup> Day/ ONLY EHS  
Grades 10, 11, and 12 have a delayed  
Opening  
29 – Kindergarten Screening  
30 – Kindergarten Screening  
31 – No School

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

**February 19**

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

**February**

18 – No School, Washington's  
Birthday  
19 – No School, Winter Break  
20 – No School, Winter Break  
21 – No School, Winter Break  
22 – No School, Winter Break

**September**

3 – No School, Labor Day  
4 – No School, State Primary/  
Teacher Prof. Dev. Day  
5 – Pre K Students 1<sup>st</sup> Day  
5 – Kindergarten Visiting Day  
6 – Kindergarten Students 1<sup>st</sup>  
Day  
19 – EHS ONLY Early Release

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

**March 19**

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

**March**

4 – ½ Day, Teacher Prof. Dev.  
Day  
13 – ½ Day, Teacher Prof. Dev.  
Day  
14 – ½ Day, P/T Conference  
15 – ½ Day, P/T Conference

**October**

3 – ½ Day, Teacher Prof. Dev.  
Day  
8 – No School, Columbus Day  
10 – EHS ONLY Early Release  
18 – ½ Day, P/T Conference  
19 – ½ Day, P/T Conference

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

**April 19**

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

**April**

15 – No School, Patriots Day  
16 – No School, Spring Break  
17 – No School, Spring Break  
18 – No School, Spring Break  
19 – No School, Spring Break

**November**

6 – No School, City Election/  
Teacher Prof. Dev. Day  
12 – No School, Veteran's Day  
Observed  
21 – ½ Day, Thanksg. Break No  
School, Thanksg. Break  
22 – No School, Thanksg. Break  
23 – No School, Thanksg. Break

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

**May 19**

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

**May**

3 – ½ Day, Teacher Prof. Dev. Day  
27 – No School, Memorial Day

**December**

10 – EHS ONLY Early Release  
11 – ½ Day, Teacher Prof. Dev.  
12 – EHS ONLY Early Release  
24 – No School, Winter Break  
25 – No School, Winter Break  
26 – No School, Winter Break  
27 – No School, Winter Break  
28 – No School, Winter Break  
31 – No School, Winter Break

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

**June 19**

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

**June**

14 – ½ Day students only, Last Day of School  
(no snow days)  
17 – ½ Day Teachers and Paraeducators  
17 – ½ Day Students only, last  
day of school (no snow days)

(NOTE: With the use of 5 cancellation days, the  
last day of school will be June 24. If additional  
use of snow days are used, April vacation may  
be reduced.)

**January**

1 – No School, Winter Break  
21 – No School, Martin Luther  
King Birthday  
28 – No School, Prof. Dev. Day  
and semester change

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

**July 19**

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

**July**

4 – Independence Day