HCCPS Board of Trustees Meeting Agenda Nov 8th, 2023 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): 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	Matt		6:35
Updates		Share/Discuss	6:40

Safe and Supportive Schools grantSEPAC	Laura Kate		
Committee Assignments	Emily	Present/Discuss	6:50
Committee Goals	Matt	Present/Discuss/ Decision	7:00
Student Behavior Support Coordinator	Matt	Discussion/ Decision	7:10
JEDI Discussion	Kathleen S.	Discussion	7:25
Attendance Policy Proposal	Laura	Discussion/ Decision	7:45
VP Proposal	Matt	Discussion/ Decision	7:55
New BOT Member	Emily	Discussion/ Decision	8:05
Committee Report questions	Matt		8:15
 Meeting Wrap-up Minutes Finalization Snacks + Drinks for next meeting Newsletter Blurb New business for next Board meeting - Retention specificity; Review action items 	Matt		8:20
Adjournment			8:25

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes DRAFT- Wednesday, Oct 11, 2023, 6:30 pm

Location:

HCCPS and Zoom

Present:

In-person: Kate Saccento, Laura Davis, Gina Wyman, Emily Boddy, Tala Elia, Kate Ewall, Matt Dube, Stacy Guifre, Lisa Hamilton, Kathleen Szegda, Kathleen Hulton, Ben Carlis, Andrew

Coate

By Zoom:

Lily Newman

Regrets:

Kelly Vogel, Kylan Mandile

Guests:

In-person: Andrea Hermans

By Zoom: Myssie Cassignho (FoH), Kerri Pollard, Meg Taylor, Melissa Flanders,

Tiffany Ross, Rebecca, Cecilia

Facilitator:

Matt

Notetaker:

Emily

List keeper:

Kate Ewall

Timekeeper: Kathleen S

Mission statement read by: Ben

Торіс	Discussion	Action (if necessary)
Welcoming (read mission statement) (Matt) • Announcements, appreciations, acknowledgements	Kathleen Hulton remarks on the strength of the community in light of her illness. Kate E reminder about 7:30 zoom meeting re playground; survey to follow	
 Agenda Check: Appoint timekeeper, list keeper Thank You Note Check BOT Visibility this month 	Kathleen S appreciates staff and admin in light of staff shortages. Kate E offers to help facilitate	

Approve minutes from previous BOT meeting	No changes.	Tala Elia motioned to approve the June meeting minutes; Kathleen H seconded; the Board approved the June meeting minutes by consensus.
Public Comment (Matt)	No public comment.	
Updates • School Lunch committee (Kate)	- Call out to board members/announcement about a lunch committee to look into options for the school. Will also put call out to parents and staff. Lisa H and Emily both interested.	
Social-emotional Learning/LRP update, Laura (Discussion)	 Laura provided a presentation on selected findings from the SEL survey from last June, grades 5-8. Approx 100 students evenly across the grades. Laura Highlighted 2 pieces: Students recognize that staff talk about feelings and ways to help control emotions, understanding feelings and listening in order to understand. More agreement on understanding their own emotions, than others' perspectives. → Gina notes that it would be interesting to hear the perspective of the younger kids. Resolving conflicts when they arise - students have mixed perceptions about how conflicts are resolved, and that kids don't necessarily see themselves as included in deciding outcomes. Action Steps: Wellness lessons with Emilie Woodward and Meg Taylor Piloting purples and prisms advisory curriculum, being tweaked each week based on feedback Conversations around strategies to 	

	incorporate conversations around kindness in the morning meeting Continuing to work on the restorative dialogue to address student conflicts Lily asks about how the students are engaged in the understanding of the process. Laura explains that the students seem discontent if the outcome isn't what the student wants. Stacy remarks on how well the school is doing with SEL, and that it's a strength; Kathleen S. concurs	
FY23 Audit Kate S. (Decision)	Audit included in the board packet. No errors or amendments in the audit. Best practice to change auditors every three years, so Hilltown will use a different auditor next year. The Finance Committee already approved.	Kathleen S motioned to approve the FY23 Audit; Kate E seconded; the Board approved FY23 Audit
Performance Evals, Tala (Presentation + Discussion)	Presentation is included in the board packet. Tala summarized what is in available to read in full in the report. Areas of improvement and goal, practices moving forward are listed in the document. Laura's role: First year in the role, coming off the pandemic period. A lot to hold in the T & L role, discussed possible restructuring of the admin roles. — Gina asks about the task of possibly restructuring the administration. How will that process look? Should we be considering how the CFEC might be held as part of restructuring as well. — Kathleen S recognizes Tala for how much work this was to develop and summarize. Kate's role: Overall positive feedback for Kate. Document in packet outlines feedback, practices and goals. Tala notes that in future this would be an ongoing process, rather than just once a year, so we have continual improvement and evaluation.	

Jedi Discussion, Kathleen S (Discussion)

Thinking about how to engage the community in this work. Kathleen reads a statement about comments that have been made about JEDI being destructive. Discusses the way the families targeted in the equity audit experience hardship and inequity in the school. Implores the board to explore the work of being anti-racist and confronting other "-isms".

Slide Show: discusses examples of dominant frames in public health - Ideas, attitudes, beliefs shared collectively.

Shares the definitions that JEDI is working on. (MCPSA's equity vision - Hilltown should work from that. Focus on race but not excluding other isms.)

JEDI definitions the committee has worked on are included in the slide show.
(JEDI focusing on Justice and Equity, but also attending to Diversity and Inclusion.)

(→ JEDI recommended the BoT listen to podcast between Brene Brown and Ibram Kendi.)

Discussion:

Member comments on the podcast: notes the idea of anti-racism as an action, rather than identity. Uses the example: don't have to be a Vegan, but you could do small things - like one plant based meal a week would be impactful. Small interruptions to accepting 'the way things are' interrupts racism. Talks about 'naturalization' or 'normalization' of patterns.

Member describes that the equity audit was missing context in some areas - eg how many people responded, data. It isn't clear to someone not involved in the process how it was carried out. Kathleen S responds that we will look more deeply at this next meeting.

Member asks what the work might look like going forward - will it be collective, or individual work? Asks about how discipline cuts across gender, race, other indicators. How do we include the discussion of JEDI in all design - eg discipline, director evaluations, etc.

Personnel to take up Outline of hiring teachers + domain directors Hiring Practices/policies, social media policy included in the packet. Kate explains that the teacher Kate S (Discussion) with our hiring policy. hiring outline is also used for Coordinators. How are committees formed? BoT - reach out to members to see who is available Parents - Requested from the parent body, and then picked from a hat Teachers - request goes out to the community Should we have a procedure in place to check social media? Members discuss that jobs they've applied to inform them they will be looking at social media. Member notes- what constitutes checking social media. Agrees, but trickier to ensure where to check, how far back to go, etc. Member says we need to initiate a practice/policy (based on laws in place) as a school for future hiring. Member suggests sending to personnel to look at this as a policy. Guest suggests the policy needs to be careful about bias. Annual report has been approved by the department, Annual Report, Laura + included in the packet. Kate S (Presentation + Discussion) Report is based on a template that is issued by the state, scripted. Kate focused on recruitment of students in sub categories, and retainment. And as in LRP, need to recruit to reflect demographics of our sending districts. Kate asks that members ask if there are things they want reported out in more depth. Kate talks about Accountability measures that domain developed: 1. Ensuring kids have experience in arts based, project based learning. 2. Academic proficiency measures (have to be included) - this was a year of change with assessment tools so we needed to translate targets from previous measuring tools to the new measuring tools. There are pockets where students are close but not meeting targets. And overall have done well. Internal writing rubric is being revamped to

	be updated to translate into a number for a report like this. Evidence that students with disabilities are scoring less well than other students (also showed up in MCAS scores.)	
	Questions: Member notes that the measure of families feeling connected to the school. Currently at 75% which seems high, but in the past has been more like 90%. Talk a lot about community building with families, but student community building is reemerging and would like to see the mixed lunches return.	
	Member suggests that some mixed lunches could come back, but with new schedule wouldn't work.	
	Member asks about Fast Bridge percentiles, what is appropriate and how is it decided. Laura describes that the translation from SAT10 to the Fast Bridge is only an imperfect approximation, tells a story and is important information internally. Measures can shift during the next Accountability plan.	
	Member asks what constitutes high needs - low income and/or IEP and/or English language learner	
Title I, Laura S (Discussion + Decision)	Title I programs and policies (in packet) happen annually. 1. Title I funding supplements TAs - some in classrooms generally and some with groups or individuals. Nothing here has changed since last year.	Kate E motioned to approve Title I; Andrew seconded; the Board approved Title I by consensus.
	2. School compact which is aligned and similar to Hilltown's community compact. Domain engaged in stakeholder input collection - staff, teachers, parents - and incorporated in a full compact document that will go to staff.	
	3. District/School family engagement policy.	
MCAS, Laura S (Discussion)	MCAS scores have been received and will be sent to parents soon.	
	Overview included in the board packet.	
	Re: students with disabilities opting out of MCAS,	

Board Leadership Transition, GABS/Tala, (Discussion + Decision)	member suggests education to parents around how the MCAS can be a tool to see how their school is meeting their child, growth as compared with other kids. Tala is stepping down as President. Matt is stepping in as president. Kathleen H is staying as VP.	Emily motioned to approve Matt as Board President; Kathleen S. seconded; the Board approved Board President by consensus.
Committee Reports - Questions, Tala	None.	
Meeting Wrap-up Minutes Finalization Snacks + Drinks for next meeting Newsletter Blurb New business for next Board meeting Review action items	Next Meeting: November 8, 2023 6:30pm Facilitator: Matt Snacks: Tala Drinks: Kathleen Hulton Newsletter blurb: Andrew New Business: More info on retention (Kate S) Attendance policy (Domain) Committee Assignments (GABS) Committee goals (All) Personnel Policy re hiring and social media policy	
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 9:05 pm	Kathleen S motioned to adjourn the open meeting and adjourn the open meeting from executive session; Matt seconded; the meeting was adjourned.

Tentative Agenda Topics for the November Board Meeting:

More info on retention Attendance policy Committee Assignments Committee goals Personnel Policy re hiring and social media policy



Proposal to the Board of Trustees

Committee making Proposal: Domain Council

Date: November 2, 2023

Name of Proposal: Proposal to hire Student Behavior Support Coordinator

Priority Level: High

Approximate time needed for discussion: 15 minutes

Proposal to be presented by: Matt Dube

Committee members drafting proposal: Matt Dube, Kate Saccento, Laura Davis

Text of proposal:

Due to increased needs of student behavior support and the significant responsibility load of the Director of Teaching and Learning job, we believe it is necessary to hire a Student Behavior Support Coordinator as soon as possible.

Goals to be achieved by proposal:

To support a positive school culture for students, staff and caregivers through behavior interventions, accountability, and training.

Potential problems/dissenting views:

This position is not included in the FY24 budget (\$80,000- \$85,000 prorated from date of hire for 23-24 school year). Recent staff feedback includes concern around elimination of Teaching Assistants (such as the Atelier position that was eliminated for the 23-24 school year).

Additional notes: See attached job description

JOB DESCRIPTION
Student Behavior Support Coordinator
November 2023

This position is supervised by the Director of Teaching and Learning. The following are responsibilities that fall under this position.

1. Students

- Provide primary student behavior support, intervention, and accountability as needed in accordance with the procedures and policies in the Hilltown Family Handbook.
- Act as the primary member of a collaborative Response Team to support daily student behavior for teachers and staff members.
- In collaboration with the Director of Teaching and Learning, manage student suspensions and expulsions as necessary in accordance with the procedures and policies in the Hilltown Family Handbook.
- Coordinate and implement opportunities for student voice and input.
- Coordinate restorative justice initiatives (e.g., harm repair circles) among students
- Work directly to support student behavior in classrooms as needed.
- Act as the primary contact for bullying concerns, according to the Hilltown bullying prevention and intervention plan.
- Conduct investigations related to student behavior and reported incidents.
- Coordinate implementation of student behavior incentive plans, track effectiveness using the school's Response-to-Supports process, and make adjustments as necessary.

2. Staff

- In collaboration with the Director of Teaching and Learning, train teachers and staff in schoolwide student behavior support systems and strategies.
- Provide ongoing support for teachers and staff, including recess and lunch supervisors, to understand and implement student behavior support systems, strategies, and expectations in a consistent manner.
- Participate in Student Support Team meetings with a focus on student behavior support.
- Support teachers and other staff members to implement student behavior incentive plans and collect relevant data.
- Coordinate opportunities for staff voice and input regarding student behavior support.
- Participate in Teacher Meetings and staff professional development activities.
- Participate as a member of the school's mental health team.

3. Caregivers

- Engage in effective two-way communication with caregivers regarding student behavior incidents.
- Communicate directly with individual caregivers as needed regarding behavioral interventions and supports related to their child.
- Create and provide documentation related to behavior incidents—including bullying, suspension, and expulsion—to parents/legal guardians in accordance with the procedures and policies in the Hilltown Family Handbook.

4. Administration

- Work collaboratively with the Director of Teaching and Learning, Director of Administration, the Community and Family Engagement Coordinator, and the Academic Support Coordinator to support a positive and inclusive school climate and culture.
- Participate in Domain Council meetings.
- Ensure accurate and thorough documentation for all student behavior incidents and investigations.
- Oversee student behavior data tracking systems, and ensure accurate and thorough data
- Provide student behavior data analysis and findings as needed to a range of stakeholder audiences
- Work collaboratively with the Director of Teaching and Learning to review and adjust school-wide rules, expectations, and behavior support systems.
- Under the guidance of the Director of Teaching and Learning, ensure HCCPS policies and procedures related to student behavior, bullying, and discipline meet all applicable laws and regulations.
- In collaboration with the Director of Teaching and Learning, implement a Student School Climate Survey at least annually, analyze results, and report findings to the Board of Trustees and other stakeholder groups.
- Provide data and analysis related to bullying, discipline, and other aspects of student behavior for state reports.
- Support the writing and administration of relevant grants in collaboration with the Director of Teaching and Learning.
- Supervise students during lunch and recess duties.
- Provide classroom or office coverage in cases of emergency.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Subject:

Attendance Policy

Date:

November 8, 2023

Priority Level:

High

Approximate Length of Discussion:

10 minutes

Presented by:

Laura Davis

Committee Members Drafting Proposal:

Domain Council (Laura Davis, Kate Saccento, Tala

Elia, Kathleen Hudson)

Goals to Achieve:

• Update HCCPS attendance policy per DESE guidance

• Clarify for HCCPS students and families attendance terms, procedures, supports, and administrative actions

Potential Concerns/Issues:

Added "excused" and "unexcused" designations for absences

Text of the Proposal:

ATTENDANCE POLICY

Regular school attendance is the foundation for a student's school success, and supports students to develop a sense of belonging, build strong relationships, and benefit from daily experiences and support in the classroom. Parents and caregivers are essential to strong attendance, and are responsible to ensure children attend school regularly and on time. Hilltown follows attendance guidelines set by the Massachusetts Department of Elementary and Secondary Education (DESE).

Definitions

- Present: According to DESE's Attendance and Dropout Reporting Guidance, a student
 must be at school, at a school-related activity, or receiving academic instruction for at
 least half of the regularly-scheduled school day to be counted as present. "Receiving
 academic instruction" includes in-person classroom learning as well as tutoring, online
 or distance learning.
- Absent: A student who is not present (as defined above) is considered absent from school.

- Excused absences include:
 - personal illness or quarantine;
 - personal or family crisis;
 - observance or practice of a religious holiday;
 - medical appointments or counseling sessions that cannot be made outside of school hours;
 - legal matters requiring a personal appearance; and
 - weather so inclement as to endanger the health or safety of the child; and
 - suspensions or expulsions in or out of school.
- Unexcused absences include:
 - family or individual trips;
 - oversleeping or other delays that result in tardiness;
 - any absence that is not reported by a parent/guardian through set procedures; and
 - any medical absence requiring documentation from the student's medical provider where this documentation has not been provided.
- Tardy: A student who arrives at school after 8:20 a.m. is considered absent until arrival. Occasional student tardiness for events such as medical appointments may be unavoidable. Chronic, unplanned tardiness affects the student's ability to engage in morning routines, and is disruptive to classes.
- Chronic Absence: DESE defines chronic absenteeism as missing ten percent or more of the total days enrolled at a school (e.g., absent 10 school days when enrolled for 100 school days thus far in a school year).
- Habitually Truant: Massachusetts state law (G.L. c. 119, § 21) defines as habitually truant
 "a school-aged child, not excused from attendance under the lawful and reasonable
 regulations of such child's school, who willfully fails to attend school for more than 8
 school days in a quarter."

Reporting Absences

Parents/guardians are expected to inform the school of a student absence by 8:20 a.m. either by emailing attendance@hilltowncharter.org or calling the school at 413-529-7178 and leaving a message on the attendance voice mail (option 2, or press 0 to speak to someone). Teachers are expected to communicate absences to the Hilltown administrative staff member responsible for attendance no later than 8:30 a.m.

The Hilltown administrative staff member responsible for attendance, or designee, will contact caregivers at all known phone numbers if the school has not yet heard from a parent/guardian by 9:00 a.m. That staff member will communicate all known absences to teachers by 10:00 a.m.

Policy: Attendance Proposed: November 8, 2023 Approved:

HCCPS may request documentation from a healthcare provider if a student is absent for more than five (5) consecutive days due to illness.

Home-school Communication Regarding Absences

Student absence totals for the year are always available in the Hilltown Portal, and are included on all trimester progress reports (typically distributed in December, March, and June). The director of teaching and learning will send a separate letter with fall and spring progress reports to the parents/guardians of any student who meets the definition of chronically absent (see above). In addition, the director of teaching and learning will reach out by email or telephone to the parents/guardians of students who have met or exceeded this threshold, and have not sufficiently communicated with school administrators and/or teachers regarding the absences. Attendance concerns will be shared with the director of administration and the academic support coordinator in writing after each trimester.

Consequences Related to Absence

Students who are absent on a school day as defined above may not participate in after-school or extracurricular programs on the day of absence. Significant interference in a student's educational progress due primarily to absence, and not related to a documented disability, may result in grade retention.

Attendance Supports

For students with attendance concerns that are contributing to challenges in making expected educational progress, the director of teaching and learning will discuss the student's case at a Student Support Team meeting, at which time the team will identify and assign a trusted adult advocate/liaison to build a relationship with the student and their family in support of improving school attendance.

For students with medically necessary absences as documented by a signed Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons, the director of teaching and learning will design a home/hospital plan to provide the opportunity to make effective educational progress.

Administrative Actions to Address Attendance Concerns

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

- Referral to a Family Resource Center or other community-based resource
- File a "Child Requiring Assistance" complaint with the District Court
- File a 51A report with Department of Children and Families

Policy: Attendance Proposed: November 8, 2023 Approved:



Proposal to the Board of Trustees

Committee making Proposal: Domain Council

Date: November 2, 2023

Name of Proposal: Proposal to add Second Board of Trustees Vice President for FY24

Priority Level: High

Approximate time needed for discussion: 10 minutes

Proposal to be presented by: Matt Dube

Committee members drafting proposal: Matt Dube

Text of proposal:

Due to an early fiscal-year leadership transition and an increasingly large volume of work assigned to the Board of Trustees leadership team, we believe it is imperative to add a second Vice President position (Lily Newman) for the current fiscal year.

Goals to be achieved by proposal:

To balance the high volume of work and increase efficiencies in the Board's leadership and oversight responsibilities.

Potential problems/dissenting views:

Additional communication needed to ensure three rather than two BOT leaders are read into all pertinent matters.

Additional notes:

None.

Grace Mrowicki

30 Lyman St Easthampton, MA (413) 549-0381 grace.mrowicki@gmail.com

EDUCATION

Haverford College, Haverford, PA — B.A., Linguistics & Languages

August 2000 - May 2004

The Putney School, Putney, VT — *High School*

August 1996 - June 2000

EXPERIENCE

Hilltown Cooperative Charter Public School, Easthampton MA — Technology Coordinator & Teacher

July 2014 - PRESENT

Manage school computer systems and devices, advise and support teachers around curriculum technology integration, develop and implement arts-integrated Digital Literacy & Computer Science curriculum for grade 6-8 students.

Hilltown Cooperative Charter Public School, Easthampton MA — Math Teacher

September 2009 - June 2016

Plan and deliver lessons for students in grades 7/s, regularly in leveled groups, based on Connected Math and Bia Ideas Math curricula.

Hilltown Cooperative Charter Public School, Haydenville, MA — *Teaching Assistant*, *Greens & Prisms*

August 2008 - June 2014

Support teachers around administrative tasks, classroom management, and individualized student support; run after school homework help program for Grade 6-8 students.

Wildwood School, Amherst, MA — Therapeutic & Intensive Needs Paraprofessional

August 2005 - June 2008

Support for students with social/emotional disabilities, grades 5-6, assistant teaching (plan/lead reading group activities, advanced math group, backup for special education in math). One-to-one support for a student with autism: modify and assist with curriculum, participate in speech and occupational therapy, facilitate socialization with peers.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Administrators' Report November 2023

- Safe and Supportive Schools Hilltown has been awarded a \$10,000 grant from the Massachusetts Department of Elementary and Secondary Education (DESE) under the "Safe and Supportive Schools" program. This grant will support the work of a collaborative team that will engage in a needs and opportunities assessment focused on becoming more safe and supportive for students, staff, families, and the community at large. Over the course of this school year, the team will use a self-assessment tool to document current practices that support students' behavioral health with the goal of identifying priorities and creating an action plan to address these priorities. The process considers school operations, personnel, processes, policies, family connections, and community services and partnerships available to create a safer and more supportive school climate and culture. The Safe and Supportive Schools collaborative team will include Hilltown administrators, faculty, staff, and at least one parent.
- New Community and Family Engagement Coordinator Welcome to Tiffany Ross who started as Hilltown's new Community and Family Engagement Coordinator! Tiffany is the parent of two current students at Hilltown and has been a dedicated parent volunteer in the community over the past year. Tiffany started in the Coordinator role on October 23, 2023 and has already helped plan the first II Teatro of the year, began planning for Winter Fair, organized a clothing swap, and fully stepped in as a supportive Team member with daily school operations!
- SEPAC A Zoom information session was held on October 25, 2023 about Hilltown's
 Special Education Advisory Committee (SEPAC). Cindy Mahoney, former SEPAC Chair
 and Hilltown parent shared her experiences in being the chair with those who attended
 the session. Hilltown is currently looking for one to two chairs to lead this important
 advisory group. Interested individuals should reach out to Kate Saccento, Director of
 Administration.



Domain Committee Meeting Minutes - Nov 2, 2023 HCCPS - 8:30 AM

Present: Matt Dube, Kate Saccento, Laura Davis, Tiffany Ross, Kathleen Hulton, Lily Newman

Regrets: None

Торіс	Discussion	Action
Director Updates	Welcome to Tiffany, who we are so happy to have on board and has thankfully hit the ground running.	
	Kate Saccento (KS) spending a lot of time with student support due to dysregulation and behavioral issues.	
	Facilities urgent needs – slow leak / drip in bathroom; roof / gutters need to be investigated, contractors will be contacted.	
	Laura Davis (LD) – behavioral needs are quite constant; little time for other things.	
	Teacher evaluation process is underway, goals are due in; teachers advised to use last year's goals as guides/foundations if needed.	
	Informal classroom observations underway.	
	FastBridge fall window closed, cleaning up any remaining issues.	

Phone: 413-529-7178

Fax: 413-527-1530

website: www.hilltowncharter.org



	Tiffany Ross (TR): also getting pulled into behavioral situations with students; noticing so many issues that are not just in the moment, but processing the event and fallout, additional steps, is so time consuming. LD – we don't have the tool(s) yet to efficiently deal with behavioral issues / disruptive events; lack of resources to even deal with new structures/procedures (like detentions).	
	Events coming up: clothing swap on Nov 18th, volunteers needed; Winter Fair preparations ongoing for Dec 2nd; Il Teatro this Friday.	
Safe and Supportive Schools DESE grant	We were able to secure \$10K for the team to engage in self assessment via their tool: students, staff, community stakeholders; then action plan evolves from that. Ultimately we can apply for action plan funding the following year.	Laura to coordinate implementation of the grant
Review draft of job description for student	There is a shared sense of the need to review roles and responsibilities and if the current structure still works; Matt Dube (MD)	Proposal to full BOT

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



support/discipline	wonders if the current structure is	
and determine next	sustainable; that we might need a head of	
steps	school and then folks handling	
	Teaching/Learning and then Students.	
	KS – urgency around student discipline as	
	things are continuing to be elevated and	
	distracting from day-to-day and	
	week-to-week matters.	
	Alignment that we need to spend resources	
	to triage the situation as we are in crises with	
	behavior and discipline which is affecting all	
	– staff, students, community.	
	Financial implications – will likely take more	
	than we might typically spend for the right	
	full-time Student Behavior Support	
	Coordinator.	
Review overall admin structure of the school	Agenda item moved to future Domain meeting.	
structure of the school		
1.11		Duamagal will as to full DOT
Adding a second BOT Vice President.	Due to an early fiscal-year leadership transition and an increasingly large volume	Proposal will go to full BOT
Vice i resident.	of work assigned to the Board of Trustees	
	leadership team, we believe we need to add a	
	second Vice President position (Lily	
	Newman) for the current fiscal year.	
	This will help handle and balance the high	
	volume of work and increase efficiencies in	

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



	the Board's leadership and oversight responsibilities as GABS and the BOT determine leadership roles moving forward.	
Review action items	Completed	
Next meeting time/date/location	TBD	
Adjournment	9:30 AM	

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



Finance Committee Meeting Minutes- October 4, 2023 8:30 am Zoom - Remote

Present: Matt Dube, Kate Saccento, Andy Tilbe, Carla Clark, Kylan Mandile

Regrets: Lisa Plaza

Topic	Discussion	Action
Approve Minutes	Carla moved to approve September minutes, Andy seconded, minutes approved by consensus	September minutes will be submitted for October BoT packet
Audit Report	Carla discussed the annual audit. No recommendations were made by the auditor. Kylan motioned, Matt seconded, to approve the audit and send it to the full board.	Kylan to sign audit and it will be presented to the board.
Playground update	Kate provided an update on the new playground project. The capital fund has approximately \$150,000 available for the project but \$180,000 may be required to complete the project to meet community expectations for the project as revealed by the community survey. Fundraising may be required.	Meetings with contractors are ongoing.
Budget	Carla provided a budget update. The budget was revised from projected to actual federal recurring grant amounts for the year.	
Free and Reduced Lunch Program	Kate notes that there have not been any new applications for free or reduced lunch following the recent changes to the program increasing the rate for inclusion to 225%. Kate and Carla noted that the change was communicated to caregivers via email and also in the Hilltown Happenings newsletter.	

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Fax: 413-527-1530

website: www.hilltowncharter.org



2024-2025 budgeting process to start in FY 2024 Goals April-May New playground construction planned for summer 2024 New roof evaluation and planning to start 2024 New roof, subcommittee for free lunch requirements New Business Done Review action items Kylan to sign audit and will take over as Finance Committee Chair and facilitator during November 2023 meetings November 1, 2023 at 8:30 am via Zoom Next meeting time/date/location Adjournment 9:05 am

Phone: 413-529-7178

Fax: 413-527-1530

website: www.hilltowncharter.org



GABS Committee Meeting Minutes - Mon Nov 6, 8:30 am DRAFT

Meeting Location: HCCPS

Present:

Sara Schieffelin; Emily Boddy; Tiffany Ross; Kelly Vogel

Guests:

Regrets:

Notetaker: Emily

Topic	Discussion	Action (if necessary)
Check-in/ Announcements	Check-in	
JEDI	Interwoven into other discussions	
Approve Oct Minutes	Approved by consensus.	
Committee assignments, discussion	GABS: Emily Boddy, Chair; Kelly Vogel (Tiffany, staff rep) JEDI: Kathleen Szegda, Chair; Andrew Coate Personnel: Stacy Giufre, Chair Facilities: Kate Ewall, Chair; Ben Carlis Finance: Kylan Mandile, Chair; Grace M. Domain Council: Matt Dube, President; Kathleen Hulton, VP + Lily Newman Co-VP	Emily contact Tala regarding committee after the hand off of Domain



Confirm Committee Goals, SY 23-24	 Recruitment and Succession Planning Review By-laws and update as appropriate Formalize exit interview process for board members Integrate JEDI into our planning and recruitment 	
Succession Planning + Recruitment, Discussion	 Proposal for co-VPs Lily and Kathleen H Grace M. being put forth Weds as second staff member Wonders if there is a more formal process for teacher/staff reps to report out from staff meetings or in staff interests. Tiffany will check in. Emily plans to stay on as Clerk for second term. Active recruitment of staff or community members onto GABS? BoT at large? What are the plans of other members whose terms are up - Kate Ewall, Kathleen Hulton, Gina Wyman Matt is leaving - will he stay on a committee? Discussed ideas for recruitment in the community - Lathrop, 55+ communities, Art Community - Lindsay Fogg-Willits have ideas in her art community? 	Emily will check in with members whose term will be up. Tiffany will talk to Lindsay Kelly will talk to 55+ community; artist in the community, Danielle Tate Sara will contact Lathrop; Signature Sounds
Exit Interviews for board members	 Discussed interviewing most recent departures. Would like to interview the members just gone. Discussed how we solidify the process moving forward for board members. Questions about whether we oversee exit interviews for families and staff. Is not in GABS 	Sara S will talk to Lisa to get questions and ideas for Exit Interviews.



Next Meeting Date/Time/Location	Monday Dec 4, 2023 8:30am HCCPS	
	Meeting dates for the year:	
	1.8 8:30	
	2.5 8:30	
	3.4 8:30	
	4.1 8:30	
	5.6 8:30	
	6.3 8:30	
Adjournment	10:05am	

Agenda items for next month: Exit Interview Process - for now and moving forward.

GABS agenda items for next BOT meeting: Presenting Grace to the BoT;



JEDI Committee Meeting Minutes- November 3rd, 2023 12:15 p.m.

Present: Kathleen Szegda, Camille Washington-Ottembre, Cinzia Pica

Regrets: Natalia Korczak, Cinzia Pica, Seth Harwood, Angelique Baker, Laura Davis

Торіс	Discussion	Action
Updates - JEDI Definitions, Staff Cultural Humility Training	Shared JEDI definitions at Board mtg. There wasn't any feedback on definitions. Discussion about having both shorter, more accessible definitions and also the more detailed definitions we developed	Camille volunteered to work on definitions
	Full day cultural humility PD for staff on November 6th. Discussed Board having similar training. Training objectives are:	
	1) Participants can state the potential influence of power, privilege, the –isms, and their own history on relationships with clients and colleagues,	
	2) Participants can identify personal beliefs and values and how these factors influence their own behaviors when working with clients and colleagues,	
	3) Participants can use tools to practice the cultural humility principle of "client as expert" when serving individuals and communities,	
	4) Participants practice respectful and curious inquiry about individual and community points of view, values, and life experiences, holding the stance of	

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	"listen as if the speaker is wise," 5) Participants practice strategies to redress power dynamics from negatively influencing or obstructing the content of service delivery and 6) Participants integrate strategies into organizational structures, policies, and activities Discussed importance of structures in place to support ongoing learning and discussion post learning	
JEDI Committee Goals	The committee reaffirmed the following goals. Develop clear definitions of JEDI for community that weaves in antiracism/JEDI statement Work with administration and equity team to create a plan to address areas identified in equity audit Carry out select activities in plan as appropriate to support JEDI infrastructure development Provide support and thought partnership for school JEDI efforts, including: Professional development: Be a thought partner with Director of Teaching and Learning in planning JEDI related professional development. Student Engagement: work with Director of Teacher and Learning and staff to determine a mechanism to engage students in JEDI efforts	Kathleen will share goals with Board Camille will help develop list of JEDI allies and resource people to support JEDI work Kathleen will work on JEDI retreat Cinzia will help be thought partner for professional development

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