HCCPS Board of Trustees Meeting Agenda Oct 11th, 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

School lunch committee	Kate		
Social-emotional Learning/LRP update	Laura	Discussion	6:45
FY23 Audit	Kate	Decision	6:55
Director Annual Performance Evals	Tala	Present/Discuss	7:05
Jedi Discussion	Kathleen S.	Discussion	7:20
Hiring Practices/policies	Kate	Discussion	7:40
Annual Report	Laura/Kate S	Present/Discuss	7:50
Title 1	Laura	Discussion/Decisio n	8:05
MCAS	Kate S.	Discussion	8:10
Board Leadership Transition	GABS/Tala	Discussion/Decisio n	8:20
Committee Report questions	Kathleen S		8:30
 Meeting Wrap-up Minutes Finalization Snacks + Drinks for next meeting Newsletter Blurb New business for next Board meeting Review action items 	Kathleen S		8:35
Executive session pursuant to M.G.L. c. 30A, s. 21(a)(7) to comply with, or act under the authority of, any general or special law (approval of executive session minutes for the session(s) held on September 13th, 2023.	Tala		8:40
Adjournment			8:45

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes - Wednesday, Sept 13, 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, Lily Newman, Stacy Guifre, Lisa Hamilton, Kelly Vogel, Kathleen Szegda, Kathleen

Hulton

By Zoom: Ben Carlis
Regrets: Andrew Coate

Guests: In-person: Kylan Mandile

By Zoom: Myssie Cassignho (FoH)

Facilitator: Tala
Notetaker: Emily
List keeper: Matt

Timekeeper: Kathleen S

Mission statement read by: Gina

Topic	Discussion	Action (if necessary)
Welcoming (read mission statement): • Announcements, appreciations, acknowledgements • Agenda Check: Appoint timekeeper, list keeper • Thank You Note Check • BOT Visibility this month	 Appreciate Hilltown staff for the exceptional opening to the school year. It's been joyful! Board visibility: class orientations, coffee hours 	

Approve minutes from previous BOT meeting	No changes.	Kate E motioned to approve the June meeting minutes; Kathleen S seconded; the Board approved the June meeting minutes by consensus.
Public Comment	No public comment.	
Updates • Enrollment and retention, Kate S • Exit Interviews, Kate + Tala • Domain Updates, Laura + Kate • JEDI update, Kathleen S.	Enrolment and retention, exit interviews: (info included in packet, info shared is on the Dept. website as well) -high attrition % in upper grades, especially 6th grade. We see a pattern of changes in 6th grade, sometimes in 7th low response rate to our exit survey - only two families opted to have interviews, which was very enlightening and Kate appreciates the opportunity to have these conversations two main takeaways: (1) focus more on students who receive educational support, students on color through the dept. (2) thinking about the upper school (6,7,8) culture - historically we have not had huge waitlists in the upper school, so with large departure from the 6th grade, challenged to fill the spaces so extra spaces get added in the lower school Kathleen adds that it isn't a new phenomenon for kids to be leaving after 6th grade - reasons include leaving for new school to create social connections where they will be for high school - Gina notes that with the lower numbers in upper grades, TA to student ratio is much lower than in lower school and notes that if this trend continues, perhaps this needs adjustment Kate E notes that many more kids than typical left in the lower school, Kathleen S says in post-pandemic period this might be expectedTala closes discussion to say that this is an ongoing discussion. Exit Interviews: -Tala had a survey and meeting with one teacher who leftLisa asks about the plan for exit interviews - questions, access to information, value of comparison. Tala agrees that this is an ongoing	

	r	
	process.	
	Domain Updates: Laura suggests skipping this update because information is included in the agenda item about School Climate. Gave a brief overview of some changes regarding school climate, addressed further on.	
	CFEC status update. 3 Candidates are participating in staff interviews + task; Monday they will have parent/caregiver interviews - candidate in person, and guests can attend in person or via zoom.	
	JEDI update: Included in packet about equity audit summary; discussing in JEDI committee meetings; JEDI discussing strategies for how to involve youth (older students) being involved in the JEDI committee; how to work with CFEC around action plans; talking with Laura about how to engage staff more.	
Facilities Playground Update, Kate E (Discussion)	Powerpoint will be included in final board packet. People are very excited about the playground, 104 people took survey in the spring, 75% want to donate time or money to support building the new playground.	
	Projected timeline - hoping to build next summer, but process will be slow.	
	Have reviewed equipment types - shade, seating, rope swing; may try to send again for youngest families to insure their interests are represented	
	3 genres of types of playgrounds most interested in natural materials with some traditional elements.	
School Climate and Family Satisfaction Surveys and LRP SEL Goal Update, Laura + Kate S. (Discussion)	Social Climate: - Powerpoint included in the board packet - Feedback from changes noted - the teachers embracing the new guidance/rules, upper school is calmer and kids seem happier. Positive effects are seen already There is more in the survey than presented, and can be shared.	
	Family Satisfaction Survey - powerpoint included	

	- CFEC will look over the survey results to understand engagement and where are people feeling engaged and not.	
Title IX Policy, Kate S. (Discussion + Decision)	 Proposal In board packet (coming from Domain Council) Came about from a recommendation from a school attorney to update non discrimination policies. Proposal framed around rec from counsel Proposal is to allow the director of admin to write specific policies and modifications for grievances based on prescriptive policies based on the regulations, and doesn't go through the board so that that person in the role can make changes as new guidance comes out (for example, this fall when Biden admin comes out with new title IX regulations) Domain council saw previews of draft ideas based on prescriptive policies 	Kathleen S motioned to approve the non discrimination and harassment policy; Stacy seconded; the Board approved the non discrimination and harassment policy
Updated Attendance Policy Proposal, Laura (Discussion + Decision)	 questions about the unexcused vs excused absences, how might this affect kids who do have health needs or external education needs? Lily notes that a more rigorous approach can serve kids in high school around attendance. Parents need to be accountable to be notifying the school - it is helpful to teachers to know if kid is sick, or on holiday Laura responds that they are implementing better communication to hold parents accountable - robocalls, followup. Gina echoes Lily where she is worried parents might take more unexcused time away if there isn't a distinction between unexcused and excused. Laura notes that part of the practices include more tracking of attendance issues. Hearing that the unexcused v excused gives parents a reason to let the school know. Tala suggests to bring this back to Domain Council to review and bring back to the board. 	Returning to domain council to rework.
Lunch Program Proposal, Kate S (Discussion + Decision)	 Included in packet, updated copy with additional information to be added to packet. Carla and Kate brought to Domain Counctil, then to Finance, not to full board. Finance feels confident that we can afford to open up the lunch program to more families. 	Kate E motioned to approve the Free/Reduced Lunch Eligibility and Reduced Afterschool Program fees for 23-224 School year

		Policy; Matt seconded; the Board approved the aforementioned Policy by consensus.
Committee Assignments, GABS (Discussion)	Tabled for October	
New member and Treasurer appointment, GABS (Discussion + Decision)	GABS proposes that Kylan Mandile be made a trustee of the board. Kylan's term would start now, and he will be presented to the Cooperative for retroactive approval at the next Annual Meeting. Kylan attended orientation today. Kylan's resume and interest form are included in the board packet. Kylan made a short statement about why he would like to join the board. GABS proposes that Kylan Mandile be appointed Treasurer of the BoT. Kylan's resume and interest form are included in the board packet.	New Member: Kathleen moved to approve Kylan Mandile as Treasurer, Tala seconded. Approved by Consensus. Emily will follow up with Kylan to go through next steps. Officers: Tala moved to approve Kylan Mandile as Treasurer, Kathleen S seconded. Approved by Consensus.
Q4 Financials, Kate S (Discussion + Decision)	Included in packet.	Emily motioned to approve the Q4 financials; Lisa seconded; the Board approved the Q4 Financials by consensus.
Committee Reports - Questions, Tala	None.	
Meeting Wrap-up Minutes Finalization Snacks + Drinks for next meeting Newsletter Blurb	Next Meetings: Oct 11, 2023 6:30pm Facilitator: Tala Elia Snacks: Lily Drinks: Stacy Set up/take Down: Newsletter blurb: Lisa New Business:	

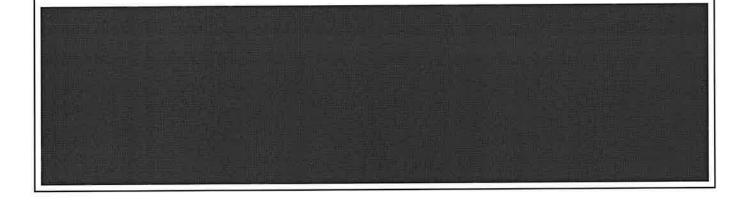
New business for next Board meeting Review action items	More info on retention Attendance policy Lunch Programs Board and Committee goals Director performance evals	
	Title 1 policies Annual Report	
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 8:35pm	Kathleen motioned to adjourn the open meeting and adjourn the open meeting from executive session; Matt seconded; the meeting was adjourned.

Tentative Agenda Topics for the October Board Meeting:

More info on retention
Attendance policy
Lunch Programs
Board and Committee goals
Director performance evals
Title 1 policies
Annual Report

2023 School Climate Survey Selected Findings

Hilltown Cooperative Charter Public School, October 2023



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 June 13 & 14, 2023

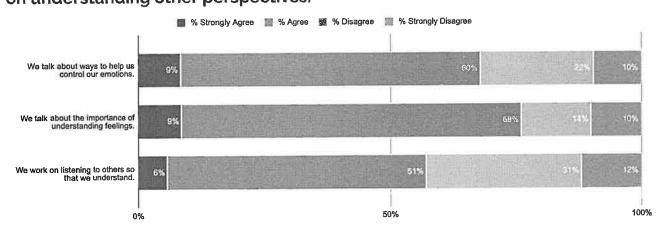
Students in grades 5-8; n=98 (86% participation)

Grade Level	5th:	6th:	7th:	8th:
	n=20	n=26	n=25	n=26
Gender	Female:	Male:	Nonbinary/Trans	No response:
	n=34	n=41	/Queer: n=13	n=9
Race/Ethnicity (✔ all that apply)	White: n=64	Asian: n=6 Latino/a/x: n=5 Black: n=2	No response: n=20	66% White only* 13% BIPoC

^{*} MA DESE school profile for 2022-2023 states 82% White enrollment at Hilltown.

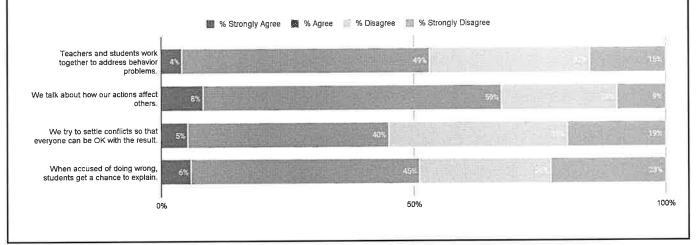
Students recognize staff efforts to discuss emotions and empathy.

There is more agreement about students considering their own emotions than on understanding other perspectives.



Students have mixed perceptions of how conflicts are resolved.

Students recognize discussion of how their behavior affects others, but do not necessarily see themselves as included in deciding outcomes.



Action Steps

- Continue to implement series of "wellness" lessons (adjustment counselor and intern)
- Pilot Purples and Prisms advisory curriculum
- Considering strategies to incorporate empathy and kindness activities into Prisms morning meetings (homeroom)
- Support staff members to effectively use restorative dialogue to address student conflicts



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Management Letter

September 22, 2023

To the Board of Trustees of

Hilltown Cooperative Charter Public School

I have audited the financial statements of Hilltown Cooperative Charter Public School for the year ended June 30, 2023 and have issued my report on September 22, 2023. Professional standards require that I provide you with information about my responsibilities under generally accepted auditing standards and *Government Auditing Standards* and the *Uniform Guidance* and that I communicate to you the following information related to my audit.

Qualitive Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Hilltown Cooperative Charter Public School are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during FY 2023. I noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance of consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. I evaluated the key factors and assumptions used to develop the most sensitive estimates affecting the financial statements in determining that they are reasonable in relation to the financial statements taken as a whole. The most sensitive estimate affecting the financial statements was:

 Management's estimate of the depreciation of fixed assets which is based upon the fixed assets' useful lives. The financial statement disclosures are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- The board designated net assets.
- The related party disclosure regarding the Friends of the Hilltown Cooperative Charter Public School and the employment of the Director of Administration's daughter.

Difficulties Encountered in Performing the Audit

I encountered no significant difficulties in dealing with management in performing and completing my audit.

Corrected and Uncorrected Audit Differences

Professional standards require me to accumulate all audit differences identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected audit differences noted during the audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to my satisfaction, that could be significant to the financial statements or the auditor's report. I am pleased to report that no such disagreements arose during the course of my audit.

Management Representations

I have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, my professional standards require the consulting accountant to check with me to determine that the

consultant has all the relevant facts. To my knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

There were no findings for the year ended June 30, 2023 that were required to be reported under *Government Auditing Standards* or *Uniform Guidance* nor were there prior year findings to be evaluated.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the trustees and management of Hilltown Cooperative Charter Public School and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

Bernice F. Lord

Certified Public Accountant

Hilltown Cooperative Charter Public School

Financial Statements and Independent Auditor's Report

June 30, 2023 and 2022





Hilltown Cooperative Charter Public School

TABLE OF CONTENTS

Independent Auditor's Report	1
Management Discussion and Analysis	3
Financial Statements	
Statement of Net Position -With Summary Totals for 2022	7
Statement of Revenues, Expenses, and Changes in Net Position -With Summary Totals for 2022	8
Statement of Cash Flows -With Summary Totals for 2022	9
Notes to Financial Statements	10
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed	
in Accordance with Government Auditing Standards	17
Board Acceptance Letter	19





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Independent Auditor's Report

To the Board of Trustees Hilltown Cooperative Charter Public School 1 Industrial Parkway Easthampton, MA 01027

I have audited the accompanying financial statements of Hilltown Cooperative Charter Public School (the School) as of and for the year ended June 30, 2023, and the related statements of revenues, expenses, and changes in net position and cash flows for the year then ended and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the Table of Contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with accounting standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, I express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion the financial statements referred to above present fairly, in all material respects, the financial position of the Hilltown Cooperative Charter Public School as of June 30, 2023, and the changes in net position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Prior Period Financial Statements

The financial statements of Hilltown Cooperative Charter Public School as of June 30, 2022, were audited by me, and my report dated September 7, 2022 expressed an unmodified opinion on those statements.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 6 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Government Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statement in an appropriate operational, economic, or historical context. I have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquires of management about the methods of preparing the information and comparing the information for consistency with management's response to my inquiries, the basic financial statements, and other knowledge I obtained during my audit of the basic financial statements. I do not express an opinion or provide any assurance on the information because the limited procedures do not provide me with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, I have also issued my report dated September 22, 2023, on my consideration of the School's internal control over financial reporting and my tests of compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of my audit testing of internal controls over financial reporting and compliance and the results of the testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance,

September 22, 2023

The following discussion and analysis of the Hilltown Cooperative Charter Public School's (the School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2023 and comparative information for 2022. Please read it in conjunction with the School's basic financial statements and the related notes to the financial statements, which begin on page 7.

The School as a Whole

The School received their charter on December 9, 1994 to operate as a public charter school in the Commonwealth of Massachusetts. The initial charter was awarded for a five-year period and is subject to renewal by the Commonwealth of Massachusetts Board of Education. The School's most recent charter renewal is in effect from July 1, 2020 through June 30, 2025. During the fiscal years ended June 30, 2023 and 2022, the School operated kindergarten through eighth grade and enrollment was comprised of 218 and 218 students, respectively. Maximum capacity of the School is 218 students.

Using this Annual Report

This annual report consists of a series of financial statements. In accordance with Government Accounting Standards Board Statement No. 34 Basic Financial Statement – Management's Discussion and Analysis – for State and Local Governments (GASB 34), the School is considered a special purpose government entity that engages in only business type activities. All of the financial activity of the School is recorded in an enterprise fund within the proprietary fund group. In accordance with GASB No. 34 and GASB No. 63 Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position, the School issues a Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position and a Statement of Cash Flows. These statements provide information about the financial activities of the School, as a whole. This annual report also contains notes to the financial statements which provide additional information that is essential to a full understanding of the information provided in the basic financial statements.

Financial Statements

The Statement of Net Position presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the School as a whole, as of the end of the fiscal year. The Statement of Net Position is a point-in-time financial statement. The purpose of the statement is to present a fiscal snapshot of the School to the readers of the financial statements. Assets are resources with present service capacity that the School presently controls. Liabilities are present obligations to sacrifice resources that the School has little or no discretion to avoid. A deferred outflow of resources is a consumption of net assets by the School that is applicable to a future reporting period. A deferred inflow of resources is an acquisition of net assets by the School that is applicable to a future reporting period. Net position represents the difference between all other elements in a statement of financial position and is displayed in three components — net invested in capital asset, restricted (distinguishing between major categories of restrictions) and unrestricted.

The net invested in capital assets component of net position consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

Financial Statements - continued

The restricted component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Generally, a liability relates to restricted assets if the asset results from a resource flow that also results in the recognition of a liability or if the liability will be liquidated with the restricted assets reported.

The unrestricted component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

Over time, readers of the financial statements will be able to evaluate the School's fiscal health (liquidity and solvency) or financial position by analyzing the increases and decreases in net position to determine if the School's financial health is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions and new or amended charter school legislation when evaluating the overall financial health of the School. This statement is also a good source for readers to determine how much the School owes to vendors and creditors and the available assets that can be used to satisfy those liabilities.

The Statement of Revenues, Expenses, and Changes in Net Position reports the financial (revenue and expenses) activities of the School and divides it into two categories: operating activities and non-operating activities. Operating activities include all financial activities associated with the operation of the School and its related programs. Consequently, all non-operating activities include all financial activities not related to the operation of the School. Changes in total net position as presented on the Statement of Net Position are based on the activity presented in this statement. This statement helps to determine whether the School had sufficient revenues to cover expenses during the year and its net increase or decrease in net position based on current year operations.

The Statement of Cash Flows provides information about the School's cash receipts and cash payments during the reporting period. The statement reports cash receipts, cash payments, and net changes in cash resulting from operations, investing, and capital and noncapital financing activities and provides answers to such questions as "from where did cash come?" "for what was cash used?" and "what was the change in the cash balance during the reporting period?" This statement also is an important tool in helping users assess the School's ability to generate future net cash flows, its ability to meet its obligations as they come due, and its need for external financing.

Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the School's financial statements.

Financial Highlights

The following financial highlights are for the fiscal year 2023 with comparative information from the fiscal year 2022:

- The School had total assets of \$4,233,615 and \$4,451,914 at June 30, 2023 and June 30, 2022, respectively, of which \$3,330,385 and \$3,396,964 were investments in capital assets (net of depreciation), respectively, and the remaining assets consisted of cash, certificates of deposit, grants receivable, and prepaid expenses.
- The School had total liabilities of \$3,440,734 and \$3,618,225 at June 30, 2023 and June 30, 2022, respectively. Of these liabilities, \$312,724 and \$430,586 were current and \$3,128,010 and \$3,187,639 were non-current, respectively.
- Total net position for the School was \$792,881 and \$832,870 at June 30, 2023 and June 30, 2022, respectively, of which \$650,114 and \$681,540 was unrestricted and \$142,767 and \$151,330 was investments in capital assets, respectively. At June 30, 2023 and June 30, 2022, the board had no designation for a contingency fund.
- The School owns their school building. The total that the School has invested in the building and improvements at June 30, 2023 was \$3,982,532. The School had an investment in building and improvements at June 30, 2022 in the amount of \$3,942,166.
- The School earned total revenues of \$4,203,969 and \$4,100,599 for the years ended June 30, 2023 and June 30, 2022, respectively, of which 99% and 99% were operating revenues. For the years ended June 30 2023 and June 30, 2022, 1% and 1% was from non-operating revenues in each year, respectively. The non-operating revenue amount for 2023 and 2022 included contribution income of \$3,130 and \$11,157, respectively, which was 1% and 1% of total revenue for each year. Included in total revenues was on-behalf of pension contributions in the amount of \$457,660 and \$385,635, respectively. These amounts represent the Commonwealth of Massachusetts contributions to the Massachusetts Teachers' Retirement System on behalf of eligible employees of the School.
- The School had total expenses of \$4,243,958 and \$4,089,299 for the years ended June 30, 2023 and June 30, 2022, respectively. Included in the 2023 and 2022 total expenses was on-behalf of pension contributions of \$457,660 and \$385,635, respectively, which represents the Commonwealth of Massachusetts contribution to the Massachusetts Teachers' Retirement System on behalf of eligible employees of the School.
- The School had an overall net deficit for the year ended June 30, 2023 of \$39,989, and a net surplus for June 30, 2022 of \$11,300. In fiscal year 2023, the net deficit was comprised of an operating deficit of \$57,754, and a non-operating surplus of \$17,765. In fiscal year 2022, the net surplus of was comprised of an operating surplus of \$3,401, and a non-operating surplus of \$7,899. For both years ended 2023 and 2022, depreciation expense in the amount of \$106,945 and \$107,375, respectively, resulted in the reported deficit for fiscal year 2023. Absent depreciation expense for 2023 and 2022, the School would have reported surpluses of \$66,956 and \$118,675, respectively.

Budgetary Highlights

The School's annual budget was amended as the year progressed. For the fiscal year ended June 30, 2023, the School incurred \$3,786,198 in actual expenditures (exclusive of on-behalf of pension contributions of \$457,660 and depreciation of \$106,945 compared to budgeted expenditures of \$3,723,750. The School received \$3,746,309 in income for the fiscal year ended June 30, 2023 (exclusive of the on-behalf of pension contributions) compared to budgeted income of \$3,701,905.

The School had a capital budget of \$48,000 for the year ending June 30, 2023, and \$40,366 was expended in the year ending June 30, 2023.

The School budgeted tuition for fiscal years 2023 and 2022 based on enrollment of 218 and 218 for each year, respectively, and using the average per pupil rate from the sending districts of the previous year.

School's Financial Activities

Most of the School's funding is received from the Commonwealth of Massachusetts Department of Elementary and Secondary Education and is based on a standard rate per pupil. The School received \$3,395,307 in per pupil funding in fiscal year 2023, versus \$3,296,392 in per pupil funding in fiscal year 2022. This represents 91% and 91% of the School's revenue for each year (exclusive of on-behalf of pension contributions), respectively. In addition, the School received federal and Commonwealth of Massachusetts grants which totaled \$151,303 and \$214,459 for fiscal years 2023 and 2022, respectively.

Contacting the School's Financial Management

This financial report is designed to provide the reader with a general overview of the School's finances and to show the accountability for the funds received. If you have questions about this report or need additional information, contact the Business Office of the Hilltown Cooperative Charter Public School.

Hilltown Cooperative Charter Public School Statement of Net Position as of June 30, 2023 with Summary Totals for 2022

Assets

	2023	2022
Current Assets Cash Certificates of Deposit Grant Receivable	\$ 330,776 531,280	\$ 443,513 524,888 32,050
Prepaid Expenses and Deposits Total Current Assets	<u>41,174</u> <u>903,230</u>	53,680 1,054,131
Noncurrent Assets Building & Improvements (Net) Furniture & Equipment (Net)	3,323,789 6,596	3,386,167 9,396
Vehicle (Net) Total Noncurrent Assets	3,330,385	1,401 3,396,964
Total Assets	<u>\$4,233,615</u>	\$4,451,095
Liabilities ar	nd Net Position	
Current Liabilities		
Accounts Payable	\$ 9,866	\$ 44,582
Accrued Wages Payable	240,600	314,530
Accrued Payroll Liability	1,063	8,320
Accrued Expenses		3,531
Deferred Revenue	1,588	1,628
Note Payable – Current Portion	59,607	<u>57,995</u>
Total Current Liabilities	312,724	430,586
Noncurrent Liabilities		
Note Payable – Non-Current Portion	3,128,010	<u>3,187,639</u>
Total Non-Current Liabilities	3,128,010	3,187,639
Total Liabilities	3,440,734	3,618,225
Net Position		
Net Invested in Capital Assets	142,767	151,330
Unrestricted Net Position	650,114	<u>681,540</u>
Total Net Position	792,881	<u>832,870</u>
Total Liabilities and Net Position	\$4,233,615	\$ 4,451,095

Hilltown Cooperative Charter Public School Statement of Revenues, Expenses, and Changes in Net Position for the Year Ended June 30, 2023 with Summary Totals for 2022

	<u>2023</u>	2022
Operating Revenues	An 205 307	é2 206 202
Tuition	\$3,395,307	\$3,296,392
On-Behalf Pension Contributions	457,660	385,635 87,935
Government Grants	151,303	·
Covid-19 Related Grants	04.007	126,524
Medicaid & Other Reimbursements	21,297	45,448
Private Grants	13,100	6,330
Kids Club Income	99,044	91,824
Field Trip Income		1,389
School Lunch Receipts	25,098	25,906
Student Activity Fees	22,938	20,317
Total Operating Revenues	4,185,747	4,087,700
Operating Expenses		2 5 2 4 4 3 2
Wages	2,679,613	2,584,470
Payroll Taxes	100,834	93,588
Fringe Benefits	346,065	364,933
On-Behalf Pension Payment	457,660	385,635
Consulting & Contracted Services	138,064	108,136
Depreciation Expense	106,945	107,375
Dues & Subscriptions	10,654	6,393
Educational Supplies & Textbooks	25,531	34,998
Food Services	32,716	36,024
Interest Expense	88,527	90,099
Instructional Technology and Equipment	24 <i>,</i> 536	61,536
Occupancy	167,695	158,764
Other Operating Expenses	40,534	30,770
Student Activities& Field Trips	<u>24,127</u>	21,578
Total Operating Expenses	4,243,501	4,084,299
Operating Income (Deficit)	(57,754)	3,401
Non-Operating Revenues & Expenses		
Fundraising Income	3,130	11,157
Investment Income	7,286	1,742
Fundraising Expense	(457)	
Other Non-Operating Income	<u>7,806</u>	(5,000)
Total Non-Operating Revenues (Net)	17,765	7,899
Change in Net Position	(39,989)	11,300
Net Position at Beginning of Year	<u>832,870</u>	821,570
Net Position at End of Year	<u>\$ 792,881</u>	\$ 832,870

See Accompanying Independent Auditor's Report and Notes to Financial Statements

Hilltown Cooperative Charter Public School Statement of Cash Flows For the Year Ended June 30, 2023 with Summary Totals for 2022

	2023	202	22
Cash Flow from Operating Activities:			
Receipts from Tuition	\$3,395,307		296,392
Receipts from Grants	164,403		220,789
Receipts from Programs	168,377		184,884
Payments to Employees	(2,679,613)		584,470)
Payments for Payroll Related Expenses	(446,899)		458,521)
Payments to Vendors & Suppliers	_(667,668)		<u>577,072)</u>
Net Change in Cash – Operating Activities	(66,093)	_	82,022
Cash Flows from Non-Capital Financing Activities:			
Non-Operating Receipts	18,222		12,899
Non-Operating Disbursements	(457)	_	(5,000)
Net Change in Cash – Non-Capital Financing Activities	<u>17,765</u>		7,899
Cash Flows from Investing Activities:			
Additions to Certificate of Deposit	(6,392)	_	(1,469)
Net Change in Cash – Investing Activities	(6,392)	_	(1,469)
Cash Flows from Capital & Related Financing Activities:			
Payments on Note Payable	(58,017)		(56,444)
Net Change in Cash – Capital & Related Financing Activities	(58,017)	_	(56,444)
Increase (Decrease) in Cash	(112,737)		32,808
Cash at Beginning of Year	443,513	_	410,705
Cash at End of Year	\$ 330,776	\$	443,513
Reconciliation of Operating Income to Net Change in Cash -			
Operating Activities:			
Change in Net Operating Position	\$ (57,754)	\$	3,401
Adjustments to Reconcile Change in Net Operating Position			
To Net Change in Cash-Operating Activities:			
Depreciation	106,945		107,375
Change in Assets & Liabilities:			
Grants Receivable	32,050		(32 <i>,</i> 050)
Prepaid Expense	8,184		(5,162)
Accounts Payable	(34,716)		14,177
Accrued Wages Payable	(73,930)		(2,343)
Accrued Payroll Liabilities	(2,935)		(6)
Accrued Expenses and Deferred Revenue	(43,937)	F124	(3,390)
Net Change in Cash – Operating Activities	\$ (66,093)	\$_	82,002
Supplemental Disclosure of Cash Flow Information:			
Non-Cash Operating Activity – On-Behalf of Pension			
Payment for Employees	\$ 457,660	\$	385,635
Interest Paid and Charged to Expense	\$ 88,527	\$	90,099

See Accompanying Independent Auditor's Report and Notes to Financial Statements

1. Nature of Organization

The Hilltown Cooperative Charter Public School (the School) was established on December 9,1994 after receiving its charter from the Commonwealth of Massachusetts under Chapter 71, Section 89 of the General Laws of Massachusetts. The School's charter is awarded in five year increments and is subject to renewal at the discretion of the Commonwealth of Massachusetts' Department of Elementary and Secondary Education (DESE). The charter for the School expires on June 30, 2025, at which time it will again be subject to renewal. The School is considered a special purpose governmental entity and operates as a public school. DESE provides approximately 93% of the funding to the School through a per pupil rate and federal and state grants. The School is located at One Industrial Parkway, Easthampton, Massachusetts.

The School's mission is:

To engage students in a school that uses experiential hands-on activities in 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.

2. Summary of Significant Accounting Policies

The accounting policies of the School conform to accounting principles generally accepted in the United States as applicable to governmental units. The following is a summary of the School's significant accounting policies:

Financial Statement Presentation

The School, in accordance with Government Accounting Standards Board (GASB) Statement No.34 — Basic Financial Statements and Management's Discussion and Analysis — for State and Local Governments, is considered a special purpose governmental entity that engages in only business type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared using the accrual basis of accounting and all activity is recorded in the enterprise fund. The School's financial statements include a Statement of Net Position, a Statement of Revenues, Expenses, and Changes in Net Position, and a Statement of Cash Flows.

Basis of Accounting

The accrual method of accounting is used for all governmental entities that operate as business type entities. Accordingly, revenue is recognized when earned and capital assets and expenditures are recorded when received and incurred, respectively. Pursuant to GASB Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, the School has elected to apply the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

Summary of Significant Accounting Policies (continued)

Tax Status

The School was established under a charter granted by DESE and operates as part of the Commonwealth of Massachusetts and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Cash and Cash Equivalents

For the purpose of the Statement of Net Position and the Summary of Cash Flows, the School considers all investments with an original maturity of three months or less to be cash equivalents. As of June 30, 2023, the School held no cash equivalents. For the purposes of these financial statements, the School's cash consisted of checking accounts and a money market account. The School also has long term certificates of deposit which are not considered cash for the purposes of these financial statements.

Accounts Receivable

Accounts receivable are presented at their original invoiced amount. Management's periodic evaluation of the adequacy of the allowance is based on its past experience. There is no allowance for doubtful accounts as management considers all receivables to be collectible and the School has no history of significant uncollectible receivables.

Operating Revenue and Expenses

Operating revenue and expenses generally result from providing educational and instructional services in connection with the School's principal ongoing operations. The principal operating revenues include tuition and grants. Operating expenses include educational costs, occupancy costs, administrative expense, and depreciation of assets. All other revenue and expenses not meeting this definition are reported as non-operating revenue and expenses.

Capital Assets

Property and equipment are recorded at cost or at fair market value at the date of donation. Capital assets purchased with a cost or value greater than \$5,000 are capitalized. Depreciation is computed on the straight-line basis using estimated useful lives of 3 to 5 years for equipment and 10 years for furniture and fixtures. The Building is depreciated over a period of 40 years and building improvements are depreciated over an expected life of 10 to 20 years.

Classification of Net Position

The Unrestricted Net Position of the Organization as reported on the Statement of Net Position represents the portion of the overall net position that is available to support operations. The Net Invested in Capital Assets Net Position represents the book value of capital assets net of any related debt. The Restricted Net Position represents funds received or committed to specific uses or programs. The School had no restricted funds at June 30, 2023 or June 30, 2022.

2. Summary of Significant Accounting Policies (continued)

Fair Value of Financial Instruments

The School's financial instruments, none of which are held for trading purposes, include cash and accounts receivable. The School estimates that the fair value of all financial instruments at June 30, 2023 and 2022 does not differ materially from the aggregate carrying value of its financial instruments recorded in the accompanying financial statements.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the Unites States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

Reclassification

Reclassifications are made to account balances in the prior year financial statement when necessary to conform to the current year presentation.

3. Deposits with Financial Institutions

At June 30, 2023 and 2022, the School's total bank account balance was \$862,056 and \$968,401, respectively. The School maintains its cash accounts at two financial institutions. This balance, at times, may exceed the Federal Deposit Insurance Corporation (FDIC) insured limit of \$250,000. Management acknowledges the possibility of risk in this arrangement; however, the size and longevity of the depository institutions minimizes such risk. In addition, the bank accounts are maintained at Massachusetts chartered savings banks that maintain additional insurance through the Depositors Insurance Fund (DIF), a private industry sponsored insurance company.

As required by Governmental Accounting Standards Board Statement No. 40, *Deposits and Investment Risk Disclosures*, the following represents a summary of deposits as of June 30, 2023 and 2022:

	2023	<u>2022</u>
Insured through the Federal Deposit Insurance Corporation	\$250,000	\$250,000
Insured through Depositors Insurance Fund	612,056	718,401
Total	\$862,056	\$968,401

4. Capital Assets

Changes in capital assets during fiscal years 2032 and 2022 are as follows:

Capital Assets	Balance June 30, 2022	Additions	<u>Deletions</u>	Balance June 30, 2023
Building & Improvements Less Accumulated Depreciation Buildings & Improvements (Net	\$ 3,942,166 <u>555,999</u> <u>3,386,167</u>	\$ 40,366 \$ (102,744) (92,378)	<u> </u>	\$ 3,982,532 (658,743) 3,323,789
Furniture & Equipment Less accumulated Depreciation Furniture & Equipment (Net)	34,508 25,112 9,396	2,800 2,800	0	34,508 27,912 6,596
Vehicle Less Accumulated Depreciation Vehicle (Net)	14,012 12,611 1401	1,401 1,401	14,012 (<u>14,012)</u> 0	0 0 0
Net Capital Assets	\$ 3,396,964	\$ (106,945)	0	\$3,330,385
Capital Assets	Balance June 30, 2021	Additions	<u>Deletions</u>	Balance June 30, 2022
Capital Assets Building & Improvements Less Accumulated Depreciation Buildings & Improvements (Net	\$ 3,942,166 (454,228)	Additions \$ (101,771)(101,771)	<u>Deletions</u>	
Building & Improvements Less Accumulated Depreciation	\$ 3,942,166 (454,228)	\$ (101,771)	<u>Deletions</u>	June 30, 2022 \$ 3,942,166 (555,999)
Building & Improvements Less Accumulated Depreciation Buildings & Improvements (Net Furniture & Equipment Less accumulated Depreciation	\$ 3,942,166 (454,228) 3,487,938 34,508 (22,311)	\$ (101,771) (101,771) (2,801)	<u>Deletions</u>	\$ 3,942,166 (555,999) 3,386,167 34,508 (25,112)

5. Note Payable

The School has a note payable with the USDA dated September 15, 2016. The note is secured by the School's assets. The note is for \$3,550,000 and is payable in monthly installments over 40 years. Monthly principle and interest payments are \$12,212. The interest rate on the note is fixed at 2.75%. The note balance at June 30, 2023 was \$3,187,617, the current portion was \$59,607 and the noncurrent portion was \$3,128,010.

Future scheduled maturities of this long-term debt are as follows:

Fiscal Year	Principle	Interest	<u>Total</u>
2024	59,607	86,937	146,544
2025	61,264	85,280	146,544
2025 – 2030	332,831	399,889	732,720
2030 - 2035	381,746	350,974	732,720
2035 - 2040	437,862	294,858	732,720
2040 – 2045	502,239	230,481	732,720
2045 – 2050	576,094	156,626	732,720
2050 – 2055	660,822	71,898	732,720
2055 – 2057	<u> 175,152</u>	3,330	178,482
Total Future			8 UN 389
Scheduled Maturities	\$3,187,617	\$1,680,273	\$4,867,890

6. Line of Credit

The School has a line of credit with a bank. The line of credit is for amounts up to \$75,000 and carries an interest rate of the bank's prime rate plus 1% with a 4.50% floor on the rate. The loan is secured with the certificate of deposit that the School has with the bank. As of June 30, 2023 and 2022, there were no amounts outstanding on the line of credit.

7. Government Grants

For the years ended June 30, 2023 and 2022, amounts received from the following grants were included in revenues:

	<u>2023</u>	<u>2022</u>
Massachusetts Dept. of Education		
Special Education	\$43,463	\$54,853
Teacher Quality	3,528	3,686
Title I	19,181	19,396
Title IV	10,000	10,000
Total Government Grants	\$76,172	<u>\$ 87,935</u>

Government grant receivable balance was \$0 at June 30, 2023 and June 30, 2022.

8. Operating Lease

The School leases a copier machine under a five-year operating lease effective August 13, 2019 through August 12, 2023. The lease expense for the copier for the years ended June 30, 2023 and 2022 was \$5,258 and \$5,696, respectively.

Future minimum payments required under the operating lease are:

Year ending June 30, 2024	<u>\$ 876</u>
Total Minimum Future Lease Payments	<u>\$ 876</u>

9. Retirement Plans

The School's teaching staff and certain administrators participate individually in the Massachusetts Teachers Retirement Systems (MTRS). All qualified teachers and administrators are covered by and must participate in MTRS. All qualified teachers and administrators who qualify for the plan, along with the School, are exempt from federal social security taxes for these employees. Benefits vest fully after 10 years of qualified employment and an employee may receive retirement benefits after 20 years of service or having reached the age of 55 if the participant (1) has a record of 10 years of credible service, (2) was first employed by the School after January 1, 1978, (3) voluntarily left School employment on or after that date, and (4) left an accumulated annuity deduction in the fund. This retirement plan requires an employee contribution of eight to eleven percent (depending on the plan and the employment date) of their compensation.

The MTRS retirement plan, under GASB Statement No. 68, Accounting and Financial Reporting for Pensions, is required by statute to determine the net pension liability for all participants. The net pension liability for the retirement plan at the June 30, 2023 measurement date was determined by an actuarial valuation prepared as of January 1, 2011, rolled forward to June 30, 2022. The School's share of MTRS net pension liability is \$5,629,552.

The School also maintains an IRC Section 403(b) Tax Deferred Annuity Plan that is entirely funded by employee contributions.

10. On-Behalf Pension Payments

In accordance with GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the School is required to recognize its proportional share of pension revenue and expenses, as reported by MTRS, as onbehalf payments in their combining financial statements. As of June 30, 2023 and 2022, the School recognized \$457,660 and \$385,635, respectively, of on-behalf revenues and expenses.

11. Related Party Transactions

The Friends of the Hilltown Cooperative Charter Public School, Inc. is a tax exempt 501(c)(3) charitable organization that solely supports the efforts of the School by soliciting charitable donations. These funds are contributed to the School for specific uses and for general operations. During the year ended June 30, 2023 and 2022, the School received \$7000 and \$830, respectively, in contributions from the Friends of the Hilltown Cooperative Charter Public School, Inc.

12. Concentration - Revenue

For the year ended June 30, 2023 and 2022, DESE provided 95% and 95% of the School's total revenue through tuition payments and grants.

13. Subsequent Events

The School has evaluated subsequent events through September 22, 2023 which is the date the financial statements were issued.

14. Asset Liquidity and Availability

As of June 30, 2023 the School has \$862,056 of financial assets available within one year of the statement of financial position date to meet cash needs for general expenditure consisting solely of cash of \$862,056. As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.



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Independent Auditor's Report on Internal Control over Financial
Reporting and on Compliance and Other Matters Based on
An Audit of Financial Statements Performed
In Accordance with Government Auditing Standards

To the Board of Trustees Hilltown Cooperative Charter Public School 1 Industrial Parkway Easthampton, MA 01027

I have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Hilltown Cooperative Charter Public School which comprise the statement of net position as of June 30, 2023, and the related statements of revenues, expenses, and changes in net position, and cash flows for the year then ended, and the related notes to the financial statements for the year ended June 30, 2023, and have issued my report thereon September 22, 2023.

Internal Control Over Financial Reporting

In planning and performing my audit of the financial statements, I considered Hilltown Cooperative Charter Public School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Hilltown Cooperative Charter Public School's internal control. Accordingly, I do not express an opinion on the effectiveness of Hilltown Cooperative Charter Public School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material deficiencies or significant deficiencies. Given these limitations, during my audit I did not identify any deficiencies in internal control that I consider to be material weakness, as defined above. However, material weakness may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hilltown Cooperative Charter Public School's financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

September 22, 2023

ACCEPTANCE OF THE BOARD OF TRUSTEES

We, the Board of Trustees of Hilltown Cooperative Charter Public School or its designated committee or individual, have voted to accept the representations of management and the expression of the opinions made by Bernice F. Lord, CPA as embodied in the financial statements and independent auditor's reports for the years ended June 30, 2023 and 2022."

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and the Commonwealth of Massachusetts Charter School Audit Guide for the periods ended June 30, 2023 and 2022.

Board President or Treasurer or Other Designated Person

By: Kylan Mandile Title: Treasurer

A new performance evaluation and professional development process for Hilltown Directors was developed and initiated over the past year and is composed of two parts. These processes are described in detail below. The first portion, recognizing the unique supervisory role of a volunteer board, actively engages each Director in goal setting and accountability. The process was instituted late in the 22/23 year with initial goals set in late summer/early fall of this year. The second part includes stakeholder survey feedback from staff, parents/caregivers and Board members from June 2023. The overall performance evaluations also include observations and context gathered from regular supervisory meetings. The information included was compiled over the summer, presented and discussed with individual Director's over the late summer/early fall and being presented now to the Board.

Part 1: Directors' professional development and review process

Goals:

- 1. Generate strong accountability for skill improvement by having Directors own the process and the selection of the skill(s) that will be the focus of improvement. Improvement will be monitored quarterly.
- 2. Ensure Directors receive feedback from multiple stakeholder groups to create a broad view of their impact.
- 3. Build self-efficacy and personal accountability by self-selecting growth objectives.
- 4. Build self-awareness skill in differentiating what elements of their job provide joy. This ultimately enables them to generate greater daily joy by being more aware of their moment-by-moment presence in their work.
- 5. Ensures against malicious compliance of nodding and going along as is the case in many review processes.

Section 1

Prepare for conversation about what you love and are expert at

Take a week and give these initial questions some sincere consideration. The board wants to know what makes your job here at HCCP meaningful to you. We understand that what makes/ adds value to you personally will be where you get your energy, motivation, and pride. We also understand that like all jobs, many aspects of jobs can drain that energy. Our role as board members is to lift you up, support you in a way that you can be your best self and grow in ways that make your time at HCCP your best career experience. These questions will be the beginning of our conversational journey to creating that experience and reality.

Question #1

What have you discovered that you love the most about your role here at HCCP? This can be a specific feature of your role or it can be a feeling you have about doing your role. It might also be an outcome, impact, or consequence you have observed while in your role. Give this some thought and share this back

Question #2

What have you discovered that you are excellent at in your job? What are you the best at? Perhaps people comment about this or you simple know you are excellent because you can see the impact you make. There may be one or two items here, but we are looking for very special talents and skills that no one else has. These may be part of standard job components, or they may be simply personal attributes you possess.

Section 2

Gather stakeholder Feedback

Identify 3-4 people from each group and invite them to share feedback to you about how you are doing at HCCP and the impact you are making. Optimally this would include staff, faculty, parents, Board members and any outside individuals with whom you interact on a regular basis. Please send them an email and ask them to respond directly to you and answer the following specific questions.

- 1. Please describe one or two ways they have observed or personally experienced that you have made a positive impact at HCCP. Please provide details if possible and suggestions for how this positive impact could benefit additional people.
- 2. Please describe one area they have observed or personally experienced that they think should be changed to your benefit. This could be in a feature of your role or the way you are doing your role. It could also simply be a style or behavioral item they have observed that may not be having the impact they can see you are hoping for. Encourage them to be candid with you.
- 3. Thank them for being compassionate and caring about your professional development. Let them know you will provide them information about what you choose to focus on for professional development.

Section 3

Both Director and Board member conducting the review session review the Lominger Standard Competency Profile and co-select 1-2 competencies that might be appropriate for improvement effort over the next quarter. The competency selected should be something the Director feels/thinks will enhance their effectiveness based on the inputs received from the feedback questions, their own self observations, and any conversations they have had with Board members.

Part 2: Directors' Annual Survey feedback

In addition to the above process, a survey was distributed to parents/caregivers, staff and board members.

Answer options for the following questions include Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree, or Not Applicable.

- 1. Director has effectively overseen their respective Domain of the school.
- 2. Director is accessible. For example, you've been able to reach them when you had something you wanted to better understand or discuss.
- Director communicates effectively.
- 4. Director has provided effective support for me to do my work as needed (staff only) I was able to effectively work with the Director to support my child/children (parent/caregiver only)

Free text questions include:

If you answered strongly disagree or disagree to any of the items in the previous question, please explain.

What has the Director done well in their role?

What are areas of improvement for the Director in their role:

Do you have any other feedback about their respective Domain of the school as a whole?

Laura Davis 2022/23 Annual Performance Review Summary

The 2022/23 School year marked Laura Davis' first year as Director of Teaching and Learning. Over the past year, Laura has worked to provide professional development focused on student behavior support on a range of topics. She has managed hiring committees for several teaching, TAs, and behaviorist positions. She has also worked with a team to streamline and update school-wide rules and the code of cooperation. Other work includes clarifying behavior support and discipline systems and working with a team to develop a Purples and Prisms advisory curriculum.

The staff survey received responses from 18 individuals. Thirteen out of 18 staff respondents felt that Laura communicated effectively (7 strongly agree, 6 agree, 3 unsure, 2 disagree). Her communication style was noted by several as clear, collaborative, and comprehensive and she was described as caring, kind and friendly. While most respondents spoke favorably regarding Laura's communication, some did voiced concern about her communication style and felt it to be dismissive or defensive at times.

The majority (15/18) of staff found her to be accessible. Her ability to seek and understand different perspectives was appreciated. She was noted for her ability to hold the big picture and her collaboration with staff and parents. Laura's expertise in academic design, professional development on trauma response, zones of regulation, and restorative justice practices were also appreciated.

Some concerns raised include the need for dedicated teacher mentoring, especially for newer teachers, and questions about time and skills necessary for this teacher mentoring. Some expressed the need for Laura to observe and provide feedback to staff, be more visible and present in the school, and better understand the developmental needs of K-5 students and curricula.

Concerns were raised about her workload, particularly regarding student discipline, and some staff felt more discipline was needed, along with clearer management strategies. Frustration was expressed over the lack of substantial support and solutions for student behavior issues, including emergency situations and perceived special treatment for disruptive students.

The parent/caregiver survey with 38 individual (not family) responses. Under areas of improvement, some parents expressed concerns about the handling of behavior and special education issues, desiring more creativity and collaborative decision-making. They also wanted more regular communication from Laura and a smoother transition to K and 1 classes. However, some parents appreciated Laura's efforts in integrating into the community and her responsiveness to emails.

For the Board of Trustees survey with 9 responses, Laura was recognized for her preparedness, understanding of her role, and handling of behavioral/discipline issues with students. Areas for improvement included being more visible, reporting out successes, and addressing social and behavioral challenges in the school.

Overall, there were some themes across the surveys, emphasizing the need for improved visibility and support in addressing student behavior and social-emotional challenges. There was variable feedback regarding communication from Laura. The role's workload and responsibilities were also areas of concern, with suggestions for potential restructuring or delegation of tasks.

Feedback from multiple avenues were considered in whole and 3 areas of focus are identified:

- The need for concerted focus and effort towards student social-emotional challenges and disciplinary issues. Concerns are expressed both in terms of process as well as communication.
- 2. A desire for increased visibility both within the school and to the school community.
- 3. A need for more robust teacher mentoring, observation, collaboration and feedback

Action steps recommended:

- Steps were taken over the summer to clarify behavior support and disciplinary
 process and we recommend regular reports to the Board in regards to
 implementation and evaluation of effectiveness of these processes. Initiation of
 coaching/mentoring for Laura in regards to behavioral supports and approaches
 is also recommended.
- 2. A mid-year survey should be undertaken to monitor progress in relation to visibility, teacher and staff support and relationships, and student behavioral support.

3. An evaluation of the workload of the Director of Teaching and Learning position to assess whether more supports and/or restructuring is needed to be able to effectively carry both the roles of teacher mentoring and support and student social-emotional needs.

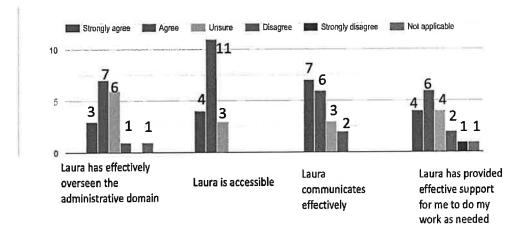
In addition, through the previously described professional development process, Laura and the board president in collaboration identified the following competency goal:

Stakeholder Focus

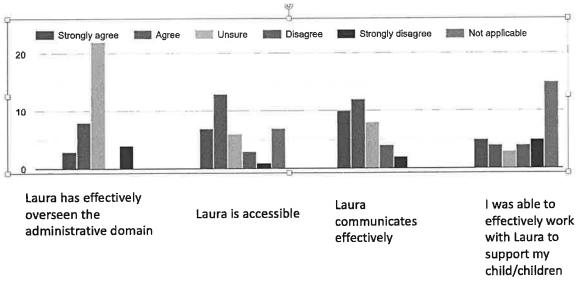
Is dedicated to meeting the expectations and requirements of stakeholders; gets first-hand information and uses it for improvements; acts with the community in mind; establishes and maintains effective relationships with stakeholders and gains their trust and respect.

Staff Survey

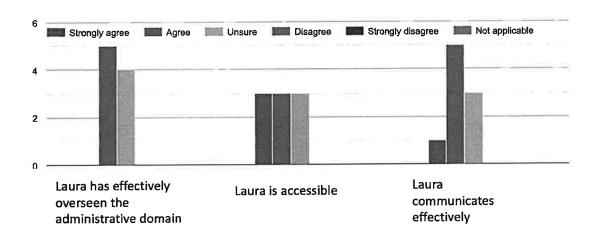
18 people responded to the staff survey- 4 classroom teachers, 6 TAs, 1 specials teacher, 2 admin staff, 5 SERS team members



<u>Parent/Caregiver Survey</u> This is based on a total of 38 individual responses



BOT Survey This is based on a total of 9 responses



Kate Saccento 2022/23 Annual Performance Evaluation Summary

The 2022/23 School year was Kate Saccento's third year as Director of Administration. Throughout this past year she participated in multiple professional development opportunities including individual coaching sessions, in addition to group coaching and a zoom consultancy group through Massachusetts Charter Public School Association. Kate also attended the New Charter Leaders meeting, the New Leaders Org Structure session and was a member of the Western Massachusetts Charter Schools Finance and Operations Group. In a year with many transitions, Kate mentored/supervised two Lead Teachers who acted as interim Director of Teaching and Learning during summer 22 and onboarded a new Director of Teaching and Learning. Two key administrative team members went out on leave: Academic Support Coordinator (November) and Community and Family Engagement Coordinator (April) and Kate supervised a long term substitute in the role of Academic Support Coordinator and coordinated current staff and volunteers to cover Community and Family Engagement Coordinator duties.

In the staff survey, 18 respondents provided feedback on Kate's performance as the Director of Administration. The feedback highlighted several strengths in Kate's role, including her clear and transparent communication, accessibility, active listening, organizational skills, and her ability to handle complex special education cases effectively. Respondents appreciated her calm demeanor, problem-solving approach, and her positive, proactive, and professional interactions with staff. Many praised her for being available and understanding in addressing concerns and issues promptly. Overall, Kate's role was seen as vital in keeping the school running smoothly.

Areas for improvement included suggestions for more direct communication. Some respondents mentioned a lack of clarity around specific roles in special education and a desire for better-defined guidelines and protocols for safety situations involving student behavior.

In the parent/caregiver survey, several parents praised her for positive changes in the school's atmosphere, while some expressed dissatisfaction with handling special

education and disciplinary issues, and a desire for more oversight of the Community and Family Engagement Coordinator role. Some respondents noted that Kate had been stretched in many directions this last year with key roles being unfilled or having new staff at times and appreciated Kate's ability to manage many responsibilities.

In the board survey, Kate received positive feedback for her management of the administrative domain, clear communication to the board, financial discipline, and dedication. Suggestions included the need for more proactive communication to the wider community and in addressing disruptions such as special education issues.

Overall, the feedback was overwhelmingly positive and highlighted Kate's dedication and competence in her role.

An area of focus was identified from the summation of the feedback:

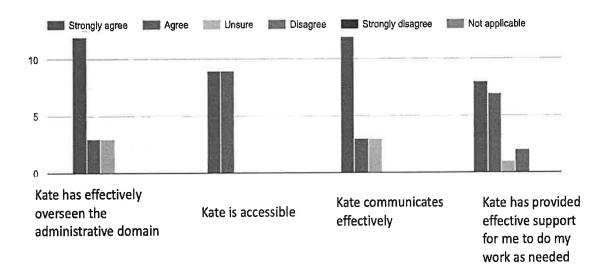
 Clear and proactive communication, in particular around community engagement and special education challenges. The roles of both Community and Family Engagement and Academic Support Coordinator were either unfilled or had an interim staff person for much of last year which posed unique challenges.
 Interim updates to the Board on these two areas throughout the year is recommended.

In addition, through the previously described professional development process, Kate and the board president in collaboration identified the following competency goal:

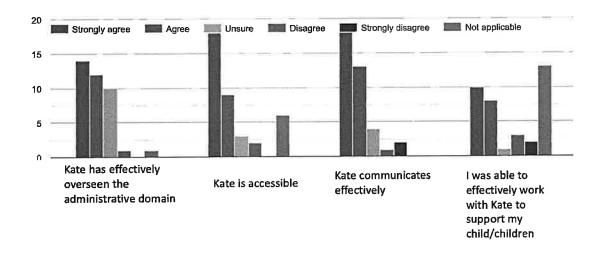
Building Effective Teams

Blends people into teams when needed; creates strong morale and spirit in his her team; shares wins and successes; fosters open dialogue; lets people finish and be responsible for their work; defines success in terms of the whole team; creates a feeling of belonging on the team.

18 people responded to the staff survey- 4 classroom teachers, 6 TAs, 1 specials teacher, 2 admin staff, 5 SERS team members

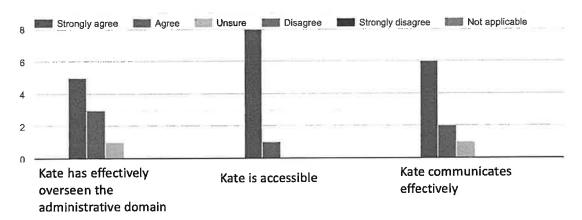


<u>Parent/Caregiver Survey</u> This is based on a total of 38 individual responses



Board of Trustees Responses

This is based on a total of 9 responses





Hiring

It is the policy of Hilltown Cooperative Charter Public School (HCCPS) to hire without regard to race, creed, color, religion, national origin, gender, sexual orientation, age, or disability. Hiring processes will be comprehensive and reflect the many perspectives within the school community. Decisions regarding hiring are made by the hiring committee as defined in more complete hiring procedures to follow.

All current, regular employees of HCCPS are considered internal candidates for open positions providing they meet minimum qualifications. As such they will automatically be interviewed early on in the hiring process. Long Term Substitutes who work a minimum of 50% of a full year position will also be considered internal candidates.

Professional references must be checked prior to an offer of employment. Offers of employment are contingent on a satisfactory CORI review and fingerprint report.

Hiring Procedure for Internal Candidates for Teaching Positions

When a vacancy for a teaching position occurs, all staff will be notified in writing and given the opportunity to express interest in the position within ten (10) calendar days of the posting.

For current teachers, this constitutes a request to change their teaching assignment. These requests are addressed to the Director of Teaching and Learning, who will meet with any interested teacher(s) who meet the minimum requirements for the position. The Director of Teaching and Learning will make all decisions regarding requests to change teaching assignments.

For other qualified staff applying for teaching positions, including teaching assistants and long term substitutes, The Director of Teaching and Learning (DTL) will chair the Hiring Committee which will be composed of the following members:

- A member of the Board of Trustees whose role includes overseeing processes and ensuring compliance with hiring policy.
- A teacher member chosen by the Director of Teaching and Learning.
- A parent representative chosen by the Director of Teaching and Learning. For classroom positions, the parent will not have children entering grades in the open position.



The Committee will interview the internal applicant(s). If necessary and appropriate, the individual may be asked to complete the parent and staff interview process. Based on the interview and the Director of Teaching and Learning recommendation, the Committee will decide on one of the following options:

- Offer the staff member the position.
- Proceed with the external search process and provide the staff member the option to continue as a candidate.
- Not offer the staff member the position.

Hiring Process for Teachers

Teaching positions half time or greater are appointed by a Hiring Committee. The Director of Teaching and Learning will chair the Hiring Committee which will be composed of the following members:

- A member of the Board of Trustees whose role includes overseeing process and ensuring compliance with hiring policy.
- A teacher member chosen by the Director of Teaching and Learning.
- A parent representative chosen by the Director of Teaching and Learning. For classroom
 positions, the parent will not have children entering grades in the open position.

The Chair will consider schedule availability and prior experience or expertise while forming the committee.

- 1. Mandatory Committee Orientation: The hiring committee meets to determine criteria, screen resumes, discuss the timeline and create or revise interview questions for the first interviews.
- 2. The First Interviews: The hiring committee meets with candidates for a 30-40 minute interview. The same predetermined questions are asked of each candidate with flexibility for clarification and follow up questions.
- 3. Selection of Finalists: Based on the initial interviews, the committee selects finalists to complete the remaining steps in the process.
- 4. Observation of Teaching: There are two options for this observation.
 - a. When possible and appropriate, the committee (or selected members) will observe final candidates in their current classrooms. Observation will be for 45 minutes, or a full period, whichever is greater.
 - b. The candidate teaches a 45 minute lesson of their choice to Hilltown children in the grade levels of the open position. The lesson will be observed by the hiring committee.
- Meeting with a small group of teachers: Candidates will meet with a group of 6-8 teachers. The
 candidate is given the opportunity to ask questions of the teachers for up to 30 minutes.
 Following these questions, the candidate and the staff participate in a hands-on problem solving



task. The purpose of this step is to see how each candidate participates as a team player and relates to other teachers. The teachers give written feedback to the hiring committee.

- 6. Parent Meeting: Following the orientation meeting (step 1), the parent representative will contact parents of children who will be in the grade(s) of the open position to solicit questions for the parent meeting. The committee will select a set of questions to ask all candidates, and those questions will be shared in advance with finalists. Parents are invited to attend a meeting where the parent representative asks the set of questions to the candidate. Candidates then have the opportunity to ask questions to parents. At the end of the meeting, parents give their written opinions to the hiring committee.
- 7. Final Decision: The hiring committee reads all written responses from staff and parents, discusses observations of lessons, and formulates questions for references. Committee members check references. Once all steps are completed, the committee makes the final decision. The BOT member verifies that process was correctly followed. The Hiring Committee reports decision to the BOT at the next meeting.

Emergency Hiring Procedures

A teaching vacancy qualifies as an emergency hire if a position that is on the teacher salary scale and is half time or more becomes open fewer than 20 days before the start of the school year or any time during the school year up until 20 days before the end of the school year. In an emergency, a full search committee is not required. In this event, the Educational Domain will decide what is necessary in terms of a search and interview process, bearing in mind that the goal is to fill the position within 20 business days. Three main differences between the standard hiring process and an emergency hiring process are as follows:

- 1. Parental involvement on the hiring committee is not required.
- Size of the hiring committee may be smaller than that of a standard hiring process.
- 3. The timeline for accepting resumes and conducting interviews may be shorter.

The position will be posted as a long-term sub (defined as a substitute position lasting more than twenty (20) days). The position will be posted internally and externally at once.



HIRING PROCESS FOR DOMAIN DIRECTOR POSITIONS

(Approved by the Board of Trustees, February 12, 2020)

The search for a Domain Director is a major decision for the school, and consequently involves a significant outlay of time and energy by Committee members. Those on the Committee should expect to commit to several two hour meetings each month for the duration of the search, which is estimated to involve four to five months. Only individuals able to make this commitment should volunteer for the Committee.

The Board President or designee will chair a Search Committee which will be composed of the following members:

- The Board President or designee ((Under unusual circumstances and with Board approval, the Board President may appoint a designee from the Board of Trustees)
- A member of the Board of Trustees whose role includes overseeing process and ensuring compliance with hiring policy
- Two staff members chosen by Board President
- The two other Domain Directors
- A parent representative chosen by the BOT President.
- 1. Mandatory Committee Orientation: The Search Committee meets to determine criteria, discuss the timeline and create or revise interview questions (including a performance task, if the Search Committee deems this necessary) before the first interview.
- 2. Begin the hiring procedure for internal candidates: The position will be posted internally and interested and qualified candidates will have ten working days to apply. The committee will interview all internal applicants who meet minimum qualifications. If the committee intends to move the candidate forward, the candidate will be asked to complete the parent, staff, and board interview process. The Committee will recommend one of the following options to the full Board:
 - a) Offer the staff member the position.
 - b) Proceed with the external search process and provide the staff member the option to continue as a candidate. (Move to Step 3, External Position Posting)
 - c) Not offer the staff member the position (Move to Step 3, External Position Posting)

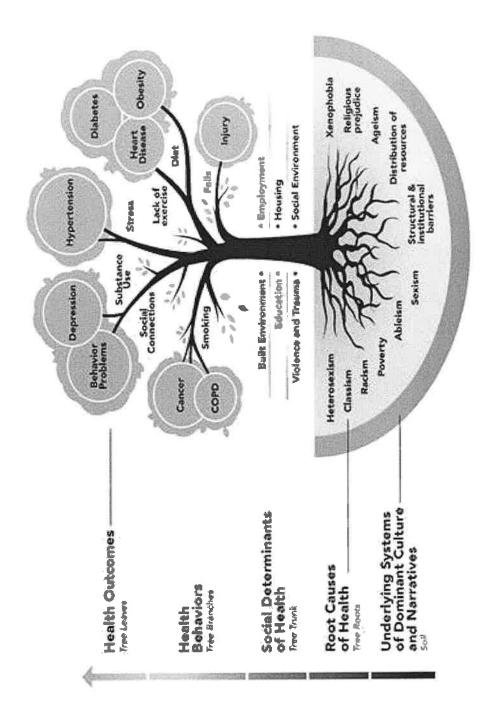
Once the internal process is complete, the Committee will, when necessary (options b or c above) begin a full process.

- 3. External Position Posting: The position will be posted for external candidates.
- 4. Candidate Selection: The Committee screens resumes and selects candidates for Search Committee interviews.

- 5. Search Committee Interviews: The Search Committee meets with each of the candidates for a 45 minute interview. The same predetermined questions are asked of each candidate with flexibility for clarification and follow up questions. The Search Committee chair selects a committee member(s) to begin checking references as they continue with the process.
- 6. Selection of Finalists: Based on the initial interviews, the Committee selects finalists who will return to complete the following steps:
 - Parent Interview: Following the orientation meeting (step 1), the parent representative will contact parents to solicit questions for the parent meeting. The Committee will select a set of questions to ask all candidates, and those questions will be shared in advance with finalists. Parents are invited to attend a meeting where the parent representative asks the set of questions to the candidate. Candidates then have the opportunity to ask questions to parents. At the end of the meeting, parents give their written opinions to the Search Committee.
 - Teacher and Staff Interview: All staff members are invited to interview each final candidate for domain director. Part of the interview may include a performance task, created by the search committee, designed as an opportunity to demonstrate a skill required by the position. The candidate is also given the opportunity to ask questions of the teachers for up to 45 minutes. Staff may give written feedback to the Search Committee.
 - Board of Trustees Interview: Candidates will be interviewed by the Board of Trustees.
 Search Committee members may observe this step in order to make a fully informed recommendation. Board members give written feedback to the Search Committee.
- 7. Final Recommendation: The Search Committee reads all written responses and formulates questions for any further references. Following the checking of references, the Committee makes a recommendation to the full Board who makes the final decision. The Committee will operate under the Board of Trustees guidelines for consensus and all discussion shall take place with the full search committee present. If consensus cannot be reached, another meeting will be held to attempt to find consensus. At the close of this meeting, if the Committee is unable to reach consensus a vote will be taken and the vote count will be shared with the Board as part of the recommendation.
- 8. Board Decision: Board will consider the recommendation and ultimately decide whether to offer the position or put it back to the Committee to review again in the Final Recommendation phase (Step 7). If the search is considered unsuccessful the committee will return to Step 3, External Position Posting, in order to restart the process.

Any change to this policy requires Board of Trustee approval.





MDPH Community Health and Healthy Aging Funds. HRIA

DOMINANT FRAMES

- Dominant frames are ideas, attitudes and beliefs that are shared collectively
- reinforced and continued throughout society and across time They evoke certain standards, values and morals that are
- Examples?
- Bootstrap Theory

MDPH. CCIS. Framing Matters.

Dominant Frame Example

BOOTSTRAP THEORY



MDPH. CCIS. Framing Matters.

Dominant Frame Example



AP Associated Press AP - Tue Aug 30,11:31 AMET

Hamicane Katrina did extensive demage when it A young man walks through chest deep flood water after@oting)a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after

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wo residents wade through chest-deep water after New Orleans, Louisiana (AFPAGetty Images/Chris inding bread and soda from a local grocery store after Humicane Katrina came through the area in Graythan)

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Marricanes & Tropical Storms

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MCPSA'S EQUITY VISION

WHAT MCPSA BELIEVES

funding, systemic racism has and continues to impact children's K-12 educational opportunities. We believe that access to a high quality education is a fundamental Since its inception, the K-12 public education system has been utilized as a tool to advance and protect systemic racism. From withholding education from enslaved human right. In partnership with schools, MCPSA can help dismanile systemic racism and build racial equity within the K-12 educational system in Massachusetts. peoples, to separate and unequal segregated schools, to the use of local property taxes and manipulated municipal boundaries as the basis for public education

WHAT MCPSA WILL DO

MCPSA will ground our work in equity for all historically marginalized people, with a focus on racial

Individually and collectively, MCPSA commits to intentional, ongoing learning and action, acknowledging that this work will never be complete. We embrace continued training and dialogue, with a commitment to introspection, reflection, interrogation, and humility. We hold ourselves, individually and as an organization, accountable to continuous growth toward greater equity.

https://masscharterschools.org/equity-vision/

Advancing anti-racism and equity

Consider at multiple levels: inside and outside strategies

- Changing the narrative Questioning assumptions
 - Power



Definitions

- <u>Justice</u>: Dismantling barriers to resources and opportunities in society so that all individuals & communities can live a full & dignified life. These barriers are experienced disproportionately by marginalized people, who experience racism, classism, sexism, ableism, etc. Justice is action oriented towards change and not simply awareness-raising work.
- outcome. It is important not to confuse equity and equality. Inequities are rectified by providing adequate <u>Equity</u>: Allocating resources to ensure everyone has access to the same resources & opportunities. Equity recognizes that advantages and barriers—the 'isms'—exist. Equity is the approach & equality is the resources to those who experience more barriers and disadvantages.
- Diversity: The differences between us based on which we experience systemic advantages or encounter systemic barriers to opportunities. The concept of diversity encompasses acceptance and respect of individual differences.
- making in a way that shares power. Inclusion promotes broad engagement, shared participation, Inclusion: Fostering a sense of belonging by centering, valuing, & amplifying the voices, perspectives and and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality. traditionally excluded individuals and/or groups into processes, activities, and decision/policy approaches of those who experience more barriers based on their identities. Authentically bringing



ANNUAL REPORT 2022 - 2023

July 31, 2023

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www.hilltowncharter.org
Kate Saccento, Director of Administration
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TABLE OF CONTENTS

Introduction to the School	1
LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	2
Faithfulness to Charter	3
Criterion 1: Mission and Key Design Elements	3
Criterion 2: Access and Equity	5
Criterion 4: Dissemination	6
Academic Program Success	8
Criterion 5: Student Performance	8
Criterion 6: Program Delivery	8
Organizational Viability	13
Income Statement	13
Balance Sheet	14
Budget	15
Appendix A: Accountability Plan Evidence 2022-23	17
Faithfulness to Charter	17
Dissemination	25
Appendix B: Recruitment and Retention Plan 2023-24	31
Recruitment Plan 2023-24	31
Retention Plan 2023-24	37
Appendix C: School and Student Data Tables	40
Student Demographic Information	40
Administrative Roster and Staff Attrition Data	40
Information About the Board of Trustees	41
Appendix D: Additional Required Information	44
Facilities	
Enrollment	
Annendix F: Complaints and Attachments	45

INTRODUCTION TO THE SCHOOL

Hilltown Cooperative (Charter Public Sch	ool	
Type of Charter	Commonwealth	Location	Easthampton
Regional or Non-Regional	Regional	Districts in Region	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem, Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment for 2022-23	218
Chartered Grade Span	K-8	Grade Span for 2022-23	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	Students on	158 on waitlist
Number of Instructional Days during the 2022-23 School Year	180	Waitlist for 2022-23	(plus 45 applications received after initial lottery)
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	8:15-3:00 Mon-Fri; K-5 dismiss 12:30 every Wednesday	Age of School in 2022-23	27 years

Mission Statement:

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

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Greetings from the Hilltown Board of Trustees,

We are proud to report that our community successfully continued our transition out of the pandemic, thanks to the incredible care and dedication of our administrators, staff, and caregivers.

A few items of note:

- We successfully approved a new Long Range Plan that maps out a plan for the future of our school, focusing on three priorities:
 - 1) cultivating a vibrant culture and community
 - 2) weaving Justice, Equality, Diversity and Inclusion (JEDI) into the fabric of Hilltown
 - 3) aligning schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students
- The Board has continued its commitment to Justice, Equity, Diversity, and Inclusion (JEDI). The JEDI Board Committee has continued to hold space for and lift up JEDI at each of our Board meetings. They have led the Board in discussion of how we continue to incorporate JEDI into school and Board structures based on equity audit findings.
- We successfully reconvened and connected through in-person gatherings and events this past
 year thanks to the hard work and dedication of our community. It was heartwarming to see so
 many families and children in the school during our community events this year.

Throughout the pandemic and the associated recovery, the Board has been committed to sustaining the school's mission, commitment to community, and fiscal health. We will continue to work with the school staff and community to support the school through its continued journey of recovery from the pandemic and to ensure we are prepared to address any challenges that may arise.

Respectfully submitted,

Kathleen Szegda President, Board of Trustees Hilltown Cooperative Charter Public School

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults with a high degree of family involvement:

In the 2022-2023 school year, we focused on returning to our in-person community events. We also continued to structure our week so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.

HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Coordinator of Community and Family Engagement, is charged with involving parents in different aspects of the school. Weekly and monthly parent and family events are included in the school-year schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

Even though we have returned to and continued with these strategies, we feel that we are still rebuilding community relations that were impacted by the pandemic. We are hopeful that with continued focus on community, we will return to having all of our families feel a strong sense of togetherness and belonging.

2. Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:

The organization of staff time is designed to ensure that classroom teachers and teachers in the arts have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with art and music teachers throughout the year. Every classroom participates in several multidisciplinary units annually, incorporating art, music, theater and hands-on projects. Our website includes archives of integrated projects done throughout the years.

3. Students at Hilltown develop strong foundational skills:

We assess the development of students' foundational skills by using universal screenings, tests of basic skills (Fastbridge), MCAS, and internal assessments. On multiple assessments, our students' foundational skills are consistently above average.

4. Hilltown uses a consensus based governance structure:

During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.

5. Hilltown successfully cultivates children's curiosity, critical thinking, and individual voice:

Morning meetings are a place for students to build community and problem-solve together. In each unit of study, students have opportunities to hone critical thinking skills and develop their individual voices through persuasive writing and engage in respectful discourse by listening to each other and making and supporting evidence-based claims. All students have regular opportunities to share their work and perform in front of the entire school at our weekly All School gatherings. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

Amendmen	ts to the Charter	
Date Submitted	Amendment Requested	Pending or Approved?
7/18/2022	The Community and Family Engagement Coordinator (previously the Director of Community and Family Engagement) will report to the Director of Administration instead of the Board of Trustees	Approved
6/26/2023	To align the school bylaws with the newly approved complaint procedure by removing the following language from the bylaws: "The Vice President is also responsible for facilitating the complaint procedure." (page 7)	Approved
6/26/2023	To change the language from "parent" to "parent/legal Guardian" regarding membership in the cooperative and eligibility for board membership in the following places in the school's bylaws:	Approved
	1. Article II, Section 1 is amended to read (amendment in bold): "Any parent/legal guardian or staff member directly involved with the School community is defined as a member of the Cooperative with full voting rights."	
	2. Article IV, Section 2A is amended to read (amendment in bold): "The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. Parents/legal Guardians of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees."	
	This change will include non-parent legal guardians as members of the Cooperative and for eligibility to serve on the board in the current category of 'parent'.	

CRITERION 2: ACCESS AND EQUITY

2021-22 Student Discipline Data Report by All Offenses - Hilltown Cooperative Charter Public School (04500105) (mass.edu)

2021-22 Student Discipli	ne				
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	218	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	51	0	0	0	0
Students with Disabilities	36	0	0	0	0
High Needs	70	0	0	0	0
Female	99	0	0	0	0
Male	115	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	7	0	0	0	0
African American/Black	0	0	0	0	0
Hispanic/Latino	5	0	0	0	0
Multi-race, Non-Hispanic/Latino	28	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	178	0	0	0	0

Hilltown continues to have very low suspension rates, both in-school and out-of-school. During the 21-22 school year, we had no discipline incidents that rose to the level of in-school or- out-of-school suspension or emergency removal.

We keep track of instances where students are referred to a Director for behavioral reasons and review that information in order to self-investigate our cultural practices. Logical consequences are assigned whenever possible. For example, if a student destroyed property, the student would help take care of the property as part of the repair. When necessary, a team meeting may be held between a parent, teacher, student and administrator to review the Community Compact and identify where a new plan or more support is needed. Hilltown teaches skills such as self-regulation and conflict resolution for all grades.

CRITERION 4: DISSEMINATION

The table below provides evidence of how Hilltown has shared innovative models for replication and best practices with other public schools in the region during the 2022-23 school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Arts-integrated tradition for building community with new families and within mixed-age classrooms	Virtual visit to meeting of kindergarten teachers in Frontier Regional and Union 38 School District	Kerri Pollard, K-1 Classroom Teacher	Frontier Regional and Union 38 School District kindergarten teachers (from Sunderland, Conway, Deerfield and Whately Elementary) attended the meeting.	As a result of meeting with the HCCPS teacher, current FRSU38 kindergarteners will write and illustrate informational text, in the form of a guidebook, to help new kindergarteners and their families know what to expect and look forward to about starting school in their new classroom.
Mathematics instructional practices and curriculum	Classroom observations and teacher-to-teacher meetings	Kerri Pollard, K-1 Classroom Teacher Gina Wyman, 4-5 Classroom Teacher Rebecca Belcher-Timme, 2-3 Classroom Teacher	Frontier Regional and Union 38 School District teachers from Sunderland, Conway, Deerfield and Whately Elementary	As a result of observing in HCCPS classrooms, and speaking with HCCPS teachers, FRSU38 elementary level teachers have first-hand information that will inform their selection of mathematics curriculum in the district.
Mathematics instructional practices and curriculum	Classroom observations and teacher meetings	Gina Wyman, 4-5 Classroom Teacher Rebecca Belcher-Timme, 2-3 Classroom Teacher	Warwick Community School and District superintendent	As a result of observing in HCCPS classrooms, and speaking with HCCPS teachers, the Warwick Community School and District superintendent has first-hand information that will inform their selection of mathematics curriculum in the district.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Interview questions and techniques for new teachers	Practice interviews for students at Smith College, and panel discussion of interviewing strategies	Laura Davis, Director of Teaching and Learning	Students in the Smith College teacher preparation program School administrators from Buckland-Shelburne Regional School District, Campus School of Smith College, Veritas Prep Charter School, Springfield Prep Charter School	As a result of participation in this event, teachers new to the field gained interview experience, and learned about the HCCPS program and hiring practices. HCCPS strengthened connections with area public, charter, and independent schools.
Arts-integration strategies and programs	DESE Charter School Update, Office of Charter Schools and School Redesign DESE Commissioner's	Laura Davis, Director of Teaching and Learning	Public school and charter public school leaders and educators across Massachusetts	As a result of sharing promising practices in the arts and arts-integration, public school leaders and educators across the state learned about the ways in which HCCPS prioritizes arts learning in its curriculum and structures, and integrates arts across the curriculum
Public School Finance Management	Mount Holyoke Economics of Education Classes (Embedded Practitioner)	Kate Saccento, Director of Administration	Undergraduate students at Mount Holyoke College	College undergraduates learned about charter schools, focusing on the topics of admissions, finance, staffing models, the school's mission and the impact of COVID and steps that are being taken to support students following a pandemic. Part of the dissemination included undergraduate students touring Hilltown and observing classes.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The most recent publicly available student performance data may be found on the DESE website in our **2022 School Report Card**. https://profiles.doe.mass.edu/staterc/?fyCode=2022

CRITERION 6: PROGRAM DELIVERY

Overview

During the 2022-2023 school year, Hilltown maintained its core curriculum in reading, writing, and mathematics and reviewed existing curricula in social studies and science to ensure these units addressed the Massachusetts Curriculum Frameworks. The school is using DIBELS 8th Edition for early literacy screening in grades K-3, and has switched to Fastbridge aReading and aMath screening assessments for grades 3-8. Hilltown updated its multi-tiered system of supports for student behavior, and continued to implement tiered supports for academics and social-emotional wellness. Hilltown continued to staff each classroom with at least one teaching assistant, and added a full-time behaviorist position in December. The school offered after-school tutoring and homework support at no cost to students in grades 6-8 who have Individualized Education Plans (IEPs), and offered a summer sessions program focused on reading, mathematics, and social skills at no cost to students in grades K-3. Educators met regularly in teams to collaboratively plan curriculum, and to discuss students of concern and create action steps.

Curriculum and Instruction

Hilltown maintained its existing reading, writing, and mathematics curriculum in 2022-2023. This includes "Being a Reader" from Collaborative Classroom in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In grades K-5, teachers used "Being a Writer" from Collaborative Classroom, supplemented by independent book groups, and integrated writing assignments related to social studies and science projects. Integrated writing and research project topics this year included animals, birds, U.S. national parks, ancient Greece, world religions, the United Nations Rights of the Child, and pre-colonial Indigenous communities. Hilltown has been using the "Illustrative Math" curriculum in grades 6-8 for five years, and engaged in a second year of full implementation in grades K-5 in 2022-2023. Teachers supplement mathematics instruction through resources including Math 180, 3-Act Math, Esti-Mysteries, and daily routines during morning meetings.

Hilltown has many teacher-created K-8 social studies and science curriculum units. We supplement our own units with standards-aligned published curriculum such as Mystery Science, History's Mysteries (iCivics), Learning for Justice, and Facing History and Ourselves. In grades K-5, these topics are called "major studies," which are hands-on, and integrate the arts. On Fridays during our All School gatherings, students share their academic and arts work with the entire community one classroom or grade-level per week. This year, a new Collaborative Teacher Leadership Team—facilitated by the Director of Teaching and Learning and with representatives from grades K-6 and the reading specialist—met monthly to review

existing science and social studies curriculum in all grades, and to create grade-level curriculum maps using a standardized format.

All students in grades K-8 participate in Atelier (art), Music & Movement, Health and Wellness, and Physical Education. Students in grades 6-8 participate in digital media and technology classes. Students in grades 7 and 8 take Spanish (the two-year sequence roughly equates to a one-year level 1 course).

Assessments

Hilltown uses multiple forms of assessment to gauge student learning. For screening assessments, the school used Fastbridge aReading and aMath in grades 3-8 for the first time this year, and screened students in fall, winter, and spring. The reading specialist screens all students in grades K-3 using DIBELS 8th Edition three times per year. Teachers in grades K-5 scored student writing samples in the fall and in June using a standard, internally-created K-5 Writing Rubric. Teachers also continued to assess student learning using formative and summative assessments that included rubrics, benchmarks, and unit tests. Hilltown's mathematics curriculum includes daily formative assessment, which teachers use to inform instruction. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess student progress.

Student Supports

The professional learning priority for the 2022-2023 school year was supporting student behavior. This priority was based on evaluation data from the 2021-2022 school year that identified student behavior as a primary barrier to learning engagement. Under the guidance of the Director of Teaching and Learning, educational staff members created a "toolbox" for student behavior support that collected existing and promising new practices and resources in one place. Professional learning topics included: restorative practices and restorative justice; trauma-informed strategies; multi-tiered systems of behavior support; a review of Hilltown's 2022 equity audit findings; working with students with autism; applied behavior analysis; microaggressions; and supporting executive function skills. Hilltown updated its tiered system of supports for student behavior (see FIGURE A, p. 11), and continued to implement tiered supports for academics (see FIGURE B, p. 12).

Hilltown continued to provide student support services through specialized staffing structures. Each academic classroom had at least one teaching assistant whose role was to provide academic and behavioral support to all students, potentially related to IEP services or 504 plan accommodations. After-school Homework Club was available at no cost to students in grades 6-8 who have IEPs. This support was directly related to students' IEP goals and/or class curriculum, was supervised by a special education teacher, and was implemented by that teacher or a special education teaching assistant. Reading intervention continued to be available to students, primarily in grades K-3 but also a few in upper grades. The reading specialist provided short term interventions using the "Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words" (SIPPS) program, a companion to "Being a Reader," as well as the "Read Naturally" fluency program. Students with more significant reading needs documented in their IEPs received specialized instruction, such as Orton-Gillingham, implemented by a special education teacher. Four full-time special education teachers provided services and oversight for students who had IEPs in grades K-8.

Summer Sessions with a focus on reading, mathematics, and social skills were offered to students finishing kindergarten through third grade. Priority enrollment went to students who were below grade-level in any of these areas. This was a free, four-week summer school program implemented by Hilltown teachers and teaching assistants. Students received daily reading instruction with the intention of closing gaps and bringing most students to grade level in reading. Summer sessions also provided daily math practice and social skills activities designed to provide opportunities to practice skills in the Zones of Regulation curriculum.

Educator Collaboration and Professional Learning

Collaboration and communication among educators is built into the schedule at Hilltown. Teachers, administrators, and service providers met weekly or biweekly in Student Support Team (SST) meetings that focused on students who have academic, behavioral, and/or social-emotional concerns. The Mental Health Team (Director of Teaching and Learning, Adjustment Counselor, and School Nurse) met weekly, and the Special Education and Related Supports (SERS) Team met monthly or more frequently as needed over the course of the year. These teams are collaborative in nature, and include representatives from a range of educational positions.

Hilltown continued to use a Response-to-Supports (RTS) process. When students were identified by teachers as not meeting expectations based on formative and summative assessments, a group of educators (typically in the context of an SST meeting) identified a specific challenge to address, developed a goal, recommended a support to be implemented for 6-8 weeks, and then met to review implementation data and determine the effectiveness of that support. Often, these supports are outlined in the school's District Curriculum Accommodation Plan (DCAP). Classroom teachers, teaching assistants, reading specialist, occupational therapist, speech therapist, counselor, or other relevant staff member implemented the identified supports. Parent communication is a key component in the process.

FIGURE A: HCCPS Multi-tiered System of Supports for Student Behavior



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Multi-tiered System of Supports (MTSS) for Student Behavior

TIER 3 <5%

INDIVIDUALIZED supports for students who are unable to stay in the classroom, and struggle daily with big emotions and the requirements of school

TIER 2 < 20%

TARGETED supports for challenging students who struggle in the dassroom and to stay in the dassroom

- Scheduled daily check-ins with a significant adult multiple times each day, and end-of-day recap
- Individualized resources and supports outlined in IEP and/or Behavior Plan (e.g., OT, SLP, counseling)
- Pre-scheduled blocks of time outside of the classroom (e.g., Skylab)
- Personalized tub with activities, fidgets, schoolwork, etc. for in-class breaks or to bring to an alternate location
- Individualized intervention to name and process big emotions, and provide release without consequences
- Ongoing communication among teachers, support staff, caregivers, service providers, consultants, etc.
- Morning check-in with a significant adult, and end-of-day recap
- Scheduled use of designated retreat area within the classroom (e.g., following transitions)
- Assigned alternate seating and/or alternate workstation options in the classroom
- Movement break stations in hallway and/or outside to release emotional and physical energy
- Predetermined times, location(s), and activity options for breaks (e.g., SkyLab after lunch)
- Personalized tub with activities, fidgets, schoolwork, etc. for in-class breaks or to bring to an alternate location
- Task cards that provide movement (e.g., deliver a message to the office, get "x" from "y" room)
- Alternate break location where students can focus on individual work or quiet activities
- Small-group intervention to practice naming and processing big emotions (e.g., Zones of Regulation)
- Ongoing communication among teachers, support staff, caregivers, service providers, consultants, etc.

TIFR 1 100%

UNIVERSAL supports that benefit all students to function within the dássroom

- Greet and engage each student and the whole group in the morning, and after transitions
- Well-established structures and routines (e.g., morning arrival, independent work, asking for help, transitions, moving around the classroom, getting supplies, seating arrangements)
- Visuals to cue desired behaviors (e.g., hand signals, labeled turn-in trays, Code of Cooperation poster)
- Alternate seating options (e.g., yoga ball, wobble stool, stretchy band for feet, bean bag chair)
- Alternate workstation options (e.g., standing desk, on the floor with a clipboard)
- Quiet activity options (e.g., reading, crafts, drawing, coloring pages, mazes, connect the dots, etc.)
- Scheduled brain breaks (e.g., desk drumming, dancing, fitness drills, breathing & stretching)
- Designated retreat area in the classroom when individuals need a break from the group and/or their work
- Emotional release activities with emotional literacy component to help students identify and name emotions
- Ongoing communal projects (e.g., puzzles, Legos, weaving) that students can contribute to while on a break Scheduled time for outside activities (e.g., structured games, learning activities, snack, etc.)

11

FIGURE 8: HCCPS Multi-tiered System of Supports for Academics



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Multi-tiered System of Supports (MTSS) for Academics

TIER 3 < 5%

ENDIVIDUALIZED supports for students who have specific learning disabilities or emotional disorders, have experienced major trauma, miss significant amounts of school, and/or have had major interruptions in their education

- All Tier 3 supports may be included in students' IEPs or 504 plans
- Homework Club after-school support sessions
- Individualized supports/one-to-one tutoring
- Focused, small-group instruction
- Student Support Team meetings (weekly or biweekly) that include general education staff, special education staff, and administrators
- Ongoing communication among teachers, support staff, caregivers, service providers, consultants, etc.

TIER 2 < 20%

TARGETED supports for students who are consistently behind, struggle with executive functions, have difficulty engaging in learning activities, miss some amount of school, and/or have less serious emotional disorders (e.g., periodic anniety or depression)

- Reading Specialist support sessions (primarily grades K-3)
- District Curriculum Accommodation Plan (DCAP) accommodations
- In-class support from teacher and/or teaching assistant
- Student Support Team meetings (weekly or biweekly) that include general education staff, special education staff, and administrators
- Response-to-Supports (RTS) process to determine and test the effectiveness of targeted supports
- Ongoing communication among teachers, support staff, caregivers, service providers, consultants, etc.
- Assigned alternate seating and/or alternate workstation options in the classroom
- Predetermined times, location(s), and activity options for breaks

TIER 1 100%

UNIVERSAL supports that benefit all students to function within the classroom

- Universal screening in mathematics and reading using Fastbridge aMath and aReading (grades 3-8)
- Universal screening in reading using DIBELS (grades K-3)
- Differentiated instruction
- Arts-integrated learning, including regular integrated curriculum planning meetings
- Universal Design for Learning (UDL)
- District Curriculum Accommodation Plan (DCAP) accommodations
- Well-established structures and routines (e.g., morning arrival, independent work, asking for help, transitions, moving around the classroom, getting supplies, seating arrangements)
- Scheduled brain breaks (e.g., desk drumming, dancing, fitness drills, breathing & stretching)

ORGANIZATIONAL VIABILITY

INCOME STATEMENT

Hilltown Co-op Charter Public School Unaudited FY23 Statement of Revenues, Expenses and Changes in Net Position July 2022 through June 2023

Operating Revenues	
Tuition	3,395,307
Government Grants	157,403
Private Grants	7,000
Medicaid & Other Reimbursements	21,297
After School Fees	99,044
Student Activity Fees	22,938
School Lunch Receipts	25,098
Total Operating Revenue	3,728,087
Operating Expenses	
Wages	2,663,173
Payroll Taxes	100,834
Fringe Benefits	357,965
Consulting & Contracted Services	148,604
Depreciation Expense	106,945
Dues & Subscriptions	10,654
Educational Supplies & Textbooks	46,491
Equipment	10,674
Food Services	32,376
Instructional Technology	18,361
Occupancy	167,695
Transportation & Field Trips	15,079
Other Operating Expense	18,364
Total Operating Expenses	3,697,215
Operating Income (Loss)	30,872
Non Operating Revenues & (Expenses)	
Fundraising Income	3,130
Investment Income	7,286
Interest Expense	(88,527)
Gain on Sale of Asset	7,806
Fundraising Expense	(457)
Total Non-Operating Revenues	(70.762)
Change in Net Position	
-	(39,890)

BALANCE SHEET

Hilltown Co-op Charter Public School Unaudited Statement of Net Assets for FY23 (Balance Sheet) As of June 30, 2023

<u>Assets</u>

Current Assets			
Cash		\$	330,776
Certificate of Deposit	t		531,280
Prepaid Expense			33,973
	Total Current Assets		896,030
Non-Current Assets			
Capital Assets			
Building (I	Net)		2,850,814
~ .	ndustrial Pkwy		472,975
Furniture	and Equipment (Net)		6,596
Security D	eposits		7,201
	Total Non Current Assets		3,337,585
Total Assets		ş —	4,233,615
	Liabilities & Net Position	ł.	
Current Liabilities			
Accounts Payable		\$	9,766
Accrued Wages Paya	ble		240,600
Accrued Payroll Liabi	lity		(4,223)
Accrued Expenses			5,285
Deferred Revenue			1,588
	Total Current Liabilities		253,017
Laura Taran Ciabilisias			
Long Term Liabilities Note Payable - USDA		\$	3,187,617
Note Payable - OSDA		Ÿ ——	3,187,617
	Total Long Term Liabilities	-	3,167,017
Total Liabilities		\$ 	3,440,634
Net Position			
Investment in Capita	l Assets		142,767
Unrestricted		,	650,214
	Total Net Position	,	792,981
Total Liabilities and Net Positio	ń	<u>s —</u>	4,233,615
Total significa and itel i como	••	-	

BUDGET

Hilltown Co-operative Charter Public School Approved FY24 Budget

Approved by Board of Trustees 06/14/2023

	FY 24
Operating Revenues	
Tuition	3,544,495
Government Grants	149,345
Private Grants	2,500
Medicaid & Other Reimbursements	13,000
After School Fees	85,000
Student Activity Fees	15,000
School Lunch Receipts	15,000
Total Operating Revenue	3,824,340
Operating Expenses	
Wages	2,754,077
Payroll Taxes	104,022
Fringe Benefits	382,000
Consulting & Contracted Services	132,863
Dues & Subscriptions	10,633
Educational Supplies & Textbooks	53,860
Equipment	17,000
Food Services	21,000
Instructional Technology	10,000
Occupancy	203,323
Transportation & Field Trips	14,500
Other Operating Expense	48,850
Total Operating Expenses	3,752,128
Operating Income (Loss)	72,212
Non-On-serving Deventing & /Eumanges	
Non Operating Revenues & (Expenses) Fundraising Income	12,500
Investment Income	3,000
	(86,912)
Interest Expense	(800)
Fundraising Expense	(72,212)
Total Non-Operating Revenues	(/2,212)
Change in Net Position	

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	218
Number of students upon which FY24 budget tuition line is based	218
Number of expected students for FY24 first day of school	218

Capital plan for FY24

- a. The school does not have a capital plan for FY24.
- b. The school is currently exploring a playground replacement project for FY25. The current play structure, which is over 30 years old, is made with wood and needs to be replaced. The estimated cost of the project is \$150,000. A subcommittee is currently meeting with potential contractors for the project. Hilltown plans to pay for this project through our established capital project reserve account. The balance of this account as of June 30, 2023 was \$319,053.03

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

ACCOUNTABILITY PLAN

FAITHFULNESS TO CHARTER

Measure Objective (for KDE 1): Hilltown students and their	2022-23 Performance M (Met) NM (Not Met) r families will particip	
Measure: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey. 80% of the families measured will match school demographics.	Not Met	Evidence: There were 68 responses to our annual satisfaction survey. (We had a total of 137 families in 2022-2023.) At least 80% of these responses matched school demographics. Seventy-five percent of families said that they feel a connection or a strong connection to the school.
Measure: 100% of students in grades K-8 will participate in mixed-age programs to build a sense of student community. Such programs include weekly All School gatherings, year-long cross-grade buddies, monthly mixed-age lunchroom assignments, and mixed-age mini-courses at least three times per year.	Met	Evidence: 100% of students in grades K-8 participated in mixed-age programs to build a sense of student community, including weekly All School meetings, year-long cross-grade buddies, and three sessions of mixed-age mini-courses.
Measure: 90% of families, with proportionate representation of the school demographics, will engage in one or more whole-school community events or programs: Winter Fair, Solstice Celebration, Music Festival, Grandparents and Special Elders Day, "Link Families" for incoming families.	Met	Evidence: This year, we were excited to bring back almost all of our whole-school community events including Solstice Celebration, Winter Fair, Music Festival, and weekly All School gatherings. Since the pandemic, we have not yet held Grandparents and Special Elders' Day. We will be reviewing this community event through our recently approved Long Range Plan to determine if this event will continue as it has been held, or if it will be modified. Approximately 90% of families were able to engage in the events that took place, with proportionate representation of the school demographics.

Objective: (for KDE 2): Hilltown students will	access learning by p	
Measure: Annually, 95% of students will engage in hands-on units of study that have been co-created by multiple teachers integrating three or more disciplines. The integrated units of study are guided by essential questions arrived at through a collaborative process drawing on state standards.	Met	Evidence: 100% of students in grades K-8 participated in hands-on units of study that were created during regular grade-level Integration Meetings that included academic, music, and visual arts teachers (plus the tech teacher in grades 6-8). Presentations and artifacts from arts-integrated units and featured studies are shared on Hilltown's website.
Measure: Annually, 95% of K-8 students will share their artwork with the whole school (via All School gathering presentations, gallery displays, or musical/theater productions). These sharings will be accompanied by integration statements (written or spoken by students or teachers) explaining how their art interacts with other ideas and disciplines in the featured projects.	Met	Evidence: 100% of students shared their artwork with the whole school. Slideshows were shown in All School (our weekly whole-school gathering) where teachers and students also shared statements explaining the projects. Rotating exhibits of student work were displayed in the hallways throughout the year, accompanied by detailed write-ups about each display. Some of these projects are on the school website as well.
Objective (for KDE 3): Hilltown students will der	monstrate deep learr expression.	ning that requires critical thinking and personal
Measure: Each 8 th grader will design, develop, and present an independent interdisciplinary culminating project in an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Evidence: Each 8th graders designed, developed, and presented an independent research project in an area of personal interest. All projects demonstrated research, writing, and presentation skills. See TABLE 1 for the list of research questions.
Measure: 100% of students in grades K-8 will participate in mixed age mini-courses. K-6 will participate three times a year; grades 7 & 8 will participate two times a year. Students will have the opportunity to express their top choices for course enrollment through surveys.	Met	Evidence: 100% of K-6 students participated in 3-4-week mini courses three times during the year, and 100% of 7-8 students participated two times. Mini course enrollment was based on expressed student choices. See TABLE 2 for a list of mini courses offered.

Objective (for KDE 4): Hilltown students will demonstrate proficiency on external and internal academic measures.				
		Evidence: Hilltown switched to Fastbridge "aReading" and "aMath" screening assessments in 2022. Based on reports available through the Fastbridge system, we define "top quartile" for the purpose of this annual report as 75 percent or more students scoring at or above the national 50 th percentile on the Spring 2023 assessment (or Winter 2023 if spring scores were not available due to absence)		
Measure: Each grade, 3-8, will score in the top quartile annually in the tested areas of reading and math and core total on the SAT10 test of basic skills. The students in the top quartile will reflect all demographics of the student population in grades 3-8.	Not Met	aReading scores at or above 50 th percentile: District: 83% Grade 3: 86% Grade 4: 90% Grade 5: 86% Grade 6: 81% Grade 7: 81% Grade 8: 81%		
		Grade 8: 81% aMath scores at or above 50 th percentile: District: 71% Grade 3: 71% Grade 4: 71% Grade 5: 76% Grade 6: 69% Grade 7: 63% Grade 8: 80%		
		See TABLE 3 for demographic breakdowns.		
		Evidence: Grade 3 Fastbridge: aReading national growth percentile > 24 (81% of students)		
Measure: 80% of all students in grades K-3 will annually gain one grade level in reading and writing skills as measured by both nationally recognized and internal benchmark assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-3 student body.	Not Met	See TABLE 4 for demographic breakdowns. Grades K-3 DIBELS: End-of-year national percentile > 24 ("average" or above) Grade K: 75% Grade 1: 100% Grade 2: 86% Grade 3: 90%		
		Internal writing assessments (HCCPS K-5 Writing Rubric score increase of 8 or more fall to spring, or exceeding top grade-level score) Grade K: 95% Grade 1: 95% Grade 2: 71% Grade 3: 57% See TABLE 5 for demographic breakdowns.		

Measure: Annually, 80% of all students in grades 4-8 will demonstrate proficiency in writing on the HCCPS upper grades writing assessment. The 80% of students demonstrating proficiency will reflect the demographics of our 4-8 student body.	Met	Evidence: Internally developed writing assessments aligned with grade level standards Grade 4: 100% Grade 5: 95% Grade 6: 81% Grade 7: 100% Grade 8: 100% See TABLE 6 for demographic breakdowns.
Measure: Annually, 80% of all students in grades K-8 will demonstrate proficiency on end-of-unit math assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-8 student body.	Met	Evidence: Percent of students' average scores on end-of-unit math tests > 69% Grade K: 100% Grade 1: 100% Grade 2: 100% Grade 3: 95% Grade 4: 100% Grade 5: 100% Grade 6: 94% Grade 7: 91% Grade 8: 97% See TABLE 7 for demographic breakdowns.
Measure: 100% of 8 th Grade students will achieve a passing score on the Grade 8 culminating project rubric.	Met	Evidence: 100% of students achieved a passing score on culminating project rubrics.
Objective: Members of the Board of Trustees ar respect to the broader community of st	nd the school Director akeholders (staff, stu	rs will demonstrate responsive leadership with dents, families, and local community).
Measure: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.	Met	Evidence: Board minutes document the decision-making mechanism used for each Board decision. Approved Board minutes are posted on the school's website.
Measure: The Directors will work cooperatively to manage and guide the school. They will collaborate with the Board of Trustees through a Domain Council that meets bi-weekly throughout the school year. The Domain consists of the President and Vice President of the Board, as well as the Directors of the school.	Met	Evidence: Domain Council schedule of meetings and minutes illustrates how the Directors worked cooperatively to share the responsibilities of operating the school. The Domain Council met regularly this school year.

TABLE 1: Eighth Grade Research Project Questions, Spring 2023

Why was the deadly element radium so popular in the US and what was its downfall?	How does marijuana decriminalization and legalization impact various aspects of society?
Why do people join cults?	How did bikes become what they are today?
How are humans impacted by bonds with animals?	How can music help people cope with trauma?
How has rock music evolved throughout its history?	How does the history of birth give us a deeper understanding of how we view women's pregnancies?
How did first person shooter video games become so popular?	How does boxing affect people's brains in the long term?
How do tiny houses impact the social, economical, and environmental aspects of life?	How are "aggressive" dog breeds affected by stereotypes?
How did the use of Agent Orange during the Vietnam War impact human health?	How does the Hubble Space Telescope take pictures?
How does moss benefit the ecosystem?	How can renewable energies create greater access to electricity around the world?
How does a high pivot bike's rearward rear axle path design affect pedal kickback?	How has the NBA evolved since its founding in 1946?
What are the most effective methods for propagating succulents, and how do these methods compare?	What was the result of the Great Molasses Flood?
In what ways does fast fashion pose a threat to human kind?	How do film photography cameras work and how do they compare to digital photography?
How has robotic automation affected the workforce?	How do meat and meat alternatives impact the environment differently?
How has anime evolved over the years?	Why is sexual abuse so common in women's sports?
How are young people affected differently by nature vs. nurture?	How are the three main sub genres of horror used in fiction?
How does the definition of sustainable building design shift in different contexts?	How does music improve cognitive abilities?

TABLE 2: Mini Course Offerings, 2022-2023

Beading for Beginners (experts welcome, too) Grades K-6	Money through Games, Grades K-8
Book Bonanza, Grades K-8	NFL Skills Challenge, Grades 4-8
Brilliant Bubbles, Grades K-6	Obscure Sports, Grades 2-8
Card Sharks, Grades 4-8	Origami, Grades K-8
Check Mates, Grades 2-8	Puzzles!, Grades 2-8
Choose Your Own Adventure Writing, Grades K-8	Rad Recycled Crafts, Grades K-8
Cool Creative Collages, Grades K-8	School Wide Choice Time, Grades K-8
Creative Chocolate Writing, Grades 6-8	Sculpting Mini Masterpieces, Grades K-8
Creative Writing, Grades 6-8	Seed Bombs & Pinch Pots, Grades K-6
Drawing, Grades K-8	Set and Prop Creation for the Musical, Grades K-6
Duct Tape Creations, Grades 4-8	Sign Language, Grades K-8
FoRest and Relaxation: Outdoor Mindfulness, Grades K-6	Stamping and Printing, Grades K-8
Friendship Bracelets, Grades 2-8	T-Shirt Upcycling, Grades K-8
Fur, Feathers and Frog Eggs, Grades K-8	Taking Things Apart, Grades K-8
Give My Regards to Broadway, Grades K-8	Talking Socks: Build Your Own Puppet, Grades 2-6
How to Teach Your Stuffies, Grades K-5	The Mini Mini Course, Grades 2-8
Jigsaw Puzzle Mosaics, Grades K-8	The Wonderful World of Harry Potter, Grades K-5
Mini Piñata Mini Course, Grades 2-8	Theater Games and Short Scenes, Grades K-8
Mini-Comic/Zine Workshop, Grades 2-8	Warm and Fuzzy Fibers, Grades 2-8

TABLE 3: Percent of HCCPS Students at or above Fastbridge 50th National Percentile in Reading and Math, Spring 2023 (or Winter 2023 if Spring not available)

READING	District #	District %
All Students	131	83%
Male	70	81%
Female	57	85%
Special Education	19	54%
General Education	112	92%
BIPoC	25	83%
White	106	83%
MATH	District #	District %
All Students	112	71%
Male	68	79%
Female	41	61%
Special Education	11	31%
General Education	101	83%
BIPoC	23	77%
White	89	70%

TABLE 4: Percent of HCCPS Students Showing Evidence of One Grade Level Progress in Reading, K-3

- Grade 3 Fastbridge aReading: > 24 point difference in national growth percentile fall 2022 to spring 2023

READING	District #	District %
All Students	17	81%
Male	6	67%
Female	11	92%
Special Education	2	50%
General Education	15	88%
BIPoC	4	100%
White	13	76%

TABLE 5: Percent of HCCPS Students Showing Evidence of One Grade Level Progress in Writing, K-3

- K-5 Writing Rubric: >7 point difference fall 2022 to spring 2023, or exceeding top score for grade level

WRITING	Grade K	Grade 1	Grade 2	Grade 3
All Students	95%	95%	71%	57%
Male	93%	91%	67%	67%
Female	100%	100%	78%	50%
Special Education	86%	100%	83%	75%
General Education	100%	95%	67%	53%
BIPoC	100%	N/A	80%	75%
White	94%	95%	69%	53%

TABLE 6: Percent of HCCPS Students Showing Evidence of Proficiency in Writing, Grades 4-8

- Grades 4 and 5: Met minimum grade-level score on K-5 Writing Rubric
- Grade 6: Scored 70% or higher on Persuasive Essay Rubric
- Grades 7 and 8: Most areas of HCCPS Research Paper Rubric scored at Advanced or Proficient level

WRITING	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	100%	95%	81%	100%	100%
Male	100%	93%	72%	100%	100%
Female	100%	100%	92%	100%	100%
Special Education	100%	80%	43%	100%	100%
General Education	100%	100%	92%	100%	100%
BIPoC	100%	100%	67%	100%	100%
White	100%	94%	87%	100%	100%

TABLE 7: Percent of HCCPS Students Showing Evidence of Proficiency in Math, Grades K-8

Average end-of-unit assessment score of 70% or above

MATH	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	100%	100%	100%	95%	100%	100%	94%	91%	97%
Male	100%	100%	100%	89%	100%	100%	94%	89%	94%
Female	100%	100%	100%	100%	100%	100%	92%	92%	100%
Special Education	100%	100%	100%	100%	100%	100%	86%	90%	86%

MATH	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
General Education	100%	100%	100%	94%	100%	100%	96%	91%	100%
BIPoC	100%	N/A	100%	100%	100%	100%	89%	100%	100%
White	100%	100%	100%	94%	100%	100%	96%	90%	96%

DISSEMINATION

Measure	2022-23 Performance M (Met) NM (Not Met)	Evidence
Objective: Hilltown will share best	practices with the l	ocal educational communities.
Measure: The school will host an Open House each year, during which teachers will highlight key design elements in practice.	Met	Evidence: This school year, we hosted both an in-person information session (open house) and an online (Zoom) information session before our admissions lottery. Hilltown staff, including Directors, Community and Family Engagement Coordinator and Teachers
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	Evidence: Hilltown partnered with Smith College to reexamine a teacher intern program that had been collaboratively developed and implemented pre-pandemic. The model continued to represent promising practices (see details on next page). Implementing the model in 2022-2023 was not possible due to a significant reduction in graduate-level students at Smith, which essentially eliminated the pipeline of interns. In addition, Hilltown's current Teaching Assistant population has remained relatively consistent over the past few years, which reduced our ability to guarantee paid intern positions. We plan to keep the program in place, and to implement it where possible in collaboration with Smith College and other

Measure: The school will use its website to disseminate information on integration projects. One project per grade level band per year.	Met	Evidence: Each grade level band has an integrated project from 2022-2023 represented on the Hilltown website.
Measure: Annual evening workshop featuring key design elements (e.g., building community in a K-8 school or arts-integrated curriculum projects).	Met	Evidence: Hilltown held its annual Meeting of the Cooperative in person on May 24, 2023. The evening program was centered around whole-community participation in school governance and JEDI (Justice, Equity, Diversity and Inclusion) discussions. The event also featured a range of vocal and instrumental student performances, an extensive gallery display of student artwork (most of it connected to integrated curriculum projects), and a presentation about the school's new kiln and ceramics program.

Hilltown Cooperative Charter Public School Intern Program

Responsibilities of HCCPS Intern

This position is a 5-day-a-week position, reporting to a teacher (mentor) and the Director of Teaching and Learning. The schedule will complement the graduate class schedule.

Classroom Support

- Provide on the spot support with classroom materials
- Follow the teacher's lead in offering flexible support (schedule or instructional changes)
- Notice disruptive behaviors and independently intervene
- Notice messes and initiate clean up
- Provide observational feedback on student performance and behavior to classroom teacher and special education teacher
- Assist with assignment collection, tracking, evaluation and assessment
- Regularly prepare instructional materials
- Prepare morning meeting message and facilitate morning meeting at least twice a week
- Use the language and routines of the classroom as established by the classroom teacher to assist in facilitating the creation of a respectful, safe, and nurturing classroom
- Read aloud to the class at least twice a week, including selection approved by classroom teacher
- Independently facilitate transitions to recess and special classes
- Work individually with assigned students and with small groups on activities planned by the special education and classroom teachers
- Provide special education support under the direction of the special education teacher and classroom teacher

- Provide other grade/classroom specific support as directed by the lead teacher. Some examples
 of grade specific responsibilities include:
 - Implement kindergarten handwriting curriculum and teach letter sounds to the kindergarteners in conjunction with the handwriting curriculum
 - o Provide sight word instruction for kindergarten students
 - Read level A, B and C texts with kindergarteners (with an option at the teacher's discretion to read in a small group guided reading setting with first grade students)
 - After the first trimester, the intern will teach one lesson a week in writing and math (Year 1)
 - o Teach one science or social studies unit, by the end of year 1
 - Teach at least 2 units of science or social studies (year 2)
 - Provide word study instruction (grades 4 & 5)

Communication

- Participate in regular weekly meetings between the teacher and intern for planning purposes
- Participate in regular weekly meetings between the special education teacher and intern for planning purposes
- Participate in parent communication as directed by the classroom teacher, including weekly classroom updates, conferences, and IEP meetings
- Develop and maintain good working relationships with families of classroom students while referring parents with questions/concerns to the classroom teacher

Professionalism

- Learn and execute protocols for lunch and recess coverages
- Act as lead teacher in planned and unplanned circumstances
- Participate in professional development activities and staff meetings as assigned
- Adhere to policies and procedures in the HCCPS Personnel Manual including guidelines regarding confidentiality

Additional responsibilities may be assigned based on personal experiences and interests.

Responsibilities of HCCPS Intern Mentor

Mentor teacher will gradually release responsibilities over the school year. Responsibilities will differ in the first and second years of internship.

Supervision/Administrative

- At the beginning of the school year, provide intern job description and orientation
- Facilitate regularly scheduled weekly meeting with intern, including:
 - o Specific guidance around special education support
 - o Individual short and long term goal setting for the intern
- Review weekly schedule and ensure proper preparation of materials and lesson planning, if necessary
- Gradually provide opportunities for the intern to lead daily whole group activities such as: morning meeting, read aloud, transitions and, at teacher discretion, academic lessons.
- Support intern's coursework connected to the classroom
- Observe two lessons a semester and provide written feedback according to state requirements

Communication

- Communicate expectations around required participation in meetings and professional development
- Provide written overview of each week, including lesson topics, student support needed and direct teaching responsibilities
- Provide opportunities for reflection and specific feedback on intern's practice using the HCCPS intern program rubric

Process for Placing an Intern with a Mentor

1. Mentor teachers are identified and asked by the Director of Teaching and Learning before intern interviews commence.

Mentor teachers must meet the following criteria:

- At least 3 full years experience and an initial or professional license or sign-off from sending institution if mentor teacher does not have a current license.
- Must receive an evaluation rating of proficient or higher on most recent educator evaluation.
- Partnering institutions have the opportunity to observe a teacher who may be supervising an intern before an intern is placed in the classroom.
- 2. Intern candidates are identified by the affiliated program; the program informs the Director of Teaching and Learning of interested applicants.
- 3. The Director of Teaching and Learning reviews the applications and identifies candidates to interview.
- 4. All mentor teachers are invited to meet with the candidates along with the Director of Teaching and Learning. During the interview, the intern responsibilities and compensation will be communicated.
- 5. After the interview, the mentor teachers provide feedback to the Director of Teaching and Learning; the Director will make the final decision about accepting applicants and their placement within the school.

Rubric for Graduate Intern Assessment

Classroom Support	Needs Improvement	Meeting Expectations	Exceeding Expectations
Materials	Needs to be reminded to prepare materials in routine situations.	Anticipates student and teacher needs in routine lesson situations and prepares materials without being reminded.	Anticipates student and teacher needs even in unexpected or flexible situations and prepares materials without being prompted.
Management/Behavior	Sometimes upholds behavioral expectations in the classroom by implementing known systems.	Upholds behavioral expectations in the classroom by implementing known systems.	Upholds behavioral expectations in the classroom by implementing known systems. Additionally, proposes new systems and implements them, with teacher guidance.

Professionalism	Needs Improvement	Meeting Expectations	Exceeding Expectations
Punctuality	Does not always arrive on time to the classroom and meetings.	Arrives on time to the classroom and meetings.	Arrives early to the classroom and meetings without teacher prompting
Reliability	Occasionally or often is unprepared for lessons and paperwork and/or is late for duties.	Is punctual and reliable with paperwork, duties and lesson preparation.	Goes beyond expectations for paperwork, duties and lesson preparation by introducing and executing new systems and ideas.
Attendance	Has moderate or many absences.	Has very good attendance.	Has perfect or near perfect attendance.
Judgment	Sometimes exercises appropriate decision making both in situations that can be resolved by the intern and situations that can be resolved by the mentor teacher.	Exercises appropriate decision making both in situations that can be resolved by the intern and situations that can be resolved by the mentor teacher.	Regularly reflects on handling of various types of situations and improves problem solving ability over time.
Language	Some of the time, speaks clearly and appropriately with all audiences and adopts the language of the classroom and the school.	Most of the time, speaks clearly and appropriately with all audiences and adopts the language of the classroom and the school.	Consistently speaks clearly and appropriately with all audiences and introduces new language that allows them to be more effective.
Communication	Needs Improvement	Meeting Expectations	Exceeding Expectations
Responsiveness	Sometimes relays necessary information in a timely manner.	Relays necessary information in a timely manner	With mentor support, takes initiative to engage in appropriate problem solving.
Reporting	Sometimes successfully uses existing classroom systems to share and document information about students.	Successfully uses existing classroom systems to share and document information about students.	Implements new and effective systems to share and document information about students.

Planning & Preparation for Learning	Needs Improvement	Meeting Expectations	Exceeding Expectations
Lesson Planning	Submits lessons less than 24 hours in advance and/or does not effectively incorporate feedback.	Provides lesson plans to supervising teacher with at least 24-48 hours notice, allowing the supervising teacher to provide feedback that can then be incorporated.	Provides lesson plans more than 48 hours in advance, allowing time for in depth conversation that significantly enhances the lesson.
Instructional	Needs Improvement	Meeting Expectations	Exceeding Expectations
Adjustment to Practice	Sometimes demonstrates flexibility within lesson delivery in response to student needs.	Demonstrates flexibility within lesson delivery in response to student needs.	Prepares several flexible scenarios to anticipate a range of needs and responses.
Meeting Diverse Needs	Sometimes provides necessary accommodations and modifications to identified students.	Provides necessary accommodations and modifications to identified students.	Prepares a variety of options to meet needs of identified students.
High Expectations	Sometimes communicates the expectation that all students are capable of and expected to participate.	Communicates the expectation that all students are capable of and expected to participate.	Actively encourages participation from each student and communicates that all students are valued in the learning community.
Safe Learning Environment	Sometimes facilitates respectful discourse and interactions throughout the lesson to encourage engagement.	Facilitates respectful discourse and interactions throughout the lesson to encourage engagement. Sometimes intervenes to prevent behavioral issues.	Designs the lesson to maximize positive outcomes. Facilitates respectful discourse and interactions throughout the lesson to encourage engagement of all students. Anticipates potential behavioral issues before they develop.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary:

Data shows that there is continued strong interest in applying for admission to Hilltown. For the 2022-2023 school year, we received 279 applications for 40 openings. For the 2023-24 school year, so far we have received 258 applications for 41 anticipated openings.

We continue to reach out to specific local institutions to reach target populations where our school fell below GNT and CI percentages. We were able to host two successful in-person information sessions. One information session was held as an open house at the school and the other was held virtually via Zoom. We advertised widely to our specific populations for both events. We distributed postcards about the events to local agencies that support immigrant and low income/economically disadvantaged families.

A continued challenge in recruitment is that we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year. In 2022-2023, 10 of our 40 new students were siblings of students already enrolled.

In 2022-2023, we had 74 applicants for 20 spots available in Kindergarten (our biggest entry point) with 7 grade K spots filled by siblings, and 37 sixth grade applicants for 11 spots with two spots filled by siblings. For the 2023-2024 school year, we anticipate that 11 of our 41 new students will be siblings of students already enrolled. So far we have 71 applicants for 20 spots available in Kindergarten with six grade K spots likely to be filled by siblings, and 48 sixth grade applicants for 9 spots with two spots likely to be filled by siblings.

We are looking to close the gap on English learners and low Income families. WE are still in the process of collecting enrollment materials for our incoming students, but the information we have collected so far does not indicate that we will be narrowing the gaps for English learners (ELs). We also do not collect any information about our newly enrolling students' income status before the school year begins.

We would welcome further discussion with the Department of Education regarding outreach to students in these specific subgroups.

General Recruitment Activities for 2023-24:

In April 2023, the Hilltown Board of Trustees approved a Long Range Plan goal that prioritizes Justice, Equity, Diversity and Inclusion (JEDI). The goal reads as follows:

Goal 2: Weave justice, equity, diversity, and inclusion into the fabric of HCCPS

The second goal of the HCCPS Long Range Plan is to center justice, equity, diversity, and inclusion (JEDI) into the school's policies and practices. JEDI promotion is increasingly becoming a top priority for schools around the world. Since its founding in 1995, HCCPS has addressed these issues, but the ways in which it has done so have been largely dependent on the initiative of individual staff and community members. Over the next five years, HCCPS seeks to center JEDI in the culture, policies, practices, and curriculum of the school at all levels.

JEDI goes beyond the promotion of "celebration of difference" or "tolerance" to instead critically examine the effects of historic systemic racism and other forms of oppression. Focusing on JEDI issues will help HCCPS to meet its stated mission by working toward ensuring that students with diverse identities and life experiences have access to what they need in order to succeed, and for families, faculty, and staff members from all backgrounds to be welcomed and feel a sense of belonging in our school community.

This goal will focus our efforts to strive toward equity at HCCPS regardless of race, ethnicity, gender, religion, sexuality, disability, or other aspects of identity. We acknowledge that HCCPS's policies, practices, and structures to date have sought to provide a school environment that supports access for a wide range of students and families in Hampshire and Franklin Counties, and to build a supportive community. By making JEDI an explicit priority, we acknowledge that improvements are possible, and that we are committed to continuing to work toward creating a safe and equitable school option for all current and future students, staff, and families. By committing to these practices, HCCPS will be better equipped to serve historically marginalized groups of students and to better ensure that all students succeed.

Purpose: Define what JEDI means at HCCPS, and codify it in policy and practices with intentional plans for sustainability. Better reflect the population of our sending districts in the HCCPS population.

Rationale/Context:

- HCCPS has committed to JEDI, but the definition, practices and plan for implementation and monitoring need to be more clearly defined
- Presently, it is unclear what groups, individuals, and positions are responsible for JEDI in the school, how they work together, and who does what
- HCCPS is a public school, but does not reflect the population of area public schools
- Word of mouth about HCCPS spreads amongst a homogeneous cross section of families in the Valley
- Current outreach practices have not yielded significant results.

Fiscal Implications: Minimal to significant, based on recommendations

Below are the action steps of this goal as written in the Long Range Plan:

D) Achieve enrollment parity with our sending districts

- 1. Increase admissions access to HCCPS for all students in Hampshire and Franklin counties
- 2. Create a more robust recruitment process with specific strategies for historically underserved populations that are under-represented at HCCPS
- 3. Investigate and make recommendations regarding transportation options in Hampshire and Franklin Counties
- 4. Evaluate before- and after-school programs with an eye toward serving the needs of a more diverse student population

While developing and implementing this goal, Hilltown will plan to continue the following activities:

Activity 1: Annual Community Outreach Event

Before activities 2-4 (below) and before the application deadline for our lottery, we will distribute postcards to local community organizations, preschools, and businesses who serve families in our priority counties (Hampshire and Franklin). The postcards will be printed in accessible language, in English and Spanish, and will include invitations to our Zoom information session and in-person open house. They will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students.

Activity 2: Pre-School Outreach

Before the application deadline, we will invite local pre-school providers to tour our school. We will also visit local preschool providers to host information sessions with their currently enrolled families.

Activity 3: Information Session

We will hold a Zoom information session prior to the application deadline and post the invitation for the information session on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students. We will also have a Spanish translator available at the session.

Activity 4: Open House

We will host a weekend open house where families and preschool providers will have the opportunity to tour the school and speak directly with school administrators and teachers. We will advertise the Open House through postcards at local community organizations, preschools, and media. We will also post the invitation on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and will be printed in English and Spanish. We will also have a Spanish translator available at the open house.

Finally, we will continue to include a welcoming statement for LEP students on our website, have our admissions materials translated into Spanish, and have a "Google Translate" link on our website.

We have made a long-term commitment to increase applications and enrollment from all subgroups, although we recognize that there are a limited number of spots and many of them will go to siblings.

(Strat	Recruitment Plan – 2023-24 Strategies (Strategies for recruitment activities for each demographic group)					
	Special education students/students with disabilities					
(a) CHART data School percentage: 17.1% GNT percentage: 15.2% CI percentage: 15.2% Hilltown is above GNT percentages and above CI percentages	 (b) Continued 2022-23 Strategies Met GNT/CI: no enhanced/additional strategies needed Ensure that brochures are available at the REACH project and the area early intervention program Outreach to Whole Children, a non-profit organization providing after school services for children with special needs Our SEPAC (Special Education Parent Advisory Council) is present and available at our Open House for prospective parents SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts (c) 2023-24 Additional Strategy(ies), if needed 					
	None needed at this time. Limited English-proficient students/English learners					
(a) CHART data School percentage: 0% GNT percentage: 1.6% CI percentage: 1.6% Hilltown is below GNT percentages and below CI percentages	 (b) Continued 2021-2022 Strategies Distribute brochures at Franklin-Hampshire Community Action Program All ads will include a statement welcoming LEP applicants Our website will include a statement welcoming LEP applicants Bi-lingual (Spanish) translator and tour guide will be present at our Open House "Google Translate" link will be available on our website Reach out to the local refugee organizations (Welcome Home Refugee Resettlement Program), including the distribution of flyers Distribute flyers and/or place advertisements in bulletins at religious organizations and groups that provide services in languages other than English 					

Recruitment Plan – 2023-24 Strategies (Strategies for recruitment activities for each demographic group)

(c) 2023-24 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed

- Explore alternative locations/agencies to distribute flyers, since housing projects do not allow any form of solicitation
- Find and reach out to local pre-schools known to have greater populations of limited English proficient families
- Bi-lingual (Spanish) translator and tour guide will be present at our Information Sessions on-line as well as in-person

We expect it will take two years of using these strategies to fully evaluate the effectiveness.

As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees have prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(b) Continued 2022-23 Strategies

- Outreach at local WIC and SNAP sites, Goodwill and Salvation Army stores
- Make Brochures and applications available at Easthampton Community
 Food Pantry, Northampton Survival Center, Edwards Church Food Pantry,
 and Headstart programs
- Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply
- Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents

(a) CHART data

School percentage: 21.7% GNT percentage: 24.0%

CI percentage: 31.4%

Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages

(c) 2023-24 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed

- Specifically state in our promotional materials that our program serves all students, including students of all socio-economic backgrounds
- Distribute promotional materials at local bus stops, libraries, laundromats

	Recruitment Plan – 2023-24 Strategies
(Stra	tegies for recruitment activities for each demographic group)
	Outreach to more local preschools with promotional materials, invitations to information session and open house, and offer on-site informational sessions at their schools We expect it will take two years of using these strategies to fully evaluate the
	effectiveness. As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees has prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023.
	(d) Continued 2022-23 Strategies
	Use our Teacher/TA model to effectively provide targeted tier one
	and tier two supports within our general curriculum classrooms
Students who are sub-proficient	 Provide additional small group and individual support, through our Student Support Teams (SST) for students who enter behind grade-level and-or struggle to make academic progress
P	 Also through our SST, develop "Response to Support" (RTS) plans to ensure that students who are struggling in our program are given the support they need to succeed
	(e) Continued 2022-23 Strategies
	In our recruitment materials and activities
	We will explicitly state that our school is open to all students regardless of prior academic performance
Students at risk of	We will also emphasize the following:
dropping out of	 Hands-on, project based learning
school	After school activities
	Significant family engagement opportunities
	Community service learning
	○ Individualized instruction
5	Safe learning environment

RETENTION PLAN 2023-24

2022-23 Implementation Summary:

Our retention strategies have proven to be successful in achieving our retention goal. We continue to have small class sizes with low adult: child ratios; frequent parent conferences; active learning strategies; early identification of struggling learners; and early literacy development through the Reading Specialist.

We continue to offer a daily non-academic after-school program. Family engagement opportunities have resumed almost to full implementation since the pandemic.

In addition, we continue to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from the Adjustment Counselor, Occupational Therapist and the Speech and Language Therapist. We also successfully developed and implemented a full-time Behavior Analyst role.

Fortunately, our student attrition level has consistently been quite low. Our 2022-2023 attrition report showed a school-wide attrition rate of 3.2% (compared to 4.8% in 2021-2022). We continue to achieve our target retention rate of 95% or higher.

Overall Student Re	tention Goal
Annual goal for student retention (percentage):	95%

Retention Plan – 2023-24 Strategies Strategies for retention activities for each demographic group						
Spe	ecial education students/students with disabilities					
(a) CHART data	(b) Continued 2022-23 Strategies					
,	Below third quartile: no enhanced/additional strategies needed					
School percentage: 3.4% Third Quartile: 13.1%	Small class size with low adult to child ratio					
	4x/week after school homework club					
Hilltown's attrition rate is <u>below</u> third quartile	Daily non-academic after-school program					
percentages.	ercentages. • Frequent parent conferences					

Retention Plan – 2023-24 Strategies Strategies for retention activities for each demographic group				
	Child study process for early intervention on a pre-special education evaluation basis Teaching assistants in all classrooms (c) 2023-24 Additional Strategy(ies), if needed None needed			
Lir	nited English-proficient students/English learners Limited English-proficient students			
(a) CHART data School percentage: 0% Third Quartile: 8.4%	(b) Continued 2022-23 Strategies Below third quartile: no enhanced/additional strategies needed. • 3x/week after school homework club • Daily non-academic after- school program			
Hilltown's attrition rate is below third quartile percentages.	(c) 2023-24 Additional Strategy(ies), if needed No ELs were enrolled during the 2022-23 school year. No retention strategies needed.			

Students eligible for free or reduced lunch (low-income)				
/ A CHART John	(b) Continued 2022-23 Strategies			
(a) CHART data	Below third quartile: no enhanced/additional strategies needed			
School percentage: 5.0%	 Ensure that we have no income-based barriers to services 			
Third Quartile: 11.9%	 Ensure that application for free/reduced lunch is easily and 			
Hilltown's attrition rate	confidentially accessible			
is <u>below</u> third quartile	 Provide financial assistance for non academic after school 			
percentages.	programs			
percentages.	(c) 2023-24 Additional Strategy(ies), if needed			
	None needed			
	(d) Continued 2022-23 Strategies			
	Small class size with low adult to child ratio			
Students who are	the state of the s			
sub-proficient	3x/week after school homework club			
- 14 - 4	Daily non-academic after-school program			

	Frequent parent conferences				
	(c) 2023-24 Additional Strategy(ies), if needed				
	None needed				
	(e) Continued 2022-23 Strategies				
	Family engagement				
	 Active learning strategies (hands on project based learning) 				
Students at risk of	Arts integration				
dropping out of school	Early identification of struggling learners				
	Early literacy development via reading teacher				
	 Extra support in younger grades from OT, PT, and speech therapist 				
	(c) 2023-24 Additional Strategy(ies), if needed				
	None needed				

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT DEMOGRAPHIC INFORMATION

Enrollment Data (2022-23) - Hilltown Cooperative Charter Public School (04500105) (mass.edu))

Selected Populations (2022-23) - Hilltown Cooperative Charter Public School (04500105) (mass.edu)

Enrollment by Race/Ethnicity (2022-23)

Student Data by Race/Ethnicity (2022-23)				
Race/Ethnicity	Percentage of Student Body			
African American	0%			
Asian	2.3%			
Hispanic	4.6%			
Native American	0%			
White	82%			
Native Hawaiian Pacific Islander	0%			
Multi-Race Non-Hispanic	11.1%			

Selected Populations (2022-23)

Selected Student Populations (2022-23)				
Title	Percentage of Student Body			
First Language not English	1.4%			
English Language Learner	0%			
Low-income	21.7%			
Students with Disabilities	17.1%			
High Needs	32.7%			

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year					
Name	Title	Start date	End date		
Kate Saccento Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2014	NA		
Laura Davis Director of Teaching and Learning	Responsible for student support services including discipline, supervision of	8/2022	NA		

Administrative Roster During th	e 2022-23 School Year	
10.7.1C 35.00 5.01 10.00	teaching staff, curriculum development,	
	education policy and implementation	

	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	3	1	2	found other employment in education found other employment outside education
Other Staff	6	3	3	found other employment in education positions discontinued medica/personal reasons

INFORMATION ABOUT THE BOARD OF TRUSTEES

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES FY2023

Board Membership During the 2022-23 School Year

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
Tala Elia telia@hilltowncharter.org	Trustee, Vice President	Domain Council	Parent	1st Term: 11/2020- 7/2023
Katharine Ewall kewall@hilltowncharter.org	Trustee	GABS Committee, Facilities Committee	Parent	1st Term: 7/01/2021- 6/30/2024

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
Kathleen Szegda kszegda@hilltowncharter.org	Trustee, President	Domain Council	Parent	1st Term: 7/01/2020- 6/30/2023
Kathleen Hulton khulton@hilltowncharter.org	Trustee	Chair, Long Range Plan Committee, JEDI Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Emily Boddy eboddy@hilltowncharter.org	Trustee	Chair, GABS Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Matthew Dube mdube@hilltowncharter.org	Trustee	Chair, Personnel Committee	Parent	3rd Term: 7/01/2021- 6/30/2024
Sara Schieffelin sschieffelin@hilltowncharter.org	Trustee, Clerk	Chair, GABS Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Daniel Klatz dklatz@hilltowncharter.org	Trustee	Chair, Long Range Plan Committee	Community BOT Member	1st Term: 7/01/2021- 6/30/2023 (resigned)
Richard Senecal rsenecal@hilltowncharter.org	Trustee, Treasurer	Chair, Finance Committee	Parent	1st Term: 7/1/2019- 6/30/2023 (resigned)
Chris Korczak ckorczak@hilltowncharter.org	Trustee	Chair, Facilities Committee	Parent	1st Term: 8/28/2020- 8/30/2023

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
				(resigned 6/30/2023)
Andrew Coate acoate@hilltowncharter.org	Trustee	Personnel Committee	Parent	1st Term: 7/01/2022- 6/30/2025
Gina Wyman gwyman@hilltowncharter.org	NonVoting Trustee, Teacher Rep	Long Range Plan Committee	Teacher	1st Term: 9/20/22-6/30/2 024
Kate Saccento ksaccento@hilltowncharter.org	Admin Liaison	Domain Council, Finance Committee, Facilities Committee, Long Range Plan Committee	Director of Administration	n/a
Laura Davis Idavis@hilltowncharter.org	Admin Liaison	Domain Council, Personnel Committee, Long Range Plan Committee	Director of Teaching and Learning	n/a
Rashida Krigger rkrigger@hilltowncharter.org	Admin Liaison	Domain Council, GABS, JEDI, Long Range Plan Committee	Community and Family Engagement Coordinator	n/a

Board of Trustee and Committee Meeting Notices

Hilltown Cooperative Charter Public School Annual Report 2022-23

The Hilltown <u>Board of Trustees meeting schedule and minutes</u> can be found on the school website at https://www.hilltowncharter.org/board-of-trustees/#1509704368382-a40ae3fb-f451

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

A number of changes at a charter school may not require an <u>amendment request</u> but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations <u>603 CMR 1.08 (11)</u>). Please provide information about the following:

FACILITIES

Address	Dates of Occupancy
1 Industrial Parkway	August 2014- current
Easthampton, MA 01027	(no change)

ENROLLMENT

Action	2023-24 School Year Date(s)
Student Application Deadline	February 28, 2024
Lottery	February 29, 2024

APPENDIX E: COMPLAINTS AND ATTACHMENTS

Complaints

There were no complaints filed with the Board in the 2022-2023 school year.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Subject:

Title I Policies and Programs, 2023-2024

Date:

October 11, 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 Hulton)

Goals to Achieve:

HCCPS is required to annually update its Title I Policies and Programs based on stakeholder input.

Potential Concerns/Issues:

None - These policies have not substantively changed since 2022-2023. The School-Family-Student Compact reflects the updated "Community Agreements" (formerly the "Community Compact"), which included input from faculty, staff, families, and students.

Text of the Proposal:

HCCPS Title I Programs

Title I funding supports HCCPS programs that provide targeted instruction and assistance to students who are identified as needing additional supports in order to achieve success in school. This includes students whose MCAS scores, other benchmark test scores, and/or internal assessments in reading, writing, and mathematics are not yet indicating grade-level proficiency.

Small-group and Individualized Instruction (grades K-8)

HCCPS provides small-group and individualized instruction in target areas led by teaching assistants under the direction and supervision of classroom teachers and/or specialized instructional support professionals. This instruction occurs in and/or out of the classroom. Participating students are identified by MCAS scores, other benchmark test scores, and/or internal assessments in reading, writing, and mathematics.

Students may also be referred through the HCCPS Response-to-Supports (RTS) program that identifies accommodations that could positively impact students' success in the classroom and school, implement these accommodations for a period of time with fidelity, collect data, evaluate their effectiveness, and adjust as necessary. RTS is not special education, and is not a direct pathway to the special education referral process. RTS may be used parallel to a special education plan.

HCCPS School-Family-Student Compact

This compact outlines how HCCPS staff, families, and students share responsibility for improved student academic achievement, and the means by which the school and families will work cooperatively and collaboratively to help students achieve the high standards set by the Massachusetts Department of Elementary and Secondary Education (DESE). This compact is in effect during the 2023-2024 school year.

All HCCPS community members will strive to enact the school's mission:

- 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
- Sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational program
- Cultivate children's individual voices and a shared respect for each other, our community, and the world around us

HCCPS administration, faculty, and staff members will:

- Provide a safe and supportive school environment where all students can learn and succeed
- Support a welcoming school community in which all members feel included and a sense of belonging
- Provide high-quality curriculum and instruction that enables students to make academic progress
- Nurture each student's creativity, self-expression, and well-being
- Engage in effective home-school communication in support of each student's learning
- Work to improve programs through cycles of planning, implementation, evaluation, and refinement
- Deliver academic supports through:
 - o In-class teaching assistants in all classes
 - Individual and small group instruction for students identified as needing additional assistance
 - o Generalized support for assignments during after-school Homework Club in grades 6-8

Policy: Title I Proposed: October 11, 2023 Approved:

- o Specialized instruction for students with IEPs in classes and/or other settings
- Communicate about Hilltown's participation in Title I and its requirements by:
 - o Informing families of the school's participation in Title I and the requirements of Title I at each Classroom Orientation, and through the school newsletter at the beginning of the school year
 - o Providing opportunities to discuss Title I programs at family-teacher conferences in the fall as it relates to individual student achievement
- Communicate student progress and achievement by:
 - o Providing reports on all students' progress in all courses in December and March
 - o Providing final reports on all students' achievement in all courses in June
 - Communicating concerns individually to students and caregivers as they arise

Parents and caregivers will:

- Support the Hilltown community through active participation and mutual respect
- Ensure their child is present in school, on time, ready to learn and participate
- Support their child to engage in schoolwork in school and at home
- Monitor their child's academic and social progress
- Engage in two-way communication with teachers and staff members
- Stay informed about school policies, guidelines, news, and events
- Participate in decisions relating to their child's education

Students will:

- Follow the Hilltown Code of Cooperation:
 - Treat others with kindness
 - o Include everyone
 - Be safe with your body
 - Talk one at a time and listen to each other
 - o Take care of materials and property
- Do their best to learn in school and at home
- Advocate for themselves when they need help
- Take ownership of their mistakes and make repairs

HCCPS District/School Family Engagement Policy

HCCPS commits to do the following:

 Involve families, faculty and staff, administrators, specialized instructional support personnel, teaching assistants, and other appropriate school personnel as applicable in the joint development of Title I, Title IIA, and Title IV portions of the ESSA consolidated grant application, including targeted support plans

Policy: Title I Proposed: October 11, 2023 Approved:

- Build school capacity in implementing effective caregiver and family engagement activities to improve student academic achievement and school performance
- Build school capacity for effective family engagement by:
 - Helping families understand state academic standards, local and state assessments, the requirements of Title I, and how to monitor their student's academic progress;
 - o Providing families with materials to help improve their student's academic achievement;
 - Educating all school staff on the value of family engagement and how to work with families as equal partners; and
 - Coordinating and integrating Title I family engagement strategies with other family engagement strategies
- Conduct, with the meaningful involvement of caregivers and families, an annual evaluation of the effectiveness of the family engagement policy in improving Hilltown's academic quality by identifying:
 - o Barriers to greater participation by families;
 - What families need to assist with students' learning, including how families engage with teachers and staff; and
 - Strategies to support successful school and family interactions
- Design evidence-based strategies for more effective family engagement based on the findings of the annual evaluation
- Revise the family engagement policy, if needed, based on the annual evaluation
- Involve families in school activities

HCCPS will:

- Inform families of the school's participation in Title I and the requirements of Title I, including family engagement requirements at each Classroom Orientation at the beginning of the school year
- Involve families in the planning, implementation, and review of Title I programs, and describe how to do so through the weekly Hilltown Happenings newsletter
- Provide to families of participating children:
 - o Timely information about programs under Title I
 - An explanation of the curriculum and academic assessments used at the school, as well as the proficiency levels students are expected to meet based on state academic standards
 - o If requested by families, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible

Policy: Title I Proposed: October 11, 2023 Approved:

MCAS 2023

HCCPS Board of Trustees Report

10.11.2022

Laura Davis, Director of Teaching and Learning

MCAS at Hilltown

- MCAS is not a measure of intelligence or capacity; it provides one data point among many that help teachers and specialists identify the needs of students and the school.
- Internally, we pay attention to data related to content knowledge throughout the school, and differences among demographic groups.
- Due to Hilltown's small size, individual students noticeably affect percentages.

MCAS and State Accountability

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need.

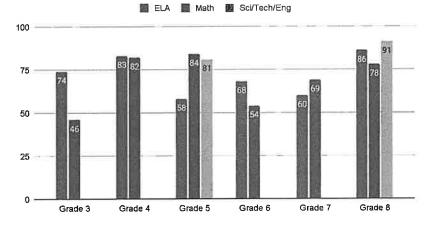
Relevant to Hilltown, the accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles* in English language arts and math
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year

^{*} Student Growth Percentiles (SGPs) describe how much students improved their scores compared to other students across the state who scored similarly to them the year before.

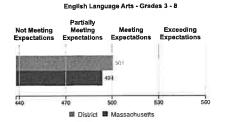
Hilltown students are performing well statewide on MCAS

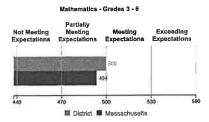


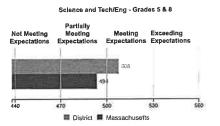


School achievement percentiles compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. See the full data set and report at: https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04500105&orgtypecode=6&

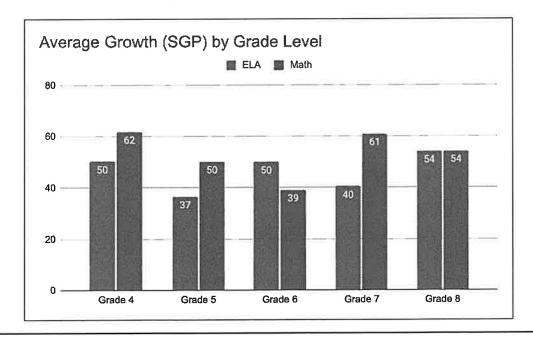
HCCPS students exceeded state achievement in all subjects

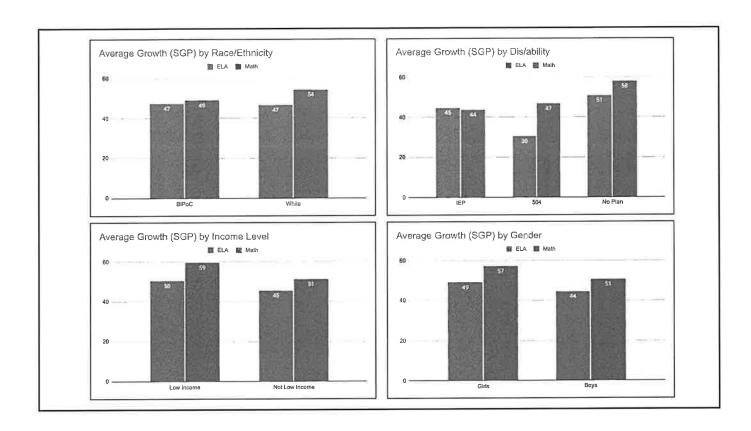






Hilltown's student growth percentiles are mid-range



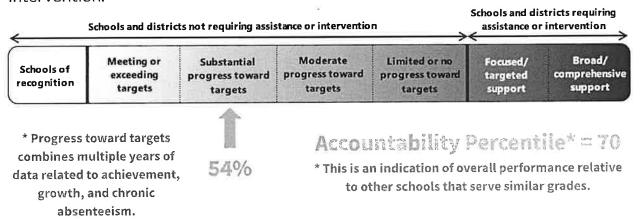


Hilltown's rates of chronic absenteeism significantly increased in 2023

Group	2022 Rate (%)	2023 Rate (%)
All Students	9.6	12.0
Lowest Performing	7.1	14.3
High needs	9.7	15.9
Low income	6.8	10.6
EL and Former EL		
Students w/ disabilities	8.8	22.5
Amer. Ind. or Alaska Nat.		•
Asian	-	=
Afr. Amer./Black		,
Hispanic/Latino	4	=
Multi-race, Non-Hisp./Lat.	-	
Nat. Haw. or Pacif. Isl.	2	-
White	9.4	11.5

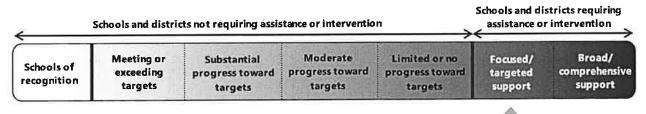
MCAS and State Accountability

All Massachusetts districts and schools are classified into one of two accountability categories: requiring assistance or intervention, and not requiring assistance or intervention.



MCAS and State Accountability

Hilltown's 2023 classification is "Requiring assistance or intervention" with focused/targeted support due to a low MCAS participation rate for Students with Disabilities.





^{*} This represents **three** students out of 33 who opted out of taking ELA and Math MCAS tests in 2023, and **one** out of 11 who opted out of taking S/T/E MCAS. See the full data set and report at: https://profiles.doe.mass.edu/accountability/report/school.aspx?subgroup=99&orgcode=04500105#tabs-1b

DESE's Path System

Recovery Path: The MCAS average scaled score for the given group and subject was higher in 2019 than in 2022. These groups experienced declines in student achievement and are *expected to improve achievement in a specified number of years* to return to (and ultimately surpass) 2019 achievement levels.

Path Forward: The MCAS average scaled score for the given group and subject was higher in 2022 than in 2019, or the improvement increment calculated using the recovery path for the group and subject is less rigorous than that assigned in 2019. These groups experienced little to no decline in achievement from 2019 to 2022 and are expected to continue to improve achievement levels.

English Language Arts

Grades 3-8

In ELA, Hilltown's MCAS scores improved overall, especially for low income students, but declined for students with disabilities

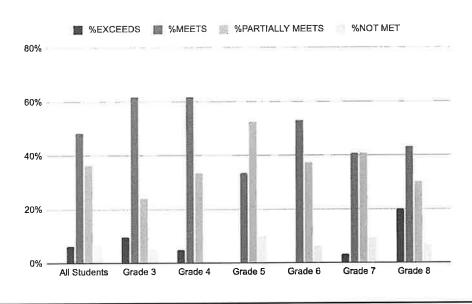
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	500.5	501.2	0.7	504.4	153	2	Recovery Path: Improved Below Target
owest Performing	478.4	479.4	1.0	483.1	28	2	Recovery Path: Improved Below Target
High needs	493,6	490.5	-3.1	496.4	50	0	Path Forward; Declined
Low income	496,9	496.4	-0.5	499.2	33	3	Path Forward: Met Target
EL and Former EL				•5.	1		
Students w/ disabilities	485.9	482.1	-3.8	488.8	30	0	Path Forward: Declined
Amer. Ind. or Alaska Nat.			*	*	55		
Asian		-			5	4	
Afr. Amer./Black				**		25	
Hispanic/Latino				2	5	9 E	
Multi-race, Non-Hisp./Lat.				7/	19		
Nat. Haw. or Pacif. Isl.			*		2		
White	501.2	500.9	-0.3	503.3	124	1 :	Recovery Path: No Change

[&]quot;High Needs" = Student with Disabilities AND/OR Low Income AND/OR English Learner

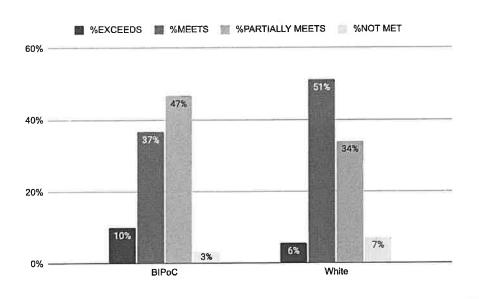
In ELA, Hilltown students showed typical growth overall, with high growth for low income students

English language arts growth - Non-high school				About the Data
Group	2023 Mean SGP	N	Points	Reason
All Students	46.7	121	2	Typical Growth - Low
Lowest Performing	47.9	28	2	Typical Growth - Low
High needs	44.4	44	2	Typical Growth - Low
Low income	50.4	30	3	Typical Growth - High
EL and Former EL		1		16
Students w/ disabilities	44.8	26	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.				₹
Asian		3		
Afr. Amer./Black		(
Hispanic/Latino		4		160
Multi-race, Non-Hisp./Lat.	*	15		
Nat. Haw. or Pacif. Isl.	•			(8)
White	46.6	99	2	Typical Growth - Low

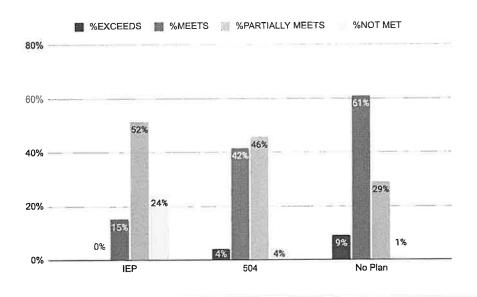


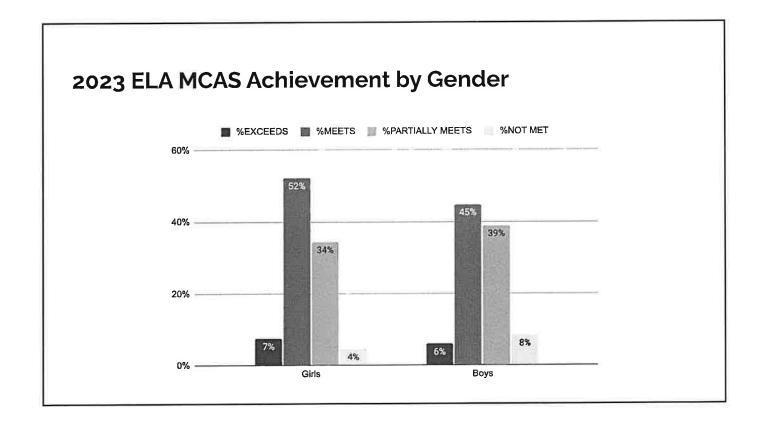




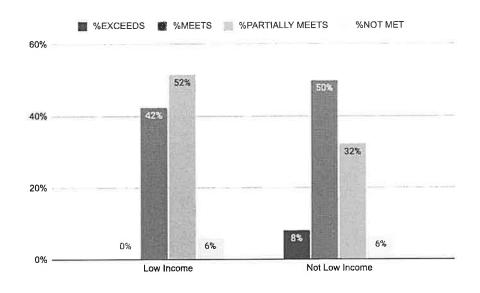






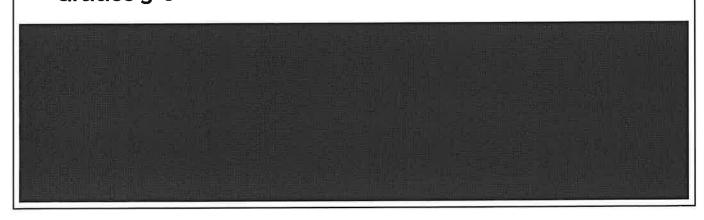






Mathematics

Grades 3-8



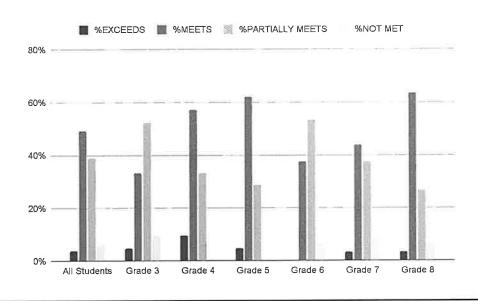
In Math, Hilltown's MCAS scores improved overall, especially for low income students, but declined for students with disabilities

Group	2022 Achlevement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	498.9	499.6	0.7	501.2	153	2	Recovery Path: Improved Below Target
Lowest Performing	477.2	477.6	0.4	483.0	28	2	Recovery Path: Improved Below Target
High needs	491.2	490.7	-0.5	493.8	50	1	Path Forward: No Change
Low income	492.5	497.1	4.6	494.9	33	4	Path Forward: Exceeded Target
EL and Former EL					1		
Students w/ disabilities	484.9	481.3	-3.6	488.2	30	0	Path Forward: Declined
Amer. Ind. or Alaska Nat.				-	-	-	
Asian					5		#/
Afr. Amer./Black	•		- 1	i		-	
Hispanic/Latino					5		S 2 2
Multi-race, Non-Hisp /Lat.		-			19	1 2	
Nat. Haw. or Pacif. Isl.		-		-			
White	498.8	499.4	0.6	500.6	124	2	Recovery Path: Improved Below Target

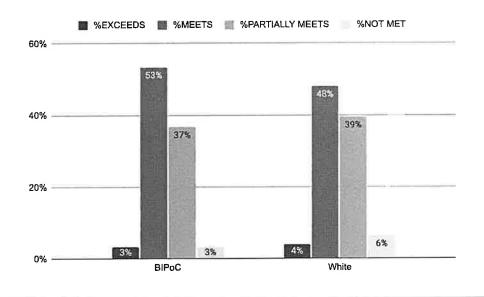
In Math, Hilltown students showed high typical growth overall, with low growth for students with disabilities

Mathematics growth - Non-high school						
Group	2023 Mean SGP	N	Points	Reason		
All Students	53.3	122	3	Typical Growth - High		
Lowest Performing	47.3	28	2	Typical Growth - Low		
High needs	51.6	45	3	Typical Growth - High		
Low income	59.5	31	3	Typical Growth - High		
EL and Former EL		1	-			
Students w/ disabilities	43.7	26	2	Typical Growth - Low		
Amer. Ind. or Alaska Nat.			•	7.		
Asian		3	21	•		
Afr. Amer./Black			-			
Hispanic/Latino		4	27.1	•		
Multi-race, Non-Hisp./Lat.	-	15		*		
Nat. Haw. or Pacif. Isl.			32			
White	54.3	100	3	Typical Growth - High		

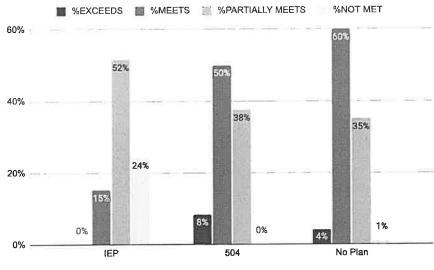




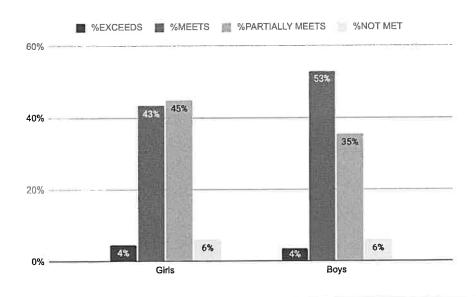




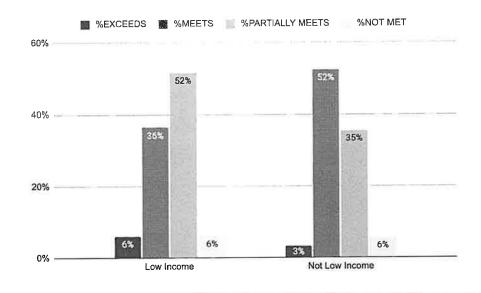






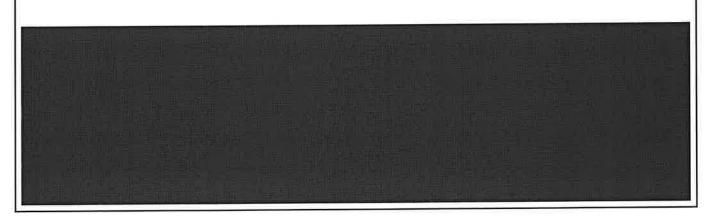






Science, Technology & Engineering

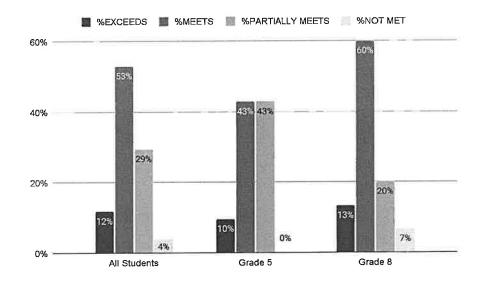
Grades 5 & 8



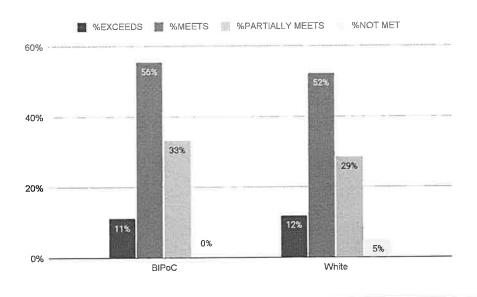
In Science/Technology/Engineering, Hilltown met improvement targets

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	508,4	507.5	-0.9	511.1	50	3	Path Forward: Met Target
Lowest Performing				*1		(#E	
High needs		•	*		17	1126	
Low income				**	11	85	
EL and Former EL		•	•	22		194	
Students w/ disabilities		•		-	10	38	
Amer, Ind. or Alaska Nat.				- V		16	
Asian			•	*		3.5	
Afr. Amer./Black	•					14	
Hispanic/Latino			-		1 -	15. 0	
Multi-race, Non-Hisp./Lat.				-	9	- 1	
Nat. Haw. or Pacif. Isl.					1 -	. 1	
White	509.7	506.8	-2,9	512.7	41	3	Path Forward: Met Target

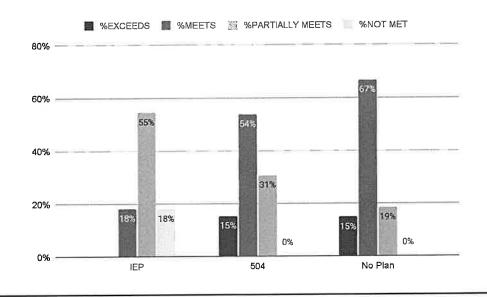
2023 Science MCAS Achievement by Grade Level

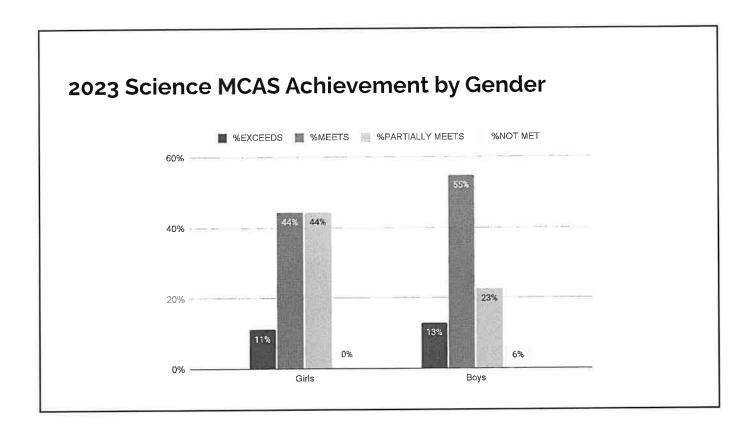


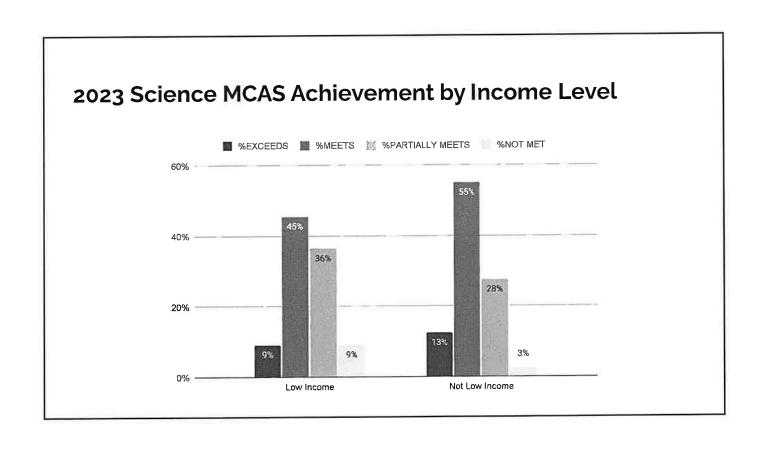












Next Steps

Continue to monitor potential effects of the Illustrative Math and Classroom curriculum on MCAS scores over time.

Investigate potential root causes for low growth among students with 504 plans.

Increase communication with families regarding attendance concerns.

Communicate with families regarding school and district effects of non-participation.

To explore Hilltown's MCAS data further

DESE school profile "Assessment" tab:

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=3 2&orgcode=04500105&orgtypecode=6&

DESE school profile "Accountability" tab:

https://profiles.doe.mass.edu/accountability/report/school.aspx?linki d=31&orgcode=04500105&orgtypecode=6&



Domain Council Meeting Minutes- Oct 6th, 2023 10am. HCCPS

Present: Laura Davis, Kate Saccento, Tala Elia, Kathleen Hulton, Matt Dube, Lily Newman,

Gina Wyman **Regrets:** N/A

Торіс	Discussion	Action
Domain Updates	Admin -very busy start of the year -community/family engagement role updates coming soon -facility upkeep is challenging	
×	Teaching and Learning -Clarified school wide rules having impact in hallways and classrooms and now time to re-teach, re-clarify and solidify a month in -MCAS results are in and there will be report at board meeting	
Admin structure- behavioral support	-discussed limitations of the job currently and ability balance -discussed evaluating current resources and how to best align to meet current needs -what are the parts of the T and L role that should potentially under a different position -discussed the balance of restorative and more disciplinary consequences	
School lunch committee	-plan to form admin advisory committee to look at lunch options with MA free lunch program now part of ongoing state budget	
Attendance Policy	-added excused and unexcused absence differentiation to proposed policy	
Title 1 Policies and programs	-update policy reviews with slight edits and will be presented at board meeting -small group and individualized instructions (TA salaries)	

Phone: 413-529-7178

Fax: 413-527-1530

website: www.hilltowncharter.org

e-mail: info@hilltowncharter.org



MCAS 2023 results	-discussed MCAS results and successes. to be presented at board meeting	
October BOT		Done
agenda		
Next meeting		October 24th, 2023,
time/date/location		8:30am
Adjournment		Meeting adjourned at 11:20am

Phone: 413-529-7178 website: www.hilltowncharter.org Fax: 413-527-1530 e-mail: info@hilltowncharter.org



Finance Committee Meeting Minutes- Sept 13, 2023 8:30 am Zoom - Remote

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

Regrets: None

Торіс	Discussion	Action
Approve Minutes	Lisa moved to approve June minutes, Carla seconded, minutes approved by consensus	Minutes will be submitted for October BoT packet
Free and Reduced Lunch Proposal	Reviewed proposal, discussed 225% rate for inclusion	Proposal will be submitted to the BoT for approval
	Kate reminded us we would need to renovate building to accommodate a program of free for all	
	This proposal provides more relief for more families, and includes 50% off for all after school activity fees	
	Motion by Andy, second by Kylan, approved by consensus	
Q4 Financials	Better than expected revenue numbers; no surprises in expenditures	Q4 Financials will be submitted to full BoT for review and approval
	Motion to approve by Lisa, seconded by Andy, approved by consensus	
New Business	Lunch Proposal, Budget, FY23 Goals	Matt will create draft agenda

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	Done
Review action items	
Next meeting	October 4 at 8:30 am via Zoom
time/date/location	
Adjournment	9:15 am

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GABS Committee Meeting Minutes - Mon Oct 2, 8:30 am DRAFT

Meeting Location: HCCPS

Present:

Sara Schieffelin; Emily Boddy; Kelly Vogel; Stacy Giufre; Kate Saccento

Guests:

Regrets:

Notetaker: Emily

Topic	Discussion	Action (if necessary)
Check-in/ Announcements	Check-in Announcement about board leadership. Tala stepping down as President, staying on board. Matt will serve as interim President. Checking in with Kathleen H about staying on. Have discussed with Lily to shadow VP for succession plan.	
JEDI	Interwoven into other discussions	
Approve Sept Minutes	Approved by consensus.	
Committee assignments, discussion	Kathleen S would like another board member on JEDI. Emily expresses that GABS needs the two it has for now given her own workload with being Clerk. Once chairmanship is handed off to another board member (Kelly or Stacy), it will be easier. Kylan was possibly interested in serving on JEDI in addition to Finance, but no time right now.	EB Share member spreadsheet with committee
	Current JEDI (based on Sept 8 meeting): Kathleen S, Natalia, Cinzia, Angelique, Seth Harwood, Camille, Luke Woodward	



Adjournment 9:30 am	
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Agenda items for next month: Board exit interviews; recruitment/committee roles, leadership

GABS agenda items for next BOT meeting: Clarifying roles, communication to the public, email, etc.



JEDI Committee Meeting Minutes- October 6th, 2023 12:30 p.m.

Present: Kathleen Szegda, Camille Washington-Ottembre, Angelique Baker, Laura Davis

Regrets: Natalia Korczak, Cinzia Pica, Seth Harwood

Topic	Discussion	Action
Equity Audit and Engaging the Community	Some comments from school survey and recent email to Board as part of hiring process have described JEDI efforts as fake and destructive Committee discussed the importance of educating the school community about JEDI. Committee also discussed sharing JEDI definitions with the community.	
JEDI Definitions	The committee reviewed definitions and made some slight revisions, recognizing that some wordsmithing still needs to be done. Discussed sharing definitions with the Board, staff and the community.	Kathleen –
JEDI Committee Goals	 Develop clear definitions of JEDI for community that weaves in anti-racism/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 	

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	Director of Teacher and Learning and	
	staff to determine a mechanism to	
	engage students in JEDI efforts	
Professional	Previous training with staff was on how to	
Development	address microagressions. Full day PD for	
	teachers in November – looking at cultural	
	humility training. Would like to have the	
	training dovetail with trainings done with	
	Board and others. Important to	
	communicate out to the community that PD	
	focused on JEDI will be taking place.	
	Discussed the importance of trainings on	
	how to respond when racist comments or	
	derogatory/inappropriate statements related	
	to inequities occur. Also, discussed	
	importance of creating space to discuss and	6
	debrief when these situations occur.	
Next meeting	Friday, 10/3, 12:15 – 1:15 p.m.	
time/date/location		
Adjournment		
	The meeting was adjourned at 1:30 p.m.	

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