

**HCCPS Board of Trustees
Meeting Agenda
June 11, 2025 5:30pm**

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.

Prework:

- Here is the [board self-evaluation data](#); Please review, prioritizing pages/slides 7-10 if you’re unable to review all.

Facilitator: Tala Elia; Julia Bowen for Retreat

Topic (estimated time)	Who	Action	Estimated Time
Welcoming (read mission statement): (5 min) <ul style="list-style-type: none"> ● Announcements, appreciations, acknowledgements ● Agenda Check: Appoint timekeeper, list keeper as needed, introduce Julia Bowen ● BOT Visibility for end of year ● Approve minutes from 5/14/2025 BoT mtg 	Lily Newman (welcome) Tala Elia	 Decision	5:00
Public Comment (5 min)	Tala Elia		5:05
Board Business: (5 mins) <ul style="list-style-type: none"> - Approve July meeting dates (Virtual Only) - Approve member term - Domain Council change FYI 	Tala Elia	Decision FYI	5:10
Warm-up / Connection (15 min) <ul style="list-style-type: none"> - Icebreaker and norms 	Julia Bowen	Discussion	5:15

<p><i>Purpose: Activate all voices in the room. Allow the group to gain comfort with Julia, the facilitator, and allow Julia to get to know the board members a bit better.</i></p>			
<p>Board Roles & Responsibilities (30 mins)</p> <p><i>Purpose: Ensure that everyone on the board shares the same understanding of their roles and responsibilities as a governing board.</i></p>	Julia Bowen	Discussion	5:30
<p>Board Self-Assessment Data (45 mins)</p> <ul style="list-style-type: none"> - Overview of the self-assessment data - Discussion and implications <p><i>Purpose: Highlight the need to create the academic success committee; identify areas to build board capacity, even if not the focus of the retreat</i></p>	Julia Bowen	Discussion	6:00
<p>Break (15 mins)</p>	Julia Bowen		6:45
<p>Accountability Plan (30 mins)</p> <ul style="list-style-type: none"> - Accountability Plan purpose, process, use - Review and discuss proposed Accountability Plan <p><i>Purpose: Create needed work/discussion time to focus on the Accountability Plan, putting into practice any key learnings about the board/management line.</i></p>	Chris Kusek, Rebecca Belcher-Timme; Julia Bowen supports	Discussion	7:00
<p>Academic Success Committee (45 mins)</p> <ul style="list-style-type: none"> - Review and discuss description - Propose key areas for committee focus - Develop draft plan and reporting schedule for oversight. <p><i>Purpose: Develop a shared understanding of the role of the Academic Success Committee as well as how the Committee will function.</i></p>	Julia Bowen	Discussion	7:30
<p>Wrap Up (15 mins)</p> <ul style="list-style-type: none"> - Reflections - Retreat evaluation - Minutes finalization, Newsletter blurb - Action Items review <p><i>Purpose: Create closure for the retreat; provide feedback to the planning team about what worked</i></p>	Julia Bowen; Tala Elia Emily Boddy		8:15

<i>well / didn't work well (and what may need follow up after the retreat).</i>			
Adjournment	Tala Elia		8:30

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes DRAFT– Wednesday, May 14, 2025, 6:30pm

Location: Hilltown Cooperative Charter Public School, 1 Industrial Pkwy, Easthampton, MA 01027;
Also by zoom

Present: Chris Kusek, Kathleen Hulton, Rebecca Belcher-Timme, Neal Teague, Steve Sell, Ben Carlis, Lily Newman, Tala Elia, Kathleen Szegda, Andrea Hermans, Kylan Mandile, Kate Aleo, Emily Boddy, Kelly Vogel, Grace

By Zoom:

Regrets: Lily Newman

Guests:

By Zoom:

Facilitator: Ben Carlis

Notetaker: Emily Boddy

List keeper: Tala

Timekeeper: Kathleen S.

Mission statement read by: Kathleen Szegda

Topic	Discussion	Action (if necessary)
<p>Welcoming (read mission statement) (Kathleen H.)</p> <ul style="list-style-type: none"> ● Announcements, appreciations, acknowledgements ● Agenda Check: Appoint timekeeper, list keeper ● BOT Visibility this month 	<p>Announcements, Appreciations, Acknowledgements:</p> <p>Emily passed around cards from Tiffany for BoT to sign to thank FoH for ArtSpark Emily acknowledged Kathleen Szegda’s service (5 years, including president, VP and chair of JEDI) and Kelly Vogel, who served on GABS, chaired Facilities and helped run the Annual Meeting for two years. Tala acknowledged Kathleen Hulton’s service to the board. Stepped up and stepped in at a hard time, appreciative of devotion, work and the course she’s set us on.</p> <p>Nick, Felicia, Tiffany and all for the music festival.</p> <p>Thanks to Chris spent Saturday outside in the rain tearing down the play structure</p>	

	<p>Agenda Check -</p> <p>Board Visibility:</p>	
<p>Approve minutes from previous BOT meeting, 4/9/25</p>	<p>None.</p>	<p>Tala motioned to approve 4/9 meeting minutes; Kathleen S seconded; the Board approved meeting minutes by consensus.</p>
<p>Public Comment (Ben)</p>	<p>None.</p>	
<p>Teaching and Learning Updates (Rebecca)</p> <ul style="list-style-type: none"> ● General ● Professional Development ● Staffing 	<p>Busy hiring season. 6 finalists for classroom teachers for grades 1 & 2, 3 & 4 and 5 & 6 . Long process and made three hires. Will be announced to the community this week. Very excited about all the new hires.</p> <p>Announcements on future hiring of other positions.</p> <p>Committee in student council looking at harmful language data, and deciding how to respond. JEDI is committed to supporting actions to address potential issues that are identified.</p> <p>Professional Development - looking at adopting a humanities based ELL curriculum for grades 5-8. Teachers will be trained, and grants being pursued to cover costs.</p> <p>Still awaiting civics action grant referenced last month.</p> <p>Reviewing a social emotional curriculum also from EL to 5-8.</p> <p>End of year events scheduled, on the calendar.</p> <p>Incoming Kindergarten screenings happening and drop in day forthcoming.</p> <p>Final MCAS push underway. WE are seeing some</p>	

	opt-outs. Fewer opt outs for math than ELA.	
Head of School Updates (Chris) <ul style="list-style-type: none"> • Family and Community Engagement • General School Updates 	Full Report in the packet. Community and Family Engagement Updates: Thanks to FoH for ArtSpark. Profits over \$9,500, with 4000 allocated for the playground. Staff appreciation lunch was wonderful, thanks to the Igneri's for the food truck. Musical festival was a great success - many families said it was the best one yet. \$340 bake sale. General Updates: Special Ed. - assessment visit was on Friday May 9th, expect no findings. Final submission for special ed programs are completed. Some policies will be updated tonight. Facilities - playground is gone, went reasonably well. Installation of new equipment, June 30. Coordination with the local conservation commission. Nan taking lead on a project that will designate wetlands for education Lot and drives fixed. Possibility of adding a new exit near the dumpster to help with traffic patterns. Discussions with operations and contract staff ongoing about summer work. Board Retreat - Weds June 11 in lieu of regular meeting.	
New Interim Co-Vice President Approval Emily (Discussion and Decision)	Emily presented the proposal as included in the packet.	Kathleen Szegda moved to approve, Kylan seconded. The board approved by consensus.
Hiring Policy, Tala (Discussion and Decision)	Hiring process is robust, lots of feedback, but long and lengthy. Candidates sometimes drop out because the process is so robust.	Kathleen S motioned to approve with the edits Tala outlined. Kelly seconded.

	<p>For example, timelines for internal and external postings can extend the hiring search beyond what best serves the process.</p> <p>The policy as laid out, included in the packet, includes logistical changes and significant changes.</p> <p>Examples of changes (all included in the policy):</p> <ul style="list-style-type: none"> - At discretion of leadership, can opt to post internal and external posts simultaneously. Internal still maintain an advantage in that they will get an automatic interview. But shortens the process. Refer to section I. - Interview process will shift per section II, 5. - Emergency procedures, refer to section III 	The board approved by consensus.
Head of School Evaluation and Rubric Next Steps Proposal, Neal (Discussion and Decision)	<p>Neal presented the proposal as included in the packet. He explained what was laid out in the proposal.</p> <p>There were no questions or concerns raised.</p>	Tala motioned to approve policy as presented; Kate seconded; The Board approved by consensus.
Head of School Compensation Proposal, Ben Carlis (Discussion and Decision)	<p>Proposal included in packet.</p> <p>Prior to Kathleen H stepping down, Chris and she were working on a proposal to submit to the board. Chris , Lily and Carla came to an agreement for a proposal, which is included in the packet, and putting the next steps in the process to the personnel committee to have a more thorough evaluation of salary compensation and parity with other districts.</p> <p>Suggestion that board sets the salary ultimately, but that the personnel committee may help advise around comparables. Kathleen supports this process, as this was a lot of work when she was in the role of president.</p>	Emily. motioned to approve; Neal seconded; The Board approved by consensus.
Budget Review, Chris/ Finance Committee (Decision)	<p>Full presentation is included in the packet.</p> <p>Member asked about line item 43 - SIS is being switched over to a new vendor. Initial cost to switch</p>	Tala motioned to approve the budget; Kylan seconded; The Board approved by consensus .

	<p>over is high, and then a reasonable, stable item line moving forward. New vendor is Infinite CAMpus. Line 51 - large drop. The last couple of years services have been contracted. Hiring for half time roles rather than contracting out.</p> <p>Paraprofessional and kids club staff are down - projected due to change in release time, and also some adjustments due to one less classroom.</p> <p>Q3 Financials review. Finance committee approved, we are on track in all ways - projected spending aligns.</p>	<p>Kylan motioned to approve the Q3 Financials; Kathleen S. seconded; The Board approved by consensus .</p>
<p>Student Climate Survey Chris and Kathleen S. (Update and Discussion)</p>	<p>Chris offered framing (in packet) - longitudinal over two years. Collaboration with Grace and JEDI committee. More disaggregation needs to be done. Focusing on winter 24-25 due to the major changes that have happened.</p> <p>Rebecca and Chris brought us through the presentation, as included in the packet.</p>	
<p>Wednesday Kids Club Policy, Chris (Discussion and Decision)</p>	<p>Proposal in the packet.</p> <p>Note: Our threshold is higher than the standard for state for free and reduced lunch. This would apply for kids club subsidy proposed here.</p>	<p>Tala motioned to approve; Kate seconded; The Board approved by consensus.</p>
<p>Civil Right Policies/Family Handbook Amendment , Rebecca and Chris (Discussion and Decision)</p>	<p>Rebecca went through changes. All included in the packet: Bullying and due process for suspensions. Amendments were mandated by the DESE member who evaluated.</p>	<p>Tala motioned to approve update policies; Emily seconded; The Board approved by consensus.</p>
<p>Substance Use and prevention Policy Chris, (Discussion and Decision)</p>	<p>Included in the packet.</p> <p>Aligns the purpose and philosophy of the initial policy. Conforms with the law and student safety writ large.</p>	<p>Neal motioned to approve; Tala seconded; The Board approved by consensus.</p>

	<p>Education and Prevention are named in the policy.</p> <p>School policies and procedures portion aligns with MA state law, and with our student handbook.</p>	
<p>Committee Reports - Questions, Kathleen H.</p>	<p>None.</p>	
<p>Meeting Wrap-up</p> <ul style="list-style-type: none"> ● Minutes Finalization ● Snacks + Drinks for next meeting ● Newsletter Blurb ● New business for next Board meeting 	<p>Next Meeting: <i>Wednesday, June 11 at 5:00pm</i> (Retreat)</p> <p>Facilitator: Tala Elia Snacks: Drinks: Newsletter blurb: Emily</p> <p>New Business:</p> <p>Retreat GABS (Member)</p>	<p>Tala and Emily will organize food plan for the retreat.</p>
<p>Review Action Items</p>	<p>Reviewed action items.</p>	
<p>Adjournment</p>	<p>Meeting adjourned at 8:32pm</p>	<p>Tala motioned to adjourn; Kate seconded; the meeting was adjourned.</p>

ACCOUNTABILITY PLAN TEMPLATE

Hilltown Cooperative Charter Public School (Hilltown)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Easthampton
Regional or Non-Regional	Regional	Districts in Region	Amherst, Amherst-Pelham, Belchertown, Central Berkshire, Chesterfield-Goshen, Conway, Deerfield, Easthampton, Erving, Frontier, Gateway, Gill Montague, Granby, Greenfield, Hadley, Hampshire, Hatfield, Hawlemont, Leverett, Mohawk Trail, New Salem-Wendell, Northampton, Orange, Pelham, Pioneer Valley, Ralph C. Mahar, Rowe, Shutesbury, Southamptn, South Hadley, Sunderland, Ware, Westhampton, Whately, Williamsburg
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020, 2025
Maximum Enrollment	218	Chartered Grade Span	K-8
<p>Mission Statement:</p> <ul style="list-style-type: none"> ● To involve young people in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies, to foster critical thinking skills and a joy of learning. ● To sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational programs. ● To cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. 			

<p>Key Design Elements (with parenthetical citations to pages from the charter application or charter amendment):</p> <ol style="list-style-type: none"> 1. 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. (p. 1, original
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charter application)

2. Sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational program. (p. 1, original charter application)
3. Cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. (p. 1, original charter application)

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	
Date of Board Approval:	
Date of Department Approval:	

Objectives and Measures related to Mission and Key Design Elements (required):

<p>Objective (for KDE 1): Hilltown students will participate in interdisciplinary, arts-integrated, experiential learning experiences annually that foster critical thinking and engagement.</p>	
<p>Measure: At least 95% of students in grades K–8 will participate in at least two interdisciplinary projects annually that integrate at least two or more traditional subject areas/disciplines and include hands-on, experiential components that align with state standards.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● Percentage of K–8 students who participated in at least two qualifying interdisciplinary projects during the academic year ● Number and brief description of interdisciplinary projects offered per grade band (K, 1–2, 3–4, 5–6, 7–8) ● Examples of alignment to state standards (e.g., anchor standards or frameworks addressed in units) <p>Data collection plan:</p> <ul style="list-style-type: none"> ● Who: Director of Teaching and Learning, in collaboration with the Arts Integration Specialist and classroom teachers ● When: Annually, during curriculum documentation in late spring (May–June) ● Where: Data will be documented in a shared digital curriculum portfolio (e.g., Google Drive or curriculum documentation platform) and summarized in the annual School Report and Accountability Tracker maintained by the Head of School, Director of Teaching and Learning and Board of Trustees through its program oversight committee.

Measure: At least 70% of students in grades 3–8 will score at or above the national 50th percentile in reading and math on nationally normed assessments (e.g., FastBridge), demonstrating the effectiveness of interdisciplinary, experiential learning in supporting core academic development.

Data to be reported:

- Percentage of students in each grade (3–8) meeting or exceeding the 50th percentile in reading and math
- Disaggregated data by subgroup (e.g., low-income, students with disabilities)
- Year-over-year cohort trends in reading and math performance

Data collection plan:

- **Who:** Director of Teaching and Learning and Academic Support Coordinator
- **When:** Fall & Spring assessment windows, with summative analysis in June
- **Where:** Data will be stored in the FastBridge dashboard, summarized in internal school-wide data spreadsheets, and reported to the Board of Trustees through its program oversight committee.

Objective (for KDE 2): Hilltown will foster a connected, inclusive school community in which students and families actively engage in collaborative events and traditions.

<p>Measure: At least 90% of families who respond to the annual satisfaction survey will report a strong sense of community, with at least 40% of families responding.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● Total number and percentage of families who complete the annual satisfaction survey ● Percentage of respondents who indicate a strong sense of community (as measured by Likert-scale items) <p>Data collection plan:</p> <ul style="list-style-type: none"> ● Who: Head of School, in collaboration with Family Engagement Coordinator ● When: Annually in May or June ● Where: Data will be collected via an online survey platform (e.g., Google Forms), analyzed, and stored in the school's administrative drive. Summary results will be shared with the Board and school community in the Annual Report
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<p>Measure: At least 90% of grade 5–8 students will report a sense of belonging at Hilltown with at least 40% of students responding.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Total number and percentage of students who complete the annual school climate survey • Percentage of respondents who indicate a sense of belonging (as measured by Likert-scale items) <p>Data collection plan:</p> <ul style="list-style-type: none"> • Who: Head of School, in collaboration with Director of Teaching and Learning • When: Annually in Spring • Where: Data will be collected via an online survey platform (e.g., Google Forms), analyzed, and stored in the school’s administrative drive. Summary results will be shared with the Board and school community in the Annual Report
<p>Objective (for KDE 3): Hilltown students will engage annually in civic or service-oriented learning that encourages individual voice, empathy, and community responsibility.</p>	

<p>Measure: At least 95% of 8th grade students will participate in a capstone project that reflects individual voice through research, public facing performance based presentation, and an interactive component.</p>	<ul style="list-style-type: none"> ● Data to be reported: ● Percentage of 8th grade students who complete a capstone project with all three required elements: research, public presentation, and interactive component ● Summary of capstone topics and types of presentations ● Qualitative highlights or student reflections demonstrating personal voice and civic engagement ● Data collection plan: ● Who: 8th Grade teachers , in collaboration with the Director of Teaching and Learning ● When: Spring trimester, with final data compiled in June ● Where: Data will be documented in student portfolios, summarized in a shared tracking spreadsheet, and highlighted in the Annual School Report
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<p>Measure: At least 90% of K-8 students will participate in a placed based community oriented project that reflects empathy and community responsibility through identifying and investigating a problem and innovating and implementing a solution.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● Percentage of students per grade level who participated in qualifying projects ● Examples of community problems addressed and student-generated solutions ● Evidence of implementation (e.g., photos, project artifacts, reflections) ● Data collection plan: ● Who: Classroom teachers, supported by the Director of Teaching and Learning ● When: Throughout the year, with final data reviewed in May–June ● Where: Data will be captured in grade-level documentation folders, project logs, and curriculum binders; a year-end summary will be shared with the Board and included in the Annual Report.
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Objective and Measures related to Dissemination (*required*):

Objective: HCCPS will disseminate best practices to our sending District Public Schools

<p>Measure: Partner with at least one other public school District (e.g. Easthampton Public Schools, Northampton Public Schools) to highlight a key design element (e.g., arts integration, civic action, school culture).</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● Name of partner district(s) and description of partnership activities ● Key design element shared ● Number and roles of participants ● Outcomes or feedback from the partnership <p>Data collection plan:</p> <ul style="list-style-type: none"> ● Who: Head of School and Director of Teaching and Learning ● When: Annually, by the end of the school year (May–June) ● Where: Documentation maintained in administrative dissemination records, with summary included in the Annual Report and shared with the Board of Trustees
<p>Measure: Annually publish at least one integrated unit per grade band to the website and/or community newsletter</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● List of integrated projects published, by grade band (K, 1–2, 3–4, 5–6, 7–8) ● Title and brief description of each project ● Platform(s) where projects were published (e.g., school website, newsletter, curriculum-sharing network) <p>Data collection plan:</p> <ul style="list-style-type: none"> ● Who: Director of Teaching and Learning, in collaboration with classroom teachers ● When: projects collected and published by June of each school year ● Where: projects will be uploaded to the school website and archived in a dissemination folder on the school drive; publication will be referenced in the Annual Report ●



MASSACHUSETTS BOARD EFFECTIVENESS SURVEY
Hilltown Cooperative Charter Public School
Spring 2025

Why is board self-assessment important?

- This report shows your board's strengths and areas for improvement as compared to governance best practices.
- We believe that healthy boards take an honest look in the mirror and measure how well you are performing as a board – just as boards (should) measure the performance of the school and the school leader.
- The goal of board assessment is to give boards the information you need to govern more effectively. We hope your board takes this opportunity to ask yourselves: Are we doing everything possible as a board to ensure that all students in this school are succeeding? What can we do better?

What is in this report?

- Massachusetts' framework for effective governance
 - The survey you took mirrors this framework
- For each element of good governance, the report includes:
 - An overview of best practice
 - A summary of your board's responses for that element
 - Responses are not attributed to individuals; survey results are reported only collectively
- A compilation of board members' comments

What might you do with this report?

- We suggest that your board set some meeting time aside to discuss the data and encourage each board member to review the dashboard in advance of this meeting.
- Some questions the board might discuss:
 - How does your board perceive its governance performance?
 - Review your school's rating from the authorizer, student population information, and student performance over the last 3-5 years; does the board's assessment of its governance feel aligned to these indicators of school success?
 - Is there consensus among board members about how well the board is governing? Where are the biggest areas of disagreement?
 - What are the most important areas the board might focus on for improving governance?
 - What can your board do differently going forward to support student success?
 - What will each board member personally commit to doing differently?

How to interpret your board's data

- The survey questions are designed to serve as a rubric for best governance practice; the questions model what effective boards do. It is important to note that answers are subjective, and each board member comes to their own answers based on prior experience, perspective, points of comparison, etc.
 - Questions to which all or most of board members respond *Strongly Agree* or *Agree* are likely areas in which the board is governing effectively
 - Questions to which all or most of board members respond *Strongly Disagree* or *Disagree* are likely areas in which the board is not governing effectively
 - Questions to which there is a *wide range of responses* may indicate a lack of alignment in perspective or board members' individual experiences, confusing or unclear information given to the board, or different interpretations of the question
 - A significant number of board members responding with *I Don't Know* may indicate communication challenges, a disengaged board, many new members, or a new school

Our research-based governance framework

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Headlines of Governance Practices at Hilltown Cooperative Charter Public School

Dimension of Governance	Strengths	Opportunities for Improvement
Student Achievement	Most respondents are familiar with the school's accountability plan and accountability data . Most respondents are comfortable asking questions about student data. Most respondents review trends in student data.	More than one quarter of respondents do not review student data other than test scores . More than 60% of respondents do not regularly review dashboards with academic data broken down by subgroup. More than one quarter of respondents do not understand how the school's performance compares to other schools in the region. More than half of respondents are not confident in the board's understanding of student outcomes , and nearly half do not believe the board is effective in holding the school accountable for high student outcomes .
Exceptional Leadership	All board members have seen the school leader's goals . Respondents feel that the relationship between the board and school leader is based on candor and support. The board conducts an annual school leader evaluation , which includes input from a variety of stakeholders. All respondents said that there is a school leader emergency and planned succession plan and know who would take over as interim leader in the event of an emergency.	Fewer than 75% of respondents stated that the board regularly monitors the school leader's progress toward their goals . There appears to be a need to clarify with board members what is included in the school leader evaluation . Fewer than half of respondents believe that the board elevates concerns to the school leader when student achievement levels are low.
Exemplary Governance	Board members are highly engaged . Onboarding processes are strong. Respondents believe the board is diverse in skills, expertise, and gender. Most, but not all, board members stated that the board has concrete recruiting goals to ensure the board is racially diverse. Board members understand expectations . Most respondents feel that board and committee meetings are well-run and focus on strategic issues . Most respondents believe there is a positive board culture that supports members sharing their perspectives.	Almost half of respondents do not know what happens when a board member is not fulfilling their responsibilities . There may be an opportunity to increase racial diversity on the board. The top identified expertise needs for the board are fundraising and advocacy/public engagement ; other areas of expertise were also named as needed. Two respondents do not feel comfortable expressing their true opinions . Almost half of respondents are not sure if the board conducts an annual self-assessment .
Strategy & Accountability	Most respondents stated that the board has approved a multi-year strategic plan and sets annual board goals . The board's last retreat was within the past two years, and the board plans to hold a retreat within the next year. Most, but not all, respondents understand the differences in the roles of the board and the school leader . Stakeholder engagement is fairly strong. Most respondents stated that the board discusses how racism or biases appear within the school .	Although the board does have annual goals, more than one quarter of respondents do not think that the board regularly reviews its progress toward those goals .

Dimension of Governance	Strengths	Opportunities for Improvement
Resources	<p>Respondents review financial statements at least quarterly. Most respondents ask questions about financial and enrollment data. Respondents believe the board holds the school leader accountable for strong financial management. Many individuals have made a financial contribution to the school this year.</p>	<p>There are some questions about if the financial policies protect the school's long-term sustainability. Fewer than half of respondents have not reviewed the financial policies in the past year. Two respondents have not reviewed the school's last audit and management letter.</p>
Compliance	<p>The board has strong compliance practices and proactively addresses compliance issues. The board adheres to Open Meeting Law, has access to legal counsel, and operates according to its bylaws. All respondents are familiar with the school's charter and most are familiar with the results of the most recent financial audit. The board discusses policies that may disproportionately impact some students negatively and/or advantage some over others.</p>	<p>Only one respondent is familiar with the results of the most recent Tiered Focused Monitoring and only about one third of respondents know the date of the next charter office site visit.</p>
Advocacy & Public Engagement	<p>Respondents routinely speak positively about the school. Most respondents know how to respond when they see negative or misleading information about charter schools. More than half of respondents have taken action in the past year to influence education policies and public opinion.</p>	<p>There are opportunities to improve advocacy and public engagement. About half of respondents said that they do not receive regular updates about the legislative and political environment. Only about two thirds of respondents know who the state legislators are, and one third have communicated with them about charter schools. Nearly two thirds of respondents do not feel equipped to speak positively about charter schools.</p>

Strengths named by respondents

- Caring and committed board that understands the school's mission
- Positive board culture that encourages open dialogue and communication
- Strong trust between board and school leadership, with the board offering extensive support of the school leader
- High engagement and attendance of board members
- Representation of parents on the board
- Board's efforts to be transparent and visible to the broader community
- Increasingly building out more systems and structures

Challenges named by respondents

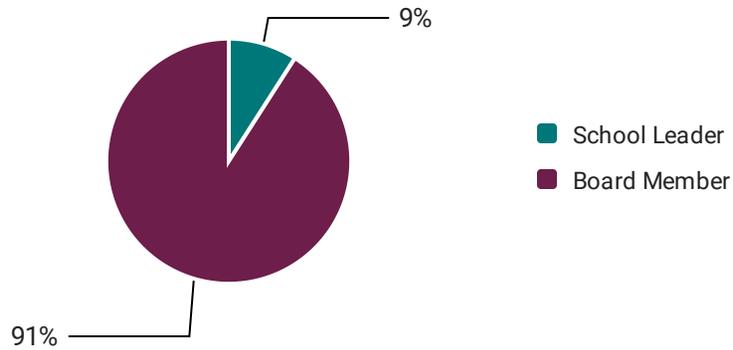
- Difficult to recruit board members who aren't individuals already connected to the school
- Need to increase diversity of perspectives on the board
- Fundraising
- Increased clarity about the differences in the roles of the board and school leadership

Respondent Summary

Total Responses: 11

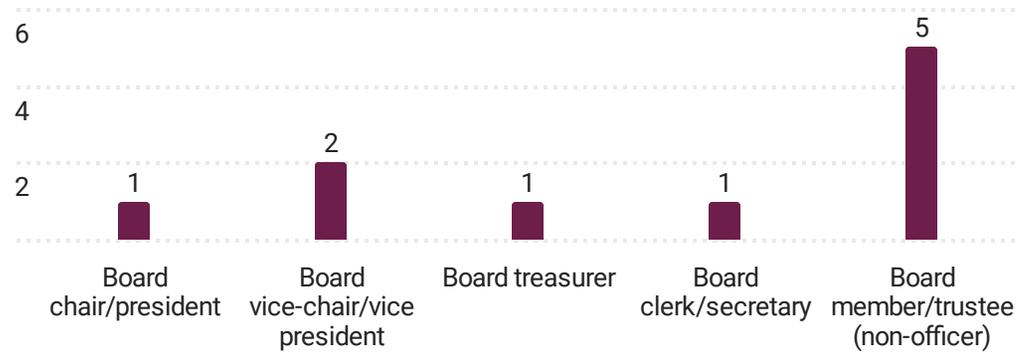
Role

11 Responses



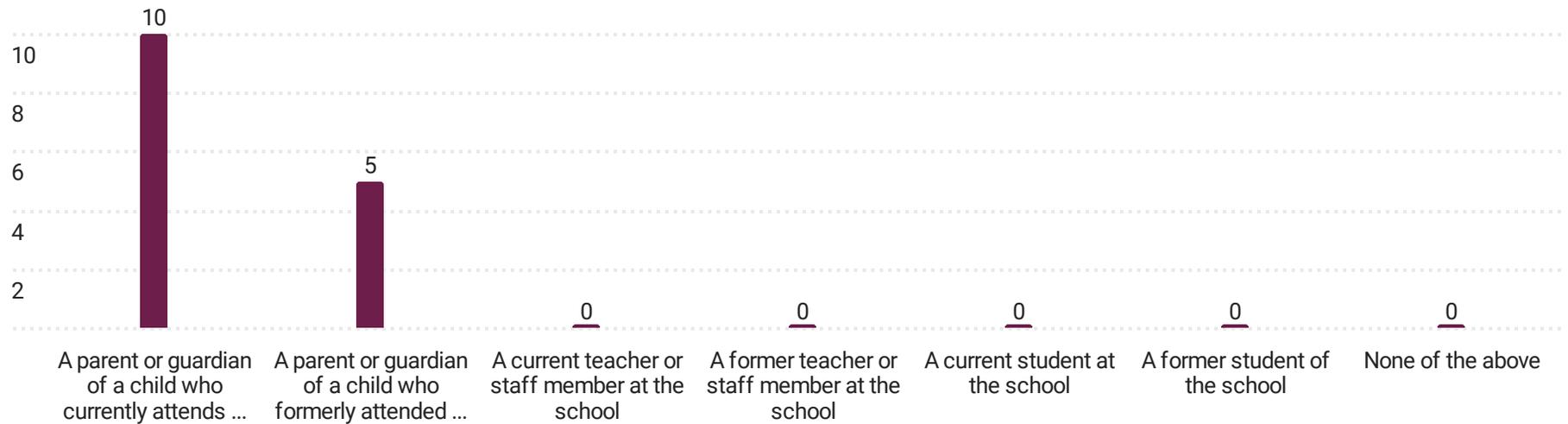
Role on the board

10 Responses



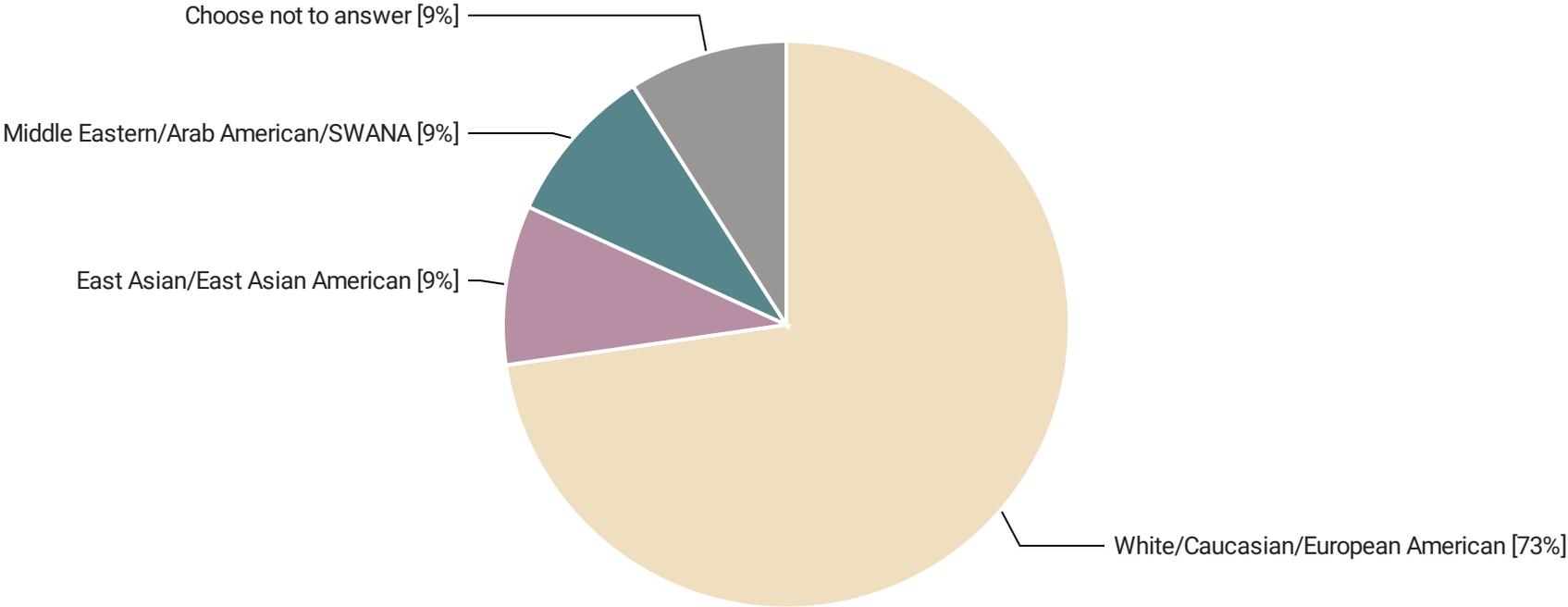
Parents/guardians, teachers, students

10 Responses



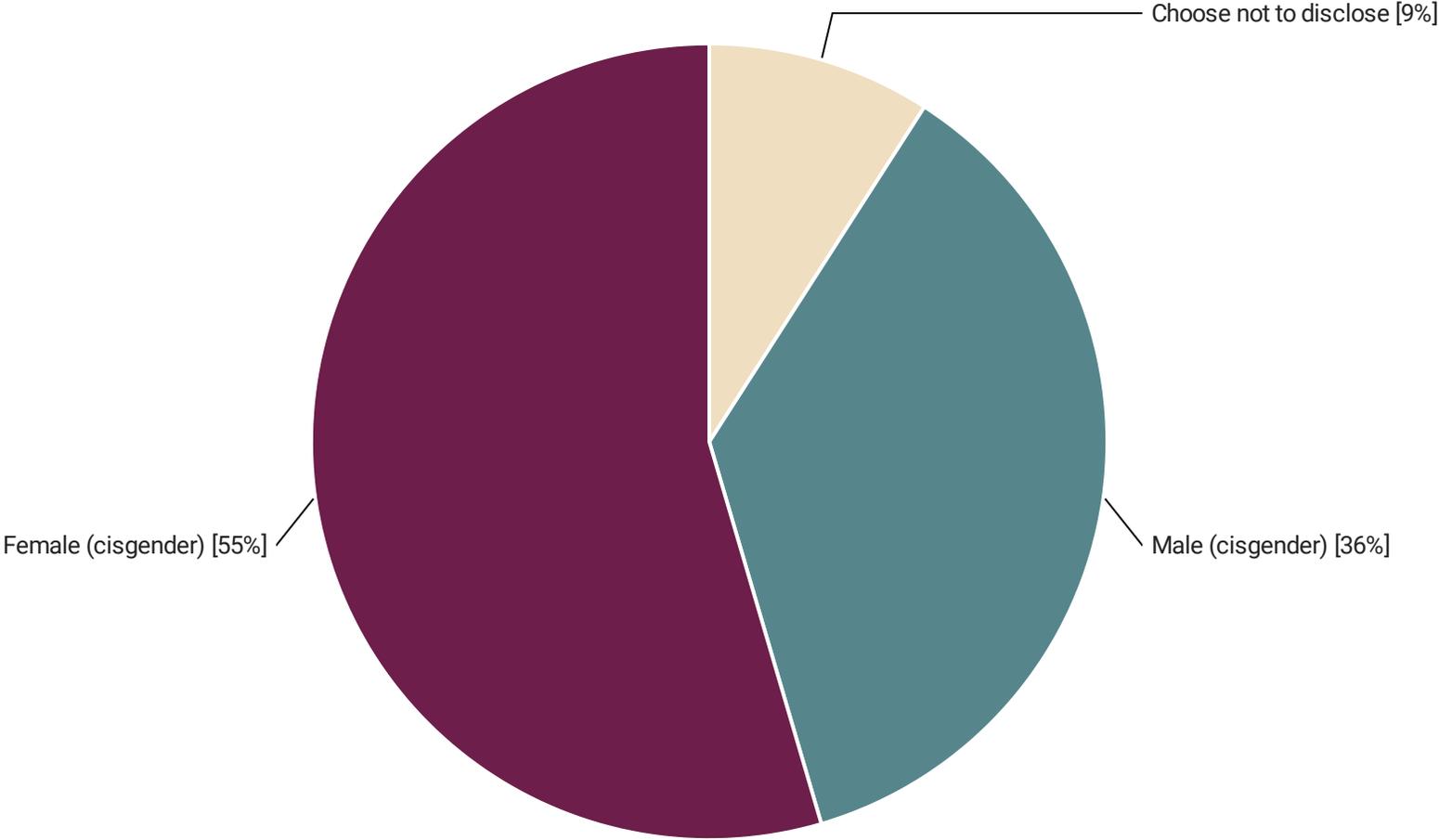
Race/Ethnicity

11 Responses



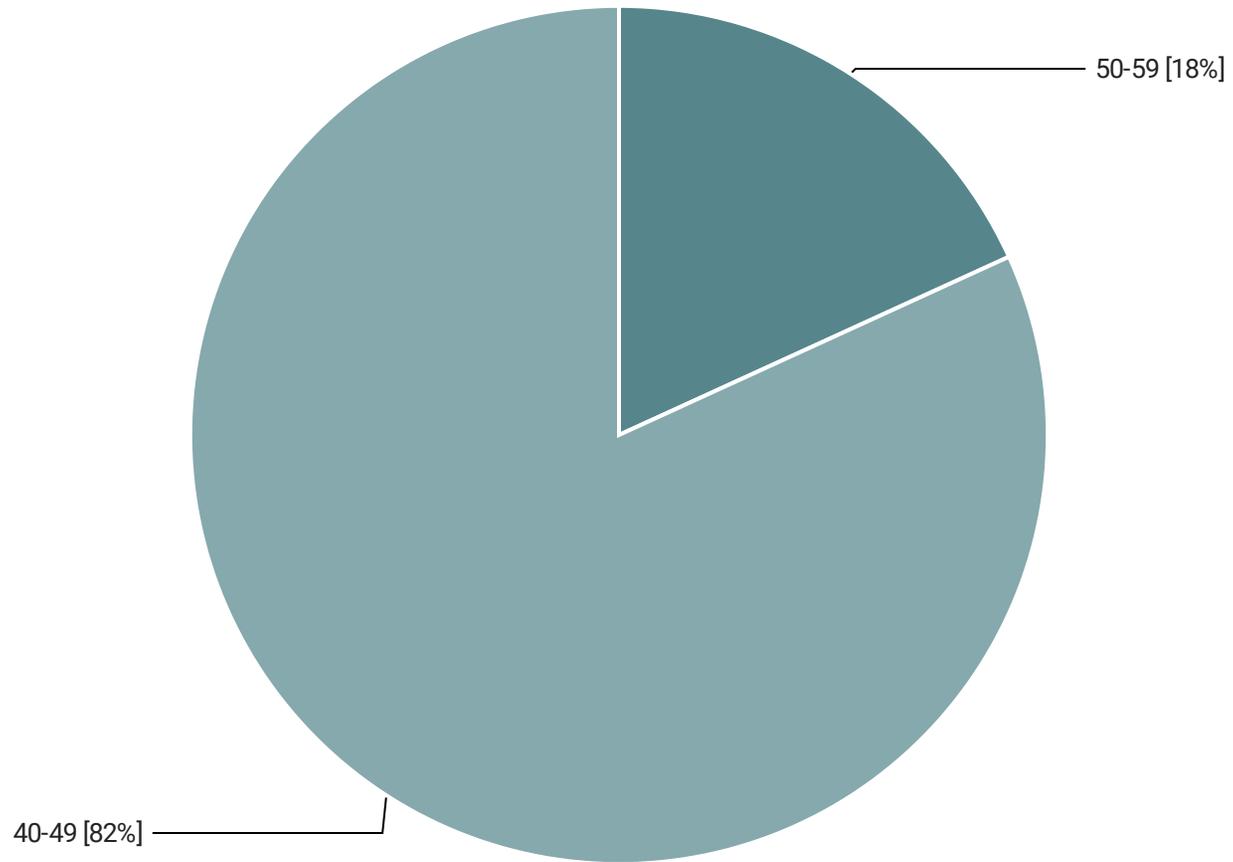
Gender Identity

11 Responses



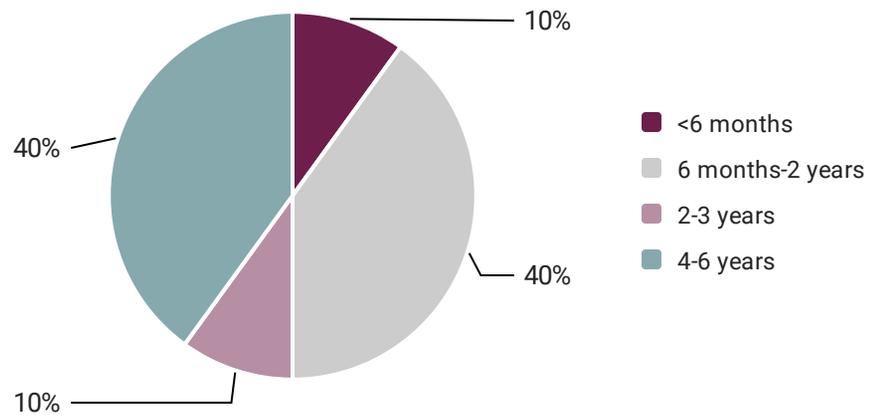
Age

11 Responses



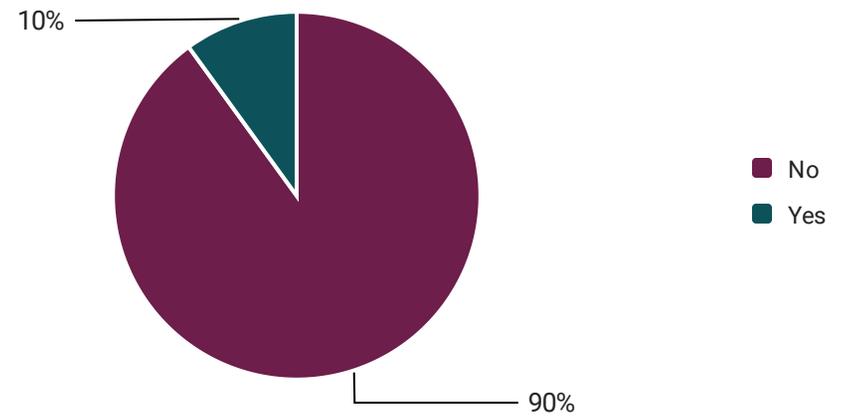
Years of Board Service

10 Responses



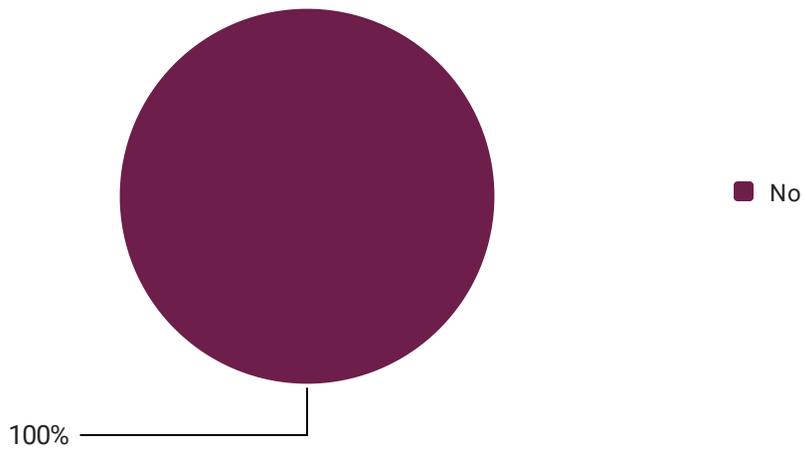
Final Year

10 Responses



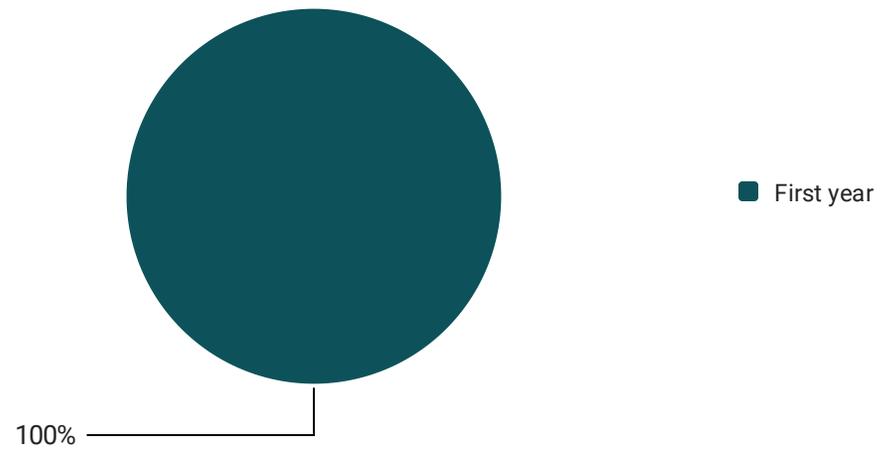
Current Students

11 Responses



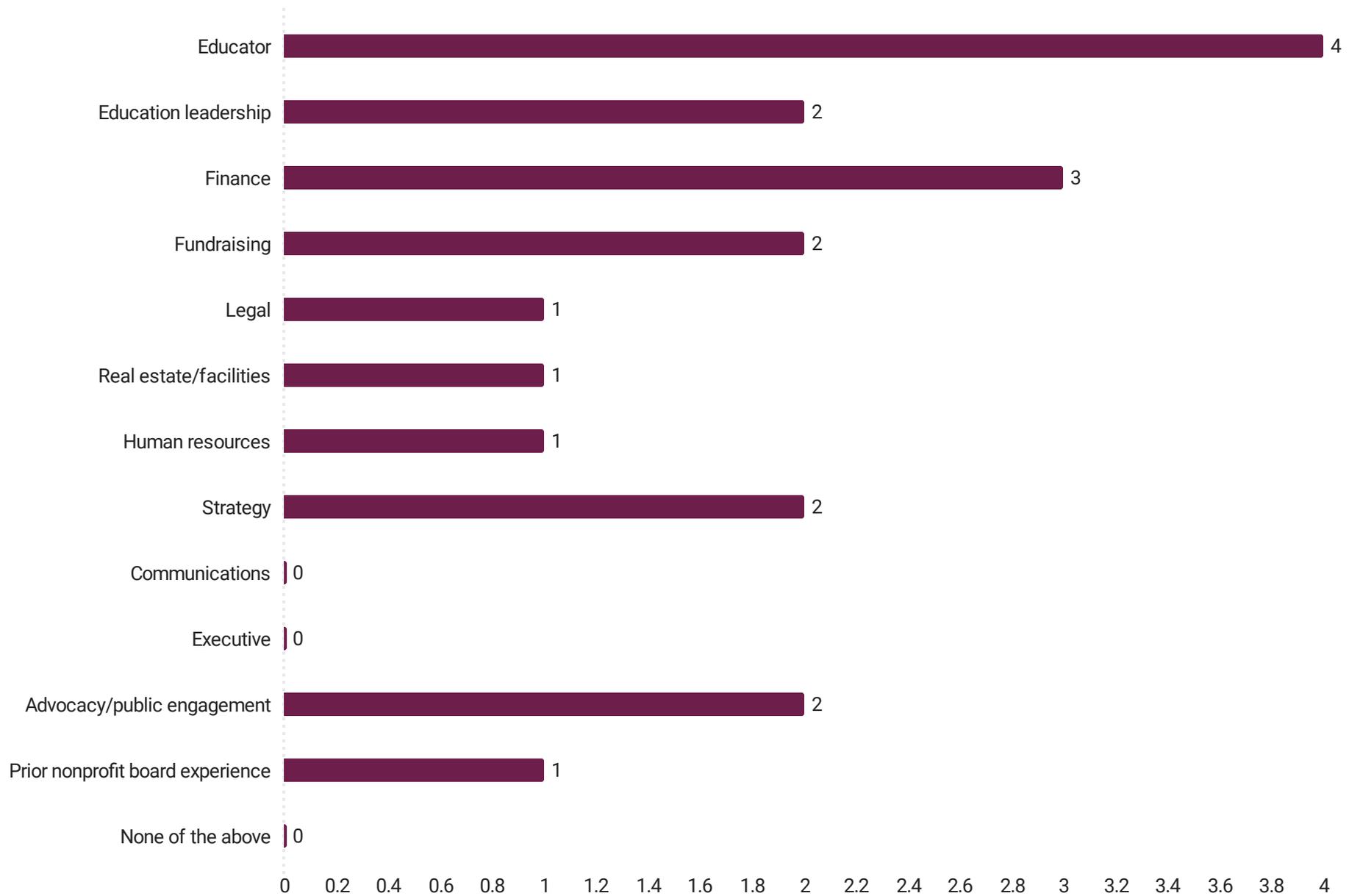
Board Chair Term

1 Responses



Areas of Professional Experience

10 Responses



Student Achievement

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Focus board's work on supporting school leadership in improving student outcomes

DESE requires Charter Public School Boards of Trustees to:

- *Engage “in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy”*
- *Review “disaggregated student data to ensure that the school’s academic program is a success for all students”*

Best Practice tells us that Boards Should:

- Prioritize student success in all board work
- Align with school leader on a set of clear and measurable goals that are aligned with:
 - Mission and charter
 - School's approved accountability plan
 - Accountability systems in place
- Align on what data the board will review to measure progress towards goals
- Monitor progress to goals quarterly
- Do not waver from monitoring progress towards agreed-upon goals
 - What metrics will boards review?
 - What data will boards see, how often, and from who?

Focus board's work on supporting school leadership in improving student outcomes

DESE requires Charter Public School Boards of Trustees to:

- *Engage “in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy”*
- *Review “disaggregated student data to ensure that the school’s academic program is a success for all students”*

What does this look like?

- Has the board engaged in conversation about disaggregated state accountability data, including MCAS?
- Have you discussed the results in your annual report (includes accountability plan), plus state/district accountability data, which include MCAS and chronic absenteeism?

I know the goals in the school's approved accountability plan, the school's accountability data, and how the state holds the board accountable for achieving accountability plan goals.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I review a data dashboard at least quarterly that provides academic achievement data for all students, broken down by subgroup (e.g., race, gender, special needs, English language learner).

11 Responses



Strongly disagree Disagree Agree Strongly agree

I review student data that indicates measures of student success other than test scores.

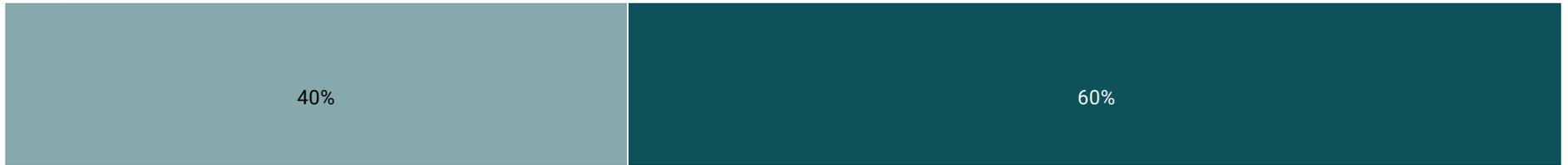
11 Responses



Strongly disagree Disagree Agree Strongly agree

I feel comfortable asking questions when I notice something of concern in student data, even if I am the only board member raising questions.

10 Responses



Strongly disagree Disagree Agree Strongly agree

The board asks questions about gaps in outcomes between subgroups of students.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board compares year-over-year student data to identify patterns/trends.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I understand how the school's performance compares to that of other public schools in the city/state.

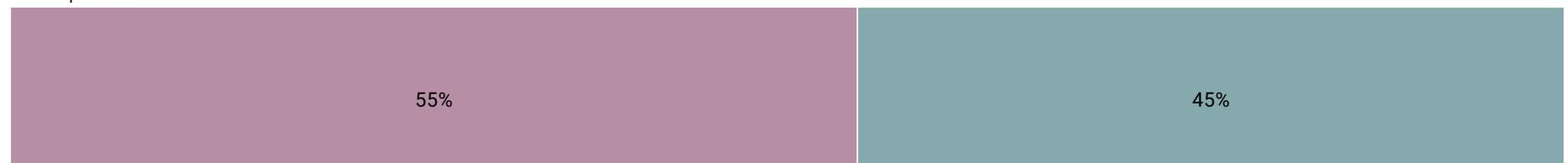
11 Responses



- No, I do not understand how the school's performance compares to that of other public schools in the city/state
- The data are benchmarked against ONLY the highest performing schools
- The data are benchmarked against ONLY city/state averages
- The data are benchmarked against BOTH city/state averages and the highest performing schools

I am confident that the board has a full and accurate understanding of student outcomes.

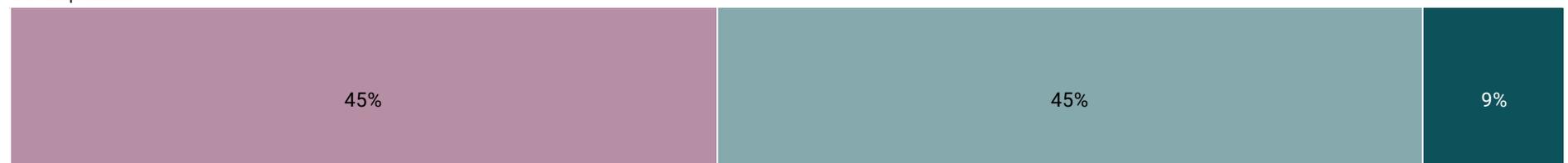
11 Responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

I believe the board is effective in holding the school accountable for high student outcomes.

11 Responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

Exceptional Leadership

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Hire and retain a strong leader by providing ongoing support and thoughtful evaluation

DESE requires Charter Public School Boards of Trustees to:

- *Hire, and evaluate admin to manage the charter school's day-to-day operations and holds these parties accountable for meeting specified goals*

Best Practice tells us that Boards Should:

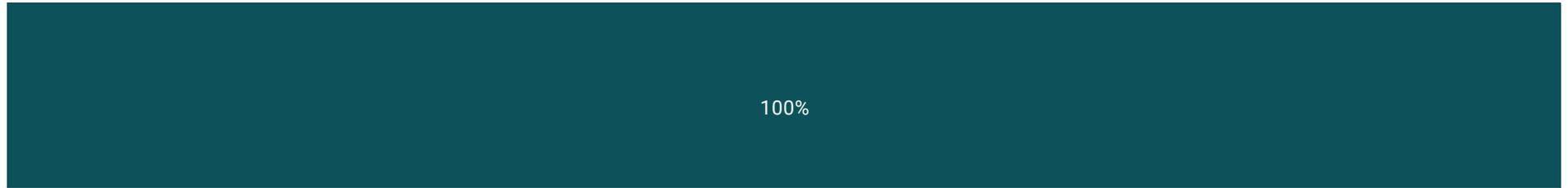
- Support the ED
 - Formal & informal ways
 - Give and earn trust
- Evaluate ED performance annually
 - Based on goals
 - Include ED self-evaluation
 - Gather important feedback from key stakeholders
- Ensure a clear and equitable compensation policy
 - Timely
 - Grounded in regional compensation comparables
- Organize leader support around achieving goals

What does this look like?

- Have you set your goals with your ED for the year?
- Do you have a regular time set up to have conversations with your ED?
- Are you aware of the ways in which the ED needs support from the board?

I have seen the school leader's goals for this year.

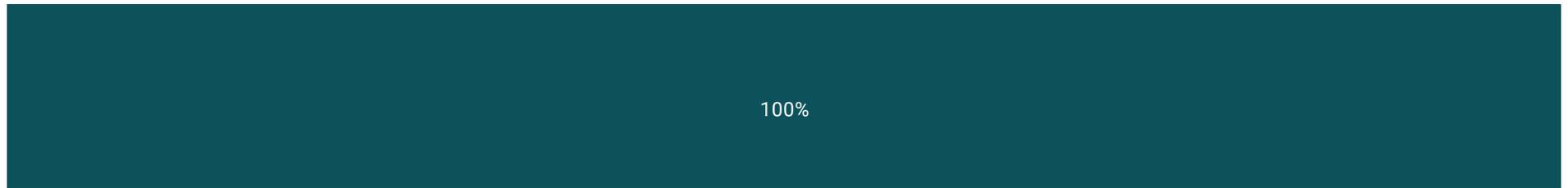
10 Responses



No Yes

I have annual goals for this year as the school leader.

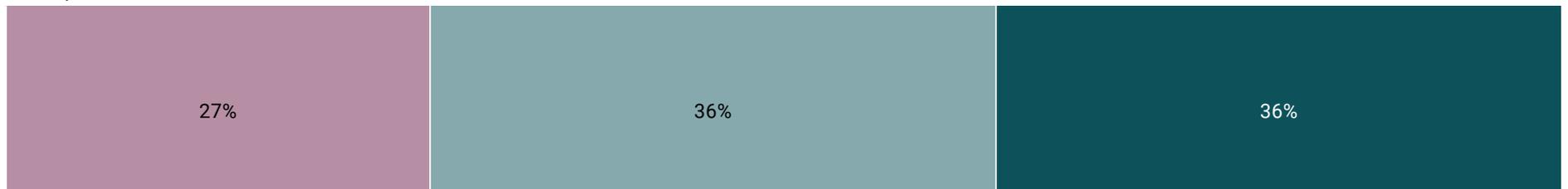
1 Responses



No Yes

The board monitors the school leader's progress toward their goals at least quarterly.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The school leader candidly and proactively speaks with the board about both successes and challenges.

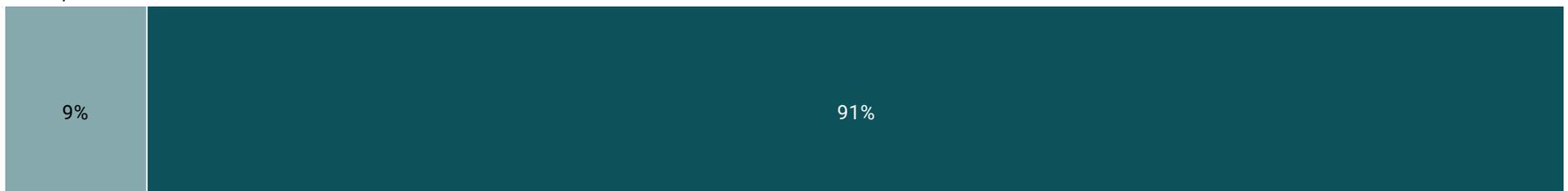
11 Responses



Strongly disagree Disagree Agree Strongly agree

My perception is that the board chair and school leader have a candid and supportive relationship.

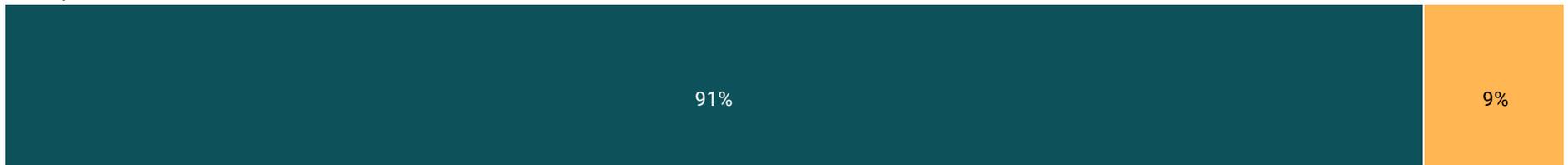
11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board evaluates the school leader each year.

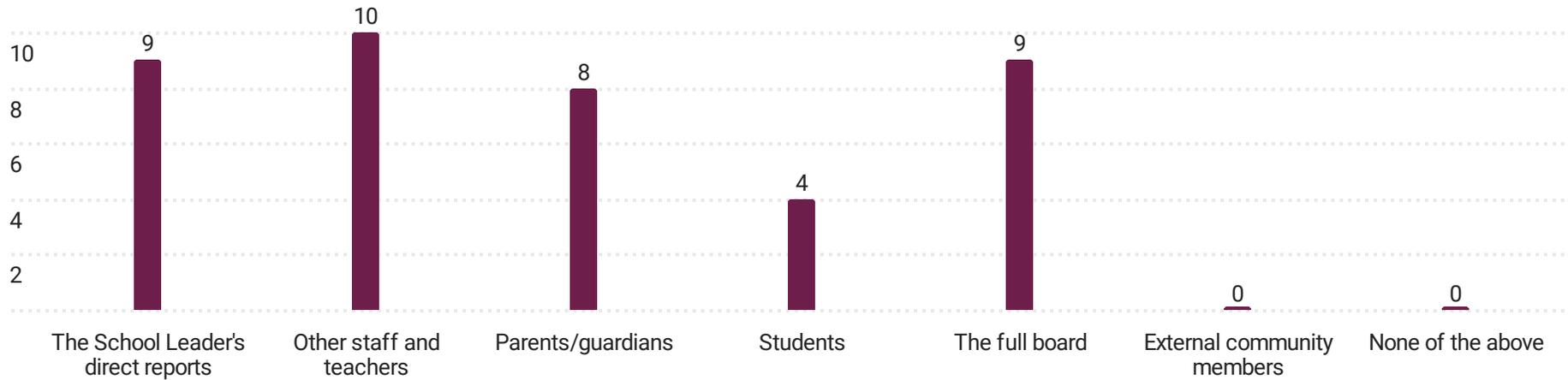
11 Responses



No, the board does not evaluate the School Leader The board evaluates the School Leader, but not annually Yes, the board evaluates the School Leader annually I don't know

The school leader evaluation process includes input from:

10 Responses



The school leader evaluation includes measures of Diversity, Equity, and Inclusion within the school (e.g., diversity of faculty, measures of inclusive school culture, DEI programming for staff and students, measures of parents feeling welcome in the school, closing gaps in achievement and student success by race).

10 Responses



The board holds the school leader accountable for high student outcomes/academic improvement as part of their annual evaluation.

10 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

If student achievement levels are low, the board elevates this as a serious concern to the school leader.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board's most recent evaluation of the school leader identified specific areas for growth.

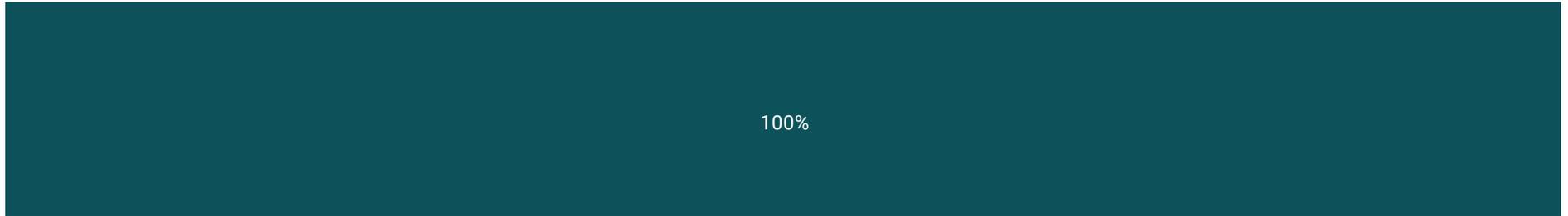
10 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has a school leader succession plan that covers both emergency and planned departure.

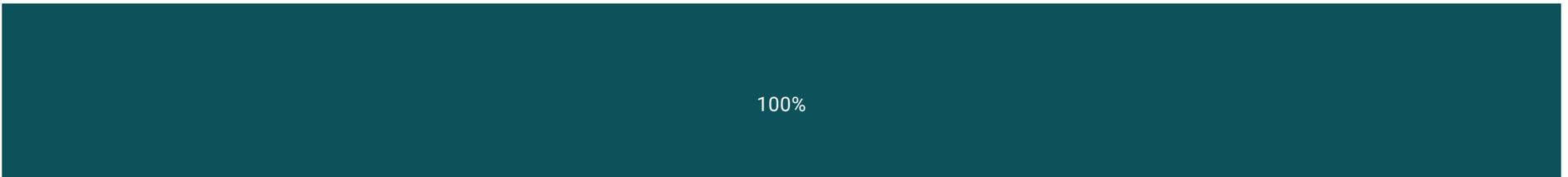
11 Responses



- No, the board does not have a School Leader succession plan
- It covers ONLY planned departure
- It covers ONLY emergency departure
- Yes, it covers BOTH emergency and planned departure
- I don't know

The board knows who would take over as interim leader in the event of an emergency in which the school leader cannot lead.

11 Responses



- No
- Yes
- I don't know

Exemplary Governance

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Diversify board membership across demographics and experience

DESE requires Charter Public School Boards of Trustees to:

- *Ensure sustainability of the school by: Recruiting, selecting, orienting and training members with skills, expertise, and connections to the community that enables the board of trustees to sustain an excellent school*

Best Practice tells us that Boards Should:

- Ensure board includes a diverse set of skills and experiences (lived and professional) that will support mission, vision, and strategy
- Have and follow equitable processes for recruiting, interviewing, selecting, and onboarding new board members
- Align on what representation of student population means to this board
- Embrace conversations about diversity on the board

What does this look like?

- Do you have a board composition matrix? Does the governance committee review this every year and update it?
- Do you know when board members are rolling off? Is there a tracker for this?
- Do you have a process for recruiting and supporting new board members?

Establish strategic and inclusive processes for board and committee meetings, expectations, and engagement

DESE requires Charter Public School Boards of Trustees to:

- *Ensure sustainability of the school by establishing clear processes for board of trustees and school leadership succession*
- *The board of trustees has clear and well-understood systems for decision-making and communication processes*

Best Practice tells us that Boards Should:

- Invest in committee-driven governance:
- Revisit board meeting agendas to focus on highest priorities for student success
- Set and uphold clear expectations and shared norms
- Articulate processes for selecting board officers
- Ensure bylaws are clear and complete
- Have a school leader succession plan in place

What does this look like?

- Is the board bringing an equity lens to all decisions about meetings, board operations, and expectations?
- Are these foundational structures in place?

I am a highly engaged board member (e.g., attends almost all board meetings, attends committee meetings in-person or by video conference, and actively promotes the mission of this school).

10 Responses



Strongly disagree Disagree Agree Strongly agree

The majority of board members are highly engaged.

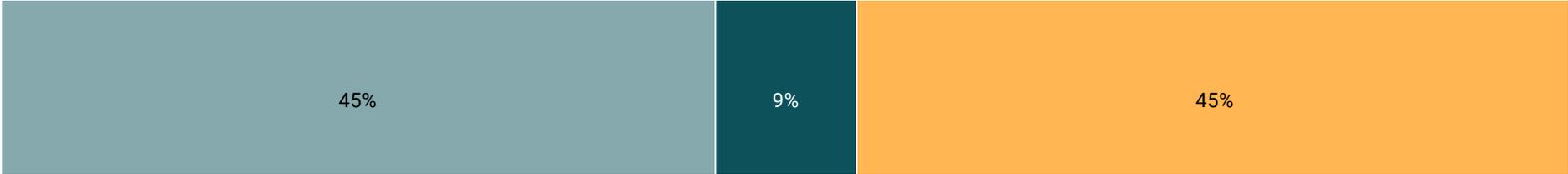
11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board takes action when a board member is not fulfilling their responsibilities.

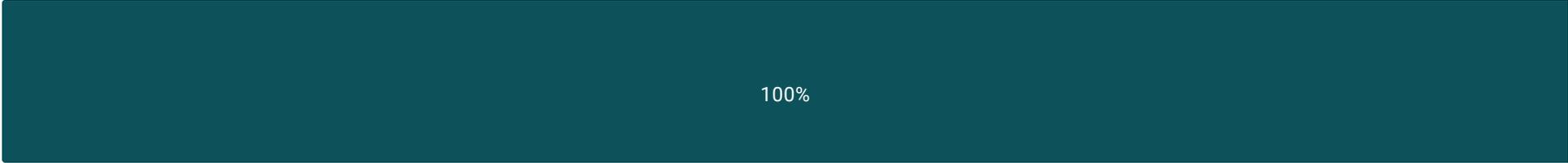
11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has an onboarding process that helps new members understand the school, its mission and goals, and board expectations.

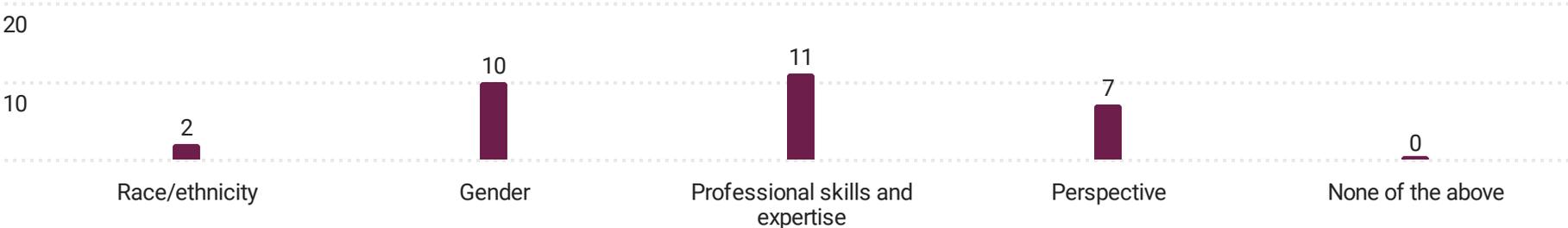
11 Responses



■ Yes ■ No ■ I don't know

The board is diverse in terms of:

11 Responses



The board has concrete board recruiting goals to ensure that the board is racially diverse.

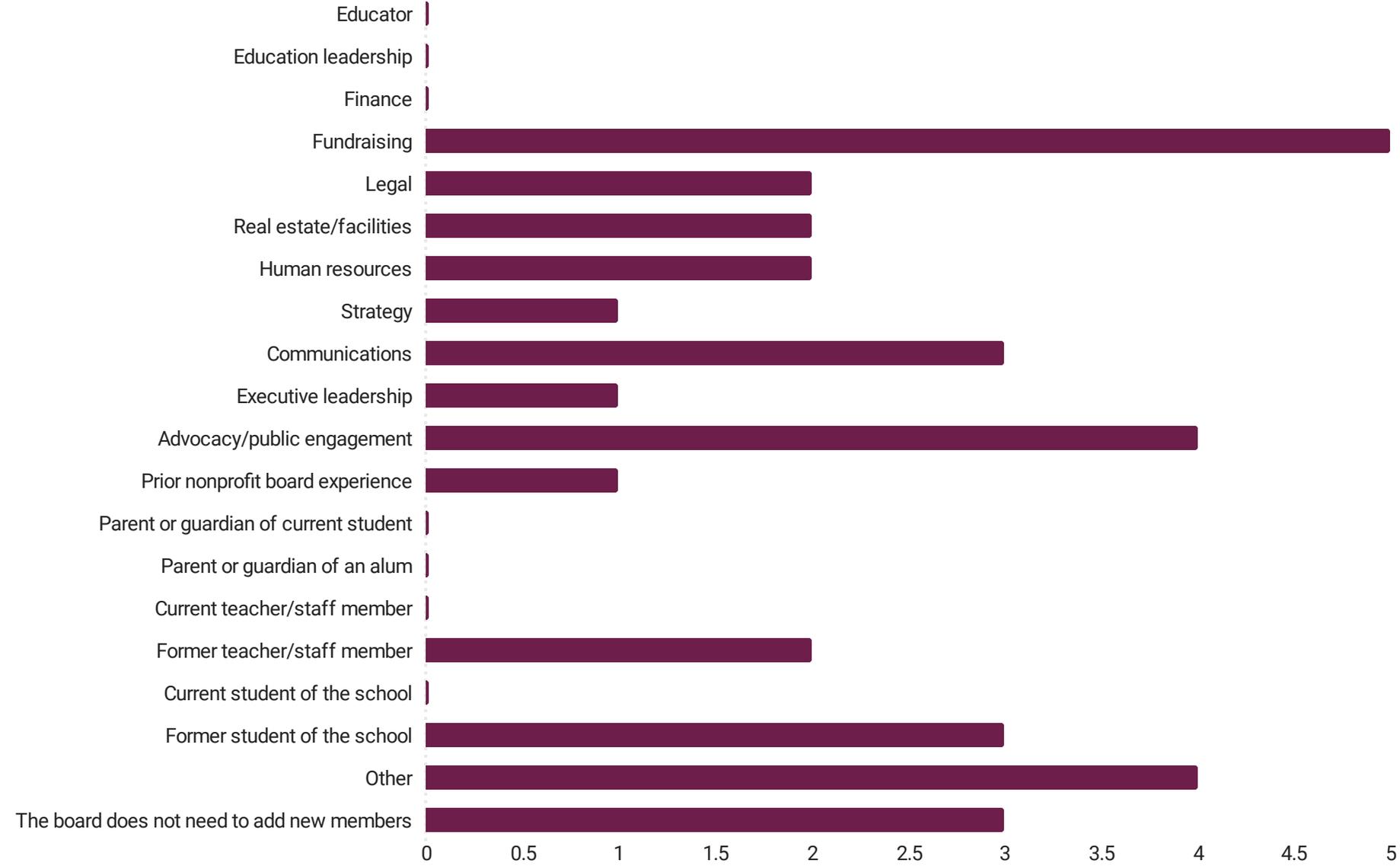
11 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree ■ I don't know

The board needs to add board members with the following experience:

11 Responses



I have a clear understanding of what is expected of me as a board member.

10 Responses



Strongly disagree Disagree Agree Strongly agree

The board committee on which I serve moves strategic board work forward toward the board's goals.

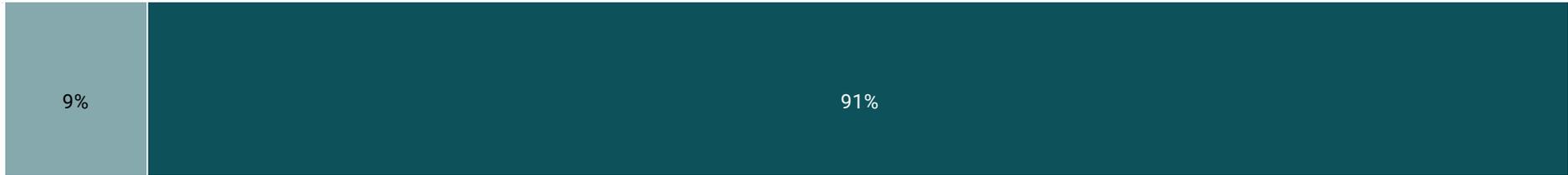
10 Responses



Strongly disagree Disagree Agree Strongly agree The board does not have committees I do not serve on a committee

Board meetings are well-run.

11 Responses



Strongly disagree Disagree Agree Strongly agree

Board meetings focus on strategic issues.

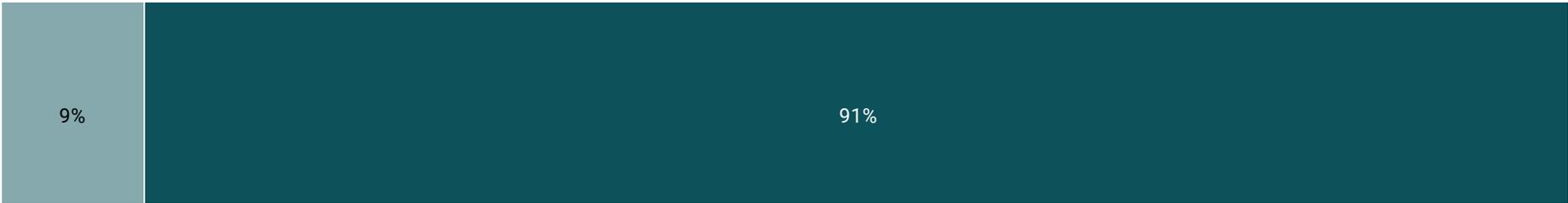
11 Responses



Strongly disagree Disagree Agree Strongly agree

Board members treat one another with respect.

11 Responses



Strongly disagree Disagree Agree Strongly agree

All board members are actively encouraged to share their perspectives.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I feel comfortable expressing my true opinions, even when I am a dissenting voice.

11 Responses



Strongly disagree Disagree Agree Strongly agree

The board conducts a self-assessment every year.

11 Responses



No Yes I don't know

Strategy & Accountability

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Spend board time on issues that impact student success

DESE requires Charter Public School Boards of Trustees to:

- *Demonstrate appropriate oversight of the charter school administration... done so without managing the day-to-day operations of the school*
- *Act in the best interests of the school community*

Best Practice tells us that Boards Should:

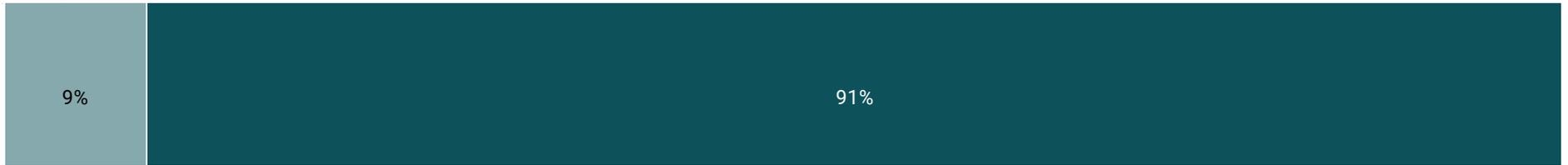
- Take ownership for board work rather than imposing on school staff
- Be courageous enough to stop spending energy on lower-impact work
- Ask leading questions, not just lagging questions
- Maintain accountability to each other

What does this look like?

- Be aware of what's in your Summary of Review (SOR) and your recent site visit report

The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it.

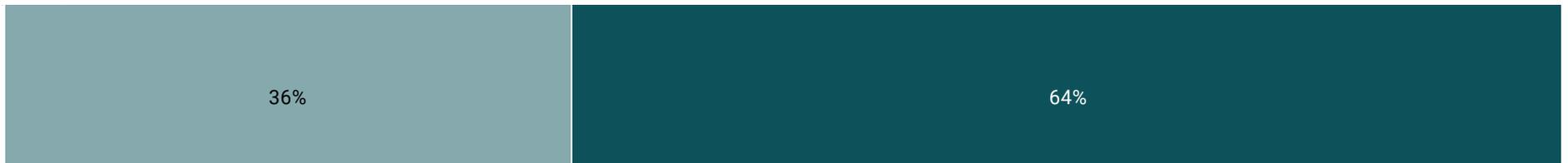
11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board sets annual board goals that drive the work as a board.

11 Responses



Strongly disagree Disagree Agree Strongly agree

The board regularly reviews its progress toward its annual goals, and course-corrects in order to hold itself accountable for achieving them.

11 Responses



Strongly disagree Disagree Agree Strongly agree

When was the last time the board had a board retreat? Definition: A retreat is a time outside of normal meetings to discuss issues that require time and space, such as long-term strategic planning, board roles and responsibilities, board goal setting, improving board culture, etc.

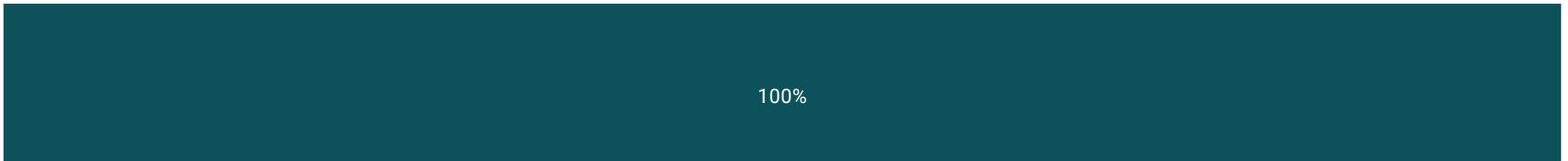
1 Responses



■ My board has never had a board retreat ■ More than 2 years ago ■ Within the last 2 years ■ Within the last 12 months

The board plans to hold a board retreat within the next 12 months.

1 Responses



■ No ■ Yes ■ I don't know

The board is clear on which decisions are owned by the board and which are owned by the School Leader.

11 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

In the last 12 months, the board and the School Leader have had at least one substantive conversation clarifying the balance between governance and management and aligning on who makes what decisions.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board steps back from decisions that are the responsibility of the School Leader, even high-stakes decisions.

11 Responses



Strongly disagree Disagree Agree Strongly agree

In partnership with the School Leader, the board regularly engages with stakeholders (e.g., families and community members), especially around big decisions.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board regularly discusses how racism or implicit bias appears within the school in relation to issues such as achievement gaps, teacher retention and recruiting, ED evaluation, and engaging parents/the community.

11 Responses



Strongly disagree Disagree Agree Strongly agree

Resources

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Be a good steward of resources and ensure budget is aligned with program success

DESE requires Charter Public School Boards of Trustees to:

- *Demonstrate appropriate oversight of the charter school financial health*

Best Practice tells us that Boards Should:

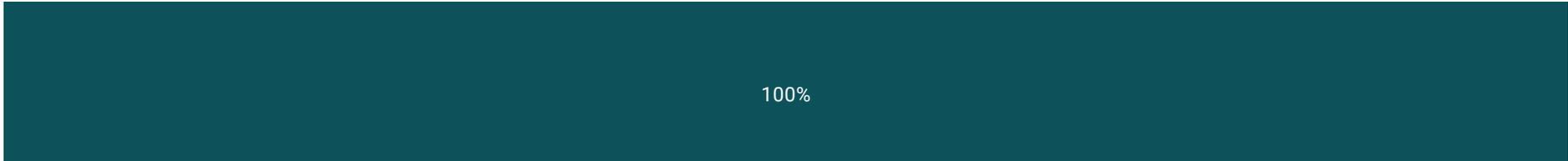
- Approve annual budget aligned with mission and strategic plan
- Monitor long term financial health and sustainability; plan for the future
- Ensure resources are allocated to student success
- Support the school by fundraising and friendraising

What does this look like?

- Ask about student enrollment
- Examine your school's audit
- Do you know your school's financial procedures? Who on the board understands them? Is the board doing what's outlined in the procedures?

I review financial statements at least quarterly.

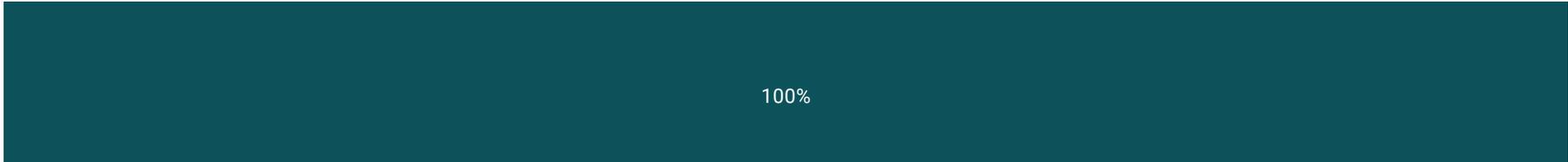
11 Responses



■ No ■ Yes ■ No, I am a new board member (within the last 3 months)

Financial statements reviewed by the board include actuals vs. budget, expenses, revenues, cashflows, and variances.

11 Responses



■ No ■ Yes ■ No, I am a new board member (within the last 3 months)

The board asks questions about student enrollment.

11 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

I ask questions when I notice something of concern in financial data, even if I am the only board member raising questions.

10 Responses



Strongly disagree Disagree Agree Strongly agree

The board holds the School Leader accountable for strong financial management, including hitting expense and revenue projections each year.

11 Responses



Strongly disagree Disagree Agree Strongly agree

The board has a full set of financial policies and procedures that protect the school's long-term sustainability.

11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

I have reviewed our financial policies/procedures in the last year.

11 Responses



■ No ■ Yes

I have reviewed our school's last audit and management letter.

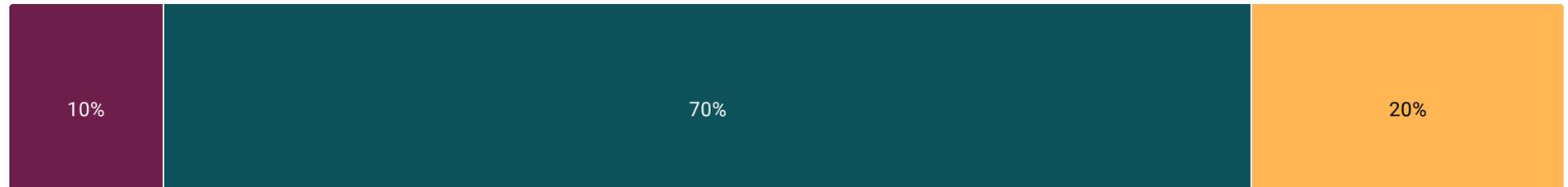
11 Responses



■ No ■ Yes

I have made or plan to make a personally meaningful financial contribution to the school this year.

10 Responses



■ No ■ Yes ■ Our board does not fundraise

Compliance

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Commit Steadfastly to Compliance

DESE requires Charter Public School Boards of Trustees to:

- *Adhere to Open Meeting Law and ByLaws*

Best Practice tells us that Boards Should:

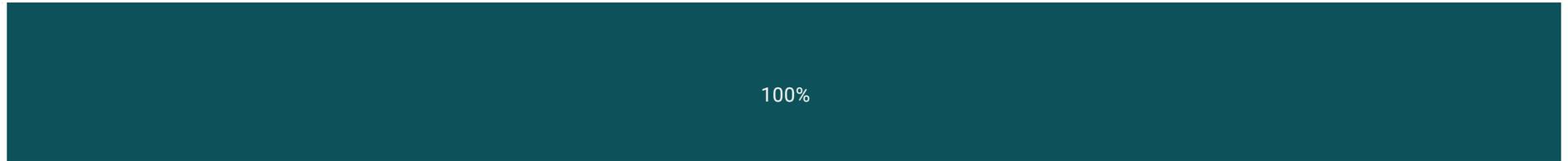
- Follow Open Meeting Law for board and committee meetings
- Comply with the board's bylaws

What does this look like?

- Do all board members understand Open Meeting Law?
- Is your board operating in compliance of your bylaws?

The board adheres to Massachusetts' Open Meeting Law.

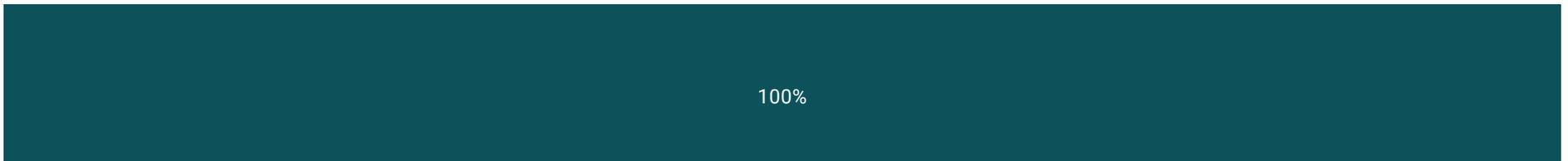
11 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has access to legal counsel.

11 Responses



No Yes I don't know

The board operates according to its approved bylaws.

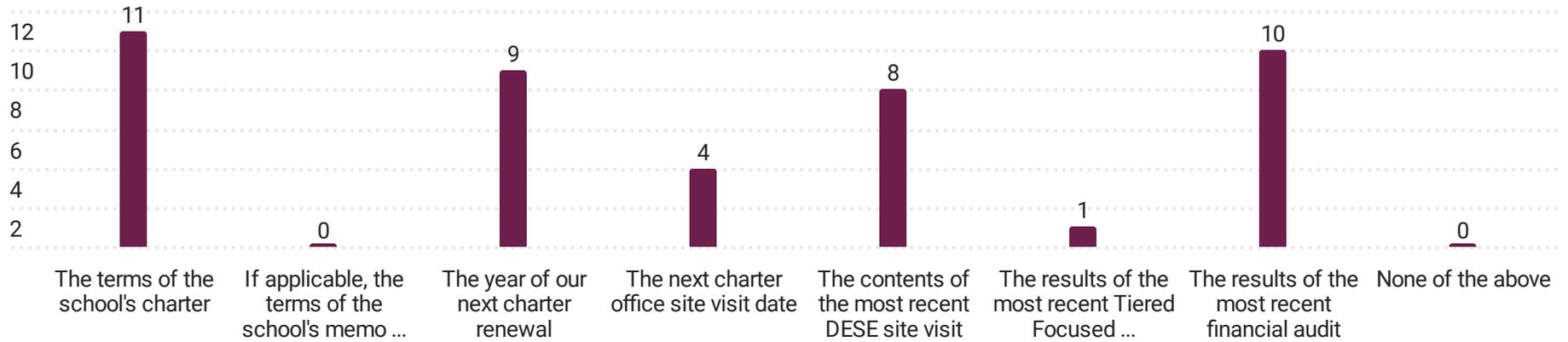
11 Responses



Strongly disagree Disagree Agree Strongly agree

I am familiar with:

11 Responses



I or another board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.

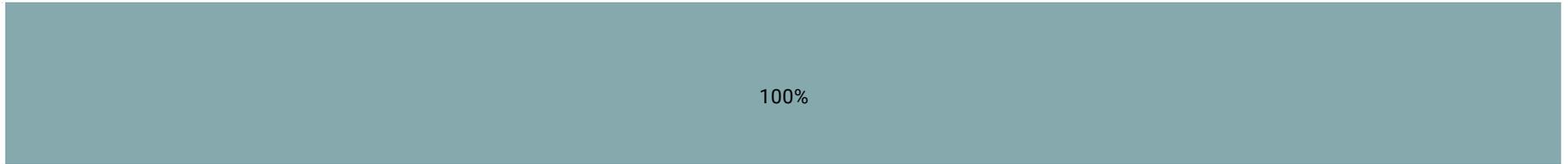
10 Responses



■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

A board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.

1 Responses



Strongly disagree Disagree Agree Strongly agree

The board proactively addresses compliance issues.

11 Responses



Strongly disagree Disagree Agree Strongly agree

Advocacy & Public Engagement

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.

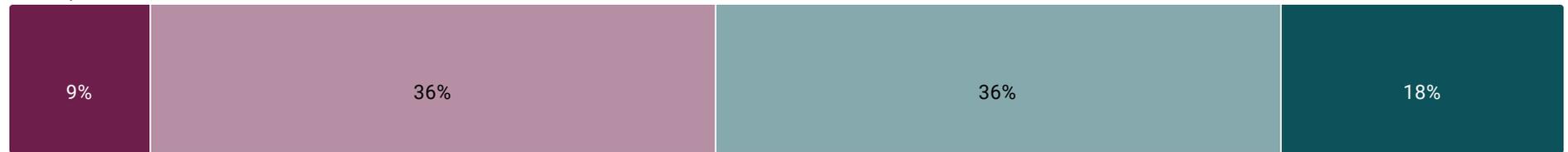


Engage with and within the community; serve as partners and ambassadors for region

- Be visible and open to community
- Ensure board reflects and represents the community
- Advocate for high quality schools
- Stay connected with MCPSA

I receive regular updates on the broader legislative and political environment, including potential implications for the school.

11 Responses



Strongly disagree Disagree Agree Strongly agree

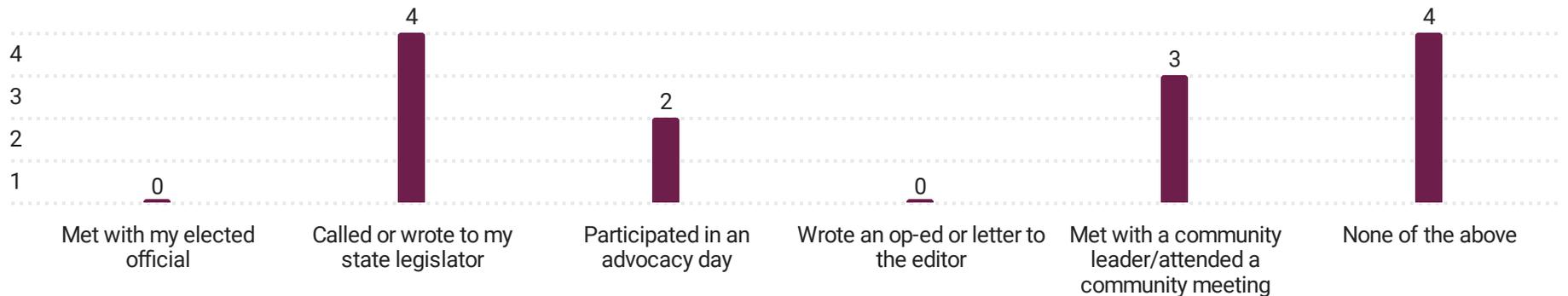
In regard to my state legislators:

11 Responses



I have personally taken at least one action in the last 12 months to influence education legislation, policy, regulations, or public opinion, including:

10 Responses



I routinely speak positively and proudly about the school.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I feel equipped to speak positively about what makes charter public schools special.

11 Responses



Disagree Agree Strongly disagree Strongly agree

I know how to respond when I hear or see misleading or negative information about charter public schools.

11 Responses



Strongly disagree Disagree Agree Strongly agree

Additional Questions

I find board meetings to be a good use of my time.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I find the culture of the board to be positive and supportive.

11 Responses



Strongly disagree Disagree Agree Strongly agree

I find my board service to be a rewarding and meaningful experience.

10 Responses



Strongly disagree Disagree Agree Strongly agree



Finance Committee Meeting Minutes - May 2025

Group: Finance Committee Meeting	Date and time: Wed., May 7, 2025 8:30 am
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Location/Link: https://us02web.zoom.us/j/88364987634?pwd=cFFOR081T3ViZjh0eTNTUEdOSWZldz09

Online Meeting ID: 883 6498 7634	Online Meeting Password: budget
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Attendees: Chris Kusek, Carla Clark, Grace Mrowicki, Alex Porter, Kylan Mandile, Lisa Plaza, Andy Tilbe

Regrets: None

April 2025, Chris motions to approve, Carla. Minutes approved.

Kylan to send minutes to Kate.

- Facilities updates
 - o Parking lot - was repaired during April break.
 - Add exit near donation - Need to explore permitting to explore exit for adding another exit. Andy will look into getting approval for curb cut
 - Playground - approval
 - Sprinklers - Had 5-year test for sprinklers. Showed corrosion so recommend flush and maintenance.
 - Property management companies that would want to work for school
 - Discuss engaging a consultant for property condition assessment. Moved to summer work
 - Review Q3 2025 financial statements - Financial statements very consistent with budget. Deposits towards the playground project have been paid out of checking accounts. Property improvement line item includes deposits towards
 - Chris motions to approve, Kylan seconds
 - Carla to sent to Kate Aleo
 - Review and discuss FY2026 budget
 - FY continues stable enrollment and modest per pupil tuition increases
 - Total income remains
 - Uncertainty in grants - Most DOE grant allocations are consistent with prior years. ESSER II and Safe & Supportive school grants are fully phased out in FY26. DESE Competitive grant applications total over \$20k (
 - Projected state per pupil will increase 3.6%
 - Teacher salaries rose due to step increases, scale alignment, and programmatic restructuring. Director and admin staff costs rose modestly with board approved increases
 - Professional development spending continue to support teacher growth and school wide initiatives including training related to curriculum integration, behavior strategies
 - Kylan motion to approve the budget and send to Bot for approval and Lisa seconds. Carla to send Budget to Kate.
 - No new business
- Review action items
- June 4'
 - Chris proposes adjournment and kylan seconds

Next meeting Wednesday, June 4, 2025 at 8:30 am



GABS Committee Meeting Minutes DRAFT – Tues, May 6, 2025, 8:30 am Approved

Meeting Location: HCCPS

Present: Emily Boddy; Tiffany Ross; Lindsay Fogg-Willits, Sara Scheffelin; Kate Aleo
Guests: Rebecca Belcher Timme
Regrets:
Notetaker: Emily

Topic	Discussion	Action (if necessary)
Check-in/ Announcements	Checked in. Emily Announced Kathleen H stepping down as president and from the board. Will have a robust conversation about succession planning.	
JEDI	Woven into other discussions	
Approve Mar 18 2025 Minutes	Approved by consensus.	
Succession Planning - Discussion and Decision	Propose Tala as Co-VP at the May meeting, per our board leadership succession plan. Lily will serve as interim president. Ben will run May meeting and Tala will run June retreat/meeting in Lily's absence. Looking further ahead with leadership... Neal Teague, Steve? Lauren Do we want to recruit now to fill the spot Kathleen will vacate? Artspark alumni outreach - Tiff reached out after Artspark, no responses. Targeted outreach by GABS, others in our community who may know some of the people. Need to recruit for someone who'd like to serve as Clerk, shadow and train Emily's final year on the	Proposal will be considered at the June Meeting for leadership positions for July BoT meeting. GABS will update the succession plan at June meeting.



HILLTOWN COOPERATIVE
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	<p>board 26/27. Thinking about parents of younger children - possibly Sarah-Jane Pointdexter (indigos, rising second kid at HCCPS)</p> <p>Kylan has agreed to stay on as Treasurer/Finance, second term. Has asked that we think about recruiting another financial person. Circle back to Brandee? Emily will loop back in with her.</p>	
Board Role in Fundraising, Discussion	<p>Kathleen and Emily found a document from some years ago identifying that the board needed to play a more active role in fundraising. Clearly been an issue on and off over time.</p>	
Board book Organizational Plan Discussion	<p>Kathleen and Emily have been collaborating. Emily had identified pieces that needed President to look - Kathleen wanted to take a more active role in the revitalization fo the board book. Emily will meet with Kathleen for progress report, and take it back into GABS.</p>	<p>Emily will get status of book and take it on from there - summer project.</p>
New Business	<p>Succession planning proposal for JulyBoT meeting</p> <p>Updated succession plan document for BoT July meeting</p> <p>Board Book Organizational Plan</p> <p>Review Board Goals</p>	
Next Meeting Date/Time/Location	<p>Meeting dates for the year, 8:30am:</p> <p>June 3</p>	
Adjournment	<p>9:30 am</p>	

Agenda items for next month:

GABS agenda items for next BOT meeting: Co-VP proposal.

Personnel Committee Meeting Minutes

Date:

[Zoom Link](#)

Passcode: w8iLua

Present: Tala Elia, Carla Clark, [Rebecca Belcher-Timme](#) Chris Kusek, Neal Teague, Cecilia Darby,

Regrets:

Topic	Discussion	Action
Minutes approval	Minutes approved	
Support position pay scales	The SLP/OT positions are on the teacher scale. The psychologist position is too, but that is not competitive for someone with a doctoral degree SLPA candidate was not hired	Deferred
Job descriptions review	Personnel has two pieces related to this: <ol style="list-style-type: none"> 1. To centralize an archive of job descriptions 2. To include information in descriptions for non-teachers that would impact salary/pay scale placement Some roles are changing, but personnel won't rewrite job descriptions	Chris and Rebecca can review job descriptions in the summer, making descriptions more uniform. Personnel can look at updated job descriptions in the fall.
Pay scale projections/timeline	Historically, personnel has done TA and teachers, but now will add admin scales, DoTL, HoS Looking at districts for comparisons early in the fall December is when Carla starts pulling data Budget has to be approved by June Something usually goes to Personnel from Carla in January, to board in February and March Non-teacher scales could be done earlier—not as dependent on area districts If teacher and TA scales are done earlier, it will drive admin scales, so makes sense to do first	
Review action items	Job archive organization	Tala to organize, Rebecca/Chriss to review

Tentative agenda topics for next meeting	Sept/Oct- review salary scales policy/neighboring districts Parent rep tool for hiring	
Next meeting time/date/location		
Adjournment	4:18pm	