

HCCPS Board of Trustees

Meeting Agenda

March 13th, 2024 6:30pm

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

<https://us02web.zoom.us/j/83679293502?pwd=bjZya3FvVTFmd216WlkvZDVPLzhjZz09>

Meeting ID: 836 7929 3502

Passcode: 7dvsWu

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

Facilitator: Matt Dube

Topic (estimated time)	Who	Action	Estimated Time
Welcoming (read mission statement): (5 mins) <ul style="list-style-type: none">● Announcements, appreciations, acknowledgements● Agenda Check: Appoint timekeeper, list keeper● Thank You Note Check● BOT Visibility this month● Approve minutes from previous BOT meeting	Matt	Decision	6:30
Public Comment (5 mins)	Matt		6:35
Domain Updates (15 mins) <ul style="list-style-type: none">● Staffing updates<ul style="list-style-type: none">○ Oranges teacher○ 6-8 Special Education TA○ 7-8 Math TA○ Interim Student Behavior Support	Laura/ Kate/ Tiffany	Share/Discuss	6:40

<p style="text-align: center;">Coordinator</p> <ul style="list-style-type: none"> ● Admissions update ● Budget update 			
Friends of Hilltown Visit (10 mins)	FOH	Update	6:55
GABS Proposal - New Board Member (10 mins)	Emily	Discussion/Decision	7:05
Proposal - Short-term Substitute Compensation Policy (15 mins)	Laura/Kate	Discussion/Decision	7:15
LRP Update (5 mins) - JEDI	Kathleen S	Update	7:30
Proposal - School JEDI Statement (20 mins)	Kathleen S	Discussion/Decision	7:35
School Climate Survey - Selection of Winter 2024 findings (10 mins)	Laura	Update/Discussion	7:55
GABS By-Law Change Proposal (10 mins)	Emily	Discussion/Decision	8:05
GABS Update (5 mins)	Emily	Update	8:15
Committee Report questions (5 mins)	Matt		8:20
Meeting Wrap-up (5 mins) <ul style="list-style-type: none"> ● Minutes Finalization ● Snacks + Drinks for next meeting ● Newsletter Blurb ● New business for next Board meeting ● Review action items 	Matt		8:25
Adjournment			8:30

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes– Wednesday, Feb 14, 2024, 7 pm

Location: HCCPS and Zoom

Present:

In-person: Kate Saccento, Laura Davis, Emily Boddy, Tala Elia, Matt Dube, Stacy Guifre, Kathleen Szegda, Kathleen Hulton, Ben Carlis, Lily Newman, Grace Mrowicki, Kelly Vogel, Kate Ewall

By Zoom: Tiffany Ross

Regrets: Kylan Mandile (Resigned since last meeting: Andrew Coate, Lisa Hamilton, Gina Wyman)

Guests: **In-person:**

By Zoom: Sara Schieffelin, Freja Joslin, Myssie Cassighno, Debra Courage, Rani Gould, Dana Gramp

Facilitator: Matt

Notetaker: Emily

List keeper: Stacey

Timekeeper: Kate E

Mission statement read by: Tala Elia

Topic	Discussion	Action (if necessary)
<p>Welcoming (read mission statement) (Matt)</p> <ul style="list-style-type: none"> ● Announcements, appreciations, acknowledgements ● Agenda Check: Appoint timekeeper, list keeper ● Thank You Note Check ● BOT Visibility this month 	<p>Announcements, Appreciations, Acknowledgements:</p> <p>Agenda Check:</p> <p>Thank you note check:</p> <p>Board Visibility: Coffee Hour after the break (this week’s was canceled due to snow day)</p>	

<p>Approve minutes from previous BOT meeting</p>	<p>None.</p>	<p>Kathleen S motioned to approve January meeting minutes; Tala seconded; the Board approved January meeting minutes by consensus.</p>
<p>Public Comment (Matt)</p>	<p>None.</p>	
<p>Updates - Laura/ Kate/Tiffany (Share/Discuss)</p> <ul style="list-style-type: none"> ● Long Range Plan Updates ● Staffing updates ● Admissions update ● Tuition update 	<p>Long Range Plan Updates</p> <ul style="list-style-type: none"> ● Goal 1 - Safe and Supportive Schools ● Goal 3 - K-8 Grade Configuration <ul style="list-style-type: none"> ○ Explained the meetings that have happened with staff, parents. Anticipates that 2-3 suggestions will come out of the process with pros/cons lists for people to understand and respond to. And next phase will start in April ● Goal 3 - Defining an “excellent arts-integrated academic program and culture” visioning <p>Staffing updates</p> <ul style="list-style-type: none"> ● Oranges teacher - engaging in a normal teacher process, not long term sub, in order to attract the best candidates. Currently in resume review, and reaching out for initial interviews for the week after break. Ideally no more than 4 weeks for substitute, currently Zoe Klatz. ● 6-8 Special Education TA - Bailey Costin-Shaw accepted the role and started today. ● 7-8 Math TA - Prisms TA no longer at Hilltown, subs currently covering and there is a job posting on Indeed to hire new. ● Interim Behavioral Support role (discussed later in the meeting) <p>Admissions update - 40 families came to Zoom orientation; in-person open house had 40+ people</p>	

	<p>in attendance. Application levels similar to last year and there is typically a wave of applicants nearer the Feb 28th deadline. It takes a few weeks after the closing date to get letters out to families.</p> <p>New Prisms Student Behavior Reflection System - The Prisms team has been working collaboratively with Laura to design and pilot a new system that clarifies expectations for students, and gives teachers another tool to help students to reflect on their behavior. Student input was solicited prior to the pilot, and their ideas were included in the design. Teachers may assign a reflection period during lunch or recess time where students are supported to reflect on behavior that did not meet expectations, and to make more effective choices going forward. Written reflection records are shared with parents. The new system seems to be having a really positive effect. Teachers have stepped up and everyone is engaged. The Prisms team will periodically reflect on system design, and incorporate student input to make improvements.</p>	
<p>Opening Discussion/Idea Sharing Laura/Kate (Update)</p>	<p>Define what an excellent arts integrated academic program and culture looks like?</p> <p>The teachers/staff discussed this at a staff day, and it generated a lot of interesting discussion.</p> <p>BoT reflected on same. Discussion about what arts-integration means, has impacted families, how it is important.</p> <p>Members remarked on traditions and methods for engaging families. Singing, seeing the process of work over time. Discussed the impact of learning through many lenses - eg learning about Salmon involved making clay salmon, learning dances, songs, raising salmon and releasing into the river.</p> <p>Arts-integrated programming honors the whole child - both in the ways they learn, but also in utilizing many skills and interests in the study of one subject.</p> <p>Important how Hilltown honors the arts as core to education, and not secondary to the standard</p>	

	subjects.	
<p>Proposal - Interim Student Behavior Support Coordinator Laura/Kate (Discussion/Decision)</p>	<p>Proposal is included in the packet.</p> <p>Laura explains that the Director of Teaching and Learning is too broad, and behavior management is significant and is impacting ability of the Dir of Teaching and Learning to do other parts of the job. It's affecting relationships, teacher morale, impacts Kate, Tiffany and others around the school who have to take on some of the tasks.</p> <p>Initial proposal (November) led to collaboration with staff to come up with a new solution.</p> <p>Lily met with small group of teachers; Domain Council moved to after school so teachers could come; ideas were brought to teacher meetings (proposal brought in January for a discussion facilitated by Kathleen S.) - resulted in a simpler, more streamlined proposal which garnered staff feedback in order to understand goals, barriers, needs.</p> <p>This role is intended to add capacity to the school. This is a short term solution. Capacity building is long term.</p> <p>Full Time FTE. Salary is on the teacher scale, based on prior exp in schools, other therapeutic settings. Proposing a March 1 start, but will likely happen later than that. Relational, restorative, can work with families. Internal applicant would be ideal, as they'd know the community.</p> <p>This role would stay on until the end of the school year, with the hope it continues into the following year. But this would need to be reviewed, based on budget and other restructuring plans.</p> <p>This role is intended to manage student behavior support. Supporting teachers in the classroom, eg taking a student into the hall to have a conversation about behavior, observe student behaviors to strategize interventions, loop back to teachers, and communicate with parents.</p>	<p>Matt motioned to approve; Lily seconded; the Board approved by consensus.</p> <p>Laura will post the job.</p>

	<p>Kate adds that the salary implications will be elaborated on during the budget portion of the meeting. But with the departure of the Behaviorist mid year, the cost to have the interim position through the end of the year will be similar.</p> <p>BoT Discussion:</p> <p>Tala asks about Behaviorist position - will that be filled also, or left vacant? Roles seem similar and budget concerns.</p> <p>Kate responds that these are very different roles. In next budget, the behaviorist role has been removed. The school continues to consult with behaviorists. Kate cautions us not to look at this as a swap, due to budget constraints - we will be looking much more broadly at structure for the three domains, so this can all shift.</p> <p>Laura adds that the behaviorist was not intended to be student facing, but since seeing that role in action, they've realized that they need a student facing person.</p> <p>Kate E asks about teacher reaction to proposal.</p> <p>Laura explains that the teachers are in support of this role. Initial opposition pertained to the way it was proposed initially - that a consensus process wasn't followed.</p> <p>One big change with this recent proposal is that the level of credentials needed for this role has been reduced, so Laura will still be holding some of the much larger pieces (eg suspensions). Admin also took on much of the feedback from teachers and collaborated to put improved systems in place to support behaviors that have already been set in motion.</p> <p>Kelly raises concerns about attracting great candidates if it's billed as an interim position. Laura notes that they'd try to have good conversations with candidates, and to explain the intention to continue into the following year. Also notes that for people coming from non-school settings, the mid school year onboarding won't be an issue.</p>	
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	<p>Kate E asks about timing, and if it would make sense to wait until the next school year.</p> <p>Matt responds that teachers and staff agree that this is important now. Kathleen H. adds that this will be a great way to gather data and information as we think about restructuring. Lily adds that the needs are outsized and the scrutiny on schools is such that this is needed now. She emphasizes that Kate and Laura went through a long and necessary process and the need is now.</p>	
<p>LRP Updates Tiffany/Kate (Discussion)</p>	<p>Goal 1B: Cultivate a vibrant culture and community: School Culture/Family Engagement:</p> <p>Tiffany reviews the relevant LRP goals</p> <ol style="list-style-type: none"> 1. Managed many events this year, much done to reintroduce and reinvigorate 2. There are new and different ways family and community are engaging (mini courses, volunteering in Atelier, sending in supplies, fixing things, organizing the attic). Wide swath/spectrum of families participate. Other ongoing efforts - consistent newsletters, regular coffee hours, All School, some class parents in action. 3. This piece seems to come down to communication. People are appreciating precise, clear information - knowing how they can contribute, be helpful. This is key to reinvigorating engagement. <p>How do we do more? How do we do better? What types of events are wanted/needed? How important are the traditions/events? What is the goal of All School, are we meeting that, how can we?</p> <p>Discussion: Community - collective effervescence that comes from things like celebrations, rituals, etc. How do we get there? Likely this has happened historically.</p> <p>How do we get that sense of belonging, meaningful, important, it matters - engaging families to want to engage and uphold the values of community engagement.</p>	

	<p>Kathleen H remarks on how families were previously much more engaged in the singing at school - active participants. Uses the example of 'throw it out the window', how parents were included. Kathleen feels parents need to be drawn into the singing more, that type of engagement brings buy in.</p> <p>Kate E remarks that she feels there has been a distancing of parents from the school, which ultimately affects buy in, child excitement, engaging parents in reinforcing behavior.</p> <p>Lily remarks that she'd love to see the older kids in more leadership roles. Also like to see community building in new year meetings, as in parents connecting with each other.</p> <p>Reinstatement of cross class buddies supports the kids engaging with each other, but also parents meet each other through the relationships their children form.</p>	
<p>Board Retreat Recap + Follow-up, Kathleen S. (Update/Discussion)</p>	<p>Approval of Board Retreat Minutes.</p> <p>Kathleen reviewed what we did, which is included in the minutes.</p> <p>Kathleen notes that we didn't hold the discussion on Board Culture, and presented a jam board of the things that were written down at the retreat.</p>	<p>Matt motioned to approve Board Retreat minutes; Emily seconded; the Board approved by consensus.</p>
<p>Revised FY24 Budget Kate S. (Discussion/Decision)</p>	<p>Q2 Financials need to be approved</p> <p>Fundraising income is very high - something to celebrate!</p> <p>These were looked at and approved by finance.</p> <p>Revised budgets come through because needs/expenses shift. \$2 surplus, but there will be fluctuations by the end of the year.</p> <p>The BCBA salary is not in the revised budget, but the Behavioral Coordinator prorated is in this budget, as is the new TA.</p>	<p>Matt motioned to approve Q2 financials; Kathleen S seconded; the Board approved by consensus.</p> <p>Matt motioned to approve Revised FY24 budget; Kathleen S seconded; the Board approved by consensus.</p>

FY25 Budget Planning, Kate S. (Update)	PowerPoint presentation included in packet Questions: Grace asks about ESSER funds disappearing from our budget ahead of district budgets. When do they disappear from district budgets? Unclear at this point.	
GABS Updates + Annual Meeting Emily (Discussion)	May 22nd for Annual Meeting Emily discussed GABS recruitment efforts; asked members to be in touch with GABS if they have people in mind, if they are having conversations about potential new Trustees, etc. Updated BoT that we have an exit interview process in place, questions devised by Stacey and Sara S.	Grace will put on the school calendar.
Lunch Team Update, Kate S. (Update)	Kate brought out the challenges that we are facing. The committee has decided to push the outcomes of the survey and a comprehensive look at challenges to the community to allow for feedback and questions from the community. Emily emphasized that given the challenges, the committee's priority is on how we provide the best possible options for our families with the most need.	
Committee Reports - Questions, Matt	None.	
Meeting Wrap-up <ul style="list-style-type: none"> ● Minutes Finalization ● Snacks + Drinks for next meeting ● Newsletter Blurb 	Next Meeting: March 13, 2024 6:30pm Facilitator: Matt Snacks: Tala and Kate E. Drinks: Ben Newsletter blurb: Emily New Business:	

<ul style="list-style-type: none"> • New business for next Board meeting 		
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 9:11 pm	Tala motioned to adjourn; Kate E seconded; the meeting was adjourned.

Tentative Agenda Topics for the March Board Meeting:

2023-2024 FoH Board Members

Sara Rosehill - President	Lori Pelliccia - Clerk
Melissa Flanders	Myssie Casinghino
Juno Orion	Dawn Graichen-Moore
Meghan Hoagland	Emily Negard
Natalia Korczak	Danielle Curry
Angelique Baker	JP Stracco



March 2024 Update to BoT

This year brought us many new members, which is great news for the future of FoH, fundraising, and community building at Hilltown. We've been working closely with Tiff to support community building and we really appreciate her!

Our 4 main goals for the year were to:

1. Fundraise for the playground
 - Ongoing, will have a detailed funding update after ArtSpark. A very rough estimate is that we've raised \$6,000-\$8,000 so far this year.
2. Create Hilltown Merchandise with an updated logo
 - Winter Fair- sold merchandise
 - Rainbow tote bags available as are pre-orders for branded Yeti mugs
 - Ongoing - working to set up an online merchandise storefront for the community to purchase branded items
3. Continue to offer programming support by way of rolling grants over the school year.
 - We have \$5000 this year restricted for grant funding. Which is ½ of our typical grant funding. Over the past few years we had significant decrease of grant applications. We held less back in the budget for this fiscal year since we had raised very little funds last year.
 - When the budget is created for the next fiscal year; we look at grant dispersals from the previous few years to decide how much funding to allot and restrict for the next fiscal year. We keep those funds restricted for use only by grants until the end of the fiscal year. We can free up more funding throughout the year depending on quite a few things, including the following; how many grants are applied for, actual budgetary spending for the current fiscal year, how much remains in the grant fund for the current fiscal year etc.
 - Attached is a working doc (it's not finalized yet but enough for you to get the idea) of the grant process and explanation of each grant. We have a few grant applications in the process as we speak.
4. Host ArtSpark
Friday, April 5 @The Garden House. In previous years, ArtSpark raised the bulk of our fundraising for the year. The most successful years are when we get sponsorships to cover the cost of hosting. Our budget this year is around \$3,000 which is quite minimal for an event this size but it is so impactful to have that cost covered.

This is where you can be of the most help. If you have a connection to or can think of a business who would likely sponsor ArtSpark, would you talk to them?

Tiff has copies of our sponsorship request letter. The ideal sponsors are businesses who would benefit from advertising to our community and not small businesses who we might solicit auction items from.

Business that are on our list but haven't been solicited:

- Florence Bank or any other banks (E'ton Savings and UMASS Five have been asked.)

- Pioneer Valley Oil and Propane

- A FoH member wondered if a roofing company had been contracted and if so, perhaps that company would be open to sponsoring

I'm sure I can get you a list of others if you are able to ask around but don't have a personal connection.

Thank you,
Myssie Casighino

ArtSpark Hilltown Charter School's Fundraising Event April 5, 2024

ArtSpark is an adults only, public event - an evening of socializing and dancing, with raffle prizes, and a silent auction. All proceeds from the event support Hilltown Cooperative Charter Public School (HCCPS), a K-8 public school **with over 200 students from all over the Pioneer Valley.**

We invite you to become a sponsor of ArtSpark 2024. Our community is committed to supporting local businesses, especially those that support our school. **Your business will benefit from exposure among the HCCPS community and beyond, through event promotion and announcements on social media and in print.**

Sponsorship levels:

Platinum – \$1,000/+

- ✓ Your company will be highlighted as a presenter.
- ✓ Your banner or sign (you provide) displayed at ArtSpark.
- ✓ Your logo on event signage.
- ✓ Multiple live shout out/acknowledgments during the event.
- ✓ Your company logo is prominently displayed on all ArtSpark print and electronic promotional materials.
- ✓ Your logo on *Thank You To Our Community Supporters* poster displayed in the school lobby for the remainder of the school year.
- ✓ Four complimentary tickets to ArtSpark.

Gold – \$750

- ✓ Your logo on event signage.
- ✓ A live shout out/ acknowledgement during the event.
- ✓ Your company logo on all ArtSpark print and electronic promotional materials.
- ✓ Your logo on *Thank You To Our Community Supporters* poster displayed in the school lobby for the remainder of the school year.
- ✓ Two complimentary tickets to ArtSpark.

Silver – \$500

- ✓ Your company logo on all ArtSpark print and electronic marketing materials.
- ✓ Your logo on *Thank You To Our Community Supporters* poster displayed in the school lobby for the remainder of the school year.
- ✓ Two complimentary tickets to ArtSpark.

Bronze – \$250

- ✓ Your logo on *Thank You To Our Community Supporters* poster displayed at ArtSpark and in the school lobby.
- ✓ Two complimentary tickets to ArtSpark.

Your sponsorship will offset the cost of putting on ArtSpark and guarantee that the money the community raises at the event goes towards enriching the curricular and co-curricular experiences of all students at Hilltown. Learn more about our school at hilltowncharter.org or for more event details visit tinyurl.com/HilltownArtSpark.

Please confirm your interest in sponsorship and submit an electronic logo file by March 25, 2024 to have your logo included in promotional materials. Checks can be made out to "Friends of Hilltown" and mailed to FoH, P.O. Box 1470, Easthampton, MA, 01027. Business logos and any questions can be emailed to friends@hilltowncharter.org

Grant Application Process

This document will use the general term “teacher” instead of applicant. Please note that grants can be applied for by teachers, clubs, and in-school program coordinators are encouraged to apply.

Three grants are available throughout the school year on a rolling basis, there is no deadline. The intention is to have funds available over the school year, teachers are not in competition with each other for grants.

■ **Historical Grant Data** This is a list of granted funds starting in the 2000-2001 school year.

Grants Available

- Arts

\$1500 available 2023-2024 (Max \$750 each grant)

- support the incorporation of art and music into the emergent curriculum
- Examples of previous Art Grants: visiting artists, artists in residence, building drums, new instruments,

- Curriculum Support

\$2000 available 2023-2024 (Max \$500 each grant)

- support the emergent curriculum at the Hilltown Cooperative Charter Public School
- Examples: yoga mats for PE, Books to support prisms humanities curriculum, unique field study opportunities, bag share/7 program supplies, visiting educators

- Amplifying Voices

\$1500 available 2023-2024 (max \$750 each)

- incorporation of social justice, equity, diversity, and inclusion into existing or emergent curriculum
- Examples: texts to be used with the Prisms in an interdisciplinary unit on the social construction of race.

When the budget is created for the next year; we look at grant dispersals from the previous few years to decide how much funding to allot and restrict for the next fiscal year. We keep those funds restricted for use only by grants until the end of the fiscal year. We can free up more funding throughout the year depending on quite a few things, including the following; actual budgetary spending for the current fiscal year, how much remains in the grant fund for the current fiscal year etc.

Steps to Applying

1. Teacher(s) recognizes a need
2. Teacher(s) completes the application that best fits the need
 - a. Let us know about the new program or existing curriculum into which the grant fits.
 - b. Cost comparison should ideally be completed before applying, although we can approve the grant with an amount up to \$x.xx and finalize the payment to the bookkeeper
3. Grant application goes to the Director of Teaching and Learning for approval

- a. If the teacher(s) hasn't already talked with the Director of Teaching and Learning regarding this new program or addition to curriculum, this might be the stage when that could happen. We aren't fully aware of how this part of the process has happened in the past. Perhaps teachers who have received grants in the past can give us some insight.
 - b. FoH does not have insight or input into building and maintaining the curriculum at HCCPS. We require the approval of the Director of Teaching and Learning so that we can be certain the grant funding is in keeping with the standards and mission of HCCPS
4. Application is edited if needed, signed by both the applicant and the Director of Teaching & Learning (digital signatures are fine)
5. The grant application is emailed to Friends@hilltowncharter.org
6. The FoH board of directors will vote on the grant application at the next monthly board meeting or sooner by virtual vote if the application is time-sensitive.
7. If FoH has questions or concerns they will email the applicant and/or Director of Teaching and Learning.
8. FoH will send the applicant an approval letter and send a check made payable to HCCPS for the amount granted to the Bookkeeper.
9. Teacher(s) track the progress or use of the program, complete the **Grant Report Request** sheet

****When I make this a pdf to distribute, I'll add copies of all the grant applications, grant report requests, and the historical data document.****



Grants Awarded by Year

2022-2023

- Funding to purchase 20 Microkits Theremin Kits. Pilot a new Prisms' tech unit exploring electronics and sound by building theremin synthesizers from a reusable kit; Prisms Tech/*Curriculum Support Grant*
- Funding to purchase supplies for a solar car unit that integrates with Technology and Mathematics; Prisms Science and Math/*Curriculum Support Grant*

2021-2022

Third grant added: Amplifying Voices

- Funding to purchase 70 copies of Stamped: Racism, Antiracism and You by Jason Reynolds and Ibram X. Kendi, as a text to be used with the Prisms in an interdisciplinary unit on the social construction of race; Prisms/*Amplifying Voices*
- Shirts and tie-dye supplies; Purples/*Arts Grant*
- Funding to purchase costuming and prop materials; Musical Theater After School Program/*Arts Grant*

2020-2021

- Funding to purchase 70 copies of It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Adapted for Young Readers); Prisms Humanities (social studies)/*Curriculum Support Grant*
- Funding to purchase materials needed for Cajon Building Kits for a unique music class called Build a Drum, Play a Drum; Prisms Music/*Arts Grant*
- Funding to purchase tree seedlings, larger trees and planting materials; Nan Childs and the Hilltown Climate Team/*Curriculum Support Grant*

2019-2020

- Funding to purchase 30 yoga mats; all students PE/*Curriculum Support Grant*

2018-2019


- Hands on collaboration with Arcadia educators regarding climate change. 2 in-class labs and 1 full day on site at Arcadia; Prisms Science/*Curriculum Support Grant*
- Bag Share equipment and materials, grommet machine and grommets; Community Service Learning whole school/*Curriculum Support Grant*
- Partner with Enchanted Circle Theater on their Living History – Make a decision, Take a journey, and life beyond, artist-in-residence program to enhance social studies immigration curriculum. 12 session arts integration program Working with Enchanted Circle Theater, students will deepen their research by

using primary sources to look into individual narratives, and from these sources, create characters and write scripts for an original play; Reds & Oranges/*Arts Grant*

- Full-day field study at Mashantucket Pequot Museum with Atelier; Yellows & Greens/*Arts Grant*
- Full-day field study at Arcadia Wildlife Sanctuary for a custom-made program that allowed students to experience the natural world on land once inhabited by the local Nonotuck people who farmed and lived along the Mill River; Yellows & Greens/*Curriculum Support Grant*

2017-2018

Second Grant Added: Curriculum Support Grant

- Create and publish a book for distribution as a resource for teachers and students at Hilltown and other district schools in our local area. The project will detail the natural formation of and human impact on the Connecticut River Valley. The published book will be distributed to other district schools to be used as a resource for teachers and students. The 4th and 5th graders are studying an integrated science unit that I have planned for my graduate course work this year. Our unit focuses on Earth's Systems and approaches this topic through ELA, community service learning, math, and science. Copies of the book will be given to the K-5 and 6-8 wing at Hilltown, as well as distributed to up to 9 other elementary schools in the area: Reds & Oranges (this grant application was from a TA who was a Smith Grad Student)  Rolling Arts Grant App_Martin.docx
- Funding to purchase two half-sets of literature books that will be available to Prisms for years to come for a unit integrated with humanities, technology and science. *Audacity* by Melanie Crowder and *All American Boys* by Jason Reynolds and Brendan Kiely
- Funding to purchase djembes for music room; All students.

The following list was compiled from a binder with hard copies of each grant application. The Arts Grant was the only available grant.

2013-2014

- Expand the recorder program; music

2010-2011

- Funding to purchase ukuleles; ukulele units all students
- Visiting artist, dance residency; all classes
- Tickets to live performance; prisms
- Visiting artist, artist in Residence Greek studies; purples

2009-2010

- Visiting artist, dancer; greens and yellows
- felt making supplies; Atelier
- Visiting artist, dance; Reds and oranges
- presentation Watershed Dynamics and conservation; all School

2007-2008

- Visiting artist, presentations and drawing workshops; Atelier
- fiber arts project yellows and greens
- transportation and visit to American textile Museum Lowell Massachusetts; prisms
- funding to purchase digital cameras for each class to document student work
- fiber art supplies; greens

2006-2007

- Visiting artist, choreographer; purples
- Lego robotics educational kits; prisms
- Clock design and materials; Reds and oranges Atelier
- Native American experiences and trip to museums; prisms
- Boston trip and old Deerfield trip; Reds and oranges
- literary magazine; prisms
- Rotary paper cutter; Atelier
- fund pilot program for advanced instrumental ensemble

2005-2006

Some info on rejected grants but none on approved grants

2004-2005

- Visiting artist, World Rhythm drum; all School
- visiting artist, storyteller; all School classes
- visiting artist, dancer; all School
- Hilltown Scrabble Club attending national competition
- chorus field trip to see Soweto gospel Chorus at UMass
- Funding for quote "the biggest all school ever" to celebrate 10 years of Hilltown
- Reds and oranges transportation to Peabody Museum
- purple's geography textbook and teacher materials
- hire videographer to tape the yellows Opera
- funds to produce prisms literary magazine

2003-2004

- Lighting equipment all School space
- visiting artist, stop motion video; yellows
- fiber art supplies; greens
- supplies to raise and release monarch butterflies all hilltown students
- Materials for American History Alive Reds and oranges

2002-2003

- Visiting artist, Native American reenactor; yellows
- To Hilltown Scrabble Club support to participate in the National Scrabble championship grades 5 through 8 in Boston
- visiting artist, African dance; greens
- Fiber Arts supplies; yellows

- gross motor equipment; Blues
- fiber art supplies; yellows Atelier
- diorama materials; greetings Atelier
- visiting artist local Mohawk Indian; greens

2001-2002

- Visiting artist Workshop with local actress and Drama teacher; Reds
- Funds to the instrumental music committee to rent space for students to learn and practice
- Atelier grant to start art reproduction Library
- yellows supplies for quilting project
- Fiber Arts Supplies; greens
- Alpha smart word processor; oranges

2000-2001

- Visiting Artist: Richard Johnson for an all- school presentation (builds their own instruments)
- To Jackie Jaffe for support in their ongoing photographic documentation of student work and processes
- Japanese Tea Ceremony mini course
- Prisms literary magazine
- Building atelier shelves
- Supplies and scholarships for instrumental music program in cooperation with N'ton Community Music Center
- Fiber Arts Program support for Greens
- Visiting Artist musician to co-create a song with Oranges

Rebecca Belcher-Timme

6 Fairfield Ave.
Easthampton, MA 01027
(617) 699-9099

Experience

2008-present **Hilltown Cooperative Charter Public School** Easthampton, MA

Laura Davis, Director of Teaching and Learning 413 529-7178

Second/Third Grade Teacher (started fall 2021)

Kindergarten/First Grade Teacher (2008-2021)

Responsibilities include:

- Implementation of a variety of curricula based on the Massachusetts Curriculum Frameworks
- Participation in IEP meetings and developing accommodations for students
- Home visits to kindergarten students
- Coordination of our teacher intern program
- Coordination of several projects a year in areas of major study that integrate art and music
- Coordination of parent involvement
- Supervision of a full time Teaching Assistant
- Supervision of student teachers from various local colleges
- Creation of documentation about learning in major study areas
- Dissemination of our practices through a variety of platforms

July 2022-August 2022 **Hilltown Cooperative Charter Public School** Easthampton, MA

Kate Saccento, Director of Administration 413-529-7178

Teacher Leader

- Responsible for developing a new whole school schedule for grades K-8
- Responsible for hiring two music teachers, and five teaching assistants
- Coordination of hiring committees, and candidate interviews
- Oversight of the summer program

2005-2008 **Williston Children's Center** Easthampton, MA

Keira Durrett, Director 413 529-3422

Pre-Kindergarten Teacher

- Developed and implemented a child centered, emergent curriculum for preschoolers.
- Created in-depth written assessments with digital photo documentation for each student based on extensive classroom observation.
- Coordinated parent involvement in classroom activities and on excursions.

2002-2005 **Old South Preschool** Boston, MA

Carolyn Davis, Director
617-536-1970

Pre-Kindergarten Teacher

- Developed and implemented a child centered, emergent curriculum for 4 and 5 year old children.
- Created in-depth written assessments of each student based on extensive classroom observation.
- Coordinated parent involvement in classroom activities and on excursions.
- Supervised and evaluated student teachers from the Threshold Program at Lesley College.

2001-2002 **Kids Are People Elementary School** Boston, MA



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Proposal to the Board of Trustees

Date: March 13, 2024

Priority level: High

Approximate time needed for discussion: 10 minutes

Proposal to be presented by: Stacy Giufre/Laura Davis

Committee members drafting proposal:

- Personnel Committee: Stacy Guifre, Laura Davis, Carla Clark, Nicole Marcotte, Nicole Singer, Tala Elia
- Domain Council: Matt Dube, Lily Newman, Kathleen Hulton, Laura Davis, Kate Saccento, Tiffany Ross

Text of proposal:

OVERVIEW

In the event of expected and unexpected absences, Teaching Assistants (TAs) are asked to substitute for classroom and special subjects Lead Teachers. This proposal outlines TA substitute expectations and compensation for a range of circumstances. The goal is to clarify practice and provide guidance for future situations.

SCENARIO A: Lead Teacher absence for 1-5 consecutive school days

- When a Classroom Lead Teacher is absent, the TA assigned to that classroom is expected to substitute for that teacher. Whenever possible, a substitute is hired to take on that TA's regular duties. The Lead Teacher is expected to provide sub plans, and to have emergency sub plans available in the event it is not possible to create plans for all or part of the day(s) of absence. Occasionally, the TA may need to use their best judgment to engage students in appropriate learning activities if sufficient sub plans are not available.
- When a Special Subjects Lead Teacher is absent, the TAs assigned to support that teacher's classes act as co-teachers with a hired substitute, or act as the Lead Teacher if a sub is not available. In the event there is a qualified TA who can act as a Special Subjects Lead Teacher substitute, a Director will consult with the affected staff members to rearrange placements of the TA and additional substitute(s).
- TAs who act as substitute Lead Teachers are not provided additional compensation.

SCENARIO B: Lead Teacher absence or position vacancy for 6-20 consecutive school days

- When any Lead Teacher is absent for longer than 5 consecutive school days due to events that include absence, reassignment, or resignation, an appropriately-qualified TA will be asked to act as the Lead Teacher, and is responsible for all teacher tasks during the period of absence (e.g., lesson plans, family conferences, meetings, parent communication, report writing, etc.).
- The Director of Teaching and Learning is required to assess the ability, qualifications, and preparedness of the TA to take on the Lead Teacher role before making an assignment. If a TA is not qualified or not willing to take on the Lead Teacher role, an internal reassignment managed by a Director may occur.
- TAs who substitute in a Lead Teacher role will be paid a daily stipend of \$80/day (\$100/day if Bachelor's Degree or higher) in addition to their regular payment. TAs regularly assigned to grades K-5 should add 2.5 hours to their timesheets at their regular TA rate for any Wednesday worked during the subbing period to account for the half-day student schedule. If the number of days the Lead Teacher will be absent is unknown from the beginning, the additional stipend will apply retroactively to day 6.
- TAs who act as substitute Lead Teachers may not engage in additional work during the hours of 8:00 AM-4:00 PM unless approved by a Director.
- The Director of Teaching and Learning will arrange for the provision of all necessary resources and supports during the short-term substitute period.

Any situation expected to last longer than 20 school days will immediately initiate a long-term substitute hiring process. This policy should be periodically reviewed by the Personnel Committee to ensure alignment with current salary scales.

Goals to be achieved by proposal:

1. Clarifying when TAs receive extra compensation for taking on a Lead Teacher role and assigning dollar amounts to specific scenarios
2. Compensating TAs fairly for Lead Teacher equivalent work

Potential problems/dissenting views:

Budget impact

Proposed to the BoT on: March 13, 2024

Approved by BoT on:



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Proposal to Endorse JEDI Statement

Date: March 13, 2024

Priority level: High

Approximate time needed for discussion: 15 minutes

Proposal to be presented by: Kathleen Szegda on behalf of JEDI Committee

Background:

The JEDI Committee has drafted a JEDI statement for HCCPS that states the school's commitment to JEDI and the work needed to advance justice, equity, diversity and inclusion in the school and community. The creation of a statement is one of the action items in the Long Range Plan (Goal 2, Action Step c5) "Create a JEDI mission statement (e.g., anti-racism statement) that clearly defines what JEDI ideally looks like, and what is encompassed in JEDI at Hilltown." The statement and the definitions for justice, equity, diversity and inclusion that the JEDI Committee has introduced to the school community will help to have a shared understanding and vision for HCCPS' JEDI work moving forward. The statement has been vetted with staff and their feedback has been incorporated.

Text of proposal:

We propose that the Board endorses the following JEDI statement:

HCCPS aspires to center justice, equity, diversity, and inclusion (JEDI) into our school's policies, practices, and culture. We strive toward being a safe and equitable school for all current and future students, staff, and families of all identities related to race, ethnicity, gender, religion, sexuality, ability, neurotype, or other aspects of identity. Hilltown seeks to center JEDI in the culture, policies, practices, and curriculum of the school at all levels. With humility, we commit to continuously evolving as individuals and as a school by critically examining how societal power and privilege dynamics play out in our own community. We also commit to evaluating our progress with JEDI efforts and taking action to improve areas of need. Finally, we commit to courageously leaning into discomfort acknowledging that it is a necessary part of dismantling inequity.



HILLTOWN COOPERATIVE
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Furthermore, we believe JEDI work should go beyond the promotion of “celebration of difference” or “tolerance” and needs to critically examine and intentionally address the effects of historic and current systemic racism and other forms of institutionalized oppression. Prioritizing JEDI at Hilltown allows our community to meet our stated mission by working toward ensuring that students across identities and life experiences have access to what they need to succeed. Part of this work includes collectively creating an environment and culture where all students, families, faculty, and staff members from all backgrounds and abilities feel a sense of belonging and feel welcomed, heard, and valued in a responsive school community. By committing to these values and practices, Hilltown is better equipped to serve all of our community and to better ensure that all students can thrive.

Potential problems/dissenting views:

1 Industrial Parkway
Easthampton, MA 01027

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

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

HCCPS School Climate Survey Selected Findings

Spring 2023 and Winter 2024 Comparison

Hilltown Cooperative Charter Public School, March 2024

LRP Goal 1 - Social and Emotional Supports

- Confirm our shared vision of an excellent SEL approach, identify where we are now and what it will take to close the gap
- Develop an action and monitoring plan for reaching our vision with clear indicators for success (data, look-fors)
- Refine the scope and sequence of our SEL curriculum and approach
- Enhance personnel resources to address behavioral needs of students
- Develop and refine a whole-school schedule centered on offering consistency and predictability for staff and students
- Determine and implement high impact strategies for staff wellness and sustainability

Survey Implemented February 5-16, 2024

Students in grades 5-8; n=102 (90% participation)

Grade Level	5th: n=22	6th: n=29	7th: n=24	8th: n=27
Gender	Female: n=39	Male: n=54	Nonbinary/Trans /Queer: n=9	No response: n=0
Race/Ethnicity	White* only: n=80	BiPOC: n=15		No response: n=7
* MA DESE school profile for 2023-2024 states 80.3% White enrollment at Hilltown.				

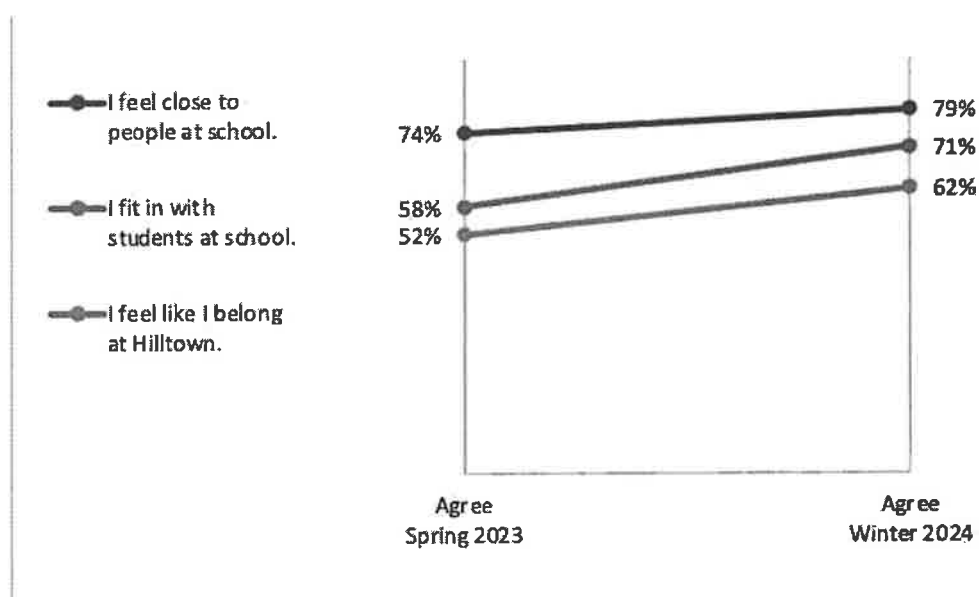
Action Steps - Completed August 2023

- Clarified school-wide rules, expectations, and consequences
- Created tiered behavior support and accountability system
- Developed advisory curriculum for grades 6-8
- Revised Prisms schedule to minimize unstructured time
- Reviewed rules, expectations, supports, and accountability systems with teachers and staff prior to start of school year

Action Steps - January-February 2024

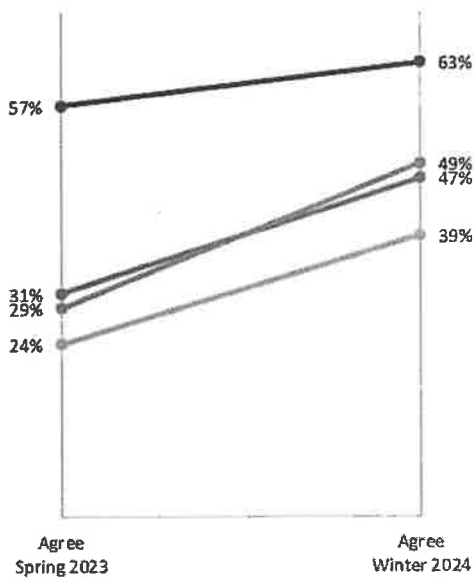
- Teachers reviewed rules, expectations, supports, and accountability systems with all students after holiday break
- Purples/Prisms advisory lesson revisiting and reteaching Hilltown's bullying prevention policy
- New support and accountability system for Prisms with space during lunch and recess to reflect on incidents with an adult

Slight Increase in Sense of Community and Belonging



Increased Clarity around Rules and Consequences

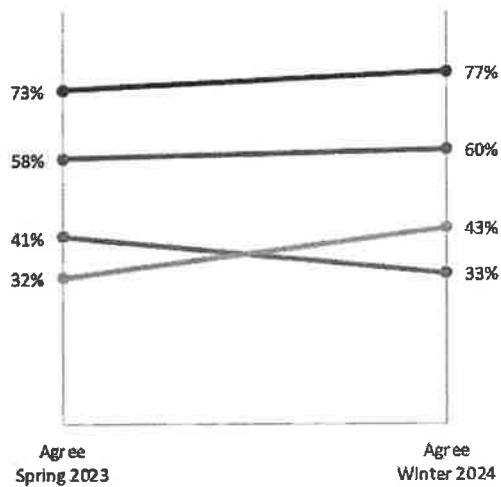
- Students know the rules.
- School rules consistently enforced.
- If a rule is broken, students know what adults will do.
- Consequences are the same for all.



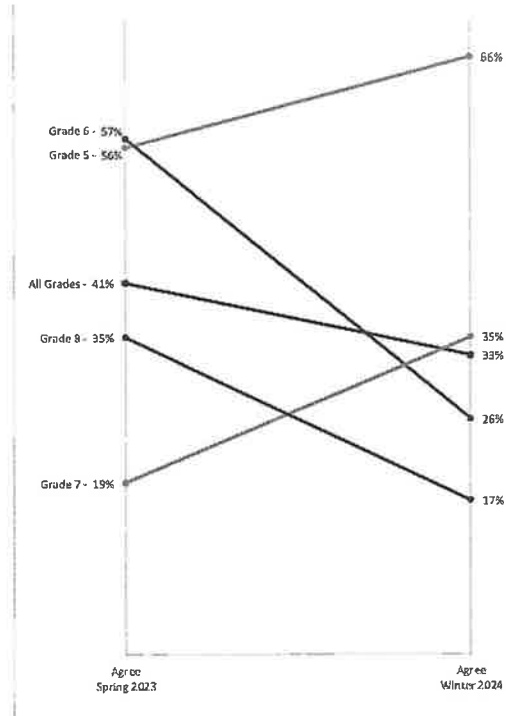
Increased Perception of Response to Bullying/Disrespect

Decrease in perception that students act as "upstanders"

- Teachers make it clear bullying is not allowed.
- If you tell an adult, they will help.
- Students try to stop disrespectful behavior.
- School responds when bullying reported.



Students try to stop disrespectful behavior.



Next Steps

- Increase personnel capacity with new Student Behavior Support Coordinator position (April 1 start?)
- “Wellness” lessons (adjustment counselor, intern) that highlight social and emotional concepts and competencies
- Social awareness lessons in 6-8 advisory curriculum
- Strategies to reflect on empathy and kindness in Prisms morning meetings (homeroom)



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Subject: Update to Bylaws: Increase in number of Permanent Employees eligible for Board Membership

Date: March 7, 2024

Priority Level: High

Approximate Length of Discussion: 10 minutes

Presented by: Emily Boddy

Committee Members Drafting Proposal: Emily Boddy, Tiffany Ross, Sara Scheiffelin, Kelly Vogel (GABS)

Text of the Proposal:

Regarding the number of Permanent Employees eligible for Board Membership, it is proposed that the bylaw be amended to increase eligibility from two to three permanent employees. The updated bylaw would read:

1. Using standard election process, up to three permanent employees may be elected to the Board of Trustees as non-voting, ex-officio members for two-year terms and may choose to renew for an additional one-year term. The total number of sequential years a permanent employee member may serve is three; the total number of years a permanent employee member may serve is six.

Goals to Achieve:

- To broaden BoT understanding of what is 'living' in the school - ex. challenges, best practices, needs.
- To ensure that staff/teacher perspectives and experiences are adequately represented in the discussion around policy and governance.

Potential Concerns/Issues:

- It may be a challenge to ensure that the representation includes a broad range of staff members (across grade levels, arts, SERS team, TAs, etc.). GABS would take this into account when fielding requests from staff/teachers.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Administrators' Report

March 2024

Staffing Updates

- **Oranges (grade 4-5) Lead Teacher** - After thorough engagement in the full hiring process for teachers, we have hired Missy Kubacka as the new Oranges Lead Teacher. She will start on March 25. Zoe Klatz—who has expertly acted as the Oranges Lead Teacher during the interim period—will provide continuity as the Oranges TA. Missy comes to Hilltown with over four years of experience as an elementary-level lead teacher in western Massachusetts and New Hampshire, and showed strong content knowledge, lesson design, relationship-building, and communication skills throughout the hiring process. This decision by the hiring committee included significant input from staff, parents/caregivers, and students. Special thanks to the hiring committee for all of their efforts and dedication: Laura Davis (supervisor), Emily Boddy (Board rep), Emily Endris (teacher rep), and Caroline Johnson (parent rep).
- **Prisms (grade 7-8) Social Studies Teacher** - Beth Adel has confirmed that she is returning from leave as the Prisms Social Studies Teacher as originally planned on March 18. Beth will overlap on March 15 with our long-term substitute teacher, Jesseca Williamson.
- **Prisms (grade 7-8) Mathematics and Science Teaching Assistants** - Jess Williamson will be starting as the Prisms Math TA on March 18. Jess had been the Prisms Science TA, and the long-term substitute in that role, Claire Netto, will remain in that position.
- **Grade 6-8 Special Education Teaching Assistant** - Bailey Costin-Shaw has joined Hilltown in a support role for grades 6-8.
- **Interim Student Behavior Support Coordinator** - We received over 25 applicants from a wide range of professional backgrounds for this new administrative position. The hiring committee includes: Laura Davis (supervisor), Stacy Guifre (Board rep), Grace Mrowicki (staff rep), and Freja Joslin (parent rep). They have reviewed applications, and selected ten candidates for initial interviews.
- **Long-term Substitute K-5 Music Teacher** - Nick Deysher, K-5 music teacher, is on leave due to unforeseen health issues. His anticipated return date is May 28, 2024. Seána Lamothe, Greens TA and extracurricular performing arts director, has been acting as the K-5 music teacher in Nick's absence since February 26. Since Nick's absence is anticipated to be longer than 20 days, we posted a long-term substitute position on March 8.

Long Range Plan Update

- Teachers and staff members continue to engage in grade configuration discussions. The focus has been on identifying pros, cons, and blocking concerns for many potential options, and discussing the value of mixed-age classrooms in the context of Hilltown’s mission and history. The next opportunity for caregiver discussion and input is April 9.
- On March 5, teachers drafted vision statements related to the LRP objective to “Define what an excellent arts-integrated academic program and culture looks like that matches the vision of our school and developmental and learning needs of students.” These statements were informed by discussions that took place on January 22 and February 7.

Admissions Update

- Hilltown held its lottery on February 29. The Director of Administration and the Community and Family Engagement Coordinator have given tours to 20 families since offers went out following the lottery. Below is the latest data for the 24-25 School Year:

223 applications received before the admissions lottery

2024-25 Lottery	KF	01	02	03	04	05	06	07	08	Total
Accepted	20						8			28
Wait Listed	41	16	19	13	22	24	27	26	4	192
Declined	2						1			4
Total	64	16	19	13	22	24	36	26	4	223

Six applications were received after the lottery was conducted. Of the 223 applications, 12 were siblings of current students.

20 Kindergarten spots have been offered

18 accepted (5 are siblings)

2 still deciding

8 Sixth grade spots have been offered

7 have accepted

1 (a sib) is still deciding



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DRAFT - Domain Committee Meeting Minutes - March 5, 2024
HCCPS - 3:15 PM

Present: Matt Dube, Kate Saccento, Laura Davis, Tiffany Ross, Kathleen Hulton, Lily Newman, Rebecca Belcher-Timme, Nicole Singer (via phone)

Regrets: None

Topic	Discussion	Action
Domain Updates	<p>Kate: Admissions season. Offers went out to 6th and Kindergarten families.</p> <p>Facilities met yesterday; Rick has been working on a CapEx sheet for projects, and will go to Finance next.</p> <p>PD occurred March 5th with staff.</p> <p>Laura: MCAS prep beginning, making sure to coordinate with staff to support accommodations.</p> <p>Working on LRP elements tied to teaching and learning.</p> <p>Personnel Committee bringing proposal to BOT for longer-term substitute compensation policy.</p> <p>Tiffany: Family fun night March 22nd, with board and video games and multiple movies; Student Council (formerly Student Voice) EW and Peter and Jess involved; admission season in full swing so tours</p>	



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Staffing Update	<p>Oranges hiring committee underway, interviews finishing this week.</p> <p>Hiring process for the student support position is beginning, a committee has been formed, 25+ applicants so far.</p>	
Special Ed / Tier II Supports	<p>Staff PD was a part of this, and the work will continue. Feedback will be gathered from staff and next steps will be determined asap.</p>	
School Climate Survey - Selection of Winter 2024 findings	<p>School climate survey conducted in February 2024; results being analyzed with some positive results and improvements included (5th through 8th grades) since the last round of surveys.</p>	<p>Results will be refined and shared with BOT and the community.</p>
Budget Discussion	<p>Draft budget shared with staff; very little has changed from last BOT meeting, but we should get an updated glimpse at the end of March and see if that reduces a deficit.</p>	



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Short-term sub policy	<p>The Personnel Committee has drafted a policy to cover short-term absences.</p> <p>The two scenarios covered are a lead teacher's absence for 1-5 consecutive school days and a lead teacher absence or position vacancy for 6-20 consecutive school days.</p>	Proposal will be presented to the full BOT for consideration.
March BOT meeting agenda	Domain updates - Staffing, Budget, Tier II/Special Ed; Short-term Substitute Compensation Policy; LRP Update - JEDI; School Climate Survey - Selection of Winter 2024 findings; GABS - Update/Discussion/Decision	Matt will create draft BOT agenda
Review action items	Completed	
Next meeting time/date/location	April 2, 2024 3:15 PM	
Adjournment	4:30 PM	



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Finance Committee Meeting Minutes- Feb. 7, 2024
8:30 am Zoom - Remote

Present: Kate Saccento, Carla Clark, Kylan Mandile, Lisa Plaza, Grace Mrowicki, Andy Tilbe
Regrets:

Topic	Discussion	Action
Approve Minutes	Kate motions to approve January minutes, Andrew seconded, minutes approved by consensus	Kylan will submit January minutes for February BoT packet
Free and Reduced Lunch Program	Kate provided an update. The exploratory team survey received 147 responses (74% of families). Kate and the exploratory team are in the process of converting the survey results into a presentable format for the BoT and the Hilltown community. Generally, the results indicated that a small percentage of families might use the free lunch program sometimes but quality of free food was a priority and concern of parents. Feedback from other schools that participate in the MA free lunch program indicate that it is costly, the food is not high quality, and it results in a high amount of food waste.	Kate will present survey results to BoT and the Hilltown community
Capital Expenditures	Kate provided an update. Roof replacement - Facilities Committee selected RCI as the vendor to complete the repairs, which will commence after July 1, 2024 New Playground Project - The fundraising campaign continues. Property Condition Assessment - Facilities committee will consider if a PCA report is	Kate to discuss with Facilities Committee if a PCA report should be done



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	necessary to complete a 5-year capex budget/plan.	
Budget Mid-Year Revisions	<p>Kate and Carla presented second fiscal quarter 2024 financials. Kylan motioned to approve, Lisa seconded, and the financials were approved by consensus.</p> <p>Budget revisions to present to the BoT included all known and proposed staff changes such as, departure of BCBA and consultant costs to cover those duties, addition of grades 6-8 teaching assistant, and new behavioral support coordinator position on a pro-rated basis. Andrew motioned to approve, Kylan seconded, and it was approved by consensus.</p>	Kate to present second fiscal 2024 financials and budget revisions to the BoT.
New Business	<p>Discuss capital expenditures list at next meeting.</p> <p>Start initial conversation for FY2025 budget planning.</p>	
Review action items	Done	
Next meeting time/date/location	March 6, 2024 at 8:30 am via Zoom	
Adjournment	9:10am	



GABS Committee Meeting Minutes – Weds Feb 26, 2024 8:20 am

Meeting Location: HCCPS

Present: Emily Boddy; Kelly Vogel; Sara Schieffelin; Tiffany Ross

Guests: Kathleen Hulton

Regrets:

Notetaker: Emily

Topic	Discussion	Action (if necessary)
Check-in/ Announcements		
JEDI	Interwoven into other discussions	
Approve Jan Minutes	Approved by consensus.	
Succession Planning + Recruitment, Discussion	<p>Board Leadership:</p> <ul style="list-style-type: none"> - Matt's second term is up. Kathleen H came to discuss board leadership, what it could look like. - More work for board leadership than prior to pandemic, so three people in leadership works a lot better. - Hard for volunteer parents to be in positions of overseeing the leaders. (1) 3 in leadership makes that easier - 3 people rather than one to one. Makes it more conversational, less directive. (2) Also, becomes more powerful for three people to agree, to be clear. (3) When three can talk things through, better able to come to consensus because three sets 	



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	<p>of experience and ideas are brought forth.</p> <ul style="list-style-type: none">- This could be a temporary change that gets reviewed as we think through model of board leadership; or more long term- Possible models: 1 chair, 2 co-chairs; 3 co-chairs. Not necessarily that a co-chair has to rise to chair. <p>Recruitment:</p> <ul style="list-style-type: none">- Tiff reached out to Neal Teague who sounds pretty interested - curious about commitment. Tiffany following-up.- Emily reached out to Kate Aleo again, and Kathleen is going to follow up- Emily reached out to Patrick again, waiting to hear back- Kathleen talk to Ben about co-chairship- Kelly updated on her interaction with Laurel Loomis, who will come to the March meeting. Possible Community Member.- Kelly Blazer, parent to 4th and 6th graders. Sara talked with her. She is possibly interested. Sara will follow up.- Terry Hoyt-Dawson possibly on facilities (Sara will follow up)- Kelly has a neighbor who may be interested (Kelly will follow up)- Emily spoke to Beili yang, seems intrigued but quite possibly not this year - Emily follow up- Emily spoke with Brandee and Andy (Zelda's parents) who might be interested, possibly for next year? - Emily follow up- Kathleen will reach out to Kathryn Kothe, as community member- Kate Ewall had an idea; Emily will follow up with her for the details <p>Teacher spot:</p> <ul style="list-style-type: none">- By-law change to enable 3 teacher/staff	
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	<ul style="list-style-type: none"> - Andrea interested and open to waiting for regular onboarding at July start - Waiting for Rebecca to confirm - GABS would like to propose the bylaw regardless, so to open up an additional space for staff - Emily will talk to Rebecca - Emily will ask Kate S. about retroactively passing a bylaw change 	
Exit Interviews for board members	<ul style="list-style-type: none"> - Sara will reach out to Dan - Sara will turn questions into google form to send to departing board members - Emily will send survey to Gina Wyman 	
Annual Meeting	<p>May 22nd for Annual Meeting</p> <p>Ideas for program - Kelly lead on developing conversation project around 'what does an arts integrated school look like?'</p> <p>Tiffany will check in with art teachers about art show aspect.</p>	
Next Meeting Date/Time/Location	<p>Tuesday March 7 8:15am HCCPS</p> <p>Meeting dates for the year:</p> <p>4.2 8:30 5.6 8:30 6.3 8:30</p>	Emily to create agenda for March 7 meeting.
Adjournment	9:50am	

Agenda items for next month:

GABS agenda items for next BOT meeting:



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JEDI Committee Meeting Minutes- March 8th, 2024-
8:00 a.m.

Present: Kathleen Szegda, Cinzia Pica, Garrett Washington, Laura Davis,
Regrets: Natalia Korczak, Angelique Baker, Seth Harwood

Topic	Discussion	Action
Updates - staff training, student involvement in JEDI	Staff Training - Reached out about cultural humility training Part 2 as part of upcoming PDs Student Involvement JEDI - Tiffany and Meg working to morph student voice into a student council/leadership, which could work with school climate data as a way to involve students in JEDI; Kathleen volunteered to help think that through	
JEDI Definitions	Shorter definitions missing some key elements. Very hard to capture all the needed components when short. For now, group decided to move forward with longer definitions.	
JEDI Statement	Made a few revisions to the statement. Kathleen will work on shortening longer sentences and then send out to the committee. It will be taken to the Board at the Board meeting on 3/13.	Kathleen will revise draft based on discussion at JEDI Committee meeting and send to the Committee to finalize draft



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JEDI Committee Goals	Discussed process of finalizing definitions and goals to post on website and engage community	
Next meeting time/date/location	TBD	Kathleen will send poll to schedule new meeting time
Adjournment	The meeting was adjourned at 9:00 a.m.	

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Easthampton, MA 01027

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

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



Personnel Committee Meeting Minutes – March 1st Emergency meeting

Zoom: <https://umass-amherst.zoom.us/j/9484492549>

Present: Kate Saccento, Laura Davis, Tala Elia, Nicole Marcotte, Nicole Singer, Stacy Giufre

Regrets: N/A

Topic	Discussion	Action
Clarify short term sub policy	<u>DRAFT</u> from Carla to use as a starting place in the discussion	
Introduction to the reason for the meeting	There is a gap in the hiring policy in terms of the 1-20 day short-term period. We need to do this quickly as we don't want to establish a period of longer than 20 days as a policy. We now have another short-term subbing position coming up.	
Background	Right now the sub for the Oranges received some release time during specials to do some planning with Gina was that we before Gina left. We assumed that the hiring would take at least two weeks after vacation. We also assumed that the person we hired might need about 2 weeks to give notice. We thought this would be about 2-4 weeks. We went to the covid practice of paying the teacher \$30 extra per day to take on the lead teacher responsibilities. This policy took effect on day 1. Currently we need to decide whether we pay a TA a stipend if they take over for a teacher who is absent for an undetermined number of	



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	<p>days. We realized that when another TA filled in for a lead teacher in the past, that TA was paid a different rate per day. This is how we realized that we need to clarify our policy.</p>	
<p>Major Questions</p>	<ol style="list-style-type: none">1. Do we pay a TA when they take over for 1-5 days or only after one school week has passed?<ul style="list-style-type: none">- The committee agreed that the days need to be consecutive and that teachers should have 5 days of sub plans ready, though this does not always happen- If a lead teacher is out, the TA replaces the teacher and then a sub is hired for \$17/hour.2. If a teacher subs for more than 6 days, is the remuneration retroactive to day 1? (It was in the case of the Oranges sub.)3. Should the TA who takes over for a lead teacher be allowed to make more than that lead teacher's salary, if their TA salary level + the daily stipend would be greater than what that lead teacher made per day?4. Does it matter in terms of compensation whether a teacher has left sub plans or not? Should there be any compensation for the lead teacher who may need to act as a mentor for a TA who steps into this role in their color band?5. Should all TAs be paid the same amount per day for this type of work? Should education and years of	



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	experience factor into the amount of pay that each TA receives?	
Resolution	The committee will take the draft that this committee was working on, referenced above, to the next Domain Council meeting on Tuesday at 3:15pm for resolution.	Bring the draft of the new policy to Domain Council. New draft: https://docs.google.com/document/d/1D0zxwxjlzq0as83jdWEm68hCatUurpeb1O_IFxkuIEA/edit
Review Action Items	Laura will bring the draft policy to Domain Council	
Tentative Agenda Topics for Next Meeting	Review of action items	
Next Meeting Date/Time/Location	March 11th at 3:15pm in the Purples Humanities Classroom	
Adjournment	11:11 am	



Personnel Committee Meeting Minutes –February 12th meeting

Purples Humanities Classroom

Present: Stacy, Carla, Laura, Nicole S.

Regrets: Nicole M., Kate, Tala

Topic	Discussion	Action
<p>Emergency hiring procedures as they apply to the open 4th and 5th grade position</p>	<p>Procedures say you can be flexible about the process, but it definitely says you have to post it as a long-term sub position</p> <p>We’re thinking of posting this as “a position” in hopes of drawing candidates who want something that they might be able to stay in for next year. If this isn’t Ok, we’d have to go back and tell the applicants that this is officially a long-term sub post</p> <p>Everyone is on a one-year agreement anyway, so if we hire someone and decide to non-renew them, we can do that too if they’re not a good fit. For this reason, we are wondering about an exemption to the long-term sub post requirement.</p> <p>Sticking to policy: it’s what policy is for. Budget piece here too- long term subs don’t have benefits and their salary is capped, so it costs us less. This keeps the budget within where we are. It also allows us to attract people who are transitioning at the end of school years to be able to apply - likely a larger pool then too. It’s also harder to non-renew someone when they’re officially</p>	



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	<p>on staff rather than when they're a long-term sub.</p> <p>It's currently advertised as an open position, but we'd have to hope we wouldn't lose candidates.</p> <p>Could tell people that this is a long term sub post and disclose the salary, and then also tell them that the post will be open next year with higher pay cap, we just are limited by policy for just this semester.</p> <p>Set expectation that we're evaluating the fit at the end of the year (which technically we do, but in practice we don't really), then do an internal-only hiring process so we don't have to go through the whole thing again.</p> <p>Even though we have at-will employment, there probably has to be a reason given for letting someone go when it comes down to it legally.</p> <p>We have some experienced teachers in the candidate pool. Max step 6 is a hard sell right now too.</p> <p>People who would be eligible for long term sub positions would not be eligible for teaching positions vis-a-vis minimum qualifications. It's in our handbook that it's going to be listed as a long-term sub.</p> <p>Could we call it a long term sub but make an exception to give them benefits and ditch the step 6 cap? We really want to attract the best candidates, and the ones we have might balk at it otherwise.</p> <p>Emergency hiring procedure is a condensed process. Part of the long term sub process is</p>	
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	<p>that we'll do the full process later in the year, for hiring for the following school year.</p> <p>Benefits and salary cap might be set by the state? Stacy looking into it! Not immediately seeing it though. We're not sure of this - anecdotal, not from DESE. We can definitely decide on health insurance though.</p> <p>Carla feels strongly about sticking to long-term sub process for emergency hire. We can't use an abbreviated process for a permanent hire.</p> <p>We could shift to having the full process by adding a parent to the committee, so there's a fourth member of it. We posted the internal one for ten days (no internal candidates applied). Then we could do separate staff and parent interviews.</p> <p>Posting this in the spring for next year would indeed get a bigger pool. Laura would be comfy saying this is a short term job, then we have a full hiring process, and can do the internal one if we want to keep this person.</p> <p>Stacy is finding a really big range of long term sub pay in Massachusetts.</p> <p>In this particular situation, hiring this person as a full teacher would not present a huge budget surprise.</p> <p>Last year we followed policy and it was worse for the school. We had a great candidate bail because they wouldn't take step six.</p> <p>We have to use the emergency hiring procedures when we're this close to the end of the year.</p>	
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	<p>Stacy: could we make an exception now with the understanding that we'll do a more full process at the end of the year?</p> <p>Could we make an exception to part of this policy (but not whole)? Is this a slippery slope?</p> <p>Curious about the history of capping long term sub pay at step 6. Maybe this is based on practices of other districts?</p> <p>If we're looking at the step 6 max, it's just a matter of timing that we haven't changed that policy yet.</p> <p>DESE stuff is about people working without a license, but doesn't say anything about capping their pay. We don't have a contract / CBA, so we wouldn't be constrained by anything like they would be in another district.</p> <p>Could we offer them a salary above step 6 OR benefits but not both, and they could choose based on their current situation?</p> <p>Whatever we decide, Laura would go back to candidates to say the info and ask if they're still interested. This could result in a failed search because it's a really hard sell.</p> <p>An exception to policy that is in service of kids is a compelling reason to make an exception. Also wouldn't lead to slippery slope habit / precedent because we're then going to revisit the policy anyway, so precedent will be moot.</p> <p>Disclosure that this is technically a long term sub and will be going through a long-term</p>	
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	<p>hire process later - go back to candidates to say that.</p> <p>Nicole is more comfortable making an exception to policy if we then revisit that policy ASAP so we don't wind up veering again.</p> <p>We can call it "interim".</p> <p>Kate says that personnel committee has the power to make an exception for this particular situation.</p>	
Updates on action items	<u>Draft hiring policy</u>	
Approving last month's minutes	Approved	
For a future meeting: revisiting policy of capping long term sub pay at step 6, contact DESE to see what rules are here, etc.		



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Review Action Items		
Tentative Agenda Topics for Next Meeting	<ul style="list-style-type: none">- Possible JEDI board member visit	
Next Meeting Date/Time/Location	March 11th at 3:15 pm Purples Humanities Classroom	
Adjournment	Meeting adjourned at	